



Geography 365 Urban Geography Fall Term, 2015

Course Location:	Breland Hall 185
Meeting Time:	Tuesday and Thursday, 08:55-10:10 am
Instructor:	Dr. Christopher Brown
Office:	Breland Hall, Room 149
Office Telephone:	505-646-1892
EMAIL:	brownchr@nmsu.edu
Office Hours:	<p>Dr. Brown (BD 149) - T/Th, 10:30am-12:00 noon; Tuesday, 3:45-5:15 pm, & by appointment</p> <p>TA = Jake Dialesandro (BD 144), Mondays, 10am-12noon; Thursdays, 12noon-1pm; and by appointment</p>

Required textbooks and materials: The following required textbooks are available through the Barnes and Noble NMSU Bookstore, the off-campus bookstore, and on-line vendors like <http://www.amazon.com> and <http://www.barnesandnoble.com/>. The Kaplan, Wheeler, and Holloway book is also on reserve in Zuhl Reserve Book Collection, and e-versions of both of these books can be obtained online. Note - The B/N Bookstore was able to bring in a few used copies of the Second Edition of the Kaplan, Wheeler, and Holloway book, and this edition will work for the class.

- Kaplan, Wheeler, & Holloway, 2014. *Urban Geography, Third Edition*, John Wiley and Sons: New York, NY.
- Strunk, W. & E.B. White. *The Elements of Style*. Longman Publishers. (Any edition).

Course description and objectives ~ This course focuses on the origins and geographies of different cities in various regions of the world. We also explore the manner by which historical, economic, social, and political forces impact the spatial structure or morphology of a city. The morphology of a city is one component of the dynamic process of “urbanization,” and we will examine this important spatial process in detail. We also examine globalization and explore how this process impacts cities, both in the developed and developing world. Lastly, we explore other spatial processes that impact cities & their residents.

The class has several learning outcomes, as noted below. At the end of class, you will be able to:

- Define the concept of a city and describe the historical trajectories by which cities have developed,
- Discuss in detail the spatial structure of cities in North America, as well as cities in other countries with similar and dissimilar spatial structures,

- Identify and discuss the variables which impact the way cities are spatially organized and structured,
- Define and understand the process of globalization, specifically discussing how this process impacts the structure and functions of cities,
- Discuss how the spatial processes of migration, transportation, and economic development impact urban areas,
- Conduct library research of the urban geography of at least two different cities in detail, and write cohesive papers on the contemporary challenges that face these cities,
- Examine cultural & economic landscapes of cities & how these impact residents, and
- Demonstrate an improved ability to engage in critical thinking on issues of importance to urban areas and the people that live in them.

“Canvas” & Web support for this class - This class is offered as a "Web-supported" class, which means that we meet "live and in color" twice a week like a traditional class, but all of your assignments and a good deal of other helpful material will be provided on the Web. These materials are accessed through the “Canvas” learning management program, which connects to a server at NMSU (<http://learn.nmsu.edu>) that serves up all course materials and also provides extensive technical support. Aside from this syllabus and a detailed course outline (which are also available on line), **most other materials and assignments are provided to you via the Web and Canvas.**

NOTE: Although I do use the “Announcements” tool in Canvas as a means to post news blasts to students, I find the Canvas EMAIL tool to be quite clumsy. Please use regular EMAIL if you want to contact me. I check my brownchr@nmsu.edu address on a daily basis, whereas I check Canvas EMAIL less regularly. Also, if take your mail at a non-NMSU EMAIL address, NMSU policy requires that your email to your NMSU EMAIL address is forwarded to this off-campus address.

Team Based Learning - Educational research indicates that more active classroom experiences tend to be both more effective at facilitating learning.... and more enjoyable. An excellent tool by which active learning can be advanced is Team Based Learning, in which students do much of their work in teams. Within teams, students also take an active role in determining how work is to be weighted towards a final grade. Working in teams is a very common model by which people work in numerous professions, and the experience you gain in a team-learning environment will benefit you in the workplace in "life after University." Remind me to tell a story about this! We will employ this model on in-class quizzes and the group problem solving exercises we will do in class; more detail will be provided as the term progresses.

