

SIGNATURE ROUTING LOG

General Information:

Proposal Type: Course Program Other *new*
 Proposal Name¹ (course prefix & number, pgm major & degree, etc.): GEO 220 US Cities
 Proposal Contact Person Name: Rich Schein Phone: 7 2119 Email: schein@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

| Reviewing Group | Date Approved | Contact Person (name/phone/email) | Signature |
|--------------------------------------------------------------------------------------------------------------|---------------|------------------------------------------------------|----------------------|
| Geography Director of Undergraduate Studies | 6/8/10 | Jonathan Phillips / 7 6950 / jdp@uky.edu | <i>J. Phillips</i> |
| Geography, Chair (any cross-listing or affected) dpt, chair (any cross-listing or affected) dpt, chair | 6/8/10 | Sue Roberts / 7 2399 / sueroberts@uky.edu | <i>S Roberts</i> |
| A&S Ed. Policy Cmte. | 9/21/10 | Joanna Badagliacco, Soc. Sci. / 7-4335 / jmb@uky.edu | <i>J Badagliacco</i> |
| A&S Dean | 9/21/10 | Anna Bosch, Associate Dean / 7-6689 / bosch@uky.edu | <i>Anna Bosch</i> |

External-to-College Approvals:

| Council | Date Approved | Signature |
|------------------------------|---------------|----------------------------|
| Undergraduate Council | 10/26/2010 | |
| Graduate Council | | |
| Health Care Colleges Council | | |
| Senate Council Approval | | University Senate Approval |

sent UGC 9/28/10
Approval of Revision²
resubmitted 10/21/10 re-reviewed

Comments:

¹ Proposal name used here must match name entered on corresponding course or program form.

² Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

NEW COURSE FORM

1. General Information.

- a. Submitted by the College of: Arts and Sciences Today's Date: 5/18/2010
- b. Department/Division: Geography
- c. Contact person name: Rich Schein Email: schein@uky.edu Phone: 7-2119
- d. Requested Effective Date: Semester following approval OR Specific Term/Year¹: _____

2. Designation and Description of Proposed Course.

- a. Prefix and Number: GEO 220
- b. Full Title: US Cities
- c. Transcript Title (if full title is more than 40 characters): _____
- d. To be Cross-Listed² with (Prefix and Number): _____
- e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

2 Lecture _____ Laboratory¹ 1 Recitation _____ Discussion _____ Indep. Study
_____ Clinical _____ Colloquium _____ Practicum _____ Research _____ Residency
_____ Seminar _____ Studio _____ Other – Please explain: _____

- f. Identify a grading system: Letter (A, B, C, etc.) Pass/Fail
- g. Number of credits: 3
- h. Is this course repeatable for additional credit? YES NO
If YES: Maximum number of credit hours: _____
If YES: Will this course allow multiple registrations during the same semester? YES NO
- i. Course Description for Bulletin: This course introduces salient contemporary US urban topics as seen from and analyzed by a geographic perspective. Topics include migration, urban sprawl, city services, gentrification and urban redevelopment, school districts, parks, housing, financing, and others. The course examines key issues, problems, and debates facing diverse US urban communities, and will address the possibilities for citizen engagement in their resolution. Fulfills the Gen Ed US Citizenship requirement.
- j. Prerequisites, if any: none
- k. Will this course also be offered through Distance Learning? YES⁴ NO
- l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

² The chair of the cross-listing department must sign off on the Signature Routing Log.

³ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

⁴ You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

NEW COURSE FORM

3. Will this course be taught off campus? YES NO
4. Frequency of Course Offering.
- a. Course will be offered (check all that apply): Fall Spring Summer
- b. Will the course be offered every year? YES NO
If NO, explain: _____
5. Are facilities and personnel necessary for the proposed new course available? YES NO
If NO, explain: _____
6. What enrollment (per section per semester) may reasonably be expected? 126
7. Anticipated Student Demand.
- a. Will this course serve students primarily within the degree program? YES NO
- b. Will it be of interest to a significant number of students outside the degree pgm? YES NO
If YES, explain: Fulfills Gen Ed US Citizenship requirement
8. Check the category most applicable to this course:
- Traditional – Offered in Corresponding Departments at Universities Elsewhere
- Relatively New – Now Being Widely Established
- Not Yet Found in Many (or Any) Other Universities
9. Course Relationship to Program(s).
- a. Is this course part of a proposed new program? YES NO
If YES, name the proposed new program: _____
- b. Will this course be a new requirement⁵ for ANY program? YES NO
If YES⁵, list affected programs: _____
10. Information to be Placed on Syllabus.
- a. Is the course 400G or 500? YES NO
If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in **10.b**. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)
- b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached.

⁵ In order to change a program, a program change form must also be submitted.

University Senate Syllabi Guidelines

General Course Information

- Full and accurate title of the course.
- Departmental and college prefix.
- Course prefix, number and section number.
- Scheduled meeting day(s), time and place.

Instructor Contact Information (if specific details are unknown, "TBA" is acceptable for one or more fields)

- Instructor name.
- Contact information for teaching/graduate assistant, etc.
- Preferred method for reaching instructor.
- Office phone number.
- Office address.
- UK email address.
- Times of regularly scheduled office hours and if prior appointment is required.

Course Description

- Reasonably detailed overview of the course.
- Student learning outcomes.
- Course goals/objectives.
- Required materials (textbook, lab materials, etc.).
- Outline of the content, which must conform to the Bulletin description.
- Summary description of the components that contribute to the determination of course grade.
- Tentative course schedule that clarifies topics, specifies assignment due dates, examination date(s).
- Final examination information: date, time, duration and location.
- For 100-, 200-, 300-, 400-, 400G- and 500-level courses, numerical grading scale and relationship to letter grades for *undergraduate* students.
- For 400G-, 500-, 600- and 700-level courses, numerical grading scale and relationship to letter grades for *graduate* students. (Graduate students cannot receive a "D" grade.)
- Relative value given to each activity in the calculation of course grades (Midterm=30%; Term Project=20%, etc.).
- Note that undergraduate students will be provided with a Midterm Evaluation (by the midterm date) of course performance based on criteria in syllabus.
- Policy on academic accommodations due to disability. Standard language is below:
If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Course Policies

- Attendance.
- Excused absences.
- Make-up opportunities.
- Verification of absences.
- Submission of assignments.
- Academic integrity, cheating & plagiarism.
- Classroom behavior, decorum and civility.
- Professional preparations.
- Group work & student collaboration.

Hanson, Roxie

From: David Berry [dtrb85@gmail.com]
Sent: Wednesday, September 29, 2010 10:56 AM
To: Hanson, Roxie
Subject: (posted revised syl) Fwd: GEO 220
Attachments: syllabus.docx

Categories: Red Category

Hello Roxie - here is the revised syllabus for this course. Thanks, David

----- Forwarded message -----

From: Schein, Richard H <schein@email.uky.edu>
Date: Wed, Sep 29, 2010 at 8:48 AM
Subject: RE: GEO 220
To: David Berry <dtrb85@gmail.com>

*9/30/10 looks like
the old learning
outcomes were removed

10/21/10
renewed/edited
self to include all
reg. points*

Attached.

---Rich

Richard H. Schein
Department of Geography
1457 Patterson Office Tower
University of Kentucky
Lexington, KY 40506-0027
USA

(859) 257 2119 (direct/voice)
(859) 257 2931 (admin)
(859) 323 1969 (fax)

schein@uky.edu

<http://www.uky.edu/AS/Geography/People/Faculty/Schein/>

From: David Berry [mailto:dtrb85@gmail.com]
Sent: Friday, September 24, 2010 11:09 AM
To: Schein, Richard H
Subject: Re: GEO 220

Hello Rich - thanks for your message. Simply incorporating the updates into a new version of the syllabus would be great.

