



UNIVERSITY
AT ALBANY

State University of New York

Office of the Provost & Vice President for Academic Affairs

April 11, 2014

Elizabeth L. Bringsjord
Interim Provost and Vice Chancellor
State University of New York
System Administration
State University Plaza
Albany, NY 12246

Dear Dr. Bringsjord,

On behalf of the faculty at the University at Albany, I am pleased to submit for establishment and registration the attached New Undergraduate Degree Program Proposal for a BA in Urban Studies and Planning.

This proposal has been fully considered and approved through our campus governance system and has completed the required external program review. Should there be a need for additional information or clarification to facilitate processing, please contact Suzanne Freed, Assistant Vice Provost for Undergraduate Education at sfreed@albany.edu.

Thank you for your consideration and assistance.

Sincerely,

Susan D. Phillips, Ph.D.
Provost and Vice President for Academic Affairs

Enclosure

c. Dr. Jeanette Altarriba, Vice Provost and Dean for Undergraduate Education
Dr. Elga Wulfert, Dean, College of Arts and Sciences
Dr. Catherine Lawson, Chair, Department of Geography and Planning
Dr. John Pipkin, Department of Geography and Planning
Ms. Suzanne Freed, Asst Vice Provost for Undergraduate Education



New Program Proposal: Undergraduate Degree Program

Form 2A

This form should be used to seek SUNY’s approval and the State Education Department’s (SED) registration of a proposed new academic program leading to an associate’s and/or bachelor’s degree. Approval and registration are both required before a proposed program can be promoted or advertised, or can enroll students. The campus Chief Executive or Chief Academic Officer should send a signed cover letter and this completed form (unless a different form applies¹), which should include appended items that may be required for Sections 1 through 6, 9 and 10 and MPA-1 of this form, to the SUNY Provost at program.review@suny.edu. The completed form and appended items should be sent as a single, continuously paginated document.² If Sections 7 and 8 of this form apply, External Evaluation Reports and a single Institutional Response should also be sent, but in a separate electronic document. Guidance on academic program planning is available at http://www.suny.edu/provost/academic_affairs/app/main.cfm.


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NOTE: Please update this Table of Contents automatically after the form has been completed. To do this, put the cursor anywhere over the Table of Contents, right click, and, on the pop-up menus, select “Update Field” and then “Update Page Numbers Only.” The last item in the Table of Contents is the List of Appended and/or Accompanying Items, but the actual appended items should continue the pagination.

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¹Use a different form if the proposed new program will lead to a graduate degree or any credit-bearing certificate; be a combination of existing registered programs (i.e. for a multi-award or multi-institution program); be a breakout of a registered track or option in an existing registered program; or lead to certification as a classroom teacher, school or district leader, or pupil personnel services professional (e.g., school counselor).

²This email address limits attachments to 25 MB. If a file with the proposal and appended materials exceeds that limit, it should be emailed in parts.

Section 1. General Information	
Item	Response (type in the requested information)
a) Institutional Information	Date of Proposal: April 11, 2014
	Institution's 6-digit SED Code: 210500
	Institution's Name: University at Albany, State University of New York
	Address: 1400 Washington Avenue Albany, NY 12222
	Dept of Labor/Regent's Region: Capital Region
b) Program Locations	List each campus where the entire program will be offered (with each institutional or branch campus 6-digit SED Code): 210500
	List the name and address of off-campus locations (i.e., extension sites or extension centers) where courses will offered, or check here [] if not applicable:
c) Proposed Program Information	Program Title: Urban Studies and Planning
	Award(s) (e.g., A.A., B.S.): BA
	Number of Required Credits: Minimum [120] If tracks or options, largest minimum []
	Proposed HEGIS Code: 2214
	Proposed 6-digit CIP 2010 Code: 04.0301
	If the program will be accredited, list the accrediting agency and expected date of accreditation:
	If applicable, list the SED professional licensure title(s) ¹ to which the program leads:
d) Contact Person for This Proposal	Name and title: Suzanne K Freed Assistant Vice Provost for Undergraduate Education Telephone: 518-242-6046 E-mail: sfredo@albany.edu
e) Chief Executive or Chief Academic Officer Approval	Signature affirms that the proposal has met all applicable campus administrative and shared governance procedures for consultation, and the institution's commitment to support the proposed program. E-signatures are acceptable.
	Name and title: Susan D Phillips, Provost and Vice President for Academic Affairs Signature and date:  4/11/14
	If the program will be registered jointly ² with one or more other institutions, provide the following information for each institution:
	Partner institution's name and 6-digit SED Code:
	Name and title of partner institution's CEO:
	Signature of partner institution's CEO (or append a signed letter indicating approval of this proposal):

Version 2013-10-15

¹ If the proposed program leads to a professional license, a specialized form for the specific profession may need to accompany this proposal.

