RESUBMISSIONS
Texas A&M University

Core Curriculum Cover Sheet

Initial Request for a course to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): Landscape Architecture and Urban Planning

2. Course prefix and number: URPN 202

3. Texas Common Course Number: Click here to enter text.

4. Complete course title: Building Better Cities

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:
   □ Communication
   □ Mathematics
   □ Life and Physical Sciences
   □ Language, Philosophy and Culture
   □ Creative Arts
   □ American History
   □ Government/ Political Science
   □ Social and Behavioral Sciences

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   □ Yes  □ No

8. How frequently will the class be offered? Every Semester

9. Number of class sections per semester: 2-3

10. Number of students per semester: 200


   This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department: submitting request should be in attendance when considered by the Core Curriculum Council.

13. Submitted by:

   [Signature]

   [Name]

   [Date] 10/2/13

14. Department Head

   [Signature]

   [Name]

   [Date] 12/3/13

15. College Dean/Designee

   [Signature]

   [Date] 10/2/13

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at
www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Social and Behavioral Sciences

In the box below, describe how this course meets the Foundational Component Area description for Social and Behavioral Sciences. Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

**URPN 2021+ Building Better Cities (formally URPN 301 – Intro to Urban and Regional Planning) meets the Social and Behavioral Sciences Foundational Component Area specifically by focusing on the systematic and creative human interventions to influence the growth and development of communities. In particular, the course exposes students to historical and current trends in human settlement patterns, the social, economic and environmental effects of human settlement patterns, and public interventions to mitigate and manage negative impacts and improve the general welfare of our communities.**

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**Core Objectives**

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

**Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):**

Critical thinking is essential in this course. During the course, students will be required to analyze and reflect on many problems resulting from land development and urban growth patterns (e.g. sprawl, environmental degradation, population and economic decline, etc.) as well as the effectiveness of various public policy interventions (e.g. Land use regulations, environmental regulations, housing policies, urban renewal, etc.). Students are also challenged to propose solutions to pressing urban planning problems. Students will learn how to conduct independent inquiry and to evaluate and synthesize various sources of information in order to make informed judgments and propose realistic solutions.

This objective is addressed in the following learning outcomes:
SLO 1: Describe the broad trends and discuss contemporary concerns in urban planning practice.
SLO 6: Explore in depth contemporary planning concerns through an analysis and synthesis of the relevant scholarly and non-scholarly literature.

Various strategies are used to accomplish these objectives:
1. Structured in-class discussions
2. Research Papers
3. Policy debates

Student learning is evaluated through grading rubrics for assignments as well as questions embedded in tests.
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Core Curriculum

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Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

The ability to effectively communicate ideas through written, oral and visual formats are considered are critical in the planning field and are incorporated as a core component of the course.

The specific learning objectives and strategies for addressing this objective include:
SLO 1: Describe the broad trends and discuss contemporary concerns in urban planning practice.
SLO 4: Identify, describe and evaluate the important components of the comprehensive planning process and the common implementation tools and techniques used in comprehensive planning.
SLO 6: Explore in depth a contemporary planning concern through an analysis and synthesis of the relevant scholarly and non-scholarly literature.

Strategies:
1. In-class discussion and debates
2. Written assignments
3. Class powerpoint presentation. Students will be required to prepare and deliver a powerpoint presentation to class on a community analysis that they have undertaken.

Each of these strategies have associated grading rubrics for assessing student performance

Empirical and Quantitative Skills (to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions):

Empirical and quantitative skills are also essential in the field of planning. Students are introduced to data collection techniques to conduct community assessments in order to define community problems and inform public policy interventions.

SLO 4: Identify and describe the important components of the comprehensive planning process and the common implementation tools and techniques used in comprehensive planning.

Strategies

1. Several assignments will be given to help develop student skills in this area.

An example assignment would be to conduct a community analysis, a first step in preparing a comprehensive plan for a community. This type of assignment will require students to collect census data for a specific community for at least two censuses and analyze the socio-economic trends in the community. They will also collect information on major employers, land uses, zoning regulations, transportation systems, and community facilities. Based on the data they have collected, students will be asked to form some initial conclusions as to what they see as strengths and weaknesses in their chosen community.

Another assignment will have students research policies for addressing planning-related problems in the community and develop arguments in support and against the policies. Example policy debates include housing vouchers versus public housing to address housing affordability problems, sprawl versus smart growth, pros and cons of tax incentives for economic development.
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

The contribution of people to the betterment of their communities and society from the local to global scale is covered through several facets of the course. In the course students learn about the social welfare implications of urban development patterns such as pollution, environmental degradation, increased vulnerability to natural hazards, and so on. Students are also introduced to important concepts such as social equity, environmental justice, social and economic disparities, global warming/climate change.

This objective is addressed through the following student learning outcomes:
SLO 2: Explain the legal, administrative, social and political contexts within which planning takes place.
SLO 5: Explain the nature and scope of various substantive areas of planning
SLO 6: Describe planning issues that need to be addressed at a regional scale as regional and global planning issues

Strategies for achieving the objective include:

1. Readings and lectures that cover topics such as citizen engagement techniques in planning, the role of community advisory boards, ethical principles for decision making in planning, and planning practices to promote social equity
2. Structured in-class discussions to develop an appreciation of difficulties of balancing competing values
3. Assignments that require students to attend community meetings and encourage them to volunteer for local community events

Student learning will be assessed through questions embedded in tests and classroom discussion.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
COURSE SYLLABUS
URPN 202: Building Better Cities
Fall 2013

INSTRUCTOR
Name: June Martin
Phone: Office: 979-862-4620; Cell: 509-879-3831
Email: jmartin@arch.tamu.edu
    All communication with me should be via e-learning. E-mail will be checked daily
Office: Langford A 340
Office Hours: Mon 1-3 pm or by appointment

1. COURSE DESCRIPTION
One of the many definitions of Planning is “a systematic, creative way to influence the future of neighborhoods, cities, rural and metropolitan areas, an entire nation and even the world” to improve the welfare and quality of life for residents in the community. Planning in this context involves making decisions and taking action related to issues that affect the entire community such as land use, transportation, housing, social services, community and economic development, environmental quality, and so on. This course aims to introduce students to contemporary issues of urbanization, past influences and current practice of public planning in the United States, the tools, techniques and challenges of being a planner, issues that affect planning, concepts related to planning processes, as well as the various fields of planning.