David

On Fri, Sep 24, 2010 at 10:44 AM, Schein, Richard H <schein@email.uky.edu> wrote:

Hi David,

Happy to. Would you like those points in an e-mail, or incorporated into the syllabus and an updated copy sent along?

---Rich

Richard H. Schein

Department of Geography

1457 Patterson Office Tower

University of Kentucky

Lexington, KY 40506-0027

USA

(859) 257 2119 (direct/voice)

(859) 257 2931 (admin)

(859) 323 1969 (fax)

schein@uky.edu

<http://www.uky.edu/AS/Geography/People/Faculty/Schein/>

From: David Berry [mailto:dtrb85@gmail.com]
Sent: Thursday, September 23, 2010 11:22 AM
To: Schein, Richard H
Subject: GEO 220

Dear Dr. Schein - I am reviewing your proposed course GEO 220 for the A&S Educational Policy Committee. There are a couple of minor nit-picks on the syllabus relative to the senate syllabus guidelines. If you would please address these, and send a copy by attachment, we can expedite the review process:

1. Breakdown of course components contributing to final grade (e.g. 50% exams, 25% quizzes, 25% participation).
2. Statement about classroom behavior, decorum and civility.

Thank you for considering my request.

David

--

David T. R. Berry, Ph.D.
Professor &
Director of Graduate Studies
Department of Psychology
012D Kastle Hall
University of Kentucky
Lexington, KY
40506-0044
PH: 859-257-5451
FAX: 859-323-1979

Geography 220.xxx

Fall Semester 2010

US Cities

Tuesdays/Thursdays, 9:30-10:45, CB 222

Course Description: This course introduces salient contemporary topics as seen from and analyzed by a geographic perspective. Topics will include migration, urban sprawl, city services, gentrification and urban redevelopment, school districts, parks, housing, financing, and others. Each topic will include key issues, problems, and debates facing diverse US urban communities, and will address the possibilities for citizen engagement in their resolution. Fulfills the Gen Ed US Citizenship requirement.

Instructor:

Dr. Richard H. Schein
1441 Patterson Office Tower
257-2119; schein@uky.edu
(email preferred method of contact)

Office Hours:

Tuesdays 1:30-3:00
Fridays 9:00-11:00
or by appointment

LEARNING OUTCOMES

- A. Demonstrate an understanding of historical, societal, and cultural differences, such as those arising from race, ethnicity, gender, sexuality, language, nationality, religion, political and ethical perspectives, and socioeconomic class.
- B. Demonstrate a basic understanding of how these differences influence issues of social justice and/or civic responsibility.
- C. Demonstrate an understanding of historical, societal, and cultural contexts relevant to the subject matter of the course.
- D. Demonstrate an understanding of societal, cultural, and institutional change over time; civic engagement; regional, national, or cross-national comparisons; power and resistance.
- E. Participate in at least two assessable individual or group projects that focus on personal and/or collective decision-making. Students will demonstrate a basic understanding of effective and responsible participation in a diverse society.

SYLLABUS PART 1: THE TECHNICAL STUFF

Format: After a two week introduction to American urban historical geography (and some key concepts that will permeate the class), we will then explore a number of topics relevant the contemporary American city. Each week will entail a new topic, and will begin with a brief discussion prompted by a weekly newspaper article (see required reading). The bulk of class time will be devoted to lectures and guided discussion. Lectures will not repeat reading assignments, but will draw upon them while amplifying and illustrating the weekly topic. Guided discussion will most often engage the contested aspects of the topic-of-the day and will encourage you to take a stand based on sound principles, critical reasoning, and verifiable empirical information.

Required Reading: will fall into three categories:

1. **A weekly newspaper article** that you *must* read prior to each Tuesday's class. Newspaper articles will provide "real world" examples of each week's topic. You will be required to access these on-line prior to class, and I will be able to check that you have done so.

