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**Urban Environment: Producing Place
Theories and Concepts in Urban Geography**

Fall 2020

Syllabus: Draft Version 1

NB: This is the first draft of the syllabus and is still a work in progress – a final version will be drafted before the semester begins. The readings and assignments will stay the same, however, just as they are listed here.

Class Structure: Synchronous on Canvas and Zoom

Class Zoom Meetings: Mondays 5:30-8:10 pm

Professor: Dr. Eva Giloi

Office Hours: Fridays by appointment, hours tba, sign-up on Canvas

Course Description

At its heart, urban geography is about place-making. As a discipline, urban geography draws on a broad range of scholarly fields in the social sciences and humanities to examine how spatial processes, embodiments, mobility and affect shape the built environment. While urban geographers approach these questions from a variety of angles, in this course we will focus on the symbolic, affective and discursive creation of cities as places of meaning, of socio-spatial inclusion and exclusion, of everyday life and spatial experience. This course presents its theories and concepts on three levels. First, it engages students with some of the classic theoretical texts about how cities are experienced, focusing on issues of embodiment, mobility, and the habitus of space, including texts by Michel de Certeau (*Walking in the City*), Pierre Bourdieu (*Outline of a Theory of Practice*), Jane Jacobs (*The Death and Life of Great American Cities*), David Harvey (*The Right to the City*), Henri Lefebvre (*Rhythmanalysis*), and Gernot Böhme (*Atmospheres*). Second, it examines concepts currently used by urban geographers to think about how cities and their inhabitants' situational identities are delineated, including limits and margins, the phenomenology of space, sound environments, mapping, mobility, embodiment, and more. Third, it surveys specific case studies in which scholars have applied these concepts to real-world examples in global cities.

Learning Outcomes

In this course, students should expect the following outcomes:

- an introduction to the fields of Urban Geography, the Urban Humanities, and the 'spatial turn' in historical scholarship, viewed from multiple theoretical approaches;
- an engagement with classic texts in the field as well as cutting-edge current scholarship;
- a review of the conceptual frameworks and methodological techniques used by scholars in these fields;
- an overview of case studies to help guide and inspire their own scholarship;
- opportunities to apply various methodologies to real life situations and to try out different conceptual techniques in practice.

Platform and Structure

This is a synchronous course, taught through distance learning. We will use a combination of Canvas and Zoom; more info TBA.

Assignments in a Time of Distance Learning

This year is different, to state the obvious... Normally when I teach a graduate seminar, discussion in the in-person seminar provides the core of the course work, and the final assignment focuses on creating a larger methodological review of the course texts. With distance learning, I have modified the course structure to try to get as much out of the situation as possible, but with an understanding of the technological limitations and time constraints – and possible unexpected developments – that we're all facing. As a result, I have designed the course around a different system: a larger number of small

assignments that are both more guided and more creative in nature, and a grading system that gives flexibility in terms of course discussions.

There are three graded components to the course, described in more detail below:

1. **Weekly reading notes** due before the discussion;
2. **Virtual field trip notes** in which students apply concepts in praxis, in a creative and free-form manner;
3. **A final assignment grade** broken down into four graded components, each of which apply the course materials in different ways. To provide flexibility, both in terms of interests and to manage unforeseen developments, I will count the top three out of the four components for your final assignment grade (so that you only need to do three out of four, or, you can guarantee the highest possible grade by doing all four so that the top three grades count).

Grade Composition

1. **Weekly reading notes:** = 20% of course grade
1-2 page minimum, but it can be longer if you're inspired
Each week's notes are worth 2 points
There are 13 weeks, but top 10 are counted (2 x 10 = 20%)
2. **Virtual field notes:** = 20% of course grade
5 in total counting 4 points each
These should be around 3 pages (but can be longer)
3. **Final assignment grade:** = 60% of course grade
There are 4 components, each worth 20 points.
The top 3 grades will be counted.
Zoom discussions are one component; the other three are written.
The four components are oriented towards: discussion; methods; history; praxis.
All four components are described in detail below, including page minimums.

