

**SAN JOSÉ STATE UNIVERSITY**  
**URBAN AND REGIONAL PLANNING DEPARTMENT**  
**SUMMER 2020**  
**URBP-101: THE CITY**

<b>Instructor</b>	Rick Kos, AICP
<b>Email</b>	richard.kos@sjsu.edu
<b>Office hours</b>	Tuesdays and Thursdays (July 7 – August 6) 11:45 a.m. – 12:45 p.m. --- Sign up for office hours here: <a href="https://goo.gl/VvCB81">https://goo.gl/VvCB81</a> ---
<b>GE/SJSU Studies Category</b>	Area S: Self, Society and Equality in the United States
<b>Class days/time</b>	Tuesdays and Thursdays (July 7 – August 6) 1:00 p.m. – 5:10 p.m.
<b>Zoom link for class meetings</b>	<a href="https://sjsu.zoom.us/j/99290475579">https://sjsu.zoom.us/j/99290475579</a>
<b>Class website</b>	All course material available on Canvas
<b>Prerequisites</b>	Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), completion of Core General Education and upper division standing are prerequisites to all SJSU studies courses. Completion of, or co-registration in, 100W is strongly recommended.
<b>Units</b>	3 units

### Course Catalog Description

History and organization of the city, emphasizing contemporary issues and strategies for influencing urban policy.

### Course Description and Learning Objectives

The course examines cities from multi-disciplinary perspectives, including history, sociology, geography, anthropology, economics and political science, as a basis for understanding contemporary urban problems and the role of urban planning in the creation or solutions to these problems. Upon successful completion of the course, students will be able to:

- Critically observe and understand the physical environment in which they live
- Apply new perspectives on their own communities through comparison with other cities around the world
- Describe the interrelationship of individuals and racial, class and cultural groups to understand and appreciate issues of diversity, equality, and structured inequality in the U.S., its institutions, and its cultures

We'll accomplish these objectives through lots of discussion, a number of professional guest speakers in a variety of fields related to urban analysis, consideration of current events through news articles and mini-field trips, and by completing and discussing the required readings.

## Instructor Responsibilities

- To create a physically and intellectually safe and stimulating environment for learning
- To assist students as much as possible with their individual and collective learning goals
- To help resolve conflicts that hinder learning by answering student questions clearly and promptly, or to research answers and reply to the student as soon as possible
- To treat students with respect and kindness, using encouragement and humor to foster learning
- To arrive at the start of each class session fully prepared and organized, with clear learning objectives and a schedule for the day's tasks ready to go
- To evaluate and grade student work fairly and accurately while providing constructive feedback

## Student Responsibilities

- To attend each class session and to arrive punctually, bringing all needed materials
- To treat other students and the instructor with absolute respect, supporting fellow students whenever possible with their learning objectives, and minimizing distractions in class
- To complete all assignments on time and professionally according to the requirements listed in this syllabus
- To fully read and understand all aspects of this syllabus and to carry out the requirements herein
- To actively and consistently participate in class discussions and question-and-answer sessions
- To demonstrate self-reliance and self-direction in setting and completing learning objectives
- To accept responsibility for working collaboratively in the learning process

## Required Readings

All required readings will be available via Canvas in downloadable PDF format.

