SYLLABUS
UST 290: URBAN GEOGRAPHY
SPRING 2017

General Information
Location: UR 241
Time: Thursdays 6:00pm to 8:50pm
Instructor: Professor Hunter Morrison
E-mail: h.morrison55@csuohio.edu
Phone: 216-687-3719
Office: UR 25
Office hours: Thursdays 4:00pm to 5:30 pm
By appointment: h.morrison55@csuohio.edu

Required Materials
Calculator (stand-alone)
30 3x5 inch index cards
Regular Internet access for Blackboard Learn
Regular access to emails sent to your @vikes.csuohio.edu address

Class Description
Social, economic, and political structures operating within cities; geographical definitions, location theories, population densities and migrations, and land-use patterns; identifies issues, problems, and policies related to urban settlements.

Class objectives
• Students will understand the foundational spatial processes that originally formed, and currently sustain, cities.
• Students will learn to identify and the economic, demographic, and political structures operating within the spatial context of urban areas.
• Students will integrate the role of location and migration in the development and transformation of cities.

Class Structure
This course is organized into these equally important components:

1. Readings
   Prepare for each class session by reading the assigned materials in advance and identifying topics that may need additional clarification in class. Your first exposure to the course material should be in this initial, advance reading. Make full use of this reading time by taking notes and forming questions both for clarification and for future use. Find a strategy for active reading that works for you: http://www.studygs.net/shared/reading.htm
2. Lectures and Discussion
Lectures serve to discuss and review material in the assigned readings, not to introduce it. Lecture should be your second exposure to the assigned material. Feel free to raise questions to ensure that you thoroughly understand the material. Lectures and discussions will be most valuable (and least stress-inducing to you) if you have done the assigned reading first. Lecture notes are not available from the instructor.

3. The Writing Assignments
This class requires two writing assignments, each a minimum of 2000 words (eight pages) exclusive of title page, captions, references, footnotes, and bibliography. Both will focus on a neighborhood or downtown district of your choosing within the City of Cleveland. The task for each paper, broadly speaking, is to put a small part of the city into an urban geographical context. The first paper will have a historical focus, putting the people, events, and institutions of your location into an urban spatial context. The second paper focuses on the location’s present condition.

Class Evaluation
Each component of class contributes to your final grade as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance &amp; Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Midterm #1</td>
<td>15%</td>
</tr>
<tr>
<td>Midterm #2</td>
<td>20%</td>
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<tr>
<td>Cumulative Final Exam</td>
<td>25%</td>
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<tr>
<td>Writing Assignment #1</td>
<td>15%</td>
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<tr>
<td>Writing Assignment #2</td>
<td>15%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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Exams are in class, closed book, and cumulative. Your exam scores are subject to “subsequent success” weighting. If your score on Midterm #2 is better than your Midterm #1 grade, half of Midterm #1’s weight is shifted to Midterm #2. Similarly, if your score on the Final Exam is better than your Midterm #2 grade, half of Midterm #2’s weight is shifted to the Final Exam. Note that this does not work in reverse or in any other combination, and it does not apply for your writing assignments.

Your exam scores can be improved by bonus quizzes. These are short (surprise!) quizzes given during class, typically covering the previous class’s lecture material and/or the reading material due that day. You can always ask questions before a bonus quiz. These quizzes will be comprised of one or two short questions, each graded in an “all-or-nothing” fashion. An answer is completely correct, or it is completely wrong – there is no partial credit. Any points earned on your bonus quizzes are added to your next exam score.

Bonus quizzes serve as an incentive to keep up with your reading and regularly review your lecture notes. If your study method is “cram all information into the brain the night before the exam” you will not get a good, or even passing, grade in this course, and so these quizzes are meant to discourage such behavior. They highlight misunderstandings and problem areas early on in the material, so that there is ample chance to work through them before the exam. If you are not present when the quiz
is given, you’ve earned a zero. If you’re absent that day, you’ve earned a zero. In order to take a bonus quiz, you must be present at the time it is administered. Bonus quizzes must be handed in on one of your 3x5 index cards.

