

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA
ACADEMIC SENATE

GENERAL EDUCATION COMMITTEE

REPORT TO

THE ACADEMIC SENATE

GE-133-156

URP 3010 – Introduction to Urban Planning (GE Area D4)

General Education Committee

Date: 01/03/2017

Executive Committee
Received and Forwarded

Date: 01/18/2017

Academic Senate

Date: 02/01/2017
First Reading

BACKGROUND:

This is a new course seeking GE status. Under the quarter system it is known URP 301-Principles of Urban Planning (4 units lecture), and it does not currently have GE status. It is going to be taught as a 3-unit lecture discussion course under the semester system.

RESOURCES CONSULTED:

Faculty
Department Chairs
Associate Deans
Deans
Office of Academic Programs

DISCUSSION:

The GE Committee reviewed the ECO for this course and found to satisfy the GE SLO's and other requirements for Area D4.

RECOMMENDATION:

The GE Committee recommends approval of GE-133-156, URP 3010 – Introduction to Urban Planning for GE Area D4.

URP - 3010 - Introduction to Urban Planning

C. Course - New General Education* Updated

General Catalog Information

Department*	Urban and Regional Planning	
Semester Subject Area*	URP	Semester Catalog Number* 3010
Quarter Subject Area	URP	Quarter Catalog Number 301
Course Title*	Introduction to Urban Planning	
Units*	(3)	
C/S Classification *	C-02 (Lecture Discussion)	
<p>To view C/S Classification Long Description click: http://www.cpp.edu/~academic-programs/scheduling/Documents/Curriculum%20Guide/Appendix_C_CS_Classification.pdf</p>		
Component*	Lecture	
Instruction Mode*	<input type="checkbox"/> Face-to-Face <input type="checkbox"/> Fully Asynchronous <input type="checkbox"/> Hybrid w/Asynchronous Component	
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***

D4

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

I. Catalog Description

How the planning function in government synthesizes social science information to develop plans, regulations, capital improvement strategies, and programs. Review of land use tools, General and specific plans, subdivision regulations and entitlements. Role of environmental review and public participation.

II. Required Coursework and Background

Prerequisite(s)

Not open to URP majors

GE Area A (A1, A2, A3) and GE Area D lower division (D1, D2, D3)

Corequisite(s)

**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:

Explain how cities and regions function.

Articulate positions on the justifications for planning interventions in a market economy, such as externalities, public goods, and social justice.

Explain how the local and regional planning operates in California, how it shapes built form, and apply that knowledge to planning cases.

Analyze the planning process from the perspective of their home discipline, such as architecture, landscape architecture, public administration, sustainability, community activism, or real estate development.

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

Explain how the course meets the description of the GE SubArea (s). Please select appropriate outcomes according to the GE Area/SLO mapping.

URP 3010 meets the GE Sub-area D-4 requirements in the following ways: 1) there is a significant writing component through essays, reviews, and/or research memos; 2) class discussions develop argumentation skills and project presentations develop oral presentation skills; 3) through class assignments, lectures, and discussions, students draw on science and social science knowledge and develop policy recommendations in a framework of generating an ethical position on the public interest(s); 4) the interdisciplinary nature of planning requires students to synthesize knowledge and apply that synthesis to concrete proposals for public action; 5) the setting for planning is diversity, so class topics will raise critical consideration of how to live together with difference, the effects of globalization, the values that lie behind alternative planning positions.

Describe how these outcomes relate to the associated GE Learning Outcomes listed below.*

By successfully completing the course students will be able to:

I. Acquire foundational skills and capacities.

a. Write effectively for various audiences.

b. Speak effectively to various audiences.

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

d. Construct arguments based on sound evidence and reasoning to support an opinion or conclusion.

Students are required to engage in reflective writing, written analyses, and make oral presentations. Effective speaking skills are also developed in discussion, classroom panels, and group activity. Assigned reports and research papers require information gathering and processing across the scientific and social science disciplines that are pertinent to cities, as well as critical thinking in synthesis. Assignments ask for warranted planning proposals that reflect clarity concerning the knowledge and values being applied.

II. Develop an understanding of various branches of knowledge and their interrelationships.

d. Integrate concepts, examples, and theories from more than one discipline to identify problems, construct original ideas, and draw conclusions.

Study and analysis of urban planning asks the student to undertake an interdisciplinary synthesis and exploration, in social sciences such as economics, geography sociology or psychology, and physical sciences such as biology and climatology. They synthesize these forms of knowledge to develop solutions to planning problems. Further, the requirement to link knowledge to action in the public domain requires consideration of the public interest(s), politics, justice, and ethics.

III. Develop Social and Global Knowledge

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

US and global cities are used to highlight the diversity of cultural approaches to urban space and governance. The transition from the uniform prescriptions of modernist planning to the current multicultural approach is used to illustrate broad social transformation. Social movements to reform planning will be use to illustrate the impact of individuals and institutions.

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

Urban planning addresses poverty, homelessness, inequitable public facilities, community identity, and intergenerational equity. Treatment of these topics will require the students to identify their value systems, learn about the value systems of others, and develop ways of moving forward with planning action that has an articulated ethical basis and respects diversity.

Ia. Write effectively for various audiences

Ib. Speak effectively to various audiences.

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

IId. Integrate concepts, examples, and theories from more than one discipline to identify problems, construct original ideas, and draw conclusions.

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.

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*

Brooks, M. (2002) *Planning Theory for Practitioners*.
Chicago: Planners Press.

