Instructor: Dr. Maria Luisa Picard-Ami, MBA, MPA

Contact: Contact me using UTEP email or BB message

*BB messages*: Located on the left hand side of the communications menu (preferred method of communication is in Blackboard). I will be checking in the evenings.

*Email*: marialp@utep.edu – for emergencies, if Blackboard is not working, or if you need an immediate response. Please include PAD5359 in subject if you want/need a timely response.

Please use your UTEP email to contact me. I will not/cannot respond to inquiries made with other emails as I cannot verify the identity of the person sending the email.

Office Hours: Virtual or Face to Face Office Hours: Tuesday 5:30 -6:30 PM by appointment

Disclaimer. The instructor reserves the right to make changes to this syllabus based on students’ progress and other factors, at the instructor’s discretion. Changes will be specified via Blackboard Announcements. It is the student’s responsibility to check frequently. Because this is an accelerated course, it is suggested that you check every other day, if not daily.

1. COURSE OVERVIEW

1.1 Course Content

This accelerated online course is designed to offer students a critical overview of urban and regional planning theory and practice. It provides an interdisciplinary approach to the theory, method and practice of urban and regional planning, where critical analysis is the key component.

The content is organized around five main Learning Modules, each with specific learning objectives. To achieve the learning objectives for each module, analysis of the subject matters topics will be facilitated by combining individual writing and reading assignments, group discussions, reflections, and analysis with instructor provided materials, mini-lectures, and feedback.

- **Module 2. The Reasons**: The Justifications and Critiques of Planning (Mini-lectures and Readings)
- **Module 5. A Global Village**: Planning Outside the United States (Mini-lectures and Readings)

1.2 Course Learning Outcomes

At the end of the 7 weeks, the student should have the skills and knowledge to:

- Think critically about the basic theories that guide urban and regional planning in the United States and other parts of the world.
- Evaluate the different approaches and actors that participate in determining how regional development strategies are defined and how urban space is used and distributed.
- Critique and evaluate the effects that different planning strategies and tools have on different stakeholders of the planning process.
- Compare the rationales that sustains different regional economic development strategies and the types of actors that advocate for them.
- Analyze the social, political, and economical context of regional and urban planning and develop a sense of professional social responsibility as a planner.
• Apply teamwork and communication skills as part of the online group dynamic established to create a basic resource kit of key planning terms and tools.

1.3 Course Technology
This course is 100% online and uses Blackboard, accessible through the My UTEP portal: My.Utep.edu
You need to access with your UTEP credentials:
- The UTEP library for journal articles. If you need help, you can find it here: https://libguides.utep.edu/The_Americas/UTEP_Library_databases.

2 Major Course Assignments and Evaluation of Performance

2.1 Blackboard Activities and Assignments
There are several types of course assignments that will use Blackboard tools. We will be using...

2.1.1 The Discussion Board (DB) is considered a tool to stimulate interpersonal interaction and is meant to offer a platform that can replicate the graduate level discussion that would take place in a face-to-face course. The Class DB will be a weekly forum, organized by Modules, for peer reflection on key topics. It will also provide a space to receive feedback on your individual projects. There will be two basic types of DB:
- DB to comment on the week’s topic presentation and reading material (module).
  - Each student must make an entry of at least 400 words.
  - Each student should make a substantive comment (200 words) on at least two of his/her peers’ entries.
- DB to provide feedback on Peer Blogs.
  - Each student should make a substantive comment/feedback (200 words) on at least two of his/her peer’s Project Blog entry.

Up to 5 DB points will be assigned each week, based on quality of entries. Total 30% of grade.

2. Wikis are collaborate tools. They are platforms to share data and information with the group that helps you understand better the course materials. The Class Wiki will introduce instructor-selected key planning terms and constructs. It is meant to facilitate the building of a common language that will be used in the discussions (DB).
  - Each student should make at least two entries on the weekly constructs that will be introduced. Detailed instructions will be provided during the first week of class.

Up to 3 Wiki points will be assigned each week, based on quality of entries. Total: 15% of grade

3. Chapter/Journal Article summaries/reviews: As mentioned above, there will be sections of the textbook that require writing a summary and uploading it to Blackboard to share with your peers. This is a 1-2 page summary, single space (450-700 words) using the format of a journal article review. Detailed instructions will be provided during the first week of class.

