



Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

Semester: Spring

Course Prefix: GEOG

Course Title: Urban Geography

Year: 2025

Course and Section #: 3110-001

Credits: 3

Course Description

Focuses on the origins, growth, structure and function of cities. Examines social and political dimensions of urban life and the emergence of new urban spaces around the world. Includes case studies in the decline of urban industrial America and the rise of Sunbelt and Edge Cities.

Course Attributes

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

Instructor Information

Instructor Name: Hilary Hungerford

Student Learning Outcomes

1. Explain different urban geography epistemologies and research methods.
 2. Describe models of urban form and dynamics.
 3. Compare cities on the basis of urban origin, physical site, economic situation and political regimes.
 4. Explain the dimensions urban social difference and problems associated with class, race, ethnicity, etc. in urban places.
 5. Discuss recent changes and new development in urban North American and compare them to other urban developments, globally.
 6. Analyze the processes of urban decline, suburban growth and the growth of the world cities.
 7. Write analytically about urban issues.
 8. Compose a variety of disciplinarily-appropriate texts within multiple situations and for multiple audiences.
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Course Materials and Texts

UST 290 Urban Geography, by Brian Mikelbank. MSL Academic Endeavors: Imprint of the Michael Schwartz Library Open Educational Resource. 978-1-956812-04-6.

Course Requirements

Course Assignments, Assessments, and Grading Policy

Attendance and participation (20%)

- Attendance will be taken at the start of each class. Arriving late (7–10 minutes or more) will result in half-credit for attendance that day. Occasional tardiness is understandable, but consistent lateness will affect your grade.
- Participation goes beyond showing up—it means completing the readings, contributing to discussions, and being engaged. You don't need all the answers, but you must interact with the material and your classmates respectfully. I will track meaningful contributions during class to assign participation points.

Deep Dives: analysis and reflection on readings, films, mapping, and other materials (35%)

There is a reading, film, map, song, or a variety of other materials that you are expected to have read and reflected on before each class period. To help ensure that you have reflected upon the assigned material, and thus will be able to participate more fully in class discussions, there will be short reflections on Canvas for most of the readings.

Synthesis essays (20%)

You can think of these synthesis essays as your exams. There are two synthesis essays, and each should be 3-4 pages in length. For the essay, you will be given a scenario or prompt to which you will respond.

Applied urban issues project (30%)

This semester you will work on a real research project! There are a few options for the research project, but each of them will involve designing methods, data collection, data analysis, report composition, and presentation.

Grading Scale:

The following grading standards will be used in this class:

Grade	Percent
A	94-100
A-	90-93
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
E	0-59

Late Work Statement and Attendance Expectations:

- I am flexible with late work. It is best to complete work on the due date, but I understand circumstances arise.

- This is an in-person class. You are expected to attend class and be on time.

Required or Recommended Reading Assignments

UST 290 Urban Geography, by Brian Mikelbank. MSL Academic Endeavors: Imprint of the Michael Schwartz Library Open Educational Resource. 978-1-956812-04-6.

General Description of the Subject Matter of Each Lecture or Discussion

Week	Dates	Topic	Weekly Question	Deep Dive Due Date
1	Tues Jan 7	Introduction	How do cities function as unique geographic spaces in today's world?	Jan 13
	Thurs Jan 9			
2	Tues Jan 14	History, Industry, and Urban Geography	How has industrialization shaped the development and character of cities?	Jan 20
	Thurs Jan 16			
3	Tues Jan 21	Systems of Cities	How do cities interact and influence each other within regional and global networks?	Jan 27
	Thurs Jan 23			
4	Tues Jan 28	Models of Urban Land Use	How effectively do urban models explain patterns of land use in contemporary cities?	Feb 3
	Thurs Jan 30			
5	Tues Feb 4	Transportation	How does transportation infrastructure shape urban development and accessibility?	Feb 10
	Thurs Feb 6			
6	Tues Feb 11	Suburbanization	What drives suburban growth and how does it impact metropolitan regions?	Feb 17
	Thurs Feb 13			
7	Tues Feb 18	Theories of Urban Development	Which theoretical framework best explains urban growth in cities?	Feb 24
	Thurs Feb 20			
8	Tues Feb 25	The Process of Urban Development	How do different stakeholders influence the urban development process?	Mar 3
	Thurs Feb 27			
9	Tues Mar 4	Challenges of Urban Development	What is the most pressing challenge facing urban development today?	Mar 10
	Thurs Mar 6			
Spring break	Tues Mar 11			
	Thurs Mar 13			
10	Tues Mar 18	What is a Neighborhood?	What factors define and shape neighborhood identity?	March 24
	Thurs Mar 20			
11	Tues Mar 25	Neighborhood Change	How do neighborhoods adapt to social and economic changes while maintaining community identity?	Mar 31
	Thurs Mar 27			
12	Tues Apr 1	Urban Geography: Data and Methods	How can we effectively measure and analyze urban patterns?	Apr 7
	Thurs Apr 3			
13	Tues Apr 8	Housing	What solutions could address the urban housing affordability crisis?	Apr 14
	Thurs Apr 10			
14	Tues Apr 15	Transportation	How can cities create more equitable and sustainable transportation systems?	Apr 21
	Thurs Apr 17			
15	Tues Apr 22	What Does Our Urban Geographic Future Look Like?	What will be the most significant factor shaping cities in the next 50 years?	-
	Thurs Apr 24			
FINALS				

Required Course Syllabus Statements

Generative AI

Acceptable Uses of AI:

- Using AI writing assistants for brainstorming, outlining, and generating initial drafts of assignments. The final work should be thoroughly reviewed, edited, and tailored to the specific requirements of the assignment.
- Using AI language models for spell-checking, grammar correction, and suggesting improvements to written work. Instead of focusing on content generation, use AI to help with writing improvements.
- Using AI-powered research tools to find relevant sources, gather information, and gain insights on topics related to the course material, while properly citing and attributing the sources.
- Engaging with AI-based study aids or interactive tutorials to reinforce understanding of course concepts, practice problem-solving, and receive personalized feedback.

Unacceptable Uses of AI:

- Submitting AI-generated work, including essays, assignments, discussions, or discussion comments, as one's own without proper attribution or acknowledgment. Turning in AI work as your own, or copy/paste as assignment from AI, is academic dishonesty and plagiarism.
- Using AI for discriminatory, hateful, or harmful purposes, such as generating biased or offensive content, engaging in cyberbullying, or spreading misinformation.
- Misrepresenting the capabilities of AI or making false claims about the extent to which AI was used in completing assignments or projects, which undermines trust and accountability.

Using Remote Testing Software

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.