Detailed Description of the Course Work

1. Weekly notes

These notes are meant to provide talking points for the discussions, and are due before that week's Zoom meeting whether you intend to attend the meeting or not. Please send the notes to me no later than by noon on Sunday before the relevant Zoom meeting, so that I can review and think about them. More details on submission TBA.

The idea behind the notes is that you focus on a few particular issues in the readings for that week, so that I know where your interests lie and so that we have a basis for discussion in in the Zoom meetings. At the same time, while the notes can/will provide talking points for the Zoom discussions, the weekly notes grade is completely separate from the zoom discussion grade. This means that you will get credit for keeping up with the readings for the course even if you can't attend any of the Zoom discussions.

There are 13 weeks in which weekly reading notes are assigned, but I will only include the top 10 responses in the grade. This means that you can skip up to three weeks without it affecting your grade. At the same time, I won't have any other make-up opportunities for missing notes, and they won't count if they are handed in late.

For each week, I have put a brief prompt on the syllabus to give you some guidance for the notes. That said, you should above all focus on a topic that you find noteworthy and would like to discuss because you find it significant, useful to your work, annoying, confusing, misguided, etc. For each week, I will also provide some informal notes about the things that I would like to discuss, if possible with page numbers, so that you can review and think about those topics.

2. Virtual field trips: these are meant to provide opportunities for application of theory in praxis.

In these five assignments, prompts ask you to apply the concepts from the texts for that week to your local experiences. These answers can be free-form, free association, fluid and creative – they should not be formal essays, but rather field notes as you try out some of the concepts to see how they might inspire your scholarly work. The goal is: to see how well certain theories work when applied in practice; allow you to try out different concepts and how to apply them to specific examples, in case you want to use these methodologies in your work; and to give me a chance to see how the idea of the Urban Humanities can be developed more fully.

I have provided prompts for the virtual field trips on the syllabus below. The first draft of the field notes is due by Friday 6 pm of the week it is assigned. You also have the option of revising your notes later in the semester, if you want to hand in a second draft. The second draft is truly optional, i.e. if you feel inspired to revise your ideas after getting your first draft back. There is no penalty for not handing in a second draft. If you do choose to revise, your grade for that draft could go up if it is a more thorough elaboration of your thoughts and techniques; the second draft would be due by the end of the semester (specific date TBA)

3. Final assignment grade

The final assignment grade is composed of the top 3 grades of the 4 components:

- a. zoom discussions
- b. method review
- c. historical application
- d. praxis

a) *Zoom discussions:* I really hope that everyone will want to come to every zoom discussion, but I also realize that this is not always possible, especially in a time of pandemic. I'm not sure how well discussions will work on Zoom, rather than in a seminar room in person, and I am sympathetic to the fact that we all have different levels of comfort with video calls. For this reason, I want to give you credit for attendance and participation in the Zoom discussions if that works in your favor, but I also want to be able to leave this component out of the overall grade if it doesn't work in your favor. This is why I've designed the course structure so that you can include Zoom sessions in the grade or alternately focus only on written work.

If you do attend the Zoom sessions, you have the options of turning your video on, keeping your video off and just commenting through audio, or you keeping both video and audio off and making comments through the chat feature. I will be recording the discussions to have a record of your participation for reference of your attendance, but I will not be publishing the recordings or making them available after the session.

Also, a number of our students are located outside of the US this semester and are therefore in different time zone. Given that the standard Monday evening session might be difficult for some students because of the time difference, I want to offer a second session every week, earlier in the day, and I'm thinking of Friday mornings (Newark time). If you're interested in this option, please let me know, and I'll see if we can coordinate a time that works best for everyone.

b) *Methods review*: Due date TBA – should be handed in at the end of the semester. This written work should be around 9 pages in length, and written in formal style.