Note: an example of such a newspaper article for the week in which we explore gentrification might start with a NY Times article on Chinatown:

<http://cityroom.blogs.nytimes.com/2009/03/04/special-district-zoning-is-urged-for-chinatown/?scp=11&sq=gentrification&st=cse>

2. **A web-site** or set of web-sites relevant to each week's topic which you should visit for further context as well as for specific information. These will be important to your class evaluation (more below).

Note: an example of such websites for the week in which we explore historic preservation might include national, Kentucky, and Lexington based organizations/government agencies:

<http://www.preservationnation.org/>; <http://www.achp.gov/>; <http://www.bluegrasstrust.org/>; <http://heritage.ky.gov/>

3. **Text book readings** assigned for each weekly class topic (see weekly topics below).

Note: readings will be made available in digital form, through electronic delivery system such as e-mail or Blackboard. It is likely that a traditional textbook also will be assigned for purchase, such as: J. John Palen The Urban World; Alan C. Turley, Urban Culture; John J. Macionis, Cities and Urban Life; John Short The Urban Order.

Evaluation: Your grade in this class will be based upon 300 points, and will be earned through:

1. 4 examinations, of equal weight (4 x 65 points), each consisting of 2 parts (and tentatively scheduled for the weeks of September 13, October 11, November 8, and December 13):

A. A standard ,multiple choice portion (45 points) that will cover reading material, lectures, and recitation discussions since the previous exam (or the beginning of the course in the case of the first exam).

B. A "take home" portion (20 points), due when you take (A) above. The first exam (on the Introductory section of the course) will provide you with essay questions ahead of time. The written component of the 2nd, 3rd, and 4th exams (covering Weekly Topics) will consist of an "op ed" essay in which you: identify an issue or problem covered in that section of the course; clearly state the "sides" and the various "actors" involved; suggest where the conflict might lie; take a position with one "side" and argue a case based on the criteria outlined in section 2D below; link the case/argument to other cases, regionally or nationally. That assignment must be printed, double-spaced, in 12-point type, and *must* be between 500 and 700 words.

2. A participation grade for the recitation sections (30 points). See information for this portion of your grade in the syllabus for your recitation section.

3. Evidence that you have read each week's newspaper article (10 points)

Grading Scheme

I will discuss the format and grading procedure for each exam during the appropriate class period (although the general policy of 90% (A), 80% (B),70% (C) ...will be followed).

| Letter Grade | Grade achieved in course | UK Letter Grade Definition |
|--------------|--------------------------|----------------------------|
|--------------|--------------------------|----------------------------|

| | | |
|---|---------|-----------------------------------------------------------------------------------------------------------|
| A | 90-100% | Represents an exceptionally high achievement as a result of aptitude, effort and intellectual initiative. |
| B | 80-89% | Represents a high achievement as a result of ability and effort |
| C | 70-79% | Represents average achievement |
| D | 60-69% | Represents the minimum passing grade |
| E | 0-59% | Represents unsatisfactory performance and indicates failure in the course |

NOTE: Students will be provided with a **midterm evaluation** based on course performance up until the midterm point following syllabus criteria.

Course Outline:

Weeks 1 and 2: Introduction

Newspaper reading:

Website:

Textbook reading:

Topics:

Historical Geographies of the American city: Evolution of urban form and social order, c. 1700-2010

 Pedestrian to functionally segregated city

Government and Governance

Planning and Zoning

Growth Machines, Entrepreneurial Cities, and Neoliberalism (roll back; roll out)

Financing: Federal Subsidies, Local Taxes, EDAs, BIDs, TIFs, and whatever is next

Social Science, scale, and contingency: everything is the same; everything is different

Social justice and the urban citizen

Key Terms: place, space, scale, landscape

Week 3: Immigrations, segregation, race, class, gender and power

Newspaper reading:

Website:

Textbook reading:

Topics:

Who peoples the city; where do they live; how has that come to be; why does it matter?