This course provides a strong foundation for students who wish to pursue advanced study in planning or related disciplines. For those choosing other career paths, this class also aims to provide students with the knowledge and skills that they can use in their desired fields of study and as active citizens in their respective communities.

2. COURSE PREREQUISITES:
None

3. COURSE OBJECTIVES & LEARNING OUTCOMES
After completing this course, students should be able to:

1. Describe the influencing factors that precipitated the field of urban planning in the United States.
2. Describe the broad trends and discuss contemporary concerns in urban planning practice.
3. Explain the legal, administrative, social and political contexts within which planning takes place.
4. Identify and describe the important components of the comprehensive planning process and the common implementation tools and techniques used in comprehensive planning.
5. Explain the nature and scope of various substantive areas of planning.
6. Explore in depth a contemporary planning concern through an analysis and synthesis of the relevant scholarly and non-scholarly literature.
4. TECHNOLOGY REQUIREMENTS

E-CAMPUS: In addition to class meetings, this course utilizes the e-learning system. Please check eLearning (http://elearning.tamu.edu) regularly for the syllabus, additional readings, lecture power points, assignments, announcements, quizzes, tests, and grades. Also, E-MAIL COMMUNICATION WITH ME SHOULD BE VIA-E-CAMPUS (to ensure that I receive it). Use your NetID and password for your eLearning login.

The following technology, hardware and software are necessary to use e-learning:

- High speed internet connection (not dial-up)
- Word processor
- Microsoft Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (7.0, 8.0 or 9.0).
- Macintosh OS X along with a recent version of Safari 3.2 or better.
- Internet Explorer and Safari. E-learning also supports the Firefox browser (3.5 or newer) on both Windows and Mac operating systems.

It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, click on the “Check Browser” button on the e-learning page.

Laptops and iPads: Please bring these with you to class. I will frequently ask you to look up information on the internet pertaining to topics/issues being discussed in class.

5. READING MATERIALS

Required Text Book

The textbook is available at area bookstores as well as from on-line book vendors. The list price is about $95 but there are many used copies at reduced price.

Required Supplementary Readings:
Readings in addition to the text book will be assigned for various topics. These will be available on e-learning.

6. FORMAT AND COURSE REQUIREMENTS

There are four parts to the course: (1) Reading and documentary assignments; (2) lectures and discussions; (3) writing assignments; (4) quizzes and exams

1) Reading and Documentary Assignments

Readings: Students are responsible to have read the assigned readings for the topics prior to attending class. The required readings for that topic are noted on the course schedule on this syllabus. Bring your books to class: you will need to refer to it frequently in class.

Short Documentaries: In addition to the readings, several short documentaries (approximately one-hour in length) have been assigned that highlight various topics covered in the readings such as: understanding city
planning; urban design; transportation problems, controversies around urban renewal and economic development projects; urban growth problems and solutions. These documentaries will be viewed on-line at your convenience through the media matrix system. The web link to media matrix can be accessed through e-learning under the web links tab.

2) Lectures/Discussions
Class sessions will be a combination of lecture and discussion and are intended to complement and synthesize the many topics covered in the readings and documentaries. We will have several guest speakers throughout the semester to add some perspective to the topics covered in the course. The power point lectures will be posted on e-learning prior to class and students are responsible for having reviewed the lectures prior to coming to class. Class time will be devoted to discussion of the readings and lectures. Thus, class attendance and participation is very important and will account for a significant portion of your course grade as described below.

Class Attendance: In addition to participating in class discussions, attendance is very important for coursework information, references, and keeping up with adjustments to assignments. Attendance will account for 5% of your grade. See attendance and absence policy for more details on what this entails.

Participation in discussion forum (5%): A discussion forum has been set up on e-learning as a central, semester long venue to facilitate class discussion, student reflection, and active participation in the class. For each topic area covered in class (starting in week 3), I will pose a few questions related to the readings for the topic. Within 5 days you are to post your first response (typically the following Monday). Your second posting will be due 4 days after your first response (on the Friday). This second posting will include your reflections on the week's discussion. In addition to your two postings, you are to respond to at least two of your classmates' responses. Your contributions to the discussion forum will be graded for quality and the linkage of the contributions to the readings. You will receive a maximum of 10 points for your postings in each topic area: 3 points for each of your two postings; 2 points each for each of your responses to your classmates' postings. The discussion forum

3) Written Assignments
The following assignments are designed to further your understanding of concepts and issues related to urban and regional planning. Additionally, they are also designed to develop your written communication skills that are absolutely critical in the planning many other fields.

Assignment 1: Newspaper Journal
In addition to the required reading, students will be required to read at least 1 article in the popular press pertaining to the various topic covered in the class (a total of 12 articles). These articles must come from a recent (i.e., no more than two weeks old) edition of a daily newspaper such as The Houston Chronicle, Bryan/College Station Eagle, Dallas Morning News, the Austin American-Statesman, Christian Science Monitor, New York Times, Wall Street Journal, The Washington Post or your own hometown newspaper. All these newspapers are available on-line through the Evans library.