² If the partner institution is non-degree-granting, see SED's CEO Memo 94-04.

Section 2. Program Information

2.1. Program Format

Check all SED-defined [format, mode and other program features](#) that apply to the **entire program**.

- a) **Format(s):** Day Evening Weekend Evening/Weekend Not Full-Time
- b) **Modes:** Standard Independent Study External Accelerated Distance Education
NOTE: If the program is designed to enable students to complete 50% or more of the course requirements through distance education, check Distance Education, see Section 10, and append a [Distance Education Format Proposal](#).
- c) **Other:** Bilingual Language Other Than English Upper Division Cooperative 4.5 year 5 year

2.2. Diploma Program

NOTE: This section is not applicable to a program leading to an associate's or a bachelor's degree.

2.3 Program Description, Purposes and Planning

- a) What is the description of the program as it will appear in the institution's catalog?

The major in Urban Studies and Planning is designed for students interested in a liberal arts education focusing on urban and suburban environments; environmental planning; sustainable development policy and practices; as well as urban, community and neighborhood development. The program of study mixes conventional classes with fieldwork and computer-based learning, and it requires considerable awareness of international, multicultural and policy issues. Students with training in urban studies and planning may enter careers in housing and community development, real estate, local and state government, local economic development, or local planning. They can pursue further study in graduate or professional schools to specialize in city and regional planning, public policy, real estate, architecture, or landscape architecture.

- b) What are the program's educational and, if appropriate, career objectives, and the program's primary student learning outcomes (SLOs)? *NOTE: SLOs are defined by the Middle States Commission on Higher Education in the [Characteristics of Excellence in Higher Education](#) as "clearly articulated written statements, expressed in observable terms, of key learning outcomes: the knowledge, skills and competencies that students are expected to exhibit upon completion of the program."*

The learning objectives of the proposed departmental USP major are as follows:

To develop in students:

- Knowledge of urbanism and urbanization as historic, geographic, social, and cultural processes.
- An understanding of the historical development and contemporary condition of US cities and metropolitan areas.
- A comparative understanding of global patterns of urbanism and urbanization, stimulating global awareness and knowledge of the role of urbanization in global change.

- An introduction to the principles and practices of urban planning, in the United States and other parts of the world.
- A multidisciplinary understanding of urban related issues growing from exposure to the disciplines of Geography, Planning, and at least one cognate field.

To provide for students:

- A multi-dimensional participatory learning experience, combining conventional classes, fieldwork, and independent study.
 - A strong exposure to analytical methods, including statistics, GIS, and remote sensing.
 - Access to career training, networking with area planning professional, and other resume-enhancing opportunities.
- c) How does the program relate to the institution's and SUNY's mission and strategic goals and priorities? What is the program's importance to the institution, and its relationship to existing and/or projected programs and its expected impact on them? As applicable, how does the program reflect diversity and/or international perspectives?

The USP major lies at the heart of the Department of Geography and Planning's efforts to serve the larger undergraduate community of the University at Albany. This service is multi-dimensional, occurring through the courses offered, the joint appointments of the faculty in other departments on campus, the cross-listed courses, the contributions to the General Education Program, and various other disciplinary and interdisciplinary endeavors. In addition, the community based research agenda, internships, coupled with the department's collaboration with local professionals, all levels of government, and community partners create a unique learning environment and forwards the University's vision to:

“put knowledge and talent to work through diverse collaborations to benefit the people and communities of the region, state, nation and world.”

- d) How were faculty involved in the program's design, and describe input by external partners, if any (e.g., employers and institutions offering further education)?