Up to 5 Review points will be assigned each week, based on quality of entries. Total: 20% of grade

4. Each one of you will use the Blog function to create the building blocks for your final project. The blog will allow each of you to publish information and your interpretations about the planning project you are analyzing, while receiving feedback from your peers. Blog and feedback will be used as the primary source to write your final paper for the course.
  - Each student will write a weekly, one page blog entry covering select elements about their final project. Detailed instructions will be provided the first week of class.
  - Each student should make a substantive comment/feedback on at least two of his/her peer’s Project Blog entry.

Up to 3 Blog points will be assigned each week, based on quality of entries. Total: 15% of grade
5. There is also a section for frequently asked questions – **FAQs on Blackboard.** Here you can exchange information, tips, links, and findings on topics or terms selected by you and your peers. You can also ask me questions that you think would be of common interest. If I think that a question posed to me individually should be posted there, I will do so.

### 2.2 Final Assignment:
- **Final Project Paper:** Each student will select a planning project. It can be urban or regional; US or international. Write a critical analysis of the plan, covering the topics reviewed during the course. You must also present a coherent summary of the project and an overall evaluation of the final outcomes. Length should be between 8 and 10 pages — around 2500 to 3000 words, including maps, tables, and relevant illustrations. Format is double space, 1 inch margins, 12 pt. standard font (Arial, Calibri, Times New Roman, or Verdana). Please plan to upload a word document; I will be using Safe Assign to check for plagiarism. References do not count as part of the page limitation and should include organizational and scholarly sources. You should be thinking of a plan you want to evaluate. This must be defined by the end of the first week of class. Detailed instructions will be provided during the first week of class.

### 2.3 Summary Table: Evaluation of Performance

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Board: 5 * 5 pts =</td>
<td>30%</td>
</tr>
<tr>
<td>Class Wiki: 5 * 5 pts =</td>
<td>15%</td>
</tr>
<tr>
<td>Chapter Reviews = 1 articles * 4 * 5 pts =</td>
<td>20%</td>
</tr>
<tr>
<td>Individual Project Blog = 5 * 4 =</td>
<td>15%</td>
</tr>
<tr>
<td>Final Project = 20 pts</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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### 3 Course Materials

#### 3.1 Blackboard Content

Blackboard mini-lectures and supplemental material will be organized by Units or Learning Modules. A new module will be available each week and will include the materials and assignments needed to achieve the learning objectives for the period.

#### 3.2 Textbook


There are two acceptable versions: paperback and EBook. However, **please make sure you get the 4th edition.** Earlier editions are different and do not have all the required readings.


This is a collection of articles from a diverse group of urban scholars. For some of the chapters, you will have to generate and submit a summary. Detailed instructions will be provided during the first week of class.

#### 3.3 Additional Material

Additional readings may be assigned, based on the results and needs of class. Each min-lecture has a further reading and sources you may consult. The articles are available through the UTEP library databases.

### 4 Policies and Expectations

As a student at UTEP, you must follow University policies regarding the American Disabilities Act, Online Student Behavior and Copyright and Fair Use. Please read them below and contact a Student Success Advisor if you have questions
4.1 Drop Policy
If you drop before the UTEP drop deadline, you will receive a "W." If you drop after the deadline, you will receive an "F."

4.2 Academic Integrity Policy
Materials [written or otherwise] submitted to fulfill academic requirements must represent a student’s own efforts. Any act of academic dishonesty is unacceptable and will not be tolerated. Academic dishonesty is prohibited and is a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion including the use of work turned in for another class. Violations will be taken seriously and referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled and automatic class failure can be a result.

4.3 Copyright and Fair Use
The University requires all members of its community to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you nor assume any responsibility for student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies.

4.4 Netiquette and Civility: Student Online Behavior
Netiquette is the correct or acceptable way of communicating on the Internet. Civility is the practice of politeness and courtesy in behavior or speech. Both are important for the success of our discussions and our course. Some guiding principles include:

- Always consider audience. Remember that your peers and the instructor will be reading your posts.
- Respect and courtesy must be provided to classmates and to instructor at all times. No harassment or inappropriate postings will be tolerated.
- Do not use inappropriate language. When reacting to someone else’s message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.
- Do not dominate any discussion.
- Never make fun of someone’s ability to read or write.
- Use simple English.
- Use correct spelling and grammar.
- Share tips with other students.
- Keep an “open-mind” and be willing to express even your minority opinion.
- Be aware of the College’s Academic Honesty Policy.
- Think before you push the “Send” button.
- Do not hesitate to ask for feedback.
- When in doubt, always check with your instructor for clarification.
- Do not write in all caps.
- Do not use “text talk

