

PADM 2000 Discover the City: Placemaking in the World – Fall 2024

Monday/Wednesday 12:30 – 1:50 pm

Chilton Hall

Instructor

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Office Hours: By appointment

Course Overview

This course provides an in-depth exploration of how cities, as dynamic and complex systems, shape and influence life today and will continue to do so in the future. By examining the intricate relationships between urban environments and various aspects of human experience, students will gain a comprehensive understanding of the critical role cities play in shaping our world.

Throughout the course, students will be introduced to cities across the globe, analyzing regional patterns and urban environments that significantly impact livability, culture, and overall quality of life. This global perspective will help students appreciate the diverse ways in which urban spaces contribute to human well-being and societal development.

A key component of the course is the exploration of the dimensions of good city form. Through student-led presentations and case studies, they will learn about the essential elements that contribute to successful built environments. This hands-on approach will allow students to engage with real-world examples and deepen their understanding of what makes urban spaces thrive.

Additionally, the course includes a practical workshop session where students will have the opportunity to experience, and analyze familiar cases. Building on the content taught earlier in the course, this workshop will enable students to apply their knowledge in evaluating why certain places resonate with people, whether positively and negatively. Through this exercise, students will develop a deeper appreciation for the rationale behind effective urban design and placemaking.

Course Prerequisites or Other Restrictions

There are no listed course prerequisites for PADM 2000.

Course Objectives

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

- Build an understanding, through our discussions, of the urban world around.
- Learn why cities are important to civil society.
- Discuss why some cities are successful and some are not.
- Study the ideas of urban planning and design.

Syllabus is subject to change.

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- Be able to identify the successes and failures of urban spaces.
- Foster collaborative learning through group projects.

Materials

Primary Texts:

- Edward Glaeser, *Triumph of the City* (2012)

Supplementary Readings:

- Kevin Lynch, *A Theory of Good City Form* (1981)
- Kevin Lynch, *The Image of the City* (1960)
- William Whyte, *The Social Life of Small Urban Spaces* (1980)
- Jeff Speck, *Walkable City* (2012)

Course Calendar

Week	Date	Topic	Assignment/Activity
Week 1	Aug. 19	<u>Introduction</u>	
	Aug. 21	<u>History of Cities</u> Readings: Lynch (1981): <i>A Theory of Good City Form</i> , Chapter 1	
Week 2	Aug. 26	<u>Good City Form</u> Readings: Lynch (1981): <i>A Theory of Good City Form</i> , Chapter 2	
	Aug. 28	<u>Placemaking</u> Readings: What really matters: moving placemaking into a new epoch Cara Courage	
Week 3	Sept. 2	Labor Day (No Class)	
	Sept. 4	<u>Dimensions of Performance</u> Readings: Lynch (1981): <i>A Theory of Good City Form</i> , Chapter 6	Essay #1 due 10 pm (300-400 words)
Week 4	Sept. 9	<u>The role of knowledge industries in urban transformation</u> Readings: Glaeser (2012): <i>Triumph of the City</i> , Chapter 1	
	Sept. 11	<u>Dimension 1: Vitality</u> Readings: Lynch (1981): <i>A Theory of Good City Form</i> , Chapter 7	Group 1 Presentation
Week 5	Sept. 16	<u>Economic Shifts and the Decline of Industrial Cities</u> Readings: Glaeser (2012): <i>Triumph of the City</i> , Chapter 2	
	Sept. 18	<u>Dimension 2: Sense</u> Readings: Lynch (1981): <i>A Theory of Good City Form</i> , Chapter 8	Group 2 Presentation

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Week 6	Sept. 23	<u>Slums as engines of economic mobility</u> Readings: Glaeser (2012): <i>Triumph of the City</i> , Chapter 3	
	Sept. 25	<u>Dimension 3: Fit</u>	Group 3 Presentation
		Readings: Lynch (1981): <i>A Theory of Good City Form</i> , Chapter 9	
Week 7	Sept. 30	<u>The Impact of Housing Reform on Urban Livability</u> Readings: Glaeser (2012): <i>Triumph of the City</i> , Chapter 4	
	Oct. 2	<u>Gentrification and the Globalization of Housing Markets</u> Readings: Glaeser (2012): <i>Triumph of the City</i> , Chapter 5	Essay # 2 due 10 pm (300-400 words)
Week 8	Oct. 7	Reading Week (No Class) Instructor will be available between 12:30 – 1:50 PM For consultation with students about reading.	
	Oct. 9	Reading Week (No Class) Instructor will be available between 12:30 – 1:50 PM For consultation with students about reading.	
Week 9	Oct. 14	<u>The Economic and Spatial Impact of Skyscrapers</u> Readings: Glaeser (2012): <i>Triumph of the City</i> , Chapter 6	
	Oct. 16	<u>Dimension 4: Access</u> Readings: Lynch (1981): <i>A Theory of Good City Form</i> , Chapter 10	Group 4 Presentation
Week 10	Oct. 21	<u>Suburban Sprawl and Its Influence on Urban Development</u> Readings: Glaeser (2012): <i>Triumph of the City</i> , Chapter 7	
	Oct. 23	<u>Dimension 5: Control</u> Readings: Lynch (1981): <i>A Theory of Good City Form</i> , Chapter 11	Group 5 Presentation
Week 11	Oct. 28	<u>Urban Density as a Model for Environmental Sustainability</u> Readings: Glaeser (2012): <i>Triumph of the City</i> , Chapter 8	
	Oct. 30	<u>Dimension 6: Efficiency and Justice</u> Readings: Lynch (1981): <i>A Theory of Good City Form</i> , Chapter 12	Group 6 Presentation
Week 12	Nov. 4	<u>Growth and Conservation</u> Readings: Lynch (1981): <i>A Theory of Good City Form</i> , Chapter 14	

