

Summer 2012
CIRP 5300 Foundations of Urban Theory
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INSTRUCTOR CONTACT

Office Location: University of Texas at Arlington, University Hall, Room 503
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Email: enid@uta.edu (if it is urgent, please indicate this in the Subject line)

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I am happy to schedule a phone or in-person meeting with any student at any time during the semester. Please send an email to set up a mutually-agreeable time.

COURSE DESCRIPTION

This course examines the spatial and social structure of cities, along with key schools of thought (or paradigms) for understanding this spatial and social structure. The first half of the course focuses on the spatial structure of cities, how and why urban form changes over time, considering these changes through contending lenses or theories. The role of urban planning is also considered. The second half of the course focuses on the social structure of cities, including influences on urban development by such factors as race, poverty, class, gender, and community. The role of social policy is also considered. An overall objective of the course is to illuminate the link between the spatial and social structures of cities and prepare students to make theoretically informed analyses of urban planning and policy challenges.

STUDENT LEARNING OUTCOMES

1. identify major theorists and key paradigms in urban theory
2. describe the spatial development of cities from the perspectives of the different schools of thought
3. describe social relations in cities (race, poverty, class, gender, community)
4. identify basic principles of city planning and policy, and citizen input (that is, the roles and limitations of city planners, policy-makers, and citizens)
5. evaluate your own level of understanding of the material

COURSE POLICY ON ACADEMIC INTEGRITY

Academic dishonesty, according to UT Arlington, includes:

- **cheating** on a test or other coursework
- **plagiarism** (offering the work of another as one's own)
- **unauthorized collaboration** with another person when preparing an assignment

See <http://www.uta.edu/conduct/academic-integrity/index.php>

All students are expected to pursue their academic careers with academic honesty and integrity. Students in this course who choose to engage in academic dishonesty are subject to penalties, in accordance with University regulations and procedures, that may range from disciplinary probation, suspension or expulsion from the University (see <http://grad.pci.uta.edu/about/catalog/current/general/regulations/#dishonesty>)

Cheating is defined by UT Arlington as (see <http://www.uta.edu/conduct/academic-integrity/index.php>):

- Copying another's test or assignment
- Communication with another during an exam or assignment (i.e. written, oral or otherwise)
- Giving or seeking aid from another when not permitted by the instructor
- Possessing or using unauthorized materials during the test
- Buying, using, stealing, transporting, or soliciting a test, draft of a test, or answer key

Plagiarism is defined by UT Arlington as (see <http://www.uta.edu/conduct/academic-integrity/index.php>):

- Using someone else's work in your assignment without appropriate acknowledgement
- Making slight variations in the language and then failing to give credit to the source

Unauthorized collaboration is defined by UT Arlington as (see <http://www.uta.edu/conduct/academic-integrity/index.php>): Without authorization, collaborating with another when preparing an assignment

It is STRONGLY urged that you take UT Arlington Library's online tutorial about **plagiarism** here:

<http://library.uta.edu/plagiarism/index.html>

Common examples of **plagiarism** include:

- Copying and pasting from a website without properly attributing and citing the source
- Copying and pasting from the online lecture without properly attributing and citing the source (the online lecture is copyrighted, as stated at the bottom of every page)
- Copying and pasting from another student's answers to the discussion board without properly attributing and citing the source (this is also considered cheating)
- Quoting word-for-word from previously published work, such as a website, textbook, article, etc., without using quote marks and properly attributing and citing the source
- Paraphrasing and/or borrowing ideas from previously published work, such as a website, textbook, article, etc., without properly attributing and citing the source

In this course, you must cite **all** sources (including the lecture) in your discussion board answers. In informal writing, such as the discussion board, it is acceptable to cite your sources in an informal way, such as simply including in-text acknowledgement of your sources without a formal bibliography at the end.

