

 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>COURSE CHANGE REQUEST</b> <b>Graduate Programs</b>		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department School of Urban and Regional Planning College College of Design and Social Inquiry		
<b>Current Course Prefix and Number</b> URP 6840		<b>Current Course Title</b> Urban and Regional Theory	
<i>Syllabus must be attached for ANY changes to current course details. See <a href="#">Guidelines</a>. Please consult and list departments that may be affected by the changes; attach documentation.</i>			
<b>Change title to:</b> Urban Spatial Structure  <b>Change prefix</b> <b>From:</b> <b>To:</b>  <b>Change course number</b> <b>From:</b> <b>To:</b>  <b>Change credits*</b> <b>From:</b> <b>To:</b>  <b>Change grading</b> <b>From:</b> <b>To:</b>  <small>*Review <a href="#">Provost Memorandum</a></small>		<b>Change description to:</b> Economic theories and descriptive history of the spatial development of metropolitan areas. The role of technology and public policies in shaping urban growth and change. Equity perspectives on urban form and related public policies.  <b>Change prerequisites/minimum grades to:</b>   <b>Change corequisites to:</b>   <b>Change registration controls to:</b>  Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.	
<b>Effective Date</b> <small>(TERM &amp; YEAR)</small> Fall 2019		<b>Terminate course</b> <b>List final active term</b>	
<b>Faculty Contact/Email/Phone</b> Steven Bourassa/sbourassa@fau.edu/7-4164			
<b>Approved by</b> Department Chair <u>Steven C. Bourassa</u> <small>Digitally signed by Steven C. Bourassa          DN: cn=Steven C. Bourassa, o=Florida Atlantic University, ou=School of Urban and Regional Planning, email=sbourassa@fau.edu, c=US          Date: 2018.04.04 16:16:05 -0400</small>		<b>Date</b> April 4, 2018	
College Curriculum Chair <u>Dr. Arthur J. Sementelli</u> <small>Digitally signed by Dr. Arthur J. Sementelli          DN: cn=Dr. Arthur J. Sementelli, ou=School of Urban and Regional Planning, email=ssementelli@fau.edu, c=US          Date: 2018.04.04 12:13:08 -0400</small>		_____ _____ _____ _____ _____ _____	
College Dean    _____ UGPC Chair    _____ UGC Chair    _____ Graduate College Dean <u>Rhabel Soltan</u>		_____ _____ _____ _____ _____ _____	
UFS President    _____ Provost    _____		_____ _____ _____ _____	

**GRADUATE COLLEGE**

Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) one week before the UGPC meeting.

APR 05 2018

Received

## Urban Spatial Structure, Urban and Regional Planning 6840

Syllabus last updated August 10, 2018

### Basic Course Information

Urban Spatial Structure

Urban and Regional Planning 6840

Credit Hours: 3

Prerequisites: None

Wednesday 6:30-9:20 PM

Classroom: 370 SO (Social Science Building)

Fall 2017, August 19<sup>th</sup> - December 15<sup>th</sup>

Primary Instructor:

Louis A. Merlin, Ph.D., AICP

[lmerlin@fau.edu](mailto:lmerlin@fau.edu)

Office Phone: 7-4166

Office: 248I, College of Design and Social Inquiry (SO)

Office Hours: Friday mornings, 9-11 AM, or by appointment

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### Course Description and Goals

Course includes economic theories and descriptive history of the spatial development of metropolitan areas. The role of technology and public policies in shaping urban growth and change. Equity perspectives on urban form and related public policies.

Urban and Regional Theory is a foundational course for becoming an urban planner. Students will come to understand why cities exist, the advantages provided by cities, and why activities concentrate in certain portions of metropolitan regions. Just as importantly, students will learn how to apply the above theories to the practical challenges facing contemporary cities world-wide.

The course is divided into three modules, in addition to one overarching theme:

- The first module is a brief **history of cities**, so students can understand how and why cities have formed with a long-term, historical view.
- The second module is **urban economics**, which provides a series of succinct but powerful theories for understanding why cities exist and the forces that shape concentrations of urban activity.
- And the third module is **policy analysis**, or the application of the previously learned ideas to contemporary urban problems.
- The overarching theme of the course is **equity**. This equity perspective will be integrated throughout all course modules.

