

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

ACADEMIC SENATE

GENERAL EDUCATION COMMITTEE

REPORT TO

THE ACADEMIC SENATE

GE-135-156

URP 4120 – Urban Design in Europe

General Education Committee

Date: 02/08/2017

Executive Committee
Received and Forwarded

Date: 02/15/2017

Academic Senate

Date: 02/22/2017
First Reading

BACKGROUND:

This is a new GE course.

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 D4.

RECOMMENDATION:

The GE Committee recommends approval of GE-135-156, URP 4120 – Urban Design in Europe, for GE Area D4.

URP - 4120 - Urban Design in Europe

D. Course - Modify/Delete General Education

General Catalog Information

Choose action* Modify Delete

Modification Summary* Title changed from Planning and Urban Design in Europe to Urban Design in Europe

College/Department

Urban and Regional Planning

Semester
Subject Area

URP

Semester 4120
Catalog Number

Quarter Subject
Area

URP

Quarter Catalog
Number 412

Course Title Urban Design in Europe

Units

(3)

C/S
Classification

C-02 (Lecture Discussion)

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

Component

Lecture

Instruction Mode

Face-to-Face

Fully Asynchronous

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)*	<input checked="" type="checkbox"/> Major Course <input type="checkbox"/> Service Course <input checked="" type="checkbox"/> GE Course <input type="checkbox"/> None of the above
General Education Area / Subarea*	D4

To view the General Education SubArea definitions, click <http://www.cpp.edu/~academic-programs/Documents/GE%20Semester%20Program%20Revised31.pdf>

I. Catalog Description

Catalog Description	The evolution of civic design in Western Europe, from the mid-nineteenth century. Urban design paradigms, and the role of planners, civic leaders, and visionaries in shaping the aesthetics of European urban places. An introduction to European cities by consideration of their civic, residential, and commercial landscapes.
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II. Required Coursework and Background

Prerequisite(s): A1, A2, A3, D1, D2, and D3 (all lower division A and D) or graduate standing

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:

Identify the major traditions and paradigms in European approaches to urban design: their genesis, goals, and impacts

Develop a critical outlook on European urbanism and its model of dense, walkable, culturally significant urban environments

Identify demographic, economic, cultural, and regulatory influences on the shape of European urbanism Enhance effective communication skills.

Critically appraise the contemporary relevance of various design movements and best practices for contemporary place-making

Achieve an understanding of different areas of knowledge and their interrelatedness

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

<http://www.cpp.edu/~gurey/conversion/URPCurriculumAssessmentPlanFin.do>

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.

The evolution of civic design in Western Europe, from the mid-nineteenth century. An introduction to urban design paradigms, and the role of

planners, civic leaders, and visionaries in shaping the aesthetics of European urban places. Analysis of the historical development of diverse cultures and the role they play in shaping practices of individuals and societies. Critical outlook on European urbanism and its model of dense, walkable, and culturally significant urban environments.

URP4120 meets the GE Sub-area D4 requirements in the following ways: 1) through a series of assignments and class projects, students analyze the relevance of major planning concepts to today's society; 2) students need to complete a significant portion of writing (in the form of reflection essays and research papers); 3) students are required to share their reflections in the form of class presentations to help them develop oral communication skills; 4) the course draws from the interdisciplinary practices of planning, social science and environmental design to help the students synthesize broader concepts of knowledge and acquire a deeper and more critical understanding of the relationships among these concepts; 5) through linking history to the wider social, economic and cultural context, the course helps students understand how lessons of the past and the present are means for driving advocacy and realizing social change.

Describe how these outcomes relate to the associated GE Learning Outcomes. Refer to mapping link below.

Expected outcomes

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 complete reflective essays, research papers, and in-class presentations which require data gathering, information processing, and critical thinking. They need to engage their effective writing and speaking skills to complete their assignments and presentations.

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.

Studying the history of planning practices in this course is done through the interdisciplinary approach that integrates knowledge from the fields of architecture, sociology, engineering. This approach provides students with the opportunity to analyze, synthesize, and explore the interrelatedness of a variety of concepts from these fields.

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.

Diverse cultures and their impact on today's planning practices are explored in the course through class readings, assignments and presentations.

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

The current social implications of planning practices are examined and analyzed through readings, lectures, supplementary visual material (documentaries), and assignments. Term research papers require students to explore the cultural, social and ethical implications of these practices on today's communities.

General Education Outcomes

Ia. Write effectively for various audiences

Ib. Speak effectively to various audiences.

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

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

IIb. Analyze major literary, philosophical, historical or artistic works and explain their significance in society.

IIId. 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.

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**

A general textbook such as Hall can be used:

Hall Thomas. 1997. Planning Europe's capital cities. London: Routledge.

In addition, readings from city-specific textbooks such as the following can be used:

Booth, Phillip. 2003. Planning by consent origins and nature of british development control. London: Routledge.

Busquets. Juan. 2006. Barcelona, the urban evolution of a compact city. Barcelona: Actar

Elkins, Dorothy. 1988. Berlin spatial structure of divide city. London: Routledge.