In formal situations, such as a term paper for school, a professional report for work, or some other formal document, then it is absolutely necessary to properly cite all sources and include a properly formatted bibliography at the end. The UTA Library provides many tutorials on research, writing, how to cite sources, etc.: <http://www.uta.edu/library/help/tutorials.php>

If you are unsure whether you are writing something formal or informal, then err on the side of formality by including all full citations with a properly formatted bibliography at the end.

"It wasn't intentional" is NOT an excuse.

COURSE REQUIREMENTS

This course requires completion of online lessons, assigned readings, discussion questions, and two examinations.

Online Lessons and Assigned Readings: Each lesson contains an online lecture and also a required reading assignment. You are required to read both the online lecture and the reading assignments for each lesson. The dates for each lesson, along with the reading assignment for each lesson, are stated in the [Course Calendar](#) section of this Syllabus.

Discussion Questions: At the end of each lesson, there is a set of discussion questions. You are required to post responses to each set of questions to the Discussion Board. Detailed information about this requirement is found under the [Discussion Board Requirements](#) section of this Syllabus. Your answers are due by the date stated in the [Course Calendar](#) section of this Syllabus.

Examinations: The midterm and final exams are multiple choice exams. Study tips, as well as reminders about dates, times, etc., will be posted to the course announcement page a couple weeks prior to the exams. Instructions for taking the exams are found under the [Exam Instructions](#) section of this Syllabus. Dates and times of the exams are found under the [Course Calendar](#) section of this Syllabus.

REQUIRED TEXTBOOK AND OTHER COURSE MATERIALS

- Gottdiener, Mark and Ray Hutchison. 2011. *The New Urban Sociology*, 4th edition. Boulder, CO: Westview Press (ISBN: 9780813344256)
- All additional readings are available for download in PDF format via the instructor's MavSpace page (link is available on Blackboard).

The textbook is available from the UTA bookstore (<http://www.bkstr.com/>)

DESCRIPTIONS OF MAJOR ASSIGNMENTS AND EXAMINATIONS WITH DUE DATES

➤ [Discussion Board Requirements](#)

At the end of each lesson, there is a set of discussion questions. The Discussion Board requirement is worth 10% of your course grade. In order to receive the full 10%, you must reply to the discussion questions for lessons 2 through 11. There are no discussion questions for lesson 1. Replying to the discussion questions for lesson 12 is optional and will count neither toward nor against your course grade, however replying to lesson 12 DQs is recommended as part of studying for the final exam.

Discussion board due dates: Your answers to each set of DQs are due by the date stated in the [Course Calendar](#) section of this Syllabus.

Discussion board description: The discussion questions can be considered study questions and are thus a good way to help prepare for the exams. There are three aspects that are required of students in replying to the discussion questions:

1. Replies to the discussion questions must be "substantive." That is, you must back up your comments with information from the assigned readings or online lessons. Personal opinions or experiences do not meet this requirement. A good answer need not be lengthy — the length of your answer is unrelated to whether it is Satisfactory.
2. As part of self-assessing your knowledge of the material, you are asked to rate your own answers to each set of DQs on a scale of 1 to 4, with 4 being "I understand the material that is covered in these discussion questions really well and think my answers are on target" and 1 being "I still am unclear about some of the ideas covered in these discussion questions and could use further review of the material."

3. To assist with mastering the material in a way that can help prepare you for the exam, you are required to submit one multiple choice exam question on a particular issue from the material covered in that week's lesson. Understanding what goes into writing a good multiple choice question may help prepare you for the multiple choice exams in this course. To write a good multiple choice question, please see the Tips for Writing Good Multiple Choice Questions section of this syllabus.

Discussion board grades: Discussion Board answers are not graded; rather, credit is given for each set of DQ answers that is Satisfactory. If your answers to a particular set of DQs are not Satisfactory and qualify for Revise and Resubmit, the instructor will contact you to give you a chance to revise and resubmit your answers. If your revised answers are Satisfactory, then credit will be given for that set of DQs; if you choose not to revise and resubmit your answers, or the revised answers are Unsatisfactory, then no credit will be given for that set of DQs. Note that good answers can be short and concise (they can also be long and elaborate) — the length of your answer is unrelated to whether it is Satisfactory. The following Evaluation Rubric is used to evaluate your DQ answers.

