

URBAN THEORY & POLITICAL ECONOMY

A critical introduction to power, cities, and urbanism in the 21st century.

Class Meetings: Online

Instructor: **Wes Grooms**

Office: (502) 852 – 8961

Department of Urban and Public Affairs

wes.grooms@louisville.edu

COURSE DESCRIPTION & OBJECTIVES

This course provides an introductory overview of the interrelationships of many of the myriad forces that shape the contemporary American metropolis. Politics and economics are, of course, critical forces that affect our lives in ways readily – and not so readily – evident. The inclusion of additional parameters and contexts permits examination of a much broader field of forces that can serve to reveal the hidden or misunderstood motivations of actors in society who often execute their agendas through political and/or economic means. The resultant (often inequitable and sometimes unintended) impacts of these enacted agendas upon urban environments and inhabitants are also considered.

- Introduces students to the broad field of urban studies with a focus on its political and economic aspects.
- Engages student use of theory as means of examination and explanation of urban conditions.
- Encourages critical thinking skills and engages students in the concepts of ontology (what we know/what is real) and epistemology (how we know).

REQUIRED TEXT:

Harding, A., & Blokland, T. (2014). *Urban Theory: A Critical Introduction to Power, Cities, and Urbanism in the 21st Century*. Thousand Oaks, CA: Sage.
Paperback ISBN: 978-1-4462-9452-9.

As of 1-1-18 it was priced between \$36-\$40 on Amazon and Half-Price Books. You will need to buy, rent, or borrow the book; I have placed copies of the first two chapters (which covers the first five weeks of the semester) on Blackboard to eliminate shipment delay issues.

LATE CLASS ENROLLMENT POLICY

If you enroll in this class late, you must still complete all reading and assignments. Assignment due dates have been structured to minimize this potential problem.

COURSE ETHOS

This is your chance to engage with people who share your interests in issues of urban environments and inhabitants, politics, economics, and their interactions. Take advantage of it. Make yourself more aware, more broadminded, better able to understand those individuals and/or ideas you disagree with, and better able to express yourself. Give yourself space to test your own ideas and try out new ones through the assignments.

IMPORTANT CONSIDERATIONS & PEDAGOGICAL METHODOLOGIES

As an online course, class communication is obviously asynchronous (not occurring at the same time). You can access the course syllabus and assignments (once posted) at any time of day or night. With the exception of the recorded presentations and office hour meetings, communication and assignments are written. As a result, there will be more writing than in a traditional, face-to-face setting; this syllabus proves this point. Keep in mind a full page of text, single-spaced, in 12pt font, with 1" margins is about 500-550 words. A well-prepared, engaged student would readily speak this many words during each meeting of a small class such as this one. Keep this in mind when you are completing your assignments and engaging the discussion board.

You assume a great deal more responsibility for your own learning – interacting with the academic opportunities provided, constructing and sharing information, managing your time, and using that time for critical thinking, reflection, and knowledge application. I am more a facilitator, guide, coach, or resource than source of information. My job is to create an environment that guides you to acquire and apply the information yourself.

Push yourself to learn. Without traditional face-to-face contact, I cannot identify students that may be struggling with a concept or assignment. Please ask questions, make me aware of issues as early as possible, and/or come to office hours (it is why instructors hold them). Online courses are regimented by necessity, which is evident in the course assignment calendar in this syllabus. I will of course be reviewing your presentations, monitoring your discussions, and reading your papers. From time-to-time I may contribute to the discussion board to provide necessary content, moderate a heated exchange, etc. Treat each other respectfully; we are here to learn, not argue.

I employ the pedagogical principle of *docendo discimus*, which translates to “*by teaching, we learn*” to leverage the operational and contextual differences that exist between online and face-to-face courses. Details of how this pedagogical approach will apply to assignments are in the course requirements section of this syllabus.

