

Florida International University

Spring 2015

PAD3802 INTRODUCTION TO URBAN AND REGIONAL STUDIES (Sec. 01)

(There are no pre-requisites or co-requisites for this course)

CONTACT INFORMATION

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Office Hours: Wednesday, 4:15 pm to 6:15 pm, or by appointment

Course website: <http://faculty.fiu.edu/~revellk/pad3802/Spring15.doc>

CATALOG DESCRIPTION: An integrated approach to the problems and prospects of metropolitan areas with emphasis on economic, political, social, and administrative facets of the urban setting.

COURSE DESCRIPTION: Cities and their surrounding regions are interdependent environments, serving as centers for economic activity, cultural interaction, democratic government, and the localization of global phenomena. To begin the process of developing a conceptual framework that can assist us in creating appropriate long-term policies for metropolitan living, we must take into consideration the full range of problems facing today's cities. That range includes pressing issues of public safety, healthcare, economic opportunity and security, infrastructure development, housing, and education, as well as the enduring challenge of how to pay for the variety of services and amenities that have been considered important components of contemporary urban life. To address these issues effectively, we will also have to consider what mix of private and public institutions provides the best approach to balancing efficiency and participation, liberty and equality, diversity and community, local governance and global interdependence. And we will have to wrestle with these thorny problems ever mindful of factors that seem to be beyond the reach of municipal and regional institutions, such as global economic restructuring, large-scale demographic shifts, rapid technological change, climatological developments, and the cross-border movements of money, ideas, and disease-causing organisms. This course proceeds from the idea that we can gain an important perspective on these contemporary urban and regional problems by looking at the ways they have evolved during the last century or so and situating them in both national and global contexts. This approach will shed light not only on the nature of the problems themselves, but also illuminate how our responses to them – both conceptual and institutional – have changed over time.

COURSE OBJECTIVES: By the end of this course, students will be able to:

- Describe the main trends in urban development in the United States over the last 150 years.
- Explain the various factors that have had, and thus may have, an influence on urban development.
- Discuss the ways global developments shape the challenges of local governance.
- Think critically about the ways demographic and economic change undermine or encourage governmental efforts to regulate urban development – and vice versa.

COURSE MATERIALS: There are two sources for readings in this course. For the first section of the course (on immigration), students should consult the WEEKLY CLASS SCHEDULE below for links to articles and debate materials. For the next two sections of the course, we will use two books: Colin Gordon, *Mapping Decline: St. Louis and the Fate of the American City* (Philadelphia: University of Pennsylvania Press, 2008), ISBN: 0-8122-2094-3, and Richard Lloyd, *Neo-Bohemia: Art and Commerce in the Postindustrial City*, 2nd Edition (New York: Routledge, 2010), ISBN: 0-415-87097-6.

REQUIREMENTS: Grades will be determined by a combination of individual and team performance:

Graded Items	Points
Article Quizzes – Individual (2)	30
Article Quizzes – Team (2)	30
Debate Quiz #1 – Individual	16
Debate Quiz #1 – Team	16
Debate Quiz #2 – Individual	20
Debate Quiz #2 – Team	20
Debate #1	20
Debate #2	20
Summary Quizzes – Team (3)	60
Chapter Quizzes – Individual (10)	150
Chapter Quizzes – Team (10)	150
Video Observations (10)	50
Team Evaluation	100
Total Points	682

QUIZZES: All article and chapter quizzes are multiple-choice and are structured as follows:

Category of Question	Number	Point Value	Total Points
<i>Facts</i> : Are You Paying Attention?	3	1	3
<i>Arguments</i> : Did You Understand?	3	2	6
<i>Synthesis</i> : Can You See Connections?	2	3	6
Total	8		15