CIRP 5300 DISCUSSION QUESTION EVALUATION RUBRIC	Satisfactory (receives full credit)	Revise and Resubmit (receives full credit if revisions are Satisfactory; receives no credit if revisions are Unsatisfactory)	Unsatisfactory (receives no credit)
Ideas and Support	<ul style="list-style-type: none"> • Responds to the assignment. Shows careful reading of the material, and main ideas are clearly communicated. Points are supported by relevant evidence and/or examples from the material, and connections between evidence and main ideas are provided. • Self-assessment is realistic. • Multiple choice question is rooted in the material and follows the "Tips for Writing Good Multiple Choice Questions" in this syllabus. 	<ul style="list-style-type: none"> • Does not respond appropriately to the assignment. Shows hasty or sloppy reading of the material, and/or main ideas are unclearly communicated. Points are unsupported, or depend on clichés, opinion, personal experience, or overgeneralizations, rather than the material, for support; provides sparse connections between evidence and main ideas. • Self-assessment is overstated. • Multiple choice question is not rooted in the material and/or does not follow "Tips for Writing Good Multiple Choice Questions" in this syllabus. 	<ul style="list-style-type: none"> • No response is given, or response shows hasty or sloppy reading of the material and lacks coherence. Points are unsupported, or depend on clichés, opinion, personal experience, or overgeneralizations, rather than the material, for support; provides insufficient connections between evidence and main ideas. • Self-assessment is overstated. • Multiple choice question is not rooted in the material and/or does not follow "Tips for Writing Good Multiple Choice Questions" in this syllabus.
Organization, Style, and Mechanics	Sentences generally have clear syntax, and are grammatically correct and focused; words are used accurately and effectively. Shows logical progression of thought. May contain a few errors which may annoy the reader but not impede the reader's understanding. No hint of plagiarism.	Sentences have awkward syntax, and/or are grammatically incorrect; logical progression is not always clear. Contains many mechanical errors, or a few substantive errors, that block the reader's understanding. Plagiarism (including unintentional plagiarism) may be suspected.	No response given, or sentences have awkward syntax, and grammar and words are misused. Contains so many stylistic, organizational, and/or mechanical problems that it is impossible for the reader to follow the points sentence to sentence. Plagiarism (even if unintentional) can be demonstrated.

Additional notes for the discussion board requirement:

1. When answering the discussion questions, it is considered plagiarism to copy another student's answers, or the online lessons, or any other published source, without proper attribution and citation (see the [Course Policy on Academic Integrity](#) section of this Syllabus)
2. Please type your replies directly onto the Discussion Board rather than post them as attachments. Replies to the discussion questions that are posted as attachments will not be read by the instructor.
3. In addition to responses to discussion questions, students may also use the discussion board for posting comments, feedback, questions, or discussion items of relevance or interest to the course.
4. If you need to discuss an issue with the instructor privately, please do so by e-mail rather than via the discussion board.
5. Electronic communications in this course are bound by the same principles of respect, professionalism, and concern you would find in any interaction in one of the University's classrooms or offices.

➤ Midterm and Final Exams

There is a midterm and final exam for this course. Each exam consists of 50 multiple choice questions, worth two points each (each exam is worth 100 points). Each exam is worth 45% of your course grade.

Both the midterm and final exams are administered on the course website. When you are ready to take the exam, go to the "Exams" link on the course homepage. You will have 50 minutes to complete each exam, and then the timer will go off. Be sure to click the "submit" button at the bottom of the exam page as soon as the timer goes off. One point will be deducted from your exam score for each minute past the timer going off that your exam is submitted.

You will have 50 minutes to complete the exam. Please make sure you allow yourself this time without interruption.

