

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

ACADEMIC SENATE

GENERAL EDUCATION COMMITTEE

REPORT TO

THE ACADEMIC SENATE

GE-103-156

URP 4220 – The Just City

General Education Committee

Date: 11/08/2017

Executive Committee
Received and Forwarded

Date: 11/15/2017

Academic Senate

Date: 11/29/2017
First Reading
01/17/2018
Second Reading

BACKGROUND:

This is a new course.

RESOURCES CONSULTED:

Faculty

Department Chairs

Associate Deans

Deans

Office of Academic Programs

DISCUSSION:

The GE Committee reviewed this ECO and found that it satisfies the GE SLO's and other requirements of GE Area D4.

RECOMMENDATION:

The GE Committee recommends approval of GE-103-156, URP 4220 – The Just City for GE Area D4.

URP - 4220 - The Just City

C. Course - New General Education* Updated

General Catalog Information

College/Department		Urban and Regional Planning
Semester Subject Area	URP	Semester 4220 Catalog Number
Quarter Subject Area		Quarter Catalog Number
Course Title The Just City		
Units*	(3)	
C/S Classification *	C-05 (Seminar)	
<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*	Seminar	

Instruction Mode*	<input type="checkbox"/> Face-to-Face <input checked="" type="checkbox"/> Hybrid w/Asynchronous Component
Grading Basis*	<input checked="" type="checkbox"/> Graded Only
Repeat Basis*	<input checked="" type="checkbox"/> May be taken only once
If it may be taken multiple times, limit on number of enrollments	<input type="text" value="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*	<input type="text" value="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
<p>How do cities evolve into more or less fair places? This course highlights theories of urban justice, methods for advocacy and equity planning, and</p>

best practice case studies to explore the roles of planners in advancing social equity and justice.

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:

Demonstrate knowledge of conceptual foundations undergirding equitable city and regional planning practice in U.S. and global contexts.

Use qualitative, quantitative, and spatial techniques to assess and visually represent local and regional spatial inequalities.

Assess the feasibility of various equitable development tools to mitigate spatial inequality.

Develop a sensitivity to the role of professional urban planners in advancing and working against local and regional equity and justice.

If this is a course for the major, describe how these outcomes relate to the

The department assessment guide includes a matrix detailing how

mission, goals and objectives of the major program.

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.

URP 4220 meets the GE Sub-area D-4 requirements in the following ways: 1) there is a significant writing component through essays, memos, a research paper, and group projects; 2) individual and group presentations help students develop oral presentation skills. Both areas provide opportunities to work on information gathering and information analysis skills; 3) through class assignments, lectures, and discussions, students analyze theories of socio spatial equity and justice, and explain their significance in society; 4) interdisciplinary content provides opportunities to synthesize knowledge, which, along with exposure to theoretical works from multiple areas, leads to intellectual and cultural growth; 5) Classroom content as well as student projects give the opportunity to understand how social and spatial (in)equality is reproduced.

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

Ia. Write effectively for various audiences,

Students will compose short essays, a term research paper, and a group Advocacy Toolkit. The Urban Change and Inequality memo and Advocacy Toolkit will be written for professional planning and community development audiences, while the research paper will be geared toward academics in the field.

Ib. Speak effectively to various audiences.,

Students participate in class discussions and individual and group presentations based on their in-class activities and group research projects. Members of the College of Environmental Design will be invited to attend final presentations, affording the students an audience comprised of planners, landscape architects, architects, and artists.

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

Students will explore a range of research methods, including library research and demographic and geographic information systems analysis. These methods will inform the development of several written and creative projects. The ethical considerations associated with human subject research (including interviewing and ethnography) will be discussed.

Id. Construct arguments based on sound evidence and reasoning to

support an opinion or conclusion.,

All assignments, both written and oral, require students to structure their ideas with a core thesis that includes a discussion of key points and evidence to substantiate their arguments.

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

This course draws from urban planning, landscape design, philosophy, political economics, and geography. Students will develop thesis-based research projects that draw from the interdisciplinary literature covered in the course.

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

Students will explore the social reform roots of the modern city planning movement, the impact of the labor and civil rights movements on the profession, and contemporary trends in cultural organizing and community development.

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

Class activities and scenarios will ask students to apply theories of justice, methods for assessing urban (in)equality, and use their ethical judgement to determine the most efficient and/or fair development outcomes.

