

**CLEVELAND STATE UNIVERSITY
COLLEGE OF URBAN AFFAIRS
SPRING, 2006**

**UST 290 (50) - URBAN GEOGRAPHY
Thursday 6:00 – 9:50 pm UR 107**

Dr. Harry L. Margulis
Office: Room UR 138
Phone: 216-687-2163
E-mail: h.margulis@csuohio.edu
Office Hours: MW 11:00 – 12:00 and by appointment

COURSE DESCRIPTION

This course focuses upon urban geography as the outcome of urbanization as a process. The framework consists of interdependent elements - demographic, economic, political, cultural, social and technological - that cause urban places to be transformed. Within this multidimensional context, geographers seek to explain the differences between and within urban places, the distinctiveness of individual places, and the spatial regularities that exist among them. In studying the outcomes of urbanization processes - i.e., urban systems, land uses, built environments, and social ecologies - geographers seek to explain how and why various landscapes emerge, and how these ever changing landscapes create socially defined problems.

GENERAL EDUCATION REQUIREMENTS

This course fulfills the **WRITING ACROSS THE CURRICULUM** GenEd requirement. Students must earn a grade of C or better on their concept paper in order to apply UST 290 toward this requirement.

ATTENDANCE POLICY

An attendance sheet shall be circulated precisely at 6:15 p.m. Please make sure that you sign the sheet. **Lateness or failure to sign the attendance sheet shall count as an absence.** You may have two excused absences. For each absence thereafter students shall lose **seven and one-half percent of the assigned attendance grade.** In brief, **four absences** shall result in the receipt of a **zero** for the attendance grade.

It is possible that traffic delays, family or work responsibilities might cause an occasional delay in your timely arrival for class. Repeated late arrivals, however, disrupt the learning environment of any class. Any student that repeatedly arrives late will not be added to the class attendance list and will be considered absent for that day even if they arrive late. In addition, students who are chronically tardy may not be admitted to class for which they arrive 15 or more minutes after the class's assigned meeting time.

EXAMINATION POLICY

All take-home examinations must be submitted on assigned dates. Failure to submit a midterm examination on time shall result in a one-half grade reduction for each day the examination is late. Missed examinations cannot be made up and no incomplete grades shall be assigned in this course. All examinations must be hand delivered in hard copy to the instructor. Electronic delivery of examinations (e-mail or zip file) is unacceptable except in case of emergency. The **midterm examination** is due **Friday, March 10, 2006 [Drop midterm in mailbox, UR105].**

The final examination is due **Examination Week, May 8-12, 2006.**

- Take-home examinations must be submitted in essay form. **You must write a one page essay for each question.** Do not exceed one page. Use one inch margins and 1.5 inch spacing between lines. Word-process your answers (**10 point font size**). Handwritten examinations will not be accepted. Edit extensively.
- Keep quotes to a minimum. Avoid plagiarism, use in-text citations to identify sources correctly, and use quotation marks where appropriate.
- Please write clearly. Indicate the part and/or number of the question answered at the top of the first page of each essay. **Do not rewrite the question.** Use grammatical English. **Questions are graded on the basis of content and writing quality.** Points shall be deducted for errors of logic, grammar and syntax.

- Stable the pages together in the upper left-hand corner. Do not submit the examination(s) in a folder or binder.

WRITING ASSIGNMENT

Each student shall be required to prepare a **concept paper** based on a topic related to the course content.