You will write a journal entry for each article you read. The journal entry at a minimum must include the following: The source of the article, the dateline if applicable, type of article (e.g., editorial, analysis, front page story, etc.), the author if applicable, a one paragraph summary of the article, and a one paragraph summary of your reaction to the article and it's relation to the material covered in class.

Unless otherwise noted, journal entries are to be submitted through e-learning by midnight on the scheduled due dates. This assignment is worth 5% of your grade.
Assignment 2: Planning and Zoning Commission Meeting
You will be required to attend or watch online a Planning & Zoning Commission meeting in Bryan or College Station (or your home town) and write a short summary (approximately 2 pages double spaced) on your experience with this meeting which will be due by **. This assignment is worth 5% of your grade.

Assignment 2: Policy Debate (10%)
There will be four (4) debate topics dealing with current challenges in planning. ¼ of the class will be assigned to each topic. For each topic, one-half of the students will be responsible for presenting the pros and the other half the cons for the topic. On the scheduled date, each half of the group will give a 5-minute presentation on one opinion then open the floor to discussion and the other half will give a 5-minute presentation defending the opposite point of view followed by open discussion.

All students will also be responsible for preparing a policy brief consisting of 750 words (3 pages double-spaced) summarizing and synthesizing the assigned readings and at least 2 additional sources. The policy brief will highlight the key issues of the debate, including the main arguments for and against a course of action. The policy briefs will be due on the day of the discussion. This assignment is worth 15% of your grade.

Assignment 3: City Profile Report & Presentation
Students in groups of 4-5 will be responsible for an in depth study of a city of their choosing. This city profile will include the city’s basic geography, a history of the city’s development, its cultural, economic, and socio-political characteristics, and major planning problems faced by the city. Each group will be responsible for writing a 7-8 page, double-spaced, profile report on their chosen city. This report will be worth 15% of your grade.

The second part of this assignment will require you to prepare and present a power point presentation (5 minutes) for the rest of the class on the city. This presentation will be worth 5% of your grade. The specific requirements for this project will be explained in detail during the semester. The power point presentations will be held during the last weeks of classes.

Detailed instructions and requirements for each of these projects will be provided to you at a later date.

4) Quizzes and Test
Quizzes:
A Syllabus Quiz worth 2% of your grade is to be completed by the end of the first week of the semester. 6 in-class pop quizzes will be given throughout the semester covering the assigned readings and documentary films. Each quiz is worth 2% of your grade and the lowest quiz grade will be dropped.

Tests:
There will be three (3) tests each worth 10% of your grade. These tests will be comprised of multiple choice and short answer questions to test your command of the course materials, lectures and documentaries covered prior to test. They are no: cumulative. The dates and times for these tests are listed below and on the course schedule.
**Important Assignment and Test Dates**
Assignment 1: Journal Entries - due TBD
Assignment 2: Planning & Zoning Commission Meeting Summary – due TBD
Assignment 3: Policy Debate and Brief – due TBD
Assignment 4: City Profile Report – due TBD
Test 1: TBD
Test 2: TBD
Test 3: TBD

**7. GRADING PROCEDURE**
The following procedure will be used to assign grades for this course:

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<tbody>
<tr>
<td><strong>Attendance</strong></td>
<td>5%</td>
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<tr>
<td>Assignment 1 - Journal Entries</td>
<td>10%</td>
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<td>Assignment 2 - P&amp;Z Meeting Summary</td>
<td>5%</td>
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<td>Assignment 3 - Policy Debate and Brief</td>
<td>10%</td>
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<td>Assignment 4 - City Profile Report</td>
<td>15%</td>
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<td>Presentation</td>
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<td>Syllabus Quiz</td>
<td>2.5%</td>
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<td>Pop Quizzes (5 @ 2% each)</td>
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<td>Test 1</td>
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<td>Test 2</td>
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<td>Test 3</td>
<td>12.5%</td>
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<td><strong>TOTAL</strong></td>
<td>100%</td>
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Extra Credit points for a maximum of 5% can be earned through volunteer work and/or attending course relevant lectures outside of class

A = 90+; B = 80 <90; C = 70 <80; D = 60 <70; F = <60

**8. CLASS POLICIES**

**Late or Missing Assignments and Exams**
All assignments must be turned in on the scheduled date. Where indicated, assignments may be accepted late but will result in a deduction of half a grade point for each day it is late.

Make-ups for missed tests will only be given for documented university-excused absences. Please refer to Student Rules for university-excused absences (http://student-rules.tamu.edu/rule07). When feasible, please let me know at least two days in advance of your absence.

**Attendance and Absence Policy**
Students are expected to attend class regularly and actively participate in class. Your attendance and participation is very important to your learning and that of other students in this class. As noted earlier class attendance accounts for 5% of your grade and attendance will be taken each class period. To be considered present for the class period, you should be in your seat at the beginning of class (with a grace period of 5 minutes) and remain until the class ends. Perfect attendance will earn you the full 5% of your grade.
A 4-day absence allowance however is given to be used in the event that illness or other dire circumstances, including university-excused absences, keep you from class. Use the absence at your discretion, but DO NOT VIEW THIS ALLOTTED ABSENCE AS SKIP DAYS!!! For each subsequent class a student misses, a full percentage point (1%) will be lost. If you have MAJOR extenuating circumstances requiring an extended absence from campus (e.g. an accident or illness that requires extensive hospitalization, major family issues, etc.), please see/contact me, or your student advisor, as soon as possible to explore the options the University provides for dropping, withdrawing, switching to audit, and so on.

