

DePaul University
School for New Learning
SW 204 Urban Growth Around the Globe
Winter Quarter 2010

I. General Information

Instructor: Mark Enenbach
E-mail address: makafa1992@comcast.net
Telephone: 312-545-5989

Location: Oak Forest
Meeting Time: Tuesdays, 6:30 p.m. to 9:30 p.m.
This is a class that meets on campus five evenings (January 5, 12, February 2, 23 and March 16). Other sessions will be on-line or designated for a research assignment.
Credit Hours: Two quarter hours

II. Course Description and Faculty Biographical Sketch

Cities and urban areas worldwide have undergone dramatic changes over the past half century. In 2000, for the first time in history, population statistics showed that a majority of the world's population resided in urban areas. The proliferation of urban sprawl and edge cities of major urban cities has led to megalopolis in many parts of the world. The agglomeration of scores of cities within less than a one hundred mile radius of one another has led to urban areas with populations of thirty million persons or more.

The sheer logistical problems of supplying services, handling transportation and waste disposal in these areas is enormous. Humanity has not been faced with challenges of this magnitude before. These challenges will magnify in the next quarter century unless worldwide planning decisions are made to alter these trends.

This course will analyze the interrelationships among population, the environment, and economics. Past, current, and potential future policies relative to these issues will be evaluated.

Mark Enenbach is in his 23rd year as a member of the SNL visiting faculty. He is a former faculty member of Governor's State University and has held numerous administrative and planning positions with the City of Chicago. Currently, he is Vice President and Chief Operating Officer for the Community and Economic Development Association. He received his M.A. from Loyola University.

III. Competencies

H-5: Can analyze issues and problems from a global perspective.
This course will assess the worldwide impact of rapid urban growth and sprawl upon the global environment, economics and quality of life.

S-2-X: Science, Technology and Society competence written by the student in conjunction with the instructor. Students may write their own competence or select a pre-written competence which states: Understands and can assess the relationships among urban growth, lifestyle choices and the global environment. This competence will focus upon the causal relationships that impact upon the ozone layer, global warming and worldwide weather patterns.

S-3-X Science, Technology and Society competence written by the student in conjunction with the instructor. Students may write their own competence or select a pre-written competence which states: Can describe and plan solutions for transportation services and the provision of basic human needs in areas of rapid urban growth. This competence will evaluate alternative policies and approaches needed to improve the quality of life in highly congested areas of the world.

F-X: Focus area competence written by the student in conjunction with the instructor. Students may also select a pre-written competence which states: Can utilize demographic data to project trends and assess the potential outcomes of worldwide urban sprawl.

This competence will focus upon urban demographic projections around the world and analyze their potential impact upon metropolitan areas.

IV. Learning Experience

Through a combination of readings, lecture-discussions, films, individualized field trips and independent research students are made aware of significant population trends. Students utilize this information to formulate their own conclusions relative to the potential consequences of urban growth upon the global environment.

Learning Strategies:

- A) Readings
- B) Lecture-discussions
- C) Independent research
- D) Individualized field trips
- E) Blackboard sites
- F) Audio-visual presentations

Required Readings:

- A) Urban Future 21: A Global Agenda for 21st Century Cities by Peter Geoffrey Hall, Published by Taylor and Francis Group, August 1, 2000.
- B) Edge City, by Joel Garreau. Published by Doubleday Books, New York, New York, 1991.
- C) Duplicated materials to be provided by the instructor.
- D) Blackboard sites.

Attendance and Participation:

Students are encouraged to make every effort to attend classroom sessions. Participation in lecture-discussions and on-line sessions is a necessary part of having a fulfilling learning experience. In the event that students are unable to attend a classroom session it is recommended that they borrow notes from another student for on-site classes. For online sessions, students should consult our Blackboard for handouts and assignments.

Students will be given a wide range of options for fulfilling their competencies including independent research papers, oral presentations in class or by DVD, video or audio format, or an optional take home essay examination. The instructor will discuss various research methodologies and strategies with the students on an individualized basis in order to assist in the completion of selected methods of demonstrating competence.

V. Outcomes

By the conclusion of the course students should have achieved the following goals:

- A. An understanding of the impact of population growth and change upon the growth and decline of communities, regions, and societies.
- B. Knowledge of the population changes experienced in metropolitan areas of the world.
- C. A basic understanding of past, current, and potential future policies relative to controlling population growth.
- D. The ability to formulate personal beliefs relative to the global direction that should be taken relative to population and environmental issues.
- E. An understanding of the major urban demographic changes currently taking place and their projected future implications.

