

SYLLABUS
UST 605: Regional Theory and Analysis
SPRING 2023

Class/Section: UST 605, Section 50
 Semester: Spring 2023
 Location: UR 40
 Day/Time: Wednesdays, 6:00 PM - 9:50 PM
 Instructor: Dr. Brian A. Mikelbank
 E-mail: b.mikelbank@csuohio.edu
 Office: UR 350
 MS Teams: [REDACTED]
 Phone: 216-875-9980
 Drop-in hours:

- Thursdays, 10 AM – 11 AM – no appointment necessary.
- Outside of office hours you can book open times on my calendar by going here: [REDACTED]
- If no times in the appointlet app work for you, email me with a few times that do and I'm sure we'll find a time to meet.
- All meetings will be via Zoom: [REDACTED]

Catalog Description

Explores the structure and function of urban regions; urban theory and applied analysis relating to population, migration, regional economics, housing, and transportation.

Class Description

Urban regions are the result of a complex set of interactions among people, place, and process. These interactions produce outcomes – spatial patterns of outcomes such as employment clusters, concentrated poverty, residential densities, congestion, and sprawl. These spatial outcomes are important. They both influence, and are influenced by, all of our spatial decisions. If we are to understand regions, we have to understand the component processes by which they are determined.

Our efforts will be organized around the foundations that shape this urban spatial structure: population, migration, economy, housing, and transportation. Our general approach to each of these topics will be to learn the underlying theory,

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The instructor reserves the right to alter the dates, assignments, and/or policies of this document in accordance with university and department policy. The instructor will announce all changes in class and via email. It is the sole responsibility of the student to keep up to date with all adjustments made to this document.

weigh the recent empirical evidence, and work with actual data to reveal the urban spatial structure of specific cities of interest. In particular, we focus on Ohio's Legacy Cities.

Student Learning Outcomes

At the conclusion of this course, students will be able to:

1. Explain the fundamental theories relating to the structure and change of urban regions on these topics: population, migration, economics, housing, and transportation;
2. Locate, acquire, and integrate data from common sources;
3. Conduct descriptive and exploratory analyses related to population, migration, economics, housing, and transportation, including describing past and current conditions, explaining change over time and projecting future conditions;
4. Communicate information and analyses verbally, graphically and in writing.

Prerequisites

The prerequisite for this course is a B or better in UST 504 (Fundamentals of Applied Reasoning), if that is a required part of your academic program.

Beyond this prerequisite, though, here are a few things for you to consider. You will be required to locate, download, extract, clean, manipulate and analyze data as a major component of the course. If you are uncomfortable with these topics, and are unwilling to do the extra work necessary to quickly become comfortable, I suggest you complete UST 585 or UST 601 first, as appropriate to your degree program. Many of our topics revolve around market considerations – supply, demand, and price. If these are uncomfortable topics for you, you might consider taking UST 603 first.

Course Structure

This course operates using a “flipped classroom” mode of instruction. Instead of lecturing during our time together and then sending you off between classes to work with data and do analyses on your own, we “flip” those components. Between classes you'll read and watch video lectures, and our time together on Wednesday nights will be spent working hands-on with data.

Your success in a flipped classroom relies heavily on your participation in individual-space and group-space activities. These are designed to work together in building your knowledge of regional theory and analysis.

Individual-space activities: these are activities conducted “on your own” between our class sessions.

Readings: You should identify and apply a reading strategy that contributes to your academic success. I like [SQ3R](#), but [there are others](#). The cornerstone of your strategy should be familiarizing yourself with the material prior to the lecture in which it is to be covered. This might be a full reading, or an initial

survey. In either case, your first exposure to the course material should be in advance of the relevant lecture.

Video lectures serve to present and review material in the assigned readings. These videos allow you flexibility in how you consume lectures – in large or small portions, any time of day or night, pause, rewind, replay, etc. Lectures should be your second exposure to the assigned material. Lectures will be most valuable if you have familiarized yourself with the reading material in advance and take notes. Find a note taking system that works for you. I like [Cornell Notes](#), but [there are others](#).

