Course Description
What makes a city Great? What are the key characteristics and assets that spur the development of cities in the United States? In this course, we will explore and analyze these questions through critical lenses. We will also examine the history of cities and how planning, design, policy and economic interests influence their development – for better or worse. The course will also incorporate current topics influencing cities including access to resources, sustainability, social justice, identity, character and quality of life.

Learning Goals
Throughout this course, students will:
1. Explore different perspectives on what makes a city ‘great’ in the context of policy, urban planning and development, social justice and quality of life.
2. Gain an understanding of the history of cities and how planners, policies, and social actors influence challenges and opportunities for growth.
3. Reflect and critique urban planning and development issues and success stories based on readings, discussions, and multimedia.

Course Requirements
This course is conducted as an online seminar with a mix of synchronous meetings and flexible learning. We will strive for a supportive and inclusive learning environment. Students must fulfill each of the following for successful course completion:
1. Mindful participation includes:
   a. Participating in activities posted in Canvas and during meetings.
   b. Leading a discussion on a current topic related to the week’s module
      *Lead at least 1 discussion this semester.*
2. Complete assignments on required readings/course materials *(Minimum of 10).*
3. Research or case-study paper on a selected city, discuss key planning and development characteristics, prospects and challenges.
4. Team webinar-style presentation based on the research/case-study paper.
Students will be evaluated and graded upon completion of the course requirements. This course has no mid-term or final exams. The course is designed to facilitate student inquiry, critical thinking, engagement, and participation.

Details on the course’s requirements are found below.

1. Mindful participation

Participating in the course is essential and constitutes 15% of the course grade. Participation is more than just showing up to the discussion meetings, it means engaging in meaningful and respectful discussion with the instructor and peers, answering questions during meetings or on discussion boards, and leading a discussion at least once during the semester.

Leading a discussion
Each week, up to 3 students will be assigned to identify an event/issue or journal article related to the module under discussion. The student will provide a brief overview of the event/issue/paper to the class and lead a brief discussion on the topic. Posting the article or link and leading a discussion constitutes half of your participation grade. Students should lead a discussion at least once this semester. A sign-up sheet will be made available in Canvas. Talk with the instructor if you have questions or need assistance.

On your assigned week, please post your article and/or link to the Canvas discussion board no later than 5 pm Wednesday.

General Participation
In addition to leading a discussion at least once, these are ways a student can earn their participation grade this semester:

- Complete weekly required readings and course materials – Reading and completing weekly required materials will prepare you for class discussions, especially for our Thursday meetings. Canvas will show you what items should be completed. Canvas reports which items have been read or completed.

- Weekly activities - Please complete the activities posted on Canvas related to the course topic/module. The activities include, for example, posting a response to the week’s discussion board. Details on weekly activities will be posted on Canvas.

- Thursday’s online meetings – We meet online every Thursday at 9:00am. While students can log in without video/camera if experiencing bandwidth issues, the instructor strongly encourages the use of video. Please respect others while connected. Only instructor-led content may be recorded. However, students who participate with the camera, image, or voice are agreeing to have their video/audio recorded.

Cannot make it to the online class/discussion? Please contact the instructor. While the instructor promotes flexible learning, absences must be cleared before class meetings by sending an email to ycmartin@uwm.edu. Students are responsible for the content and information provided in all sessions. Please reach out to the instructor with questions or concerns.
2. Reading Assignments

Completing the assignments of each week’s reading and/or multimedia materials constitutes another 20% of the course grade.

Students will be required to complete a minimum of 10 assignments throughout the semester. The assignments are, for example, answering one or two questions about each week’s required readings/materials and submitting your written responses in Canvas. This may include providing key takeaways of the topic in question, a comparison of readings when applicable, or your views related to the topic (for example, what did you learn? What was most impactful?).

Please complete the assignment for the week by Thursday 10pm.

