

DePaul University
School for New Learning
SW 258 The City in the Year 2030
Spring Quarter 2007

I. General Information

Instructor: Mark Enenbach
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Meeting time: Tuesdays from 6:30 p.m. to 9:30 p.m. April 3rd through June 12th.
A tour and urban field trip is scheduled for Saturday, May 12th in lieu of class time scheduled for May 8th and May 29th. Students unable to attend the May 12th outing will be allowed to make individual arrangements with the instructor.

Location: O'Hare campus
Credit: Four quarter hours

II. Course Description and Faculty Biographical Sketch

Cities in the United States have undergone dramatic changes over the past half century. Many of today's cities were but small towns or villages twenty years ago. Other cities which were thought to be indestructible have encountered sizeable losses in population, jobs and tax base. Some have even gone bankrupt. The next twenty-five years are certain to bring about even greater changes in our urban environment. It is important for us to understand what impact those changes might bring to our lives.

This course will review the history of cities and examine the theories of urban prognosticators. These views will be examined in the context of the political system, population trends and urban economics. The move to suburbia and to the Sunbelt will be analyzed and projections will be made relative to future urban change. Practical application of concepts utilized in other areas will be evaluated in terms of their potential use in the City of Chicago.

Mark Enenbach is in his 20th year as member of 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.

Mr. Enenbach has published articles in the field of urban planning. Development and change in cities and suburbs are areas of particular interest to him. He also has done consulting work for both public and private institutions.

III. Competencies

Students may select two of the following competencies:

H-1-X: Human Community, Communities and Societies competence written by the students in conjunction with the instructor. Students may write their own competence or select a pre-written competence which states: Can employ techniques of forecasting to project trends and anticipate the future.

This competence will explore human community and societies in the context of projections relative to the future of urban areas.

S2-D: Can describe, categorize, and analyze the interaction and exchanges between living organisms and their physical environment.

This competence will focus upon the relationships among urban planning, policy and lifestyle decisions and their impact upon urban, regional, national and international environments.

A-1-X: Competence written by student/faculty.

Students will analyze the potential future implications of art and ideas in the city of the future.

H-2-X: Human Community, Institutions and Organizations competence, written by the student in conjunction with the instructor.

This competence will provide students with the opportunity to assess human community, institutions and organizations in the future city.

IV. Learning Experience

Through a combination of readings, lecture-discussions, guest panelists, films, an urban field trip and independent research, students develop an understanding of both current and probably future urban development and change. Students are made aware of significant trends, population projections and planning alternatives and utilize this information to formulate their own conclusions relative to the city of the future.

The learning methodology will provide core background information through video presentations, group discussion and selected readings. Practical knowledge of theories learned will be complemented by first hand information experienced through a field trip in which students will view areas projected for future development.

Learning Strategies

- A) Readings
- B) Lecture-discussions
- C) Guest panelists
- D) Audio-visual aids
- E) Urban field trip
- F) Independent research

Required Readings

- A) Reclaiming the Inner City by Ed Marciniak. Published by The Institute of Urban Life, Chicago, 1986.
- B) Edge City, by Joel Garreau. Published by Doubleday Books, New York, New York, 1991.
- C) Duplicated materials to be provided by the instructor.

Attendance and Participation

Students are encouraged to make every effort to attend classroom sessions. Participation in lecture-discussions and the class field trip are essential to have 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. Students unable to attend the field trip will be given the opportunity for a self guided tour.

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 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 Student 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. Written projects require footnotes and a bibliography of source material. Oral projects require an outline of the presentation and a bibliography. 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 end of 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. 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

April 3 Class Introduction

April 10 Urban Historical Perspective and Theories of Development

Readings: Edge City, Chapter 1

April 17 Part One – Theories of Development

Part Two – Urban Prognostication: 25 Years Ago and Today

April 24 Part One – Population Trends

Readings: Materials provided by the instructor

Part Two – The Snowbelt, the Sunbelt, and Urban Economics

Readings: Edge City, Chapter 4

May 1 Chicago, The Physical City: Alternative Development Strategies for the Next Quarter Century

Readings: Duplicated material and Reclaiming the Inner City

May 8 Class time designated for May 12th field trip

May 12 Urban Field Trip and Tour

The program will include a tour of areas of the City of Chicago targeted for future development and change.

May 15 Part One – Alternative Approaches to Urban Issues: A Look at Urban Policy Making Yesterday, Today and Tomorrow.

Readings: Edge City, Chapters 2, 6 and 8

May 22 Themes for the Future

May 29 Class time designated for May 12th field trip

June 5 Class presentations

June 12 Final examinations/competence work due