Microsoft Teams will be used as a discussion board for questions and helpful tips relating to our research memos. It is also the appropriate place for questions about the readings, lectures, and class in general. Posting these questions to Teams allows anyone to answer, and everyone will see the answers. Answering questions posted to Teams is everyone's responsibility. Of course, questions that are of a personal nature should still be send directly to the instructor via email (b.mikelbank@csuohio.edu).

Writing is an individual activity and so will be conducted in the individual-space.

Group-space activities are those that will take place in our weekly class sessions.

Presentations: During the semester every student will deliver a short individual presentation focusing on a particular lecture topic and city. Each student will also be part of a group presentation. The preparation for your presentations and the presentations of your classmates will be your third exposure to the material.

Quizzes and/or data exercises will be administered near the beginning of each class, covering the basic understanding of the materials due that day. Preparing for these will provide your fourth exposure to the material.

Research Memos: Throughout the semester you will write several data-based research memos, discovering and discussing the various urban spatial structures of the Cleveland region. You are also responsible for replicating one memo assignment for an additional region you choose. Considering the course material in the context of these applied analyses will provide a fifth exposure to the material.

Required Materials and Technology

- The readings for this class are supplied electronically – there is no text to purchase.
- You will need a reliable, accessible and secure method for keeping track of your digital work throughout the semester. I strongly suggest a drive from which you can directly open, manipulate and save files without moving them. I use OneDrive, but there are other options.

- A standalone scientific calculator – one that is not part of your phone or some other electronic gadget.
- Regular computer and Internet access for course assignments and resources. You can find a listing of CSU’s computer labs and hours here: <https://www.csuohio.edu/services-for-students/general-computer-labs>
- Regular access to emails sent to your @vikes.csuohio.edu address and to posts on Microsoft Teams. Regularly monitoring your university email and Teams is critical to your success in this class. You are responsible for materials sent/posted to both locations.
- Throughout the semester, I will make use of Blackboard for various complementary class functions. I do not use or check the messaging function within Blackboard, and I don’t post your grades there.
- We will be using Microsoft Excel, Word, and Teams. As a CSU student, the Microsoft Office suite is available to you for free. It’s best not to use the “cloud” versions, but rather to download the software to your computer. It’s free. Start here: <https://www.csuohio.edu/messaging-services/office-365-proplus>
- We will also be using the spatial analysis software GeoDa. You can download it for free from this site: <https://geodacenter.github.io/download.html>
- Beyond providing the above links, please note that the instructor does not provide technical support for your personal computer.

Required Effort

As for all college courses, you should plan on a minimum of 2 hours out of class for each credit hour. As a four credit-hour class, you should plan on a minimum of 8 hours of work outside of class (doing individual space activities) every week. Some weeks you might need more, some weeks you might need less.

Grades: Assignment Weights

Research Memos	
Data	5%
Population	10%
Economy	10%
Housing	10%
Transportation	10%
Chosen city/structure	5%
Group structure	5%
Presentations	
Individual presentation	5%
Group presentation	10%
Quizzes	20%
Course engagement	10%
Total	100%

Grades: Final Grading Scale

Earning this percent of the total class points offered...	93	90	87	83	80	70	60	0
...earns this grade	A	A-	B+	B	B-	C	D	F

Grades: Extra Credit

Occasionally, extra credit might be earned on a particular memo, or for students who are especially good community members, going above and beyond the norm to be helpful to classmates. Beyond this, there are no individual “extra credit” opportunities in this class. No extra homework, reports, memos, exam re-writes, or any such “bail me out at the end of the semester so I can get the grade I want instead of the grade I earned” opportunities. Please do not ask.

Attendance

You are expected to attend every class in its entirety. Attendance may be taken at any time during any class. Attendance directly impacts your final grade (via course engagement), and it will be extremely difficult to complete your memo assignments if you are absent from the group-space work time.

