GEOGRAPHY 344: THE URBAN ENVIRONMENT



Fall 2024
Section 01
Tuesdays and Thursdays, 11:00am-12:15pm
Upham 150

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Office hours: 1:00pm-2:00pm on Monday, Tuesday, Wednesday and Thursday

Course Objective:
In one semester students will acquire an understanding of the American city from a geographic and historical perspective. The course emphasizes the spatial form of American cities within a global perspective. We will explore the particular forces that produced the spatial form of the American city, as well as the consequences of these geographic patterns. Connections between the economic, political, and cultural aspects of urban growth and development will be highlighted. Roughly one-third of the lectures will be devoted to urban planning and public policy so that students will also acquire and understanding of the role of planning and government in shaping the American city.

GEOGRAPHY 344 is a General Education Elective in the HA-G (Humanities and Arts - Global and International Perspectives) category: The course emphasizes the spatial form of American cities within a global comparative perspective, and thus illuminates, examines and contextualizes the forces that shape urbanism in a cross-cultural and historical perspective.

General Education Learning Objectives developed in GEOGRAPHY 344

1. Knowledge of Human Cultures and the Natural World
2. Critical and Creative Thinking
3. Communication Skills
4. Quantitative Reasoning
5. Information Literacy

Students will be directly assessed on all five of these learning objectives through a variety of assignments, including discussion exercises, a spatial analysis of census data project, exams, essays and one research paper.

Course Materials:

The required book for this course is:

(1) *Urban Geography*. 2024. Kaplan, Wheeler, Holloway. John Wiley and Sons: New York, NY. (The book is available at the textbook rental facility)

(2) All additional readings are accessible from the Canvas website for this course and are always found embedded with the module for that week.

Course Evaluation:

The final grade in this course will be determined on the basis of the student's performance on twelve discussions, twelve quizzes, one project, and one semester long research paper. The relative weights assigned to these are:

Exam I	15%	
Exam II	15%	
Final Exam	15%	
Discussions	20%	(there are four, weighted 5% each)
Mid-semester Project	15%	
Research Paper	20%	
	100%	

Exams: This course has three in-class exams that take-up the entire class period. Each is worth 15% of your final grade for a total of 45%. Exams are NOT comprehensive and only test students on what was learned during the previous five weeks. Exam format is typically a combination of multiple choice, fill in the blank, graphing/diagraming and short essay.

Discussions:
For four of the topics we cover this semester there is also a corresponding discussion exercise which students do remotely on their own time. These discussion exercises are due on the Saturday of the week at 11:59pm. Each of the four exercises is unique, but typically students will find a question relating to the material that allows students to go deeper in an individualized way. Typically, this question will ask you to interpret a map, a graph, or synthesize the knowledge you have acquired in a video or some other online media. Sometimes I ask that students give an additional example of some phenomena. The discussions are each worth 5% of your grade for a total of 20% of your final grade in the course.

The Research Paper:
The research paper in the course in understood as "semester long". This means that students should pick a topic fairly early in the semester and begin to search for relevant readings even before the first exam. Papers must demonstrate some originality, but they do not need to be based on primary original research. In other words, you do not need to interview people or construct an elaborate methodology. Rather, I suggest exploring a specific "case study" of some topic introduced in class. For example, a research paper that explores the issue of racial segregation in Racine would fit the spirit of this paper nicely. Census data could be used to make a map of the phenomena, and a summary of the broader literature on the effects of racial segregation in American cities could then buttress your findings. Any topic that fits within Urban Geography, broadly defined, will suffice.

The final product should be somewhere between 8 and 12 pages. It should be referenced in detail, and at least 10 references must be recorded in your bibliography, of which at least four should be peer-reviewed. I encourage you to use maps, pictures, images, graphs, or whatever you think will add to your research project.

Paper topics with potential bibliography are due on **THUR, October 17th. This is the end of week seven of the semester, so about half-way through. There is a separate module/non-graded discussion on Canvas where you will post this.

Grading Break-down:
Your final letter grade will be determined from the following:

92-100%	A
90-91.99%	A-
88-89.99%	B+
82-87.99%	B
80-81.99%	B-
78-79.99%	C+
72-77.99%	C
70-71.99%	C-
68-69.99%	D+
62-67.99%	D
60-61.99%	D-
<60%	F

Attendance and Doing Well: Although it is not figured into your final grade, attendance IS REQUIRED and is essential to doing well in this class. You are responsible for all material covered in every class, including all lectures, discussions, and readings that may be assigned/distributed. If you miss a lecture, you must get the notes from a classmate.

Course Schedule: all information about readings and any instructions for the topic are in the Canvas modules…

Week 1: Discussion of syllabus and Introductory concepts (Sept 3rd and 5th)

*DISCUSSION #1. Students should work on this remotely on their own time
*DUE by Saturday, September 7th at 11:59pm

Week 2: The exceptionalism of American cities (Sept 10th and 12th)

Week 3: The Evolution of the American urban system I (Sept 17th and 19th)

*DISCUSSION #2. Students should work on this remotely on their own time
*DUE by Saturday, September 21st at 11:59pm

Week 4: The evolution of the American urban system II (Sept 24th and 26th)

Week 5: Governance and Planning in the Industrial City and Exam 1 (Oct 1st and 3rd)

*EXAM 1 – Thursday, Oct 3rd - in class and takes up the entire period.