For this section, please write on the following: review three texts from this semester, two that you liked the best, and the one that you liked the least. Write at least 3 pages on each text, summarizing, analyzing, and evaluating why you liked it or not. You can write about the value it provides for your own work; you can assess its significance for the field of urban geography, urban studies, or history; and for the one you don't like, you can feel free to critique any problematic aspects of the work. (Just to state the obvious: do not choose either of my texts for this assignment!)

c) *Historical application*: Due date TBA – should be handed in at the end of the semester. This written work should be around 5 pages in length, and written in formal style.

Choose one of the historical texts listed here (directly below) and evaluate how well the author applies spatial concepts to the past. You might want to think about the kinds of evidence and sources used; what gets left out in this particular historical account; if the evidence seems compelling, plausible, or shallow; and/or how important and insightful the conclusions are.

Please choose one of these books (if you want to review a different one, please check with me first):

- Joachim Schlöf, *Nights in the Big City, Paris, Berlin, London 1840-1930*
(this one gets a major shout-out by Amin and Thrift...)
- Felix Driver, *Geography Militant: Cultures of Exploration and Empire*
- Daniel Jütte, *The Strait Gate: Thresholds and Power in Western History*
- Benedict Anderson, *Imagined Communities*

d) *Praxis: Urban Thresholds*: due date TBA – should be handed in at the end of the semester. This written work should be around 5 pages in length, although you can certainly write more! This should be creative in style and presentation; it can also have multimedia components, if you're so inclined.

This is a glorified version of the Virtual Field Notes, but should focus on the idea of Urban Threshold (see my description at: <https://sasnrutgers.edu/urban-thresholds>). You can draw on conceptual and methodological ideas from any week's readings, but your work here has to be different from any Virtual Field Notes you hand in earlier in the semester. We can talk about how to approach this exercise later in the semester, but you might want to think about questions of access and affect, rhythms, how the senses tell us who gets to go where and when, etc. If you hate the idea of doing something on urban thresholds, we can think about a different angle for you – just let me know.

A Final Note: Expectations for Readings

My goal is to give you a rich array of texts for you to enjoy, to contemplate as examples of different methodological approaches, to have as reference points for your research work now and in the future, and of course to give us material to discuss in our meetings. I also realize, though, that sometimes we need to prioritize how we read texts. With that in mind, while you're expected to be "responsible" for all of the

course materials for each week, this “responsibility” covers a range of reading strategies, from in-depth contemplation of subjects you find most compelling, to skimming and summarizing others to absorb the main points of argument. In a nutshell: I tried to pick texts that are interesting enough that you will *want* to read and discuss them, but I understand that these are difficult times and you may need to prioritize how much attention you can give to any one text. While you should aim to have a general grasp of all of the readings, you should also focus your weekly comments more narrowly to those aspects that you find most compelling. What I am hoping for, above all, is for you to think about some of the texts in depth to give substance to our discussion.

Submitting Papers:

- The written work must be submitted to Turnitin on Canvas – more details TBA.
- All students must put the Rutgers Honor Code Pledge on their assignments. The wording of the pledge is: “On my honor, I have neither received nor given any unauthorized assistance on this assignment.”

Grading Rubric:

- A: Outstanding
- A-: Outstanding, with one or two areas of improvement
- B+: Very good
- B: Good
- B-: Good overall, with some significant weaknesses
- C+: Satisfactory, with some potential for improvement
- C: Satisfactory, but needs significant development
- C-: Barely satisfactory
- D: Poor: overwhelming flaws
- F: Failing: doesn't complete assignment

Book List

Many of the readings listed in the syllabus are pdfs that you can access on Canvas. Some of the readings are required books, which you can purchase through the Rutgers Bookstore or on-line. You can also look for pdfs of some of these books on-line, since some of the books seem to be out there as pdfs (for instance Jane Jacobs). You might also get access to them through Hathitrust: Rutgers has a contract with Hathitrust that allows you to access their vast library of books due to the covid-emergency.