It is important to distinguish between excused and unexcused absences from class. An excused absence meets all three of these conditions:

1. An excused absence occurs due to an extreme event. Extreme events are outside of the realm of responsibilities and activities of the student’s everyday life. Extreme events cannot be anticipated. The routine responsibilities associated with family, friends, employment, etc., are not outside of your everyday life. They are not extreme. They are parts of your everyday life, along with the University, that must be prioritized and managed.
2. An excused absence has documentation that can (and will) be verified.
3. The instructor is notified in advance of all excused absences. For this purpose, it is a wise idea to add the instructor’s email (b.mikelbank@csuohio.edu) and office phone number (216-875-9980) to your communication device of choice.

Only when these three conditions are met, will an excused absence be granted. Any work due in class on the day of an excused absence is due at the beginning of the next class period unless different arrangements are made with the instructor in advance.

Missed and Late Work

With the exception of excused absences, students earn a zero for all missed group-space work (quizzes, data exercises, etc.). These points cannot be made up. Late memos assignments are accepted during a very limited window and penalized 30%. Every student gets 2 days in their personal “Oh Fudge! Time Bank”. Use these to

hand in an individual research memo 2 days late without penalty. You can split the days up (in one day increments) as you see fit.

Our Classroom

Every class is going to have its own rules for classroom behavior – here are mine.

- Using your phone during class is rude, disrespectful, and reflects poorly upon you as a student. If you need to have your phone out during class, let's have a conversation about it.
- Please follow the lab rules regarding food and drink.
- Please come to class prepared, ready to pay attention, participate, and learn. If your classroom behavior is a problem, I'll involve CSU's Judicial Affairs Officer. Please read your Student Code of Conduct, Section III(A), "Disruption" available at: <http://www.csuohio.edu/sites/default/files/StudentCodeOfConduct.pdf>

Communication

- E-mail: Please contact me at my university email address: b.mikelbank@csuohio.edu.
 - I do my best to respond to e-mail messages within one business day.
 - If you haven't heard back from me in two business days, feel free to email again.
- Assignment Feedback: I do my best to provide feedback on your assignments within one week.
- Course Announcements: I will be making course announcements in class and via e-mail. You should be checking your university e-mail every day.
- Class participation: I welcome meaningful, thoughtful, and balanced participation from students. To achieve that, I ask that you raise your hand and wait to be called upon. Calling out your questions, comments and commentary is not acceptable.
- Respect: In discussing cities you will likely be exposed to viewpoints, opinions, and values that differ from your own. All students in this class should feel comfortable to actively participate as well as express their viewpoints and concerns. You are an important part of helping create a classroom atmosphere that makes that possible.

TENTATIVE COURSE SCHEDULE

Week #1:	Wednesday, January 18, 2023
Topic	Syllabus
	Course overview
	Analytical Assessment
	Process, Structures and Legacy Regions
Reading	WH CH 1: Introduction: Planning Research Methods (1.1 - 1.3)
	AM Introduction & CH 1: Growth and Depopulation in the US (p. 1-15)
	AMLB: Executive Summary, CH 1: America's Legacy Cities
Lectures	Process and Structures [15:22]
	Legacy Cities and Regions [19:38]
Assignments	Student intake survey due (BB, Friday)
Week #2:	Wednesday, January 25, 2023
Topic	Data and Communication
Reading	WH CH 2.1 Data
	WS CH 2: What is a region?
	WH CH 2.3 Presentation
	CB: What all data users should know (Sections 1-4, 7 [sampling error only], 9)
Lectures	Data [34:42]
	Communication [13:34]
Assignments	Data memo assigned
Week #3:	Wednesday, February 1, 2023
Topic	Data Analysis
Reading	WH 2.2: Data Analysis
	WH 2.4: Projections
	FN CH 66: Exploratory Spatial Data Analysis (not: 66.3.2 - .3)
Lectures	Data Analysis: Descriptive [17:40]
	Correlation and Regression [23:57]
	Spatial Thinking – GIS & ESDA [7:59]
	Local and Global Moran's I [37:01]