- **Ten or more reference sources must be utilized** – journal articles, books, chapters in books, electronic journals, magazines, newspaper articles, documents and reports. **Non-peer reviewed internet sources should be used sparingly.** Quality research requires a variety of sources and balanced perspectives.
- Concept papers should be **no more than eight word-processed, double-spaced pages.** Handwritten papers shall not be accepted. The instructor will not read more than eight word-processed pages.
- You may attach appendices --bar graphs, line graphs, pie charts and so forth. Whenever TABLES OR FIGURES are included be sure that they are clearly explained in the text, consecutively identified in parentheses by Roman numerals or figure numbers, and that sources are identified. The TABLES AND/OR FIGURES should be labeled consecutively (i.e., TABLE 1: SOCIOECONOMIC CHARACTERISTICS OF OCCUPATIONAL GROUPS) and, if separated from the paper, independently understood by the reader. Sources must be indicated beneath the tables, charts or graphs and the source must appear on the reference page.
- Alphabetically arranged all references to books, articles, and other resource materials on a separate page entitled **References Cited.** Use the **Urban Affairs Review Manuscript Style Sheet** (class handout) for in-text citations as well as references cited.
- All concept papers are to be written in **Standard English**, spell-checked and proof read for accuracy. For assistance, make an appointment with the **Writing Center** located in the University Library.
- On a separate page preceding your text, include a 150 word **abstract** and a short **bio-sketch**, not to exceed 100 words (**See examples below**). The title of the paper and student identification should be included on the cover page. **Number the pages in the text consecutively beginning with the first page of the text. Do not number the cover page or the page containing the abstract and bio-sketch.**
- Each concept paper must have a **concise thesis statement** that is implicitly stated in the first paragraph. Identify any assumptions made, draw clear and obvious conclusions, and be sure that conclusions are justified by the evidence.
- **Plagiarism may result in the student receiving a failing grade for the piece of work involved.**
- When citing to a **secondary source** in a book or article, use the following form:

(Van Dijk as cited by Campbell 1995, 27) or (Van Dijk as quoted by Campbell 1995, 27).

Be sure that the reference to Campbell appears in alphabetical order on your reference page.

- All **quotations** must have appropriate attribution. All in-text citations must appear on the reference page.
- Online sources should be listed in the following manner on your reference page (start with the author's name):

Landow, G. 1997. Hypertext 2.0: The convergence of contemporary critical theory and technology [Online]
URL <http://www.stg.brown.edu/projects/hypertext/landow/ht/contents.html>

Article in an edited online work:

Keegan, J. 1999. Normandy: The invasion conceived, 1941-43. In Encyclopedia Britannica [Online]. URL <http://normandy.eb.com/normandy/week1/buildup.html>
World Wide Web document:

Dice, R. 1998, June 15. Web Database Crash course – Lesson 1 [WWW document].

URL <http://www.hotwired.com/webmonkey/98/24/index0a.html?tw=frontdoor>.

Online newspaper:

McDowell, R. 1999, April 12. Colorado students struggle to understand rampage. The Boston Globe

Online newspaper]. URL <http://www.globe.com/news/daily/21/school.htm>

Online magazine article:

Dubow, C. 1999, April 21. Turning acorns into trees. Forbes [Online magazine].

URL <http://www.forbes.com/tool/html/99/apr/0421/feat.htm>.

- Keep quotes to a minimum. Do not string quotes together; paraphrase and cite correctly.

Quotations. Short quotations within the text should be indicated by quotation marks; long quotations or extract material (without quotation marks) should be indented about [1 ½ inches] along both margins. Words, punctuation, or italicization not present in the original should be enclosed in square brackets or noted as “[italics added]”.

- The **checklist** found in the **Urban Affairs Review Manuscript Style Sheet** on pages 7 and 8 should be consulted. Also, use the list below to evaluate your concept paper prior to submission.

A. **Materials** - Is the assignment carried out using appropriate up-to-date resources?

B. **Research Design - Organizational Structure** - Is there an introduction? Are the points easily understood? Are they supported with convincing examples? Does the conclusion summarize the preceding material? Does it answer the question or assignment?

C. **Style** - Is the writing clear? Are the transitions smooth? (Allowing the reader to easily follow the argument?) Is spelling a problem? Grammar?

D. **Evaluation of content** - Is the interpretation understandable and convincing? Is the subject covered well?

E. **Conclusion** - Is the essay adequately summarized and brought to a conclusion? Is the paper creative and original? Is there evidence of a strong research effort?

F.

- The form of the abstract should be as follows:

Resale Housing Prices And Housing Markets In Cleveland, Ohio's Suburban Rings

This study shows that in the suburban rings surrounding Cleveland, Ohio average resale housing prices are sustained through capitalization of quality-price preferences for selective housing and community traits. In addition, average resale housing prices are highest where local fiscal capacity is built upon a strong residential-nonresidential tax base, where the total valuation resulting is capitalized into housing stock prices. High total valuation per pupil enables school districts to maintain satisfactory expenditures per pupil that contribute to the sustainability of resale housing prices. Nonetheless, population growth in the peripheral, inner- and outer-edge suburban rings is redirecting investment away from the contiguous ring suburbs where the levying of a high effective millage is causing total valuations per pupil to fall. Diminishing school district quality and a shrinking tax base are harbingers of suburban distress and housing disinvestment. [135 words].