- **Reading 1:** Macionis, John J. and Vincent N. Parillo, "Evolution of the World's Cities", *Cities and Urban Life*, 7<sup>th</sup> ed., Pearson Higher Ed., 2017, pp. 23-52.
- **Reading 2:** Jacobs, Jane. "The Uses of Sidewalks" from *The Death and Life of Great American Cities* in *The City Reader (Fifth Edition)*. LeGates, Richard T. and Frederic Stout, eds. New York: Taylor & Francis, 2011, pgs. 105-109
- **Reading 3:** Whyte, William H. "The Design of Spaces" from *City: Rediscovering the Center* in *The City Reader (Fifth Edition)*, LeGates, Richard T. and Frederic Stout, eds. New York: Taylor & Francis, 2011, pgs. 510-517
- **Reading 4:** Kunstler, James Howard. "The Geography of Nowhere: The Rise and Decline of America's Man-Made Landscape", Simon and Schuster, 1993, pgs. 189-216.
- **Reading 5:** Ygleias, Matthew. "How Los Angeles – Yes Los Angeles – is Becoming the Next Great Mass-Transit City", Slate.com, Sept 17. 2012.
- **Reading 6:** Jepson, Edward. "Planning and Sustainability" in *Urban Planning in the 21st Century*, Graber, Daniel S. and Kenneth A. Birmingham, eds. Nova Science Publishers, Inc., 2009, pgs. 103-116.
- **Reading 7:** Davis, Benjamin, Tony Dutizk and Phineas Baxandall. "Transportation and the New Generation: Why Young People are Driving Less and What it Means for Transportation Policy", Frontier Group and U.S. PIRG Education Fund, 2012.
- **Reading 8:** SPUR, Karen Steen, ed. "Freedom to Move: How the Santa Clara Valley Transportation Authority Can Create Better Transportation Choices in the South Bay", 2014.
- **Reading 9:** Badger, Emily and Quoc Trung Bui. "Cities Start to Question an American Ideal: A House with a Yard on Every Lot." *The New York Times*, June 17, 2019. <https://www.nytimes.com/interactive/2019/06/18/upshot/cities-across-america-question-single-family-zoning.html> (accessed July 1, 2019)

## Recommended Course Readings

I encourage each student to select a few of the readings below that sound interesting – they will enhance your learning experience in URBP-101. If you need assistance tracking down these articles, I recommend contacting Library Liaison Peggy Cabrera. See Peggy’s contact details on page 6 of this syllabus.

- Brown, Juanita, and Isaacs, David. *World Cafe: Shaping Our Futures Through Conversations That Matter*. Williston, VT, USA: Berrett-Koehler Publishers, 2005.
- Frank, Kathryn. “The Potential of Youth Participation in Planning”, *Journal of Planning Literature* 20. (September 2006)
- Haas, Tigran. *New Urbanism and Beyond: Designing Cities for the Future*. Rizzoli New York, 2008.
- Jackson, Richard J. and Stacy Sinclair. *Designing Healthy Communities*. San Francisco: John Wiley & Sons, 2012.
- Neal, Peter (Ed). *Urban Villages and the Making of Communities*. Taylor & Francis, 2003.
- Orwell, George. The Politics of the English Language. In *The Orwell Reader: Fiction, Essays, and Reportage*, 355-66. San Diego, CA: Harcourt Brace & Company, 1984.
- Putnam, Robert. “Thinking about Social Change in America” in *Bowling Alone: the Collapse and Revival of American Community*, 15-28. New York, NY: Simon & Schuster, 2000.
- Putnam, Robert. “The Prosperous Community: Social Capital and Public Life.” *The American Prospect*, 2001. <http://prospect.org/article/prosperous-community-social-capital-and-public-life> (accessed August 17, 2014)
- Rohe, William. “From Local to Global: One Hundred Years of Neighborhood Planning”, *Journal of the American Planning Association*, Vol. 75, No. 2, Spring 2009.
- Salazar, Dayana and Peter Wechsler. “Collaborative Neighborhood Planning: Silicon Valley as a Laboratory for Community Service Learning.” Paper presented to Association of Collegiate Schools of Planning Conference, 2002.

## Course Assignments and Grading Policy

Your grade for the course will be based on the following assignments and other components. All relevant materials and assignment details will be posted to Canvas.

Assignment Title	Percent of Total Grade
1 – Evolution of the World’s Cities	10%
2 – Suburban Growth and ‘Reading’ a City	10%
3 – Transportation Systems and Bay Area Headlines	10%
4 – Mapping Urban Sustainability Indicators using ArcGIS Online	20%
5 – Profile of a City Outside of the United States (constitutes final exam)	25%
Three Quizzes	15%
Consistently Active Participation in Class Discussions	10%

**Assignment 1** will introduce students to the historic development of cities through a video and readings on this topic, followed by written observations of the key factors that allowed for early cities to develop.

**Assignment 2** will provide students with an opportunity to reflect in writing upon readings related to suburban sprawl, urban decline, mental maps, and ‘smart growth’ alternatives in the United States.

**Assignment 3** will require students to locate and summarize a recent newspaper article related to urban transportation systems in the San Francisco Bay Area.

