

SYLLABUS for SOCIAL GEOGRAPHY

GEO 2410-2286X, Spring 2018 (3 Credits)

(SATISFIES SOCIAL SCIENCE GENERAL EDUCATION & DIVERSITY REQUIREMENTS)

Tue. Period 8-9 (3:00-4:55 P.M.)—Thur. Period 9 (4:05-4:55 P.M.) Turlington Hall, Rm. L005

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Office Hours: Tuesdays and Thursdays, 12:30 p.m. to 2:00 p.m.

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Information about Professor Golant

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Syllabus, Lectures, Grading, and Special Announcements on CANVAS

<http://lss.at.ufl.edu/>

COURSE OVERVIEW, REQUIREMENTS, AND GRADING

Overview of Course

This course focuses on the diverse residential enclaves found within the contemporary American metropolis. It initially examines the trends that gave rise to an urbanized America, the confluence of diverse social, economic, and political influences that have contributed to its large number and concentrations of occupants, and the contradictory meanings assigned to urban America by intellectuals and planners.

The forces that produced the changed appearance and functioning of urban settlements in the United States also resulted in dramatic changes in their internal spatial structure, that is, in the locations of their residential and nonresidential activities, the buildings that housed them, and the connections among them. Most significantly, most residents of metropolitan America have come to live, work, and conduct their everyday activities in multiple, decentralized, lower density, suburban locations accessed by automobiles—what some critics refer to as sprawl. This in turn forever changed the social and economic fabric of the central cities and downtowns of metropolitan America.

A more urbanized America, however, did not produce a uniform way of residential living. Today's metropolitan areas consist of a rich mosaic of different types of neighborhoods occupied by populations with very diverse social, economic, and cultural characteristics. The result has been a residential landscape where the old live in different places than the young, where racially and ethnically segregated neighborhoods are the norm, and where neighborhoods are continually experiencing different trajectories of growth, stability, and decline.

Relevance to General Education & Diversity Requirements

After finishing their education, most University of Florida students will settle in urban areas where they will make decisions about where to live. The course is designed to sensitize students to the rich mosaic of diverse residential and nonresidential uses that make up the internal structure of American metropolitan areas. It is also intended to make students more critical of the demographic, social, economic, and political factors that have contributed to the settlement patterns of urban America.

Requirements and Grading

Textbook and Readings: Myron A. Levine (ed.), *Urban Society*, 16/e, 16th Edition. McGraw Hill Higher Education. Syllabus will refer to textbook as **US**. Available in two formats:

(1) Printed version available at UF Bookstore; Print or rent on Amazon: under \$50.00

(2) On line ebook—www.mcgrawhillcreate.com/shop. Enter my name Golant or 9781121932470 for the ISBN choice: about \$37.50. **MAKE SURE IT IS THE 16TH EDITION OF URBAN SOCIETY**

Other assigned readings for EACH lecture topic will be found in .pdf format on CANVAS site.

Powerpoint Slides: A set of slides will be available for each of the 11 Lecture Topics listed in the course Syllabus and these will be posted on CANVAS no later than 10:00 p.m. on the evening prior to the next day's lecture. Please bring powerpoint slides to class in order to insert lecture material that clarifies or elaborates.

Study/Test Guides: There are no study/test guides, but if you regularly attend the lectures and understand the powerpoint slides, you will have a good idea as to what types of questions will be asked on your exams.

Attendance: Presence at lectures is **EXPECTED**. Material **NOT** found in powerpoint slides or readings **WILL** be discussed during regularly scheduled lecture periods. Therefore, students should be prepared to take notes in class. Material from the readings may also be discussed. If absent from class, lecture material will **NOT** be available from professor, but only from other students.

Exams: You are required to take **three** multiple choice exams (each 50 questions). Each of these exams will count for one-third of your final grade. For each exam, you will be tested on about one-third of the lecture and required reading material covered in the course. As many as 40% of the exam questions will be based on your readings. **No extra grade/score credit is available through any other means.** Grades will not be adjusted unless evidence of computer error.