Week 4: Sprawl

Newspaper reading:

Website:

Textbook reading:

Topics:

The city suburbanized: spatial and demographic growth

Ideals of suburban life: the public-private divide

Pink Collar ghettos and new immigrant patterns

Tax bases and infrastructural woes; urban service boundaries

Week 5: Historical Preservation

Newspaper reading:

Websites

Textbook reading:

Topics:

Heritage and preservation

The National Trust, SHPOs, H1 Overlay districts

HP *per se* or HP as anti-decay legislation

Strange Bedfellows

Week 6: Redevelopment and Gentrification

Newspaper reading:

Website:

Textbook reading:

Topics:

Moving back "downtown"

Structural imperatives (the rent gap); individual motivations

Tax bases, government incentives, displacement, spin offs

Week 7: Urban Services

Newspaper reading:

Website:

Textbook reading:

Topics:

School districts, trash collection, utilities, fire and police

Week 8: Housing

Newspaper reading:

Websites:

Textbook reading:

Topics:

Public Housing (shortage to New Deal to Pruitt Igoe to Hope VI)

Private housing: gated communities and restrictive covenants (from race to basketball goals)

Homelessness

Habitat for Humanity and other non-profits

Week 9: New Urbanism

Newspaper reading:

Websites:

Textbook reading:

Topics:

Urban salvation or upper middle class refuge?

Week 10: Urban Culture

Newspaper reading:

Website:

Textbook reading:

Topics:

Spectacles
Stadiums, Arenas, Museums, and Galleries

Week 11: Urban Environmentalism

Newspaper reading:

Website:

Textbook reading:

Topics:

Environmental Racism

Forests/air (Dutch Elm disease; leaf collection)

Water and pavement

Week 12: Public Space

Newspaper reading:

Website:

Textbook reading:

Topics:

Redefining public space and control: squares, parks, and malls

Week 13: Parks

Newspaper reading:

Website:

Textbook reading:

Topics:

Olmsted and urban lungs, activity parks, "set pieces"

Week 14: Summary Issues

Newspaper reading:

Website:

Textbook reading:

Topics:

What have we learned?

The Future of the American City?

FINAL EXAM:

Date: TBD

Time: TBD

Duration: TBD

Location: TBD

SYLLABUS PART 2: THE (SOMETIMES LESS TANGIBLE) LEARNING STUFF

COURSE GOALS

A. What do I want you to know?

When you are finished with this course, you should have a broad grasp of contemporary urban issues relevant to American (US) society, and of their historical geographical evolution. That grasp will include basic empirical information, broader concepts and theories relevant to urban problems, and a beginning understanding of how to further engage the issue, should you wish.

B. What do I want you to be able to do?

When you are finished with this class you will be able to read a newspaper (or a blog, or on-line article, or magazine essay, or a government report...) covering contemporary urban problems and understand the basic issues presented as part of broader American phenomena. You will be able to elucidate and explicate the issues under scrutiny with a geographical imagination: with sensitivity to the central importance of place, space and scale in grasping the dynamics of many "problems" of American urban life today. You will be able to envision urban problems in *your* city forearmed with a sense of how they are similar to (but not exactly like) such problems in *other* cities. You will know how to further engage the topic, should you so desire, by drawing upon empirical information (you will know where to go to get facts about the issue), by identifying the primary "actors" and institutions involved (as part of the theater of urban governance), and by locating the principle sources of contention, conflict, or debate. You will understand the relevant issues of social justice involved in many of these issues, and you will be able to (crudely) identify the variable power geometries entailed. In short, you will have the critical ability to *begin* to speak about and to explore the issue at hand and so participate in the democratic processes of urban governance, as an informed voter, taxpayer, citizen.