Grading and evaluation ~ People both learn and are able to demonstrate their mastery of material in different ways. I offer a range of class activities by which I share information and evaluate student performance, including in-class and out-of-class activities and formal versus informal ones. Final grades are based on a “90/80/70/60” classification of the percentage of the total possible points that are earned by the student, and no extra credit is offered in this class.

NOTE - NMSU recently moved to a differential grading system, whereby +/- grades earn more or less GPA points than a straight grade of A/B/C/D earned in the past. The following link

provides detail on how this grading system generates the GPA points students will receive for the grade they earn in class:

- <http://nmsu.smartcatalogiq.com/en/2014-2015/Undergraduate-Catalog/General-Information/Regulations/University-Grading-System>

“Hot Topic Papers” are to be computer-generated, typewritten, or word-processed, and turned in on time!!! If you have a legitimate excuse for a University sanctioned activity or work-related event that causes work to be turned in late, please advise me in advance, turn in the work **prior** to the due date, and attach written documentation. Work coming in late due to illness also needs written documentation attached. Work turned in late for other reasons will be **grudgingly** accepted; however, 10% will be deducted for each day the assignment is late. If you have a scheduling conflict that causes you to either arrive late or leave early, please advise me of this ahead of time; otherwise, please show me and other students the courtesy of being on time and "enjoying the whole show."

Make-up policy on missed in-class work - Students who miss in-class work for acceptable, documented reasons must provide written documentation to receive credit for these exercises. Readiness Assessment Tests (RATs) are short quizzes that start out every module to gauge how prepared students are for the upcoming module. Because of the dynamic nature of RATs and the quick turnaround by which I return graded work, **STUDENTS MUST TAKE RAT'S THAT THEY MISS BEFORE THE NEXT CLASS PERIOD!!!** This means it is students' responsibility to contact me promptly to schedule a time to take the RAT prior to these quizzes being turned back in class, which in most cases will be the next class session. If students miss Group Discussion Exercises for legitimate reasons, they will need to provide documentation on why class was missed, and write and turn in a 2-page write-up of the exercise in question to get credit for the missed exercise.

Weights of assignments and exams on the final class grade	
Two midterm exams	20% of final grade
Final Exam (exam is Thursday, 10 December 2015 from 8-10am)	15% of final grade
Written “Hot Topic” Papers (n=3)	20% of final grade
Individual Readiness Assessment Tests (RATS); n=8	20% of final grade
Group Exercises (students weight how different elements count!)	25% of final grade

NOTE ON WITHDRAWALS AND INCOMPLETES - Withdrawals from this course are solely students' responsibility; I will not withdraw or drop students from this class **UNDER ANY CIRCUMSTANCES**. If you "want out of here like the place is on fire," you must drop the class; students still on the course roll at the end of the class will be issued grades based on work completed. Incomplete grades will not be given except in the case of extraordinary situations related to serious illness, bereavement, or personal crises. Documentation will be required in these limited cases; incompletes will be granted solely at my discretion.

Academic Integrity - As stated in the NMSU Undergraduate Catalog, "Students at NMSU are expected to observe and maintain the highest academic, ethical, and professional standards of conduct." I expect all work submitted in this class to represent each student's own individual efforts, and any student found guilty of cheating or plagiarism will be subject to the strictest disciplinary action, including issuance of a failing grade. As stated by the NMSU Student Code of Conduct, plagiarism is defined as follows:

“Plagiarism is using another person's work without acknowledgment, making it appear to be one's own. Any ideas, words, pictures, or other source must be acknowledged in a citation that gives credit to the source. This is true no matter where the material comes from, including the internet, other student's work, unpublished materials, or oral sources. Intentional and unintentional instances of plagiarism are considered instances of academic misconduct. It is the responsibility of the student submitting the work in question to know, understand, and comply with this policy” (NMSU Student Code of Conduct 2013).