WARNING: Once you begin the exam, this will be your only opportunity to complete the exam (you won't be able to quit and start again). So, start the exam only after you have studied and are ready to take it (do not click on the "Exams" link just to see if it works... it does).

Exam dates: The [Course Calendar](#) section of this Syllabus lists when each exam is due. You may take an exam early but you must have it completed by the deadline. It is a good idea to take the exam well before the last minute in case you have technical difficulties with the website. Exams not submitted by the deadline, even if due to technical difficulties, will receive a score of zero.

Closed note, closed book policy: It is expected that you regard the exams as closed note and closed book. While this policy is unenforceable with online exams, you must complete the exam within 50 minutes, and if you use this time to search through notes and readings rather than focusing on the exam, there is a strong chance you will not complete the exam within the allowed time.

Exam grades: The grading scale for each exam, including the letter grade corresponding to the numeric score, will be posted to the course announcement page within a week after each exam due date.

GRADING POLICY

Final course grades are calculated as follows:

- Discussion Board Participation: 10%
- Midterm Examination: 45%
- Final Examination: 45%

ATTENDANCE POLICY

While "attendance" cannot be taken with an online course, all assignments must be completed by the due dates stated in the [Course Calendar](#) section of this Syllabus. Students are also responsible for understanding all

announcements posted to the main course announcement page. To complete the assignments by their due dates, and to read any announcements that may be posted, students should plan on logging into the course at least once a week.

COURSE CALENDAR

<p>Monday, June 4 — Friday, June 8</p> <p>There are no discussion questions for Lesson 1</p>	<p>Lesson 1 Introduction to the Course and Contending Approaches to Urban Spatial Analysis Readings: Textbook: Chapter 1 Additional Readings: There are no additional readings for this lesson.</p>
<p>Saturday, June 9 — Wednesday, June 13</p> <p>Lesson 2 discussion questions due no later than Monday, June 18</p>	<p>Lesson 2 Origin and Development of Capitalist Cities Readings: Textbook: Chapter 2, especially pp. 41-47, and Chapter 5 Additional Readings: Engels, Friedrich. 1968. "The Great Towns." Pp. 30-87, <i>The Condition of the Working Class in England</i>. Stanford: Stanford University Press. (Originally published in 1887) Gordon, David M. 1978. "Capitalist Development and the History of American Cities." Pp. 25-63, <i>Marxism and the Metropolis: New Perspectives in Urban Political Economy</i>, eds. W. Tabb and L. Sawers. New York: Oxford University Press. Castells, Manuel. 1977. "The Formation of the Metropolitan Regions in Industrial Capitalist Societies." Pp. 20-38 (especially pp. 20-28) in <i>The Urban Question</i>. Cambridge, MA: MIT Press. Bairoch, Paul. 1988. "Urbanization in the Developed World in the Nineteenth Century." Chapter 18, pp. 289-300 in <i>Cities and Economic Development</i>. Chicago: University of Chicago Press.</p>
<p>Thursday, June 14 — Monday, June 18</p> <p>Lesson 2 discussion questions due no later than Monday, June 18</p> <p>Lesson 3 discussion questions due no later than Saturday, June 23</p>	<p>Lesson 3 Theories of Early and Late 20th Century Urbanization Readings: Textbook: Chapters 3 and 4, and review pp. 114-122 of Chapter 5 Additional Readings: Burgess, Ernest W. 1924. "The Growth of the City: An Introduction to a Research Project." <i>Publications of the American Sociological Society</i>, vol. XVIII, pp 85-97. Carter, Harold. 1995. "Human Ecology and Urban Land-Use," pp. 126-136 only, in <i>The Study of Urban Geography 4th Ed.</i> New York: John Wiley & Sons. Castells, Manuel. 1977. "The Debate on the Theory of Space," pp. 115-128 in <i>The Urban Question</i>. Cambridge, MA: MIT Press. Gottdiener, Mark and Joe Feagin. 1988. "The Paradigm Shift in Urban Sociology." <i>Urban Affairs Quarterly</i>, 24(2): 163-187. Miller, D.W. 2000. "The New Urban Studies." <i>Chronicle of Higher Education</i>, August 18: 1-6. Dear, Michael and Jennifer Wolch. 1992. "Learning from Los Angeles." <i>Environment and Planning A</i>, 24: 917-20.</p>

