

Cover Sheet: Request 15223

URP 4XXX – International Perspectives in Urban and Regional Planning

Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Abhinav Alakshendra alakshendra@ufl.edu
Created	8/20/2020 4:21:34 PM
Updated	1/22/2021 12:04:44 PM
Description of request	I am submitting a request for a new combined undergrad/grad course for approval.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	DCP - Urban and Regional Planning (SLAP) 15060000	Ruth Steiner		10/15/2020
No document changes					
College	Approved	DCP - College of Design, Construction and Planning	Abdol Chini		1/22/2021
Int Perspective in Planning S21.docx					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			12/7/2020 1/22/2021
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 15223

Info

Request: URP 4XXX – International Perspectives in Urban and Regional Planning

Description of request: I am submitting a request for a new combined undergrad/grad course for approval.

Submitter: Abdol Chini chini@ufl.edu

Created: 1/22/2021 12:04:26 PM

Form version: 3

Responses

Recommended Prefix

Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

Response:
URP

Course Level

Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).

Response:
4

Course Number

Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.

Response:
XXX

Category of Instruction

Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.

Response:
Joint (Ugrad/Grad)

- 1000 level = Introductory undergraduate
- 2000 level = Introductory undergraduate
- 3000 level = Intermediate undergraduate
- 4000 level = Advanced undergraduate
- 5000 level = Introductory graduate
- 6000 level = Intermediate graduate
- 7000 level = Advanced graduate
- 4000/5000= Joint undergraduate/graduate
- 4000/6000= Joint undergraduate/graduate

**Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Council)*

Lab Code

Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:

None

Course Title

Enter the title of the course as it should appear in the Academic Catalog. There is a 100 character limit for course titles.

Response:

International Perspectives in Urban and Regional Planning

Transcript Title

Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).

Response:

International Perspectives URP

Degree Type

Select the type of degree program for which this course is intended.

Response:

Baccalaureate

Delivery Method(s)

Indicate all platforms through which the course is currently planned to be delivered.

Response:

On-Campus

Co-Listing

Will this course be jointly taught to undergraduate, graduate, and/or professional students?

Response:

Yes

Co-Listing Explanation

Please detail how coursework differs for undergraduate, graduate, and/or professional students. Additionally, please upload a copy of both the undergraduate and graduate syllabus to the request in .pdf format. For more information please see the [Co-Listed Graduate Undergraduate Courses Policy](#).

Response:

Graduate students are required to submit extra assignments. For example, undergrad students are required to provide 3 summaries, whereas graduate students must submit 6 briefs. Similarly,

in one of the assignments, undergrad students are required to present. However, the graduate students are also required to submit a detailed writeup along with a presentation. Final paper requirements are also stricter for Graduate students.

Effective Term

Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.

Response:
Fall

Effective Year

Select the requested year that the course will first be offered. See preceding item for further information.

Response:
2021

Rotating Topic?

Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.

Response:
No

Repeatable Credit?

Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
No

Amount of Credit

Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
3

S/U Only?

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the

UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:

No

Contact Type

Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:

Regularly Scheduled

- *Regularly Scheduled [base hr]*
- *Thesis/Dissertation Supervision [1.0 headcount hr]*
- *Directed Individual Studies [0.5 headcount hr]*
- *Supervision of Student Interns [0.8 headcount hr]*
- *Supervision of Teaching/Research [0.5 headcount hr]*
- *Supervision of Cooperative Education [0.8 headcount hr]*

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Weekly Contact Hours

Indicate the number of hours instructors will have contact with students each week on average throughout the duration of the course.

Response:

3

Course Description

Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 500 characters or less. See course description guidelines.

Response:

This course is designed to present contemporary global and critical issues in urban and regional planning. This course carefully selects critical topics such as inequality, immigration, and segregation and case studies from around the world and encourages students to evaluate and develop different strategies and corrective courses of action.

Prerequisites

Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.

Courses level 3000 and above must have a prerequisite.

Please verify that any prerequisite courses listed are active courses.

Response:

N/A

Completing Prerequisites on UCC forms:

- Use "&" and "or" to conjoin multiple requirements; do not use commas, semicolons, etc.
- Use parentheses to specify groupings in multiple requirements.
- Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
- Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
- "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.
- If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)

Example: A grade of C in HSC 3502, passing grades in HSC 3057 or HSC 4558, and undergraduate PBH student should be written as follows: HSC 3502(C) & (HSC 3057 or HSC 4558) & UGPBH

Co-requisites

Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

Response:

N/A

Rationale and Placement in Curriculum

Explain the rationale for offering the course and its place in the curriculum.