**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.

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.

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

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 *

Selections from:

Agyeman, J. (2013). *Introducing Just Sustainabilities: Policy, Planning, and Practice*. London; New York : New York: Zed Books ; Distributed in the United States of America by Palgrave Macmillan.

Benner, C, Pastor, M. (2012). *Just Growth: Inclusion and Prosperity in America's Metropolitan Regions*. London: Taylor & Francis Routledge.

Bullard, R., Anthony, Chen (Eds.) (2007). *Growing Smarter: Achieving Livable Communities, Environmental Justice, and Regional Equity*. Cambridge, Mass.: MIT Press.

Klass, G. (2012). *Just Plain Data Analysis: Finding, Presenting, and Interpreting Social Science Data*. Lanham: Rowman & Littlefield Publishers.

Marcuse, P. (2009). *Searching for the just city: debates in urban theory and practice*. London: Routledge.

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*

Theoretical Foundations (3 weeks)

Just Cities

Just Regions

Governance + Social Movement Building

Measuring Social and Economic Inequality (2 weeks)

Racial Inequality

Poverty and Economic Inequality

Tools for Local and Regional Equity (2 weeks)

Redistribution Tools

Enabling Tools

Case Studies in Local and Regional Equitable Development

Zoning and Land Use Planning

Smart Growth

Transportation Equity

Housing

Economic Development

Environmental Planning

Cultural Planning

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.*

Learning outcome	Assessment tools	
	Individual	Group
1) Demonstrate knowledge of conceptual foundations undergirding equitable city and regional planning practice in U.S. and global contexts.	QU- IC (12-14), DIS (15)-IC + OL, CP (IC)	CR (1 per project team), SP (2), DIS (15)-IC, CP (IC)

<p>2) Practice using qualitative, quantitative, and spatial techniques to assess and visually represent local and regional spatial inequalities.</p>	<p>SP (1), DIS (15)- IC and OL, ACT (2)</p>	<p>ACT (14)- IC, CR</p>
<p>3) Assess the feasibility of various equitable development tools to mitigate spatial inequality.</p>	<p>SP (1), DIS (15)- IC and OL, ACT (2)</p>	<p>ACT (14)- IC, CR</p>
<p>4) Develop a sensitivity to the role of professional urban planners in advancing and working against local and regional equity and justice.</p>	<p>QU (2-3), SP (2)</p>	<p>CR, SP (1)</p>

Describe the meaningful writing assignments to be included.*

Measuring Urban Change and Inequality Memo: Two of the most significant skills that planners bring to the decision-making table are their ability to measure and analyze demographic changes and social inequalities. For this assignment, students pretend to be an urban or regional planner working in a changing community of their choice. Their job is to produce a professional memorandum for local policymakers that contains three elements:

A summary of how racial and economic inequality has changed;

A summary and discussion of two to three additional physical or social changes underway in the community;

A discussion of next steps that local and regional planners might take to address inequality and community change.

Research Term Paper: Students will develop a multi-draft research paper focused on an urban or regional equity planning topic of their choice. In-class research and writing activities will assist them in the drafting and revision processes. Potential associated activities include: Library Research Workshop session, developing an Annotated Bibliography, drafting and Peer Review, and Revision.

Advocacy Toolkit: Early in the course, students will be organized into several project teams. Each team will be responsible for using methods explored in the course to analyze and make recommendations for the improvement of a local site that faces social equity challenges. Teams will analyze existing conditions, research and benchmark better practices, and draft advocacy toolkits to support grassroots organizations working on social justice issues across Los Angeles County. Typically, toolkits range in page numbers and include graphic elements and appendices.

Project Team Scopes of Work: Each project team will be responsible for drafting a 'Scope of Work' memorandum with their project 'client.'

The Scope of Work will delineate the central questions or problems being studied in addition to the teams' plans for answering them.

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.*

Assessment Method	Ia	Ib	Ic	Id	IIId	IIIa	IIIb
Measuring Urban Change and Inequality Memo	x		x	x	x		x
Research Term Paper	x		x	x	x	x	x
Advocacy Toolkit and memo	x	x	x		x		
Quizzes				x		x	x
Class discussion of Advocacy toolkits		x			x	x	x
Class discussion of readings		x			x	x	x