

## GEOGRAPHY FINAL COURSE OUTLINE: WINTER 2019

### Geography 565

H(3-0)

#### Urban Political Geography:

Section	Days	Times	Location
LEC 01	TuTh	12:30 – 13:45	EDC 386

Instructor: Byron Miller	Office: ES 328
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***The emergency evacuation assembly point for all classes taught in Earth Sciences is ICT Food Court.***

#### Course Description

This is an advanced course surveying core theories of urban politics and their relationship to space, place, and territory. The first half of the course will introduce major theories of, and debates over, the nature of urban politics. The second half of the course will address specific urban political issues, processes, and policies such as social and environmental justice; neoliberalism and governmentality; the rescaling of urban governance; public versus private space; the politics of suburbanization; urban social movements; urban sustainability politics; and the future of urban governance.

#### Course Objectives:

The objective of this course is to provide students with a broad understanding of, and the ability to analyze, the political forces shaping North American cities and their relationship to the changing nature of urban space. Students should be able to identify and evaluate possibilities for building more just, inclusive and sustainable cities.

#### Course Learning Outcomes:

The Department of Geography is committed to student knowledge and skill development. The table below lists the key learning outcomes for this course, the program-learning outcomes they facilitate and the expected level of achievement.

Course Learning Outcomes	PLO(s)	Level(s)
Students should be able to identify and analyze spatial processes involved in a variety of urban-political conflicts.	2,4	3
Students should be able to apply a variety of theories of urban politics to the analysis of urban-political conflict.	2,4	3
Students should be able to show and analyze the effects of urban politics on social justice and sustainability concerns.	4,5	3
Students will employ knowledge of urban political processes in classroom discussions.	1,4,5,7	2, 3
Students will learn to summarize and analyze readings and give a formal in-class presentation.	1,4,5,7	2, 3
Students will write a research paper in which they apply theories and concepts from class to the analysis of a particular urban-political issue.	1,4,5,7,8	3

**PLOs = Program Learning Outcomes:** 1 = reflect and communicate diverse human-environment perspectives, 2 = identify and explain human-environment processes, 3 = implement sampling, data collection, analyses and communication methods, 4 = analyze spatial and temporal aspects of human-environment systems, 5 = employ knowledge, arguments, and methodologies for solving human-environment problems, 6 = evaluate geospatial data and manipulate it to create cartographic products, 7 = communicate geographic concepts using oral, written, graphic, and cartographic modes, and 8 = demonstrate literacy skills. **Levels:** (1) Introductory, (2) Intermediate, (3) Advanced.

**Prerequisites:** Geography 351 or 451

**Learning Resources:**

Two books are required:

Rossi, U., & Vanolo, A. (2012). *Urban Political Geographies: A global perspective* (1st ed.). London, Thousand Oaks: Sage.

Jonas, A., & Wilson, D., (eds) (1999) *The Urban Growth Machine: Critical Perspectives Two Decades Later*, Albany: SUNY Press.

Other required course readings will be posted to D2L. While a complete set of readings is posted at the beginning of the semester, it is subject to change as the focus of class discussion and student interests evolve.

**Grading/Weighting**

Grades will be based on:

Midterm Exam:	100 points
Final Exam:	100
Term Paper:	100
Presentation or Debate	<u>33</u>
	333 total points

Up to 10 additional class participation points may be added to your point total, depending on the frequency and quality of your participation.

All exams will be take-home and open-book; they must be turned in typed. The midterm exam will be available on D2L, as will the final exam.

The term paper assignment will be a literature research paper of approximately twelve to fifteen pages, plus bibliography. Details of the term paper assignment will be posted on D2L.

Every Tuesday I will organize my class presentations around core readings focused on a particular topic. After we cover basic concepts in the first few weeks of the semester, we will hold student-led presentations of supplemental readings during the Thursday classes. Each student will choose, from the supplemental reading list, one lengthy article or two shorter articles to present. Presentations should be approximately 15 minutes in length. Participation in class discussion is encouraged (and expected) in both Tuesday and Thursday classes. Completing the assigned readings before class will make our discussions more lively and interesting.

All assignments must be completed. Late assignments will be penalized 5% per day late. On take-home, written assignments writing competency (organization, grammar, spelling, word choice, etc.) will count

for 20% of the grade. The Writing Centre (part of the Student Success Centre) can help you with any writing difficulties you might have. See “Writing across the Curriculum” below.

A passing grade is required on all components of the course.

### **Grading System**

Grades will be based on the following grading scale:

**A+** (98-100) **A** (92-97.9); **A-** (88-91.9); **B+** (85-87.9); **B** (82-84.9); **B-** (78-81.9); **C+** (75-77.9); **C** (70-74.9); **C-** (62-69.9); **D+** (58-61.9); **D** (52-57.9); **F** (0-51.9)

### **Human subjects**

Students are not expected or permitted to conduct research involving human subjects.

### **Supplementary Fees**

There are no supplementary fees.

