



THE OHIO STATE UNIVERSITY
COLLEGE OF ARTS AND SCIENCES

Syllabus
GEOG 5402: Land Use Geography

Spring 2024
Lecture - 3 Credit Hours
9:35-10:55AM TuTh Derby Hall 1080

Instructor: Sandy Wong
Contact via Carmen
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Office: Derby 1144
Office Hours: Th 4-5PM (in-person or [Zoom](#)) & by appointment

Course Description

This course critically examines how **humans have managed and changed the land around us**. Land use pertains to the economic and social activities that are carried out in a given area, including land conservation, agricultural production, industrial growth, and urban development. As land use involves relations between people and land, it could be considered the physical manifestation of social systems – the network of relationships between individuals, groups, and institutions. In this class, we learn geographic theories, practices, and methods in the context of land use change, land use planning and policy, territorial conflicts, and land (re-)development. We examine a variety of land use issues, including urbanization, housing, climate justice, conservation, sustainable development, and transportation. We also delve into case studies locally and abroad. The course begins with an introduction to land use change and policy, then transitions to a seminar that involves students as active facilitators and participants. By the end of the course, we will be able to critically assess the use of geographic data, methods, and frameworks to investigate matters of land use.

Course Goals

By the end of this course, students will be able to:

- Conceptualize land use as geographic phenomena that connect human and environmental systems.
- Appreciate how geographic perspectives contribute to our understanding of land use.

- Know how to use geographic frameworks to investigate and explain land use issues.
- Critically evaluate the use of geographic theories, data, and methods to investigate land use questions.

Required Texts

We will use journal articles, book chapters, and videos, all of which are available electronically through OSU's Library.

Grading

Your final grade will be based on the following:

Item	Points	Total (%)
Active Participation	100	100 (10%)
Exercises (4)	100	400 (40%)
Presentations (2)	50	100 (10%)
Reading Facilitation (1)	100	100 (10%)
Policy Review for Undergraduates or Literature Review for Graduate Students	300	300 (30%)
Grand Total		100

Grading scale:

A	94 – 100%
A-	90 – 93%
B+	87 – 89%
B	84 – 86%
B-	80 – 83%
C+	77 – 79%
C	74 – 76%
C-	70 – 73%
D+	67 – 69%
D	64 – 66%
D-	60 – 63%
F	Below 60%

Active Participation

Most of this course will be structured as a seminar, with discussion centered around readings related to different land use issues. Students are expected to attend class, be attentive and ready to learn, pose pertinent questions and ideas, bring their unique perspectives, and be respectful of fellow classmates and the instructor.

Exercises

Students will have four exercises to complete over the course of the semester. The exercises provide an in-depth examination of concepts explored in class. A brief summary of the exercises are below:

1. Analyze studentscapes in OSU/Columbus
2. Create an urban planning map
3. Generate a SWOT (Strengths-Weaknesses-Opportunities-Threats) flyer of a Columbus neighborhood
4. Make an infographic of a land grab case study

The first two exercises include a written summary and/or assessment of approximately 500 words. The last two exercises include a five minute oral presentation. Detailed instructions will be posted on Carmen. Deadlines for completing the exercises vary and will typically be 1-2 weeks from the time of posting.

Presentations

Students will give a five minute presentation for two exercises: 1) SWOT flyer of a Columbus neighborhood and 2) Infographic of a land grab case study. The presentations are intended to kickstart and inspire discussions and reflections about two case studies.

Reading Facilitation

Depending on the final size of the class, student-led reading facilitations may begin as early as Week 4. Each student will facilitate one of the assigned readings in class and engage students in a critical assessment of the article. Facilitators are responsible for:

1. Being familiar with the assigned reading. Read the article carefully and outline some notes about the research questions, theories, data, methods, conclusions, and limitations. Conduct any outside research you think may be helpful to bring to the classroom discussion.
2. Providing 2-3 questions to be raised in class. These must be posted on the Discussion Board on Carmen no later than one hour before class (8:35AM) so that everyone can access them. The discussion in class is not intended to summarize the reading, but rather to have a discussion focusing on provocative questions and diverse perspectives on a given issue.
3. Giving a 5-minute presentation at the beginning of class that outlines 2-3 main points. The presentation is intended to refresh everyone's memory and to provide your perspective on the reading.

4. Gauging and responding to participants' reactions to the reading. Is there any confusion that needs clarification or strong reactions that require careful navigation? The instructor will also help.
5. Managing the discussion to create space for a diversity of perspectives. Are students from different academic backgrounds and life experiences participating in the discussion? The instructor will also help.
6. Keeping track of time to cover all of the main points and questions.