To prepare for quizzes, students should download and complete the study guides for each reading. The study guides are arranged almost exactly as the quizzes are arranged; many of the quiz questions will be taken verbatim from the study guides. Keep the following considerations in mind as you complete the study guides: (1) answers to questions about *Facts* can usually be found on a single page or two and almost always involve a single item or small group of items; (2) answers to questions about *Arguments* will usually be found on several different pages

spread over a reading, so you will have to piece the answer together; they will usually involve interpretation of events or concepts beyond basic facts; (3) answers to questions about **Synthesis** will likely require thinking beyond the reading to previous material and making connections among arguments; rarely will these answers be found on a single page. **Facts** may be found through a key word search or in an index, but **Arguments** and **Synthesis** are unlikely to appear in a key word search or an index; they must be derived from a careful reading of the entire text. ***Although the study guides are not graded, you may use them during quizzes. I will also collect them each week to determine how well you are keeping pace with the assigned work, so please be prepared to turn them in. For every failure to turn in a completed study guide, a 1 percent penalty (6.8 points) will be deducted from your final grade.***

SUMMARY QUIZZES: For each section of the course, there will be a 20-point summary quiz that will be completed by each team. These quizzes will cover all the material presented during that section, including information from videos. For each summary quiz, each student is allowed to bring in a “cheat sheet” that meets the following specifications: one page only; 8.5 x 11 inch paper; single-spacing; 1 inch margins; 12 point Times New Roman font; notes only on one side of the paper. Your “cheat sheet” will be submitted along with your quiz answers; violations of the notes policy will result in a 50 percent penalty.

VIDEO OBSERVATIONS: Videos are an important element of this course. They are intended to illustrate the themes and concepts detailed in the readings and to give you a more vivid picture of the work of key actors and the contexts in which they operate. For each video, each team will submit one written observation and an explanation of its connection to the key themes of the course.

GLOBAL LEARNING FOCUS: Global changes – including war, infectious disease, trade, and immigration – have had, and continue to have, an important influence on American cities. Immigration – the movement of people from other nations to the United States – has played an especially important role in the development of urban America. As we shall see, between 1870 and 1930 immigration reshaped American cities: immigrant neighborhoods, immigrant labor, and immigrant voters precipitated a heated debate over American identity, culture, and institutions that culminated in the restrictive immigration laws of the 1920s. A resurgence of immigration after 1960 has led to a similar debate today, as immigration from Asia and Latin America in particular has again refashioned the urban landscape. To expand our understanding of this vital topic, students will take an in-depth look at two pivotal eras in immigration history: the late-nineteenth, early-twentieth century battle over immigrants and politics, and the contemporary controversy over Arizona’s immigration law (SB1070). To successfully complete this component of the course, students will be able to:

1. Demonstrate their knowledge of the motivations, sources, extent, and timing of immigration to the United States over the past two centuries.
2. Articulate the perspectives of the actors involved in immigration debates, including immigrants, native-born Americans, politicians, and businesses, and explain how those perspectives interacted to influence policy decisions.

3. Propose solutions to the contemporary debate over immigration reform that take into account the full range of perspectives involved in the issue.

To achieve these objectives, students will participate in two 20-point activities: *Immigration Perspectives Debate* (Week 4) and *SB1070 Debate* (Week 5). Both are based on immigration readings on the course website and both will be accompanied by a quiz.

APPEALS PROCESS FOR QUIZ QUESTIONS: At the end of the team quizzes, teams are encouraged to appeal questions that they answered incorrectly. Only teams can appeal; individuals cannot. Teams should fill out the [appeals form](#) from the course website and present a detailed written argument to make their case. Appeals will only be considered outside of class time and the results will be announced at the next class meeting.

QUIZ ETIQUETTE: Individuals and teams will complete their quizzes at different times; this means that there may be a few moments in class when you are waiting for other students or teams to finish. During these moments, you may use the restroom, but use of cell phones or other electronic devices is prohibited. Unless you are “on call” and need to be connected to your employer during class time, or in the event you might receive a call regarding child care, the health of a relative, or other family emergency, all cell phones must be turned off and stored during class time. If any of these exceptions apply to you, please alert the professor at the beginning of class. Use of cell phones or other electronic devices during class, except for the reasons specified above, will be considered non-performance (see below). Electronic devices repeatedly used in class will be confiscated and returned once class is over.