Urban Studies and Planning is a faculty-initiated concentration in the Interdisciplinary Studies major, and was first developed in 1995. Over this period the major has demonstrated its contributions to the University in a myriad of ways including collaborating with Departments that have cognate disciplines. Our discussions with affected Departments and Programs were instrumental in developing the new curriculum and the departments all supported the changes. Arguably, the BA in Geography would be the affected the most. Fortunately both are taught within the same department with faculty contributing to both majors. This enabled us to redesign both programs in parallel to prevent any potential conflicts. Indeed, there are mutually beneficial relationships between these Departments and Programs that are discussed in more detail below.

In general, there was support for the revisions and formalization of the major. No department or program has raised any objections to this proposal. With the SUNY system striving to increase enrollment, the moderate estimated growth rate would result, in part, from more students taking a lower division general education courses taught by Geography and Planning faculty that inspires them to pursue this academic discipline or from increased outreach to college bound seniors through increased community engagement. Thus we do not anticipate any negative affect on similar disciplines nor were any voiced by the chairs of

the potentially affected departments.

There are three programs that might be affected by the proposed changes to the Urban Studies and Planning program. These are Geography, Public Policy, and Environmental Science. During the revision process the Geography & Planning faculty endeavored to identify potential conflicts with the Geography program. As these two disciplines are intrinsically linked through common multidisciplinary methods and research questions, among others factors, this analysis enhanced the proposal. Moreover the benefits of the intermingling of these programs are demonstrated by their intellectual histories and the presence of many similar departments and even schools of Geography and Planning. The Department also strongly encourages students to double major to broaden and deepen their knowledge as well to better position them for the job market.

Urban Studies and Planning and Public Policy also share many attributes, but are distinct from each other. Urban Studies emphasizes space and place, while Public Policy is relatively a-spatial. Another important difference is the timeframe they train students to operate within. Whereas Public Policy addresses present day considerations, Urban Studies and Planning will tend to look at how issues play out over a longer time horizon. Furthermore, the Urban Studies and Planning major is also markedly different as it infuses a humanities perspective as well as a social science analytic framework to examine the issues. Still, the programs are mutually supportive through cross listing courses as well as accepting various courses to fulfill elective requirements for credit within their major. Indeed, the Geography and Planning program was recently contacted by Dr. Stephen Weiner who is spearheading the revisions to the Public Policy and Political Science undergraduate majors. The end result was our support for listing over a dozen courses in Geography and Urban Studies and Planning to support the revisions strengthening Geography and Planning's relationship with Rockefeller College.

Environmental Science is an integral ingredient for environmental planning, sustainable development practices and informing the practice of sound planning. However, it is not planning. Again these are programs are complimentary.

Urban Studies and Planning has symbiotic interactions with History, Economics, Women's Studies, Anthropology, Sociology as well as Globalization Studies. As cognate disciplines we recognize our common interests and the importance collaboration to ensure mutually supportive curriculum.

- e) How did input, if any, from external partners (e.g., educational institutions and employers) or standards influence the program's design?

During the department's last assessment cycle, external reviewers were invited to participate in the program assessment. It was their strong recommendation that Urban Studies and Planning be developed into a fully registered major.

f) Enter anticipated enrollments for Years 1 through 5 in the table below. How were they determined, and what assumptions were used? What contingencies exist if anticipated enrollments are not achieved?

Year	Anticipated Headcount Enrollment			Estimated FTE
	Full-time	Part-time	Total	
1	62	1		62.5
2	66	2		67
3	70	3		71.5
4	74	4		76
5	80	5		82.5

The very core of planning is to create sustainable communities through evidence based strategies developed in partnership with communities. Hence, we anticipate that our commitment and capacity to support the University’s missions through community-based scholarship, service learning, and deep community networks should lead to moderate growth at a minimum. Formalizing the program will permit the Department to optimize the potential of expanded visibility, which we conservatively estimate would yield at minimal two or three new students annually.

The moderate growth rate is based on three primary factors. Recent research on college bound young adults suggests that approximately seventy percent consider institutional commitment to sustainability in selecting what schools to apply to (Princeton Review 2011.) When considering academic majors, opportunities for service learning, internships, and community engagement are all key factors (Furco 2010, 2002; McIlrath and Mac Labhainn 2007). The SUNY and UAlbany strategic plans present a unique opportunity for the institutions to evolve and flourish. Addressing the demand of the next generation will enhance instruction through public minded scholarship that addresses the immediate needs of our communities (Billing and Furco 2002; Euler et al. 2000; Driscoll et al. 1996).

