

TCORE 114 E: Intro to Humanities ~ Winter 2014

The City and Popular Culture

Instructor: Dr. Mark Pendras

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| Class Times | Monday/Wednesday, 10:20-12:25am |
| Class Location | PNK 104 |
| Office Hours | By Appointment |
| Contact | pendras@uw.edu , or 253.692.4732 |

COURSE DESCRIPTION

How we think about cities shapes how we plan, build, and live in cities. But where do our thoughts about cities come from? In many cases they come from our own lived experiences, our daily interactions with the different people, practices, and spaces of the city itself. But mostly our perceptions of urban environments—especially those environments that we do not routinely experience first hand—are shaped by or derived from the various ways that cities are represented in popular culture (film, television, literature, art, music, etc.) and in the news media. Through such representations we learn what different urban places are like, or might be like, or could become; we formulate opinions about “good” places and “bad” places; we make decisions about the places we should visit or avoid, remember or forget; and, perhaps most importantly, we draw conclusions about the people, the lives, and the circumstances both of the places we live and of the places we may never see.

The purpose of this course is to examine some of the ways that cities are represented and to consider the effects of such representations on our perceptions of urban spaces, on cities themselves, and on the ways cities are planned, organized, and experienced. The overall goal is that by the end of the course students will have developed an understanding of how cities are represented as well as an awareness of the effects of different forms of representation and the motivations behind them.

CORE

The Core program consists of a coordinated series of courses that represent the various disciplines in the university. This course, along with the others in your cohort, fulfills one of the university’s general education requirements in each of the areas of knowledge plus composition. The courses are designed to both support and challenge you to develop the critical thinking, writing, research, and analytical skills you’ll need at UWT while introducing you to relevant topics in the social sciences, humanities, and sciences.

LEARNING OBJECTIVES

Inquiry and Critical Thinking

- Inquiry & problem solving: collect, evaluate, and analyze information and resources to solve problems or answer questions.
- Research methods & application: approach complex issues by taking a large question and breaking it down into manageable pieces.

- Synthesis & context: make meaningful connections among assignments and readings in order to develop a sense of the ‘big picture.’

Communication/Self-Expression

- Analysis: identify, analyze, and summarize/represent the key elements of a text.
- Expression of ideas: express ideas clearly in writing and speaking in order to synthesize and evaluate information before presenting it.

Global Perspective – Diversity – Civic Engagement

- Global perspective: interact with concepts, ideas, and processes related to the interdependences between personal, local, and global relationships.
- Diversity: think outside of cultural norms and values, including their own perspectives, to critically engage the larger world.

Introduction to Humanities (VLPA)

- Demonstrate an ability to situate one's self in relation to a broader human context
- Demonstrate an ability to critically read an artistic, literary, or historical text or artifact
- Demonstrate an ability to analyze a text or artifact by applying a theoretical or aesthetic framework

REQUIRED TEXT AND MATERIALS

All assigned readings for this class will be available through the course Canvas site.

COURSE REQUIREMENTS

The majority of class time in this course will be spent on discussion of the readings, review of various examples of urban imagery, and in-class assignments.

Classroom participation

Classroom participation is important in this class. Generally speaking, students are expected to come to each class having completed all the readings or other tasks assigned for that day and to be prepared for active participation in class discussions. There are two ways to get participation points. One is to engage in general discussions connected to the readings; another is to complete in-class exercises related to course themes and readings. Students must engage effectively in both areas to receive full points.

Exams

There will be two exams given during the term. Exams will be closely linked with reading assignments and in-class discussions. The format and content of the exams will be discussed in detail during the term.

Assignments

There are five short research/writing assignments in this course. Assignment One is linked with Assignment Five in a way that builds through the term. The other Assignments are connected with particular themes from the readings. All Assignments must be typed and properly formatted to receive points.

Late Work

Assignments turned in late will be graded down by three (3) points for each day late, with the first ‘day’ beginning immediately following the due time (for example: if an assignment is due Monday at 8am, the first late ‘day’ begins on Monday at 8:01am).

