

**Geography 243 Sec 01—Urban Geography**  
**Department of Geography and Environmental Science**  
**SYLLABUS AND COURSE OUTLINE**

Instructor: Ramiro Campos  
Term: Summer Session II 2022 (5W2)  
Office: 1032 HN  
Class Meeting Days: Mondays, Tuesdays, Wednesdays, Thursdays  
Class Meeting Hours: 10:00 am – 11:53 am  
E-Mail: [rcampos@hunter.cuny.edu](mailto:rcampos@hunter.cuny.edu)  
Class Location: **Via Zoom: Please see Blackboard for Link**  
Office Hours: Mondays, Tuesdays, Thursdays 1 pm - 2 pm;  
• Tuesdays, Thursdays 9:30 am – 10:00 am (subject to change)  
• other times by appointment ONLY  
Course Mode: **ONLINE-Synchronous (don't be late!)**

**Course Description**

This course will introduce students to urban geography – a part of geography concerned with processes of urbanization and their urban systems dynamics.

**Course Overview**

Today, most people on Earth live in cities or, in other words, humanity is predominantly urban. From the first urban settlements to contemporary global urban centers some of which reaching dozens of millions of residents, cities have always provided people with distinct and often contradictory experiences. Cities are sites where economic activities and economic inequality are concentrated to the largest degree; they are centers of great intermixing of people, infrastructure, urban culture, and lifestyles; and yet urban spaces are segregated by class, ethnicity, race, and sexuality. After becoming familiar with the historical development of urban systems and cities with a main (but not a sole) focus on Western cities, we will examine different aspects of urban economic and social geographies in order to gain insights into workings of modern cities. We will end the semester examining cities are our best hope for worldwide climate justice.

Ultimately, the course is not just about learning facts about cities but also (perhaps more) about understanding and critically examining the processes that shape and change the world. Having a broad and integrative approach to understanding cultural, economic, political and environmental phenomena will in turn allow for students to develop the critical thinking and reflective skepticism that can lead to environmental and social sustainability.

## Course Objectives / Student Learning Outcomes (SLOs)

The course is designed to introduce learners to the regions of our shared planet from a geographical perspective. At the end of the course, learners will be able to

1. Acquire basic knowledge of historical and contemporary urban dynamics as well study the spatial dimensions of systemic racism and other types of oppression such as those based on gender or religious identity.
2. Students will be able to use scientific evidence and geographic theories to explain spatial patterns of injustice and use geographic knowledge and skills to advance just and sustainable societies.
3. Describe fundamental concepts related to urban geography and its relationship with other aspects of human experience.
4. Develop skills for critical thinking about urban processes that are important for understanding the complexity of today's cities
5. Analyze and discuss key issues in the contemporary city in its varied configurations and socio-economic patterns around the world.

## Required Texts and Materials

1. David H. Kaplan and Stephen Holloway, *Urban Geography*, 3rd Edition, Wiley, 2014, ISBN 978-1118573853. The book is available in eBook and paperback formats. It is also available as a rental from Amazon.
2. Additional required readings such as journal/newspaper articles will be posted on Blackboard. On occasion the lectures may be supplemented with video or web links.

## Syllabus Change Policy

The standards and requirements set forth in this syllabus may be modified at any time by the course instructor. Notice of such changes will be by announcement in class AND on Blackboard.

## Hunter College Policy on Academic Honesty

Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The College is committed to enforcing CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedures. Plagiarism, dishonest, or cheating in any portion of the work required for this course will be punished to the full extent allowed according to Hunter College regulations.

## Students with Disabilities

In compliance with the American Disability Act of 1990 (ADA) and with Section 504 of the Rehabilitation Act of 1973, Hunter College is committed to ensuring educational parity and accommodations for all students with documented disabilities and/or medical conditions. It is recommended that all students with documented disabilities (Emotional, Medical, Physical, and/or Learning) consult the Office of AccessABILITY, located in Room E1214B, to secure necessary academic accommodations. For further information and assistance, please call: (212) 772- 4857 or (212) 650-3230. If you need disability-related accommodations for your work in this course, please let me know.

## Civility Code

Civility in the classroom and respect for the opinions is very important in an academic environment. It is likely that you may not agree with everything which is said or discussed in the classroom, yet you are expected to conduct yourself in a courteous and respectful manner and to great all members of the college community with dignity, consideration, and grace. Therefore, in this classroom, any acts of harassment and/or discrimination based on matters of race, gender, sexual orientation, religion and/or ability are not acceptable.