Additionally, you will note upon review of the syllabus that this course does not inundate you with reading and assignments. This is not because online courses are ‘easier’ than traditional courses. It is a purposeful choice I have made in support of the pedagogical perspective that fewer readings and tasks permit deeper consideration of, and reflection upon, the material, thusly resulting in more learning and less doing. The quality of your work should therefore be higher than it might otherwise be. I will grade all of the assignments with this expectation in mind.

INSTRUCTOR AVAILABILITY

Email is my preferred method of communication. I will usually respond within 1 hour between 10:00am and 8:00pm, including weekends. I will make every effort to respond in 24 hours or less; if I do not respond within 24 hours, assume I did not receive your message and contact me again. If these times are not convenient for you, please let me know and I will be happy to accommodate your schedule if at all possible. I provide you with these times to make it easier to communicate with me, not to limit our contact.

Should you *need* to contact me quickly, you may do so via text to 202-549-1779; identify yourself as a student. *If you call this number be sure to leave a message* because I often block unknown numbers that don't leave messages to combat scammers/marketers.

<p>Office Hours and Office Location</p>	<p>Office Hours Tuesdays and Wednesdays 11:00am – 12:00noon and by appointment Department of Poli Sci Ford Hall Office: Room 115</p>	<p>Regular Office Location Department of Urban & Public Affairs 426 W Bloom Street Office: Room 231 Mailbox: #G</p>
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CITATION REQUIREMENTS:

All written assignments must follow American Psychological Association (APA) style. If you are unfamiliar with APA style, ask questions sooner rather than later. Each APA citation has two parts, the in-text citation (author, date) and the bibliography entry (complete source details). See: <https://owl.english.purdue.edu/owl/resource/560/01/>

This is especially important if you consult and incorporate additional material beyond the required text in your written assignments. Doing so should not be difficult as additional suggested readings are listed at the end of each chapter.

OBLIGATIONS OF STUDENTS

Students are obligated to:

- Read all assigned materials *BEFORE* that week's assignments are due.
- Participate via discussion board as required and noted in the syllabus.
- Ask clarifying questions when needed.
- Complete all assignments.
- Edit all assignments for clarity, readability, spelling, grammar, and punctuation.
- Properly cite references in written assignments.

LATE ASSIGNMENTS POLICY

Because this is an online course, all assignments must be submitted to Blackboard. Blackboard is accessible via this link: <http://blackboard/louisville.edu>.

Pantopto Presentations

Pantopto presentations **must be made on time** as they serve as the basis of the course each week; every student depends on these being delivered on time to complete their course obligations. The criticality of these presentations to the course means that under no circumstances will late Pantopto presentations be accepted. Missed submissions will result in a grade of 0 for this assignment.

Discussion Board Posts

Discussion board posts **must be made on time** as they simulate discussion in class. All Blackboard discussion board posts must be completed to pass the course.

Written Assignments

Written assignments must be submitted in Microsoft Word so they may be checked by SafeAssign and so I may provide feedback. Failure to submit assignments in Microsoft Word will result in a 50% grade reduction and an obligation to resubmit it in Microsoft Word within 24 hours of notice from the instructor.

The weekly written reaction papers must be submitted to Blackboard by 11:59:00pm on their due date. Late reaction papers will be accepted without question up to three days after they are due; each day late will result in a 10% grade reduction. For example, an assignment due February 1 at 11:59:00pm but submitted between 12:00:00am February 2 and 11:59:00pm February 2 will be graded, then 10% taken off the grade. If submitted between 12:00:00am February 3 and 11:59:00pm February 3, the assignment will be graded and then 20% taken off the grade. If submitted between 12:00:00am February 4 and 11:59:00pm February 4, the assignment will be graded and then 30% taken off.

Reaction papers will not be accepted more than 3 days late.

SYLLABUS REVISIONS:

This syllabus is a guide for the course. As the instructor I reserve the right to modify the syllabus as necessary to meet learning objectives, to compensate for missed classes, or for similar reasons of need or merit; any revisions to the syllabus will be announced via Blackboard/e-mail and will be made at the sole discretion of the instructor.