Your final grade is determined as detailed below, subject to the additional WAC criteria:

<table>
<thead>
<tr>
<th>Final Grade Determination</th>
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<tbody>
<tr>
<td>You must earn this percent of the total class points offered*...</td>
</tr>
<tr>
<td>93</td>
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<tr>
<td>90</td>
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<tr>
<td>87</td>
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<td>83</td>
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<td>70</td>
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<tr>
<td>60</td>
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</table>

* There is no "rounding up." For example, if you earned 82.8% of all points, you have earned a B-.

CLASS POLICIES

Attendance and Participation
You are expected to attend every class in its entirety and participate in the discussions during the class. Attendance and participation contribute to your final grade (10%). Attendance will be taken at the beginning of the class using a sign-in sheet. If you are not present when attendance is taken, you are marked absent. I keep track only of “present” or “absent” when the sign-in sheet is circulated. There is no “late”.

Attending each class in its entirety is important because:
- Attending class enables you to participate fully and consistently in class discussions and engage with the outside speakers.
- Attending class provides you with an additional presentation of the course material and the opportunity to ask questions about that material;
- Exam material will be drawn from the text and lecture material, and lecture material will not originate exclusively from the text;
- Common problems, issues and questions relating to course material will be discussed;
- You can only take bonus quizzes and exams when present in class;
- By attending class, you will have your own set of course notes, rather than having to rely on that of a classmate. Course notes are never available from the instructor;
- You are responsible for additional assignments and readings announced in class.
- You are responsible for changes to this syllabus announced in class.
**Excused and Unexcused Absences**

It is important to distinguish between **excused** and **unexcused absences** from class. An excused absence has all three of these characteristics:

1. The absence occurs due to a medical condition, work situation, or other extreme event that is outside of the realm of responsibilities and activities of the student’s everyday life. Extreme events cannot be anticipated. The responsibilities associated with family, friends, employment, etc., are not outside of your everyday life. They are not extreme. They are parts of your everyday life, along with the University, that must be prioritized and managed.

2. Absences due to a medical condition or work situation will not result in deductions on attendance if the student provides official, verifiable documentation by an appropriate health care professional or supervisor.

3. The instructor is notified in advance of all excused absences.

Only when these three conditions are met, will an excused absence will be granted. Any work due on the day of an excused absence is due at the beginning of the next class period.

Note: Given the occurrence of the flu, severe colds, and other reparatory illnesses during the typical Cleveland winter, I expect students to exercise good judgement and common courtesy and request an excused absence rather than put others at risk of contagion.

**Missed Bonus Quizzes**

No make-up bonus quizzes will be given.

**Missed Exams**

Only in cases of excused absences (see above) will make-up exams be given. No excused absences will be granted after an exam has been administered. The make-up exam will vary in form, content, and length from that given in class. Except in these rare circumstances, students earn a score of zero on missed exams.

**Late Work**

The deadline and submission requirements for each assignment will be detailed in the instructions for that assignment. Except for cases involving an excused absence, late work is not accepted in this class. If you anticipate that you will have a problem completing assignments on time, you should strongly consider taking another class.

**Expectations of Written Work**

Written work must be typed. Hand-written writing assignments will not be accepted. In accordance with the University’s Writing Across Campus Curriculum Criteria (see below). Formatting requirements will be incorporated in the description of the Writing Assignments.

Cleveland State University has excellent computer resources – you should make yourself familiar with them and utilize them frequently. *Spill-chick end proof reed ever thing ewe hannd in* (see why these are different?).

Critically evaluate all of your writing for correctness, completeness and clarity. Work in this class earning the grade of “A” is error-free in terms of all of these. Ten (10) points will be deducted automatically from the grade of any Writing Assignment.
containing avoidable errors in spelling, grammar, or punctuation. If you have difficulty expressing yourself in writing, you are strongly encouraged to seek the assistance of a professional editor prior to turning in your written materials. I will award extra credit if you take the time and effort to participate in a peer review or utilize the CSU Writing Center prior to handing in your writing assignments.

All work in this class must be handed in as detailed in the assignment instructions.