Abstract: Margulis, H.L. 2002. Suburban housing prices and housing market restructuring, Journal of Urban Affairs, 24(4): 461-477.

Landholders, Residential Land Conversion and Market Signals

In some metropolitan real estate markets, large land dealers considerably influence the conversion of land for residential use. Their activities may affect the timing, direction, and type of new development. This study uses the Cleveland, Ohio metropolitan region to consider whether large landholders play a major role in residential land conversion in suburban markets and the extent to which their actions are driven by market signals.

The findings indicate that large holders of raw land targeted to residential conversion do sell, subdivide, and develop land parcels in response to definitive market signals that foreshadow housing demand. They are most active in jurisdictions that from 1990 to 2000 showed strong decennial population and housing growth. Increasing growth rates have affected the zoning, platting, and densities of residential development; increased the number of permits issued for new construction; raised average housing resale prices; and increased the average amounts of home mortgages. Where favorable conditions prevail, the price of raw land exceeds the holding price, justifying sale and subdivision. Large land dealers respond to market signals by releasing land in expectation of development. [180 words]

Abstract: Margulis, H.L. 2006. Landholders, residential land conversion, and market signals, Opolis (Forthcoming, February, 2006).

BIOGRAPHICAL SKETCH - Dr. Harry Margulis is an associate professor in the College of Urban Affairs and First College. My research interests deal with housing, urban structure, and urban processes. Recently published articles appear in the Urban Affairs Review and Urban Studies. [39 words]

- If you have any questions concerning manuscript style, please consult Turabian, K.L. **A Manual for Writers of Term Papers, Theses, and Dissertations**. Chicago: University of Chicago Press.
- Concept paper topic due – **Thursday, February 2, 2006**.
- The first draft of the concept paper is due - without exception – **Thursday, March 23, 2006**. Failure to submit a concept paper on time shall result in a one-half grade reduction for each day the paper is late. The late grade shall be the starting point for the resubmitted paper.
- Papers may be rewritten and resubmitted. Revised papers shall be reevaluated and assigned a new grade by the instructor; previously assigned grades shall be ignored except as indicated above. All rewritten concept papers are due: **Thursday, April 27, 2006**. **No paper shall be accepted after this date.**

COURSE METHOD This course uses an interactive teaching approach consisting of lectures, discussion, student presentations and debate methods.

FINAL GRADES

Final grades shall be determined on the following basis:

Attendance	10%	15 Points	
Midterm	25%	50	Content - 25pts; Writing - 25pts
Final	25%	50	Content – 25pts; Writing - 25pts
Concept paper	25%	50	
Student presentation	15%	15	
Total	100%	180	

LETTER GRADES

95% or better	A	75 - 79	C+
90 - 94	A-	70 - 74	C
87 - 89	B+	60 - 69	D
84 - 86	B	Less than 60	F
80 - 83	B-		

REQUIRED TEXTS AND READINGS

Knox, P.L. 2000. *Urbanization - An Introduction to Urban Geography*. Second Edition. Englewood Cliffs, NJ: Prentice Hall.

