COURSE DESCRIPTION
Introduction to the study of cities using an interdisciplinary approach that includes history, sociology, planning, public administration, and economic development; integration of the field of urban studies with the student’s everyday experience.

TEXT BOOK
ISBN-10: 1465203079

Textbooks can be purchased from the CSU Bookstore or other retailers. Please make sure you have the correct edition. A few copies are on reserve in the CSU Library and available for two hour rentals. To date, I have not seen any copies available through OhioLink, but you can also check with your local public library.

COURSE OBJECTIVES
This goal of this course is to provide a broad overview of urban studies topics. It is intended for students with little to no prior knowledge of the study of cities. You all have experience with cities, but may not know how they operate. This course provides you with that information.

The measurable objectives of the course are for students to be able to:
- Define and describe a city;
- List and explain areas of specialization within urban studies;
- Correctly respond to questions about urban studies topics in a professional, written format;
- Apply class concepts to the community; and
- Connect class topics to potential careers.

WHAT TO EXPECT
We will cover the entire textbook and a few more topics outside of the book (readings will be provided). Lecture slides and assignments are posted to the Blackboard homepage prior to class. Most assignments are written responses to chapter summary questions. On average, expect to write about 500 words (1 page) to answer each question (except the final paper). Submissions are reviewed by SafeAssign to detect signs of plagiarism. Some
assignments ask you to post to the course Discussion Board. You will include images (with sources) in some assignments. A few assignments require you to do light field work. The course concludes with urban research on a topic of your choice. More details are provided about the final paper following midterms. There are no quizzes, tests or exams, but there are attendance activities which ask you to write something brief or complete an activity with a small group of peers.

I often post announcements to share opportunities for getting involved with urban studies topics through extra-curricular activities. Opportunities to get involved are not graded, but are strongly encouraged to experience what we're learning about. These activities include forums, conferences, community events, volunteering, public meetings, and other participatory research or projects. I am also available in-person by appointment and phone.

A 3-credit class requires up to 12 hours of work on the topics per week, on average. The amount of time it takes to learn, process, and discuss topics in this class is largely dependent upon your learning style. The assignments in this course are designed to help you process the information being taught. If something needs more explanation, please let me know. I often give students the opportunity to revise and resubmit graded assignments to improve your work. The goal is to get better.

Course communications will be through the Blackboard online platform used by CSU. Please make sure your CSU email is correct or forwarded properly to another email address if you do not check your CSU email regularly. For technical assistance with the online Blackboard system, contact CSU Technical Support. If you are new to Blackboard, please register for a free, self-paced, online Blackboard orientation course. Please email me if you have questions about the material, assignments, or any other concern pertaining to the course. If you are unsure about how to format an email to a professor, please read 5 Things to Remember When Emailing a Professor. I will respond to your emails within a few days. I do not check my voice mail as often as I check my email.

GENERAL EDUCATION STATEMENT
This course is approved as a General Education 08 course meeting the requirements for Social Science. Skill areas for this class include Critical Thinking and Writing.

Skill Area: Critical Thinking Criteria
1. This course requires that at least 15% of the student’s grade in the course is based on an evaluation of critical thinking.
2. This course requires students to attain skills beyond lower-level knowledge, thereby requiring skills that involve the use of content knowledge (e.g. finding information to solve a problem).

Skill Area of Writing
1. Designate that at least 15% of the student’s grade in the course is based on an evaluation of writing.
2. Include writing assignments that directly relate to the course goals.
3. Include instruction in writing-to-learn and/or writing-to-communicate. While writing-to-learn emphasizes the student’s experience, writing-to-communicate highlights the reader’s experience. Both are necessary to produce a thoughtful text that observes academic writing’s conventions.

4. Require that students write a total of 2,000 words (8 pages, double-spaced, in 12-point font, with 1” margins) in multiple assignments.