*For additional detailed course information posted by the instructor, visit the course Desire2Learn page online at <https://d2l.ucalgary.ca/d2l/home>.*

## **SUPPLEMENTAL INFORMATION**

### **Writing across the Curriculum**

Writing skills are not exclusive to English courses and, in fact, should cross all disciplines. The university supports the belief that throughout their university careers students should be taught how to write well, so that when they graduate their writing abilities will be far above the minimal standards required at entrance. Consistent with this belief, students are expected to do a substantial amount of writing in their university courses and, where appropriate, faculty members can and should consider quality of writing as a factor in the evaluation of student work. The services provided by Writing Support Services can be utilized by all undergraduate and graduate students who feel they require further assistance: [www.ucalgary.ca/ssc/writing\\_support/overview](http://www.ucalgary.ca/ssc/writing_support/overview).

### **Academic Accommodations**

It is the student’s responsibility to request academic accommodations, according to the university policies and procedures listed in the University Calendar.

The student accommodation policy can be found at: [www.ucalgary.ca/access/accommodations/policy](http://www.ucalgary.ca/access/accommodations/policy). Students needing an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: [www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf](http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf).

Students needing an accommodation based on a protected ground other than disability should communicate this need, preferably in writing, to the Department Head (email: [geograph@ucalgary.ca](mailto:geograph@ucalgary.ca)).

### **Principles of Conduct**

The University Calendar includes a statement on the principles of conduct expected of all members of the university community (including students, faculty, administrators, any category of staff, practicum supervisors, and volunteers), whether on or off university property. This statement applies in all situations

where members of the university community are acting in their university capacities. All members of the university community have a responsibility to familiarize themselves with the principles of conduct statement, which is available at: [www.ucalgary.ca/pubs/calendar/current/k.html](http://www.ucalgary.ca/pubs/calendar/current/k.html).

### **Plagiarism, Cheating, and Student Misconduct**

The University of Calgary is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect.

Academic dishonesty is not an acceptable activity at the University of Calgary, and students are **strongly advised** to read the Student Misconduct section in the University Calendar at: [www.ucalgary.ca/pubs/calendar/current/k-3.html](http://www.ucalgary.ca/pubs/calendar/current/k-3.html). Often, students are unaware of what constitutes academic dishonesty or plagiarism. The most common are (1) presenting another student's work as your own, (2) presenting an author's work or ideas as your own without adequate citation, and (3) using work completed for another course. Such activities will not be tolerated in this course, and students suspected of academic misconduct will be dealt with according to the procedures outlined in the calendar at: [www.ucalgary.ca/pubs/calendar/current/k-5.html](http://www.ucalgary.ca/pubs/calendar/current/k-5.html).

### **Internet and electronic communication device information:**

The use of laptops and tablets in class is permitted if they are used to take notes or find information relevant to the class, and if there is no disturbance or distraction of other students or the instructor. Phones must be turned off during class, unless you have previously identified yourself to the instructor as a health care or law enforcement professional.

### **Freedom of Information and Protection of Privacy**

Freedom of Information and Protection of Privacy (FOIP) legislation in Alberta disallows the practice of having students retrieve assignments from a public place, such as outside an instructor's office, the department office, etc. Term assignments will be returned to students individually, during class or during the instructor's office hours; if students are unable to pick up their assignments from the instructor, they must provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment.

### **Posting of Grades and Picking-up of Assignments**

Graded assignments will be returned by the instructor or teaching assistant personally during schedule lecture or laboratory periods, unless they are made available electronically through the course D2L webpage. Grades and assignments will not be available at the Department of Geography's main office.

### **Faculty of Arts Program Advising and Student Information Resources**

Have a question, but not sure where to start? The Faculty of Arts Students Centre is your information resource for everything in Arts! Drop in at SS 102, call us at 403-220-3580, or email us at [ascarts@ucalgary.ca](mailto:ascarts@ucalgary.ca). You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate>, which provides detailed information about common academic concerns.

For guidance on course registration (add, drop, swap), information about paying fees, and assistance with your Student Centre, contact Enrolment Services at 403-210-7625 or visit them at the MacKimmie Block.

### **Contact Information for Student and Faculty Representation**

- SU VP Academic Phone: 220-3911 and e-mail: [suvpaca@ucalgary.ca](mailto:suvpaca@ucalgary.ca)
- SU Faculty Rep. Phone: 220-3913 and e-mail: [arts1@ucalgary.ca](mailto:arts1@ucalgary.ca)

- The students ombudsman office information can be found at: [www.ucalgary.ca/ombuds/](http://www.ucalgary.ca/ombuds/)

### **Wellness and Mental Health Resources**

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness, and academic success and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the mental health resources available throughout the university community, such as counselling, self-help resources, peer support, or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

### **Documentation for absences or missed course assessments**

Students who are absent from class assessments (tests, participation activities, or other assignments) should inform the instructor as soon as possible. Instructors may request that evidence in the form of documentation be provided. If the reason provided for the absence is acceptable, instructors may decide that any arrangements made can take forms other than make-up tests or assignments. For example, the weight of a missed grade may be added to another assignment or test. For information on possible forms of documentation, including statutory declarations, please see <https://www.ucalgary.ca/pubs/calendar/current/n-1.html>.

### **Campus Safewalk**

Campus Security, in partnership with the Students' Union, provides the Safewalk service, 24 hours a day, to any location on Campus, including the LRT station, parking lots, bus zones, and university residences. Contact Campus Security at 220-5333 or use a help phone, and Safewalkers or a Campus Security officer will accompany you to your campus destination.

### **USRI Surveys**

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses ([www.ucalgary.ca/usri](http://www.ucalgary.ca/usri)). Your responses make a difference, so please participate in USRI surveys.