C. How will I help you know/be able to do it?

As a 200-level course GEO 220 primarily is "introductory" and will rely upon lecture and guided discussion for its foundation. You will not do well in this class if you do not attend. I also will assign and discuss newspaper articles, web-sites (primarily of agencies and institutions and NGOs) relevant to each week's topic that will supplement the basic empirical information of the class, and give you an avenue to pursue practical engagement with the various topics we will cover. Finally, I will provide you with reading materials – from textbooks, essays, and excerpts from scholarly monographs – which will give you both conceptual framings for each of the topics we will cover, as well as illustrations or examples of how you might undertake your own studies of similar urban problems. My own training as a historical-cultural geographer will encourage you to think spatially, to think about place-based social processes, to pay attention to the built environment and cultural landscape, to think about power in its institutional, personal, and ideological forms, to be aware of important axes of social identity and difference such as race, class, and gender, to avoid parochialism in all endeavors (an action that might be thought of glibly as understanding that the global is always someone's local; and that if your city is undergoing urban redevelopment, chances are you can learn from how other cities have undergone similar socio-spatial processes).

D. How will I know that you know/are able to do it?

You will be tested through exams (which I will cover in class) and through essay based projects. All of your work will be evaluated and assessed by its inclusion and understanding of:

1. General principles and concepts drawn from both class lectures, discussions, and reading assignments;

2. Empirical information (facts) that support your arguments, are linked to the general principles and concepts in (1) above, and which are traceable to the assigned readings and websites (i.e. make sure to demonstrate that you have "done your homework");
3. A clear and reasoned critical argument that draws upon (1) and (2) above to engage the public conversation about whatever topic we are covering.

SYLLABUS PART 3: THE REQUIRED CLOSING COMMENTS

Some notes on class requirements, expectations and information required or recommended by the Academic Ombud.

You are expected to attend all classes and to take comprehensive notes on lectures and reading materials. You will not do well in this class if you do not follow that advice.

You ultimately are responsible for your academic achievements and your personal behavior. Accordingly, I do not take attendance. This is not the 13th grade but is a university and so carries all the expectations accorded a community of scholars. You will not do well in this class if you miss class. While attendance may be voluntary, punctuality is mandatory.

There will be no make-up exams as a rule, except for "excused" absences. Excused absences are those arranged with me before an exam (and generally for official University reasons; see *Student Rights and Responsibilities* 5.2.4.2) or those documentable as health related after an exam. You also are entitled to an excused absence for the purpose of observing a religious holiday; but you must notify me of your request for one during the first week of class

Any work to be handed must be handed in on the date due, during the class period. Late assignments will not be accepted.

If you are having any problems in the class, please see me sooner rather than later. It is my job to guide your learning process, and that includes "troubleshooting" when necessary.

Please turn all your technology off when you enter the classroom space, including your computer. Everyone's phone goes off once in a while. Mine will. But repeated offenses will result in the request for you to check your phone at the door.

I will, of course, make every possible attempt to accommodate any learning requirements that you draw to my attention; and you will be excused from class for religious reasons with reasonable notification.

If you have a documented *disability* that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257 2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

I take cheating or plagiarism seriously, and will prosecute such to the fullest extent allowed by University regulations. If you are unclear as to what constitutes plagiarism, I invite you to visit the Academic

Ombud's website, especially links at: <http://www.uky.edu/Ombud/Plagiarism.pdf> and http://wps.prenhall.com/hss_understand_plagiarism_1/0,6622,427064-,00.html.

University, college, and department standards of demeanor assume that you will respect the dignity of all and to value differences among members of our academic community. Discussion and debate are, of course, central to academic discovery and we all have the right to respectfully disagree from time-to-time. Students clearly have the right to take reasoned exception and to voice opinions contrary to those offered by the instructor and/or other students (S.R. 6.1.2). Equally, a faculty member has the right -- and the responsibility -- to ensure that all academic discourse occurs in a context characterized by respect and civility. Obviously, the accepted level of civility will not include attacks of a personal nature or statements denigrating another on the basis of race, sex, religion, sexual orientation, age, national/regional origin or other such irrelevant factors.