Response:

This course is developed with the grant from University of Florida International Center in a response to fulfill the University's Internationalization push. The department needed a course on International Perspective as International Planning is an important component of urban and regional planning. This course can be part of credits required for minor in planning.

Course Objectives

Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.

Response:

The main objective of the course is to make students aware of global issues. Developing knowledge-based critical thinking among students is one of the essential objectives of this course.

The planning profession engages with various stakeholders of the community at a local and global level. In this course, students will learn about the various urban planning issues and the interconnections between them.

Students are expected to learn and adapt from changing dynamics of planning and applying the knowledge in plan formulations. We will also discuss the best practices in planning from all over the world and analyze the government's role.

Student Learning Objectives:

This course aligns well with defined SLOs objectives. Students are expected to identify, understand, and explain global conditions and interdependencies. In addition to this, students will play a central and active role in the classroom. A dynamic learning format is known to cause students to think critically.

SLO 1:

Students are expected to participate in the class discussion and discuss the class material and other assigned readings. The assigned readings and the class discussions require them to identify, understand, and explain the content and the context. Students will be taught and are expected to understand the underlying cultural differences before analyzing a problem.

SLO 2:

Every module consists of topics that are global and as well as local in nature. However, these issues affect countries differently because of differences in economic development, culture, and population. Students are expected to understand these differences before problem-solving.

SLO 3:

Students will work in groups and individually to prepare and present a country profile of an assigned country. They will discuss topics covered in class in the context of the assigned country. This exercise involves data gathering, extensive reading, communicating with citizens of the assigned country to understand cultural differences, and working in groups to present their findings, strengthening communication skills. Having the right information will make students sensitive and aware of the world they live in.

Course Textbook(s) and/or Other Assigned Reading

*Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned. Please provide specific examples to evaluate the course and identify required textbooks. *

Response:

1. Martinez-Fernandez, C., Audirac, I., Fol, S., & Cunningham-Sabot, E. (2012). Shrinking cities: Urban challenges of globalization. *International journal of urban and regional research*, 36(2), 213-225
2. Pizarro, R. E., Wei, L., & Banerjee, T. (2003). Agencies of globalization and third world urban form: A review. *Journal of Planning Literature*, 18(2), 111-130.
3. Moretti, E. (2012). *The new geography of jobs*. Houghton Mifflin Harcourt.
4. Hout, M. (2012). Social and economic returns to college education in the United States. *Annual review of sociology*, 38, 379-400.
5. Kline, P., & Moretti, E. (2014). People, places, and public policy: Some simple welfare economics of local economic development programs.
6. Owens, A., Reardon, S. F., & Jencks, C. (2016). Income segregation between schools and school districts. *American Educational Research Journal*, 53(4), 1159-1197.
7. Stiglitz, J. E. (2009). The current economic crisis and lessons for economic theory. *Eastern Economic Journal*, 35(3), 281-296.
8. Alterman, R. (1995). Can planning help in time of crisis?: Planners' responses to Israel's recent wave of mass immigration. *Journal of the American Planning Association*, 61(2), 156-177.
9. Alfasi, N., & Portugali, J. (2004). Planning just-in-time versus planning just-in-case. *Cities*, 21(1), 29-39.
10. Miraftab, Faranak., and Neema Kudva. *Cities of the Global South Reader*. Routledge Urban Reader Series, 2014.
11. Moretti, Enrico. *The new geography of jobs*. Houghton Mifflin Harcourt, 2012.
12. Alterman, Rachelle. "Can Planning Help in Time of Crisis?: Planners' Response to Israel's Recent Wave of Mass Immigration." *Journal of the American Planning Association* 61.2 (1995):156-177.
13. Lovering, John. "Will the recession prove to be a turning point in planning and urban development thinking?." *International Planning Studies* 15.3 (2010): 227-243.

Weekly Schedule of Topics

Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.

Response:

Modules:

- Globalization - Week 1-2
 - Trends: USA and Rest of the World
 - Causes and Consequences
 - Politics, Economics, and Globalization
 - Planning Process and Globalization

- Economics and Geography of Jobs - Week 3-4
 - Trends: USA and Rest of the World
 - Where are the Jobs?
 - Offshoring and Job Quality
 - Planning Intervention and Job Creation
 - Best Practices around the world

- Inequality -Week 5-6
 - Types of Inequality
 - Causes and Consequences
 - How to Measure Inequality
 - Inequality around you
 - Trends: USA and Rest of the World
 - Reducing Inequality through Planning Interventions
 - Best Practices around the World

- Segregation - Week 7-8
 - Trends: USA and Rest of the World
 - Causes and Consequences
 - Integration through Planning
 - Best Practices and Success Stories

- Immigration Week 9-10
 - Trends: USA and Rest of the World
 - Causes and Consequences
 - Planning Challenges and Immigration

- The New Economic Reality - 11-12
 - Trends: USA and Rest of the World
 - Changing Housing and Office Space Demand
 - Planning in Recession
 - New Strategies

- Special Topics Week 13-14
 - Economics of Smart Cities
 - Efficiency and Smart Growth
 - Environment and Economics
 - Cost of Sustainability

Grading Scheme

List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades. If participation and/or attendance are part of the students grade, please provide a rubric or details regarding how those items will be assessed.