The course is largely based in a 'learning by doing' pedagogic philosophy. Important ideas are presented and then these ideas are linked to exercises and assignments. It is in the exercises and assignments, as well as in class discussions, that you will take the ideas presented in class and make them your own. Frequent small assessments will allow you to evaluate your own understanding and progress and assist the instructors in tracking your understanding of key concepts.

By the end of this course, you will be able to:

- Articulate the purpose and meaning of planning as a way of managing multiple objectives for metropolitan regions
- Discuss human settlements and the history of planning, and how planning has faced differing challenges in differing eras
- Become acquainted with some of the global dimensions of planning and the challenges of developing-country cities
- Undertake research to understand the history, economy, and policy issues facing a major urban area
- Communicate at a professional level in written, oral, and graphic forms
- Apply appropriate quantitative and qualitative methods to understand major metropolitan areas
- Discuss the economic, social, and cultural factors in urban growth and change
- Identify several social justice issues in planning, such as the history of housing discrimination and the effects of residential segregation

Course content will be a balance of lectures covering new material, discussions and in class assessments to review material, and interactive exercises to enhance your skills in applying key concepts.

The course assumes the ability to conduct independent library research and the ability to write clearly for short-form nonfiction styles, such as a policy memo or literature review.

## Course Policies

**You are expected to attend every class on time.** You should notify me by email in advance if you cannot attend a class. Course attendance is taken to track participation.

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor **notice prior to any anticipated absences** and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

**Cell phone and laptop use during class time is not permitted, except when these resources are being used for a specific in-class exercise.** We need you to be fully present to improve the learning experience for everyone. Your ideas are important and so I need you to be fully engaged during class time.



**Complete all reading assignments in advance of the class.** You will gain much more from this course if you complete the reading assignments. Skimming may be appropriate in some cases. Think about what you need to learn from each reading before beginning the reading. I will advise you in advance when a close reading is expected.

**All assignments should be turned in on time or your grade will be penalized.** Assignments will be penalized a half grade per day late, with the first late day beginning upon the start of class when the assignment is due. If you know you cannot meet a deadline, you should inform me well in advance and make a specific proposal about when you can complete the assignment by. I will allow for a certain amount of flexibility for those who plan and notify us in advance of difficult scheduling situations.

**Missed exams will receive a zero** unless prior arrangements have been made with the instructor for a make-up exam.

### Inclusiveness and Respect

Like the Florida Atlantic University as a whole, I am committed to creating an environment where all students are respected and where diverse voices can be heard in a safe setting. We should not expect to agree on viewpoints or have the same backgrounds or experiences, but we should all expect to have a chance to have our voices heard, so long as our speech and action respects the rights of others.

FAU's Office of Equity, Inclusion and Compliance provides a variety of policies and resources for promoting an inclusive learning environment: <https://www.fau.edu/eic/>

All students and employees at FAU have a right to an environment free from sexual harassment. For more information about FAU's policies please see their Title XI page: <http://www.fau.edu/eic/Title%20IX.php>

### Communication with the Instructor

All communications with the instructor (and with other students) should be professional in tone. Address people by their name (and title where appropriate), use complete sentences, and take the time to use correct grammar in email exchanges.

Please do not assume I am on call all day and night to answer questions! In general I will respond to email inquiries within 24 hours. Before assignments and tests, I will try to respond to queries submitted before 9 PM on the day before these come due.

In addition, I am happy to meet with students to talk about general professional and academic concerns beyond the scope of this particular course during office hours. When we are talking about material outside the course, you may address me more informally.

### Accommodation for Students with Disabilities

It is a goal of this class to ensure that all students are encouraged to participate and engage as fully as possible. Therefore, if you have a physical or learning disability that requires special accommodations, please let me know as soon as possible.

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at [www.fau.edu/sas/](http://www.fau.edu/sas/).

### Religious Observances

If you have a religious observance that conflicts with required course activities, please let me know as soon as possible.

### Mental Health

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

College and graduate school are typically a time of great growth and transition, and therefore great stress as well. In addition to the pressures of an intense workload, students are often dealing with jobs, changing or evolving identities, and personal and family situations as well. It is important that you listen to your own needs and attend to mental health issues in order to ensure your continued growth as a student and a person. This often means seeking help from one or more trusted sources - peer counselors, on campus mental health services, or your physician. Florida Atlantic University offers free counseling to students at Counseling and Psychological Services <http://www.fau.edu/counseling/> or call 561-297-3540 for the CAPS crisis line.