4.5 Students with Disabilities
If you have or believe you have a disability, you may wish to contact the Center for Accommodations and Support Services (CASS) to show documentation of a disability or to register for testing and services. Students who have been designated as disabled must reactivate their standing with the CASS yearly. If you feel that you may have a disability requiring accommodations and/or modifications, contact CASS at 915-747-5148. You also can visit the CASS website at http://sa.utep.edu/cass/or the CASS office in Room 108 East Union Building.
5 Academic Dishonesty

Statement: Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another person's as one's own. And, collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.

Academic dishonesty is an assault upon the basic integrity and meaning of a University. Cheating, plagiarism, and collusion in dishonest activities are serious acts which erode the University’s educational and research roles and cheapen the learning experience not only for the perpetrators, but also for the entire community. It is expected that UTEP students will understand and subscribe to the ideal of academic integrity and that they will be willing to bear individual responsibility for their work. Materials (written or otherwise) submitted to fulfill academic requirements must represent a student’s own efforts. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.
6 **Class Schedule**

Module content will open on Sundays and remain open for the remainder of the course. Due dates will be listed in the content area of each Module, but they are usually are at the end of the week or mid-week after the Module ends. **Final Project is due April 27 by midnight. There are no date extensions for the final project.** Please check Announcements on your Blackboard site frequently for updates and changes. Instructor reserves the right to adjust the course schedule as needed.

<table>
<thead>
<tr>
<th>Value</th>
<th>Mini-Lectures</th>
<th>DB</th>
<th>Wiki</th>
<th>Readings</th>
<th>Reviews</th>
<th>Project Blog</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td>Mar 16-Mar 21</td>
<td>Module 1 Mini-lectures</td>
<td>Module 1 DB</td>
<td>Week 1 Wiki</td>
<td>Week 1 Readings</td>
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<td><strong>Week 2</strong></td>
<td>Mar 22-Mar 28</td>
<td>Module 2 Mini-lectures</td>
<td>Module 2 DB</td>
<td>Week 2 Wiki</td>
<td>Week 2 Readings</td>
<td>Project Blog – Part 1</td>
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<td><strong>Week 3</strong></td>
<td>Mar 29-Apr 4</td>
<td>Module 3 Mini-lectures</td>
<td>Module 3 Blog 1</td>
<td>Week 3 Wiki</td>
<td>Week 3 Readings</td>
<td>Project Blog – Part 2</td>
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<td><strong>Week 4</strong></td>
<td>Apr 5-Apr 11</td>
<td>Module 4 Mini-lectures</td>
<td>Module 4 Blog 2</td>
<td>Week 4 Wiki</td>
<td>Week 4 Readings</td>
<td>Project Blog – Part 3</td>
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<td><strong>Week 5</strong></td>
<td>Apr 12-Apr 18</td>
<td>Module 5 Mini-lectures</td>
<td>Module 5 Blog 3</td>
<td>Week 5 Wiki</td>
<td>Week 5 Readings</td>
<td>Project Blog – Part 4</td>
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<td><strong>Week 6</strong></td>
<td>Apr 19 – Apr 25</td>
<td>Wrap Up Mini-lectures</td>
<td>Blog 4</td>
<td>Refine Wiki</td>
<td></td>
<td>Work on Final Paper</td>
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<tr>
<td><strong>Week 7</strong></td>
<td>Apr 26 – May 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Final Paper Due April 27</td>
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**Term 702**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Class Start date</td>
<td>3/16/2020</td>
<td>Class is open to students in Blackboard</td>
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<tr>
<td>Census date</td>
<td>3/20/2020</td>
<td>Students may drop a class before Census date without any penalty reflected in their transcript</td>
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<tr>
<td>Auto W</td>
<td>5/1/2020</td>
<td>Last day to withdraw with a “W”</td>
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<tr>
<td>Class end date</td>
<td>5/3/2020</td>
<td></td>
</tr>
<tr>
<td>Last Day for Final exam</td>
<td>5/3/2020</td>
<td>Final exams must be completed/closed by this date</td>
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<tr>
<td>Final date to post grades</td>
<td>5/6/2020 By 11:59 P.M. MT</td>
<td>Last day to post grades in Goldmine</td>
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