Response:

- | Assignment | Points Possible | Percent of Grade |
|--|-----------------|------------------|
| Course Paper (Extra requirements for 6xxx) - | (320) | 32% |
| • Idea presentation | (40pts) | |
| • Final paper presentation | (80pts) | |

- Final paper (200pts)
- Class Participation - (200) 20%
- Discussions
- Paper/Video reflections
- Presentations (Assigned)
- Country Profile Presentations- (60) 6%

- Article summaries (3 for URP 4xxx & 6 for URP 6xxx) (120) 12%
- Assignments (2x150 each)
- Extra requirements for 6905 (300) 30%

Instructor(s)

Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.

Response:

Dr. Abhinav Alakshendra

448 ARCH

352-294-1488

alakshendra@ufl.edu

Attendance & Make-up

Please confirm that you have read and understand the University of Florida Attendance policy.

A required statement related to class attendance, make-up exams and other work will be included in the syllabus and adhered to in the course. Courses may not have any policies which conflict with the University of Florida policy. The following statement may be used directly in the syllabus.

- *Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:*

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Response:

Yes

Accommodations

Please confirm that you have read and understand the University of Florida Accommodations policy.

A statement related to accommodations for students with disabilities will be included in the syllabus and adhered to in the course. The following statement may be used directly in the syllabus:

- *Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.*

Response:

Yes

UF Grading Policies for assigning Grade Points

Please confirm that you have read and understand the University of Florida Grading policies.

Information on current UF grading policies for assigning grade points is require to be included in the course syllabus. The following link may be used directly in the syllabus:

- <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Response:

Yes

Course Evaluation Policy

Course Evaluation Policy

Please confirm that you have read and understand the University of Florida Course Evaluation Policy.

A statement related to course evaluations will be included in the syllabus. The following statement may be used directly in the syllabus:

- Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/public-results/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Response:

Yes

Course Number and Name:

URP 6905/4905 – International Perspectives in Urban and Regional Planning

Instructor:

Dr. Abhinav Alakshendra

448 ARCH

352-294-1488

alakshendra@ufl.edu

Class Period and Location:

Monday: 1.55 – 4.55 (period 7-9)

RNK 220

Office Hours: Wednesday 1.00-3.00 PM and/or by appointment. **(Via Zoom)**

Instructional Methods:

Classes will be conducted using lectures, discussions, and audio-visual presentations.

Course Description:

In this rapidly globalizing world, students need to understand the changing needs and demands of the planning profession and people. Current and rapid changes in the structure and trends in Globalization, Urbanization, Inequality, etc., have intended and unintended consequences on the development outcome and the planning process.

This undergraduate-graduate ‘joined’ course is designed to present contemporary global and critical issues in urban and regional planning. This course carefully selects critical topics and case studies from around the world and encourages students to evaluate and develop different strategies and corrective courses of action. Students are expected to analyze and solve problems using critical thinking, conceptual thinking, innovative thinking, and intuitive thinking. This course provides global insights to students and prepares them to think critically to solve real life local and global problems in a more informed way.

This course is divided into 7 modules. Each module discusses topics such as Globalization, Inequality, Segregation, Immigration, etc. Every module consists of an issue that directly or indirectly affects the planning community, policymakers, and other stakeholders.

Course Objectives:

The main objective of the course is to make students aware of global issues. Developing knowledge-based critical thinking among students is one of the important objectives of this course.

The planning profession is expected to have active engagement with various stakeholders of the community at a local and global level. In this course, students will learn about the various urban planning issues and the interconnections between them.

Students are expected to learn and adapt to the changing dynamics of planning and apply the knowledge in plan formulations. We will also discuss the best practices in planning from all over the world and analyze the government's role.

Student Learning Objectives:

This course aligns well with defined SLOs objectives. Students are expected to identify, understand, and explain global conditions and interdependencies. In addition to this, students will play central and active role in the classroom. Active learning format is known to cause students to think critically.