Missed exams will be made up during finals week.

Extra credit

Any student may receive up to three extra credit points by attending at least one full panel discussion at this year's Urban Studies forum and completing a two-page essay that summarizes the panel comments and makes explicit connections to readings and themes from our class. Additional details will be discussed during the term.

The following is a breakdown of course requirements, with their point totals:

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| Class participation | 15 points |
| Assignment One | 5 |
| Assignment Two | 10 |
| Assignment Three | 10 |
| Assignment Four | 10 |
| Assignment Five | 10 |
| Exam One | 20 |
| Exam Two | 20 |
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| TOTAL | 100 points |





The grade breakdown is as follows:





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| 100-97 | 4.0 | 77 | 2.2 |
| 96 | 3.9 | 76 | 2.1 |
| 95 | 3.8 | 75 | 2.0 |
| 94 | 3.7 | 74 | 1.9 |
| 93-92 | 3.6 | 73 | 1.8 |
| 91-90 | 3.5 | 72 | 1.7 |
| 89 | 3.4 | 71 | 1.6 |
| 88 | 3.3 | 70 | 1.5 |
| 87 | 3.2 | 69 | 1.4 |
| 86 | 3.1 | 68 | 1.3 |
| 85 | 3.0 | 67 | 1.2 |
| 84 | 2.9 | 66 | 1.1 |
| 83 | 2.8 | 65 | 1.0 |
| 82 | 2.7 | 64-63 | .9 |
| 81 | 2.6 | 62-61 | .8 |
| 80 | 2.5 | 60 | .7 |
| 79 | 2.4 | < 59 | 0.0 |
| 78 | 2.3 | | |




Additional information about grading policies can be found here:

<http://www.tacoma.uw.edu/enrollment-services/grading-policies>

COURSE SCHEDULE

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| WEEK ONE | Monday, January 6: Introduction | <ul style="list-style-type: none"> • Introduction/syllabus review/discussion of course objectives |
| | Wednesday, January 8: Imaging and imagining the city | <ul style="list-style-type: none"> • Bridge, Gary and Sophie Watson (2000) “City Imaginaries,” pp.7-17 in Gary Bridge and Sophie Watson (Eds) <i>A Companion to the City</i>. New York: Blackwell <p>City imaginaries.pdf  </p> <ul style="list-style-type: none"> • <i>Assignment One due</i> |
| WEEK TWO | Monday, January 13: The city in film | <ul style="list-style-type: none"> • Muzzio, Douglas (1997) “‘Decent people shouldn’t live here’: The American city in cinema,” <i>Journal of Urban Affairs</i>, Vol.18, No.2, pp.189-215. <p>Muzzio_decent people.pdf</p> <p> </p> |
| | Wednesday, January 15: In-class exercise | <ul style="list-style-type: none"> • <i>Assignment Two Due</i> |
| WEEK THREE | Monday, January 20: | NO CLASS |
| | Wednesday, January 22: The city in television | <ul style="list-style-type: none"> • Sadler, William J and Ekaterina V. Haskins (2005) “Metonymy and the Metropolis: Television Show Settings and the Image of New York City,” <i>Journal of Communication Inquiry</i>, Vol.29, No.3, pp.195-216 |

