

FYSA | School of City & Regional Planning | Georgia Tech | Fall
CP 2010: Foundations of Urban & Regional Development

Credit Hours: 3 credits

Instructor: Dr. Paige Clayton, paigeclayton@gatech.edu

Course Goals & Learning Objectives:

This is an introductory course that examines the evolution and economic function of cities and regions, as well as significant factors that shape their growth and development from the perspective of European world cities. The class will use historic sites and urban systems as our interactive classroom to describe the development of urban and regional economies from economic, policy, and planning lenses. We will examine the impacts of markets, technology, policy, and geography, and address questions related to sustainability. A key component of the class will be application of learned concepts and theories through engagement in the cities we visit.

Upon completion of this course, students will:

- Be able to articulate key urban and regional development concepts, strategies, and issues from an historical perspective.
- Demonstrate understanding of the development of international cities and draw connections between cities.
- Improve comprehension of and ability to articulate present challenges faced by cities and regions, draw meaningful comparisons between them, and think critically about potential solutions.
- Understand the role of technology, innovation, and entrepreneurship in economic development.
- Strengthen written, visual, and oral communication skills through individual and group exercises.

Materials and Required Texts:

All assigned readings and materials will be available on Canvas. Pay careful attention to assigned page numbers on the calendar. I will also post extra readings/materials that I think may be of interest. Threaded discussions on Canvas will allow students to pose questions the instructor or other students can answer. Students will be expected to have a means of taking notes and a camera at all times.

Communicating with the Instructor:

General questions relevant to all students should be posted on Canvas. Questions related to individual issues should be emailed directly to the instructor. It is expected that you will check Canvas and your email messages on a daily basis and respond to messages within one business day for the purposes of good communication. Emails should be composed like letters, not text messages: include a salutation and write in complete sentences with correct spelling, grammar, and punctuation.

Course Evaluation:

Grade evaluations will be based on consistent, high-quality work over the entire program. Students will be evaluated on their timely and thorough completion of work, and their continuous and meaningful participation in class discussions, site visits, and collaborative learning exercises. Students are asked to complete the online course evaluation (CIOS) at end of term. The grade scale for the course will be:

<u>Points</u>	<u>Grade</u>	<u>Description</u>
90 – 100	A	Exceptional
80 – 89	B	Successful
70 – 79	C	Satisfactory
60 – 69	D	Poor
0 – 59	F	Failure

Writing and public speaking are essential to success in any field. Students should not submit first drafts and should carefully proofread all work. The following factors will be considered in evaluating assignments:

- **Content:** Responds to the assignment's questions. Develops and supports a central thesis. Provides a focused argument throughout the essay or presentation.
- **Clarity & Presentation:** Writes/speaks clearly by developing a coherent, well-organized text; arranging sentences in a logical and coherent manner; using correct punctuation, spelling, and grammar; and providing correct citations in a consistent format (e.g., APA or Chicago).
- **Comprehensiveness:** Has reviewed the relevant literature and material, shows an in-depth understanding of the topic, and is able to critique differing points of view on the topic.
- **Creativity:** Draws the reader/listener in and engages them in the topic. Presents material in an interesting and unique way that elucidates the ideas.
- **Accuracy:** There are no obvious errors. All facts and borrowed ideas are cited.

The course evaluation components are as follows (additional details will be distributed on Canvas):

<u>Component</u>	<u>% of Grade</u>
Assignments	35%
Midterm	20%
Daily quizzes (lowest dropped)	8%
Group Multimedia project	12%
<u>Final Exam</u>	<u>25%</u>
Total	100%

Assignments: You will have eight assignments, roughly one per major city stop. These will be in the form of problem sets, short essays, exercises based on field and site activities, or topics that you must research based on a prompt. Some may be performed in groups. Assignments will be graded on a completion scale, as follows, with occasionally more detailed grading:

- 2 points = Fully completed with sincere effort
- 1 point = Partially complete or minimal effort
- 0 points = Not submitted or wholly insufficient

Full completion means the assignment was submitted on time, consists of all required components, demonstrates significant effort, and meets all requirements as detailed in each assignment.

Group Multimedia Project: Students will complete a comparative case project in teams.

Reading and site quizzes: These quizzes will test your comprehension of the assigned readings and key concepts from site visits. You should expect one every class meeting time. You will need access to Canvas to take the quizzes, either on your phone, tablet, or laptop.

Midterm: The midterm will be closed book, closed note. You will need your laptop.

Final exam: The final exam will be closed book, closed note, and comprehensive of the full semester. You will need your laptop.

Attendance and Active Participation:

Active, positive participation is critical for learning. This requires that you pay attention, engage with the material, and contribute to class discussions in a polite and constructive way. I conduct class with the expectation that you will complete all assigned readings before the class period for which they are assigned. Annotate the readings so you can build upon what you read.

Attendance is mandatory for all lectures and planned events. Class absences may be excused only in cases of predetermined accommodations, an emergency, or a severe illness. If you are not present to go into a site/museum with the ticket provided, if you arrive too late to enter because the class has already entered, if you are dismissed by a program or faculty member or a venue official because of ill-behavior or improper dress, or if you leave early without approved notice, that is missing class and you will be counted as absent. Unexcused absences will result in reduction of the final course grade by ½ a letter grade.