If you are unsure of where to seek help, please feel free to ask me and I will help you find the right venue for assistance. If you are undergoing a mental health issue and personal crisis and it is affecting your work in this course, please let me know in a way that is comfortable for you. You do not have to share the personal details of your situation to let me know that family or outside personal issues are impacting your ability to perform in this class.

### Academic Dishonesty

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.

Once it is documented in writing or in drawing, an idea is the intellectual property of the author. When presenting anything that is not your own, you are legally and ethically bound to identify your source. To do otherwise is plagiarism, which constitutes cheating. Using the ideas, writings, or drawings of another and attempting to pass them off as yours is plagiarism. Examples of plagiarism include, (but are not limited to): lifting material verbatim (or with minimal changes) directly from someone else's work



without citing the original author, as well as submitting work prepared by someone else as your own. For more information on academic dishonesty, see these the FAU Code of Academic Integrity:

<http://www.fau.edu/regulations/chapter4/4.001 Code of Academic Integrity.pdf>

Outside of exams, all assignments are “open book” and you may discuss them with anyone, including the primary instructor, in order to solicit general ideas and advice. You may discuss with your fellow students, how to approach an assignment, what data sources to use, what steps to pursue in data analysis, and so forth.

If you are unsure if your approach to an assignment or a test constitutes academic dishonesty, please consult with the instructor.

## Assignments and Grading

Your grade will be comprised of the following:

Grade Component	Points
On-Time Attendance	10
In-Class Exercises	15
Metropolitan Area Profile	60
Midterm	30
Reading Presentations	20
Annotated Bibliographies	15
<b>Total Points</b>	<b>150</b>

**In-Class Assignments and Participation** will be based on on-time attendance, participation during in class activities, and turning in various in-class assignments. Some in-class assignments may have to be completed outside of class on occasion.

The **Metropolitan Area Profile** is a team assignment whereby groups of 2-3 students will work on a profile of a particular metropolitan area over the course of the semester. This will be handed in in four phases, first a history profile, then an economy profile, then a policy profile, and then a synthesis report.

The in-class **Midterm** will be a review of key concepts in the class through short written response.

For the **Reading Presentation**, you will present one of the readings to the class as if you were the instructor for the class. You must carefully and thoroughly read the article and help the rest of the class digest it.

The **Annotated Bibliography** is a short summary of selected course readings, handed in at the end of the course.

Each component will receive a number score between 0 – 100, reflecting the percentage of full points offered on this assignment.

## Grading Policy

**The primary purpose of grades is to provide you feedback so that you can become better at what you do!**

If you want to become better at your work, you will continue to seek feedback and consider it thoughtfully over the course of your entire career. None of us ever reach perfection, and we can always perform better at some aspect of our work. Handling constructive criticism with poise is one of the most important marks of a mature professional.

### The Meaning of Letter Grades

The grading scheme:

**A** is for high quality, professional work. This work would satisfy a client or a supervisor in a work setting.

**B** is the grade for work which mostly meets expectations, but is not fully up to professional quality. **B+** indicates above average and **B-** indicates below average.

**C** is offered when the assignment has been completed, but is lacking in some important aspect. For example, the writing is difficult to understand, or the presentation is disorganized, or perhaps an important table shows incorrect statistics.

**D** reflects a serious shortfall in meeting the assignment's expectations.

**F** is usually possible only if nothing is handed in, or if it is handed in so late as to be irrelevant. This grade may also be used for work that does not meet basic college-level requirements, i.e. it is not readable.

### Grading Scale

Letter Grade	Course Percentage
A	94.0 – 100.0
A-	90.0 – 93.9
B+	87.0 – 89.9
B	84.0 – 86.9
B-	80.0 – 83.9
C+	77.0 – 79.9
C	74.0 – 76.9
C-	70.0 – 73.9
D+	67.0 – 69.9
D	64.0 – 66.9
D-	60.0 – 63.9
F	Below 60.0