Policy Review (Undergraduate Students Only)

A policy review is a 1,000-1,500 word assessment of two Columbus Downtown Strategic Plans in the years 2010 and 2022. The assessment must summarize the objectives and strategies, assess the quality of the plans, and provide recommendations for improvement of the plan. The review must reference at least two peer-reviewed journal articles that provide additional context or evidence to support your assessment.

Literature Review (Graduate Students Only)

A literature review is a 1,000-1,500 word summary and evaluation of any land use geography research topic. It should answer a question like: "How have geographic frameworks or methods been used to X?"; where X might be "analyze private equity investments in the housing market," "study migration and land cover change," or "investigate climate gentrification". Graduate students are strongly encouraged to choose a topic related to their research or professional interests. The review must reference at least 10 peer-reviewed journal articles.

Late Submissions

Late submissions will be penalized, with 20% of the maximum possible score deducted every day the assignment is late. Weekend days are included. After five days, students will receive a zero for the assignment.

The exception to this rule is when assignments are due on Friday night. Students may have the weekend - until Sunday at 11:59PM - to submit their assignment without penalty. Starting on Monday, the late penalty will begin. In other words, if the assignment is submitted on Monday, it will receive a late penalty of 20%.

Attendance Policy

Attendance is required for all classes and students are expected to arrive to class on time. Students will be graded on active participation, which requires being in class. Therefore, it is important to attend class and participate in discussion. However, if you are unable to attend class or have to leave class early for something beyond your control, please discuss with Professor Wong well in advance of the class.

Use of AI Tools

All students have important obligations under the Code of Student Conduct to complete all academic and scholarly activities with fairness and honesty. Our professional students also have the responsibility to uphold the professional and ethical standards found in their respective academic honor codes. Specifically, students are not to use “unauthorized assistance in the laboratory, on field work, in scholarship or on a course assignment” unless such assistance has been authorized specifically by the course instructor. In addition, students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing” of writing, ideas or other work that is not your own. These requirements apply to all students — undergraduate, graduate, and professional.

To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless an instructor for a given course specifically authorizes their use. Some instructors may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor.

As an exception to the default prohibition on using AI tools for this course, you may use ChatGPT and similar tools for assistance with all assignments. You are not allowed to use word-for-word use. Instead, you are to paraphrase and/or substantively edit AI-generated content (at least 85% as a guideline) and cite your use of the tool. You must double-check the work generated by AI, which can be wrong. If you submit work that is incorrect or irrelevant, even if it was generated by AI, you will not receive credit for it. If you are not sure if a tool you wish to use is permitted for our course or you wish to use a tool for specific purpose you think does not violate the principles articulated here, please contact Professor Wong to discuss it first.

Email/Carmen

To contact your instructor, please send your message via Carmen. Direct emails via Outlook are more likely to get lost in Professor Wong’s inbox. Your messages must be professional, otherwise you are unlikely to receive a response. You can expect email responses during normal business hours (i.e., Monday to Friday, 9am to 5pm), but not outside of these hours.

In your message, include a meaningful subject line, a professional greeting, and a professional signature. Below is an example.

Subject: GEOG 3702 Exam 1 Question

Dear Dr. Wong,

I would like to review the answers to Exam 1, but I am unable to make it to your office hours because they conflict with work. Can we make an appointment to meet at another time this week? I am available on Mondays after 3pm.

Thank you for your time and consideration.

Regards,
First Name Last Name
Class of [Year of Graduation]
The Ohio State University

Zoom Honor Policy & Expectations

Zoom is available for students who cannot attend class in-person for emergency circumstances. Use of Zoom is based on an honor system. Students are otherwise expected to attend class in person. Students who use Zoom are expected to be active participants, either vocally or via chat. Students must also either have their video on or a photo of themselves when their video is off.

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Disability Services

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes site](#) for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Religious Accommodations

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkil Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Sexual Misconduct/Relationship Violence

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at

<http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu.