RECOMMENDED READINGS SCHEDULE

- Week 1 Introduction to the course
Urbanization and Urban Geography, Chapter 1, pages 1-20.
- Week 2 The Origins and Growth of Cities, Chapter 2, pages 21-52.
- Video: Iraq: The Cradle of Civilization. New York, NY: Ambrose Video Publishing, Inc.
- After thousands of years as hunter/gatherer, man built the first cities 5,000 years ago on the banks of the Euphrates in Southern Iraq. Civilization as we know it began. City life soon transformed the human race.
- Video: Egypt: the habit of civilization. New York, NY: Ambrose Video Publishing, Inc.
- Pharonic Egypt, dating from 3100 BC, was the longest lasting of the ancient civilizations and created the state institutions on which nations are still built – bureaucratic government, organized religion and international trade.
- Video: India: the empire of the spirit. Ambrose Video Publishing, Inc.
- The ancient traditions of nonviolence and spiritual search, honored by Hindus in the present, were born in the Indus Valley 5,000 years ago and continues to influence life today.
- Video: the barbarian West. New York, NY: Ambrose Video Publishing, Inc.
- Civilization arose in Asia, but it was the West, evolving from Greece and Rome, which created the first world culture not only through its own genius but by borrowing from the legacies of the original five old world civilizations.
- Video: China: the mandate of heaven. New York, NY: Ambrose Video Publishing, Inc.
- Despite decades of Communist rule, China continues to be influenced by Confucianism, reverence for ancestors and harmony – ideas virtually unchanged since the Bronze Age.
- Video: Central America: the burden of time. New York, NY: Ambrose Video Publishing, Inc.
- The sophisticated civilizations of the Aztecs, the Maya, and the Inca, their near obliteration by the Conquistadores, the parts that survive today, and their influence on our lives today.
- Week 3 The Foundations of the American Urban System, Chapter 3, 53- 78.
- Week 4 The Urban System in Transition, Chapter 4, pages 80-114.
- Video: Chicago: the building of an entrepot city. Princeton, NJ: Films for the

Humanities and Sciences, 2001. (50 minutes).

Video: The development of community: The city (60 minutes). New York: Insight Media.

This video examines the development of community through the cultural building block of the city. It shows how early cities developed from trading posts and fortresses, and profiles Athens, Rome, Paris, and New York. It discusses city planning and public services, considering the common elements that bring people together and the urban institutions that enable them to coexist.

Week 5 The Foundations of Urban Form and Land Use, Chapter 5, pages 115-138.

Week 6 Changing Metropolitan Form, Chapter 6, pages 139-170.

Video: The internal city (60 minutes). New York: Insight Media

This video looks at the arrangement and internal characteristics of the North American city in the 19th and 20th centuries. Following a look at three models that have been put forward to describe the management of urban land uses, the program examines the changing nature of intra-city travel and potential improvements to urban travel and city living.

Week 7 The Urban Development Process, Chapter 11, pages 273-294.

Video: Save our land. Save our towns. Oley, PA: Bullfrog Films, 2000. (57 minutes).

Week 8 The Residential Kaleidoscope, Chapter 12, pages 295-340.

Week 9 How Neighborhoods Change, Chapter 13, pages 341-376.

Video: Reinventing the city: New York and Los Angeles. Princeton, NJ: Films for the Humanities and Sciences (50 minutes).

Week 10 Urbanization, Urban Life, and Urban Spaces, Chapter 14, pages 377-406.

Week 11 Problems of Urbanization, Chapter 15, pages 407-456.

Week 12 Urban Futures, Chapter 18, pages 525-536.

Week 13-15 Student Presentations

Examinations

Midterm Examination

Choose **ONE** question from each of the following **FIVE** parts. Write a one-page essay for each question. Each question is worth 10 points. Use one inch margins on all four sides of the page. Indicate the section and question number adjacent to your answer. Do not rewrite the questions at the top of the page.

Part I (See Chapter 2: The Origins and Growth of Cities)

1. How did the preconditions for urbanization lead to the origin of cities?
2. How did urban expansion from the regions of urban origin influence the emergence of European cities?

Part II (See Chapter 3: The Foundations of the American Urban System)

1. How did the “Frontier” and “Mercantile” epochs bring forth new patterns of settlement, new kinds of towns and cities, and new patterns of trade and migration between towns?
2. How did early industrial expansion and realignment and the organization of industry alter patterns of settlement, trade and migration?

Part III (See Chapter 4: Urban Systems in Transition)

1. How did freeways, regional decentralization, metropolitan consolidation and urban economic restructuring operate to shift the Fordist economy to advanced capitalism? What are some of the ramifications?
2. How did economic restructuring lead to the emergence of information cities?

Part IV (See Chapter 5: The Foundations of Urban Form and Land Use)

1. How is urban form altered by changes in social structure, lifestyles, new building materials and construction techniques, and innovations in urban transportation?
2. How do changes in the legal framework of land ownership, land use law, and land use policy influence the evolution of urban form?
3. How did the industrial era establish the template for the development of the modern city?

