Class: Title: URPN 201 – The Evolving City  
Class Hours: Mon., Wed., Fri. 3:00 pm – 3:50 pm  
Location: TBD  
Course Credits: 3 undergraduate hours (This is a core course for URPN students)

Professors:  
Yu Xiao, Ph.D., Assistant Professor  
Email: yuxiao@tamu.edu  
Office: Langford C, room 104  
Office Hours: Wed. 2-4 p.m., and by appointment

Youngho Ko, Ph.D., Lecturer  
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Office: Langford A, room 133  
Office Hours: Mon. 1-3 p.m., and by appointment

COURSE DESCRIPTION

This course introduces students to the history of contemporary urban and regional planning, and how the evolving forms of cities and regions pose opportunities and challenges for planners. This course helps students to understand key social, economic, political, and technological forces that shape city form and function and its ramification for urban and regional planning. It covers the evolution of cities, history of planning, and contemporary issues in planning.

Prerequisite: There is no prerequisite for this course.

Course Website: This class use eLearning (http://elearning.tamu.edu/) in support of learning.  
You can log on the site with your TAMU NetID and password.

Learning Outcomes:  
1. Read, reflect, and respond critically to a variety of texts  
2. Practice and refine the ability to articulate planning issues  
3. Ability to analyze demographic information to discern trends in population, employment, and health for evaluating city evolution overtime  
4. Practice techniques for involving a wide range of perspectives

Text: The following text book is required and available at the TAMU Bookstore:

Editorial Review: “The City Reader guides the reader through the volume by offering introductory essays for each major section and short introductions to each selection. The section introductions raise larger questions students need to bear in mind, and also link current discussions to historical issues. Together these introductions act as a
sort of connective tissue for the volume as a whole, pointing out recurrent themes and helping us to see current problems in historical context." – Elizabeth J. Mueller, University of Texas at Austin

Other reading material will be provided by instructors via the course website.

**COURSE WORK**

**Quizzes:**
There will be one quiz during each class session on the assigned readings.

**Assignment 1:** **City Evolution**
Students will pick a city in the United States and trace its evolution in time. They will study the contemporary urban form and forces that influence urban structural change, in the broader background of the history of urbanization and suburbanization in the United States. They will pay special attention to the disparities in social impact of urban development and redevelopment. To complete this project, students will collect and analyze socioeconomic and spatial data from sources such as newspapers, books and other printed documents, and government websites including the U.S. Census, Bureau of Economic Analysis, and Bureau of Labor Statistics.

**Assignment 2:** **Debates on City Design and Planning Practice**
As cities evolve urban planners face new and unique topics regarding not only growth, but smart and sustainable growth. Future Urban Planners along with other disciplines that require some degree of planning will have to think through several topics that there isn't necessarily a right or wrong answer to. Incorporating classroom debates centered on some of these issues provides opportunity for students gain skills on multiple levels including critical thinking, public speaking, analytical, research, leadership, teambuilding, and ultimately planning. The planning debate topics and positions are outlined below. Opportunities will also be available for students to recommend other important planning issues that are not currently listed. Students may sign up on a first come, first served basis, by specifying both the debate topic and the position desired (i.e. pro or con) via eCampus. All group members are expected to participate in the research, development, and presentation of the debate position. Detailed description of debate sessions, layout, deliverables, grading criteria, and in-class procedures will be outlined in a separate document as we get closer to that portion of the class.

**Exams:**
There will be two non-accumulative close-book exams on the following dates:

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<thead>
<tr>
<th>Exam</th>
<th>Date</th>
<th>Time</th>
<th>Location</th>
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<tbody>
<tr>
<td>Exam I</td>
<td>Week 8, Wed</td>
<td>3:00 pm - 3:50pm</td>
<td>TBD</td>
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<tr>
<td>Exam II</td>
<td>Week 14, Wed</td>
<td>3:00 pm - 3:50pm</td>
<td>TBD</td>
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Texas A&M University | Yu Xiao, PhD & Youngho Ko, PhD | Dept. of LAUP
ASSESSMENT

Evaluation: Evaluation of performance in this course will be based upon:

