

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA
ACADEMIC SENATE

GENERAL EDUCATION COMMITTEE

REPORT TO

THE ACADEMIC SENATE

GE-047-156

**URP 1040L- The City in Context: History, Politics, Environment Laboratory
(GE D3)**

General Education Committee

Date: 2/4/2016

**Executive Committee
Received and Forwarded**

Date: 5/17/16

Academic Senate

**Date: 5/25/16
First Reading
06/01/2016
Second Reading**

BACKGROUND:

The Department of Urban and Regional Planning introduced a new course for the semester system for area D3: The Social Sciences. This a co-requisite Laboratory.

RESOURCES CONSULTED:

Faculty
Department Chairs
Associate Deans
Deans
Office of Academic Programs

DISCUSSION:

The GE Committee reviewed the ECO for this course and found it to satisfy the GE SLO's and other requirements of GE Area D3.

RECOMMENDATION:

The GE Committee recommends approval of GE-047-156 (URP 1040L-The City in Context: History, politics, Environment for GE Area D3)





URP - 1040L - The City in Context – History, Politics, Environment-Lab

C. Course - New General Education* Updated

General Catalog Information

○ ****READ BEFORE YOU BEGIN****

○

1. Import curriculum data from the Catalog by clicking on the following icon . It is a BEST PRACTICE to always import data on existing courses. This will limit the opportunity for data errors.
2. Turn the help text on by clicking on the following icon .
3. All fields with an asterisk (*) are required fields. If left blank, the request will not be launched and cannot be acted upon.
4. Run and attach an impact report by clicking  to show all courses and programs impacted by this proposal.
5. Attach additional documentation by clicking .

○ College/Department

Urban and Regional Planning

○ Semester Subject Area

URP

Semester Catalog Number

1040L

○ Quarter Subject Area

URP

Quarter Catalog Number

104L

○ Course Title

The City in Context – History, Politics, Environment-Lab

○ Units*

(1)

○ C/S Classification*

C-16 (Laboratory)

○ To view C/S Classification Long Description click: http://www.cpp.edu/~academic-programs/scheduling/Documents/Curriculum%20Guide/Appendix_C_CS_Classification.pdf

○ Component*

Laboratory

○ Instruction Mode*

Face-to-Face

Web-Assisted

○ Grading Basis*

Graded Only

- **Repeat Basis***

May be taken only once

- **If it may be taken multiple times, limit on number of enrollments**

1

- **Cross Listed Course Subject Area and Catalog Nbr (if offered with another department)**

- **Dual Listed Course Subject Area and Catalog number (If offered as lower/upper division or ugrd/grad)**

- **Choose appropriate type(s) of course(s)***

Major Course

Service Course

GE Course

None of the above

- **General Education Area / Subarea***

D3

- **To view the General Education SubArea definitions, click <http://www.cpp.edu/~academic-programs/scheduling/Documents/Ch.3-GeneralEducationProposals.pdf>.**

- **I. Catalog Description**

- **Catalog Description**

Focus on the American city in an historical context. Examines the rise of the American city, analyzing the evolution of its politics and built and natural environment. Develops tools to critically explore and understand contemporary cities. Field trips.

- **II. Required Coursework and Background**

- **Prerequisite(s)**

- **Corequisite(s)**

URP 1040

- **Pre or Corequisite(s)**

- **Concurrent**

- **III. Expected Outcomes**

- **List the knowledge, skills, or abilities which students should possess upon completing the course.***

By successfully completing the course students will be able to:

1. To possess a general understanding of the American city, from the rise of the industrial city to the global city.
2. To learn about the rural to urban migration to the city in the United States from the 19th Century to the present.
3. To understand government policies, civic movements and social movements viz-a-viz the city during the 20th Century to the present.

4. To learn about the role of planning policies in general and influential urban planners in particular in the development and redevelopment of American cities from the late 19th Century to the present.
5. To become familiar with contrasting theoretical models, such as rational and communicative theories.
6. To explore professional ethics in the context of the AICP code, rational model, normative v. positivism, and participation/communication.
7. To enhance written skills by writing reflection papers, in-class assignments and a research paper.
8. To enhance oral skills by communicating with classmates on one-on-one and group settings, including power point presentations.
9. To enhance research skills by conducting a planning-related research paper on racial minorities and working-class communities.
10. To enhance critical reading skills by analyzing university-level books, articles and reports, whereby engaging in dialogue with classmates and the professor.
11. To enhance collaborative skills while working with classmates to address complex theoretical and practical issues.

- **If this is a course for the major, describe how these outcomes relate to the mission, goals and objectives of the major program.**

The department assessment guide includes a matrix detailing how major-specific courses align with the BSURP and MSURP mission, goals and objectives.

- **Explain how the course meets the description of the GE SubArea(s). Please select appropriate outcomes according to the GE Area/SLO mapping.**
- **Describe how these outcomes relate to the associated GE Learning Outcomes listed below.***

1a) Write effectively for various audiences.