Week 6: Mass suburbanization I (Oct 8th and 10th)

Week 7: Mass suburbanization II (Oct 15th and 17th)

Week 8: Consequences of Mass Suburbanization and The Global city (Oct 22nd and 24th)

Week 9: Introduce the Mid-semester Project and catch up if we're behind (Oct 29th and 31st)

Week 10: Models and segregation (Intro) and Exam 2 (Nov 5th and 7th)

*EXAM 2, Thursday, Nov 7th - in class and takes up the entire period.

Week 11: Models and Segregation (Nov 12th and 14th)

Mid-semester project due Thursday, Nov 14th

Week 12: New Urban Mosaic (Nov 19th and 21st)

*DISCUSSION #3. Students should work on this remotely on their own time
*DUE by Saturday, November 23rd at 11:59pm

Week 13: Gentrification I (Nov 26th) (the 28th is Thanksgiving)

Week 14: Gentrification II (Dec 3rd and 5th)

*DISCUSSION #4. Students should work remotely on their own time
*DUE by Saturday, Dec 7th at 11:59pm

*PAPERS DUE (hard copy in class and digital on Canvas) on Thursday, Dec 5th

*****FINAL EXAM – THURSDAY, Dec 12th, 10am-noon**

THE MID-SEMESTER PROJECT: Census Tract mapping interpretation

OBJECTIVE: This project will familiarize students with one of the basic components of Urban Geography: the statistical (census-based) choropleth map. More importantly, students will interpret the map using their spatial skills, knowledge of American cities and understanding of the specific socio-economic and urban variables.

SOURCE: Six maps will be handed out in class, or you may visit this website:

http://www.mkedcd.org/planning/data/pdfs/UrbanAtlasPopulation.pdf

Print a color copy of the atlas from the Geography Student Computer Lab.

ANALYSIS and WRITING THE PAPER: You will write an 7-8 page paper which both describes and draws comparisons across the following variable for the city of Milwaukee:

A: Change in Population; 1990-2000.

B: Persons per square mile; 2000.

C: Percent Hispanic (any race), 2000.

D: Percent African-American, 2000.

E: 1999 Median Household Income (under the "social" category)

F: Poverty Rate, 2000.

Papers must (1) describe the geographic pattern of EACH of the 9 variables (employing concepts like "degree of spatial segregation", "clustering", or "dispersal". Second, (2) papers must describe and analyze correlations between the variables. Predictions about what caused, and continues to produce certain spatial patterns and correlations between variables should also be included.

University Policies:

Non-Discrimination Statement

The University of Wisconsin-Whitewater is dedicated to a safe, supportive, and non-discriminatory learning environment. It is the responsibility of all students to familiarize themselves with UWW policies regarding: Special Accommodations, Academic Misconduct, Religious Beliefs Accommodation, Absence for University Sponsored Events, the "Rights and Responsibilities" section of the Undergraduate Catalog or the "Academic Requirements and Policies" section of the Graduate Catalog, the "Student Academic Disciplinary Procedures" (UWS Chapter 14), and the "Student Non-academic Disciplinary Procedures" (UWS Chapter 17).

Approved by the Faculty Senate on 2020-11-10

Mandatory Reporting Statement

Federal law requires all university employees to report information obtained during the course of their duties regarding sexual misconduct, including domestic and dating violence, unless otherwise exempt by state law. For more information, including on how to report an incident, see **http://www.uww.edu/sexual-misconduct-information**.

Approved by the Faculty Senate on 2019-12-10

Academic Misconduct Statement

Academic misconduct is an act in which a student seeks to claim credit for the work or efforts of another without authorization or citation (this includes the use of AI), uses unauthorized materials or fabricated data in any academic exercise, forges or falsifies academic documents or records, intentionally impedes or damages the academic work of others, engages in conduct aimed at making false representation of a student's academic performance, or assists other students in any of these acts.

Prohibited conduct includes cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed. Student's work must be in their own words except where appropriately cited. Excerpts from authors may be used judiciously, but direct quotes involving even a few words must include the source and cited appropriately. Failure to comply with these requirements constitutes plagiarism and is grounds for failure.

Artificial Intelligence Policy: Students are not permitted to use intelligence tools in the course of completing assignments or other course artifacts that contribute to their grades. To do so will be considered a violation of Chapter 14 of the University of Wisconsin Code.

The following actions are prohibited in this course [add/remove bullets as necessary]:

- Submitting all or any part of an assignment statement/prompt to an online learning support platform/AI tool;
- Using AI tools to mimic - even in preliminary/draft form - the thesis statement/arguments/position of an assignment;
- Incorporating any part of an AI-generated response in an assignment;
- Submitting your own work to an online learning support platform for improvement.

If you are in doubt as to whether you are using an online learning support platform appropriately in this course, I encourage you to discuss your situation with me.

Academic Integrity Statement

The University believes that academic honesty and integrity are fundamental to the mission of higher education and of the University of Wisconsin–System. The University has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards are subject to disciplinary action. UWS Chapter 14 identifies procedures to be followed when a student is accused of academic misconduct. For additional information, please refer to the section in the Student Handbook entitled, Student Academic Disciplinary Procedures.