Cellphone and Laptop Policy:

I maintain a **zero-cellphone use policy** in all class meetings and when we have guest speakers and presentations during site visits, unless they are being used for daily quizzes. Otherwise, cellphones must be out of site during class periods. They may be used on walks and during site visits to take photographs, but you may be asked to put your phone away if they are becoming a distraction. I will allow **laptops for note taking** during class, but if they become a distraction to you or to others then I will require laptops to also be put away. You may not use email or chat applications on your laptops during class. You may also not work on assignments during class time. If you are a repeat offender of these active, positive participation policies it will result in reduction of the final course grade by ½ a letter grade.

Extensions, Late Assignments & Re-Scheduled/Missed Exams:

Late assignments will not be accepted due to the condensed nature of this class. Of course, illness and other situations arise, and I am willing to make accommodations that are fair to you, me, and the other students as needed. Any requests for assignment extensions or prior arrangements for missed assignments must be made as soon as possible to the instructor, **before the missed due date**. GT makes exceptions for “approved Institute activities” (e.g. field trips and athletic events) and religious observances. See [catalog](#) for information.

Grade Appeal Policy:

I take the evaluation and grading of your assignments seriously because I know that you take your work seriously. If you think you deserve a higher grade on a graded element, you may write a letter and explain why you would like to appeal the grade. Due to the condensed nature of this course, **I will only consider appeals requested within 4 days (96 hrs)** of the grade being returned to the class. Before making an appeal, you should review your work and the model or answer template I provide. After I receive your letter, I will re-grade within one week. Depending on my re-grade, your grade may stay the same, be raised, or be lowered. This system is designed to minimize frivolous grade appeals and to ensure that you have carefully examined and reflected on the quality of your work before deciding to initiate an appeal.

Ethics, Inclusion, & Class Conduct:

All persons are expected to **behave with courtesy** towards others and in a way that does not interfere with the regular conduct of the class. Please do not engage in private conversations while the instructor, program members, or other students are speaking. **You are ambassadors for GT**. Many of our site visits will require particularly astute behavior: do not lean on walls or use anything other than pencils for taking notes. Ensure that you have a small shoulder bag for excursions and note that many sites will not allow backpacks. Many churches will require shoulders and knees covered; please do not wear hats in any sacred spaces. We will also be active in our explorations, walking and standing; wear comfortable shoes and layer clothing as needed.

The SCaRP (School of City & Regional Planning) community of faculty, staff, and students aspires to create and nurture an environment that is **supportive of all backgrounds** where different views and ideas are respected and encouraged. In all our pursuits, we commit to justice, diversity, equity, and inclusion with regard to race, national origin, language, age, sexual orientation, gender, religion, and ability. Moreover, we will encourage intellectual inquiry and respectful exchange that cements our dedication to these principles.

GT aims to cultivate a community based on trust, academic integrity, and honor. All students should exercise utmost care in their use of others' ideas and ensure such ideas are duly acknowledged. Plagiarism is a serious offense at this Institute and if I detect any instance of plagiarism the perpetrator will be reported and given

failing grades in the class. Please make sure that you are familiar with the [Student Conduct Code](#) as well as section XVI on “Cheating and Plagiarism” in your CRP Student Manual. If in doubt, check with Dr. Clayton.

Core IMPACTS:

This is a Core IMPACTS course that is part of the Social Sciences domain. Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic domains. This course will help students master course content and support students’ broad academic and career goals. This course should direct students toward a broad Orienting Question: How do I understand human experiences and connections?

Completion of this course should enable students to meet the following Learning Outcome: Students will effectively analyze the complexity of human behavior, and how historical, economic, political, social, or geographic relationships develop, persist, or change. Course content, activities and exercises in this course should help students develop the following Career-Ready Competencies: Intercultural Competence, Perspective-Taking, and Persuasion.

Accommodations for Disabilities:

Your experience in this class is important to me. Any student with a disability that may require accommodation should contact the Office of Disability Services at 404-894-2563 or visit <http://disabilityservices.gatech.edu> to make an appointment to discuss your special needs and obtain an accommodations letter. You should then schedule an appointment with me to discuss your learning needs.

Because this course requires site visits, we will do our best to schedule sites, museums, tours, etc. that cater to different accessibility needs. If a student is unable to attend a site visit due to physical ability, the instructor will work with them to cover the content of the visit if it is graded or otherwise.

Statement on the Use of AI:

Pay attention to any specific directions on the use of AI on each assignment. You may use generative AI programs, e.g. ChatGPT, to help generate ideas and brainstorm. You may not use them to generate answers to any assignment or activity related to this class. You should be aware that the material generated by these programs may be inaccurate, incomplete, biased or otherwise problematic. Also, use of these tools may stifle your own independent thinking and creativity. Generative AI derives its output from previously created texts from other sources that the models were trained on yet doesn't cite sources. When asked to cite sources, it may provide incorrect sources or create new ones.

Per GT Honor Code, you may not submit any work generated by an AI program (i.e., writing) as your own. If allowed for an assignment and you do include material generated by an AI program, it should be cited like any other reference material (with due consideration for the quality of the reference, which may be poor).

When/if you use AI platforms in your assignments, please write a note to clarify where in your process you used AI, include the prompt used to generate the material, and which platform(s) you used. See this article for how to cite AI properly: <https://apastyle.apa.org/blog/how-to-cite-chatgpt>