

**URBAN PLANNING (HYBRID COURSE)**

POLS 4359 (CRN: 18781)

FALL 2021

Tuesdays: **F2F class**

Thursdays: Online and field work activities

9:00 to 10:20 AM

Instructor: Ph.D. Sergio Peña

Office hours: By appointment and online

**DESCRIPTION AND OBJECTIVES**

This course provides a framework for critically analyzing the process of urbanization and the role planning plays. It introduces students to trends in urban development, comprehensive planning concepts, the political and legal bases of planning, and approaches to public planning. It also covers the ability of planning to address critical problems through public policies and to shape the human-made environment. The course uses a lecture-discussion-practice format; learning by doing is the pedagogical approach employed.

The objectives of the course are to improve the capability of students to understand complex issues associated with urbanization and the ways in which planning attempts to address these issues. The course is structured to help students to (1) recognize planning-related issues, (2) familiarize them with approaches used in responding to such issues, and (3) help them to assess the effectiveness of various approaches. In large part, **the course is an exercise in critical thinking and creative activities as part of the UTEP EDGE initiative.**

The dynamics of urban/suburban/exurban explosion are examined, particularly social interactions that direct the human experience. This is followed by an analysis of problems inherent in urban growth, especially problems associated with land and water use, transportation, communication, education, employment opportunities, poverty, health care, affordable housing, and urban design. Considerable attention is placed on the social and economic process by which an urban area addresses these problems and on assessments of the effectiveness of urban planning in dealing with them. These assessments, in turn, lead to a discussion of challenges to the ways in which planners and others traditionally regard urbanized areas. Politics and planning are discussed as complementary disciplines, with different though not necessarily contradictory purposes and dynamics. The course concludes with a discussion of innovative approaches to managing growth and balancing social, economic, and environmental needs.

This course serves as an introduction to planning for students who intend to go on to graduate study in urban and regional planning. For others, the course provides a basic understanding of the scope and processes of urbanization and comprehensive planning, factors that will affect everyone's life at one time or another. The course should prepare you to start a career as an urban planner.

## **Course Delivery**

The course will be delivered as hybrid part online and part face to face (F2F) meetings every Tuesday. We will be using Blackboard (BB) to interact, communicate, deliver assignments, lectures, discussions, etc. Due to the pandemic of COVID-19 we need to keep in mind that perhaps some adjustments will be made along the process. I hope this will not be the case and if changes and adjustments, if needed at all, will be minimal.

## **COVID-19 PRECAUTION**

Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to [covidaction@utep.edu](mailto:covidaction@utep.edu), so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID-19 testing.

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area, and will be available at no charge on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit [epstrong.org](http://epstrong.org).

## **Course Expectations & Policies**

Because the course is delivered online, I advise students to follow some etiquette for purpose of communication and interaction with your peers and professor. In the following link you will find some advice regarding this etiquette issue: <https://achievethevirtual.org/7-rules-for-online-etiquette/> I pasted some of the advice that I expect you to follow.

“As an online student at Achieve Virtual, communication is a bit different than in a face-to-face setting. We pride ourselves in providing several opportunities for social interactions, but the difference is that most communication is via written text in an online environment. Because this means you are missing body language cues and immediate feedback from your “listener,” it is especially important to understand some common rules for good online etiquette. This ensures that the message you intend to convey is received correctly.

1. Be respectful. While it is easier to say hurtful or disrespectful things without standing face-to-face with someone, it is important to remember that your classmates and teachers are real people who are affected by the words you say and write. It is essential to keep in mind the feelings and opinions of others, even if they differ from your own. If you wouldn't say it to someone's face, don't say it online either.
2. Be aware of strong language, all caps, and exclamation points. It is easy for written text to be misread and misunderstood. Have you ever sent a text message with good intent, but your recipient thought you were being rude? If so, then you've experienced this firsthand. By being

cognizant of strong language, you can identify potential confusions before sending messages.  
Tip: Read everything out loud before you send it.