	Nov. 6	Readings: Lynch (1981): <i>A Theory of Good City Form</i> , Chapter 14	Essay #3 due 10 pm (300-400 words)
Week 13	Nov. 11	<u>Urban Textures and Networks</u> Readings:	
		Lynch (1981): <i>A Theory of Good City Form</i> , Chapter 15	
	Nov. 13	Readings: Lynch (1981): <i>A Theory of Good City Form</i> , Chapter 15	
	Nov. 18	<u>City Size and the Idea of Neighborhood</u> Readings: Lynch (1981): <i>A Theory of Good City Form</i> , Chapter 13	
Week 14			
	Nov. 20	Readings: Lynch (1981): <i>A Theory of Good City Form</i> , Chapter 13	
Fall Break	Nov. 25	Thanksgiving (No Class)	
	Nov. 27	Thanksgiving (No Class)	
	Dec. 2	<u>Wrap Up</u> Covering materials up to date: Lessons Learned	
Week 16			
	Dec. 4	<u>Wrap Up</u> Covering materials up to date: Lessons Learned	Essay #4 due 10 pm (800-1000 words)
	Dec.9	Exam Week (No Class)	
Week 17			
	Dec. 11	Exam Week (No Class)	

Course Structure & Grading

This course will be taught in a traditional in-person format. We will have two class meetings per week.

Grading is designed to recognize and reward active participation and engagement throughout the course. You will be responsible for a group presentation that integrates course material with a relevant case study. Additionally, you will complete four essays that respond to questions derived from lectures, discussions, and reading materials. The prompts for these questions will be provided in advance to allow for thoughtful preparation.

Essays #1, #2, and #3 are to be 300 – 400 words in length and essay #4 is to be 800-1000 in length, twelve (12) font Times New Roman style, double spaced, with one (1) inch margins. References should be presented in APA 7th style.

The Course will be graded on a 100-point scale, according to the rubric to follow.

A= 90-100

B= 80-89 C = 70-79

D = 60-69

F = 0-59

Participation	15%
Group Presentation	15%
Essay #1	15%
Essay # 2	15%
Essay # 3	15%
Essay # 4	25%

Please note, there are no exams in this class. I believe it is important for the student to be able to apply the knowledge learned throughout the course. A memorization exam does not demonstrate the ability to apply this knowledge.

Late Assignment Submission

Students are allowed to submit one late assignment within 24 hours of the deadline without penalty. However, any late submission beyond this one-time allowance, or any assignment submitted more than 24 hours late, will result in a full grade reduction for that assignment. It is important to manage your time effectively and adhere to deadlines to avoid penalties.

Absence

Participation in class is essential for gaining a comprehensive understanding of the course material, as it allows students to actively engage in discussions, collaborate with peers, and apply concepts in real-time. Each student is allowed two excused absences. Any additional absences beyond these two will be subject to the school's attendance policy and may impact the student's performance and participation grade.

A Living Document

The syllabus is subject to change at the instructor's discretion. Any updates or modifications to the schedule, assignments, or course content will be communicated in advance through class announcements or via email. Students are responsible for keeping up-to-date with any changes that may occur throughout the semester.

COURSE POLICIES AND PROCEDURES

Policies and Procedures

General expectations:

I expect students to attend all course sessions, complete required readings prior to class time, participate in class discussions and case studies, and complete the written assignments on time.

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Zoom policy:

Zoom is only to be used for students who have a significant medical reason to not attend class. If you join by Zoom, you will only receive attendance credit if you activate your camera and participate in the same way you would in an in-person class.