Week #4:	Wednesday, February 8, 2023
Topic	Population: Demographics
Reading	WH CH 3: Demographic Analysis (up to p. 91)
	ME CH 13: The Housing Market, 422-423
Lectures	Population – Descriptive Statistics [27:45]
	Population Projections [25:59]
Assignments	Data memo due
	Population memo assigned
Week #5:	Wednesday, February 15, 2023
Topic	Population: Migration
Reading	WAVC CH 1: Mobility and Migration
	WAVC CH 3: Regional Migration
Lecture	Migration's Spatial Structure [41:24]
Week #6:	Wednesday, February 22, 2023
Topic	Economy (1): Theory and Foundations
Reading	SSR CH 1: Perspectives on Regional Economic Development (not 1.3, 1.4 or 1.8)
	WH CH 4: Understanding Your Regional Economy - The Economic Base Theory (4.1-4.4)
Lectures	Economic Foundations [21:10]
	Economic Theory [49:08]
Assignments	Population memo due
	Economy memo assigned
Presentations	Population
Week #7:	Wednesday, March 1, 2023
Topic	Economy (2): LQ & SS
Reading	WH CH 4: Understanding Your Regional Economy - The Economic Base Theory (4.5 and 4.6, not 4.5.4)
Lectures	Economic Spatial Structure: Location Quotients [31:48]
	Economic Spatial Structure: Shift-Share [21:09]
Presentations	Population

Week #8:	Wednesday, March 8, 2023
Topic	Economy (3): I/O
Reading	WH CH 5: Input-Output Analysis for Planning Purposes (exclude 5.3.3, 5.3.4, 262-268)
Lecture	Economic Spatial Structure: Input-Output Analysis [46:19]
Assignments	Economy memo due
Week #9:	Wednesday, March 15, 2023
Topic	Spring Recess!
Week #10:	Wednesday, March 22, 2023
Topic	Housing (1): Mobility and Markets
Reading	WAVC CH 2: Residential Mobility
	BP: Vacating the City (I'm not so much interested in the specific findings. I'm very interested (and so should you be!) in their conceptual approach. Suggestion: read the entire Background, Data/Methodology and Policy Implication sections, For the findings, just read what is in bold and check out figure 1. I think it tells the story.
	ME, CH 13: The Housing Market (through 429)
Lectures	Motivation and Mobility [31:13]
	Markets, Part 1 [14:24]
	Markets, Part 2 [23:27]
Assignments	Housing memo assigned
Presentations	Economy
Week #11:	Wednesday, March 29, 2023
Topic	Housing (2): Land Use, Value, and Banks
Reading	MC CH 3: Patterns of Land Use and Land Value (not 3.4)
	FSA CH 1 and CH 2: Land Banks and Land Banking
Lecture	The Land. Well, actually, just "Land" [35:47]
Presentations	Economy

Week #12:	Wednesday, April 5, 2023
Topic	Transportation (1): Congestion, and the Four Step Travel Demand Model
Reading	WH CH 7: Transportation Analysis
Lectures	Introduction and Congestion [29:24]
	Travel Demand Modeling [30:57]
	Mass Transit Options [~5:00]
Assignments	Housing memo due
	Transportation memo assigned
	Analysis proposal roundtable
Presentations	Housing
Week #13:	Wednesday, April 12, 2023
Topic	Transportation (2): Transportation Demand Management
Reading	SR: Transportation Planning and Governance
	BT: Rethinking Congestion
	AG: The Broken Algorithm That Poisoned American Transportation
Lecture	Transportation Planning and Governance [16:16]
Assignments	Analysis proposal due
Presentations	Housing
Week #14:	Wednesday, April 19, 2023
Topic	Spatial Mismatch
Reading	FN CH 6: Spatial Mismatch, Poverty, and Vulnerable Populations
Lecture	This isn't just one structure: Spatial Mismatch Hypothesis [15:17]
Assignments	Transportation memo due
Week #15:	Sunday, April 23, 2023
Topic	Final memo work session
Week #16:	Wednesday, May 3, 2023
Topic	Final memo presentations
Exam Week:	Wednesday, May 10, 2023
Topic	Final memo due