**Classroom Behavior**
Every class is going to have its own rules for classroom behavior – here are mine.
- Silence all forms of electronic communication. Do not text during class. Do not answer your phone during class.
- Do not sleep.
- Do not read outside materials.
- Do not do work for other classes.
- Laptops and tablets are *initially* allowed in class so long as they are used for taking notes only, and in a manner that is not disruptive to the instructor or other students. If the technology becomes a distraction, it won't be allowed in class for anyone.
- I welcome meaningful, thoughtful and balanced participation from students. In order to achieve that, I ask that you raise your hand and wait to be called upon. Calling out your questions, comments and commentary is not acceptable.
- In short, please come to class prepared, ready to pay attention and participate. If I get the impression that I don't have your full attention, you’ll be reminded of what proper classroom behavior is, and marked absent for that day. Repeat offenders will be reported to CSU's Judicial Affairs Officer. Please read your Student Code of Conduct, Section 3344-83-04 (A), “Disruption” available at: [http://www.csuohio.edu/sites/default/files/StudentCodeOfConduct.pdf](http://www.csuohio.edu/sites/default/files/StudentCodeOfConduct.pdf)

**Extra Credit**
Beyond the bonus quizzes, peer-review, the writing center, and the subsequent success weighting, there are no other “extra credit” opportunities in this class. No extra homework, reports, exam re-writes, or any such “bail me out at the end of the semester so I can get the grade I want instead of the grade I earned” opportunities. Please do not ask.

**Communication**
- Throughout the semester I will make use of Blackboard for various complementary class functions. Class handouts will be posted there, and your writing assignments will be turned in there.
- E-mail is the easiest way to get in touch with me outside of class. Please put “UST 290” in the subject, and be sure to identify yourself in the email. I do my best to return emails within 24 hours.
- I will use CSU email for all direct communications. I send out email to your university email address. You should check that address regularly (daily). If you choose to forward your emails it to another email address, I will reply to your CSU address.
- Official class announcements can and will be made through email and/or Blackboard.
Reading Material

- You are expected to read all assigned material. The course text book—*Urbanization: An Introduction to Urban Geography*—is available at the CSU book store and on Amazon in both hard copy and ebook formats. A copy of the text book is on reserve at the CSU library for your use when the library is open.
- Additional reading materials and other presentations will be posted to Blackboard and to the CSU library’s Electronic Course Review (ECR) site. You should familiarize yourself with the use of ECR and other library resource that are available to you as a CSU student.

UNIVERSITY POLICIES

Time Management
As for all college courses, you should plan on a minimum of 3 hours out of class, for each credit hour (see CSU’s *Hints on Planning a Better Time Schedule*). As a three-hour course, this class will require a minimum of 9 hours of work outside of class every week. You should anticipate using all 9 of them – some weeks you might need more; some weeks you might need less.

Academic Dishonesty
I strongly recommend that you familiarize yourself with the various forms of academic misconduct in the CSU Student Handbook, available at: [http://www.csuohio.edu/sites/default/files/StudentCodeOfConduct.pdf](http://www.csuohio.edu/sites/default/files/StudentCodeOfConduct.pdf)

From your Student Code of Conduct:

> “Academic honesty is essential to maintain the integrity of the University as an institution and to foster an environment conducive to the pursuit of knowledge. The Cleveland State University Academic Community values honesty and integrity and holds its members to high standards of ethical conduct. Academic dishonesty is, therefore, unacceptable, and students must be prepared to accept the appropriate sanctions for any dishonest academic behavior as outlined in this policy on academic misconduct. Academic misconduct refers to any fraudulent actions or behaviors that affect the evaluation of a student’s academic performance or record of academic progress.”

Academic misconduct includes cheating and plagiarism.

The University’s *Policy on Academic Misconduct* (Policy Number 3344-21-02) is explicit and will be enforced. You should download this Policy Document and familiarize yourselves with its provisions. It is available online at [https://www.csuohio.edu/sites/default/files/3344-21-02.pdf](https://www.csuohio.edu/sites/default/files/3344-21-02.pdf).

The *Policy* defines cheating and plagiarism as follows:
Cheating: Fraudulent acquisition and/or submission of another’s intellectual property. This includes, but is not limited to, the unauthorized giving or receiving of examination questions, the use of unauthorized or fabricated sources in carrying out assignments, and copying the examinations of others.

Plagiarism: Sealing and/or using the ideas or writings of another in a paper or report and claiming them as your own. This includes, but is not limited to, the use, by paraphrase or direct quotation, of the work of another person without full and complete acknowledgement.