Attendance Requirements:

Attendance is a key requirement of this course. There are penalties associated with missing classes and/or assignments. Examples of university-excused absences include those necessitated by university sponsored events, military orders, or an illness which results in some form of visit to a medical doctor. Such absences require written documentation (e.g., medical doctor notes, military orders, etc.) and must be submitted within one week of the student's return to class. The instructor may also excuse a student on a case-by-case basis.

Make-up policy:

Students who miss a quiz will be allowed to take a make-up only in cases of university-excused absences or if approved in advance by the instructor.

Extra credit:

There are no opportunities for extra credit in this course unless otherwise determined by the instructor. Late assignments: Late assignments will not be accepted unless otherwise noted by the instructor.

Problems, Questions, Concerns:

I strongly encourage you to talk to me early if you are having problems with the course or if you have other concerns. The best way to reach me outside of class is by email.

Withdrawals:

Students have the right to withdraw from courses. I urge you to maintain your commitment to this course, however, if you decide to withdraw, please see the instructor and review the academic calendar to observe UNT's withdrawal dates.

ADA Policy

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website (<https://disability.unt.edu/>).

Department of Public Administration Anti-Bias Statement

The Department of Public Administration believes in the fundamental principles of life, liberty, equality, equity, and in doing good to all people as we serve our students and the public interest.

- We believe in the importance of diversity and inclusion
- We believe in fairness and equity for all faculty and students in and out of class
- We believe in mutual respect and civility for all students and faculty
- We believe that faculty and students have a right to a redress of grievances
- We believe that students and faculty should be actively engaged in good works

Cheating and Plagiarism

Definitions.

The UNT Code of Student Conduct and Discipline defines cheating and plagiarism as:

Cheating.

“Cheating” means the use of unauthorized assistance in an academic exercise, including but not limited to: a. use of any unauthorized assistance to take exams, tests, quizzes, or other assessments; b. use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; c. use, without permission, of tests, notes, or other academic materials belonging to instructors, staff members, or other students of the University; d. dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor; e. any other act designed to give a student an unfair advantage on an academic assignment”

Plagiarism.

“Plagiarism” means use of another’s thoughts or words without proper attribution in any academic exercise, regardless of the student’s intent, including but not limited to: a. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgement or citation, or b. the knowing or negligent unacknowledged use of materials prepared by another person or by an agency engaged in selling term papers or other academic materials.

Penalties are explained in the policy

https://policy.unt.edu/sites/default/files/06.003.AcadIntegrity.Final_.pdf

Examples of plagiarism include:

- purchasing term papers from Internet sources and turning them in to meet assignment requirements
- downloading or copying material from the Internet and presenting it as your own work
- using sentences, quotes, statistics or other information from books or journals without citing the source(s) in papers

- incorporating novel ideas, concepts or phrases into papers without giving credit to the original author
- having someone else write a paper for you

Failure to comply with this policy on plagiarism may result in a failing grade on the assignment or paper, a failing grade in the class, dismissal from the program, and expulsion from the university.

Professors in the Department of Public Administration will not tolerate any form of academic dishonesty among students in the major. When in doubt about what constitutes plagiarism, contact your professor or provide citations!

POLICY ON STUDENT BEHAVIOR IN THE CLASSROOM

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at <https://policy.unt.edu/policy/07-012>.

Acceptable Student Behavior:

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.deanofstudents.unt.edu

SEXUAL DISCRIMINATION, HARRASSMENT, & ASSAULT

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT's Dean of Students' website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: http://deanofstudents.unt.edu/resources_0. Renee LeClaire McNamara is UNT's Student Advocate and she can be reached through e-mail at

SurvivorAdvocate@unt.edu or by calling the Dean of Students' office at 940-565-2648. You are not alone. We are here to help.

LAPTOPS AND CELL PHONES IN THE CLASSROOM:

The classroom setting at an institution of higher learning is intended to serve as a venue that permits the transfer of knowledge and facilitates the sharing of ideas. As such, it is imperative that any distractions from these stated objectives be avoided and kept to a minimum. Potential disruptions include modern electronic devices such as laptop computers and cell phones.

Students are allowed to take notes on personal laptop computers to enhance the learning process, but they should not activate their internet browsers during class or use computers for non-academic purposes (as this diverts attention from the lecture/discussion for both the student using it and others nearby).

Students should also avoid using cell phones to search the Internet or text while class is in session. Exceptions to this policy will be at the discretion of the faculty only and may occur if searching the Internet is necessary to find additional information or facts related to the subject being covered on that particular day.

Syllabus Change Policy

The instructor reserves the right to make changes to the syllabus, including augmenting readings and adding activities. Any changes for a specific class meeting will be posted at prior to the class, with notifications sent out to students via email and Canvas.

COVID-19 Policy

If you are experiencing any symptoms of COVID-19 (<https://www.cdc.gov/coronavirus/2019-ncov/symptomtesting/symptoms.html>) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Team at COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure.