

ENCE 204: How Do Cities Work?

Fall 2020, [days/times]

Professor Deb Niemeier (she/her)

Office: [Kim Building]

Office Hours: [days/times]

Can we improve the way cities work? Are we equitably sharing the benefits and the burdens of living in a city? This course examines how cities work, and importantly, whether they work the same for everyone living in the city. We will explore the ways in which we provide city services and who is included or excluded from these services. We will examine how the city infrastructure serves a neighborhood's residents, with an eye toward how community forms. We will use first person accounts from policymakers, advocates, and community members to learn about the planning process for services and the tensions that can exist around access to healthcare, food and affordable housing. Each week we will study a new facet of the city, drawing on the writings of experts and your own journey through the city to better understand its infrastructure, asking how does it work, how does it connect to other infrastructure and whom does it primarily serve?

Our class meetings will combine lectures, group discussions, field walks and outside speakers. The course includes a semester-long team project. We will form teams early in the semester and through the project experience, you will learn how to define a problem to work on, the ways you can examine the problem and conduct analysis, and how to communicate your findings. You will be expected to treat each group member with mutual respect and to meet your personal and group obligations.

This is an I-Series course. I-series courses are active learning courses: students learn by doing. You are expected to take active role in your learning.

Carillon Mission

This course is part of the Carillon Communities for Cities.

Carillon Communities creates an inspiring and supportive living and learning environment for first year students. Carillon promotes an environment where students develop a sense of belonging and trust to support their academic success and innovative thought. In Carillon, students consider their own interests and knowledge, and become active agents in their own education.

Course Goals

Students taking this course will be able to identify and demonstrate knowledge about how inequities arise in the city landscape that are, at least partially, attributable to the way in which the built environment is constructed. They will be able to describe the main workings of the city; identify its basic infrastructure features and describe how the city serves its residents. They will have an understanding of the policy process of how cities make decisions with respect to infrastructure.

Learning Outcomes

A student who completes this course for credit will:

- Be able identify to infrastructure that supports city life, and how the city plans and operates its infrastructure;
- Be able to describe how city planning and operation of infrastructure can give rise to important inequities;
- Gain familiarity with fundamental terminology and concepts in the planning and operation of infrastructure in the City;
- Develop skills for working in groups, and
- Be able to formulate a thesis related to a specific topic, and support that thesis with clear evidence and argumentation

Course Requirements: Knowledge acquisition

Attendance of lectures is required. Lectures do not repeat the material in the readings, but expand upon and add to it. It is especially important to attend classes with guests' speakers for which there will be no written material. These lectures will be vital to understanding the role of infrastructure in the way the city operates on a day to day level. You will be responsible for material that is presented in lectures even if it is not included in any readings. Attendance will be taken at lectures and will count towards your participation grade. A high participation grade will also mean that you engaged with readings, asked and answered questions.

Readings: You are responsible for all the assigned readings, most of which will be in the form of articles on ELMS. The readings will often be addressed in the lectures and there will be class discussion of some of them as well. You should come to class having done the readings. On exams, you will be responsible for material in all the readings.

Course Requirements: Assessment

- In-course activities that will include photo narratives, field and site visits, and class discussion activities
 - Reflective papers
- Team Project
- A cumulative final exam

Late papers will be lowered one grade increment (eg., from B+ to B) per day they are late. Extensions must be requested in advance of the due date in order even to be considered. Papers will be submitted both in hard copy in class, and on ELMS in .doc or .docx format.

Grading: The final grade for the course will be calculated as follows:

Team Project 40% (this is a mix of individual and group grading)

Class Participation: 20%

Homework: 30%

Final Exam: 10%

All assessment scores will be posted on the course ELMS page. Your grade is determined by your performance on the learning assessments in the course and is assigned individually (not curved).

Final Grade Cutoffs									
+	97.00%	+	87.00%	+	77.00%	+	67.00%		
A	94.00%	B	84.00%	C	74.00%	D	64.00%	F	<60.0%
-	90.00%	-	80.00%	-	70.00%	-	60.00%		

Course Materials:

- Articles will be available on ELMS

Communication:

Feel free ask me questions after class, or during my office hours. You may also send an e-mail in case of an emergency, especially if it affects the whole class (e.g., ELMS is down). It is unlikely that I will respond outside of normal business hours, unless it is a true emergency. All class announcements will be sent through ELMS.

Class Policies:

- Computers and phones must be turned off during lecture. If you have a medical reason why you need to take notes on a computer rather than by hand, let me know.
- Participation counts for 20% of your grade. This is not just about attending lectures; it also means coming prepared, having done the reading and being ready to discuss it.
- Students who anticipate missing classes due to any religious observance should notify me during the first two weeks of class.