SLO 1:

Students are expected to participate in the class discussion and discuss the class material and other assigned readings. The assigned readings and the class discussions require them to identify, understand, and explain the material, and the context. Students will be taught and are expected to understand the underlying cultural differences before analyzing a problem.

SLO 2:

Every module consists of topics which are global and as well as local in nature. However, these issues affect countries differently because of differences in the economic development, culture, and population. Students are expected to understand these differences before problem solving.

SLO 3:

Students will work in groups and individually to prepare and present a country profile of an assigned country. They will discuss topics covered in class in the context of the assigned country. This exercise involves data gathering, extensive reading, communicating with citizens of the assigned country to understand cultural differences, working in groups to present their findings which strengthens communication skills. Having right information will make students sensitive, and aware about the world they live in.

Course Content:

This course is divided into seven modules. Each module discusses contemporary planning issue in detail. Each segment consists of a topic that directly or indirectly affects citizens, planning community, policy makers, and other stakeholders.

Grading:

Assignment	Points Possible	Percent of Grade
Course Paper (Extra requirements for 6905) <ul style="list-style-type: none"> • Idea presentation (40pts) • Final paper presentation (80pts) • Final paper (200pts) 	320	32%
Class Participation <ul style="list-style-type: none"> • Discussions • Paper/Video reflections • Presentations (Assigned) 	200	20%
Country Profile Presentations	60	6%
Article summaries (3 for URP 4905 & 6 for URP 6905)	120	12%
Assignments (2x150 each) <ul style="list-style-type: none"> • Extra requirements for 6905 	300	30%

Grading Scale:

A= 93-100%	A-= 90-92.9%	
B+= 86-89.9%	B= 83-85.9%	B-= 80-82.9%
C+= 76-79.9%	C= 73-75.9%	C-=70-72.9%
D= <70%	F=<60%	

Modules:

Module 1: Globalization

- Trends: USA and Rest of the World
- Causes and Consequences

- Politics, Economics, and Globalization
- Planning Process and Globalization

Module 2: Economics and Geography of Jobs

- Trends: USA and Rest of the World
- Where are the Jobs?
- Offshoring and Job Quality
- Planning Intervention and Job Creation
- Best Practices around the world

Module 3: Inequality

- Types of Inequality
- Causes and Consequences
- How to Measure Inequality
- Inequality around you
- Trends: USA and Rest of the World
- Reducing Inequality through Planning Interventions
- Best Practices around the World

Module 4: Segregation

- Trends: USA and Rest of the World
- Causes and Consequences
- Integration through Planning
- Best Practices and Success Stories

Module 5: Immigration

- Trends: USA and Rest of the World
- Causes and Consequences
- Planning Challenges and Immigration

Module 6: The New Economic Reality

- Trends: USA and Rest of the World
- Changing Housing and Office Space Demand
- Planning in Recession
- New Strategies

Module 7: Special Topics

- Economics of Smart Cities
- Efficiency and Smart Growth
- Environment and Economics
- Cost of Sustainability

Text and Readings:

1. Miraftab, Faranak., and Neema Kudva. Cities of the Global South Reader. Routledge Urban Reader Series, 2014.
2. Moretti, Enrico. The new geography of jobs. Houghton Mifflin Harcourt, 2012.
3. Alterman, Rachelle. "Can Planning Help in Time of Crisis?: Planners' Response to Israel's Recent Wave of Mass Immigration." Journal of the American Planning Association 61.2 (1995):156-177.
4. Lovering, John. "Will the recession prove to be a turning point in planning and urban development thinking?." International Planning Studies 15.3 (2010): 227-243.
5. ***More readings will be provided as we progress and with current changes in policies.**

Accommodation for students with disabilities:

Students requesting classroom accommodation must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drc/>). The Disability Resource Center in the Dean of Students Office provides students and faculty with information and support regarding accommodations for students with disabilities in the classroom. Staff at the Disability Resource Center will assist any student who registers as having a disability.

Student Honor Code and Academic Honesty:

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

Students must follow the University's policy regarding cheating and the use of copyrighted materials. Please visit

<http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php> for more information.

NETIQUETTE: COMMUNICATION COURTESY:

All members of the class are expected to follow rules of common courtesy in all forms of communication. Please visit <http://teach.ufl.edu/docs/NetiquetteGuideforOnlineCourses.pdf> to know more.

Online Privacy:

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with

their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who unmute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Feedback:

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>

Disclaimer:

1. Subsequent changes may be made to any aspect or detail of this syllabus if and when necessary. Any changes will be announced in class as soon as practical.
2. The online sessions will be recorded, and the recordings will be available to all participants. Please email me if you would like to know more or if you have questions/concerns.