**Classroom Conduct**

It is expected that students will maintain a professional demeanor in this class. Lateness, sleeping in class, and disruptive behaviors that interfere with my ability to teach or other students to learn such as offensive language, talking about none-class related matters, passing notes, and use of cell phones while in class will not be tolerated. While I encourage you to bring personal computers and ipads to take notes and to access the internet for class related purposes, they are not to be used for non-class related personal business, such as checking email or Facebook pages. If I catch you using a computer or other electronic devices for non-class related purposes, I will ask you to leave for the remainder of the class session and you will be marked as absent. Similarly, if you sleep during class, you will be marked as absent.

**Incomplete**

Incomplete are rarely given and will only be granted in extreme circumstances. The student will have had to have completed all work up to the last week of class and at least 80% of the course work and will have to provide a documented reason why the student was unable to complete the remaining course requirements.

**Academic Integrity - The Aggie Honor Code:**

"An Aggie does not lie, cheat or steal or tolerate those who do."

All students enrolled at Texas A&M University are expected to uphold the Aggie Honor Code, to accept responsibility for learning and to follow the philosophy and rules of the Honor System. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the process of the Honor System. The Code forbids **Cheating, Fabrication, Falsification, Multiple Submission, Plagiarism, and Complicity**. The Texas A&M University Student Rules provides the official definition of scholastic dishonesty and acts that are characterized as scholastically dishonest (please see [http://student-rules.tamu.edu/rule20.htm](http://student-rules.tamu.edu/rule20.htm)).

As part of meeting this standard in this course, all ideas (as well as data or other information) that are not your own must be cited, otherwise your work will be construed to be plagiarism. It is also not acceptable to submit as your own work a paper (or part of a paper) that was completed for another course (i.e. multiple submission) since would in effect be "double counting" (receiving credit twice for the same piece of work). Doing so will result in a zero grade for that assignment. If you wish to incorporate research you completed for another course into a paper for this course, the paper must be fully cited and the instructor’s permission requested in advance.

If you have questions about what constitutes plagiarism, please see the "Student Resources on Academic Integrity and Plagiarism" section on the TAMU Library website. I will also cover it when I hand out the assignments. Violations of university policies on academic integrity will be handled according to university guidelines (see rules and procedures at [http://aggiehonors.tamu.edu/RulesAndProcedures/](http://aggiehonors.tamu.edu/RulesAndProcedures/)).
**Americans With Disabilities Act (ADA)**
The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room B 118 in the Cain building, or call 845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu)

9. **IMPORTANT DATES**
- Last day to add/drop with no record: TBD
- Last day to drop with no penalty (Q-drop): TBD
# Tentative Schedule of Classes and Reading Assignments

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<tr>
<th>Week &amp; Date</th>
<th>Topics</th>
<th>Readings &amp; Assignments</th>
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| **Week 1**  | Class 1 & 2 | • Course Introduction & Overview  

• Context of Urban Planning  

• History of Urbanization in America  

Read/Review  
Levy Chp. 1 & 2  
* HUD - Megaforces  
* UN Habitat Report 2009 – Urban challenges, pp. 4-13  
Power Points: Course Introduction, Lecture 1 & 2  
Watch  
Understanding Cities. Complete comprehension questions  
Activities/Assignments Due  
Syllabus Quiz and student survey |
| **Week 2**  | Class 3 & 4 | • History of City Planning in America  

Read  
Levy Chps. 3, 4 & 18  
* Birch & Silver  
Lecture 3 |

## Section 1: Introduction to Planning

## Section 2: Issues in Planning

| Week 3 | Class 5 | • Legal Basis of Planning  

Read/Review  
Levy Chp. 5  
Lecture 4  
Activities Assignments Due  
Journal Entries (Friday) |
| Class 6 | • Social Issues in Planning  

Read/Review  
Levy Chp. 7  
Lecture 5  
Watch  
Brick by Brick |
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<th>WEEK &amp; DATE</th>
<th>TOPICS</th>
<th>READINGS &amp; ASSIGNMENTS</th>
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<tr>
<td>WEEK 4</td>
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<td>Class 7 &amp; 8</td>
<td>• Planning and Politics</td>
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<td>• Ethics in Planning</td>
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<td>• Planning Theory</td>
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<td><strong>Read/Review</strong></td>
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<td></td>
<td>Levy Chp. 6 &amp; 19</td>
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<td></td>
<td>* Cullingsworth &amp; Caves – Nature of Planning</td>
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<td>* APA – Public Involvement in Plan Making</td>
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<td>* APA – Ethical Principles in Planning</td>
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<td>* Arnstein – Ladder of participation</td>
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<td>Lecture 6 &amp; 7</td>
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<td><strong>Activities Assignments Due</strong></td>
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<td>Journal Entries</td>
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| WEEK 5      | TEST 1 |

**Section 3: Process, Tools and Techniques of Land-Use Planning**

| Class 10    | • The Comprehensive Plan |
|            | • Capital Improvements Program |
|            | **Read/Review** |
|            | Levy Chp. 8 |
|            | * Cullingsworth & Caves: Chp. 8 |
|            | Lectures 8 & 9 |
|            | **Activities/Assignments Due** |
|            | Journal Entries |

| WEEK 6      |             |
| Class 11 & 12 | • Subdivision Regulations & Zoning |
|            | **Read/Review** |
|            | Levy Chp. 9 |
|            | Lectures 10 |