VI. Evidence the Students Will Submit

Students registered for particular competencies will be evaluated on projects submitted to the instructor. Competence may be demonstrated by written or oral presentation. Oral projects may be in audio or video form or as presentations to the class. Students registered for two competencies may, in some cases, complete an expanded project,

which addresses both competencies. Students may also select the option of completing a final essay examination to demonstrate competence.

All students will be required to submit a competence proposal at the second class session. Competence proposals will be reviewed by the instructor for pertinence to the competence or competencies addressed. The instructor will offer suggested research methodologies, strategies and resources to the student.

The suggested length for term papers is seven to ten pages for one competence and fourteen to twenty pages for two competencies. All term papers must include footnotes and a bibliography, including at least four sources per competence.

Oral presentations should be seven to ten minutes in length for one competence and fourteen to twenty minutes for two competencies. Students making oral presentations must submit a one page outline of their presentation and a bibliography including at least four sources per competence.

This course will adhere to the principles of academic integrity outlined in DePaul University's Student Handbook.

The DePaul Student Handbook clearly defines plagiarism. Plagiarism will not be accepted and will result in a failure of the assignment or possibly the course. If you need assistance in knowing how to cite a source, please ask for assistance.

VII. Criteria for Assessment

Assessment will focus on the achievement of outcome measures that are designed to meet the learning goals of the student. Student evaluation will embody the qualities of clarity, integrity, flexibility and empathy. The multiplicity of learning experiences offered in the class affords the opportunity to measure progress through the assimilation of a variety of assessment sources. Among these will be:

- A) Informed participation in both class and group discussions
- B) Independent projects, or
- C) An essay review

As indicated previously, students will be given the opportunity to prepare their own competence proposals, which will be reviewed with the instructor. These proposals will provide students with a framework from which to assess their progress throughout the course.

Grading will be on the standard A, B, C, D, F format. Unfinished work or work requiring revision will be given an Incomplete (IN) grade.

VIII. Class Schedule

January 5	Class Session – Oak Forest Topic: Worldwide Urban Growth: An Historical Perspective Readings: <u>Edge City</u> Chapters 1 and 4
January 12	Class Session – Oak Forest Topic: The Millennial Challenge Readings: Demographic data provided by the instructor and <u>Urban Future 21</u> , Chapter 1 Assignment: Present competence proposal
January 19	On Line Assignment Topic: World Population, Statistics and Trends Readings: Materials provided by the instructor and <u>Urban Future 21</u> , Chapter 2
January 26	On Line Assignment Topics: World Mega Cities and Their Implications Readings: Materials provided by the instructor and <u>Urban Future 21</u> , Chapter 3
February 2	Class session – Oak Forest campus Review of on-line sessions Discuss competency work progress
February 9	On Line Assignment Topic: European Baby Bust Readings: Materials provided by the Instructor
February 16	On Line Assignment Topic: Global Warming, the Ozone Layer and the Greenhouse Effect Readings: Materials provided by the instructor
February 23	Class Session: Oak Forest Campus Topic I: Environmental Policy Alternatives

Videos on global environmental issues
Assignment: Present project update
Topic II: Part I: Urban Planning Policies and Strategies
Part II: Meeting Basic Human Needs (water, food,
health, sanitation, transportation)
Readings: Edge City, Chapters 2, 6 and 8

March 2 Class time designated for research

March 9 On Line Assignment
Topic: Growth Policy Decisions

Readings: Materials provided by the instructor and
Urban Future 21, Chapters 4 and 5

March 16 Class Session: Oak Forest
Competency Work Due

Addenda

DePaul University Academic Integrity Policy

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alternation or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit <http://studentaffairs.depaul.edu/homehandbook.html> for further details.

DePaul University Incomplete Policy

Undergraduate and graduate students have two quarters to complete an incomplete. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, remaining incompletes will automatically convert to "F" grades. In the case of the Law School incompletes must be completed by the end of the semester following the one in which the incomplete was assigned. Ordinarily no incomplete may be completed after the grace period has expired. Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee. This policy applies to undergraduate, graduate and professional programs. NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four week grace period before final degree certification.

n.b. The SNL student who wishes to receive the grade of IN must formally request in writing that the instructor issue this grade. This request must be made before the end of the quarter in which the student is enrolled in a course.