	Davis, Mike. 1989. "Homeowners and Homeboys: Urban Restructuring in LA." <i>Enclitic</i> , vol. 11, 3(23): 9-16.
<p>Tuesday, June 19 — Saturday, June 23</p> <p>Lesson 3 discussion questions due no later than Saturday, June 23</p> <p>Lesson 4 discussion questions due no later than Thursday, June 28</p>	<p>Lesson 4 Contemporary Spatial Structure—Deindustrialization, Globalization, and Urban & Regional Restructuring</p> <p>Readings: Textbook: Chapters 6 and 10; skim chapter 11 Additional Readings: Dear, Michael and Steven Flusty. 1998. "Postmodern Urbanism." <i>Annals of the Association of American Geographers</i>, vol. 88: 50-72. Leinberger, Christopher and Charles Lockwood. 1986. "How Business is Reshaping America." <i>The Atlantic Monthly</i>, October. Harvey, David. 1989. "From Fordism to Flexible Accumulation." Chapter 9, pp. 141-172, in <i>The Condition of Postmodernity</i>. Cambridge, MA: Blackwell. Soja, Edward. 1987. "Economic Restructuring and the Internationalization of the Los Angeles Region," pp. 178-198 in <i>The Capitalist City: Global Restructuring and Community Politics</i>, eds. M.P. Smith and J. Feagin. Oxford: Blackwell. Florida, Richard. 2009. "How the Crash Will Reshape America." <i>The Atlantic Monthly</i>, March.</p>
<p>Sunday, June 24 — Thursday, June 28</p> <p>Lesson 4 discussion questions due no later than Thursday, June 28</p> <p>Lesson 5 discussion questions due no later than Tuesday, July 3</p>	<p>Lesson 5 Consequences of Contemporary Urban Structure—Environment, Sprawl, and Polarization</p> <p>Readings: Textbook: Chapter 12, pp. 341-347 only Additional Readings: Davis, Mike. 1993. "Who Killed LA? A Political Autopsy." <i>New Left Review</i>, 197: 3-28. Leinberger, Christopher. 2008. "The Next Slum?" <i>The Atlantic Monthly</i>, March 301(2). Duany, Andres and Elizabeth Plater-Zyberk. 1992. "The Second Coming of the American Small Town." <i>The Wilson Quarterly</i>, Winter: 19-48. Berube, Alan and Elizabeth Kneebone. 2006. <i>Two Steps Back: City and Suburban Poverty Trends 1999-2005</i>. Washington, DC: Brookings Institution. Bullard, Robert and Beverly Wright. 1987. "Blacks and the Environment." <i>Humboldt Journal of Social Relations</i>, 14(1-2): 165-184. Putnam, Robert. 1995. "Bowling Alone: America's Declining Social Capital." <i>Journal of Democracy</i> 6(1): 65-78.</p>
<p>Friday, June 29 — Tuesday, July 3</p> <p>Lesson 5 discussion questions due no later than Tuesday, July 3</p> <p>Lesson 6 discussion questions due prior to completing the midterm exam</p>	<p>Lesson 6 Urban Planning and Design—Good City Form</p> <p>Readings: Textbook: Chapter 12, pp. 321-341 only Additional Readings: Fainstein, Susan. 2005. "Planning Theory and the City." <i>Journal of Planning Education and Research</i>, Vol. 25: 121-130. Fainstein, Susan. 2000. "New Directions in Planning Theory." <i>Urban Affairs Quarterly</i>, 35(4): 451-79. Krugman, Paul. 2008. "Stranded in Suburbia." <i>New York Times</i>, May 19, p. A21.</p>
Midterm Exam due no later than	<p>Midterm Exam The midterm covers material up through lesson 6. The midterm consists of 50</p>