**Section 4: Fields of Planning**

<p>| WEEK 7      |             |
| Class 13    | • Urban Design |
|            | <strong>Read/Review</strong> |
|            | Levy Chp. 10 |
|            | * Lynch |
|            | Lecture 11 |
|            | <strong>Watch</strong> |
|            | The Social Life of Small Urban Spaces |
| Class 14    | • Deeate 1 |
|            | <strong>Activities/Assignments Due</strong> |
|            | Journal Entries |
|            | Assignment 2 (Group 1) |</p>
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<th>WEEK &amp; DATE</th>
<th>TOPICS</th>
<th>READINGS &amp; ASSIGNMENTS</th>
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<tr>
<td><strong>WEEK 8</strong></td>
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<td>* Denotes extra readings on eCampus</td>
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| Class 15    | • Housing | **Read/Review**  
Levy Chp. 11  
Lecture 12  
**Watch**  
Housing America |
| Class 16    | • DEBATE 2 | **Activities/Assignments Due**  
Journal Entries  
Assignment 3 (Group 2) |
| **WEEK 9**  |        | **Read/Review**  
Chapter 13  
Lecture 13  
**Watch**  
Store Wars  
**Activities/Assignments Due**  
Journal Entries  
Discussion Forum |
| Class 17 & 18 | • Community and Economic Development Planning | |
| **WEEK 10** |        | **Read/Review**  
Levy Chp. 12  
Lecture 14  
**Watch**  
Nowhere Fast |
| Class 19    | • Transportation Policy and Planning | **Activities/Assignments Due**  
Assignment 3 (Group 3)  
Journal Entries |
| Class 20    | • DEBATE 3 | |
| **WEEK 11** | **TEST 2** | |
| Class 21    |        | **Read/Review**  
Levy Chp. 15  
Lecture 15  
**Activities/Assignments Due**  
Journal Entries |
| Class 22    | • Environmental Planning | |
| **WEEK 12** |        | **Read/Review**  
* Lindell & Prater: Assessing Impacts of Natural Disasters |
<p>| Class 23    | • Hazards and Disaster Planning |</p>
<table>
<thead>
<tr>
<th><strong>WEEK &amp; DATE</strong></th>
<th><strong>TOPICS</strong></th>
<th><strong>READINGS &amp; ASSIGNMENTS</strong></th>
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<tr>
<td><strong>Class 24</strong></td>
<td>• Sustainable Development</td>
<td>* Denotes extra readings on eCampus</td>
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<td><strong>Read/Review</strong></td>
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<td>* Campbell, S. Green Cities, Growing cities, Just Cities</td>
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<td><strong>Watch</strong></td>
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<td>A Convenient Truth: Curitiba Brazil</td>
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<td><strong>WEEK 13</strong></td>
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<td>Lecture 17</td>
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<td><strong>Class 25</strong></td>
<td>• Growth Management Planning and Smart Growth</td>
<td><strong>Activities/Assignments Due</strong></td>
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<td>Journal Entries</td>
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<tr>
<td><strong>Class 26</strong></td>
<td>• DEBATE 4</td>
<td><strong>Activities/Assignments Due</strong></td>
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<td>Journal Entries</td>
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<td>Assignment 3 (Group 4)</td>
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<td><strong>WEEK 14</strong></td>
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<td><strong>Section 5: Planning in a Regional and Global Context</strong></td>
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<tr>
<td><strong>Class 27</strong></td>
<td>Planning for Metropolitan Regions</td>
<td><strong>Read/Review</strong></td>
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<td>Levy Chp.16</td>
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<td>*Ross</td>
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<td>Lecture 17</td>
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<td><strong>Class 28</strong></td>
<td>Planning in Other Nations</td>
<td><strong>Read/Review</strong></td>
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<td>Levy Chp. 18</td>
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<td>UN Habitat Report, pp. 4-13</td>
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<td>Lecture 18</td>
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<td><strong>Activities/Assignments Due</strong></td>
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<td>Journal Entries</td>
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<td><strong>WEEK 15</strong></td>
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<td><strong>Activities/Assignments Due</strong></td>
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<tr>
<td>**Class 29 &amp; 30</td>
<td>City Profile Presentations</td>
<td>Assignment 4: City Profile Paper</td>
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<td><strong>TEST 4</strong></td>
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STUDENT AGREEMENT

By answering Question 10 on the Syllabus Quiz, you confirm that you have read and understand this syllabus. Violations of these policies are not fair to students who work hard to meet deadlines and come to class. Specifically, you acknowledge that you have read and understand the following policies and expectations:

POLICIES:

Late work: All assignments must be turned in on the scheduled date and time. Work that is turned in late with no prior notification will not be accepted. Late or missing assignments/exams can only be made up by documented university-approved excused absence (e.g. doctor’s note) within one week of the deadline date.

Plagiarism and academic honesty: All ideas (as well as data or other information) that is not your own must be cited. If you have questions about what constitutes plagiarism, please see the “Student Resources on Academic Integrity and Plagiarism” section on the TAMU Library website. Violations of university policies on academic integrity will be handled according to university guidelines. Depending on the severity of the infraction, sanctions for academic dishonesty may include:
- A failing grade for the assignment
- A failing grade for the course
- Student dismissal from the program
- Student dismissal from the university

Exams: Examinations will be given only on the date indicated in the syllabus. If a student misses an exam, he or she must provide a university-approved excuse in writing before a make-up exam will be given.

Grade of Incomplete: Incompletes will only be granted in extreme cases and only if 80% of the course-work has been completed. A documented reason why the student was unable to complete course requirements will also be required.
Texas A&M University
Core Curriculum Cover Sheet
Initial Request for a course to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): Department of Landscape Architecture and Urban Planning

2. Course prefix and number: URPN 361

3. Texas Common Course Number: Click here to enter text.

4. Complete course title: Urban Issues

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:

   □ Communication  □ Creative Arts
   □ Mathematics    □ American History
   □ Life and Physical Sciences □ Government/Political Science
   □ Language, Philosophy and Culture    □ Social and Behavioral Sciences

7. This course should also be considered for International and Cultural Diversity (ICD) designation:

   □ Yes     □ No

8. How frequently will the class be offered? Every Semester

9. Number of class sections per semester: 2-3

10. Number of students per semester: 100


This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

13. Submitted by: [Signature] Date: 1/2/13
   Course Instructors

14. Department Head

15. College Dean/Designee

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Social and Behavioral Sciences

In the box below, describe how this course meets the Foundational Component Area description for Social and Behavioral Sciences. Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

**URPN 361** - Urban Issues meets the Social and Behavioral Sciences Foundational Component Area through its examination of the development of urban communities, how individuals interact in their communities and their impacts thereof, as well as the nature and causes of contemporary urban problems and public policies that have been designed to address them.