**Assignment 4** will involve a guided exercise related to urban sustainability using a browser-based mapping platform called ArcGIS Online.

**Assignment 5** asks students to prepare a “city profile” paper that describes the historic, cultural, and demographic qualities of a non-U.S. city.

## Calculation of Final Course Letter Grade

I will calculate the final letter grade for the course by weighting the grade for each assignment according to the percentages in the table above. To do this, I first convert the letter grade for each assignment to a number using a 4-point scale (A+ = 4.33, A = 4.0, A- = 3.67, B+ = 3.33, B = 3.0, B- = 2.67, C+ = 2.33, C = 2.0, C- = 1.67, D = 1, and F = 0).

I then use these numbers and the weights for each assignment to calculate a final, numerical grade for the course based on a 4-point scale. That number is converted back to a letter grade (A = 3.85+, A- = 3.50 – 3.84, B+ = 3.17 – 3.49, B = 2.85 – 3.16, B- = 2.50 – 2.84, C+ = 2.17 – 2.49, C = 1.85 – 2.16, C- = 1.41 – 1.84, D+ = 1.17 – 1.40, D = 0.85 – 1.16, F = 0 – 0.84).

## Other Grading and Assignment Issues

I understand that grades are important to students on both a personal and professional level. They are a measure of your achievements in class and your progress towards meeting the course learning objectives. I also understand that there tends to be a great deal of “grade anxiety” in a university setting. The best way that I can help students with these matters is to be as clear as possible about grading criteria and weightings in this syllabus, so that you can plan accordingly. Please understand that I am a very thoughtful, careful, thorough and fair grader of student assignments and it is a responsibility that I do not take lightly. You are encouraged to review your graded assignments with me at any time to discuss my comments and suggestions for improvement.

I’ve been called a “tough grader”, and it’s true! High grades must be earned and all grades reflect my comprehensive estimation of a student’s effort - just as our efforts in a professional work environment are judged accordingly and considered by supervisors for promotions and pay raises. For example, I reserve a grade of “A” only for **exceptional** work, as a way of honoring students who go “above and beyond” when completing course assignments. After all, the strict definition of an “A” grade is “exceptional”, not “average” or even “above average”.

## Final Examination or Evaluation

Assignment 5 will effectively constitute the final exam for the course. Students will prepare a detailed report about a city outside of the United States, integrating material covered throughout the course.

## Course Workload

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally three hours per unit per week with one of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Because this is a three-unit class, students can expect to spend a minimum of seven to eight hours per week in addition to time spent in class and on scheduled tutorials or activities. Special projects or assignments will require additional work for the course. Careful time management will help you keep up with readings and assignments and enable you to be successful in all of your courses.

## Participation in Class and Attendance

Student participation in class discussions is a vital component of this course and students should make every attempt to attend all classes and actively participate in discussions. In cases where a student misses a significant number of lectures or does not actively participate in discussions, this will impact the final course grade. According to University policy F69-24, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to ensure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

## Completing Assignments on Time and Professionally

Assignments are due at the date and time specified on each assignment handout. In only rare instances will late assignments be accepted, as described below. Late assignments will receive a one-letter grade deduction for each day an assignment is late. For example, if the assignment would normally receive a grade of “B” but is submitted one day late, it will receive a final grade of “C”.

I realize that life happens. If you expect not to be able to complete an assignment on time, it is important for you to contact me **at least 24 hours prior to the due date** and, if appropriate, the other students in a group (for group project work). You must also provide a date and time by which the late assignment will be submitted. If you do not communicate an anticipated late assignment within this time frame or if the late assignment is not received on the date promised, the assignment will receive a grade of zero. The grading policies described earlier in the syllabus will still apply. **A maximum of two late assignments that adhere to this policy will be accepted;** all subsequent late assignments will receive an automatic grade of zero. Sorry, no exceptions to these policies will be granted, in fairness to the majority of students who submit their assignments on time.

The presentation of submitted materials will be considered as part of the assignment’s grade. All assignments must include the student’s name, date, course number, assignment number and other items as directed by the instructor. Neatness, clarity and organization do count. As in a professional setting, typed submissions are expected; handwritten assignments are not acceptable. Assignments not meeting these fundamental practices of professional presentation will generally receive a one-half to one-point deduction in the grade.

