Social and Behavioral Sciences
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 201

3. Texas Common Course Number: Enter text

4. Complete course title: The Evolving City

5. Semester credit hours: 3.0

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

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

8. How frequently will the class be offered? Each semester

9. Number of class sections per semester: 1 - 3

10. Number of students per semester: 100

11. Historic annual enrollment for the last three years: 82 (2012-13) 63 (2011-12) 61 (2010-11)

   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.

12. Submitted by:

   [Signature]

   Course Instructor

   Approvals: [Signature]

   Department Head

   [Signature]

   College Dean/Designee

   Date 10/2/13

   Date 10/2/13

   Date 12/2/13

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 201 – Urban Form & City Planning meets the Foundational Component Area description for Social and Behavioral Sciences by covering the following topics: what a city is, how cities work, and why and how cities evolve over time. Specifically, it discusses urban spatial structure and function, urban design and city evolution, and other key social, economic, political, and technological forces that shape city form and function. This course also introduces students to theories of urban expansion, history of urbanization and suburbanization in the United States, and local and global forces that shape urban structure.  

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):  

Training students on the ability to engage in reflective and independent thinking is a key component of URPN 201. Learning objectives for the course that help achieve this goal are:  

L.O.1. Identify, describe, and analyze the elements of city image, pattern, and function.  

Strategies used to promote critical thinking are:  
1. In class questioning and answering within lectures  
2. Procedural learning questioning (“how” something happened instead of “what” happened) embedded in quizzes  

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

Being able to communicate clearly and effectively orally, visually, and in writing is critical to URPN 201. Learning objectives within the syllabus that seek to enhance student communication skills are:  

L.O.2. Demonstrate the relationship between contemporary urban form and forces that influence urban structural change.  
L.O.6. Visually present the basic elements of an urban form and discuss them orally and in writing.
Texas A&M University

Core Curriculum

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Strategies used to create an atmosphere of communication are:

1. Students are questioned on the assigned reading materials and asked to discuss their answers to the entire class.
2. One assignment requires students to draw a map to show examples of five basic elements of a city image; students are also asked to discuss their city images in class with other students.
3. Students are asked to write a report on the evolution of a selected city, identify the forces that drive the changes, and present their findings to the entire class.

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

This course helps students develop empirical and quantitative skills. Learning objectives that help achieve this goal include:

L.O.1. Identify and describe the elements of city image, pattern, and function.
L.O.3. Analyze and describe city evolution over time and identify forces that drive the change.
L.O.5. Demonstrate foundational knowledge of the key socioeconomic, political, and technological forces that influence the sustainable urban future.

Strategies used to enhance students’ empirical and quantitative skills are:

1. Class lecture on major federal data sources, history and background of data collection, and demonstration of how to obtain data.
2. Assignment to familiarize students with major empirical data sources and train students in data analysis. Students are asked to obtain and analyze data on travel time, racial composition, economic status, and population of cities.

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

This course exposes students to issues of urban development and redevelopment, disparities in development outcomes, and discussions of ethical decision-making for equality. Learning objectives within the syllabus that aid in promoting personal responsibility are:

L.O.7. Understand the disparities in social impact of urban development and redevelopment.
L.O.8. Understand the consequences of globalization.

Strategies used to enhance personal responsibility are:

1. Students will discuss the social disparities in development and redevelopment outcomes, such as those from urban revitalization and suburbanization.
2. Students will learn about the consequences of globalization to the developed and developing countries. They will be asked to explore and reflect on the pros and cons of globalization.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Class:       Title: URPN 201 – The Evolving City
Class Hours: Mon., Wed., Fri. 3:00 pm – 3:50pm
Location: TBD
Course Credits: 3 undergraduate hours (This is a core course for URPN students)

Professors:  Yu Xiao, Ph.D., Assistant Professor
Email: yuxiao@tamu.edu
Office: Langford C, room 104
Office Hours: Wed. 2-4 p.m., and by appointment

Youngho Ko, Ph.D., Lecturer
Email: yko@arch.tamu.edu
Office: Langford A, room 133
Office Hours: Mon. 1-3 p.m., and by appointment

COURSE DESCRIPTION

This course introduces students to the history of contemporary urban and regional planning, and how the evolving forms of cities and regions pose opportunities and challenges for planners. This course helps students to understand key social, economic, political, and technological forces that shape city form and function and its ramification for urban and regional planning. It covers the evolution of cities, history of planning, and contemporary issues in planning.