Evenson. Norma. 1981. Paris: a century of change 1878-1978. New Haven: Yale University Press.

Olsen Donald town planning in London 18+19 centuries

Rowe, Peter. 2006. *Building Barcelona*. ACTAR, Barcelona Regional
 Wiedenhoef, Ronald. 1985. *Berlin's housing revolution*. UMI Research Press.

Also, article readings such as the following can be used to complement the textbook

Paris

Pearce, D. 1998. Tourist districts in Paris: structure and functions. *Tourism Management* 19 (1): 49–65

Pearce, D. 1998. Tourism development in Paris: Public intervention. *Annals of Tourism Research* 25 (2): 457–476.

Rabbiosi, C. 2014. Renewing a historical legacy: Tourism, leisure shopping and urban branding in Paris. *Cities*. In Press.

Wakeman, R. 2004. Nostalgic Modernism and the Reinvention of Paris in the 20th Century. *French Historical Studies*, 27 (1): 115-144.

London

Carmona, Mathew. 1998a. Residential Design Policy and Guidance: Prevalence, Hierarchy, and Currency. *Planning Practice And Research* 13: 407-419.

Carmona, Matthew. 1998b. Design Control-Bridging the Professional Divide, Part 1: A New Framework,' *Journal of Urban Design* 3 (2): 175-200.

Carmona, Matthew. 1998c. Design Control-Bridging the Professional Divide, Part 2: A New Consensus. *Journal of Urban Design* 3 (3): 331-58.

Punter, John. 2007. Developing Urban Design as Public Policy: Best Practice Principles for Design Review and Development Management. *Journal of Urban Design* 12 (2): 167- 202.

Punter, John. 1987. A History of Aesthetic Control: Part 2, 1953-1985: The Control of the External Appearance of Development in England and Wales. *Town Planning Review* 58: 29-62.

Barcelona

Hebbert, M. 2006. Town planning versus urbanismo. *Planning Perspectives* 21: 233–251.

Monclus, F-J. 2000. Barcelona's planning strategies: from 'Paris of the South' to the 'Capital of West Mediterranean'. *GeoJournal* 51: 57–63.

Monclus, F-J. 2003. The Barcelona model: an original formula? From 'reconstruction' to strategic urban projects (1979–2004) *Planning*

Perspectives 18: 399–421.

Smith, A. 1997. Monumentality in 'Capital' Cities and Its Implications for Tourism Marketing: The Case of Barcelona. *Journal of Travel & Tourism Marketing* 22, 3/4: 76-93.

Berlin

Cochrane, A., Jonas, A. 1999. Reimagining Berlin: world city, national capital or ordinary place? *European Urban and Regional Studies* 6 (2): 145–164

Colomb, C. 2007. Requiem for a Lost Palast: "Revanchist urban planning" and 'burdened landscapes' of the German Democratic Republic in the new Berlin. *Planning Perspectives* 22: 283–323.

Gittus e.j. 2002. berlin as a conduit for the creation of german national identity at the end of the twentieth century *space & polity* 6 (1): 91–115.

Molnar, v. 2010. the cultural production of locality: reclaiming the 'european city' in post-wall berlin. *international journal of urban and regional research* 34 (2): 281–309.

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**

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 following topics should be discussed in the context of cities exemplary for their civic design, such as London, Paris, Barcelona, or Berlin.

1 Structuring elements of the 19th C city: the civic spaces, gardens, and structures

- the role of monarchical authorities in projecting powers

- the elements of the piecemeal plan: memorializing national events, honoring significant figures, symbolizing celestial authority

2 The urban design framework plan: the estate plan, the master plan, the boulevard plan, and the detailed plan.

The contests of empire, the majestic city, and the politics of opulence

The emergent proto-bourgeoisie, new neighborhoods and the economics of the 'stately' address

3 The decades of disruptions: juxtapositions along classical and modernist fault lines

The industrial city and grand gestures of the structuring plan: civic centers, cultural groupings, and vistas

The fascist tide and the neo-classical revival

4 The rise of the postwar cities: the grand public projects, redevelopment, and historic fabrics

The modernist imperative: when to infill and where to redevelop - e.g. conservative British culture and Spanish politics vs the progressive 4th French Republic

5 The tremors of deindustrialization: the rise of strategic planning and neoliberal urbanization and the service districts/ economies

The rediscovery of history: the 70s between deindustrialization and historic preservation.

The place of creative civic design: the retreat of national planning and rediscovery of the neighborhood as a locus for civic creativity: e.g. borough plans and arrondissements

6 Agents of reinvention: cultural catalysts, streets for people, and place-making

The catalysts of the beautiful city: e.g. Mitterrand's 'grand projets', Thatchers' Canary Wharf and Barcelona's public space revolution

Cities for people: e.g. how Copenhagen leveraged history and intimacy at the city scale

7 Planning the modern day tensions: collective memory, tourism, livability, sustainability

-the politics and aesthetics of identity in the contemporary city: e.g. the fight for post-war Berlin

- Nightscapes, sightscapes, smellscapes, and other imaginative civic landscapes beyond traditional civic design

8 The perpetual underclass: ghettos, enclaves, satellite towns, and peripheral urbanization

-The bifurcated city: historic centers and non-descript ghettos

-The tensions between urban design and social inclusion: tourism, gentrification, and public investments

9 Innovations in development control: discretionary, envelope, and typological approaches

-The British approach to city-making: civic, deliberative, piece-meal

-The continental tradition: centralized, grandiose, monumental

-Concluding remarks on the city- case studies

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

Assessment tools		
Learning outcome	Individual	Group
	1) Identify the major traditions in European urban design: their genesis, goals, and impacts	SP # 1-4, CP-IC
2) Develop a critical outlook on European urbanism and its model of dense, walkable, culturally significant urban environments	SP # 1-4, CP-IC	
3) Identify demographic, economic, cultural, and regulatory influences on the shape of European urbanism	SP # 1-4, CP-IC	
4) Critically appraise the contemporary relevance of various design movements and best practices for contemporary place-making	TP, CP-IC	

Describe the meaningful writing assignments to be included.

SP: the short papers are meant to encourage the students to critically reflect on various paradigms, programs, and regulatory regimes in how they shaped the face of European urbanization, in reflection on the readings.

TP: the term paper attempts to encourage students to interrogate the critical relevance of the European urban design experience. Topics may include examining current flagship initiatives, commenting on the transferability of best practice to the American context, or interrogating the success of European urban design in negotiating the essential tensions of European urbanization.

Describe how these evaluation methods align to the course and program outcomes, as appropriate. Alternatively, you may include or attach a matrix to align the methods to the outcomes.

See attached link: [Matrix of artifacts](#)

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

Discuss how these methods may be used to address the associated GE Learning Outcomes listed above. Include or attach a matrix to align the evaluation methods to the outcomes.

How these evaluations of outcomes address GE criteria for C4 synthesis:

1. Acquire foundational skills and capacities.

1a. Write effectively for various audiences: the two main assessments in the class are a sequence of short response papers (SP 1-4) and a term paper (TP). The short response papers challenge students to make a concise, 'op ed'-like argument geared towards an educated not necessarily specialized audience, in support or refutation of a claim made by the instructor vis a vis the urban design plan or vision of one of the cities under study. The term paper is a typical academic exercise with an educated counterparty as the audience, and challenges the students to articulate a claim, research it, and defend it using warrants.

1b. Speak effectively to various audiences: students write short papers that typically respond to a claim made by the instructor concerning an essential tension in realization of an urban design vision in one of several European cities under study (SP 1-4). Students are expected to orally defend their claims before their peers in class (CP-IC).

1c. Find, evaluate, use, and share information effectively and ethically: The major deliverable in the course is a term paper (TP). The term paper on a facet of European urban design, such as the cultural expressionism of the built environment, the relationship between architectural aesthetics and urban morphology, physical planning approaches to civic design, the relationship between monumentality, government, and community, or the tensions between urban design, tourism, and national identity. Students are expected to go through (and are guided through) the process of researching these topics and presenting findings and claims.

1d. Construct arguments based on sound evidence and reasoning to support an opinion or conclusion: Both the short papers (SP 1-4) and the term paper (TP) challenge students to articulate and defend arguments on the merits of exemplary urban design schemes from Europe and the lessons they can impart from a civic agenda in the United States. Students are expected to develop an understanding of the social and cultural influences on a civic and aesthetic agenda.

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

2d. Integrate concepts, examples, and theories from more than one discipline to identify problems, construct original ideas, and draw conclusions: The discipline of urban design is an interdisciplinary undertaking coordinating the fields of architecture, landscape architecture, and urban planning. Theories of, and approaches to 'good city form' thus borrow from architectural theories, whether modernist or regionalist, open space network design, and district and corridor planning. Alternatively, the study of urban design probes the tacit and strategic influences on the practice. Cultural influences include national and local cultural agendas involving the materialization of an identity politics, economic influences include the roles of place branding and tourism in the design agenda, and social influences include the role of urban design in retarding or aiding in community development. Students work through these concepts and theories through the term paper (TP).

III. Develop social and global knowledge.

3a. Analyze the historical development of diverse cultures and the role they play in shaping core institutions and practices of individuals and societies: the course is inherently about particular places and their civic design traditions. It is therefore pedagogically appropriate to structure the classes around context of investigation, or in this case as cities (e.g. London, Paris, Barcelona, and Berlin). In the study of each city's civic design tradition, considerations of national politics, local culture, social goals, and aesthetic traditions are brought to bear on the understanding of impediments and incentives to implementation.

3b. Analyze principles, methods, value systems, and ethics of social issues confronting local and global communities. Pioneering urban design schemes, such as Hausmman's plan for Paris, Cedra's plan for Barcelona, or Burnham's plan for Washington D.C. are often lauded as exemplary case studies and often inspirational to contemporary practice. Such schemes often purported to address social problems, but their records in that area

Assessment Method	Ia	Ib	Ic	Id	IId	IIIa	IIIb
Short papers (4)	x			x			
Term paper	x		x	x	x		
Class discussion of short papers		x					
Class discussion of readings						x	