## University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

## Plagiarism and Citing Sources Properly

Plagiarism is the use of someone else's language, images, data, or ideas without proper attribution. It is a very serious offense both in the university and in your professional work. In essence, plagiarism is both theft and lying: you have stolen someone else's ideas, and then lied by implying that they are your own.

**Plagiarism will lead to grade penalties and a record filed with the Office of Student Conduct and Ethical Development. In severe cases, students may also fail the course or even be expelled from the university.**

**If you are unsure what constitutes plagiarism, it is your responsibility to make sure you clarify the issues before you hand in draft or final work.**

Learning when to cite a source and when not to is an art, not a science. However, here are some common examples of plagiarism that you should be careful to avoid:

- Using a sentence (or even a part of a sentence) that someone else wrote without identifying the language as a quote by putting the text in quote marks and referencing the source.
- Paraphrasing somebody else's theory or idea without referencing the source.
- Using a picture or table from a webpage or book without reference the source.
- Using data some other person or organization has collected without referencing the source.

The SJSU MLK Library provides a short (15 minutes) and informative plagiarism tutorial. The MUP faculty highly encourage all students to complete it. Details are here:

<https://libguides.sjsu.edu/c.php?g=853661&p=6111789>

Also, The University of Indiana has developed a very helpful website with concrete examples about proper paraphrasing and quotation. See in particular the following pages:

- Overview of plagiarism at [www.indiana.edu/~istd/overview.html](http://www.indiana.edu/~istd/overview.html)
- Examples of plagiarism at [www.indiana.edu/~istd/examples.html](http://www.indiana.edu/~istd/examples.html)
- Plagiarism quiz at [www.indiana.edu/~istd/test.html](http://www.indiana.edu/~istd/test.html)

If you still have questions, feel free to talk to me personally. There is nothing wrong with asking for help, whereas even unintentional plagiarism is a serious offense.

## **Citation style**

It is important to properly cite any references you use in your assignments. The Department of Urban and Regional Planning uses Kate Turabian's *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th edition (University of Chicago Press, 2013, ISBN 780226816388). Copies are available in the SJSU King Library. Additionally, the book is relatively inexpensive, and you may wish to purchase a copy.

Please note that Turabian's book describes two systems for referencing materials: (1) "notes" (footnotes or endnotes), plus a corresponding bibliography, and (2) in-text parenthetical references, plus a corresponding reference list. **In this class, students should use the "notes" style** since I feel that it creates a less distracting experience for your reader than the parenthetical-reference style.

## **Library Liaison**

The SJSU Library Liaison for the Urban and Regional Planning Department is Ms. Peggy Cabrera. If you have questions, you can contact her at [peggy.cabrera@sjsu.edu](mailto:peggy.cabrera@sjsu.edu) or 408-808-2034.

## **About the Instructor: Rick Kos, AICP**

I am very much looking forward to working with you this summer and expect that you will learn quite a bit in our five weeks together. We'll have some fun along the way, too.

A little about my background: my formal training is in environmental planning and urban design (B.S., Rutgers University, 1985) as well as regional planning and New Urbanism (Masters, University of North Carolina at Chapel Hill, 1993). In the late 1980s, I worked as a planner in Middlesex County, New Jersey, reviewing subdivision and site plan proposals for compliance with county regulations. In the 1990s, I served two rapidly-growing North Carolina municipalities in a dual role as town planner and GIS (Geographic Information System) coordinator (the latter being a role I created for both towns), so I am

equally conversant in the language of both disciplines. From 1996 - 2000, I served as Senior Town Planner for Huntersville, North Carolina - the fastest-growing town of its size in the state at the time. The New Urbanist principles mandated by the Town's development regulations applied to both greenfield and infill sites. Since the regulations were design-based (i.e. non-Euclidean), they required me to make frequent subjective judgments on the visual qualities of streets, the orientation of proposed buildings to public spaces, and the relationship of buildings and land uses to one another. I thoroughly enjoyed defending the principles of traditional town planning, often to developers and citizens that were not particularly receptive, at first, to deviations from the conventional suburban planning model.