Exam Dates: First Exam—**Tuesday, February 6th, 2018**; Second Exam—**Tuesday, March 20th, 2018**; Third Exam—**Tuesday, April 24th, 2018**. There is no final exam. The three exams are taken at the same time and in the same place as regularly scheduled lecture periods. **Please bring picture I.D. and #2 pencil to all exams.**

On Exam Make-Ups: Students are required to take the three exams at the scheduled times only. A missed exam will be graded as zero unless written documentation is provided from an appropriate professional. Typically, this requires medical evidence that attendance was prevented by extreme health problems or officially sponsored university events. Email notification of exam absence must be given **no later than the day of the exam.**

"Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Grade Distribution: Total possible points of three exams will be 150. Express your total score as percentage of 150 (or divide your score by three and multiply by two). Grade distribution based on 0%-100% scale. Letter grades linked to total scores expressed as percentage of 150 will be posted on E-LEARNING. **Percentages are not rounded.** I will use the following distribution as a guide to assign letter grades. **However, I reserve the right to change the distribution as I see fit.** See also: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Grade	Grade Interval
A	90-100
A-	87-89
B+	84-86
B	80-83
B-	77-79
C+	74-76
C	70-73
C-	67-69
D+	64-66
D	60-63
D-	57-59
E	<57

General Education/Diversity Requirement: You are required to earn a **C** grade or better to qualify for credit. **C-** is **NOT** a qualifying grade. Please refer to the Undergraduate Catalog at

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Regarding Students with Disabilities: Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then show it to the instructor and provide specific written requests when requesting accommodation.

Evaluation: Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu> Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open.

Statement of University's Honesty Policy

Students are expected to act in accordance with the University of Florida policy on academic integrity (see Graduate Student Handbook for details). Cheating or plagiarism in any form is unacceptable and inexcusable behavior. "WE, THE MEMBERS OF THE UNIVERSITY OF FLORIDA COMMUNITY, PLEDGE TO HOLD OURSELVES AND OUR PEERS TO THE HIGHEST STANDARDS OF HONESTY AND INTEGRITY."

Assistance with Personal Health

Phone number and contact site for university counseling services and mental health services: 392-1575, <http://www.counseling.ufl.edu/cwc/Default.aspx> University Police Department: 392-1111 or 9-1-1 for emergencies.

LECTURE TOPICS AND REQUIRED READING ASSIGNMENTS

(1) CONCEPTUALLY AND STATISTICALLY DEFINING URBAN AMERICA

- ✓ US: ARTICLE 1—WHY CITIES MATTER
- ✓ US: ARTICLE 2—THE METROPOLITAN MOMENT
- ✓ US: ARTICLE 18—FROM METROPOLITANS TO MEGAPOLITANS
- ✓ **ON CANVAS:** KOTKIN, HOW CAN WE BE SO DENSE? ANTI-SPRAWL POLICIES THREATEN AMERICA'S FUTURE
- ✓ **ON CANVAS:** U.S. CENSUS BUREAU. METROPOLITAN AND MICROPOLITAN STATISTICAL AREAS

(2) URBANIZATION TRENDS IN THE UNITED STATES: PREINDUSTRIAL TO PRESENT

- ✓ US: ARTICLE 4—EDS, MEDS, AND URBAN REVIVAL
- ✓ US: ARTICLE 5—CAN THEY SAVE YOUNGSTOWN?
- ✓ US: ARTICLE 11—OUTSOURCING: BEYOND BANGALORE
- ✓ **ON CANVAS:** SOLID SCIENCE, DELTASKYMAG.COM
- ✓ **ON CANVAS:** HOW U.S. LOST OUT ON IPHONE WORK
- ✓ **ON CANVAS:** COX: METROPOLITAN DISPERSION: 1950-2012

(3) INTELLECTUAL VIEWS ON THE QUALITY OF URBAN LIFE

- ✓ NO READINGS

(4) PRE- AND POST-1950 SUBURBANIZATION PATTERNS IN U.S. METROPOLITAN AREAS

- ✓ US: ARTICLE 32—THE SIX SUBURBAN ERAS OF THE UNITED STATES
- ✓ US: ARTICLE 34—PATIO MEN AND THE SPRAWL PEOPLE: AMERICA'S NEWEST SUBURBS
- ✓ US: ARTICLE 35—AFFLUENT BUT NEEDY (FIRST SUBURBS)
- ✓ **ON CANVAS:** "PEOPLE: THE URBANIZATION OF AMERICA."

(5) THE U.S. CENTRAL CITY AFTER 1950: CONCENTRATION OF POVERTY AND DOWNTOWN REVITALIZATION

- ✓ US: ARTICLE 14—STUDIES: GENTRIFICATION A BOOST FOR EVERYONE
- ✓ US: ARTICLE 15—STOP THE SUBSIDY-SUCKING SPORTS STADIUMS
- ✓ US: ARTICLE 16—A LOT OF HOOEY
- ✓ US: ARTICLE 22—CHARTER SCHOOLS
- ✓ **ON CANVAS:** "FREY: WILL THIS BE THE DECADE OF BIG CITY GROWTH?"
- ✓ **ON CANVAS:** "A TALE OF TWO CITIES", DELTASKYMAG.COM
- ✓ **ON CANVAS:** "POVERTY AND GROWTH: RETRO-URBANISTS CLING TO THE MYTH OF SUBURBAN DECLINE"
- ✓ **ON CANVAS:** "RISE OF THE EXECUTIVE HEADQUARTERS"
- ✓ **ON CANVAS:** "THE NEW DOWNTOWN LOS ANGELES"

(6) FACTORS INFLUENCING THE SUBURBANIZATION OF MODERN AMERICAN METROPOLIS

- ✓ US: ARTICLE 33—WHY REGIONS FAIL: ZONING AS AN EXTRACTIVE INSTITUTION?
- ✓ **ON CANVAS:** THE TRIUMPH OF SUBURBIA

(7) CONTEMPORARY INTRAURBAN TRANSPORTATION PATTERNS AND ISSUES IN U.S. METROPOLITAN AREAS

- ✓ US: ARTICLE 40—TRAFFIC: WHY IT'S GETTING WORSE, WHAT GOVERNMENT CAN DO
- ✓ US: ARTICLE 41—IS CONGESTION PRICING READY FOR PRIME TIME?
- ✓ US: ARTICLE 50—ACROSS EUROPE, IRKING DRIVERS IS URBAN POLICY
- ✓ **ON CANVAS:** AMERICAN PUBLIC TRANSPORTATION ASSOCIATION (2002), PUBLIC TRANSPORTATION OVERVIEW

(8) THE NEIGHBORHOOD AS A SETTLEMENT UNIT: MEANINGS AND RELEVANCE

- ✓ US: ARTICLE 20—JANE JACOBS' RADICAL LEGACY
- ✓ US: ARTICLE 37—PRINCIPLES OF NEW URBANISM
- ✓ US: ARTICLE 38—THE NEW URBANISM-A LIMITED REVOLUTION
- ✓ **ON CANVAS:** C. C. KRAEMER, "BEWARE NEW URBANISM, *IDEAS ON LIBERTY*, OCTOBER, 2002
- ✓ **ON CANVAS:**"KID-FRIENDLY NEIGHBORHOODS: TAKING IT TO THE STREETS

(9) PATTERNS, CAUSES, AND SIGNIFICANCE OF U.S. NEIGHBORHOODS SEGREGATED BY HOUSEHOLD TYPE AND STAGE IN LIFE

- ✓ **ON CANVAS:** M. WULFF, "HOUSEHOLD DIVERSITY AND MIGRATION IN MID-LIFE," POPULATION, SPACE, & PLACE
- ✓ **ON CANVAS:**J. KOTKIN, "MILLENNIAL BOOMTOWNS: WHERE THE GENERATION IS CLUSTERING (IT'S NOT DOWNTOWN)."

(10) PATTERNS, CAUSES, AND SIGNIFICANCE OF U.S. NEIGHBORHOODS SEGREGATED BY RACE

- ✓ US: ARTICLE 6—PREDATORY LENDING: REDLINING IN REVERSE
- ✓ US: ARTICLE 24—WHY DON'T WE HAVE ANY WHITE KIDS?
- ✓ US: ARTICLE 26—HERE COMES THE NEIGHBORHOOD
- ✓ US: ARTICLE 27—SCHOOLS SEEK NEW DIVERSITY ANSWERS AFTER COURT REJECTS RACE AS TIEBREAKER

(11) PATTERNS, CAUSES, AND SIGNIFICANCE OF U.S. NEIGHBORHOODS SEGREGATED BY ETHNICITY

- ✓ US: ARTICLE 9—MOVERS & SHAKERS: HOW IMMIGRANTS ARE REVIVING NEIGHBORHOODS GIVEN UP FOR DEAD
- ✓ **ON CANVAS:** ONE OHIO CITY'S GROWTH STRATEGY? IMMIGRANTS