Along with pdfs on Canvas, this is the book list for the course:

- Tim Cresswell, *Place: A Short Introduction* (ISBN: 978-0470655627)
- Henri Lefebvre, *Rhythmanalysis: Space, Time and Everyday Life* (ISBN: 978-1472507167)
- Kevin Lynch, *The Image of the City* (ISBN: 978-0262620017)
- Jane Jacobs, *The Death and Life of Great American Cities* (ISBN: 978-0679741954)
- Ash Amin and Nigel Thrift, *Cities: Reimagining the Urban* (ISBN: 978-0745624143)
- Stavros Stavrides, *Towards the City of Thresholds* (ISBN: 978-1942173090)
- Denis Wood, *Rethinking the Power of Maps* (ISBN: 978-1593853662)
- Laura Kurgan, *Ways of Knowing Cities* (ISBN-13: 978-1941332580)
- Arijit Sen and Lisa Silverman, *Making Place: Space and Embodiment* (ISBN: 978-0253011435)
- John Urry, *Mobilities* (ISBN: 978-0745634197)

Policy on Academic Integrity (Cheating and Plagiarism):

Rutgers University treats cheating and plagiarism as serious offenses. Cheating is both a moral and an ethical offense. It violates both your own integrity and the ethics of group commitment: when you cut corners and cheat, you undermine those students who took the time to work on the assignment honestly. As a standard minimum penalty, students who are suspected of cheating or plagiarism are reported to the Office of Academic Integrity. Pending investigation, further penalties can include failure of the course, disciplinary probation, and a formal warning that further cheating will be grounds for expulsion from the University.

The University's Academic Integrity policy can be found at: <http://academicintegrity.rutgers.edu>

All students are required to sign the Rutgers Honor Code Pledge. The History Department **REQUIRES** that the following honor pledge is written and signed on every exam, paper, or other major course assignment that is submitted for grading: "On my honor, I have neither received nor given any unauthorized assistance on this assignment."

Disabilities:

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>. For more information please contact the Office of Disability Services in the Paul Robeson Campus Center, in suite 219 or contact odsnewark@rutgers.edu.

For the **full Accommodation and Support statement**, see **Appendix A** at the end of this syllabus.

Schedule of Classes

Each week listed here refers to the texts to be read and assignments to be completed before the scheduled Zoom discussions, which take place on Mondays 5:30-8:10 (except the first session, which is held on Tuesday because of the Labor Day schedule.)

For the sake of brevity, I have listed only the authors, main title, and publication date of the texts here, rather than a full citation. I will provide a list of full citations for reference – (so that you know where these texts come from) – in a document posted on Canvas.

Week 1: Introductions

Zoom discussion: Tuesday, Sept. 8, 5:30-8:10

Readings

No readings, but please take a quick look at my text at: <https://sasn.rutgers.edu/urban-thresholds>
TBA: link to Making a Place.

Week 2: A Short Introduction to Place-Making

Zoom discussion: Monday, Sept. 14, 5:30-8:10

Readings

Book:

-- Tim Cresswell, *Place: A Short Introduction* (2004, second edition 2014)

Context for Readings

TBA

Weekly Note Prompt

Weekly Notes 1: As you read Cresswell's survey of the field of urban geography, identify three concepts that you find most promising for your research interests, and explain how they might inform your current or imagined future work.

My Thoughts for the Zoom Discussion

TBA

Week 3: Rhythms: Henri Lefebvre

Zoom discussion: Monday, Sept. 21, 5:30-8:10

Virtual Field Notes 1

Based on your reading of Lefebvre's *Rhythmanalysis*, do your own rhythmanalysis of a view outside of your window or your front door, or at some other site in the city. Try to do this analysis over the course of a few days (and stay socially distanced, of course!).

If you don't have access to a good window view, you can also put together a series of multiple analyses by looking out of other people's windows at Window Swap: <https://window-swap.com/window>. Some of these views will be more appropriate to this exercise than others; you can tab through to find some good ones.

Readings

Book:

-- Henri Lefebvre, *Rhythmanalysis: Space, Time and Everyday Life* (2004; French version 1992)

Pdfs on Canvas:

-- Christian Schmidt, "Henri Lefebvre's Theory of the Production of Space" (2008)

-- Ryan Moore, "The Beat of the City: Lefebvre and Rhythmanalysis" (2013)

Context for Readings

While you should focus on *Rhythmanalysis* for the Virtual Field Notes, the texts by Schmidt and Moore will give you a good overview of Lefebvre's work, his place in academic discourse, and the scope of his influence.