Your UofL email account must be active to receive messages from the instructor.

Inactive UofL accounts will not be acceptable cause for not receiving notifications.

GRADING POLICY

Standard “+” and “-” grade ranges (below) will be used ONLY for the final course grade.

- A+: 100-97
- B+: 89-87
- C+: 79-77
- D+: 69-67
- F: 59 and below
- A: 96-93
- B: 86-83
- C: 76-73
- D: 66-63
- A-: 92-90
- B-: 82-80
- C-: 72-70
- D-: 62-60

Panopto Presentation: Two presentations from each student during course. The first presentation is a practice “student introduction” presentation that everyone must complete during the first week of class, which is worth 10 points (you will get 10 points for submitting this assignment on time, and 0 points if it is not submitted on time; there is no judgement of its ‘quality’). The second presentation is scheduled according to student choice among course readings on a first-come, first-served basis (details below), which is worth 90 points, 100 points total possible. These constitute 25% of your course grade.

Weekly Discussion Board Posts: Worth 10 points each, 100 points possible, there are ten (10) weekly presentations for which to formulate and post questions. These constitute 25% of your course grade.

Weekly Reaction Papers: Worth 10 points each, 100 points possible, there are eleven (11) weekly reaction papers due; the lowest score will be dropped and the 10 highest scores used. **ALL eleven (11) must be completed.** These constitute 50% of your course grade.

FINAL GRADE: Final grades in each of these categories are weighted as noted above and added together to determine your final course grade. For example, if you earn a total of 90 points for your presentations, 85 points for your discussion board posts, and 85 points for your weekly reaction papers, your grade for the course will be as follows:

Presentations	Discussion Bd.	Weekly Papers	FINAL GRADE
90 X .25 = 22.5	85 X .25 = 21.25	85 X .50 = 42.50	22.5 + 21.25 + 42.50 = 86.75 (87; B+)

Grading Rubrics for the assignments are posted on Blackboard.

More details on these assignments are in the ‘assignment requirements’ section below.

TECHNOLOGY

Students depend on technology to submit work and to communicate. *The key word in the previous sentence is “depend.”* Please keep in mind you may need to find alternate internet sources if the computer at your home/work has an outage. University of Louisville and many public libraries offer computer access.

The IT Help Desk:

Phone at **502-852-7997**

E-mail at helpdesk@louisville.edu

Online <http://louisville.edu/it/departments/consulting/helpdesk/>

Blackboard Assistance:

Phone at 502-852-8833

E-mail at bbsupport@louisville.edu

Online <http://louisville.edu/delphi/blackboard/help>

Blackboard shuts down every Friday night from 10:00 PM UNTIL 2:00 AM Saturday.

If cyber communication is disrupted, you may have to submit homework assignments in an alternate manner, such as by FAX (502) 852-4558 or to the Instructor’s physical mailbox in the Department of Urban and Public Affairs, 426 W. Bloom Street, 1st floor mailroom, mailbox #G. **YOU SHOULD NOTIFY THE INSTRUCTOR IN THESE INSTANCES.** If you refrain from completing assignments at the last minute, this should not be a problem for any of us.

TITLE IX STATEMENT

Sexual misconduct (sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain **confidential** support from the PEACC Program 852-2663, Counseling Center 852-6585 and Campus Health Services 852-6479. To report sexual misconduct or sex discrimination, contact the Dean of Students (852-5787) or University of Louisville Police (852-6111).

Disclosure to **University faculty or instructors** of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) **is not confidential** under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University’s Title IX officer.

For more information, see the Sexual Misconduct Resource Guide at:

<http://louisville.edu/hr/employeerelations/sexual-misconduct-brochure>).