---

**Core Objectives**

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

**Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):**

This course is designed to develop high order critical thinking skills. Through various assignments students will learn how to conduct independent inquiry and to evaluate and synthesize various sources of information to understand the causes and effects of key issues faced in urban communities such as: poverty and social inequality, discrimination, social and economic segregation, crime, failing educational institutions, housing and so on.

This objective is addressed through the following Student Learning Outcomes:

- **SLO 2**: Explain the different theories and perspectives pertaining to urban development and urban life
- **SLO 3**: Describe the key problems associated with urban communities, including their causes and impacts as well as the proposed policies for addressing these problems
- **SLO 5**: Conduct independent research, collect and analyze data and synthesize information from both scholarly and non-scholarly literature sources

The strategies achieving this objective include:

1. Response papers to assigned readings
2. Structured discussion
3. Research assignments

Student learning is evaluated through grading rubrics and test questions.

**Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):**
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Student written, oral and visual communication skills are through the following learning outcomes:

SLO 3: Describe the key problems associated with urban communities, including their causes and impacts as well the proposed policies for addressing these problems

SLO 5: Conduct independent research, collect and analyze data and synthesize information from both scholarly and non-scholarly literature sources

The strategies for developing these skills include:

1. Written communication: personal journals and research papers on specific research topics
2. Oral communication: in-class discussion (student and faculty-led), debates and presentation of student research
3. Visual communication: Developing and delivering power point presentations of student research

Empirical and Quantitative Skills (to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions):

Identification and analysis of community problems should be grounded in empirical evidence. Students are exposed to empirical and quantitative research on major problems facing urban communities. This is addressed in the following student learning outcome:

SLO 5: Conduct independent research and synthesize information from both scholarly and non-scholarly literature sources

The strategy for developing these skills include:

1. Readings, lectures, documentaries that examine socio-economic trends and various urban problems such as social inequality, failing schools, crime rates, residential segregation, and so on.
2. Research assignments that require students to review and synthesize scholarly research on urban problems and policy solutions.

Example assignment:

Students working in groups will be assigned a specific urban problem from a list of topics provided. Each group will be responsible for undertaking a search of scholarly research pertaining to that problem (causes, manifestations) as well as a review and evaluation of the policies for addressing that problem. The resulting report will be a 2,000 - 2,500 word (8-10 pages) paper (double-spaced). The second part of this assignment will require students to prepare and deliver a power point presentation (8-10 minutes) for the rest of the class.

Examples of Possible Topics

1. Income inequality
2. Homelessness
3. Housing Affordability
4. Poverty and unemployment
5. Food deserts
6. Urban education
7. Crime
8. Residential segregation

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

Students are introduced to many concepts to increase their knowledge and understanding of social responsibility. Social issues such social and economic inequality, discrimination, segregation and the causes thereof and potential solutions are topics covered and discussed in the course.

The following learning outcomes addresses this objective:

SLO 3: Describe the key problems associated with urban communities, including their causes and impacts as well
Texas A&M University
Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

the proposed policies for addressing these problems
SLO 5: Conduct independent research, collect and analyze data and synthesize information from both scholarly and non-scholarly literature sources
The strategies for used to achieve this objective include:

1. Response papers to assigned readings
2. Structured discussion
3. Research assignments

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
COURSE SYLLABUS
URPN 361-500: URBAN ISSUES
Class time: TBD
Room: TBD

INSTRUCTOR
Name: June Martin
Phone: 979-862-4620; 509-879-3831
Email: jmartin@arch.tamu.edu
All communication with me should be via e-learning. E-mail will be checked daily
Office: Langford A 340
Office Hours: TBD

1. COURSE DESCRIPTION
The world is becoming increasingly urban. In the United States 3 out of 4 people live in urban areas, and in the rest of the world numbers are increasing. How did cities emerge? What makes cities grow? How cities work? Are they sustainable? These are introductory themes that we expect to answer in this class: the evolution and development of cities; the socio-economic, cultural and physical development of urban areas; and their contemporary problems such as unemployment and poverty, crime, public health, racial tension, and other quality of life issues.

2. COURSE PREREQUISITES:
None

3. COURSE OBJECTIVES
When you finish this course, my hope is that you will:

1. Describe the historical development of urban communities
2. Explain the different theories and perspectives pertaining to urban development and urban life
3. Explain the factors and processes by which individuals interact with and impact their communities
4. Describe the problems associated with urban communities
5. Further develop your writing skills and your capacity for critical thinking, research and analysis.

4. TECHNOLOGY REQUIREMENTS
In addition to class meetings, this course utilizes the e-learning system. Please check eLearning (http://elearning.tamu.edu) regularly for the syllabus, additional readings, lecture power points, assignments, announcements, quizzes, tests, and grades. Also, E-MAIL COMMUNICATION WITH ME SHOULD BE VIA eCAMPUS (to ensure that I receive it). Use your NetID and password for your eLearning login. The following technology is recommended: Internet connection – high speed recommended (not dial-up) and word processor. Additionally, our campus is optimize to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (7.0, 8.0 or 9.0). Your courses will also work with Macintosh OS X along with a recent version of Safari 3.2 or better. Along with Internet Explorer and Safari, e-learning also supports the Firefox browser (3.6 or newer) on both Windows and Mac operating systems.
5. MATERIALS


Additional readings will be handed out in class or made available on eCampus

The textbook is available at area bookstores as well as from on-line book vendors.