Part V (See Chapter 11: The Urban Development Process)

1. How do the interactions of various actors or decision makers influence specific developments issues and help organize the framework for city building?
2. How does the complex ebb and flow of investment, disinvestment, and reinvestment affect the resulting process of urban development?

Final Examination

Choose **ONE** question from each of the following **FIVE** sections. Write a one-page essay for each question. Each question is worth 10 points. Use one inch margins on all four sides of the page. Indicate the section and question number adjacent to your answer. Do not rewrite the questions at the top of the page.

Part I. (See Chapter 6: Changing Metropolitan Form)

1. How did the spatial reorganization of cities triggered by the increasing use of trucks and ownership of automobiles lead to the development of new models of metropolitan form?
2. How does the locational flexibility made possible by new digital technologies lead to new ways of conceptualizing urban form?

Part II (See Chapter 12: The Residential Kaleidoscope)

1. How do physical and social distance mutually reinforce aspects of social interaction and residential segregation?
2. How do social status, household types, ethnicity, and lifestyles influence neighborhood differentiation and residential segregation?
3. How have the changing political economy and changing metropolitan form imprinted new social groups, new kinds of household organizations and new lifestyle orientations on the social map?

Part III (See Chapter 13: How Neighborhoods Change)

1. How are similarities in the behavior of particular types of households, i.e., their socioeconomic background, household type, and ethnicity, linked together in causal terms to the processes of neighborhood change?
2. How do key “gatekeepers” such as real estate agents and mortgage financiers influence neighborhood change?
3. How do neighborhood life cycles, housing submarkets, household behavior, and social gatekeepers affect the nature of neighborhood transformation?

Part IV (See Chapter 14: Urbanization, Urban Life, and Urban Spaces)

1. Explain how the sociospatial dialectic creates, shapes and conditions people in their urban environment.
2. How does territoriality influence how people perceive various elements of their urban environment?
3. How are people’s everyday “lifeworlds” established through individual “time-space” routines?

Part V (Chapter 15: Problems of Urbanization)

1. How does society perceive and define certain issues as “problems”; how do these perceptions change or persist as urbanization progresses?
2. Explain some of the theories and concepts related to the causes and effects of poverty, slums, and localized social problems.
3. How does the geography of criminal violence and the effects of crime confound urbanization and urban life?
4. Why are the physical problems associated with environmental degradation and decaying infrastructure intimately linked to the economic, political, and fiscal issues that dominate politics, policy making, and planning?

ELEMENTS OF A PRESENTATION

Student Name: _____

CONTENT - Time management; interesting; audience used
Excellent Good Satisfactory Fair Poor
/ / / / / / / / / / / / / / / / / / / /

OPENER - What will be covered? Creativity - lead into body
Excellent Good Satisfactory Fair Poor
/ / / / / / / / / / / / / / / / / / / /

BODY - Logical order; complete
Excellent Good Satisfactory Fair Poor
/ / / / / / / / / / / / / / / / / / / /

CLOSE - Recap main idea; restate importance of talk; creativity
Excellent Good Satisfactory Fair Poor
/ / / / / / / / / / / / / / / / / / / /

REFERENCE TO NOTES - eye contact; did not read - glanced at outline occasionally; eye contact
(left, right, front)
Excellent Good Satisfactory Fair Poor
/ / / / / / / / / / / / / / / / / / / /

POISE - stage presence; posture; relaxed; complete control
Excellent Good Satisfactory Fair Poor
/ / / / / / / / / / / / / / / / / / / /

VOICE - variety; rate; volume; sound
Excellent Good Satisfactory Fair Poor
/ / / / / / / / / / / / / / / / / / / /

BODY LANGUAGE - Gestures; movement - gestures not distracting
Excellent Good Satisfactory Fair Poor
/ / / / / / / / / / / / / / / / / / / /

VOCABULARY - No slang; errors - pronunciation; enunciation
Excellent Good Satisfactory Fair Poor
/ / / / / / / / / / / / / / / / / / / /

IDEAS APPROPRIATE; DYNAMIC SPEAKER
Excellent Good Satisfactory Fair Poor
/ / / / / / / / / / / / / / / / / / / /

A/V AIDS - Professionally prepared, helpful, not distracting; easy to read and understand
Excellent Good Satisfactory Fair Poor
/ / / / / / / / / / / / / / / / / / / /

Comments