3. Be careful with humor and sarcasm. Certainly, you should not avoid being funny. We love to see your personality shine through in online classes. Many of our teachers are exceptionally funny too. But like mentioned in Rule #2, make sure that it is clear you are being funny and not being rude. Emoticons and smileys can be helpful when conveying humor or sarcasm so that it is read correctly. Just remember to keep the smiley faces away from academic papers. 😊

4. Yes, grammar and spelling matter. While texting, textspeak can be great for your friends. In an educational setting (even online) however, keep it formal. Your written communication should be professional and reflect proper writing style. Save written shortcuts and less than stellar grammar for Snapchat if you must but follow grammar rules for school.

5. Cite your sources. Whenever you are sharing an idea that originated from someone else (even if it is not word for word), it is good practice to cite that source. This applies to discussion forums too. If you read a great thought in your text, share it, but be sure you let your audience know where you saw it first.

6. Do not post or share (even privately) inappropriate material. Enough said there. Nothing is truly private online.

7. Be forgiving. Remember that not everyone will know these rules before posting. Try to be understanding of others when they struggle with written communication. It is very different than simply talking to a person face-to-face.”

## **Student Privacy**

Per regulations outlined in the Family Educational Rights and Privacy Act (FERPA), I will not discuss your grades, class performance, or any issues dealing with your personal circumstances as they relate to this course with another party that cannot legally access your collegiate records or legally obtain such information. I will not field phone calls from your parents concerning your performance or circumstances related to this course. Your performance may be discussed with other members of the faculty as it pertains to your progress in the program, consideration for awards/funding, and as it is relevant to other university and department-related considerations. 3

## **Student Disability Services**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the university regarding services for students with disabilities.

## **Academic Misconduct**

Any student found guilty of academic misconduct shall be subject to disciplinary action. Academic misconduct includes, but is not limited to, the following actions: 1. Cheating or knowingly assisting another student in committing an act of cheating or other forms of academic dishonesty. 2. Plagiarism is using another person's work without acknowledgment, making it appear to be one's own. Any ideas, words, pictures, or other source must be acknowledged in a citation that gives credit to the source. This is true no matter where the material comes from, including the internet, other student's work, unpublished materials, or oral sources. Intentional and unintentional instances of plagiarism are considered instances of academic misconduct. It is the responsibility of the student submitting the work in question to know, understand, and comply with this policy. If no citation is given, then borrowing any of the following would be an example of plagiarism: a) An idea or opinion, even when put into one's own words (paraphrase); b) A few well-said words, if these are a unique insight; c) Many words, even if one changes most of them; d) Materials assembled by others, for instance quotes or a bibliography; e) An argument; f) A pattern of idea; g) Graphs, pictures, or other illustrations; h) Facts; i) All or part of an existing paper or other resource.

3. Unauthorized possession of examinations, reserve library materials, laboratory materials, or other course-related materials.

4. Unauthorized changing of grades on an examination, in an instructor's grade book, or on a grade report; or unauthorized access to academic computer records.

5. Nondisclosure or misrepresentation in filling out applications or other University records in, or for, academic departments or colleges.

The current Student Code of Conduct definition of plagiarism can be found at:  
<https://www.utep.edu/student-affairs/osccr/student-conduct/academic-integrity.html>

**REQUIRED TEXTS**

- Levy, John M. 2013. 11th Edition. *Contemporary Urban Planning*, Routledge. ISBN-13: 978-0205851737

**ASSIGNMENTS AND GRADING**

Description of assignments	Weight
Class participation (participation in debates, class attendance, and quizzes)	10%
Assignments (Total 10 and each one is worth 10 points). The sum of the grades will be multiplied by .60 to estimate the percentage earned. (100 X .60 = 60) Assignments due dates are in parenthesis. A deduction of 2 points will be assess for each day past due.	60%
1. El Paso urban history: Urban history and mapping. (Sep. 9) 2. Legal research summary report (Sep. 27)	