TEAMS AND CLASS PARTICIPATION: Class participation is an essential element of this course. It is not possible to avoid participation and pass the course, since so much of your grade will depend on team activities that can only be completed in class. Each student will be assigned to a team for the entire semester. All team work will be completed in class and there is no need or obligation to meet with your team outside of class. At the end of the term, you will evaluate your teammates using the criteria below. The average of your teammates’ evaluation of your performance will be multiplied by your attendance percentage to determine this component of your grade.

1. Preparation – Were they prepared for team activities?
2. Contribution – Did they contribute productively to team discussions?
3. Respect for others’ ideas – Did they encourage others to contribute to team decisions?
4. Flexibility – Were they flexible when disagreements occurred?
5. Learning – Did they learn and apply the materials taught during the course?

Even though class participation is a major component of your final grade, some students may still be non-performers: coming to class unprepared and hoping to rely on their teammates to carry the team component of their grade. The two principal indicators of non-performance are (1) failure to come to class with completed study guides and (2) failure to share material from study guides. If this happens in your team, please bring it to the attention of the professor (in person, via email or voicemail), so that persistent non-performers can be removed from their teams. Persistent non-performers will have their grades computed solely from their individual

quiz results (doubled to compensate for the loss of team results). This means that they can receive no more than 592 total points: their maximum possible grade will be no higher than a B and will likely be much lower. Previous experience with team-versus-individual test results indicates that 80 to 86 percent of individual students score below the lowest scoring team: in other words, team results will help you.

TEAMWORK ETIQUETTE: There will be a team quiz for every reading and debate, so working effectively with your teammates will be essential to getting a good grade. The first step toward effective team work is proper individual preparation, which means a close reading of the assigned texts accompanied by thorough preparation of the study guides. Once your team begins to debate which answers to choose on the team quizzes, you should use those study guides to make *evidence-based arguments*. Reasoning your way through the quizzes – by citing quotations from the texts, identifying sources by page number, and drawing on material from other sources (lectures, videos) – is a superior approach to voting, for example, or bullying your teammates into accepting your answer, or simply sitting back and letting your team decide without your contribution. Logical, grounded argument is the best approach to successful team work.

GRADING SCALE: Grades will be awarded according to the following scale:

To get an A (94%) in the course, you will need at least 641 points.
To get an A- (90%) in the course, you will need at least 614 points.
To get a B+ (87%) in the course, you will need at least 593 points.
To get a B (84%) in the course, you will need at least 573 points.
To get a B- (80%) in the course, you will need at least 546 points.
To get a C+ (77%) in the course, you will need at least 525 points.
To get a C (74%) in the course, you will need at least 505 points.
To get a C- (70%) in the course, you will need at least 477 points.
To get a D (67%) in the course, you will need at least 457 points.
Any point total below 436 receives an F (64%).

MISSED CLASS POLICY: There will be graded activities every week, with the exception of the first class. Most of these graded activities include both an individual and a team component. If you miss a class, you can make up the individual component, but you cannot make up the team component. Therefore, you will be allowed one missed class meeting for which you can receive the points earned by your team for the team component of that class activity. After your first absence, you will receive zero points for the team component of each missed class, even though you can make up the individual component. This policy applies only to quizzes for articles and book chapters. No student can receive credit for a missed team component for debates, video observations, or summary quizzes.

ACADEMIC MISCONDUCT: All students are expected to abide by the university's Code of Academic Integrity. All students are deemed by the University to understand that if they are found responsible for academic misconduct they will be subject to the procedures and sanctions

outlined in the Student Handbook.