Students are responsible to have read the assigned readings for the topics prior to attending class. The required readings for that topic are noted on the course schedule on this syllabus.

6. FORMAT AND COURSE REQUIREMENTS

There are four parts to the course: (1) Reading and documentary assignments; (2) lectures and discussions; (3) writing assignments; (4) Quizzes and Tests.

1) Reading and Documentary Assignments

Readings: Students are responsible to have read the assigned readings for the topics prior to attending class. The required readings for that topic are noted on the course schedule on this syllabus.

Short Documentaries: In addition to the readings, several short documentaries (approximately one-hour in length) have been assigned that highlight various topics covered in the readings such as: the development of cities; problems of urban growth; how cities are responding to improve urban life; social structure in American communities.

2) Lectures/Discussions

The lectures are intended to complement the required readings and to help synthesize the many topics covered in class. Students will be responsible for having read the assigned readings, attending class regularly and participating in class discussions.

Class attendance: In addition to participating in class discussion, attendance is very important for coursework information, references, and keeping up with adjustments to assignments. Therefore attendance will account for 5% of your grade. See attendance and absence policy for more details on what this entails.

3) Assignments

1. Reflective Journals

Each student will keep a journal where they will make a minimum of seven entries (one for each topic) over the semester. These entries provide an opportunity for you to express your observations and reflections on your thoughts and feelings about issues raised in the assigned readings, lectures, films, class discussions, and research papers. The purpose of this journal to develop your writing skill as well as to analyze and reflect on what you are learning in this course. More details will be provided on how to keep this journal. This assignment is worth 10% of grade.

2. Research Report & Presentation

Students in groups of 3-4 will be responsible for an in depth study of a specific urban problem from a list to be provided by the Instructor. This research will entail the collection and analysis of data as well a review of the relevant literature and research pertaining to that issue. While this is a group project, each student will be required to show evidence of their contribution towards this research effort and their participation and contribution will be evaluated by both group members and the Instructor. The resulting report will be a 2,000-2,500 word (8-10 pages) paper (double-spaced). This report will be worth 30% of your grade.
The second part of this assignment will require you to prepare a power point presentation (8-10 minutes) for the rest of the class. This presentation will be worth 5% of your grade.

The specific requirements for this project will be explained in detail during the semester. The power point presentations will held during the last week of classes.

4) Quizzes and Tests (48%)
Syllabus Quiz: A Syllabus Quiz worth 2% of your grade is due at the end of the first week of classes.

Tests: There will be four tests given during the semester each worth 12% of your grade. These tests will be based on lectures, readings, class presentations, class discussions and other forms of learning used in class. The dates and times for these examinations are listed on the course schedule.

7. GRADING PROCEDURE
The following procedure will be used to assign grades for this course:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Attendance</td>
<td>5%</td>
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<tr>
<td>Syllabus Quiz</td>
<td>2%</td>
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<tr>
<td>Reflective Journals</td>
<td>10%</td>
</tr>
<tr>
<td>Research Report</td>
<td>30%</td>
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<tr>
<td>Presentation</td>
<td>5%</td>
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<tr>
<td>Tests - 4 @ 12% each</td>
<td>48%</td>
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<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
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Extra Credit points for a maximum of 5% can be earned through volunteer work and/or attending course relevant lectures outside of class

A = 90-100; B = 80-89;  C = 70-79;  D = 60-69;  F = below 60

8. CLASS POLICIES

Late or Missing Assignments and Exams
All assignments must be turned in on the scheduled date. Late work, where accepted, will result in a penalty of half a letter grade per day.

Make-ups for missed tests will only be given for university-excused absences. Please refer to Student Rules for university-excused absences (http://student-rules.tamu.edu). When feasible, please let me know at least two days in advance of your absence.

Attendance and Absence Policy
In addition to the fact that the general academic policies of the University require your regular attendance and active participation in class, your attendance and participation is very important to your learning and that of other students in this class. As noted earlier class attendance accounts for 5% of your grade, and attendance will be taken each class period. To be considered present for the class period, you should be in your seat at the beginning of class (with a grace period of 5 minutes) and remain until the class ends. Perfect attendance will earn you the full 5% of your grade. A 4-day absence allowance however is given to be used in the event that illness or other dire circumstances keep you from class. Use the absence at your discretion, but DO NOT VIEW THIS ALLOTTED ABSENCE AS SKIP DAYS!!! For each subsequent
class a student misses, a full percentage point (1%) will be lost. If you have MAJOR extenuating circumstances requiring an extended absence from campus (e.g. an accident or illness that requires extensive hospitalization, major family issues, etc.), please see/contact me, or your student advisor, as soon as possible to explore the options the University provides for dropping, withdrawing, switching to audit, and so on.

**Classroom Conduct**

It is expected that students will maintain a professional demeanor in this class. Lateness, sleeping in class, and disruptive behaviors that interfere with my ability to teach or other students to learn such as offensive language, talking about none-class related matters, passing notes, and use of cell phones while in class will not be tolerated. Personal computers may be used to take notes during class, but computers and other devices may not be used for non-class related purposes, such as checking e-mail or Facebook pages. If I catch you using a computer or other electronic devices for non-class related purposes, I will ask you to leave class for the remainder of the class session and you will be marked as absent. Similarly, if you sleep during class, you will be marked as absent.