Weekly Note Prompt

Weekly Notes 2: TBA

My Thoughts for the Zoom Discussion

TBA

Week 4: Legibility, Visibility, Aesthetics

Zoom discussion: Monday, Sept. 28, 5:30-8:10

Virtual Field Notes 2

How is the city of Newark constructed in the 1974-1975 exchange between Arthur M. Louis and Newark mayor Ken Gibson? How are Newark residents imagined in the two text? Do the other texts (Lynch, Jacobs, Banfield) provide context for that exchange and the differences in perspective between them?

Readings

Books:

- Kevin Lynch, *The Image of the City* (1960)
- Jane Jacobs, *The Death and Life of Great American Cities*, specifically the Introduction and the chapters on Sidewalks, pages 1-88 (1961)

Pdfs on Canvas:

- Eva Giloi, "The Beauty of Blight: Creating Insiders and Outsiders through Aesthetic Invectives in 1960s Newark" (2020)
- Arthur M. Louis, "The Worst American City," *Harper's Magazine* 250:1496 (1975)
- Ken Gibson, response to "The Worst American City" (letter dated Dec. 27, 1974)

To get a sense of the discourse on urban renewal of the time, I have also provided the primary source:

- Edward C. Banfield, *The Case of the Blighted City* (1959)

It's a quick read, designed for a broad audience – not only does it mirror sentiments at the time, but it also gives a pretty good overview of the issues at stake in urban renewal (although it doesn't mention red-lining by name, but only refers to it obliquely...)

Context for Readings

TBA

Weekly Note Prompt

Weekly Notes 3, in two parts:

- 1) Does Lynch's classification provide concepts that you find useful? What do you think about his view of Jersey City?
- 2) How are people imagined in his view of how cities work? How does that compare to Jacobs?

My Thoughts for the Zoom Discussion

TBA

Week 5: Walking in the City: Michel de Certeau

Zoom discussion: Monday, Oct. 5, 5:30-8:10

Readings

Pdfs on Canvas:

- Michel de Certeau, "Making do": Strategies and Tactics, *The Practice of Everyday Life* (1984)
- Michel de Certeau, "Walking in the City," *The Practice of Everyday Life* (1984)
- Frédéric Pousin, "The Aerial View and the *Grandes Ensembles*" (2013)
- Neil Leach, "Belonging: Towards a Theory of Identification with Space" (2002)

Context for Readings

More details TBA, but for now: I've included Pousin as a possible example of Certeau's "strategies."

Weekly Note Prompt

Weekly Notes 4: TBA

My Thoughts for the Zoom Discussion

I like Certeau a lot, and have often drawn on his terms in my work. But I'm always a little uneasy, because I wonder: is Certeau naïve about the power of tactics? He calls tactics a form of micro-resistance...do you agree that the personalized ways in which individuals appropriate the city grid is a form of resistance? Is there a qualitative difference between resistance and divergence? Certeau argues that walking through the city is a pedestrian speech act; in keeping with that parallel, if we want to consider jay-walking a form of micro-resistance, would we also say that slang is a form of micro-resistance, or is "resistance" too strong a word for this kind of personal appropriation through divergence?

Week 6: Thinking about Tactics

Zoom discussion: Monday, Oct. 12, 5:30-8:10

Readings

Pdfs on Canvas:

- David Harvey, "The Right to the City" (2003)
- Nigel Thrift, "The Material Practices of Glamour" (2008)
- Ori Schwarz, "The Sound of Stigmatization: Sonic Habitus, Sonic Styles, and Boundary Work in an Urban Slum" (2015)
- Charles Hirschkind, "Cassette Sermons, Aural Modernities and the Islamic Revival in Cairo" (2006)
- Shuhei Hosokawa, "The Walkman Effect" (1984)

Context for Readings
TBA

Weekly Note Prompt
Weekly Notes 5: TBA

My Thoughts for the Zoom Discussion
TBA

Week 7: Affect and Atmosphere

Zoom discussion: Monday, Oct. 19, 5:30-8:10

Readings

Pdfs on Canvas:

- Sara Ahmed, "Happy Objects" (2010)
- Brian Massumi, "The Future Birth of the Affective Fact: The Political Ontology of Threat" (2010)
- Margrit Pernau, "Mapping Emotions, Constructing Feelings: Delhi in the 1840s" (2015)
- Gernot Böhme, "Urban Atmospheres: Charting New Directions for Architecture and Urban Planning" (2014)
- Matthew Gandy, "Urban Atmospheres" (2017)

Context for Readings

There is something very rational and intentional about Certeau's concept of strategies versus tactics. How do we bring subconscious structures back into the picture? As I noted last week, Thrift tries to bring in the concept of aesthetics and affect to modify the sense of 'free will' that informs the concept of strategies and tactics. Thrift is also part of a tradition that assumes that there are *a priori* phenomenological experiences – that there is such a thing as an "aesthetic" that all humans respond to. This is in parallel with some scholars of affect theory, who argue that affect is based in pre-conscious assessments or scripts (as opposed to emotions, which we 'feel' only once they have risen to consciousness and/or only once we have enunciated them). This assumption (of pre-articulated phenomenological experience) links the concept of aesthetics and affect, and it also creates the justification for scholars who see city spaces in terms of atmospheres. These scholars, like Böhme, also assume (explicitly or implicitly) that the phenomenological experience of a given city's atmosphere is (virtually) universal, implying that everyone (regardless of background) has the same aesthetic-affective experience of certain types of urban settings.

With that in mind, regarding the specific texts:

- Ahmed and Massumi are classic examples of affect studies, to give you a taste of the field
- Pernau, who is a co-director of the Center for the History of Emotions at the Max-Planck-Institute in Berlin, is an example of an historian applying concepts of affect to an analysis of an urban space

-- Böhme is one of the most cited text on atmospheres in urban studies, and Gandy gives a nuanced reading of Böhme and other texts on atmosphere

Weekly Note Prompt
Weekly Notes 6: TBA

My Thoughts for the Zoom Discussion
TBA

Week 8: Reimagining and Reclassifying Cities

Zoom discussion: Monday, Oct. 26, 5:30-8:10

Readings

Book:

-- Ash Amin and Nigel Thrift, *Cities: Reimagining the Urban* (2003)

Context for Readings
TBA

Weekly Note Prompt

Weekly Notes 7: When you compare this book to the concepts we have been exploring for the past few weeks, did you find some new concepts here? Would you say that Amin and Thrift have an original approach, beyond their summary of the field? Is there a concept here that you find promising for your work, and how might it inform your work or interests?

My Thoughts for the Zoom Discussion
TBA

Week 9: Habitus: Pierre Bourdieu

Zoom discussion: Monday, Nov. 2, 5:30-8:10

Virtual Field Notes 3

Describe a form of habitus, and specifically synchronization and orchestration, that naturalizes social relations and keeps people in social hierarchies that seem natural. You can think about historical examples or contemporary ones. You can also draw on your own experiences. Along with giving a description of these patterns (using specific examples), you might think about providing images, graphs, etc. to illustrate your points.

Readings

Pdfs on Canvas:

- Pierre Bourdieu, excerpts from *Outline of a Theory of Practice*: “Structures, habitus and practices” (78-95) and “Doxa, orthodoxy, heterodoxy” (159-171) (French, 1972; English, 1977)
- Eva Giloi, “Socialization and the City: Parental Authority and Teenage Rebellion in Wilhelmine Germany” (2012)
- Leonie Sandercock, “Difference, Fear and Habitus: A Political Economy of Urban Fears” (2002)
- Steve Pile, “Spectral Cities: Where the Repressed Returns and Other Short Stories” (2002)
- John Friedmann, “Place-making as Project? Habitus and Migration in Transnational Cities” (2002)
- Roxana Waterson, “Enduring Landscape, Changing Habitus: The Sa’dan Toraja of Sulawesi, Indonesia” (2002)

Context for Readings

TBA

Weekly Note Prompt

Weekly Notes 8: Which article do you find most significant, and how might it intersect with your interests or your work? (Don’t choose mine, flattered though I might be...)

My Thoughts for the Zoom Discussion

TBA

Week 10: City of Thresholds

Zoom discussion: Monday, Nov. 9, 5:30-8:10

Readings

Book:

-- Stavros Stavrides, *Towards the City of Thresholds* (2010)

Context for Readings

TBA

Weekly Note Prompt

Weekly Notes 9: TBA

My Thoughts for the Zoom Discussion

TBA

Week 11. Mapping

Zoom discussion: Monday, Nov. 16, 5:30-8:10

Virtual Field Notes 4

Choose a map, either contemporary or historical, to analyze using the concepts in this week's readings. You can find maps on-line, perhaps for a city or neighborhood to which you have a personal connection. You can also find a large number of maps of Newark, both contemporary and historical, at the Rutgers Library website, specifically the Newark Experience page: <https://libguides.rutgers.edu/newark>. That page has a tab titled "Newark Maps": <https://libguides.rutgers.edu/newark/maps>, but you can also follow any of the other tabs on the site, because most of the topics have original pdf documents that contain multiple maps, for instance the Master Plans of the city's Planning Commission, or documents under the tab Queer Newark.

Readings

Book:

-- Denis Wood, *Rethinking the Power of Maps* (2010)

-- Laura Kurgan, *Ways of Knowing Cities* (2019)

Context for Readings

TBA

Weekly Note Prompt
Weekly Notes 10: TBA

My Thoughts for the Zoom Discussion
TBA

Week 12. Mobilities

Zoom discussion: Monday, Nov. 23, 5:30-8:10

Readings

Book:

-- John Urry, *Mobilities* (2007)

Pdf on Canvas:

-- Benedict Anderson, "Creole Pioneers," chapter from: *Imagined Communities* (first published 1983)

Context for Readings
TBA

Weekly Note Prompt
Weekly Notes 11: TBA

My Thoughts for the Zoom Discussion
TBA

Week 13: Sound Environments

Zoom discussion: Monday, Nov. 30, 5:30-8:10

Virtual Field Notes 5

Do an analysis of a soundscape by choosing an accessible site in which you can pay attention to and think about the aural concepts we're reading about this week. This can be done by opening your window; choosing a spot outside (with proper social distancing, of course!); or sitting in a spot inside your living space. Along with thinking about the concepts in the readings this week, you could also consider connecting them to concepts that we've encountered in previous weeks, such as atmospheres, rhythms, thresholds, etc. Please consider providing a sound recording, if you can (although it's not mandatory). And be sure to think about the social aspects of sound and how those are delineated through sound in your example.

Readings

Pdfs on Canvas:

- Fran Tonkiss, "Aural Postcards: Sound, Memory and the City" (2003)
- Barry Blesser and Linda-Ruth Salter, excerpt from *Spaces Speak, Are you Listening? Experiencing Aural Architecture* (2007)
- Michael Bull, "Ipod Culture: the Toxic Pleasures of Audiotopia" (2012)
- Thomas Turino, "The Music of Andean Migrants to Lima, Peru: Demographics, Social Power, and Style" (1988)
- Hillel Schwartz, "Inner and Outer Sancta: Earplugs and Hospitals" (2012)
- Mark M. Smith, "The Garden in the Machine: Listening to Early American Industrialization" (2012)
- Nirmal Puwar, "Noise of the Past: Spatial Interruptions of War, Nation and Memory" (2011)

Context for Readings

Tonkiss, Bull, and Blesser and Salter provide conceptual frameworks for understanding urban sound and the differences between what is considered noise and music, combining phenomenology with social context.

Turino, Schwartz, Puwar, and Smith provide examples of how these concepts have been applied to specific historical or contemporary situations.

Weekly Note Prompt

Weekly Notes 12: TBA

My Thoughts for the Zoom Discussion

TBA

Week 14: Space and Embodiment

Zoom discussion: Monday, Dec. 7, 5:30-8:10

Readings

Book:

-- Arijit Sen and Lisa Silverman, *Making Place: Space and Embodiment in the City* (2014)

Context for Readings

TBA

Weekly Note Prompt

Weekly Notes 13: Which article do you find most significant, and how might it intersect with your interests or your work?

My Thoughts for the Zoom Discussion

TBA

Appendix A

Accommodation and Support Statement

Rutgers University Newark (RU-N) is committed to the creation of an inclusive and safe learning environment for all students and the University as a whole. RU-N has identified the following resources to further the mission of access and support:

For Individuals with Disabilities: The Office of Disability Services (ODS) is responsible for the determination of appropriate accommodations for students who encounter barriers due to disability. Once a student has completed the ODS process (registration, initial appointment, and submitted documentation) and reasonable accommodations are determined to be necessary and appropriate, a Letter of Accommodation (LOA) will be provided. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at ods.rutgers.edu. Contact ODS at (973)353-5375 or via email at ods@newark.rutgers.edu.

For Individuals who are Pregnant: The Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy. Students may contact the Office of Title IX and ADA Compliance at (973) 353-1906 or via email at TitleIX@newark.rutgers.edu.

For Absence Verification: The Office of the Dean of Students can provide assistance for absences related to religious observance, emergency or unavoidable conflict (e.g., illness, personal or family emergency, etc.). Students should refer to [University Policy 10.2.7](#) for information about expectations and responsibilities. The Office of the Dean of Students can be contacted by calling (973) 353-5063 or emailing deanofstudents@newark.rutgers.edu.

For Individuals with temporary conditions/injuries: The Office of the Dean of Students can assist students who are experiencing a temporary condition or injury (e.g., broken or sprained limbs, concussions, or recovery from surgery). Students experiencing a temporary condition or injury should submit a request using the following link: <https://temporaryconditions.rutgers.edu>.

For English as a Second Language (ESL): The Program in American Language Studies (PALS) can support students experiencing difficulty in courses due to English as a Second Language (ESL) and can be reached by emailing PALS@newark.rutgers.edu to discuss potential supports.

For Gender or Sex-Based Discrimination or Harassment: The Office of Title IX and ADA Compliance can assist students who are experiencing any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking. Students can report an incident to the Office of Title IX and ADA Compliance by calling (973) 353-1906 or emailing TitleIX@newark.rutgers.edu. Incidents may also be reported by using the following link: tinyurl.com/RUNReportingForm. For more information, students should refer to the University's Student Policy Prohibiting Sexual Harassment, Sexual Violence, Relationship Violence, Stalking and Related Misconduct located at <http://compliance.rutgers.edu/title-ix/about-title-ix/title-ix-policies/>.

For support related to interpersonal violence: The Office for Violence Prevention and Victim Assistance can provide any student with confidential support. The office is a **confidential resource** and does *not* have an obligation to report information to the University's Title IX Coordinator. Students can contact the office by calling (973) 353-1918 or emailing run.vpva@rutgers.edu. There is also a confidential text-based line available to students; students can text (973) 339-0734 for support.

For Crisis and Concerns: The Campus Awareness Response and Education (CARE) Team works with students in crisis to develop a support plan to address personal situations that might impact their academic performance. Students, faculty and staff may contact the CARE Team by using the following link: tinyurl.com/RUNCARE or emailing careteam@rutgers.edu.

For Stress, Worry, or Concerns about Well-being: The Counseling Center has confidential therapists available to support students. Students should reach out to the Counseling Center to schedule an appointment: counseling@newark.rutgers.edu or (973) 353-5805. If you are not quite ready to make an appointment with a therapist but are interested in self-help, check out *TAO at Rutgers-Newark* for an easy, web-based approach to self-care and support: <https://tinyurl.com/RUN-TAO>.

For emergencies, call 911 or contact Rutgers University Police Department (RUPD) by calling (973) 353-5111.