CONTINGENCY PROCEDURES: There have been occasions when natural disasters or other problems cause the University to suspend classes. Should that happen this semester, we will push everything in the syllabus back as many weeks as classes have been cancelled. In other words, if we miss the third week of class due to, say, a hurricane, then we will conduct the activities for Week 3 during the week we return to class. This means that quizzes and debates and any other assignments will also be pushed back the same number of weeks. In short, we will pick up right where we left off and I will bring a revised syllabus with changes to the end-of-the-semester course schedule.

In the event that I do not show up for class on time (for example, if I am caught in traffic or have a medical emergency), here is the procedure you should follow: Everyone should wait in class for twenty minutes. At that point, if I have still not arrived, *one* student in class should call my cellular phone (305-332-5648). If you reach me, I will then give you instructions on how to proceed. If you do not reach me, wait an additional twenty minutes and call me again. If you do not reach me this time, the class is dismissed. Please do not use my cellular phone number for any purpose other than this emergency procedure (for example, do not call me to say that you will be late to class); use my office telephone or email for all other course-related matters.

WEEKLY CLASS SCHEDULE

Week 1 January 12: [The Big Picture and Immigration Demographics](#)

Video: *Journey to America*, E184.A1J68 1989

Week 2 January 19: Martin Luther King, Jr., Holiday – No Class

Week 3 January 26: Immigration, Then and Now

Article Quiz #1: [Mae M. Ngai, "The Architecture of Race in American Immigration Law: A Reexamination of the Immigration Act of 1924," *Journal of American History* 86 \(June 1999\): 67-92.](#)

Article Quiz #2: [Roger Waldinger, "Immigration: The New American Dilemma," *Daedalus* 140 \(Spring 2011\): 215-225.](#)

Video: *Go Back to Mexico*, HV6920.G63 1994

Week 4 February 2: [Immigration Perspectives Debate](#)

Debate Quiz #1

Class Exercise #1: Immigration Perspectives Debate

Video: *The New Americans*, JK1759.N49 2009

Week 5 February 9: [SB1070 Debate](#)

Debate Quiz #2

Class Exercise #2: SB1070 Debate

Summary Quiz #1

Week 6 February 16: Race and the City – Demographics1

Reading Quiz #1: Gordon, *Mapping Decline*, Introduction

Reading Quiz #2: Gordon, *Mapping Decline*, Chapter 1

Video: *In This Affluent Society*, HC110.P63A718 1995 v. 1

Week 7 February 23: Race and the City – Demographics2

Reading Quiz #3: Gordon, *Mapping Decline*, Chapter 2

Video: *Building the American Dream*, HT168.L48B83

Week 8 March 2: Race and the City

Reading Quiz #4: Gordon, *Mapping Decline*, Chapter 3

Video: *Pruitt-Igoe*, HD7304.S2P78 2011

Week 9 March 9: Spring Break – No Class

Week 10 March 16: Race and the City

Reading Quiz #5: Gordon, *Mapping Decline*, Chapter 4

Video: *City of Promise*, HC110.P63A718 1995 v. 3

Week 11 March 23: Race and the City

Reading Quiz #6: Gordon, *Mapping Decline*, Chapter 5 and Conclusion

Video: *Kelo v. City of New London*

Summary Quiz #2

Week 12 March 30: Economic Change and the City

Reading Quiz #7: Lloyd, *Neo-Bohemia*, Chapters 1-3

Video: *The World that Moses Built*, NA9053.U7W67

Week April 6: Economic Change and the City

Reading Quiz #8: Lloyd, *Neo-Bohemia*, Chapters 4-6

Video: *What's Good for General Motors*, HD1263.M5W53 1981

Week 14 April 13: Economic Change and the City

Reading Quiz #9: Lloyd, *Neo-Bohemia*, Chapters 7-9

Video: *Cleveland: Confronting Decline in an American City*

Week 15 April 20: Economic Change and the City

Reading Quiz #10: Lloyd, *Neo-Bohemia*, Chapter 10 and Afterword

Summary Quiz #3