This program is planned to expand within our current staffing levels.

g) Outline all curricular requirements for the proposed program, including prerequisite, core, specialization (track, concentration), internship, capstone, and any other relevant component requirements, but do not list each General Education course.

Five core courses (15 Credits) as follows:

- USP 101: The American City
- USP 203: World Cities: Geographies of Globalization
- USP 201: Introductory Urban Planning
- USP 202: Introductory Urban Geography
- One methods course chosen from the following list:
 - USP 375: Methods of Urban Analysis
 - GOG 390: Intermediate Cartography
 - GOG 414: Computer Mapping
 - GOG 479: Fundamentals of Global Positioning Systems
 - USP 456: Geographic Information Systems
 - USP 324: The City on Computer
 - USP 452: CADD in Planning
 - GOG 480: Advanced Urban Geography
 - GOG 484: Remote Sensing I
 - GOG 485: Remote Sensing II
 - GOG 498: GIS Management

Twelve (12) credits of elective courses chosen from the following:

USP 266: India: Developmental Debates
USP 315: State and Regional Planning
USP 320: International Planning
USP 321: Exploring the Multicultural City
USP 328: Gender, Space, and Place
USP 330: Principles of Environmental Management
USP 425: Community Development and Neighborhood Planning
USP 426: Community Development and Neighborhood Planning Workshop
USP 430: Environmental Planning
USP 436: Landscape Planning
USP 443: Transportation History and Planning
USP 449: Bicycle and Pedestrian Transportation Planning
USP 451: Introduction to Computer Aided Design
USP 452: CADD in Planning
USP 460: People, Place and Power
USP 475: Urban Design
USP 480: Advanced Urban Geography
USP 485: Topics in Planning
USP 497: Independent Study in Planning

Three (3) Credits of community engagement work chosen from the following:

USP 437: Landscape Planning Workshop
USP 474: Site Design
USP 476: Urban Design Workshop
USP 490: Internship in Planning
USP 497: Independent Study in Planning

Six (6) credits of cognate coursework:

As advised, chosen from upper-division urban-related coursework in departments outside Geography and Planning including but not limited to: Anthropology, Economics, Education, History, Political Science, Public Administration and Policy, Sociology, Latin American and Caribbean Studies, Women's Studies, Environmental Science.

AANT 355: Environment, Economy, and Culture
AANT 360: Social Anthropology
AANT 361: Anthropology and Public Policy
AANT 364: Introduction to Cultural Medical Anthropology
AANT 415: Nutritional Anthropology
AATM 300: Solar Energy
AATM 304: Air Quality
ABIO 311: World Food Crisis
ABIO 316: Biogeography
ABIO 320: Ecology
ABIO 327: Experimental Ecology
ABIO 343: Evolutionary Biology and Human Health
ABIO 402: Evolution
ACOM 372: Persuasion in Media

