

DEPAUL UNIVERSITY
SCHOOL FOR NEW LEARNING
SW 280 GROWTH AND DECLINE: A DEMOGRAPHIC PUZZLE
FALL QUARTER 2007

I. General Information

Instructor: Mark Enenbach
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Location: Naperville

Meeting time: Thursdays, 6:30 p.m. to 9:30 p.m., September 6, 13, 20, 27 and October 4.

Credit: Two quarter hours

II. Course description and Faculty Biographical Sketch

The growth and decline of cities, societies, and regions throughout history can be charted by the demographic changes that they have experienced. Population growth fueled the development of cities while impacting forever upon their physical environment. The recent evolution of suburban edge cities has brought about the most sweeping changes in the last century in how and where people work and live.

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 20th 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 Offered:

H-1-H: Can describe and analyze the challenges faced by communities in urban, suburban or rural areas. This competence will focus upon major issues confronting municipalities experiencing economic and/or population growth or decline.

S-2-D: Can describe, categorize, and analyze the interactions and exchanges between living organisms and their physical environments. This competence will evaluate the significance of man made decisions upon

humans, plants, animals and the health of the planet.

S-3-C: Can understand the scientific and social dimensions of an environmental issues. This competence will analyze professional views and public reaction surrounding major environmental issues, such as global warming, the ozone layer and the greenhouse effect.

IV. Learning Experience

Through a combination of readings, lecture-discussions, films 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 growth upon the physical environment.

Learning Strategies:

- A. Readings
- B. Lecture-discussions
- C. Audio-visual presentations
- D. Independent research

Required Readings:

- A. The Reluctant Metropolis: The Politics of Urban Growth in Los Angeles, by William Fulton, published by the John Hopkins University Press, Baltimore, 2001
- B. Data provided by the United States Department of Census.
- C. Recommended readings for completion of the competence demonstration project.
- D. Reading 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 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.

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 United States.
- 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 direction that communities and societies should take relative to population and environmental issues.
- E. An understanding of the major 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 presentations. Oral projects may be in audio or video form or as a presentation to the class. 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. 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. Students making oral presentations must submit a one page outline of their presentation and 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

September 6 Class Introduction

September 13 Demographic Change and Metropolitan Growth
Readings: The Reluctant Metropolis: The Politics of Urban Growth in Los Angeles

September 20 Part One – Population Trends in the 21st Century
Part Two – The Environment and the Economy
Readings: Materials provided by the instructor

September 27 Alternative Development Strategies and their Potential Impact
Readings: Materials provided by the instructor

October 4 Themes for the Future

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.