Prerequisite: There is no prerequisite for this course.

Course Website: This class uses eLearning (http://elearning.tamu.edu/) in support of learning.
You can log on the site with your TAMU NetID and password.

Learning Outcomes:
1. Read, reflect, and respond critically to a variety of texts
2. Practice and refine the ability to articulate planning issues
3. Ability to analyze demographic information to discern trends in population, employment, and health for evaluating city evolution overtime
4. Practice techniques for involving a wide range of perspectives

Text: The following textbook is required and available at the TAMU Bookstore:


Editorial Review: “The City Reader guides the reader through the volume by offering introductory essays for each major section and short introductions to each selection. The section introductions raise larger questions students need to bear in mind, and also link current discussions to historical issues. Together these introductions act as a
sort of connective tissue for the volume as a whole, pointing out recurrent themes and helping us to see current problems in historical context.”—Elizabeth J. Mueller, University of Texas at Austin

Other reading material will be provided by instructors via the course website.

**COURSE WORK**

**Quizzes:**
There will be one quiz during each class session on the assigned readings.

**Assignment 1:**  **City Evolution**
Students will pick a city in the United States and trace its evolution in time. They will study the contemporary urban form and forces that influence urban structural change, in the broader background of the history of urbanization and suburbanization in the United States. They will pay special attention to the disparities in social impact of urban development and redevelopment. To complete this project, students will collect and analyze socioeconomic and spatial data from sources such as newspapers, books and other printed documents, and government websites including the U.S. Census, Bureau of Economic Analysis, and Bureau of Labor Statistics.

**Assignment 2:**  **Debates on City Design and Planning Practice**
As cities evolve urban planners face new and unique topics regarding not only growth, but smart and sustainable growth. Future Urban Planners along with other disciplines that require some degree of planning will have to think through several topics that there isn’t necessarily a right or wrong answer to. Incorporating classroom debates centered on some of these issues provides opportunity for students gain skills on multiple levels including critical thinking, public speaking, analytical, research, leadership, teambuilding, and ultimately planning. The planning debate topics and positions are outlined below. Opportunities will also be available for students to recommend other important planning issues that are not currently listed. Students may sign up on a first come, first served basis, by specifying both the debate topic and the position desired (i.e. pro or con) via eCampus. All group members are expected to participate in the research, development, and presentation of the debate position. Detailed description of debate sessions, layout, deliverables, grading criteria, and in-class procedures will be outlined in a separate document as we get closer to that portion of the class.

**Exams:**
There will be two non-accumulative close-book exams on the following dates:

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<tr>
<th>Exam</th>
<th>Date</th>
<th>Time</th>
<th>Location</th>
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<tbody>
<tr>
<td>Exam I</td>
<td>Week 8, Wed</td>
<td>3:00 pm – 3:50pm</td>
<td>TBD</td>
</tr>
<tr>
<td>Exam II</td>
<td>Week 14, Wed</td>
<td>3:00 pm – 3:50pm</td>
<td>TBD</td>
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ASSESSMENT

Evaluation: Evaluation of performance in this course will be based upon:

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<tr>
<th>Points</th>
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<tr>
<td>Quizzes</td>
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<td>Assignment 1</td>
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<td>Assignment 2</td>
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<td>Exam II</td>
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<td><strong>Total</strong></td>
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Course grades will be assigned on a criterion-reference scale as follows:
A: >90%     B: 80-89%     C: 70-79%     D: 60-69%     F: <60%

Tips for Success
1. Do not skip class and come prepared. The lectures and in-class discussion help you better understand the course materials.
2. Start assignment early. Assignments may not be as easy as they seem. Start working on them early allows you to have enough time to seek help from the instructor and make modifications.
3. Link what you learn in class to your own life experience about cities and regions. Be an active thinker in everyday life.
4. Help others to help yourself. You will find that you learn better when you have to explain what you learned to other students.