And/Or: <http://louisville.edu/titleix/>

ACADEMIC (DIS)HONESTY:

Academic dishonesty of any kind will not be tolerated. Plagiarism on any assignment constitutes academic misconduct. All written assignments will be checked for plagiarism using plagiarism software. Academic dishonesty will be dealt with as severely as University policy permits. *Plagiarism is intentionally or carelessly using someone else's ideas or words without using correct citation that gives credit to the author.*

STATEMENT ON DIVERSITY**Statement provided by Office of the Vice Provost for Diversity and Equal Opportunity**

The University of Louisville strives to foster and sustain an environment of inclusiveness that empowers us all to achieve our highest potential without fear of prejudice or bias.

We commit ourselves to building an exemplary educational community that offers a nurturing and challenging intellectual climate, a respect for the spectrum of human diversity, and a genuine understanding of the many differences-including race, ethnicity, gender, gender identity/expression, sexual orientation, age, socioeconomic status, disability, religion, national origin or military status-that enrich a vibrant metropolitan research university.

We expect every member of our academic family to embrace the underlying values of this vision and to demonstrate a strong commitment to attracting, retaining and supporting students, faculty and staff who reflect the diversity of our larger society.

For more information, please visit:

<http://louisville.edu/diversity/>

Office of Diversity and International Affairs

Belknap Campus

Grawemeyer Hall, 2nd floor

Louisville, KY 40292

(502) 852-5719

DISABILITY RESOURCE CENTER

The University of Louisville is committed to equal opportunity for all academically qualified students and does not discriminate based on disability. The mission of the Disability Resource Center (DRC) is to coordinate services that ensure individuals with disabilities have equal access to take full advantage of the University's educational, social, and cultural opportunities.

For more information, please visit:

<http://louisville.edu/disability>

Disability Resource Center

Belknap Campus

120 Robbins Hall

Louisville, KY 40292

(502) 852-6938

ASSIGNMENT REQUIREMENTS

1. Panopto Presentations:

- a. Practice Presentations: Each student must prepare a 'practice' presentation and give it via the Panopto function on Blackboard. This presentation serves two primary purposes. First, it permits everyone to introduce themselves and meet others in the class. Second, it ensures everyone can become comfortable using the Panopto feature – and identify any challenges to using it – before they must use it to complete their assigned presentation based on course readings. The practice presentations entail the following requirements:
 - i. Prepare a three-slide presentation (PowerPoint or PDF) containing this information:
 1. Page 1: Your name.
 2. Page 2: Your academic major.
 3. Page 3: Your anticipated graduation date.
 - ii. You will give this presentation using the Panopto function in Blackboard. You will simply greet the class and state your name while the first slide is displayed, move to the second slide and state your academic major, move to the third slide, and state the date you anticipate graduating. You may utilize the video function or simply use the audio function and display the PowerPoint slides while you speak over them; either is acceptable.
 - iii. **You must make every effort to resolve any problems you encounter completing this assignment through Blackboard support or the IT help desk. Notify the instructor if you are unable to resolve the problem. Problems and computer access issues must be raised with the instructor during the first week due to the critical nature of the assigned presentations to the operation of the course.**
- b. Assigned Presentations: Each week a student will prepare a presentation based on that week's readings and give it via the Panopto function on Blackboard. These will be selected by students on a first come, first served basis during the first week of class. This is the "learn by teaching" pedagogical method discussed above. Requirements:
 - i. Read the required reading for your week.
 - ii. Assume the role of instructor; your job in the presentation is to attempt to explain the readings. Prepare a presentation that addresses the topics in the text. You may utilize the video function or use the audio function and display the PowerPoint slides while you speak; either is acceptable.
 - iii. The presentations should be a minimum of 15 minutes long.
 - iv. Use plain white slide backgrounds and black text. Do not use any fancy graphics or insert videos, pictures, or GIFs.
 - v. **PRESENTATIONS must be uploaded to Blackboard by 11:59pm each Wednesday.**