3. Research/case-study paper

The research/case-study paper constitutes 35% of the course grade. Students will choose a city not featured in the course that meets the size/population criteria for a city. The student will discuss key planning and development characteristics, prospects and challenges of the selected city. Students should discuss through the research what makes the selected city ‘great’ (or not great) in the context of policy, urban planning and development, and quality of life.

The student will develop the paper throughout the course and complete specific sections as described next. The final product will be turned in to Canvas on November 23rd. This process will allow the student to work independently on the research topic while receiving feedback from the instructor on the topic and content – rather than waiting until the last minute to produce a paper!

Important dates for deliverables:

<table>
<thead>
<tr>
<th>Date</th>
<th>Deliverable</th>
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<tbody>
<tr>
<td>September 19</td>
<td>City selection is due</td>
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<tr>
<td>October 3</td>
<td>An outline is due</td>
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<tr>
<td>November 16</td>
<td>The final version must be turned to Canvas.</td>
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The final paper must include:
1. Cover (including your name, title of the paper, course code and date)
2. Introduction and background on history, planning and development of the selected city
3. Discussion of key planning and development characteristics, prospects and challenges
4. An argument about why the selected city is great or not
5. Conclusion
6. References (APA-Style)

The final paper should be limited to a minimum of 10 pages but no more than 15 pages (excluding cover page, references, and figures and tables if you choose to add such). Use double-spaced, Times New Roman 12 pt. Font.
4. Team Webinar-style presentation

Presentation and Q/A discussions constitute 30% of the course grade. The instructor will assign students into groups of 2 or 3 to collaborate and present a comparison of key planning and development characteristics of their researched cities and findings about the prospects, challenges and perspectives on whether the cities are great (or not so great).

The presentation will go in hand with the research/case-study paper but adds an element of comparison and collaboration in presenting findings.

Each group will be assigned based upon the city’s location and the presentation date will be also assigned by the instructor. Students may opt to record their presentation and post it on the assigned discussion board and dropbox in Canvas by the assigned presentation date.

Students are encouraged to use Microsoft PowerPoint, Canva, Loom or other presentation media that can be supported during our meetings. At the end of the presentation, the student will lead a short discussion Q/A on the topic. Students should to prepare 2-3 questions to guide a discussion (this also applies to recorded presentations). The instructor may have additional questions. The presentation and discussion should be no longer than 15 minutes.

A rubric with details on how the presentation will be graded will be posted in Canvas.

Due dates for the live webinar and the alternative recorded presentations are shown on page 15 of the syllabus and in Canvas.

Summary of Evaluation and Grading
Course evaluation will be based on:

| Participation (including leading a discussion) | 15% |
| Reading assignments (10) | 20% |
| Research/case-study paper | 35% |
| Webinar presentation | 30% |

For each required coursework, students will be evaluated according to the percentage above.

The grading scale for the course is:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
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<tbody>
<tr>
<td>A</td>
<td>93% and above</td>
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<tr>
<td>A-</td>
<td>92% - 89%</td>
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<tr>
<td>B</td>
<td>83% - 88%</td>
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<tr>
<td>B-</td>
<td>79% - 82%</td>
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<tr>
<td>C</td>
<td>69% - 78%</td>
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<td>D</td>
<td>55% - 68%</td>
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<tr>
<td>F</td>
<td>54% and below</td>
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Statement of time investment during the course: On average, students should spend 48 hours per credit per semester on activities in online sessions/meetings and outside of meetings (e.g., readings, assignments, research, projects). For this 3-credit course, students are expected to spend approximately 144 hours spread throughout the 16 weeks of the course. Please note that the average time investment presented here is an estimate and students are assessed based on their performance rather than the time put into the course.

Other Important Items

Reasonable accommodations
Students with limitations due to a disability may request any reasonable accommodations. You can get more information at the Accessibility Resource Center to better understand the nature of reasonable accommodations.

The University of Wisconsin Milwaukee supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12) requires that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities are a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the Accessibility Resource Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

Students will be allowed to complete assignments or other requirements that are missed because of religious observance, illness, family emergencies, or other circumstances. If special accommodations are needed to meet any of the requirements of this course, please contact the instructor as soon as possible.