## Schedule

Date	Topic / Readings	Assignments
08/23	Course Introduction Early Urban History and the Industrial City <i>Readings</i> Jacobs, 1969 Morris, 1994 <i>Optional:</i> Herbert and Thomas 1997, Chapter 2	
08/30	Industrial City and the Emergence of Planning <i>Readings</i> Hall, Cities of Tomorrow, Chapter 2 Glaeser, 2011, Chapter 4 <i>Optional:</i> Legates Stout, 2003 Corburn, 2007 Guardian link on John Snow	
09/06	Policy vs. Technology Debate <i>Readings</i> Foster, 1981 Muller, 2004 Rabin, 1997 Jackson, Chapter 11 <i>Optional:</i> Brown, 2009 Goddard, 1994 Coates, 2014	
09/13	Current US and Global Urban Trends <i>Readings</i> Frey, 2012 Florida, 2014 Florida, 2016 World Cities Report 2016, Chapter 1 <i>Optional:</i> World Cities Report Chapter 7	



09/20	<p>Agglomeration Economies</p> <p><i>Readings</i></p> <p>O'Sullivan, Why Do Firms Cluster? (Chapter 3)</p> <p>Glaeser, 2011, Chapter 1</p> <p>Glaeser, 2011, Chapter 9</p>	
09/27	<p>Central Place Theory</p> <p><i>Readings</i></p> <p>O'Sullivan, City Size (Chapter 4)</p> <p>Losch, 1938</p> <p>Berry, 1958</p>	<p>Metropolitan Area Profile, History Section Due</p> <p>Annotated Bibliography History Section Due</p>
10/04	<p>Monocentric Model</p> <p><i>Readings</i></p> <p>O'Sullivan, Urban Land Rent (Chapter 6)</p>	
10/11	<p>Polycentric Model and Subcenters</p> <p><i>Readings</i></p> <p>Guiliano and Small, 1991</p> <p>Cervero, 1998</p>	
10/18	<p>Tiebout Model and Measures of Segregation</p> <p><i>Readings</i></p> <p>Tiebout, 1956</p> <p>O'Sullivan, Neighborhood Choice (Chapter 8)</p> <p><i>Optional:</i></p> <p>Dawkins, 2004</p> <p>Dimond 1999</p> <p>Galster, 1988</p> <p>Massey and Denton, 1988</p>	
10/25	<p>Recap of Urban Economics: How do people choose where to live?</p> <p><i>Readings</i></p> <p>O'Sullivan, Urban Land Rent (Chapter 6)</p> <p>Glaeser, Chapter 5</p> <p>Glaeser, Chapter 7</p> <p><i>Optional:</i></p> <p>Handy Sallis, 2008</p> <p>Levine Inam Torng, 2005</p>	<p>Metropolitan Area Profile, Economy Section Due</p>
11/1	<p>Policy Issues: Congestion</p> <p><i>Readings</i></p> <p>Downs, 2004</p> <p>O'Sullivan, Autos and Highways (Chapter 10)</p>	<p>Midterm</p>

11/8	<p>Policy Issues: Affordable Housing  <i>Readings</i>  Krugman 2005 and Krugman 2006  Glaeser, Chapter 6  Levine, 2006, Chapter 4  <i>Optional:</i>  O'Sullivan, Housing Policy (Chapter 15)  Demographia, 2016  Manville Shoup, 2010</p>	Annotated Bibliography Economy Section Due
11/15	<p>Policy Issues: Equity  <i>Readings</i>  Executive Order, 12898  Orfield, 2005  Tiez and Chappel, 1998  <i>Optional:</i>  MTC, 2009  Supreme Court Ruling, 2014: Texas vs. Inclusive  Communities  Glaeser, Chapter 3</p>	
11/22	No Class	Annotated Bibliography Policy Section Due
11/29	<p>Policy Issues: Sprawl  <i>Readings</i>  Glaeser, Chapter 7 (Review)  Levine, 2006, Chapter 7  Brueckner, 2011 Chapter 4  <i>Optional:</i>  Mieszkowski and Mills, 1993  Hamidi and Ewing, 2014</p>	Metropolitan Area Profile, Policy Section Due; Student Presentations of Metropolitan Area Profiles
12/07		Full Metropolitan Area Profile Due

## Required Texts and Readings

The required textbooks are:

*Glaeser, E. (2011). Triumph of the City: How Our Greatest Invention Makes Us Richer, Smarter, Greener, Healthier, Happier. New York: Penguin Press.*

Highly recommend you buy this book. Not very expensive, but good reading.

*O'Sullivan, Arthur (2011), 8<sup>th</sup> Edition. Urban Economics. McGraw-Hill/Irwin, 978-0073511474.*

This book is expensive, but good. You may rent this book or use the copy on course reserves.

Other readings will be available on Canvas.