- 2. Weekly Reaction Papers:** These demonstrate your *understanding* and *critical engagement* with each week's readings. Each week's student presenter does NOT have to submit a reaction paper the week of their presentation.
- You will write a paper (2-3 pages) that answers one of the discussion questions listed in the course assignment calendar (below) for that week's readings. Some weeks there will only be one discussion question listed so everyone must answer that question in their papers those weeks. The papers must be: double-spaced, 1" margins, Times New Roman 12pt font.
 - The papers are not formal, so they do not require introduction and conclusion paragraphs. Use the space fully to answer the discussion question in the text that you have decided to address/answer.
 - REACTION PAPERS must be uploaded (in Microsoft Word ONLY) to Blackboard by 11:59pm each Tuesday.**
- 3. Weekly Discussion Board Participation:** This serves as a proxy for face-to-face in-class discussions. It demonstrates that you *understand* and have *critically evaluated* the readings and student presentations each week. Two sets of instructions are below. The first set is for everyone NOT presenting each week; the second set is for each week's presenter.
- Weekly Discussion Board Instructions for NON-presenters:**
 - AFTER watching the student presentation, you must formulate and post ONE question for the student presenter to answer. It must be related to the readings and/or directly respond to the presentation.
 - Consider the following to aide formulation of your questions for the presenter; do not submit these as your questions:
 - What are the central themes of the readings?
 - What methods did the authors use to examine problems?
 - What were the main findings/arguments?
 - What are the contributions of the readings?
 - What are the limitations of the readings?
 - Did the student presentation make a point contrary to your understanding of the readings?
 - Your questions must be thoughtful and clearly demonstrate that you have read and reflected on the required materials and watched the student presentation. Your weekly reaction papers should be helpful in formulating questions but do not simply ask the discussion questions in the text. Use the reading to formulate your questions and cite it to further demonstrate you have completed the readings and understand the subject matter. For example, ask something like "*Harding and Blokland indicated X about topic 1 (p. x) but you indicated Y about topic 1 in your presentation. Don't you think Z means that Y is true, rather than X?*"
 - Questions directly linked to the readings must have page numbers provided to assist the presenter with responding.
 - Discussion board QUESTIONS must be posted to Blackboard by 11:59pm each Thursday.**

b. Weekly Discussion Board Instructions for PRESENTERS:

- i. You must respond to each submitted discussion board question, in writing on the discussion board, in a substantive way. Remember, for this week you have taken on the role of instructor.
- ii. Cite the readings in your responses to demonstrate your knowledge of the material. Your answers should be in your own words with cited direct quotes only when necessary to make the point you are making in your response.
- iii. **Discussion board RESPONSES to questions must be posted to Blackboard by 11:59pm each Saturday. FAILURE TO RESPOND TO DISCUSSIN BOARD QUESTIONS WILL RESULT IN A GRADE OF '0' ON YOUR PRESENTATION.**

c. Additional Considerations for Discussion Board Q&A: The most common question concerning participation is "What do you mean by 'substantive'?" Here are my guidelines:

- i. Like many things, 'substantive' is easiest to define by its *negative*. 'Substantive' is not a post that simply says 'I agree', or 'That's what I have found to be true as well', or 'Good idea!' or even 'what did you mean by...?'.
 1. Agreeing/disagreeing with the presentation and substantiating your question with theory from, or reference to, the readings "I agree/disagree with what John presented. As <author> points out ... "
 2. Posing a question that the course material has caused you to consider. "<Author> says ... However, I see the following occurring ... Do you find this to be true?"
- ii. A substantive post moves the discussion along in one of several ways. Some of these ways are:

4. Additional Discussion Board Activity or 'Points': No further discussion board activity is required beyond the original questions and the presenter answers each week. However, you may decide some of your questions are not as strong as they should be. If you are presenting, maybe you think some of your answers to student questions are not as strong as they should be. If this is the case, you have the option of earning some additional 'insurance' points by further engaging the topic. For example, if you would have earned 9 points for your required discussion board activity, but you engaged one person beyond the required activity, you would get a 10 instead; engaging two people = 2 points, and so on, up to the original 10 pts. This activity demonstrates you are striving to learn the material better. Again, this is 'insurance,' not extra credit.