## Preferred Gender Pronoun

I affirm all forms of gender expressions and identities. If you prefer to be called a different name than what is on the class roster, please let me know. Feel free to inform me about your preferred gender pronoun or if you do not have a pronoun.

## Professor Acknowledgements

1. I acknowledge the stress, anxiety, depression of the pandemic and quarantine (which disproportionately affect female and BIPOC students) and these may translate into:
  - Connectivity Issues & Limited Technology
  - Domestic Abuse
  - Food Insecurity
  - Unemployment

Please feel free to meet with me individually about challenges and I will recommend or investigate resources.

2. I acknowledge my own set of privileges: lighter-skinned, US-Born, Native English speaker, male, upper middle-class, cis-gendered, able-bodied, and that this may translate into
  - Inconsiderateness while discussion religion, migrant status,
  - Interrupting of students while they speak
  - Dismissal of ideas that are novel or obsolete
  - Normalizing ideas that may be obsolete/violent/exclusive

**It is incumbent on you to be open to challenge any assertions or ideas that you may find violent or offensive, but not attack any persons or any character. I am not inviting the class to fight. I am welcoming civil and compassionate debate on ideas. We learn best from each other when we listen to each other.**

## Hunter College Policy on Sexual Misconduct

<http://www.hunter.cuny.edu/hr/repository/updated-policies/Policy%20Against%20Sexual%20Harassment.pdf>

In compliance with the CUNY Policy on Sexual Misconduct, Hunter College affirms the prohibition of any sexual misconduct, which includes sexual violence, sexual harassment, and gender-based harassment retaliation against students, employees, or visitors, as well as certain intimate relationship. Students who have experienced any form of sexual violence on or off campus (including CUNY-sponsored trips and events) are entitled to the rights outlined in the Bill of Rights for Hunter College. a. Sexual Violence: Students are strongly encouraged to immediately report the incident by calling 911, contacting NYPD Special Victims Division Hotline (646-610-7272) or their local police precinct, on contacting the College's Public Safety Office (212-772-4444) b. All Other Forms of Sexual Misconduct: Students are also encouraged to contact the College's Title IX Campus Coordinator, Dean John Rose (jtrose@hunter.cuny.edu or 212-650-3262) of Colleen Barry (colleen.barry@hunter.cuny.edu or 212-772-4534) and seek complimentary services through the Counseling and Wellness Services Office, Hunter East 1123.

### Basis for Overall Semester Grade.

Assessment		Weight
Class Participation		20%
Map quizzes	(5 @ 2% each)	10
Concept Quizzes	(5 @ 2% each)	10
Reflection Papers	(4 @ 10% each)	40
Final Exam	(20%)	20
TOTAL		100%

Most of your semester grade will depend on you dedicating at least 8-10 hours per week preparing for the assignments and reading the course text and supplemental material. Other specifics as to the nature of the assignments will be explained on Blackboard for each assignment. No late assignments will be accepted past the due date. No grades of "incomplete" or INC will be given except in cases of extreme circumstances. A CR/NC grading option is available as per Hunter College guidelines.

The Hunter College grading system is used in this course:

<http://catalog.hunter.cuny.edu/content.php?catoid=32&navoid=7880>

### Grade Dissemination

All grades will be posted on Blackboard in a timely manner.

### Course Policies: Grades

There are no individual extensions for assignments, quizzes, or the final exam UNLESS in the case of a documented medical emergency.

**Extra Credit Policy:** Please see point 7 of the following page.

**Grades of "Incomplete":** No incomplete grades will be given.

**Email:** Please e-mail me ONLY after you have checked Blackboard for any announcements. My e-mail address is [rcampos@hunter.cuny.edu](mailto:rcampos@hunter.cuny.edu).

## Course Policies: Student Expectations

1. You will be required to meet in-person FOUR TIMES A WEEK, at the beginning of each session for the FULL 113-minute session. Lectures slides will be posted on Blackboard. Take very good notes!
2. The first 30-45 minutes of each lecture will be “free discussions” based on readings from the textbook and supplemental material posted on Blackboard. These will be worth 20% of your grade.