After relocating to the Bay Area in 2000, I worked with the Metropolitan Transportation Commission in Oakland as a GIS Analyst. The Bay Area Lifeline Transportation Map that I completed for MTC was chosen from among thousands of entries for inclusion in Esri's *2003 Map Book*. This annual publication showcases innovative uses of Esri's GIS software to solve real-world problems. The Lifeline Map locates disadvantaged neighborhoods and thousands of geocoded essential destinations (e.g. grocery stores, daycare centers, clinics) within the nine county region, along with existing public transit services. The spatial analyses enabled by this mapping work allowed transportation planners to locate gaps in transit service so that decision-makers could direct funding to alter bus schedules, connections, and routing for improved neighborhood connectivity.

From 2003 to 2007 I served as GIS Manager for Design, Community & Environment, a planning and design firm in Berkeley. I managed all aspects of the firm's GIS practice and took great pride in keeping hundreds of data layers organized across multiple projects, ensuring that the firm's metadata was up-to-date, training staff to use ArcGIS and ArcCatalog, and managing the production of hundreds of maps for General Plans and EIRs throughout California.

Hmmm...what else? I manage the GIS Education Center for a regional non-profit organization called BayGeo. Also, I have co-authored a book titled *GIS for Economic Development* with Professor Mike Pogodzinski of the SJSU Economics Department, released in late 2012 by Esri Press. I also engage in a number of freelance GIS projects, including transit planning analyses for Mobility Planners, LLC.

I've been teaching at San José State since 2007 and, I must admit, it is my favorite job of those listed above. **Welcome!** Let's work hard and have fun learning about cities and global urbanism! I'm here to help you succeed.

# URBP-101: THE CITY

## SUMMER 2020 COURSE SCHEDULE

The following course outline describes the general approach we will take this semester, but please bear in mind that specific details are subject to change with reasonable notice. I will communicate changes via email or verbally in class.

Date/Topics	Details	Due Dates for Readings Assignments, Quizzes
<p style="text-align: center;"><b>July 7</b> (Tuesday)</p> <p>Introductions, Course and Syllabus Review, Setting the Stage for Urban Analysis</p>	<ul style="list-style-type: none"> <li>• Welcome; Introductions; Course and Syllabus Overview</li> <li>• <b>Warm-Up Discussion:</b> challenging urban problems</li> <li>• <b>Lecture/Discussion:</b> Examining cities from many angles</li> <li>• <b>Exercise #1:</b> Course syllabus scavenger hunt</li> <li>• <b>Exercise #2:</b> How much do you already know about cities?</li> <li>• <b>Exercise #3:</b> Exploring the Urban Observatory</li> </ul>	None
<p style="text-align: center;"><b>July 9</b> (Thursday)</p> <p>The Early Rise of Cities and how the Industrial Revolution Permanently Altered the Scale and Role of Cities</p>	<ul style="list-style-type: none"> <li>• <b>Lecture/Discussion:</b> The rise of cities, industrial cities and transportation innovations</li> <li>• <b>Exercise #4:</b> Locating early cities and regions</li> </ul>	<p><b>Video:</b> “Where and When did the First Cities and States Appear?” (watch before 1:00 p.m.; link to video is on Canvas)</p>
<p style="text-align: center;"><b>July 14</b> (Tuesday)</p> <p>History of Urban Planning in the U.S.; Suburban Expansion and ‘Smart Growth’ Alternatives</p>	<ul style="list-style-type: none"> <li>• <b>Discussion:</b> Findings from Assignment #1</li> <li>• <b>Lecture/Discussion:</b> History of Urban Planning in the U.S.; suburban sprawl and smart growth alternatives</li> <li>• <b>Guest Speaker:</b> Don Weden, Santa Clara County Principal Planner (retired)</li> </ul>	<p style="text-align: center;"><b>Assignment #1 Due:</b> <b>Evolution of World Cities</b> (1:00 p.m.)</p> <p style="text-align: center;"><b>Reading #1 Due</b> (1:00 p.m.)</p>
<p style="text-align: center;"><b>July 16</b> (Thursday)</p> <p>“Reading” a City; Urban Design; Placemaking; Human Interactions in Cities; Mental Maps</p>	<ul style="list-style-type: none"> <li>• <b>Lecture/Discussion:</b> Social Life of Cities and Urban Design; Mental Mapping of Urban Spaces</li> <li>• <b>Guest Speaker:</b> Placemaking and urban street life experts</li> <li>• <b>Exercise #5:</b> San Jose aerial photo interpretation</li> </ul>	<p><b>Quiz #1</b> (due 11:59 p.m.) The ‘open book’ quiz will be on Canvas and will reinforce material from the first three class meetings (July 7, 9, 14).</p> <p style="text-align: center;"><b>Readings #2 and #3 Due</b></p>
<p style="text-align: center;"><b>July 21</b> (Tuesday)</p> <p>Urban Transportation Systems and Complete Streets Analysis</p>	<ul style="list-style-type: none"> <li>• <b>Discussion:</b> Findings from Assignment #2</li> <li>• <b>Lecture/Discussion:</b> Urban transportation systems</li> <li>• <b>Guest Speakers:</b> Professional transportation planners</li> <li>• <b>Exercise #6:</b> Conducting a complete streets audit</li> </ul>	<p style="text-align: center;"><b>Assignment #2 Due:</b> <b>Suburbs; Reading a City</b> (1:00 p.m.)</p> <p style="text-align: center;"><b>Readings #4 and #5 Due</b> (1:00 p.m.)</p>