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| | | <p>Metonymy and the Metropolis.pdf </p> <ul style="list-style-type: none"> Tueth Michael V (2000) “Fun City: TV's urban situation comedies of the 1990s,” <i>Journal of Popular Film & Television</i>. Vol. 28, Iss. 3; p. 98 <p>Fun City.pdf </p> |
| WEEK FOUR | <p>Monday, January 27: The city in literature</p> | <ul style="list-style-type: none"> Collins, Philip (1987) “Dickens and the city,” pp.101-121 in William Sharpe and Leonard Wallock (Eds) <i>Visions of the Modern City</i>. Baltimore: The Johns Hopkins Press. <p>Dickens and the city.pdf </p> <ul style="list-style-type: none"> Urban literature articles (distributed in class) |
| | <p>Wednesday, January 29: The city in literature</p> | <ul style="list-style-type: none"> Marx, Leo (1968) “Pastoral ideals and city troubles,” pp.119-144 in <i>The Fitness of Man’s Environment</i>. Washington: The Smithsonian Institution Press. <p>Pastoral ideals and city troubles.pdf </p> <ul style="list-style-type: none"> Exam review |
| WEEK FIVE | <p>Monday, February 3:</p> | EXAM ONE |
| | <p>Wednesday, February 5: The city in the news media</p> | <ul style="list-style-type: none"> Dreier, Peter (2005) “How the media compound urban problems,” <i>Journal of Urban Affairs</i>, Volume 27, Number 2, pages 193–201 |

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| | | <p>Dreier_media compound urban problems.pdf</p> <p></p> <ul style="list-style-type: none"> Dixon, Travis L. and Daniel Linz (2000) “Overrepresentation and underrepresentation of African Americans and Latinos as lawbreakers on television news,” <i>Journal of Communication</i>, Spring 2000, pp.131-154. <p>over_under_racial.pdf </p> |
| WEEK SIX | Monday, February 10: In-class exercise | <ul style="list-style-type: none"> <i>Assignment Three Due</i> |
| | Wednesday, February 12: Branding and marketing the city | <ul style="list-style-type: none"> Vanolo, Alberto (2008) The image of the creative city: some reflections on urban branding in Turin. <i>Cities</i>, 25, pp.370-382. Boland, Philip (2008) The construction of images of people and place: labeling Liverpool and stereotyping Scousers. <i>Cities</i>, 25, pp.355-369. |
| WEEK SEVEN | Monday, February 17: | NO CLASS |
| | Wednesday, February 19: In-class exercise | <ul style="list-style-type: none"> Davis, Mike (1990) “Fortress LA,” pp. 223-263 in <i>City of Quartz</i>. New York: Verso. Karasov, Deborah (2001) “Urban counter-images,” pp.331-360 in Lawrence J. Vale and Sam Bass Warner Jr. (Eds) <i>Imaging the City</i>. New Brunswick: Center for Urban Policy Research. <p>Urban counter images.pdf </p> |

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| WEEK EIGHT | Monday, February 24: | <ul style="list-style-type: none"> • <i>Assignment Four Due</i> |
| | Wednesday, February 26: The city and new media | <ul style="list-style-type: none"> • TBD |
| WEEK NINE | Monday, March 3 | <ul style="list-style-type: none"> • Exam review |
| | Wednesday, March 5 | EXAM TWO |
| WEEK TEN | Monday, March 10 | <ul style="list-style-type: none"> • In-class exercise connected to Assignment Five |
| | Wednesday, March 12: | <ul style="list-style-type: none"> • Assignment Five due |

Teaching and Learning Center

The TLC provides a wide variety of instructional resources and support for teaching and learning at UW Tacoma. Teaching and learning are ongoing processes that take practice, commitment, and time. We are here to assist you in achieving your goals and provide math/quantitative, writing, science, and other tutoring services.

<http://www.tacoma.washington.edu/tlc/>

Academic Standards/Plagiarism

All student work must be free of plagiarism. Plagiarism is defined in the University catalog and in the Student Handbook. Consult your professor if you have any questions.

A major part of your experience in the class will be reading, synthesizing, and using the knowledge and ideas of others. It is the responsibility of the faculty to help you in this process and to be certain you learn to credit the work of others upon which you draw. To plagiarize is to appropriate and to pass off, as one's own ideas, writing or works of another. Plagiarism is no less of a misconduct violation than vandalism or assault. Ignorance of proper documentation procedures is the usual cause of plagiarism. This ignorance does not excuse the act. Students are responsible for learning how and when to document and attribute resources used in preparing a written or oral presentation.