Course Schedule (subject to change)

Week	Date	Lecture Topics	Readings	Assignment Deadlines
1	Jan 9	Course Introduction	N/A	
	Jan 11	Changing Landscapes: Urbanization	<p>Sun et al. (2020). “Dramatic uneven urbanization of large cities throughout the world in recent decades.” <i>Nature Communications</i>, 11, 5366.</p> <p>Domene et al. (2005). “Urbanization and Sustainable Resource Use.” <i>Urban Geography</i>, 26(6), 520-535.</p>	Exercise 1, Part 1: Provide student geographic data for studentscape analysis (Due Jan 12)
2	Jan 16	Changing Landscapes: Suburbanization	<p>Anacker. (2022). “U.S. suburbs and the global COVID-19 pandemic.” <i>Urban Geography</i>, 43(8), 1260-1267.</p> <p>Parsons & Harris. (2020). “Hometown advantage: the making of a modern suburb.” <i>Urban Geography</i>, 41(2), 247-267.</p>	
	Jan 18	Changing Landscapes: Post-Industrialism	<p>Baker & Prytherch. (2022). “The rusted steel that binds: how craft producers form neolocal economies in Pittsburgh, PA.” <i>Journal of Cultural Geography</i>, 39(3), 343-374.</p>	Exercise 2: Create a map (Due Jan 19)

			<p>Zasina et al. (2023). “Nuancing student geographies: studentscapes in post-industrial cities.” <i>Urban Geography</i>, 44(1), 105-127.</p>	
3	Jan 23	Changing Landscapes: Urban-Rural Interface	<p>Accordino & Conte (2023). “Planning Food and Place.” <i>Journal of the American Planning Association</i>.</p> <p>Van Sant et al. (2023). “Connecting country and city: The multiple geographies of real property ownership in the US.” <i>Geography Compass</i>, 17(2).</p>	
	Jan 25	Quantitative Methods	<p>Zhou et al. (2020). “Land use change and driving factors in rural China during the period 1995-2015.” <i>Land Use Policy</i>, 99.</p> <p>Park et al. (2022). “Examining the relationship between migration and land cover change in rural U.S.” <i>Journal of Land Use Science</i>, 17(1), 60-78.</p>	Exercise 1, Part 2: Locate and summarize references for studentscapes analysis (Due Jan 26)
4	Jan 30	Qualitative Methods	<p>Parker-Shames et al. (2023). “Where money grows on trees: A socio-ecological assessment of land use change in an agricultural frontier.” <i>Landscape & Urban Planning</i>, 237.</p> <p>Siegel et al. (2022).</p>	

			<p>“Integration of qualitative and quantitative methods for land-use-change modeling in a deforestation frontier.” <i>Conservation Biology</i>, 36.</p>	
	Feb 1	Land Use Policy: Housing	<p>Cavicchia. (2023). “Housing accessibility in densifying cities: Entangled housing and land use policy limitations and insights from Oslo.” <i>Land Use Policy</i>, 127</p> <p>Koetter et al. (2021). “The cooperative urban land development model in Germany.” <i>Land Use Policy</i>, 107.</p>	Exercise 1, Part 3: Studentscape Analysis (Due Feb 2)
5	Feb 6	Land Use Policy: Zoning Regulations	<p>Hirt. (2013). “Home, Sweet Home: American Residential Zoning in Comparative Perspective.” <i>Journal of Planning Education and Research</i>, 33(3).</p> <p>Dublin-Boc. (2023). “Zoning for character: Contextual rezoning and socioeconomic change in New York City neighborhoods, 1986–2019.” <i>Land Use Policy</i>, 134.</p>	
	Feb 8	Land Use Policy: SWOT Analysis	<p>Hackler & Harpel. (2019) “Economic Development Strategic Plan: Prepared for Economic Development and Planning, Franklin County, Ohio.”</p>	Exercise 3: SWOT Flyer (Due Feb 12)

6	Feb 13	Land Use Policy: SWOT Presentations	N/A	
	Feb 15	Land Use (In)Equity: Land Grabs	<p>Borras Jr. & Franco. (2012). “Global Land Grabbing and Trajectories of Agrarian Change.” <i>Journal of Agrarian Change</i>, 12(1), 34-59.</p> <p>Aguiar & Torres. (n.d.). “Deforestation as an instrument of land grabbing.” <i>Agro é fogo</i>.</p>	
7	Feb 20	Land Use (In)Equity: Land Grab Case Studies	Agro é fogo. (2023). “Land Conflicts in the Wake of Fire.”	Exercise 4: Land Grab Infographic (Due Feb 21)
	Feb 22	Infographic Presentations	Agro é fogo. (2023). “Land Conflicts in the Wake of Fire.”	Grads: Propose lit review topic (Due Feb 23)
8	Feb 27	Infographic Presentations	Agro é fogo. (2023). “Land Conflicts in the Wake of Fire.”	
	Feb 29	Librarian Visit	N/A	Grads: Lit review topic revision (Due Feb 30)
9	Mar 5	Land Use (In)Equity: Environmental Justice	<p>Lapegna & Kunin. (2023). “Ambiguities at Sites of Acceptance: Agrarian Neoliberalism and Herbicide Exposure in Argentina.” <i>Environmental Justice</i>, 16(1).</p> <p>Williams. (2022). “Cotton, Chemicals, and</p>	