If you have any questions or concerns regarding the honesty or integrity of work being done by you or a classmate, please feel free to talk to me. Further information concerning the University's Code of Conduct can be found at the following URL on the NMSU Webpage:

- <http://deanofstudents.nmsu.edu/student-handbook/1-student-code-of-conduct/3-academic-misconduct.html>

Further information on plagiarism can also be found at the following NMSU Library website:

- <http://lib.nmsu.edu/plagiarism/>

Expectations and responsibilities ~ I see university teaching as a contract between me and students, who I believe are at university because they wish to learn and gain mastery of course materials. Think of me as a kind of tour guide; I provide opportunities for you to learn, and the rest is up to you. I see you all as adults, will treat you with respect, and ask you to show the same respect to me and other students. I am particularly keen that we enhance our acceptance of diversity, especially concerning, but not limited to, gender, ethnicity, and gender orientation. I agree to prepare clear and well-structured lecture and discussion activities; to work hard at presenting material and providing an opportunity for students to master the material; to be accessible for students to get assistance and provide feedback; and to evaluate students' work fairly and rigorously. In exchange, I ask you to attend class, do the required work, and be engaged and participate in class activities.

Workload and study habits ~ Success in university classes (at least my classes!) requires attendance, participation in class activities, and regular work outside of class. As a rule, expect to put in approximately two hours of outside work (reading, review, completion of regular assignments, and preparing for exams) for every hour of formal class time. I also suggest regularly reviewing lecture notes, readings, and assignments to avoid "falling behind," which will cause

problems in meeting class requirements. Setting aside 15 minutes after each class period to look over notes, the text reading, and the slides posted on the Web is a good way to stay on top of things.

Students with disabilities and discrimination issues - I subscribe to and fully support university policy on students with disabilities and special needs in meeting class requirements. Students with physical, psychological, or learning disabilities are encouraged to contact the office of Student Accessibility Services (SAS) concerning issues related to the Americans with Disabilities Act and/or Section 504 of the Rehabilitation Act of 1973. If you have a documented disability and anticipate needing accommodations in this course, please meet with me soon. For more information about the programs and services available, including academic accommodations for students with disabilities, contact the office of SAS, at 646-6840, sas@nmsu.edu, or at <http://sas.nmsu.edu/>. If you have a condition which may affect your ability to exit safely from class in an emergency or which may cause an emergency during class, please discuss this with me at the earliest opportunity. All information shared with me in this area will be treated confidentially.

NMSU policy prohibits discrimination on the basis of age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, retaliation, serious medical condition, gender, spousal affiliation, and protected veterans status. Furthermore, Title IX of the Civil Rights Act of 1964 prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment and retaliation. I support and work hard to abide by these policies to support a work and study environment free of harassment and discrimination. Please feel free to contact me to discuss any issues or concerns you have in this area. Jerry Nevarez, NMSU's Director of the Office of Institutional Equity, can also be contacted at 575-646-3635 with any questions you may have about NMSU's Non-Discrimination Policy or concerns you have related to discrimination or harassment.

Seeking help and access to faculty - If you feel that you are having difficulty keeping up with class assignments or understanding the material we are covering, please see me **as soon as possible!!!** Falling behind due to problems with time management, personal issues, study habits, or concepts with which you are having trouble will pose problems in earning a passing grade for the class. I am very willing to help students, but I need to hear from you if you are having difficulty. Please note the office hours posted at the beginning of the syllabus. If you cannot make these regularly scheduled hours, please contact me via EMAIL or phone to make an appointment. I hope you all enjoy this class and find the things we will learn to be of interest and value.

The final word....cell phones - With the widespread use of these devices, etiquette issues arise in class & professional situations. Put simply, I ask that you "watch your ringer." If you own a cell phone, please turn it off or set it to vibrate prior to entering class. Outside of **real emergencies or legitimate work-related obligations**, people should not be taking calls in class. Also, please refrain from texting, checking your EMAIL, Tweeting, Facebooking, or surfing the Web while in class; "you paid your money; enjoy the show!"

What we say to dogs



Okay, Ginger! I've had it!
You stay out of the garbage!
Understand, Ginger? Stay out
of the garbage, or else!

What they hear



blah blah GINGER blah
blah blah blah blah
blah blah GINGER blah
blah blah blah blah...