COURSE ASSIGNMENT CALENDAR

Week 1	Reading	Assignments	Due Dates
Week's Topic: Getting Started			
Jan. 8-12		Watch Instructor Review of Syllabus	M 1/8/18 @ 11:59pm
		Students Post Practice Panopto Presentation	Th 1/11/18 @ 11:59pm
	Table of Contents (pp. vii – x)	Pick top 3 preferred topics/weeks for presentation. Send instructor e-mail indicating these, in ranked order. First come, first served.	F 1/12/18 @ 11:59pm
Week 2	Reading	Assignments	Due Dates
Week's Topic: Theory, Ontology, and Epistemology			
Jan. 15	MLK Holiday	MLK Holiday	MLK Holiday
Jan. 16-21	Chapter 1 (pp. 12-14)	Read – ONLY “What is Theory?” and “Ontology and Epistemology”	
		AFTER reading assigned pages (12-14), WATCH the movie: “The Matrix” (original 1999 version). A DVD is on reserve at Ekstrom for viewing if needed.	
		Write and Submit Reaction Paper based on how the assigned reading informed what the movie says about contemporary society.	Su 1/21/18 @ 11:59pm
Week 3	Reading	Assignments	Due Dates
Week's Topic: Urban Theory			
Jan. 22-28	Chapter 1 (pp. 1-21)	Read – ENTIRE CHAPTER	
		Write and Submit Weekly Reaction Paper For Chapter 1 (pp. 1-21) that answers ONE of ANY of the Discussion Question on p. 21 ALL Students EXCEPT Presenter Write	T 1/23/18 @ 11:59pm
		Student Presenter Posts Panopto Presentation on Chapter 1	W 1/24/18 @ 11:59pm
		Watch Student's Panopto Presentation of Chapter 1 and Post a Question to Discussion Board Related to Reading	Th 1/25/18 @ 11:59pm
		Student Presenter Posts Responses to Discussion Board Questions	S 1/27/18 @ 11:59pm
		Discussion Board ‘INSURANCE’ Activity	Su 1/28/18 @ 11:59pm
Week 4	Reading	Assignments	Due Dates
Week's Topic: Urban Theories Under Conditions of Modernity			
Jan. 29-Feb. 4	Chapter 2 (pp. 23-38)	Read – Stop at “Radical Approaches”	
		Write and Submit Weekly Reaction Paper For Chapter 2 (pp. 23-38) answering the 1st discussion question on page 53 (“Community power scholars....”). ALL Students EXCEPT Presenter Write	T 1/30/18 @ 11:59pm
		Student Presenter Posts Panopto Presentation on Chapter 2 (pp. 23-38)	W 1/31/18 @ 11:59pm
		Watch Student's Panopto Presentation of Chapter 2 (pp. 23-38) and Post a Question to Discussion Board Related to Reading	Th 2/1/18 @ 11:59pm
		Student Presenter Posts Responses to Discussion Board Questions	S 2/3/18 @ 11:59pm
		Discussion Board ‘INSURANCE’ Activity	Su 2/4/18 @ 11:59pm
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COURSE ASSIGNMENT CALENDAR (cont'd)