<p>10 p.m. USA Central Time Monday, July 9</p> <p>Lesson 6 discussion questions due prior to completing the midterm exam. If your answers to lesson 6 DQs are posted after completion of the midterm, you will not receive credit for lesson 6 DQs.</p>	<p>multiple choice questions. Each question is worth 2 points and the entire exam is worth 100 points. You have a maximum of 50 minutes to complete the midterm exam.</p> <p>WARNING: Once you begin the exam, this will be your only opportunity to complete the exam (you won't be able to quit and start again). So, start the exam only after you have studied and are ready to take it (do not click on the "Exams" link just to see if it works).</p> <p>Please see the Exam Instructions section of this Syllabus for further instructions about the midterm exam.</p>
<p>Wednesday, July 11 — Sunday, July 15</p> <p>Lesson 7 discussion questions due no later than Friday, July 20</p>	<p>Lesson 7 Theories of Community Structure</p> <p>Readings:</p> <p>Textbook:</p> <p>There are no readings from the textbook for this lesson.</p> <p>Additional Readings:</p> <p>Palen, John. 2008. "Urban Lifestyles," chapter 7, pp. 148-166, and "Cities and Change," chapter 11, pp. 230-246, in <i>The Urban World</i>, 8th ed. Boulder, CO: Paradigm.</p> <p>Wirth, Louis. 1938. "Urbanism as a Way of Life." <i>American Journal of Sociology</i>, 44(1): 1-24.</p> <p>Gans, Herbert J. 1991. "Urbanism and Suburbanism as Ways of Life: A Reevaluation of Definitions." Chapter 4, pp. 51-69 in <i>People, Plans, and Policies</i>, ed. H. J. Gans. New York: Columbia University Press.</p> <p>Fischer, Claude. 2005. "Theories of Urbanism," pp. 51-58 in <i>The Urban Sociology Reader</i>, eds. J. Lin and C. Mele. New York: Routledge.</p>
<p>Monday, July 16 — Friday, July 20</p> <p>Lesson 7 discussion questions due no later than Friday, July 20</p> <p>Lesson 8 discussion questions due no later than Wednesday, July 25</p>	<p>Lesson 8 Class, Poverty, and the Underclass</p> <p>Readings:</p> <p>Textbook:</p> <p>Chapter 7, pp. 155-165 only, and chapter 9</p> <p>Additional Readings:</p> <p>Economic Policy Institute. 2011. "Inequality," from <i>The State of Working America</i>. Washington, D.C.: Economic Policy Institute.</p> <p>Wilson, William J. 1987. "The Hidden Agenda." Chapter 7, pp. 140-164 in <i>The Truly Disadvantaged</i>. Chicago: University of Chicago Press.</p> <p>Jones, Jacqueline. 1993. "Southern Diaspora: Origins of the Northern 'Underclass.'" Chapter 1, pp. 27-54 in <i>The 'Underclass' Debate: Views from History</i>, ed. M.B. Katz. Princeton, NJ: Princeton University Press.</p> <p>Ricketts, Erol R. and Isabel V. Sawhill. 1988. "Defining and Measuring the Underclass." <i>Journal of Policy Analysis and Management</i>, 7(2): 316-325</p>
<p>Saturday, July 21 — Wednesday, July 25</p> <p>Lesson 8 discussion questions due no later than Wednesday, July 25</p> <p>Lesson 9 discussion questions due no later than Monday, July 30</p>	<p>Lesson 9 Urban Diversity—Race and Ethnicity</p> <p>Readings:</p> <p>Textbook:</p> <p>Chapter 7, pp. 176-183 only, and chapter 8, pp. 185-194 only</p> <p>Additional Readings:</p> <p>Jankowski, Martin Sanchez. 1995. "The Rising Significance of Status in U.S. Race Relations." Pp. 77-98 in <i>The Bubbling Cauldron: Race, Ethnicity, and the Urban Crisis</i>, eds. M.P. Smith & J. Feagin. Minneapolis: University of Minnesota Press.</p> <p>Massey, Douglas and Nancy Denton. 2005. "Segregation and the Making of the</p>