COVID-19
In response to the COVID-19 pandemic, it is important to be mindful of challenges and promote self-care. If you are experiencing symptoms related to COVID-19, taking care of someone that is ill, or facing challenges, please do not hesitate to contact the instructor to make reasonable accommodations. Go to the UWM COVID-19 website for up-to-date information.

Students in Need
Any student who faces challenges securing their food, housing, or technology, or is struggling with mental, physical, or emotional health, and believes this may affect their performance in the course is urged to contact the Dean of Students (dos@uwm.edu) for support. Please notify the instructor if you are comfortable. Also, please check the following resources that may provide additional support such as UWM’s Mental Health website and University Counseling Services.
Academic honesty and integrity

The University of Wisconsin-Milwaukee has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and the respect for others’ academic endeavors.

Appropriate academic conduct is key to your success. Please review the rules relating to student academic misconduct procedures which are specified in Chapter UWS 14 and Faculty Document No. 1686 at the UWM Dean of Students website.

All work in this course should be your own.
Always cite sources. Plagiarism is unacceptable.

In any written work and presentation materials, the student must cite sources for quotes, facts, and opinions (other than yours), both in the body of their work and in the bibliography/references section. Properly cite sources and place word-for-word quotes in quotation marks. Any plagiarism is a serious breach of ethics.

Course Policies

This course adheres to campus policies regarding students with disabilities, religious observances, active military service, incompletes, discriminatory conduct, academic misconduct, complaints about the course, and grade appeals. For details about these policies, see UWM’s Syllabus Links.

Reading Materials

No textbook is required for this course. Readings and other course materials are built upon various resources including academic articles, book chapters, videos, and online resources. Required weekly materials and supplemental (optional) materials are available in Canvas.

Required readings or videos are marked with a star (*).

Useful Resources

A set of useful web-based resources relevant to the course are listed below.

- SARUP Resource Center - https://uwm.edu/sarupresourcecenter/
- American Planning Association - https://www.planning.org/
- Association of Collegiate Schools of Planning - https://www.acsp.org/
- Bloomberg CityLab - https://www.bloomberg.com/citylab
- Planetizen - https://www.planetizen.com/
- Smart Cities Dive - https://www.smartcitiesdive.com/
- Urban Land Institute - https://uli.org/
- UWM Center for Economic Development - https://uwm.edu/ced/
## Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Module</th>
<th>Theme</th>
<th>Date</th>
<th>Class/Meeting</th>
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<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>Intro: The Many Roles of Urban Planning in Shaping Cities</td>
<td>Sept. 5</td>
<td>1.1. Introduction to the Course</td>
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<td>Sept. 7</td>
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<td>2</td>
<td>2</td>
<td>Key Components of a City – What Factors Make a City Great?</td>
<td>Sept. 12</td>
<td>2.1. Key Components of a City</td>
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<td>Sept. 14</td>
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<td>3</td>
<td>3</td>
<td>Evolution of Cities and Urban Planning</td>
<td>Sept. 19</td>
<td>3.1. Major Movements in Planning and Design</td>
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<td>Sept. 21</td>
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<td>Sept. 28</td>
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<tr>
<td>5</td>
<td>5</td>
<td>Urban Development &amp; Characteristics: Cities of the East</td>
<td>Oct. 3</td>
<td>5.1. New York, NY &amp; Washington, DC</td>
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<td>Oct. 5</td>
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<tr>
<td>6</td>
<td>6</td>
<td>Urban Development &amp; Characteristics: Cities of the West</td>
<td>Oct. 10</td>
<td>5.3. Boston, MA &amp; Philadelphia, PA</td>
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<td>Oct. 12</td>
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<tr>
<td>7</td>
<td>6</td>
<td>Urban Development &amp; Characteristics: Cities of the West</td>
<td>Oct. 17</td>
<td>6.1. Los Angeles, CA &amp; San Francisco, CA</td>
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<td>8</td>
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<td>Oct. 19</td>
<td>6.2. <em>Discussion</em>: Housing and Transportation, A Tale of Two Californian Cities</td>
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<td>Oct. 24</td>
<td>6.3. Seattle, WA &amp; Portland, OR</td>
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<td>Oct. 26</td>
<td>6.4. <em>Discussion</em>: Progressive and Sustainable?</td>
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## Course Schedule (Continued)