Students will write short papers, including reflection papers on the assigned readings and lectures. Students will write for particular audiences, such as fellow-students, peer professionals, consumers of news/opinion, neighborhood or other geographically-specific publics. Students will also write a short term paper.

1c) Find, evaluate, use and share information effectively and ethically.

Students will be held to research standards for their term papers. Short papers will require less research, but they will be held to academic integrity standards. Students will be informed of the university's policies in terms of ethics in research, such as avoiding plagiarism

2c) Analyze concepts, research methods, and theories pertaining to the study of culture, economics, history, politics, or society.

Through lectures and readings, students will learn both qualitative and quantitative research methods to complete their course assignments. When examining historical documents or sources, students will be able to differentiate between primary and secondary sources. In addition to methods, students will learn key theories pertaining to course themes and assigned materials, including contemporary issues to the city.

3a) Analyze the historical development of diverse cultures and the role they play in shaping core institutions and practices of individuals and societies.

Through lectures and readings, students will learn about the city, particularly in context of history, politics and environment. For their assigned term paper, students will be expected to explore the city through various lenses, including history, politics and environment.

3b) Analyze principles, methods, value systems, and ethics of social issues confronting local and global communities. Through lectures and readings, students will be exposed to different principles, methods, value systems, and ethics employed by scholars, activists and other actors grappling with social issues confronting local and global communities.

4a) Analyze the factors that contribute to individual well-being (such as physical, mental, nutritional, emotional, intellectual, spiritual, financial, social, or environmental).

Through lectures, readings, visuals and short videos, students will analyze and learn about individual well being of residents in the city. This includes selected historical and contemporary contexts.

- **General Education Outcomes***

- **Ia. Write effectively for various audiences**

- **Ic. Find, evaluate, use, and share information effectively and ethically.**

- **IIc. Analyze concepts, research methods, and theories pertaining to the study of culture, economics, history, politics, or society.**

- **IIIa. Analyze the historical development of diverse cultures and the role they play in shaping core institutions and practices of individuals and societies.**

- **IIIb. Analyze principles, methods, value systems, and ethics of social issues confronting local and global communities.**

- **IVa. Analyze the factors that contribute to individual well-being (such as physical, mental, nutritional, emotional, intellectual, spiritual, financial, social, or environmental)**

- To view the mapping, click <https://www.cpp.edu/~academic-programs/Documents/GE%20SLO%20Mapping.pdf>

- **IV. Instructional Materials**

- **Provide bibliography that includes texts that may be used as the primary source for instruction, and other appropriate reference materials to be used in instruction. The reference list should be current, arranged alphabetically by author and the materials should be listed in accepted bibliographic form.**

- **Instructional Materials***

1. [Susan S. Fainstein](#). 2011. *The Just City*. Ithaca: Cornell University Press.
2. Hall, Peter. 2002. *Cities of Tomorrow*. 3rd Edition. Carlton: Blackwell Publishing Ltd.
3. Sassen, Saskia. 2001. *The Global City: New York, London and Tokyo*. Princeton and Oxford: Princeton University Press.
4. Harvey, David. 2003. 'The Right to the City.' *International Journal of Urban and Regional Research* 27(4): 939-941.
5. Fogleson, Richard. 1986. *Planning the Capitalist City: The Colonial Era to the 1920s*. Princeton: Princeton University Press.
6. Yiftachel, Oren. 1998. 'Planning and Social Control: Exploring the Dark Side.' *Journal of Planning Literature* 12 (4): 395-406.
7. Wacquant, Loic J.D. 1997. 'Three Pernicious Premises in the Study of the American Ghetto.' *International Journal of Urban and Regional Research* 21 (2), 'Events and Debate': 341-353.
8. Creswell, John W. 2014. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Fourth Edition. Thousand Oaks: Sage Publications, Inc.

9. David R. Diaz and Rodolfo D. Torres, eds. 2012. *Latino Urbanism: The Politics of Planning, Policy, and Redevelopment*. New York: New York University Press.
10. Friedmann, John. 1987. *Planning in the Public Domain: From Knowledge to Action*. Princeton: Princeton University Press.
11. Fainstein, Susan S. and Scott Campbell, eds. 2011. *Readings in Planning Theory. 3rd Edition*. Carlton: Blackwell Publishing Ltd.
12. Brooks, Michael P. 2002. *Planning Theory for Practitioners*. Chicago: American Planning Association.
13. Acuna, Rudy. *Occupied America: A History of Chicanos*. 8th Edition. Longman, Inc.
14. Peter Dreier, John Mollenkopf, and Todd Swanstrom. 2004. *Place Matters: Metropolitics for the Twenty-first Century*. Second Edition, Revised. University of Kansas Press.
15. Massey, Douglas S. and Nancy A. Denton. 1993. *American Apartheid: Segregation and the Making of the Underclass*. Harvard Press.