	<p>Underclass," pp. 134-143 in <i>The Urban Sociology Reader</i>, eds. J. Lin and C. Mele. New York: Routledge.</p> <p>Anthias, Floya. 2001. "The Material and the Symbolic in Theorizing Social Stratification: Issues of Gender, Ethnicity, and Class." <i>British Journal of Sociology</i>, 52: 367-390.</p> <p>Conley, Dalton. 2001. "Decomposing the Black-White Wealth Gap: The Role of Parental Resources, Inheritance, and Investment Dynamics." <i>Sociological Inquiry</i>, 71: 39-66.</p>
<p>Thursday, July 26 — Monday, July 30</p> <p>Lesson 9 discussion questions due no later than Monday, July 30</p> <p>Lesson 10 discussion questions due no later than Saturday, August 4</p>	<p>Lesson 10 Urban Diversity—Gender Readings: Textbook: Chapter 7, pp. 165-171 only Additional Readings: England, Kim. 1993. "Changing Suburbs, Changing Women: Geographic Perspectives on Suburban Women and Suburbanization." <i>Frontiers</i>, 14: 24-43. Gilbert, Melissa. 1998. "'Race,' Space, and Power: The Survival Strategies of Working Poor Women." <i>Annals of the Association of American Geographers</i>, 88(4): 595-621. Hall, Julia. 2000. "It Hurts to Be a Girl: Growing up Poor, White, and Female." <i>Gender & Society</i>, 14(5): 630-643.</p>
<p>Tuesday, July 31 — Saturday, August 4</p> <p>Lesson 10 discussion questions due no later than Saturday, August 4</p> <p>Lesson 11 discussion questions due no later than Thursday, August 9</p>	<p>Lesson 11 Environmental Psychology—People Interacting with Place Readings: Textbook: Chapter 7, pp. 171-176 only, and chapter 8, pp. 194-207 Additional Readings: Evans, Gary W., Heidi Saltzman, and Jana Cooperman. 2001. "Housing Quality and Children's Socioemotional Health." <i>Environment and Behavior</i>, 33(3): 389-399. Squires, Gregory and Charis E. Kubrin. 2005. "Privileged Places: Race, Uneven Development and the Geography of Opportunity in Urban America." <i>Urban Studies</i>, 42(1): 47-68.</p>
<p>Sunday, August 5 — Thursday, August 9</p> <p>Lesson 11 discussion questions due no later than Thursday, August 9</p> <p>Lesson 12 discussion questions due prior to completing the final exam (Lesson 12 DQs are optional and count neither toward nor against the DQ grade but are recommended as a study aid)</p>	<p>Lesson 12 Citizen Input—Organizations, Institutions, Empowerment Readings: Textbook: Chapters 13 and 14 Additional Readings: Swanstrom, Todd, Peter Dreier, and John Mollenkopf. 2002. "Economic Inequality and Public Policy: The Power of Place." <i>City and Community</i>, 1(4): 349-372.</p>
<p>Final Exam due no later than 10 p.m. USA Central Time Monday, August 13</p>	<p>Final Exam The final exam covers material from lessons 7 through lessons 12 only. The final consists of 50 multiple choice questions. Each question is worth 2 points</p>