<ul style="list-style-type: none"> <li>3. El Paso Comprehensive Plan critique. (Oct. 7)</li> <li>4. Land use map of the area selected. (Oct. 11)</li> <li>5. Transportation/mobility diagnostic of the area selected. (Oct. 25)</li> <li>6. Sociodemographic profile of the area selected. (Nov. 4)</li> <li>7. Economic base analysis. (Nov. 8)</li> <li>8. Environmental analysis of the area selected. (Nov. 18)</li> <li>9. Environmental Impact Assessment of Montecillo area. (Nov. 22)</li> <li>10. Diagnostic of housing situation in the area selected. (Dec. 2)</li> </ul>	
<b>FINAL EXAM COMPREHENSIVE</b>	30%

### CLASS SCHEDULE

<u>DATE</u>	<u>TOPIC FOR CLASS</u>	<u>ASSIGNMENTS FOR F2F CLASS (Every Tuesday (T))</u>	<u>ONLINE AND FIELD WORK ACTIVITIES (dates mark in yellow)</u>
Aug 24: T Aug 26: R	INTRODUCTION TO URBAN PLANNING	Levy, "Preface," & Ch. 1, "An Overview" and Ch. 2 "The Urbanization of America."  Professor's lecture	Watch the videos uploaded in BB for this session. The video shows the planning experts discussing what is planning.
Aug 31: T Sep. 2: R Sep 7: T Sep 9L R	PLANNING HISTORY	Levy, Ch. 3, " History of Planning: Part I Levy, Ch. 4, "History of Planning: Part II  Professor's lecture	Participant observation: Read chapter 1-4 and tour El Paso and elaborate a map showing the history of urbanization at El Paso. (See instruction on BB)
Sep 14: T Sep. 16: R Sep 21: T Sep 23: R	PLANNING LAW	Levy, Ch. 5 "Legal Basis of Planning,"  Professor's lecture Classroom debate	Research using different sources about the legal arguments used by the federal government to take private property to build the "border wall" and the private wall built in El Paso.
Sep 28: T Sep 30: R Oct 5: T Oct 7: R	LAND USE PLANNING	Levy, Ch. 8, "The Comprehensive Plan," Levy, Ch. 9, "Tools of Land Use Planning,"	Read the "El Paso Comprehensive Plan" and elaborate a critique (see instructions in BB)

		Professor's lecture	<p>Explore software ArcMap or QGIS &amp; obtain shape files (.shp) to elaborate topical maps</p> <p>Select an area of your interest and elaborate a land use map (see instructions in BB)</p>
<p>Oct 12: T  <b>Oct 14: R</b>  Oct 19: T  <b>Oct 21: R</b></p>	TRANSPORTATION PLANNING & MOBILITY	<p>Levy, Ch. 12 "Transportation Planning,"  Professor's lecture</p>	Elaborate a transportation/mobility diagnostic of the area selected (see instructions on BB)
<p>Oct 26: T  <b>Oct 28: R</b>  Nov 2: T  <b>Nov 4: R</b></p>	ECONOMIC DEVELOPMENT PLANNING	<p>Levy, Ch. 13 "Economic Development Planning,"  Professor's lecture</p>	<p>Identify and explore different sources to obtain sociodemographic and economic data and information (Profile of the community selected based on census data)</p> <p>Calculating basic and non-basic economic activities and the multiplier effect (see instructions in BB)</p>
<p>Nov 9: T  <b>Nov 11: R</b>  Nov 16: T  <b>Nov 18: R</b></p>	ENVIRONMENTAL PLANNING & URBAN DESIGN	<p>Ch. 10 "Urban Design"  Levy, Ch. 14 "Growth Management, Smart growth, sustainable development and planning for catastrophes" Ch. 15; "Environmental and energy planning"  Professor's lecture</p>	<p>Elaborate an environmental analysis assessment of the area selected.</p> <p>Visit the Montecillo area in west El Paso and elaborate an environmental impact assessment using the Leopold Matrix of the area (see instruction on BB)</p>
<p>Nov 23: T  Nov 30: T  <b>Dec 2: R</b></p>	HOUSING & EQUITY	<p>Levy, Ch. 7, "The social issues" &amp; Ch. 11 "Urban renewal and community development"</p>	Elaborate a diagnostic of the housing situation in the area you selected (see instructions on BB)

FINAL EXAM			
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