<table>
<thead>
<tr>
<th>Week</th>
<th>Module</th>
<th>Theme</th>
<th>Date</th>
<th>Class/Meeting</th>
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<tbody>
<tr>
<td>9</td>
<td>7</td>
<td>Urban Development &amp; Characteristics: Cities of the Great Lakes</td>
<td>Oct. 31</td>
<td>7.1. Detroit, MI &amp; Cleveland, OH</td>
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<td>Nov. 2</td>
<td>7.2. Discussion: Shrinking Cities: Challenges and Opportunities</td>
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<td>Nov. 7</td>
<td>7.3. Chicago, IL &amp; Milwaukee, WI</td>
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<td>Nov. 9</td>
<td>7.4. Discussion: Revitalization by the water: Opportunities? Displacement?</td>
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<tr>
<td>10</td>
<td>8</td>
<td>Urban Development &amp; Characteristics: Cities of the South</td>
<td>Nov. 14</td>
<td>8.1. Atlanta, GA &amp; Houston, TX</td>
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<td>Nov. 16</td>
<td>8.2. Discussion: Planning for growth and resilience – Sprawl and climate change</td>
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<tr>
<td>11</td>
<td>9</td>
<td>First Cities: Tribal Nations</td>
<td>Nov. 21</td>
<td>9. A Deeper Look into The First Cities of America</td>
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<td>Nov. 23</td>
<td>Off: Thanksgiving Day - No Meeting</td>
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<tr>
<td>13</td>
<td>10</td>
<td>Student Presentations</td>
<td>Nov. 28</td>
<td>10.1. Webinar Block 1</td>
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<td>Nov. 30</td>
<td>10.2. Webinar Block 2</td>
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<tr>
<td>14</td>
<td>11</td>
<td>Looking at Cities Beyond 'Great'</td>
<td>Dec. 5</td>
<td>10.3. Webinar Block 3</td>
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<td>Dec. 7</td>
<td>10.4. Webinar Block 4</td>
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<td>15</td>
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<td>Dec. 14</td>
<td>11. Discussion: Lessons Learned and Wrap-up</td>
</tr>
</tbody>
</table>
Detailed Course Schedule

Module 1: Intro - The Many Roles of Urban Planning in Shaping Cities
Week 1

Sept. 5 - Lecture: Introduction to the Course
Sept. 7 - Discussion: Urban Planners' Skills and Influence

Readings and Resources


American Planning Association (2022). What Skills Do Planners Need?
https://www.planning.org/choosingplanning/skills/


Assignment #1 –Due Sept. 12
Optional Assignment (The City and You) – Due Sept. 12

Module 2: Key Components of a City – What Factors Make a City Great?
Week 2

Sept. 12 – Lecture: Key Components of a City
Sept. 14 – Discussion: Placemaking in Urban Planning

Readings and Resources


* Localeur (2017). What Factors Make a City Great?


Assignment #2 – Due Sept. 14
Module 3: Evolution of Cities and Urban Planning
Week 3

Sept 19 – Lecture: Major Movements in Planning and Design
Sept. 21 – Discussion: What Has Changed? Looking at Cities Beyond Urban Design

Readings and Resources


Gerkens (2000). Ten Successes That shaped the 20th Century American City


City selection for case study/research paper – Due Sept. 19

Assignment #3 – Due Sept. 21

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Module 4: Key Factors Influencing Urban Development
Week 4

Sept. 26 – Lecture: The Pillars of Development
Sept. 28 – Discussion: What Factors Promote Equitable Development in Cities?

