

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

ACADEMIC SENATE

GENERAL EDUCATION COMMITTEE

REPORT TO

THE ACADEMIC SENATE

GE-134-156

URP 4110 – Evolution of American Cities and the Planning Movement

General Education Committee

Date: 05/03/2017

Executive Committee
Received and Forwarded

Date: 05/10/2017

Academic Senate

Date: 05/17/2017
First Reading

BACKGROUND:

This is a revisioned course for the semester calendar.

RESOURCES CONSULTED:

Faculty
Department Chairs
Associate Deans
Deans
Office of Academic Programs

DISCUSSION:

The GE Committee reviewed the attached ECO for this course and found it to satisfy the GE Student Learning Outcomes and other requirements for GE Area D4.

RECOMMENDATION:

The GE Committee recommends approval of GE-134-156, URP 4110 – Evolution of American Cities and the Planning Movement (See attached ECO).

URP - 4110 - Evolution of American Cities and the Planning Movement

C. Course - New General Education* Updated

General Catalog Information

Department*	Urban and Regional Planning	
Semester Subject Area*	URP	Semester Catalog Number* 4110
Quarter Subject Area	URP	Quarter Catalog Number 411
Course Title*	Evolution of American Cities and the Planning Movement	
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
Grading Basis*	Graded Only
Repeat Basis*	May be taken only once
If it may be taken multiple times, limit on	1
number of enrollments	

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

Catalog Description

History of urban development in the United States since the 19th Century in a comparative perspective. Emphasis on the role of planning and the institutional, cultural, and economic determinants of the evolution of urban patterns. Special emphasis on the Los Angeles Metropolitan region.
Prerequisites: Upper Division standing.

II. Required Coursework and Background

Prerequisite(s) Completion of 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 the history of planning: their genesis, goals, and impacts

Identify major patterns and milestones in the evolution of built form since the industrial revolution

3.

Identify movements, projects, and plans that have defined or influenced planning paradigms and built form.

4.

Critically appraise the contemporary relevance of various planning movements and best practices

5.

Reference major figures and texts in planning history

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.docx>.

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.

History of urban development in the United States since the 19th Century in a comparative perspective. Emphasis on the role of planning and the institutional, cultural, and economic determinants of the evolution of urban patterns. Special emphasis on the broader understanding of the application of major planning concepts to address today's complex social problems. URP411 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 listed 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 claims.

Students are required to complete reflective essays, research papers, and in-classroom presentations. They need to engage their effective writing and speaking skills to communicate their ideas.

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

d. Integrate concepts, examples, and theories from more than one discipline.

Studying the history of planning practices in this course is done through the interdisciplinary approach of sociology, engineering, and history. This approach provides students with the opportunity to apply their knowledge to these fields.

III. Develop Social and Global Knowledge

a. Analyze the historical development of diverse cultures and the role of social structures.

Diverse cultures and their impact on today's planning practices are explored in class.

b. Analyze principles, methods, value systems, and ethics of social issues.

The current social implications of planning practices are examined and analyzed in class. Term research papers require students to explore the cultural, social, and economic implications of planning practices.

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.
	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*

Federal, State and City data and statistics regarding urban development, urban planning, and social services and issues constitute a significant primary source for students in this class.

The Textbook for the course should be a general history textbook such as

Hall, Peter. 2002. Cities of Tomorrow: an intellectual history of urban planning and design in the 20th C. Oxford: Blackwell

Also suitable are:

Garvin, Alexander. 2002. The American City: What works, what doesn't. New York: McGraw Hill

Boyer, M. Christine. 1983. Dreaming the rational city: the myth of American city planning. Cambridge: the MIT Press.

In addition, the course maybe be supplemented with material from texts on planning and urban history such as:

General history (in order of historical period, with more recent epoch first)

Frieden, Bernard, and Lynne Sagalyn. 1990. *Downtown Inc., How America rebuilds cities*. Cambridge: the MIT Press.

Fishman, Robert (Ed.) 2000. *The American Planning Tradition*. Washington. Woodrow Wilson Center Press.

Krueckberg, Donald, ed. 1983. *Introduction to planning history in the United States*. New Brunswick. Rutgers.

Fishman, Robert. 1987. *Bourgeois Utopias. The rise and fall of suburbia*. New York: Basic Books.

Hayden, Dolores. 2003. *Building Suburbia. Green Fields and Urban Growth 1820-2000*. NY: Vintage Books.

Weiss, Marc. 1987. *The rise of the community builders: the American real estate industry and urban land planning*. New York: Columbia University Press.

Warner, Sam Bass. 1962. *Streetcar Suburbs: the process of growth in Boston, 1870, 1900*. Harvard University Press.

Wilson, William. 1989. *The City Beautiful Movement*. Baltimore: the Johns Hopkins University Press.

Jackson, Kenneth. 1985. *Crabgrass Frontier: the suburbanization of the United States*. New York: Oxford University Press.

Peterson. Jon. 2003. *The Birth of City Planning in the United States. 1840-1917*. Baltimore: the Johns Hopkins University Press.

History of specific land uses

Cranz, Galen. 1992. *The Politics of Park Design: A History of Urban Parks in America*. Cambridge: the MIT Press.

Longstreth, Richard. 1999. *The drive-in, the supermarket, and the transformation of commercial spaces in Los Angeles 1914- 1941*. Cambridge, the MIT press.

Longstreth, Richard. 1997. City center to regional mall: architecture, the automobile, and retailing in Los Angeles, 1920- 1950. Cambridge: the MIT press.

Longstreth, Richard. 2010. The American department store transformed 1920-1960. New Haven: Yale University Press.

Mozingo, Louise. 2011. Pastoral Capitalism: a history of suburban corporate landscapes. Cambridge: MIT press.

History of Los Angeles (in order of historical period, with more recent epoch first)

Soja, Edward. Postmetropolis: Critical Studies of Cities and Regions. Malden: Blackwell.

Dear, Michael. 2000. The postmodern urban condition. Oxford: Blackwell publishing.

Fogelson, Robert. 1967. The Fragmented Metropolis: Los Angeles 1850-1930. Berkeley: University of California Press.

McWilliams, Carey. 1973. Southern California: An Island on the Sun. Santa Barbara: Peregrine Press.

Hise, Greg and Deverell William. 2000. Eden by design: the 1930 Olmsted-Bartholomew plan for the Los Angeles region. Berkeley: University of California 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***

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 class covers the following topics, with a special emphasis on examples from Los Angeles:

Introduction, the value of historical knowledge

The value of institutional memory

Learning from inspirational figures

The historical framing of urban issues

Community change and cultural memory

The industrial city of the late 19th C, and early suburban expansion

The politics of annexation and incorporation

Immigrants, urban threats, and the institutions of immigrant containment

The railroad suburbs and the rise of the white collar class

The architectural tradition and the City Beautiful movement

Grassroots activism and the campaign for civic pride

Civic boosterism, the role of industrialists and opinion makers

The Beaux Arts and the American - Continental aesthetic exchange

The civic tradition and the Progressive Reform movement

Agitation against the *laissez faire*: centralizing land use planning

The German experience with zoning and the expansion of welfarism

The planning – housing divide and the rise of professional turf wars

The communal tradition and the Garden City movement

- The garden city as the 'third way' between capitalism and socialism
- Housing non-profits at the vanguard: dilemmas of profit and affordability
- Garden cities and community: from common areas to mixed income housing

The opportunistic tradition and the City Practical movement (the zoning tradition)

Property values and a suburbanizing nation

The politics of real estate, developer interests, and homeownership

The single-use metropolis and the technocratization of planning

The metropolitan tradition and the Regional Planning movement

Jurisdictional competition, the race to the bottom, and the limits of cooperation

Exclusionary zoning, constitutional rights, and fair share legislation

Economic spillovers, free riding, and housing and environmental protection

The federal government and inter-regional disparities

The Modernist Tradition, downtown revitalization, freeway building, and the city renewable

Modernism and the *tabula rasa* approach to neighborhood redevelopment

Urban renewal: a promise of betterment usurped

The freeway building program: the role of government in sprawl

Regional malls, exurbs, and the rise of the metropolitan city

The Neo-Liberal Tradition and the City Enterprising

The fiscal decline of cities, and public private partnerships in urban development

Retail emporia, gated communities, and the rise of fortress America

Enterprise zones and competitive redevelopment appropriations

The grassroots and the Community Planning tradition

Community organizations and the reclaiming of urban cores

The federal grant program as a driving force

The rise of integrated physical-social community planning

The Place-Making Tradition and the City Reclaimed

The new urbanism and place-making as a renewed emphasis

Progressive politics and the attack on the modernist city and modernist planning

Sustainability, smart growth, and the new urbanism: a three-legged 'paradigm shift'

Special topics as appropriate: e.g. the history of Los Angeles, sustainable urbanism; trends in international development

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
Identify the major traditions and paradigms in the history of planning: their genesis, goals, and impacts	CP-IL , SP #1-4	
Identify major patterns and milestones in the evolution of built form since the industrial revolution	CP-IL , DIS	
Identify movements, projects, and plans that have defined or influenced planning paradigms and built form	CP-IL , DIS	ACT-IC
Critically appraise the contemporary relevance of various planning movements and best practices.	CP-IC, DIS-OL, TP	
Reference major figures and texts in planning history	CP-IC,DIS-OL	

Describe the meaningful writing assignments to be included.*

ACT #1-4: the activities are in class exercises in which students are handed examples of plans or projects are asked to discuss their relationship to a particular planning paradigm

SP #1-4: the short papers are response papers in which the students reflect critically on a question-prompt related to a historic movement or paradigm of planning. These responses show familiarity with the readings and the lectures

TP: this is term paper in which the student researches a particular topic related to a planning paradigm or movement. The instructor may define a topic, work with students to define their own. Students may consult historical planning journals like the 'Journal of Planning History', or 'Planning Perspectives' for topics. The purpose of the paper is to interrogate a historic episode critically. Examples of emphases include: teasing out a historical period's contemporary relevance, how it exemplifies a particular historical moment, how it illuminates major turning points in the history of urban development, or how it contributes to our understanding of the history of urban Los Angeles. The instructor will provide feedback to students during the semester regarding their writing so that they may improve their future writing.

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

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.

outcomes.*

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.*

How these evaluations of outcomes address GE criteria for D4 synthesis:

1. Acquire foundational skills and capacities:

1a. Write effectively for various audiences: assignments in 4110 are primarily writing assignments, imparting upon students the skills of written communication in various formats. Short 'reflective' responses papers (SP #1-4) are meant to be persuasive, cogent arguments where students defend positions on key tensions in urban planning paradigms of the 20th and 21st centuries, and should be written in a style understandable to the educated reader. The term paper (TP) is alternatively a paper of the typical academic paper format, and asks the students to research a topic defending a historical paradigm's contemporary relevance.

1b. Speak effectively to various audiences: Class activities (ACT #1-4) prod the students to analyze and situate plans or texts within a relevant historic period or school of thought or land use planning paradigm. These are in-class exercises where the findings are communicated verbally to class members.

1c. Find, evaluate, use, and share information effectively and ethically: the short response papers (SP #1-4) require students to distill relevant information from readings to make an argument concerning a planning paradigm's genesis or impact. The term paper (TP) requires a substantial amount of research into secondary sources, which should be analyzed, distilled, and organized to make an argument about lessons from a plan, paradigm, program, or implementation strategy.

1d. Construct arguments based on sound evidence and reasoning to support an opinion or conclusion: the term paper (TP) requires that the student develop, present, and defend a thesis on factors influencing, or the impact of urbanization patterns in the 20th and early 21st century.

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

2b. Analyze major literary, philosophical, historical or artistic works and explain their significance in society: urbanization is a product of a complex interaction of social, economic, cultural, and technological forces. A deep understanding of its patterns requires an understanding of normative philosophical principles of social justice, aesthetic movements, and interdependent local and global economies. Supplementary readings would offer students threads on these influences and aid in formulation of the term paper (TP) thesis.

2d. Integrate concepts, examples, and theories from more than one discipline to identify problems, construct original ideas, and draw conclusions: understanding why some paradigms (or planning agendas) gain the formative power to influence urbanization while others remain confined to academic and professional circles requires an understanding of

the technological, organizational, and normative impediments to legitimacy and implementation. Organizational theories of institutional inertia or the capture of the regulatory process; cultural theories of the mythology of domesticity or the moral superiority of homogenous communities; economic theories of the imperative of the protection of investment in property or the colocation of firms – all these are but some of the theories students must bring an understanding of the nature of the land planning process in the short papers (SP #1-4) or term paper (TP).

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: the history of planning and the evolution of urban environments is a fascinating story of cultural influences. The American planning tradition is historically a creative absorption of influences, goals, and tools from diverse origins such as the French Beaux Arts tradition, the German zoning tradition, the British Garden cities, and UK urban regeneration strategies and enterprise zones, to name a few. Locally, enduring tensions between historically urban progressive and suburban and rural conservative outlooks have shaped the extent that the adoption of these innovations have been pervasive. The social and global knowledge gained from this exposure cuts across dimensions of governance, culture, and technique, and is assessed mainly in the course term paper (TP).

Assessment Method	Ia	Ib	Ic	Id	IIId	IIIa	IIIb
Short papers	x		x		x		
Term paper	x		x	x	x	x	x
Class activities		x			x		x
Discussion		x			x		x

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

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