Date/Topics	Details	Due Dates for Readings Assignments, Quizzes
<p><b>July 23</b> (Thursday)</p> <p>Urban Sustainability and Working with Geographic Information Systems Maps and Data</p>	<ul style="list-style-type: none"> <li>• <b>Lecture/Discussion:</b> Urban sustainability; ArcGIS Online</li> <li>• <b>Exercise #7:</b> Practicing with Geographic Information Systems: turning data into maps</li> </ul>	<p><b>Quiz #2</b> (due 11:59 p.m.) The Canvas open book quiz will reinforce material from the July 16 and 21 classes.</p> <p><b>Reading #6 Due</b> (1:00 p.m.)</p>
<p><b>July 28</b> (Tuesday)</p> <p>Urban Inequities and Potential Solutions: Health Disparities, Environmental Injustice, Social Capital, Fostering Healthy Communities</p>	<ul style="list-style-type: none"> <li>• <b>Discussion:</b> Findings from Assignment #3</li> <li>• <b>Lecture/Discussion:</b> Urban Inequities and Solutions</li> <li>• <b>Guest Speakers:</b> CommUniverCity and SOMOS Mayfair</li> </ul>	<p><b>Assignment #3 Due: Transportation Headlines</b> (1:00 p.m.)</p> <p><b>Readings #7 and #8 Due</b> (1:00 p.m.)</p>
<p><b>July 30</b> (Thursday)</p> <p>The Practice and Tools of Professional Urban Planning; Zoning and General Plans</p>	<ul style="list-style-type: none"> <li>• <b>Lecture/Discussion:</b> The Practice of Professional Urban Planning</li> <li>• <b>Exercise #8:</b> Exploring Zoning Regulations Where You Live</li> <li>• <b>Guest Speakers:</b> Professional planners from San Jose</li> </ul>	<p><b>Quiz #3</b> (due 11:59 p.m.) The Canvas open book' quiz will reinforce material from the July 23 and 28 classes.</p> <p><b>Reading #9 Due</b> (1:00 p.m.)</p>
<p><b>August 4</b> (Tuesday)</p> <p>Future Visions for the Bay Area's Growth and Change</p>	<ul style="list-style-type: none"> <li>• <b>Discussion:</b> Findings from Assignment #4</li> <li>• <b>Lecture/Discussion:</b> Looking ahead – how might the Bay Area change over the coming decades?</li> <li>• <b>Guest Speakers:</b> SPUR (urban planning research and advocacy organization)</li> </ul>	<p><b>Assignment #4 Due: Mapping Urban Sustainability Indicators</b> (1:00 p.m.)</p>
<p><b>August 6</b> (Thursday)</p> <p>Student Presentations Course Wrap-up</p>	<ul style="list-style-type: none"> <li>• <b>Review</b> of Course Material Highlights</li> <li>• <b>Student Presentations:</b> Assignment #5</li> <li>• <b>Course Evaluation</b></li> </ul>	<p><b>Assignment #5 Due: Profile of a City Outside of the United States</b> (1:00 p.m.)</p>