For more information, please refer to the “Student Academic Responsibility” document prepared by the Committee on Academic Conduct in the College of Arts and Sciences, UW Seattle:

<http://depts.washington.edu/grading/pdf/AcademicResponsibility.pdf>

Library

The UWT Library provides resources and services to support students at all levels of expertise. We guide students through the research process, helping them learn how to develop effective research strategies and find and evaluate appropriate resources. For more information about the Library and its services, see:

<http://www.tacoma.washington.edu/library/>

Electronic Devices

Electronic devices (including, but not limited to, cell phones, pagers, laptops, and personal digital assistants) may only be used in the classroom with the permission of the instructor. Activities that are non-relevant to the course, such as checking/sending email, playing games, and surfing the web, are considered disruptive activities when class is in session.

E-mail Policy

http://www.tacoma.washington.edu/policies_procedures/E-mail_Policy.pdf

Student Health Services

Student Health Services (SHS) is committed to providing compassionate, convenient, and affordable health care for University of Washington Tacoma students, from care for illness and minor injury to women's health and preventative medicine, including vaccination services. Insurance is not required. Funded by UW Tacoma student fees, office visits are provided free of charge. Treatment plans may incur costs, such as medications, labs, or vaccines, most of which are offered at discounted rates. For more information, please visit www.tacoma.uw.edu/shs or email at uwtshs@uw.edu. If you have questions or would like to schedule an appointment, please call (253) 692-5811 or stop by SHS at the Laborer's Hall on Market Street.

Counseling Center (Student Success)

The Counseling Center offers short-term, problem-focused counseling to UW Tacoma students who may feel overwhelmed by the responsibilities of college, work, family, and relationships. Counselors are available to help students cope with stresses and personal issues that may interfere with their ability to perform in school. The service is provided confidentially and without additional charge to currently enrolled undergraduate and graduate students. To schedule an appointment, please call 692-4522 or stop by the Student Counseling Center (SCC), located in MAT 354.

http://www.tacoma.washington.edu/studentaffairs/SHW/scc_about.cfm/

Disability Support Services (Student Success)

The University of Washington Tacoma is committed to making physical facilities and instructional programs accessible to students with disabilities. Disability Support Services (DSS) functions as the focal point for coordination of services for students with disabilities. In compliance with Title II of the Americans with Disabilities Act, any enrolled student at UW Tacoma who has an appropriately documented physical, emotional, or mental disability that "substantially limits one or more major life activities [including walking, seeing, hearing, speaking, breathing, learning and working]," is eligible for services from DSS. If you are wondering if you may be eligible for accommodations on our campus, please contact the DSS reception desk at 692-4522.

http://www.tacoma.washington.edu/studentaffairs/SHW/dss_about.cfm/

Campus Safety Information

<http://www.tacoma.uw.edu/administrative-services/campus-safety>

Safety Escort Program

For your safety, UW Tacoma encourages students, faculty, staff and visitors to use the Safety Escort Program. Campus Safety Officers are available to walk you to your car or other campus destinations during the following hours: Monday - Thursday — 6 a.m. to 11 p.m.; Friday — 6 a.m. to 10 p.m. The service is free of charge. During busy periods, the Campus Safety Officer may ask you to meet in a common location as to facilitate escorting multiple people. Dial 253-692-4416 to request a Safety Escort.

In case of a fire alarm

Take your valuables and leave the building. Plan to return to class once the alarm has stopped. Do not return until you have received an all clear from somebody "official," the web or email.

In case of an earthquake

DROP, COVER, and HOLD. Once the shaking stops, take your valuables and leave the building. Do not plan to return for the rest of the day. Do not return to the building until you have received an all clear from somebody "official," the web, or email.

Inclement Weather

Call (253) 383-INFO to determine whether campus operations have been suspended. If not, but driving conditions remain problematic, call the professor's office number. This number should provide information on whether a particular class will be held or not, and/or the status of pending assignments. If the first two numbers have been contacted and the student is still unable to determine whether a class will be held, or the student has a part-time instructor who does not have an office phone or contact number, call the program office number for updated information.