**Academic Integrity - The Aggie Honor Code:**

*"An Aggie does not lie, cheat or steal or tolerate those who do."*

All students enrolled at Texas A&M University are expected to uphold the Aggie Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the process of the Honor System. The Code forbids: *Cheating, Fabrication, Falsification, Multiple Submission, Plagiarism, and Complicity.* The Texas A&M University Student Rules provides the official definition of scholastic dishonesty and acts that are characterized as scholastically dishonest (please see [http://student-rules.tamu.edu/rule20.htm](http://student-rules.tamu.edu/rule20.htm)).

As part of meeting this standard in this course, all ideas (as well as data or other information) that are not your own must be cited, otherwise your work will be construed to be plagiarism. It is also not acceptable to submit as your own work a paper (or part of a paper) that was completed for another course since would in effect be "double counting" (receiving credit twice for the same piece of work). Doing so will result in a zero grade for that assignment. If you wish to incorporate research you completed for another course into a paper for this course, the paper must be fully cited and the instructor's permission requested in advance.

If you have questions about what constitutes plagiarism, please see the "Student Resources on Academic Integrity and Plagiarism" section on the TAMU Library website. I will also cover it when I hand out the assignments. Violations of university policies on academic integrity will be handled according to university guidelines (see rules and procedures at [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor)).

**Americans With Disabilities Act (ADA)**
The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room B-118 in the Cain building, or call 845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu).

9. **IMPORTANT DATES**

   Last day to add/drop with no record: ***
   Last day to drop with no penalty (Q-drop): ***
   University Holiday: ***
   Last day of class: ***
TENTATIVE SCHEDULE OF CLASSES AND READING ASSIGNMENTS

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS &amp; ASSIGNMENTS</th>
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<td></td>
<td><strong>1. Introduction / Historical Perspectives on the Creation and Evolution of Cities</strong></td>
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<tr>
<td>Class 1</td>
<td>Course Introduction</td>
<td>1. Macionis &amp; Parrillo: Ch 1</td>
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<tr>
<td>Class 2</td>
<td>Exploring the City</td>
<td>2. Review Course Introduction &amp; Lecture</td>
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<tr>
<td>Class 1</td>
<td>Brief history of cities – Ancient cities to modern cities</td>
<td>1. Macionis &amp; Parrillo: Ch 2</td>
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<td>2. Review Lecture 2</td>
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<td>3. View: Understanding Cities (53 mins)</td>
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<td><strong>2: Urban Development and Trends of North American Cities</strong></td>
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<td>Class 3</td>
<td>Development of North American cities</td>
<td>1. Macionis &amp; Parrillo: Ch 3</td>
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<td>2. Review Lecture 3</td>
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<tr>
<td>Class 4 &amp; 5</td>
<td>Cities and Suburbs of the 21st Century</td>
<td>1. Macionis &amp; Parrillo: Ch 4</td>
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<td>2. Review Lecture 4</td>
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<td>3. View: Phoenix – the Urban Desert (60 min)</td>
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<td>4. City profile sign-up</td>
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<td>Class 6</td>
<td>Test 1</td>
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<td><strong>3: What is a City: Disciplinary Perspectives</strong></td>
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<td>Class 7</td>
<td>1. Urban Sociology</td>
<td>1. Macionis &amp; Parrillo: Ch 5</td>
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<td>2. Review Lecture 5</td>
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<td>Class 8</td>
<td>2. Geography and Spatial Perspectives</td>
<td>1. Macionis &amp; Parrillo: Ch 6</td>
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<td>2. Review Lecture 6</td>
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<td>2. Review Lecture 7</td>
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<td>Class 10</td>
<td>4. Social Psychology</td>
<td>1. Macionis &amp; Parrillo: Ch 8</td>
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<td>2. Review Lecture 8</td>
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<td>Class 11</td>
<td>5. Comparative Urbanism</td>
<td>1. Macionis &amp; Parrillo: Ch 9</td>
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<td>2. Review Lecture 9</td>
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<tr>
<td>Class 12</td>
<td>Test 2</td>
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</table>
4: Structure of the City

Class 13-14  Social Stratification – Social Class & Poverty
1. Macionis & Parrillo: Ch 10
2. Review Lecture 10
3. View: “People like Us”

Class 14-15  Race, Ethnicity & Gender
1. Macionis & Parrillo: Ch. 11
2. Review Lecture 11

5: Urban Problems

Class 16-18  1. Housing
2. Education
3. Crime
1. Macionis & Parrillo: Ch. 12
2. Review Lectures 12, 13 & 14
3. View: “Housing America”
3. Research Paper draft due

Class 19  TEST 3

6: Urban Areas in the Developing World

Class 20-21  1. Historical legacy
2. Modern cities
1. Macionis and Parrillo; Ch. 13
2. Review Lecture 15

Topic 7: Planning for Sustainable Cities

Class 22-23  1. Urban Planning
2. Sustainability
1. Macionis and Parrillo, Ch.14
2. Review Lecture 16
3. View: A Convenient Truth: Urban Solutions from Curitiba Brazil” (52 mir)

Class 24  TEST 4

Class 25-27  RESEARCH PRESENTATIONS
PPT PRESENTATIONS & PAPERS due
URSC 361
STUDENT AGREEMENT

By answering the last question on the Syllabus Quiz, you confirm that you have read and understand this syllabus. Violations of these policies are not fair to students who work hard to meet deadlines and come to class. Specifically, you acknowledge that you have read and understand the following policies and expectations:

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• A failing grade for the course
• Student dismissal from the program
• Student dismissal from the university

Exams: Examinations will be given only on the date indicated in the syllabus. If a student misses an exam, he or she must provide a university-approved excuse in writing before a make-up exam will be given.

Grade of Incomplete: Incompletes will only be granted in extreme cases and only if 80% of the course-work has been completed. A documented reason why the student was unable to complete course requirements will also be required.