5. Assign writing throughout the semester.

**GRADING & EXPECTATIONS**

The grade for this class is based on the accumulation of points divided by the total number of points possible. No grading curve is applied. The total amount of points for work related to this course roughly break down into the following categories:

5% - Evaluating Sources Library Workshop  
15% - Discussion Board assignments  
50% - Chapter Summary/Weekly Topic Questions  
10% - Field work (part of a few of your weekly assignments)  
20% - Final Paper/Urban Research  

Full credit is awarded for:

- On-time submissions,  
- Accuracy of response,  
- Quality of writing,  
- Referenced information (if applicable),  
- Professional format.

Points are deducted for:

- **Late submissions.** I accept late assignments. The late submission policy for this class is 1 point deduction per day, beginning one minute after assignment due date & time. 10% deduction per day applies to the final paper. Alternative arrangements are possible for most assignments in the event of unforeseen circumstances. Please contact the professor to discuss your situation.

- **Inaccurate response:** Your response to the assignment is incorrect, irrelevant, and/or incomplete.

- **Grammatical and other writing errors.** I evaluate your writing mechanics and deduct credit for incorrect syntax, grammar, punctuation, and spelling. I may recommend you make an appointment with the CSU Writing Center if I find that your writing needs significant improvement for college-level expectations. The recommendation is not to make you feel badly. It is to help you get better!

- **Not providing a reference for information outside of the book.** Please provide a reference for sources of your information outside of the textbook or you will be at risk of plagiarism, which is a form of Academic Misconduct. The textbook is the primary source of information for your responses, but outside sources are applicable and encouraged to supplement the book! Please list the source of your information using footnotes or American Psychological Association (APA) Style in-
text citations and bibliography. The reference style does not have to be exact, but I must be able to find your source of information and see that you made a good faith effort at crediting the source. Note: Use Wikipedia as a guide, not a source. Wikipedia is not considered a reliable source of information for academic submissions. Read why here. I deduct points for Wikipedia or other crowdsourced websites listed as a source unless otherwise specified.

- Unprofessional format. The format of the submission is unacceptable for academic purposes. Assignments should be submitted as .pdf, .doc, or .docx file types, meet specified word counts (if applicable), have 1” margins, Times New Roman font style, 12 pt. font size, be double-spaced, and include page numbers (if applicable).

You will be able to see your grades and my written feedback about your work in your Blackboard grade center. Please give me about one week from the submission date to complete grading.

The CSU grading scale is used:

A  92.51 to 100
A- 89.51 to 92.50
B+ 87.51 to 89.50
B  82.51 to 87.50
B- 79.51 to 82.50
C+ 77.51 to 79.50
C  69.51 to 77.50
D  60 to 69.50
F  < 60

Incomplete Grade: The "I" grade is given when the work in a course has been generally passing, but when some specifically required task has not been completed through no fault of the student.

An "I" grade can be assigned by the instructor when all three of the following conditions are met:

1. Student is regularly attending/participating in the class and has the potential to pass the course;
2. Student has not completed all assignments and has stopped attending/participating for reasons deemed justified by the instructor;
3. The student has notified the instructor prior to the end of the grading period.

STUDENTS WITH SPECIAL NEEDS

Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their
disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services (ODS) at (216)687-2015. The Office is located in MC 147. Accommodations need to be requested in advance and will not be granted retroactively. If you have an Accommodation Memo from ODS or would like to discuss another special circumstance, please make an appointment with me to discuss your situation.

**RIGHTS & RESPONSIBILITIES**
Just like the American democratic process, students and instructors have the right to criticize and question what is being read or heard, without fear of ridicule or threat of retribution. Students and instructors have the right to be treated equally and with respect. Students have the right to be fully informed of course requirements, grading procedures and to receive prompt and helpful feedback on assignments. The instructor will treat criticisms and questions with the full respect they deserve, apply rules equally, return graded work promptly, and provide a quality course experience.

Students' first responsibility is to give the professor, classmates, guests, and communities the same respect students have the right to expect. The instructor expects students to always be respectful of others in our space. Students do not necessarily have to agree, but students do have to respect the public space and its dialogue. The instructor will not tolerate abuse or insult of any individuals or groups. It is the instructor’s right and responsibility to inform students when there is a violation of the rights of others to a respectful, focused, classroom environment.