Fulton, W. and P. Shigley (2012) *Guide to California
Planning, fourth edition*. Point Area, California: Solano
Press Books

Compilation of readings on current California planning issues (to be modified as implementation approaches).

Arnstien S. (1969) 'Ladder of Citizen Participation' *Journal of American Planning Association* **35**: 216-224.

Fulton, W. (1997) *The Reluctant Metropolis: The Politics of Urban Growth in Los Angeles*. Point Arena, CA: Solano Press Books. pp. 1-20. (The Collapse of the Growth Machine)

Hoch, C. (2007) 'Pragmatic Communicative Action Theory.' *Journal of Planning Education and Research*. 26: 272-283.

Hopkins, L. (2001) 'How to Use and Make Plans' in *Urban Development: The Logic of Making Plans*. Washington D.C.: Island Press. Pp. 217-253.

Patton, C. and D. Sawicki. (2013) *Basic Methods of Policy Analysis and Planning*. Engelwood Cliffs, N.J.: Prentice Hall. pp. 43-57, excerpts from Chapter 2, The Policy Analysis Process.

Up-to-date news and commentary sources specific to particular issues and events.

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, assigned individual readings, access to the internet, ability to attend an off-site field trip.

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***

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*

The course provides an introduction to the field of urban and regional planning for those interested in how planning works and those planning to work with planners in their careers. The course covers the following topics:

What is the city and the region?

- a.
Role of the city and region through time from a multidisciplinary perspective
- b.
Key elements: land uses, infrastructure, culture, information flows
- c.
Economic, social, spatial, and environmental aspects of cities
- d.
Issues in contemporary cities, with a particular emphasis on California cities

Why planning and what is its justification?

- a.
Market versus planned cities. California's mixed model; state/regional/special purpose district/local government relationships and roles
- b.
Core elements of planning rationality: ends/means relationships, comprehensiveness, and long-term perspective
- c.
Core values of planning: efficiency, livability, sustainability, social equity, participation, and how those are used in ethical reasoning.
- d.
The downsides of planning

Understanding planning tools and their application

- a.
Regional and subregional plans, e.g., Regional Transportation Plan, Sustainable Communities Strategy, habitat conservation
- b.
Local plans - General Plans, Specific plans, revitalization plans, housing plans
- c.
Local regulation – Zoning, subdivision regulations, street standards, development agreements
- d.
Capital works programming
- e.
Incentivized land uses, e.g. affordable housing
- f.
Environmental review

Application

- a.
Case studies of plans
- b.
Case studies of planning issues and controversies
- c.
Relationship of planning with allied professions in development and city management

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- d. Capital works programming
- e. Incentivized land uses, e.g. affordable housing
- f. Environmental review

Application

- a. Case studies of plans
- b. Case studies of planning issues and controversies
- c. Relationship of planning with allied professions in development and city management

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

6. Field trips and attendance at planning meetings

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
1) Explain how cities and regions function	WE (IC), QU (OL)	
2) Articulate positions on the justifications for planning interventions in a market economy	WE (IC), QU (OL)	DIS, CP, SP 1
3) Explain how the local and regional planning operates in California and shapes built form and apply that knowledge to planning cases.	WE (IC), QU (OL)	
4) Analyze with the planning process from the perspective of their home discipline	PE (IC)	SP 2, TP

Describe the meaningful writing assignments to be included.*

The two short papers and one term paper are a core part of achieving the intended learning outcomes and reinforce the importance of professional writing in urban and regional planning. In short papers, students are asked to write in a memorandum style appropriate for advancing planning recommendations in a local government context. The term paper requires the demonstration of organizational, analytic, and communication skills in addressing a planning process case study.

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.*

Since this course is not part of the core for the Urban and Regional Planning curriculum, it is freestanding and therefore not part of assessment of program learning outcomes. However, it is intended to advance the department's goal to disseminate planning knowledge to those with interests in the field and for those in allied professional programs.

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.

Assessment Method	Ia	Ib	Ic	Id	IId	IIa	IIb
Small group presentation	x		x		x	x	x
Student feedback on presentations					x		x
Quizzes						x	x
Written exam	x				x	x	x
Problem solving exam	x				x		
Short papers	x		x		x		
Term papers	x		x		x	x	x

1a) Write effectively for various audiences: Students will write two short papers and a term paper. For each assignment, an audience will be specified, e.g., local government elective officials, local community group, etc.

1b) Speak effectively for various audiences. In-class discussions will emphasize oral communication, focusing on targeting communication to diverse audiences and using inclusive language.

1c) Find, evaluate, use and share information effectively and ethically. Short papers and the term paper will require research, and students will be held to academic integrity standards.

1d) Construct arguments based on sound evidence and reasoning to support an opinion or conclusion. Short papers, the term paper, and the written exam will require the development of sound, evidence-based argumentation.

2d) Integrate concepts, examples, and theories from more than one discipline to identify problems, construct original ideas, and draw conclusions. In discussions, short papers, and term paper, students will be exposed to and asked to draw on knowledge from diverse social science disciplines and reflect on their own home disciplines.

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 gain understanding of the role of the historical factors that explain urban and regional development patterns.

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 the ethical code of the urban and regional planning profession, and will develop an ability to debate competing ethical priorities in urban and regional planning.

X. This OPTIONAL Section is for describing Course/Department/College specific requirements.

**Department/
College Required
ECO Information
(Optional)**