UNIVERSITY POLICIES, STATEMENTS, AND SUPPORT RESOURCES

Accessibility Accommodations - Office of Disability Services: Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services at (216)687-2015. The Office is located in Rhodes West 210. Accommodations need to be requested in advance and will not be granted retroactively.

The website of the Office of Disability Services is <https://www.csuohio.edu/disability>

Religious Accommodation: Requests for religious accommodations should be made at the beginning of the semester (within the first two weeks). The request should be made using the Absence Authorization Form located on the Faculty Senate Webpage and the University Compliance webpage, and must include dates, reasons, duration of absence.

Diversity Statement: This classroom will be a safe and respectful environment that will respect all differences (i.e., race, ethnicity, gender, gender identification, sexual orientation, ability, religion) and will not tolerate discrimination in any form.

Chosen/Preferred Name: I want you to feel that my classroom is safe and inviting for you. I will gladly honor your request to address you by a chosen/preferred name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. If you would like additional assistance regarding wider use of your chosen/preferred name on campus, please contact the Office for Institutional Equity at OIE@csuohio.edu or 216-687-2223.

Basic Needs: It can be challenging to do your best in class if you have trouble meeting basic needs like safe shelter, sleep and nutrition. If you're struggling with any of these things, please contact me or

- Lift Up Vikes, CSU's resource center and food pantry. Location: BH 122; Phone: 216-687-5105; Email: liftupvikes@csuohio.edu
- CSU's CARE Team. Location: SC 319; Phone: 216-687-2048, Email: MagnusACTS@csuohio.edu

Academic Integrity: Academic honesty is essential to maintain the integrity of the university as an institution and to foster an environment conducive to the pursuit of knowledge. The Cleveland State University community values honesty and integrity and holds its members to high standards of ethical conduct. Academic dishonesty is, unacceptable, and students who are found to have engaged in academic dishonesty, or knowingly facilitated academic dishonesty by another student, may be sanctioned as outlined in the procedures for charges of academic misconduct. Academic misconduct refers to any fraudulent actions or behaviors designed to affect the evaluation of a student's academic performance or record of academic progress.

CSU's academic misconduct policy and procedures are posted on CSU's academic integrity website: <https://www.csuohio.edu/academic-integrity>

In my experience, the two most common sources of academic misconduct are (1) a failure to reference your information sources, and (2) sharing of data, information, or electronic resources in a lab setting. If you have questions about these issues, please ask. Academic misconduct is a serious issue with serious consequences.

Support for Students Experiencing Discrimination, Harassment, Sexual Violence, and/or Retaliation: Federal law, including Title IX, and University policy require that CSU address discrimination, harassment and sexual violence and enable students affected by these issues to have the same opportunity to succeed as other students. To do this, the CSU Office for Institutional Equity (OIE) provides information, identifies resources (counseling, medical, advocacy, safety planning), issues academic accommodations (excused absences, extended deadlines, late withdrawals, alternative assignments) and other accommodations (No Contact Directives, changing living arrangements). Any student affected by discrimination, harassment and/or sexual violence and seeking assistance, should contact the Office for Institutional Equity by calling 216-687-2223, sending an email to LaJuan Flores l.n.flores52@csuohio.edu, or visiting AC 236.

As a CSU faculty/staff member, I am a Responsible Employee who has a duty to report to the Office for Institutional Equity when students disclose experiences with discrimination, harassment and/or sexual violence. Even though I have this duty, I will continue to support you. If you want to speak to someone who won't share what you've told them except in an emergency, I will help you connect to a Confidential Resource.