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<thead>
<tr>
<th>Points</th>
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<tbody>
<tr>
<td>Quizzes 100</td>
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<tr>
<td>Assignment 1 100</td>
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<tr>
<td>Assignment 2 100</td>
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<tr>
<td>Exam I 100</td>
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<tr>
<td>Exam II 100</td>
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<td>Total 500</td>
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Course grades will be assigned on a criterion-reference scale as follows:
A: >90%  B: 80-89%  C: 70-79%  D: 60-69%  F: <60%

Tips for Success
1. Do not skip class and come prepared. The lectures and in-class discussion help you better understand the course materials.
2. Start assignment early. Assignments may not be as easy as they seem. Start working on them early allows you to have enough time to seek help from the instructor and make modifications.
3. Link what you learn in class to your own life experience about cities and regions. Be an active thinker in everyday life.
4. Help others to help yourself. You will find that you learn better when you have to explain what you learned to other students.

COURSE POLICIES

Attendance: Students are expected to attend every class and exams. Absence will be accepted only for reasons excused by the university as defined in the Texas A&M University Student Rules (http://student-rules.tamu.edu/rule07). To be excused the student must notify his or her instructor in writing (acknowledged e-mail message is acceptable) prior to the date of absence if such notification is feasible. In cases where advance notification is not feasible (e.g. accident, or emergency) the student must provide notification by the end of the second working day after the absence. This notification should include an explanation of why notice could not be sent prior to the class. Students must provide additional documentation substantiating the reason for the absence, that is satisfactory to the instructor, within one week of the last date of the absence. The instructor will either provide the student an opportunity to make up any exam or other graded activities or
provide a satisfactory alternative to be completed within 30 calendar days from the last day of the absence.

**Classroom Participation:** Students are encouraged to come to class prepared, make thoughtful contributions to class discussions, respect others’ views, and help each other out in collaborative learning groups.

Random attendance will be taken at either the beginning or the end of class. 
*Two late days = 1 absence.*

**Late Submission Policy:** All assignments are due in class on the due date. In fairness to all students, especially those who work hard to meet deadlines, late assignments and final project paper will be penalized 5% per day. Assignments and project paper more than a week late will not be accepted. Late submission will be accepted only for reasons excused by the university as defined in the Texas A&M University Student Rules (http://student-rules.tamu.edu/rule07).

**Expected Time Commitment:** The assignments, readings, and exercises will require an average of two hours per day outside class sessions.

**ADA Policy Statement:** 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 Disability Services, in Cain Hall, Room B118, or call 979-845-1637. For additional information visit http://disability.tamu.edu.

**Academic Integrity Statement:** "An Aggie does not lie, cheat or steal, or tolerate those who do."

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information, refer to http://www.tamu.edu/aggiehonor

**Additional Information:** *Academic Integrity and Citations*


The TAMU library page contains material on academic integrity and plagiarism, how to cite various sources, and how to use citation managers such as RefWorks and EndNote. You are highly recommended to go
through these documents.

APA Citation Guide: http://owl.english.purdue.edu/owl/resource/560/01/
The Purdue Online Writing Lab provides information on the American
Psychological Association (APA) style citation, which is the most widely
used citation style in social sciences.

Turnitin: http://turnitin.com/
Use this web tool to check whether you have correctly cited works of
others.

Course Schedule

**Part 1: Evolution of Cities and Ramifications for Urban and Regional Planning**
Week 1: Introduction
Week 2: The Evolution of Cities, pp. 13-84 in *the City Reader*

**Part 2: Planning for the People and Driving Forces of Change**
Weeks 3&4: Urban Culture and Society, pp. 85-154 in *the City Reader*
Week 5: Urban Space, pp. 155-222 in *the City Reader*
Weeks 6&7: Urban Politics, Governance, and Economics, pp. 223-314 in *the City Reader*
Week 8: Cities in a Global Society, pp. 541-609 in *the City Reader*

**Part 3: Urban Planning History, Theory, and Practice**
Weeks 9&10: Urban Planning History and Visions, pp. 315-366 in *the City Reader*
Week 11: Urban Planning Theory and Practice, pp. 367-468 in *the City Reader*
Week 12: Perspectives on Urban Design, pp. 469-540 in *the City Reader*

**Part 4: Debates on Urban Design and Planning Practice**
Week 13-15: In-class Debates