On all papers, good writing counts as part of your grade. Developing strong writing skills is one of the core requirements of being a student. If writing is not one of your strengths, or if English is not your first language, you should look into offerings at the writing center:

<http://www.english.umd.edu/academics/writingcenter>

The research skills session for this class, held during a regular class time, is required for all students. Attendance will be taken, as at all lectures.

Class Overview

The class is organized into three units. Each unit builds on the previous.

UNIT 1 (Weeks 1-3): From Rome Infrastructure to Cities of the World?

The purpose of this first unit is to develop a common language that helps us to describe the various features and working mechanisms of cities. During this unit, you will begin to explore certain aspects of the city, for example taking closer notice of your neighborhood, thinking about the roads and bridges you cross on your drives to campus or shopping, or maybe looking for your water or gas meter. We think about how cities came to be and the evolution of services as they grew and became more populated, and how the burdens and benefits in cities are shared.

UNIT 2 (Weeks 4 -10): What's underneath? What's on top?

The purpose of the second unit is to develop an understanding of the critical infrastructure of a city. During this unit, we will explore the infrastructure above and below the City in more depth. We will hear from experts in the operation and management of these infrastructure. We will learn how the different infrastructure components connect to each other to improve our daily living. We will explore how policies about infrastructure, from redlining to resilience, affect how cities form.

UNIT 3 (Weeks 11 -15): Civics and the City Infrastructure

When you participate in the governance of your city, it strengthens democracy. This unit explores how local governments make decisions. We examine how taxes are assessed for infrastructure, how priorities are set, and ultimately who benefits - and who doesn't. We will look at ways that cities are building trust, including improving governmental transparency and performance and engagement.

Schedule of Readings & Assignments

Week	Topic (Readings)	Assignment
UNIT 1: From Rome to Cities of the World		
1	Roman Infrastructure: Winners and Losers Robinson, O.F. (2005) <i>Ancient Rome</i> , Chapter 5, Streets and Thoroughfares Robinson, O.F. (2005) <i>Ancient Rome</i> , Chapter 7, Water and Fire	Field Walk Inventory
2	Cities of the World	Group work: Cities of the World: Roads, Housing and Waste
3	What makes a successful city?	
UNIT 2: What's Underneath; What's on Top?		
<i>What's underneath ?</i>		
4	Water, Sewer	
5	Energy	Technical Poster (Group work)
<i>What's on top?</i>		
6	Waste	
7	Transportation	Photo Story Exercise
8	Health and Safety	
9	Housing	
10	Education	Reflective Poster (Group Work)
UNIT 3: Civics and City Infrastructure: Who pays; who decides; who benefits		
11	Governance	
12	Taxes	
13	Benefits	Reflective Paper
14	Final presentations	

* Midterm will be scheduled approximately mid-semester

Final examination during exam week, as scheduled.

General University Information and Announcements

Academic Integrity

The Code of Academic Integrity is serious. Do not cheat or plagiarize. If you do, I will report it no matter what degree of sorrow and contrition you express. If you have doubts about what constitutes cheating or plagiarism, visit <https://tltc.umd.edu/integrity>. You will be expected to write and sign the following pledge on every paper and exam: "I pledge on my honor that I have not given or received unauthorized assistance on this examination (or paper)."

Protocol for Emergencies and Cancelled Classes

In the event of official university schedule adjustments, I will contact you through ELMS with information about how the class will be modified and will also discuss the changes at the first class meeting after the cancellations. Should the closure involve the day a paper was due or an exam scheduled, the due date/exam date will be on the first class meeting after the cancellation.

Course Evaluations

Please evaluate the course online at www.courseevalum.umd.edu and in the paper format provided by the department. I, the department, and the university all take these evaluations very seriously.

Accessibility and Disability Service

Students with a documented disability should inform me within the add-drop period if academic accommodations will be needed. You will need to meet with me in person to organize the necessary paperwork and to plan out how accommodations will be implemented. To obtain the required Accommodation Letter, please contact Accessibility and Disability Service (ADS) at 301-314-7682 or adsfrontdesk@umd.edu. More information is available from the Counseling Center.

Diversity

I am committed to providing a learning environment that encourages the equitable participation of all students regardless of race, ethnicity, gender identity, sexual orientation, national origin, religion, age, or disability. Please be similarly respectful of one another in this classroom.

Self-Identification

I invite you, if you wish, to tell me how you wish to be referred to in terms of your name and your pronouns.

Basic Needs Security

If you have difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live and believe this may affect your performance in this course, please visit go.umd.edu/basic-needs for information about resources the campus offers you. I am involved in the FTS (Fostering Terps Success) program and am happy to help find solutions.

Other Course Procedures and Policies

See <http://www.ugst.umd.edu/courserelatedpolicies.html>