The [CSU Code of Conduct](#) is your guide to acceptable and unacceptable behaviors as a student. The [American Association of University Professors Statement on Professional Ethics](#) is my guide to professional responsibilities in the Academy. The [American Planning Association’s Ethical Principles in Planning](#) is my guide to professional standards as a Planner.
SCHEDULE
The following schedule is a guide to what we will cover during the semester. *On average*, we cover two topics per week. We often host guest speakers to hear another perspective on the topics we cover in class. *The schedule often changes* to accommodate these speakers, or to accommodate another learning opportunity. I will not add any new work to this schedule without omitting another assignment in its place. All assignments and lecture slides

Week One: January 16-20
NO CLASS MONDAY, JANUARY 16 – MARTIN LUTHER KING HOLIDAY
- Welcome & introductions
  - Your city
- What are cities?
  - Read A Bird’s Eye View of Density and play The Density Game

Week Two: January 23-27
- Evaluating Sources Online Training
- Chapter 1: The City Evolves (History)
  - Chapter Summary Question 1-1
- Chapter 17: The City Evolves into Megacities (Global Demography)
  - Primate Cities assignment: Define a “primate city”, list five examples of primate cities (and the home country), and list the second largest city in that same country.

Week Three: January 30-February 3
- Chapter 7: The City Governs (Political Science)
  - Chapter Summary Question 7-1
- Chapter 8: The City Manages (Public/City Management)
  - Chapter Summary Questions 8-1 (8-1a. – 8-1g.), 8-2 (8-2a. – 8-2i.)

Week Four: February 6-10
- Chapter 9: The City Maintains Itself (Public Works)
  - Utilities Assignment
- Chapter 12: The City Regulates Itself (Law)
  - Chapter Summary Question 12-4

Week Five: February 13-17
- Chapter 14: The City Explores Its Behavior (Psychology)
  - Chapter Summary Questions 14-1 and 14-3
- Chapter 15: The City Confronts Social Issues (Sociology)
  - (Variation of Chapter Summary Question 15-2) Define “mediating structure to help individuals and families” and list five examples

Week Six: February 20-24
NO CLASS MONDAY, FEBRUARY 20 – PRESIDENTS DAY HOLIDAY
- Chapter 16: The City Encounters Diversity (Anthropology)
Census 101 Assignment
Chapter Summary Question 16-1

Week Seven: February 27-March 3
- Chapter 11: The City Sustains Itself (Environmental Studies)
  - Chapter Summary Question 11-3

Week Eight: March 6-10
- Public Health (Reading provided)
  - Public Health Assignment
- Midterm Grades Submitted

*** SPRING BREAK: March 13-17 ***

Week Nine: March 20-24
- Chapter 2: The City Relies on Its Foundations (Geology)
  - Chapter Summary Question 2-4
- Emergency Services (Reading Provided)
  - Emergency Plan

Week Ten: March 27-31
- Chapter 3: The City Organizes Its Space (Geography)
  - Chapter Summary Question 3-2
- Chapter 5: The City Plans (Urban Planning)
  - Community Plan Assignment

Week Eleven: April 3-7
- Chapter 6: The City Designs (Urban Design)
  - Place/Placelessness Assignment
- Chapter 4: The City Builds (Architecture)
  - Architectural Images Assignment due

Week Twelve: April 10-14
- Chapter 10: The City Grows (Economic Development)
  - Economic Development Assignment

Week Thirteen: April 17-21
- Public Education (Reading Provided)
  - Public Education Assignment
- Chapter 13: The City Worships (Religion)
  - Chapter Summary Questions 13-2 and 13-3

Week Fourteen: April 24-27
- Chapter 18: The City Faces Its Future (Future Studies)
  - Chapter Summary Question 18-2
• Urban Studies Research Paper Topic Discussion Board Post

**Week Fifteen: May 1 - 4**
• Urban Studies Research Paper Outline and Bibliography

**FINAL EXAM WEEK**
Urban Studies Research Paper due Wednesday, May 10 at 12:15 p.m.
No work will be accepted after this date.