The Policy further states that:

“Major infractions comprise those instances of cheating, plagiarism, and/or tampering which affect the overall course grade, such as a major/comprehensive exam, term paper or project, final grade evaluation, or academic standing and status.”

Since all of your quizzes, exams, and papers affect your overall course grade, any instance of academic dishonesty in this class is considered a major infraction. Sanctions for major infractions include a grade of F in the course, and recommendations for suspension or expulsion from the University.

In my experience, the most common academic misconduct infraction arises out of a failure to reference your information sources. When you use a piece of information in your writing that you learned from another source that source must be referenced. Information taken verbatim must be quoted to give the original author credit; information that is paraphrased must be referenced. Failing to reference your sources is a form of academic misconduct.

All the work that you hand in must represent your own independent and unique work. It should be distinct from that of every other student in the class. If you have questions about this, please ask – it is best to resolve these issues in advance.

The Grade of “Incomplete”
In accordance with University policy: “The grade of Incomplete (I) 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 (The Code of Student Conduct, http://www.csuohio.edu/sites/default/files/StudentCodeOfConduct.pdf ).”

To be clear, an Incomplete is not a way of avoiding a bad grade on your record, or lightening your academic workload after having missed the last drop or withdraw date. An Incomplete will be granted only in those cases that fit the above guidelines.

Important Registration Information
- Check the CSU Registrar’s website for the last date for dropping or withdrawing from this course: http://www.csuohio.edu/enrollmentservices/registrar
- Before dropping or withdrawing, be sure you know whether or not carrying fewer credit hours will impact your financial aid, assistantship, or scholarship by contacting Financial Aid at Campus 411: www.csuohio.edu/enrollmentservices/campus411/
Cancellation of Class Due to Weather
Class will not be cancelled due to weather unless the University is closed. Check CSU's main webpage (www.csuohio.edu) for announcements. If CSU is open, class will proceed as scheduled, including any exams or deadlines that are scheduled for that class.

Student Accommodation: The Office of Disability Services
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 at (216)687-2015 immediately. The Office is located in MC 147. Accommodations need to be requested in advance and will not be granted retroactively.

General Education Statement: Information Literacy and Writing Across the Curriculum

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 Information Literacy and Critical Thinking. This course also meets Writing Across the Curriculum (WAC) requirements.

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: Information Literacy
1. Designate that at least 15% of the student’s grade in the course is based on an evaluation of information literacy.
2. Require students to evaluate the accuracy, authority, currency, objectivity, and reliability of information sources.
3. Require students to address the ethical and legal uses of information.

Writing Across the Curriculum Criteria
This course also fulfills the Writing Across the Curriculum (WAC) requirement. The criteria for meeting the WAC requirement are:
1. The course requires students to write between 3,000 and 5,000 words (10-14 pages, double-spaced, in 12-point font, with 1” margins) in writing assignments (which may include drafts).
2. Final versions of at least one assignment should total at least 2,000 words (eight pages).
3. The course teaches students writing-to-learn strategies that foster students’ experiences in learning, and writing-to-communicate strategies that foster students’ respect of readers’ experiences. Whenever possible, planning assignments (e.g. reading logs, pre-writing strategies) and peer reviews will be included in class assignments.
4. Students will be assigned writing complex enough to require substantive revision for most students. Students will be given feedback to assist them in preparing subsequent papers or drafts of papers. This feedback will consist of more than mechanical correction of punctuation and grammar.

5. The course provides instruction in discipline-appropriate forms of texts, arguments, evidence, style, audience, and citation. Students will be required to use the American Psychological Association (APA) style. The CSU Library website lists citation guides including links to the APA style guide: http://www.ulib.csuohio.edu/research/vrd/citations.html; or go to the APA website, http://www.apastyle.org/

6. There will be writing assignments throughout the semester.
7. The course will address the needs of students regarding library competency.
8. In order to receive a C or better in the course, students must write at a satisfactory skill level (C or better). If the student’s writing is weak, but shows understanding of the course material, the student may be assigned a D, in which case WAC credit will not be received for the course.
<table>
<thead>
<tr>
<th>Date</th>
<th>Session</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 19</td>
<td>1A</td>
<td>Introduction, Syllabus, Assignments</td>
<td>Mumford Article</td>
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<tr>
<td></td>
<td>1B</td>
<td>Urbanization and Urban Geography</td>
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<tr>
<td>Feb. 2</td>
<td>3A</td>
<td>CSU Library Special Collections Site Visit</td>
<td>Civic Vision 2000</td>
<td>Meet on 3rd Floor of Library</td>
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<td></td>
<td>3B</td>
<td>Information Literacy: Neighborhood Data</td>
<td>Downtown/Citywide</td>
<td>Select Neighborhood/District</td>
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<tr>
<td>Feb. 9</td>
<td>4A</td>
<td>Urban Systems and Cities in Transition</td>
<td>Chapter 4</td>
<td>Visit Urban Blogs: City Lab, New Geography, Next City</td>
</tr>
<tr>
<td></td>
<td>4B</td>
<td>Changing Neighborhood Case Studies</td>
<td>Slavic Village II/</td>
<td></td>
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<tr>
<td>Feb. 16</td>
<td>5A</td>
<td>Midterm 1</td>
<td></td>
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<td></td>
<td>5B</td>
<td>American Metropolis: Past and Future</td>
<td>Fishman Article</td>
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<tr>
<td>Feb. 23</td>
<td>6A</td>
<td>The Urban Development Process</td>
<td>Chapter 8</td>
<td>Report on Neighborhood or District site visit(s)</td>
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<tr>
<td></td>
<td>6B</td>
<td>Case: Detroit Shoreway Development Corp.</td>
<td>Detroit Shoreway SIP</td>
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<tr>
<td>March 2</td>
<td>7A</td>
<td>How Neighborhoods Change</td>
<td>Chapter 9</td>
<td>Visit Thriving Communities and County Land Bank sites</td>
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<tr>
<td></td>
<td>7B</td>
<td>Case: Thriving Communities and Land Banks</td>
<td></td>
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<tr>
<td>March 9</td>
<td>8A</td>
<td>Residential Kaleidoscope</td>
<td>Chapter 12</td>
<td>Writing Assignment 1 Due</td>
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<tr>
<td></td>
<td>8B</td>
<td>Case: Changing Cuyahoga County 1960-2010</td>
<td></td>
<td>Teaming Discussion</td>
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<tr>
<td>March 16</td>
<td>Spring Break</td>
<td></td>
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<tr>
<td>March 23</td>
<td>9A</td>
<td>Urban Policy and Planning</td>
<td>Chapter 11</td>
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<td></td>
<td>9B</td>
<td>Case: Civic Vision to Connecting Cleveland</td>
<td>Connecting Cleveland</td>
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<tr>
<td>March 30</td>
<td>10A</td>
<td>The City as Text: Architecture/Urban Design</td>
<td>Chapter 13</td>
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<td></td>
<td>10B</td>
<td>Case Study: The Evolution of Euclid Avenue</td>
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<td>April 6</td>
<td>11A</td>
<td>Midterm 2</td>
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<td></td>
<td>11B</td>
<td>Connecting the Region: NOACA and GCRTA</td>
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<tr>
<td>April 13</td>
<td>12A</td>
<td>Urbanization, Urban Life, and Urban Spaces</td>
<td>Chapter 14</td>
<td>Report on Team site visit(s) and discussions.</td>
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<tr>
<td></td>
<td>12B</td>
<td>Case: Designing Place(s) in NEO</td>
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<tr>
<td>April 20</td>
<td>13A</td>
<td>The Challenges and Opportunities in NEO</td>
<td>Chapter 15</td>
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<tr>
<td></td>
<td>13B</td>
<td>Case: Rust Belt Chic in a Globalizing World</td>
<td>Kahana Article</td>
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<tr>
<td>April 27</td>
<td>14A</td>
<td>Teams Report Out/PechaKucha style</td>
<td></td>
<td>Writing Assignment 2 Due</td>
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<tr>
<td></td>
<td>14B</td>
<td>Summary and Wrap Up</td>
<td></td>
<td>Team Reports</td>
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<tr>
<td>May 4</td>
<td>Finals Week</td>
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<td>Final Exam</td>
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**Calendar of Topics and Assignments**

**This schedule is subject to change.** You are responsible for knowing about changes that will be announced in class, and/or by email and/or via Blackboard.