<p>Lesson 12 discussion questions due prior to completing the final exam (Lesson 12 DQs are optional and count neither toward nor against the DQ grade but are recommended as a study aid)</p>	<p>and the entire exam is worth 100 points. You have a maximum of 50 minutes to complete the final exam.</p> <p>WARNING: Once you begin the exam, this will be your only opportunity to complete the exam (you won't be able to quit and start again). So, start the exam only after you have studied and are ready to take it (do not click on the "Exams" link just to see if it works).</p> <p>Please see the Exam Instructions section of this Syllabus for further instructions about the final exam.</p>
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TIPS FOR WRITING GOOD MULTIPLE CHOICE QUESTIONS

Definitions:

Item = the entire multiple choice question

Stem = the first, sentence-like portion of the multiple choice question

Alternates or options = all of the possible multiple-choice responses

Keyed response = correct answer

Distracter or foil = the wrong answers. They are called distracters or foils because they should be written to closely resemble the keyed response, therefore distracting or foiling students who are good at guessing.

1. Writing the Stem:

a. Use a question format — Write the stem as a complete sentence

Multiple-choice questions should be direct questions (rather than incomplete statements)

Incomplete Statement: The capital of California is _____.

Direct Question: Which of the following cities is the capital of California?

b. Make sure the grammar and syntax in the stem and options are correct and are consistent

i) use simple, precise and unambiguous wording

ii) use vocabulary that is consistent with in-class discussions and students' level of understanding

iii) avoid textbook, verbatim phrasing when developing stems

c. Avoid overly specific knowledge when developing questions

i) base each item on broader or important topics, themes, or issues in the course, not on trivial information or factual detail

ii) focus on a single problem or issue or idea for each item

iii) items should be based on course materials, not on information outside the course

iv) avoid questions based on opinions

d. Avoid "negative" stems, or using negative words such as "except" or "not." — if you can't avoid a negative, then capitalize the negative word (e.g., Which of the following is NOT the capital of California?)

e. Engage different levels of knowledge in different questions

Factual knowledge: Write the fact as a statement and then transform the statement into a question that serves as the stem.

Conceptual knowledge: Write a stem from this template: Which of the following is an example of _____?

Procedural knowledge: Write a stem that asks the student to demonstrate the use of the procedural knowledge or solve a problem.

Applied knowledge: Write a stem that requires the student first to recall the facts and then apply or transfer the application of those facts into a situation.

2. Writing the Options and Distracters:

a. Use Plausible Distracters — the best distracters help diagnose where each student went wrong in his or her thinking. Identify each mental task that students need to do to answer a question correctly, and create a distracter that students would arrive at if they completed a step incorrectly

b. Write the options so they are homogeneous in length, grammar and syntax (avoid making your correct answer the long or short answer)

i) include from three to five options for each question — more than five options does not help discriminate performance. Also, it is difficult to write more than five good options.

ii) avoid repeating words between the stem and the correct response. Test-wise students will pick up this clue.

DROP POLICY

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. Please contact the Financial Aid Office for more information.

AMERICANS WITH DISABILITIES ACT

The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the Americans with Disabilities Act (ADA). All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at <http://www.uta.edu/disability> or by calling the Office for Students with Disabilities at 817-272-3364.

STUDENT SUPPORT SERVICES AVAILABLE

The University of Texas at Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. These resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals to resources for any reason, please contact the Maverick Resource Hotline at 817-272-6107 or, for more information, please visit <http://www.uta.edu/resources>.

ELECTRONIC COMMUNICATION POLICY

The University of Texas at Arlington has adopted the University "MavMail" address as the sole official means of communication with students. MavMail is used to remind students of important deadlines, advertise events and activities, and permit the University to conduct official transactions exclusively by electronic means. For example, important information concerning registration, financial aid, payment of bills, and graduation are now sent to students through the MavMail system. All students are assigned a MavMail account. Students are responsible for checking their MavMail regularly. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>. There is no additional charge to students for using this account, and it remains active after you graduate from UT Arlington.

To obtain your NetID or for logon assistance, visit <https://webapps.uta.edu/oit/selfservice/>. If you are unable to resolve your issue from the Self-Service website, please contact the Helpdesk at helpdesk@uta.edu.