Week 5	Reading	Assignments	Due Dates
Week's Topic: Urban Theories Under Conditions of Modernity (cont'd)			
Feb. 5-11	Chapter 2 (pp. 38-53)	Read – Start with “Radical Approaches”	
		Write and Submit Weekly Reaction Paper Chapter 2 (pp. 38-53) answering the 2nd discussion question on page 53 (“New-Marxist and new-Weberians...”). ALL Students EXCEPT Presenter Write	T 2/6/18 @ 11:59pm
		Student Presenter Posts Panopto Presentation on Chapter 2 (pp. 38-53)	W 2/7/18 @ 11:59pm
		Watch Student’s Panopto Presentation of Chapter 2 (pp. 38-53) and Post a Question to Discussion Board Related to Reading	Th 2/8/18 @ 11:59pm
		Student Presenter Posts Responses to Discussion Board Questions	S 2/10/18 @ 11:59pm
		Discussion Board ‘INSURANCE’ Activity	Su 2/11/18 @ 11:59pm
Week 6	Reading	Assignments	Due Dates
Week's Topic: From Urban Crises to the ‘Triumph of the City’			
Feb. 12-18	Chapter 3 (pp. 56-86)	Read – ENTIRE CHAPTER	
		Write and Submit Weekly Reaction Paper Answering EITHER 1st OR 2nd Discussion Question on p. 86 ALL Students EXCEPT Presenter Write	T 2/13/18 @ 11:59pm
		Student Presenter Posts Panopto Presentation on Chapter 3 (pp. 56-74)	W 2/14/18 @ 11:59pm
		Student Presenter Posts Panopto Presentation on Chapter 3 (pp. 74-86)	
		Watch Student’s Panopto Presentations (both) of Chapter 3 (pp. 56-86) and Post a Question to Discussion Board Related to Reading	Th 2/15/18 @ 11:59pm
		Student Presenter Posts Responses to Discussion Board Questions	S 2/17/18 @ 11:59pm
		Discussion Board ‘INSURANCE’ Activity	Su 2/18/18 @ 11:59pm
Week 7	Reading	Assignments	Due Dates
Week's Topic: Urban Political Economy and the Question of Agency			
Feb. 19-25	Chapter 4 (pp. 88-118)	Read – ENTIRE CHAPTER	
		Write and Submit Weekly Reaction Paper Answering 1st, 2nd, OR 3rd Discussion Question on page 118 ALL Students EXCEPT Presenter Write	T 2/20/18 @ 11:59pm
		Student Presenter Posts Panopto Presentation on Chapter 4 (pp. 88-118)	W 2/21/18 @ 11:59pm
		Watch Student’s Panopto Presentation of Chapter 4 (pp. 88-118) and Post Question to Discussion Board Related to Reading	Th 2/22/18 @ 11:59pm
		Student Presenter Posts Responses to Discussion Board Questions	S 2/24/18 @ 11:59pm
		Discussion Board ‘INSURANCE’ Activity	Su 2/25/18 @ 11:59pm
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COURSE ASSIGNMENT CALENDAR (cont'd)

Week 8	Reading	Assignments	Due Dates
Week's Topic: Spatial Expressions of Intra-Urban Inequalities			
Feb. 26-Mar. 4	Chapter 5 (pp. 120-145)	Read – Stop at “Gentrification”	
		Write and Submit Weekly Reaction Paper Answering 1st OR 4th Discussion Question on page 168 Student Presenter DOES NOT Write	T 2/27/18 @ 11:59pm
		Student Presenter Posts Panopto Presentation on Chapter 5 (pp. 120-145)	W 2/28/18 @ 11:59pm
		Watch Student’s Panopto Presentation of Chapter 5 (pp. 120-145) and Post Question to Discussion Board Related to Reading	Th 3/1/18 @ 11:59pm
		Student Presenter Posts Responses to Discussion Board Questions	S 3/3/18 @ 11:59pm
		Discussion Board ‘INSURANCE’ Activity	Su 3/4/18 @ 11:59pm
Week 9	Reading	Assignments	Due Dates
Week's Topic: Spatial Expressions of Intra-Urban Inequalities (cont'd)			
Mar. 5-11	Chapter 5 (pp. 145-168)	Read – Start with “Gentrification”	
		Write and Submit Weekly Reaction Paper Answering 2nd, 3rd, OR 5th Discussion Question on page 168 Student Presenter DOES NOT Write	T 3/6/18 @ 11:59pm
		Student Presenter Posts Panopto Presentation on Chapter 5 (pp. 145-168)	W 3/7/18 @ 11:59pm
		Watch Student’s Panopto Presentation of Chapter 5 (pp. 145-168) and Post Question to Discussion Board Related to Reading	Th 3/8/18 @ 11:59pm
		Student Presenter Posts Responses to Discussion Board Questions	S 3/10/18 @ 11:59pm
		Discussion Board ‘INSURANCE’ Activity	Su 3/11/18 @ 11:59pm
Week 10	Reading	Assignments	Due Dates
Mar. 12-18	<i>SPRING BREAK</i>	<i>SPRING BREAK</i>	<i>SPRING BREAK</i>
Week 11	Reading	Assignments	Due Dates
Week's Topic: Spatial Expressions of Differentiation			
Mar. 19-25	Chapter 6 (pp. 171-191)	Read – Stop at “Cultural Diversity”	
		Write and Submit Weekly Reaction Paper Answering 3rd OR 4th Discussion Question on page 216 Student Presenter DOES NOT Write	T 3/20/18 @ 11:59pm
		Student Presenter Posts Panopto Presentation on Chapter 6 (pp. 171-191)	W 3/21/18 @ 11:59pm
		Watch Student’s Panopto Presentation of Chapter 6 (pp. 171-191) and Post Question to Discussion Board Related to Reading	Th 3/22/18 @ 11:59pm
		Student Presenter Posts Responses to Discussion Board Questions	S 3/24/18 @ 11:59pm
		Discussion Board ‘INSURANCE’ Activity	Su 3/25/18 @ 11:59pm
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COURSE ASSIGNMENT CALENDAR (end)