A rough outline of the week may look like this

- Mondays: We will discuss our upcoming/submitted reflection papers
  - Wednesdays: We will discuss the prompts.
  - Thursdays: (except first) We will discuss our prompt and the concepts learned during the week
3. Each module (except the last) will have three sets of assignments: post-module quiz (multiple choice), a map quiz (direct matching) and a Reflection Paper.
  4. The quizzes will all go live when the semester begins. They are meant to assess your learning of the lecture and the course text.
  5. There will be FOUR 1100-word reflection papers assigned this semester. Please see Blackboard for details.
  6. I will provide extra credit assignments for students that are extra shy or are otherwise uncomfortable participating in class discussions. The weight of the combined extra credit assignments is equal in weight to the Participation Grade. Please see the section on Blackboard labeled “Extra Credit for shy students.”
  7. Should you need to contact me, please email me WITH YOUR CUNY STUDENT EMAIL (no Gmail) at [rcampos@hunter.cuny.edu](mailto:rcampos@hunter.cuny.edu), with **GEOG 243** in subject line and sign your name as it appears in CUNYFirst. I will do my best to respond within 4 hours, except after 8 pm and the weekends, when I might take longer.
  8. **All students MUST complete ALL map quizzes to receive a grade.**
  9. Rubrics will be used to grade your all of Blackboard assignments and quizzes. Please check Blackboard for the different rubrics used for the different assessments used in this course.
  10. Please follow these links for discussion board etiquette and guidelines
    - a. [https://www2.uwstout.edu/content/profdev/rubrics/discuss\\_etiquette.html](https://www2.uwstout.edu/content/profdev/rubrics/discuss_etiquette.html)
    - b. <https://www.youtube.com/watch?v=tVqWcrMPxfY>
    - c. <http://online.purdue.edu/comm/masters-in-communication/resources/netiquette-for-graduate-school-students>

## Course Outline

*All Dates Tentative especially the Final Exam Due Date*

Week of	TOPIC	INSTRUCTIONAL MATERIAL	ASSIGNMENT DUE:
7/10	Foundations of Urban Geography	<ol style="list-style-type: none"> <li>1. Chapter <b>5</b>,</li> <li>2. Please review supplemental readings/videos BEFORE class</li> <li>3. Please review supplemental material on Blackboard</li> </ol>	(Please see Blackboard for specific due dates)
7/17	Foundations of Urban Geography	<ul style="list-style-type: none"> <li>• Chapters <b>6, 7</b>,</li> <li>• Please review supplemental readings/videos BEFORE class</li> <li>• Please review supplemental material on Blackboard</li> </ul>	<ul style="list-style-type: none"> <li>• Map Quiz 1</li> <li>• Concept Quiz 1</li> <li>• Reflection Paper 1 (Please see Blackboard for specific due dates)</li> </ul>
7/24	Theories of Urban Geography	<ul style="list-style-type: none"> <li>• Chapters <b>2, 1, 3</b></li> <li>• Please review supplemental readings/videos BEFORE class</li> </ul> <ol style="list-style-type: none"> <li>1. Please review supplemental material on Blackboard</li> </ol>	<ul style="list-style-type: none"> <li>• Map Quiz 2</li> <li>• Concept Quiz 2</li> <li>• Reflection Paper 2 (Please see Blackboard for specific due dates)</li> </ul>
7/31	Urban Social Geography	<ol style="list-style-type: none"> <li>2. Chapters <b>8, 9, 10</b></li> <li>3. Please review supplemental readings/videos BEFORE class</li> </ol> <ol style="list-style-type: none"> <li>1. Please review supplemental material on Blackboard</li> </ol>	<ul style="list-style-type: none"> <li>• Map Quiz 3</li> <li>• Concept Quiz 3</li> <li>• Reflection Paper 3 (Please see Blackboard for specific due dates)</li> </ul>
8/7	A Planet of Slums	<ol style="list-style-type: none"> <li>2. Chapters <b>13, 14, 15</b></li> <li>3. Please review supplemental readings/videos BEFORE class</li> </ol> <ol style="list-style-type: none"> <li>1. Please review supplemental material on Blackboard</li> </ol>	<ul style="list-style-type: none"> <li>• Map Quiz 4</li> <li>• Concept Quiz 4</li> <li>• Reflection Paper 4 (Please see Blackboard for specific due dates)</li> </ul>
8/14	The Anthropocene and Urban Geography	<ol style="list-style-type: none"> <li>2. Chapters <b>4 and 12</b></li> <li>3. Please review supplemental readings/videos BEFORE class</li> <li>4. Please review supplemental material on Blackboard</li> </ol>	<ul style="list-style-type: none"> <li>• Map Quiz 5</li> <li>• Concept Quiz 5</li> </ul>
8/17		FINAL EXAM	"Take-Home" Final Exam