COURSE POLICIES

Attendance: Students are expected to attend every class and exams. Absence will be accepted only for reasons excused by the university as defined in the Texas A&M University Student Rules (http://student-rules.tamu.edu/rule07). To be excused the student must notify his or her instructor in writing (acknowledged e-mail message is acceptable) prior to the date of absence if such notification is feasible. In cases where advance notification is not feasible (e.g. accident, or emergency) the student must provide notification by the end of the second working day after the absence. This notification should include an explanation of why notice could not be sent prior to the class. Students must provide additional documentation substantiating the reason for the absence, that is satisfactory to the instructor, within one week of the last date of the absence. The instructor will either provide the student an opportunity to make up any exam or other graded activities or
provide a satisfactory alternative to be completed within 30 calendar days from the last day of the absence.

Classroom Participation: Students are encouraged to come to class prepared, make thoughtful contributions to class discussions, respect others’ views, and help each other out in collaborative learning groups.

Random attendance will be taken at either the beginning or the end of class. Two late days = 1 absence.

Late Submission Policy: All assignments are due in class on the due date. In fairness to all students, especially those who work hard to meet deadlines, late assignments and final project paper will be penalized 5% per day. Assignments and project paper more than a week late will not be accepted. Late submission will be accepted only for reasons excused by the university as defined in the Texas A&M University Student Rules (http://student-rules.tamu.edu/rule07).

Expected Time Commitment: The assignments, readings, and exercises will require an average of two hours per day outside class sessions.

ADA Policy Statement: The Americans with Disabilities Act (ADA) is a federal anti-discrimination 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 Disability Services, in Cain Hall, Room B118, or call 979-845-1637. For additional information visit http://disability.tamu.edu.

Academic Integrity Statement: AGGIE HONOR CODE

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

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information, refer to http://www.tamu.edu/aggiehonor

Additional Information: Academic Integrity and Citations


The TAMU library page contains material on academic integrity and plagiarism, how to cite various sources, and how to use citation managers such as RefWorks and EndNote. You are highly recommended to go
through these documents.

APA Citation Guide: http://owl.english.purdue.edu/owl/resource/560/01/
The Purdue Online Writing Lab provides information on the American
Psychological Association (APA) style citation, which is the most widely
used citation style in social sciences.

Turnitin: http://turnitin.com/
Use this web tool to check whether you have correctly cited works of
others.

Course Schedule

Part 1: Evolution of Cities and Ramifications for Urban and Regional Planning
Week 1: Introduction
Week 2: The Evolution of Cities, pp. 13-84 in the City Reader

Part 2: Planning for the People and Driving Forces of Change
Weeks 3&4: Urban Culture and Society, pp. 85-154 in the City Reader
Week 5: Urban Space, pp. 155-222 in the City Reader
Weeks 6&7: Urban Politics, Governance, and Economics, pp. 223-314 in the City Reader
Week 8: Cities in a Global Society, pp. 541-609 in the City Reader

Part 3: Urban Planning History, Theory, and Practice
Weeks 9&10: Urban Planning History and Visions, pp. 315-366 in the City Reader
Week 11: Urban Planning Theory and Practice, pp. 367-468 in the City Reader
Week 12: Perspectives on Urban Design, pp. 469-540 in the City Reader

Part 4: Debates on Urban Design and Planning Practice
Week 13-15: In-class Debates