- **Faculty are encouraged to make all materials accessible. Indicate with an asterisk those items that have had accessibility (ATI/Section 508) reviewed. For more information, <http://www.cpp.edu/~accessibility>**
- **V. Minimum Student Material**
- **List any materials, supplies, equipment, etc., which students must provide, such as notebooks, computers, internet access, special clothing or uniforms, safety equipment, lockers, sports equipment, etc. Note that materials that require the assessment of a fee may not be included unless the fee has been approved according to University procedures.**
- **Minimum Student Material***

Course Textbooks, access to the internet

- **VI. Minimum College Facilities**
- **List the university facilities/equipment that will be required in order to offer this class, such as gymnastic equipment, special classroom, technological equipment, laboratories, etc.**
- **Minimum College Facilities***

Smart classroom

Computer Labs, Library, Course management software (e.g. Blackboard)

- **VII. Course Outline**
- **Describe specifically what will be included in the course content. This should not be a repetition of the course description but an expansion that provides information on specific material to be included in the class, e.g. lecture topics, skills to be taught, etc. This should not be a week-by-week guide unless all instructors are expected to follow that schedule.**
- **Course Outline***

Introduction to Course Materials

Review the Rise of the Industrial City in the United States

Review the Rural to Urban Migration from the late 18th Century to the Present

Discuss the Role and Impact of International Migration to the City from the 19th Century to the Present

Discuss the Role of Government, Private Interests and Social Actors in Developing the American City

Review the Federal Urban Renewal program / Redevelopment of the City during the mid-20th Century

Discuss issues of Class, Race, Ethnicity and Related Topics vis-à-vis the City

Review the Contemporary Role of Planning as a Field and Planners in Particular in the City

○ **VIII. Instructional Methods**

- **Describe the type(s) of method(s) that are required or recommended for the instruction of this course (lectures, demonstrations, etc.). Include any method that is essential to the course, such as the use of particular tools or software.**
- **Instructional Methods***

A variety of instructional methods will be used to help students achieve expected course outcomes. They include the following:

1. Lecture
2. Discussion of assigned reading
3. Small group activities
4. In class and online presentations
5. Student feedback on in class and online presentations

There may be a course management component (e.g. Blackboard) to this course. If so, students will be expected to check the course management site regularly, contribute to online discussions, and get course information and submit course work through the site.

○ **IX. Evaluation of Outcomes**

- **Describe the methods to be used to evaluate students' learning, i.e. written exams, term papers, projects, participation, quizzes, attendance, etc.***

WE	Written exam (# and IC or OL)
OE	Oral exam (# and IC)
PE	Problem solving exam (# and IC or OL)
QU	Quiz (# and IC or OL)
DIS	Discussion (# and IC or OL)
ACT	Activities (# and IC or OL)
LAB	Laboratory exercises (# and IC or OL)
CP	Class participation (IC or OL)

- DE** Design exercises (#)
- DP** Design projects (#)
- CR** Client-based reports (#)
- SP** Short papers or analyses (#)
- TP** Term papers

Learning outcome	Assessment tools	
	Individual	Group
General understanding of plight of racial minorities and working-class in the U.S. from 20 th Century to Present	QU: 1 ICSP: 2 IC	DIS: 5 IC
Enhance written skills	WE: 1 ICQU: 1 OL TP: IC	SP: 5 IC
Improve oral skills and professional presentations	CL: IC and OL	CP: IC and OL
Effectively communicate the meaning of text and data to classmates and professor in oral, written, and graphic modes.	QU: 1 ICQU and SP: 1OL	WE: 1 IC
Employ computers in either or both qualitative quantitative analysis.	WE: 1 ICQU and SP: 4OL	WE: 1 IC
Work collaboratively with classmates as part of a team activities.		DIS: 5 ICCR: 1
Engage in community-based research as part of learn-by-doing approach and a form of community service.	TP	DIS: 5 ICCR: 1
Conduct research and document findings on key issues impacting racial minorities and working class.	TP	DIS: 5 ICCR: 1

- **Describe the meaningful writing assignments to be included.***

Students write weekly reflection papers based on assigned readings. In addition, students write during class for quizzes and tests. Also, students engage in free-writing exercises during class discussions and lectures. Moreover, students write a research paper, which includes the following sections: abstract or executive summary; introduction; literature review; first draft; and final draft.

- **Discuss how these methods may be used to address the course and program outcomes, as appropriate. Include or attach a matrix to align the evaluation methods to the outcomes.***

Review of course syllabi, review of course products by faculty and accreditation teams, and consideration of comments derived from focus groups with class cohorts.

- **If this is a general education course, discuss how these methods may be used to address the associated GE Learning Outcomes listed below. Include or attach a matrix to align the evaluation methods to the outcomes.***

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- **X. This OPTIONAL Section is for describing Course/Department/College specific requirements.**
- **Department/ College Required ECO Information (Optional)**