Readings and Resources


Jones H. (2009). Equity in Development: Why is It Important and How to Achieve it. *ODI.*

Assignment #4 – Due Sept. 28
Module 5: Urban Development and Characteristics – Cities of the East

Week 5

Oct. 3 – Lecture: New York, NY & Washington, DC
Oct. 5 – Discussion: What are Key Similarities and Differences Between New York and DC?

Readings and Resources


Outline for case study/research paper – Due Oct. 3

Assignment #5 – Due Oct. 5

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Week 6

Oct. 10 – Lecture: Boston, MA & Philadelphia, PA
Oct. 12 – Discussion: Perspectives on Historic Preservation and Urban Renewal

Readings and Resources


* Meehan J. (2015). Reinventing Real Estate: The Community Land Trust as a Social Invention in Affordable Housing. *Journal of Applied Social Science* 8(2) Read sections "the CLT as a Social Invention" (p. 114-116) and DSNI (p. 125-130)


Assignment #6 – Due Oct. 12
Module 6: Urban Development and Characteristics – Cities of the West
Week 7

Oct 17 – Lecture: Los Angeles, CA & San Francisco, CA
Oct. 19 – Discussion: Housing and Transportation, A Tale of Two Californian Cities

Readings and Resources


Assignment #7 – Due Oct. 19

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Week 8

Oct. 24 – Lecture: Seattle, WA & Portland, OR
Oct 26 – Discussion: Progressive and Sustainable?

Readings and Resources


City of Seattle (2017). Moving the Needle: Environmental Progress Report


Assignment #8 – Due Oct. 26
Module 7: Urban Development and Characteristics – Cities of the Great Lakes

Week 9

Oct. 31 – Lecture: Detroit, MI & Cleveland, OH
Nov. 2 – Discussion: Shrinking Cities - Challenges and Opportunities

Readings and Resources


Assignment #9 – Due Nov. 2

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Week 10

Nov. 7 – Lecture: Chicago, IL & Milwaukee, WI
Nov 9 – Discussion: Revitalization & Creative Placemaking - Opportunities? Displacement?

Readings and Resources

* Experiences from the Field: Chicago Revitalization Perspectives from an Architect and an Engineer w/ Catherine Ferrari (DXU Architects) and Hector Lasalle (TGRWA Structural Engineers) – *View Video Recording*


* City of Milwaukee (2018). A Place in the Neighborhood: An Anti-Displacement Plan for Neighborhoods Surrounding Downtown Milwaukee - *Executive Summary only*


Assignment #10 – Due Nov. 9
Module 8: Urban Development and Characteristics – Cities of the South
Week 11

Nov. 14 – Lecture: Atlanta, GA & Huston, TX
Nov 16 – Discussion: 8.2. Planning for growth and resilience – Sprawl and climate change

Readings and Resources
*City of Atlanta (2017). Downtown Atlanta Master Plan. Page 2-22 Only
* City of Houston (2015). Plan Houston Final Report

Assignment #11 – Due Nov. 16** - if students haven't met the minimum (10) assignments;
Extra credit for those who completed the minimum assignments.

Final Paper must be turned to Canvas – Due Nov 16

Module 9: First Cities – Tribal Nations

Week 12

Nov 21 – Lecture: A Deeper Look into The First Cities of America

Nov 23 - Thanksgiving Day - No Meeting

Readings and Resources


Assignment #12 – Due Nov. 28** - if students haven't met the minimum (10) assignments;
Extra credit for those who completed the minimum assignments.
Module 10: Student Presentations

Week 3

Nov. 28 – Webinar Block 1
Nov. 30 – Webinar Block 2

Week 14

Dec. 5 – Webinar Block 3
Dec. 7 – Webinar Block 4

**Recorded Presentation Option - Due Dec. 5**

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Module 11: Looking at Cities Beyond Great

Week 15

Dec. 14 – Discussion: Lessons Learned and Wrap-up

No readings assigned - last day of the course!

Course Evaluation