

GEO2410: Social Geography

Sections 16494 (SGDL) & 15719 (SGUF)

Department of Geography

College of Liberal Arts & Sciences, University of Florida

COURSE SYLLABUS

General Information

Instructor: Debjani Das Office: TUR 1215 (Grad lab) Email: debjanidas@ufl.edu Office Hours: By appointment	Term: Summer A 2024 Location: Online/UF Online Credit Hours: 3 Gen Ed: Diversity (D), Social and Behavioral (S)
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General Education (Gen Ed) Information

This course is fall under both Social and Behavior Science, and Diversity.

- **Social and Behavior Science (S)**
 Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe, and explain social institutions, structures or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.
- **Diversity (D)**
 In Diversity courses, students examine the historical processes and contemporary experiences characterizing social and cultural differences within the United States. Students engage with diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and (dis)abilities. Students critically analyze and evaluate how social inequities are constructed and affect the opportunities and constraints across the US population. Students analyze and reflect on the ways in which cultures and beliefs mediate their own and other people’s understandings of themselves and an increasingly diverse U.S. society.

*This course accomplishes the [General Education](#) objectives of the subject areas listed above. A **minimum grade of C is required for General Education credit**. Courses intended to satisfy General Education requirements cannot be taken S-U.*

Course Description

Social geography is fundamentally about how space mediates key divides in our societies – class, race, gender, sexuality, age, disability. Social phenomena like power and inequality are enacted

geographically and are embodied in our landscapes. Places are integral our identities, and the meanings of places are constituted by the human activities that transpire there.

This course aims to provide students with a comprehensive understanding of the spatial dimensions of these and other social processes, cultural practices, and power dynamics that shape the world we live in.

Throughout the term, we will examine various themes, such as urbanization, identity, inequality, conflict, migration, globalization, and social justice, which influence and are influenced by the spatial organization of human societies. By investigating the diverse ways in which people interact with and transform their environments, students will develop a critical understanding of how social, economic, and political factors are interconnected with geographical factors. Students will engage in critical discussions and analyses, learning to apply spatial and social theories to real-world issues.

By the end of the course, students will have gained an appreciation for the importance of geography in understanding social dynamics and will be equipped with the conceptual and analytical tools needed to engage in informed discussions about the spatial dimensions of social issues in today's rapidly changing world.

Course Objectives

By the end of this course, students will be able to:

- Synthesize different theoretical and spatial approaches to the understanding of social phenomena.
- Discuss the distinction between space and place.
- Evaluate the social characteristics of places, areas, and communities with the geographic language of spatial relationships and organization.
- Interpret pressing problems in society using the tools of geography.

Student Learning Outcomes

At the end of this course, students will be expected to have achieved the General Education Objective as follows.

Content: *Students demonstrate competence in the terminology, concepts, theories, and methodologies used within the discipline(s)*

- Understand and articulate the definition of geography and its role as a social science.
- Identify, describe, and explain key terms, themes, and concepts in social geography.
- Master the geographic language of spatial relationships and organization relevant to human activities.

Critical Thinking: *Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the subject area.*

- Analyze and evaluate the spatial dimensions of social processes, cultural practices, and power dynamics.
- Apply theoretical and spatial approaches to understanding social phenomena and pressing societal problems.

Communication: *Students clearly and effectively communicate knowledge, ideas, and reasoning in written or oral forms appropriate to the subject area*

- Write a proposal and give a oral presentation on influence of place on a social phenomenon (e.g. Migration)
- Communicate analysis findings in written, cartographic, and graphical formats.
- Converse intelligently and empathetically about regional social phenomenon, recognizing the connections between geography and the socially and culturally diverse character of the United States.

Required Texts

All required texts and readings will be available in Canvas. The main texts for this course are:

- Knox, Paul & Pinch, Steven. (2010). *Urban Social Geography: An Introduction* (6th Edition).
- Smith, S.J., Pain, R., Marston, S.A., & Jones III, J.P. (2010). *The SAGE Handbook of Social Geographies*.
- Tuan, Yi-Fu. (1977). *Space and Place: The Perspective of Experience*.
- Harvey, David. (1973). *Social Justice and the City*.

Additional supplemental readings may be assigned and will be available in Canvas.

Course Format

This course is 100% online and asynchronous.

Course Website: <https://elearning.ufl.edu/>

This course uses a combination of web-based materials/lectures, online student discussion and reflection activities, and assigned readings. Note that Canvas works best in Google Chrome web browser. While there are no class meeting times, please mind assignment due dates.

Assessments and Grading

- **Active Learning Discussions(50% of final grade)**
There will be 4 discussion posts which will amount to 40% of your final grade (10% each). Active Learning Discussions provide an opportunity for students to discuss course topics amongst one another and to demonstrate critical thinking and acquired knowledge. Discussions will be prompted by specific questions provided by the instructor on the discussion board and in the "Assignments" section of the module overview page. That said, it can also be a space for free expression of questions, ideas, and other reactions to the learning materials. The discussion will require both an initial post responding to the discussion prompt and a response to a classmate's post. Students should be proactive and respond to the discussion prompt early to provide time for their classmates to contribute to the discussion before the deadline. Liking posts and multiple responses (i.e., conversations!) are encouraged.

- **Presentation on Space and Place (50% of final grade)**

Students will give a brief presentation on the influence of place on a social phenomenon of their choice, such as identity, conflict, inequality, or migration. Presentations should be at least three minutes and no more than 10 minutes long (ideally).

Students have a great deal of latitude with this assignment and are encouraged to be creative! For instance, you may want to give a poster presentation, as one might at an academic conference. You may, on the other hand, produce a video, podcast episode, web page or a public information ad. Of course, you are also welcome to make a PowerPoint presentation.

Students also have freedom to choose from a wide range of topics relevant to social geography. Your subject can be a topic we cover in class (such as inequity in urban real estate markets) or a specific event or crisis of interest (such as the ethno-nationalist conflict in Northern Ireland). You are also at liberty to approach the assignment from a more personal perspective. For example, you may want to present on how space and/or place was formative in the development of your own identity or family history. The only steadfast requirement is that your presentation maintains a narrow focus on the role of place/space.

This assignment will be split into two components. Students will be required to submit a brief, informal proposal of their presentation by Friday, June 9 (worth 10%). Your proposal does not have to be more than a few sentences, and it is not necessarily binding. It is mostly intended to keep you on track. The presentation itself will be submitted via Canvas and is worth 30%.

Assignment	Percent of Final Grade
Active Learning Discussions	50%
Presentation on Space and Place	50%
<i>Proposal</i>	10%
<i>Final Presentation</i>	40%

Grading Scale

Letter	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Pct	100-94	<94-90	<90-87	<87-84	<84-80	<80-77	<77-74	<74-70	<70-67	<67-64	<64-60	<60
GPA	4.00	3.67	3.33	3.00	2.67	2.33	2.00	1.67	1.33	1.00	0.67	0.00

Important Dates

First Day of Class	Mon, May 13, 2024
Drop/Add Ends	Tue, May 14
S/U Grade Option	Wed, May 22
Presentation Proposal Due	Fri, June 7
Withdrawal Deadline	Fri, June 16
Final Presentation Due	Fri, June 21
Last Day of Class	Fri, June 21
Final Grades Available on ONE.UF	Wed, June 26

Course Schedule (subject to change)

Note: Due date times are 11:59pm on Sunday unless otherwise specified.

Week	Topics & Readings	Assignments
1	Topic: Intro to Social Geography <i>SAGE Handbook</i> , Introduction (pp. 1 – 32) Topic: Intro to the Idea of Place Tuan, <i>Space and Place</i> , Ch. 1 & Ch. 10	None
2	Topic: Urban Social Geographies Knox & Pinch, <i>USG</i> , Ch. 1 – 3 Harvey, <i>Social Justice</i> , Ch. 1	Discussion 1
3	Topic: Power and Inequity in Cities Knox & Pinch, <i>USG</i> , Ch. 4 – 5 Harvey, <i>Social Justice</i> , Ch. 3	Discussion 2
4	Topic: Identity, Politics, Conflict Tuan, <i>Space and Place</i> , Ch. 11 Peake, <i>SAGE Handbook</i> , Ch. 1 (pp. 55 – 70) Knox & Pinch, <i>USG</i> , Ch. 11 Posner (2004), “Pol. Salience of Cultural Diff.” (skim) Tezcur (2016), “Ordinary People ...” (skim)	Presentation Proposal Discussion 3 Lecture Quiz 2
5	Topic: Segregation, Separation, Disjuncture Knox & Pinch, <i>USG</i> , Ch. 8 – 10 Nunn & Wantcheckon (2011), “The Slave Trade ...”	Discussion 4
6	Topic: Mobility Knox & Pinch, <i>USG</i> , Ch. 12 – 13 Tuan, <i>Space and Place</i> , Ch. 5	Final Presentation (due 6/21)

Course Policies: Attendance, Make-Ups, and Grades

- **Attendance:** Online learning can present significant challenges, particularly to individuals who are not self-starters or those who do not possess good time-management skills. The online classroom is available 24 hours a day. Unlike traditional instructional settings in

which each student gets the same class, the online setting means that every student will participate in the course that they choose to experience. Everyone learns differently, so prescribing a “best” approach is difficult. However, you should note that this course is not self-paced. You are expected to adhere to the course calendar and timeline. That said, sometimes personal circumstances arise that may interfere with the ability to meet a deadline. If such an event does happen, please let the instructor know as soon as possible. Proactive communication that informs the instructor of potential conflicts ahead of time will be met with more receptivity than retrospective requests for extensions without a compelling rationale.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

- **Late Work:** All assignments submitted after their respective deadlines will be assessed a penalty: **5% points per day will be deducted**. Assignments will not be accepted if overdue by more than seven days unless you have made arrangements with the instructor.
- **Grade Dissemination:** You can access your scores at any time using the Grade function in Canvas. The instructor will post grades within about one week of the due date of each assignment and the midterm exam.
- **Grading Policies for Assigning Grade Points:** Information on current UF grading policies for assigning grade points may be found at <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.
- **Grades of "Incomplete":** The current university policy concerning incomplete grades will be followed in this course. An incomplete grade may be assigned at the discretion of the instructor as an interim grade for a course in which you have completed a major portion of the course with a passing grade, been unable to complete course requirements before the end of the term because of extenuating circumstances and obtained agreement from the instructor and arranged for resolution of the incomplete grade. Instructors are not required to assign incomplete grades.

Course Policies: Technology and Communication

- **Netiquette:** Students are expected to behave in a manner that is respectful to the instructor and to fellow students in all email messages, threaded discussions, chats, and any other form of communication. Opinions held by other students should be respected in discussion forums. Review the [Netiquette Guide for Online Courses](#) and the Netiquette page on the Canvas course site for expected student behavior.
- **Email and Course Communications:** Each of you has a UF email address. It is vital that you maintain an active UF email account and that you check it often. This tentative syllabus is subject to change, and any changes will be transmitted to you via your UF

email account and Canvas. Important messages and updates will be delivered using Canvas Announcements. Students should message the instructor via Canvas Inbox (preferred) or email if they have questions about any of the lectures, readings, or assignments. You should expect a response within 24 hours during weekdays. On holidays or weekends, expect a response on the next business day. The instructor will reasonably expect similar time frames for responses to emails sent to students.

- **Canvas Help:** All lectures, readings, the syllabus, and assignment instructions will be available through Canvas (<https://elearning.ufl.edu>). You will also find all due dates and grades on Canvas. Students must activate their UF GatorLink account in order to use Canvas. If you need help learning how to perform various tasks related to this course or other courses that utilize Canvas, please consult the above webpage. You may also contact the UF Computing Help Desk at (352) 392-HELP(4357) or helpdesk@ufl.edu.
- **Online Course Evaluation:** Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations 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. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.
- **Recordings and Notes:** It is not permitted to sell notes or recordings from this class without written consent of the instructor. Nor are students permitted to disseminate recordings of the instructor lecturing or post copies of assignments or exams on the internet.

Course Policies: Student Expectations

- **Disabilities Statement:** Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.
- **Academic Conduct Policy:** As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity.” You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks

(e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: <http://www.dso.ufl.edu/SCCR/honorcodes/honorcode.php>.

Campus Resources for Students

Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or email to Learning-support@ufl.edu.
<https://lss.at.ufl.edu/help.shtml>.

Career Resource Center, Reitz Union, 352-392-1601. Career assistance and counseling.
<http://www.crc.ufl.edu>

Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 352-392-2010 or 352-392-6420. General study skills and tutoring.
<http://teachingcenter.ufl.edu/>

Writing Studio, 302 Tigert Hall, 352-846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>

Student Complaints, https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf

Health and Wellness Resources

U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352-392-1575 so that a team member can reach out to the student.

Sexual Assault Recovery Services (SARS), Student Health Care Center, 352-392-1161. More information on resources to help students with sexual violence issues at www.umatter.ufl.edu/sexual_violence

Sexual Harassment, Information on UF policies, awareness, reporting, and counseling at www.hr.ufl.edu/manager-resources/policies-2/sexual-harassment/

Counseling and Wellness Center, <http://counseling.ufl.edu/cwc/Default.aspx>, 352-392-1575;

University Police Department, 352-392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/>