Week 12	Reading	Assignments	Due Dates
Week's Topic: Spatial Expressions of Differentiation (cont'd)			
Mar. 26-Apr. 1	Chapter 6 (pp. 191-216)	Read – Start with “Cultural Diversity”	
		Write and Submit Weekly Reaction Paper Answering 1st, 2nd, 5th, OR 6th Discussion Question on page 216 Student Presenter DOES NOT Write	T 3/27/18 @ 11:59pm
		Student Presenter Posts Panopto Presentation on Chapter 6 (pp. 191-216)	W 3/28/18 @ 11:59pm
		Watch Student's Panopto Presentation of Chapter 6 (pp. 191-216) and Post Question to Discussion Board Related to Reading	Th 3/29/18 @ 11:59pm
		Student Presenter Posts Responses to Discussion Board Questions	S 3/31/18 @ 11:59pm
		Discussion Board 'INSURANCE' Activity	Su 4/1/18 @ 11:59pm
Week 13	Reading	Assignments	Due Dates
Week's Topic: Urban Theory Reconsidered			
Apr. 2-8	Chapter 7 (pp. 219-232)	Read – ENTIRE CHAPTER	
		NO REACTION PAPER THIS WEEK EXTRA CREDIT PAPER OPTION – SEE WEEK 13 COURSE CONTENT ON BLACKBOARD FOR DETAILS	N/A F 4-6-18 @ 11:59pm
		Student Presenter Posts Panopto Presentation on Chapter 7 (pp. 219-232)	W 4/4/18 @ 11:59pm
		Watch Student's Panopto Presentation of Chapter 7 (pp. 219-232) and Post Question to Discussion Board Related to Reading	Th 4/5/18 @ 11:59pm
		Student Presenter Posts Responses to Discussion Board Questions	S 4/7/18 @ 11:59pm
		Discussion Board 'INSURANCE' Activity	Su 4/8/18 @ 11:59pm
Week 14	Reading	Assignments	Due Dates
Week's Topic: Comprehensive Course Wrap-Up			
Apr. 9-15	Chapter 1 (pp. 12-14)	Read – ONLY “What is Theory?” and “Ontology and Epistemology”	
		AFTER reading assigned pages (12-14), WATCH the TWO YouTube videos on False Consciousness <i>then</i> WATCH the TWO YouTube videos on Cultural Hegemony <i>then</i> WATCH the YouTube video on Contemporary Political Economic Thought.	
		Write and Submit Weekly Reaction Paper. Considering ALL the course materials, critique the contemporary political economic thought video.	Su 4/15/18 @ 11:59pm
Apr. 16-22	Flex Weather Week	Flex Weather Week	Flex Weather Week
COURSE ENDS			