			Agricultural Justice.” In <i>Field Hollers and Freedom Songs</i> .	
	Mar 7	Land Use (In)Equity: Climate Justice	<p>Diezmartinez & Gianotti. (2022). “US cities increasingly integrate justice into climate planning and create policy tools for climate justice.” <i>Nature Communications</i>, 13.</p> <p>Dascher et al. (2023). “Biophilia as climate justice for post-buyout land management.” <i>Applied Geography</i>, 158.</p>	<p>Undergrads: Review find two journal articles</p> <p>Grads: Submit references list</p> <p>(Due Mar 8)</p>
10	Mar 12 & 14	Spring Break		
11	Mar 19	Land Use (In)Equity: Green Space	<p>Byrne, J. 2017. Urban parks, gardens and greenspace. In <i>The Routledge Handbook of Environmental Justice</i>, pp. 437–48.</p> <p>Pearsall & Eller. (2020). “Locating the green space paradox.” <i>Landscape and Urban Planning</i>, 195.</p>	
	Mar 21	Conservation: Forests	<p>Tellman et al. (2020). “Illicit Drivers of Land Use Change.” <i>Global Environmental Change</i>, 63.</p> <p>Horn. (2023). “Brazil's Amazon Fund: A “Green Fix” between Offset Pressures and Deforestation Crisis.” <i>Antipode</i>, 55(6),</p>	<p>Undergrad and Grads: References revision (Due Mar 22)</p>

			1686-1710.	
12	Mar 26	Conservation: Parks	<p>Wiesli et al. (2022). “Improving quality of life for residents of biosphere reserves and nature parks.” <i>Sustainability: Science, Practice and Policy</i>, 18(1), 601-615.</p> <p>Breiby et al. (2022). “Managing sustainable development in recreational and protected areas.” <i>Journal of Outdoor Recreation and Tourism</i>, 37.</p>	
	Mar 28	Sustainable Development: Disaster Risk & Resilience	<p>Kramer et al. (2021). “Post-wildfire rebuilding and new development in California indicates minimal adaptation to fire risk.” <i>Land Use Policy</i>, 107.</p> <p>Spadoni et al. (2023). “Active governance of agro-pastoral, forest and protected areas mitigates wildfire impacts in Italy.” <i>Science of the Total Environment</i>, 890.</p>	Undergrads & Grads: Submit first draft (Due Mar 29)
13	Apr 2	Sustainable Development: Pollution	<p>Mansfield. (2022). “Particulate Matters: Trump EPA Deregulatory Science, Fossil Fuels, and Racist Regimes of Breathing.” <i>Antipode</i>, 54(4), 1208-1227.</p> <p>Liboiron. (2021). “Chapter 2: Scale, Harm, Violence, Land.” In <i>Pollution is Colonialism</i>, pp. 81-111.</p>	

	Apr 4	Sustainable Development: Mobility	<p>Wikström & Røe. (2022). Sustainable mobility transitions in suburbia. <i>Urban Research & Practice.</i></p> <p>Rubin & Wong-Parodi. (2022). “As California Burns.” <i>Population and Environment</i>, 44, 15-45.</p>	
14	Apr 9	Sustainable Development: Accessibility	<p>Vavik & Keitsch. (2010). “Exploring Relationships Between Universal Design and Social Sustainable Development.” <i>Sustainable Development</i>, 18, 295-305.</p> <p>Gomes & Eusébio. (2023). “Empowering people with visual disabilities through rural tourism. <i>Tourism Recreation Research.</i></p>	
	Apr 11	Sustainable Development: Transportation	<p>Kar et al. (2022). “Public transit cuts during COVID-19 compound social vulnerability in 22 US cities.” <i>Transportation Research Part D.</i></p> <p>Nau et al. (2023). “Mapping and analysis of laws influencing built environments for walking and cycling in Australia.” <i>BMC Public Health</i>, 23.</p>	
15	Apr 16	Guest Lecture/ Professional Development		
	Apr 18	Guest Lecture/ Professional Development		Undergrads & Grads: Revision (Due Apr

				19)
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