ACOM 378: Studies in Public Persuasion
 ACOM 379: Rhetoric and Social Movements
 ACOM 380: Political Campaign Communication
 ACOM 420: Communication and Social Protest
 AECO 330: Economics of Development
 AECO 341: Urban Economics
 AECO 355: Public Finance
 AECO 356: State and Local Finance
 AECO 361: Development of the Latin American Economy
 AECO 385: Environmental Economics
 AECO 474: Industrial Organization
 AENV 450: Paleoclimatology
 AGEO 350: Environmental Geochemistry
 AGEO 455: Special Topics in Environmental or Geological Science
 AGEO 497: Independent Study
 AGLO 366: India: Field Study of Development Issues
 AHIS 314: The Progressive Generation, 1900–1932
 AHIS 316: Workers and Work in America, 1600–Present
 AHIS 317: History of the American City to 1860
 AHIS 318: History of the American City Since 1860
 AHIS 327: The Roles of Law in American History
 AHIS 329: American Environmental History
 AHIS 390: Advanced Topics in American History
 AHIS 425: American Intellectual History Since 1860
 AJRL 480: Public Affairs Journalism
 AJRL 487: Investigative Reporting
 ALCS 354: Environment & Development
 ALCS 359: Workers & Globalization in the Americas
 ALCS 360: Political Economy of the Caribbean
 ALCS 361: Development of the Latin American Economy
 APHI 425: Contemporary Ethical Theory
 APHI 474: Society and Values
 APSY 385: Evolutionary Psychology
 ASOC 325: Sociology of Science
 ASOC 326: Sociology of Race, Gender, and Class
 ASOC 340: Social Control
 ASOC 341: Social Inequality
 ASOC 342: Organizations in Society
 ASOC 344: Sociology of Women in the Political Economy
 ASOC 345: Industrial and Economic Organization
 ASOC 350: Social Movements
 ASOC 351: Social Conflict
 ASOC 357: Sociology of Work
 ASOC 359: Medical Sociology
 ASOC 360: Processes of Socialization
 ASOC 370: Social Demography
 ASOC 371: Urban Economics
 ASOC 373: Community and Urban Sociology
 ASOC 375: U.S. Urban Neighborhood Diversity
 ASOC 395: Capitalize on Community
 AWSS 303: Popular Technology: Advocacy and Activism in an Age of IT

AWSS 309: Activism and Health
 AWSS 330: Gender, Class, and Community in Modern China
 AWSS 344: Sociology of Women in the Political Economy
 AWSS 360: Feminist Social and Political Thought
 AWSS 365: The Anthropology of New Reproductive Technologies
 AWSS 401: Sex/uality, Race, and Class in Science and Health
 AWSS 416: Topics in Gender, Sexuality, Race, or Class
 AWSS 430: Environmental Justice: Racism, Classism, Sexism
 AWSS 433: Women, Politics, and Power
 AWSS 451: Gender & Class in Latin American Development
 ECPY 360: Psychology, Cultural Diversity, & Social Justice
 HSPH 310: Health Care in the U.S.: Key Policy Issues
 HSPH 341: Promoting Healthy People and Communities
 HSPH 343: Mass Media and Health Behavior
 HSPH 381: Economics of Health Care
 RPAD 300: Public Administration and Policy
 RPAD 301: The Philosophy of Public Policy
 RPAD 302: Understanding Public Organizations
 RPAD 303: Public Administration and Management
 RPAD 307: Professional Applications for Public Administration and Policy
 RPAD 316: Methodological Tools for Public Policy
 RPAD 321: State and Local Government
 RPAD 324: Introduction to System Dynamics
 RPAD 325: The Government and Politics of New York State
 RPAD 328: Law and Policy
 RPAD 329: Bureaucratic Politics
 RPAD 340: Introduction to Policy Analysis
 RPAD 341: Washington in Perspective
 RPAD 342: Washington Internship
 RPAD 364: Approaches to Development
 RPAD 366: International Environmental Policy
 RPAD 390: Internship: Political Science/Public Administration & Policy
 RPAD 395: International Political Economy
 RPAD 396: Energy Policy, Domestic and International
 RPAD 410: Minorities and the Politico-Legal System
 RPAD 424: Systems Thinking and Strategic Development
 RPAD 490: Research and Writing in Washington
 RPAD 499: Policy Capstone
 RPOS 319: American Political Development
 RPOS 320: American Federalism
 RPOS 334: American Political Parties and Groups
 RPOS 337: Campaigns and Elections in U.S.
 RPOS 364: Building Democracy
 RPOS 365: Government and the Mass Media
 RPOS 368: Information Technology and World Politics
 RPOS 438: Political Behavior
 RPOS 473: Economic Relations in the Global System
 RSSW 301: Human Behavior and The Social Environment
 RSSW 408: Organizational and Community Theory
 UUNI 391: Senate Session Assistants Program

h) Program Impact on SUNY and New York State

- h)(1) *Need:*** What is the need for the proposed program in terms of the clientele it will serve and the educational and/or economic needs of the area and New York State? How was need determined? Why are similar programs, if any, not meeting the need?

The USP major addresses directly the problems of metropolitan areas, especially the Capital Region and the New York Metropolitan Region, which is an important component of the University at Albany’s long term mission. The major has been successful in providing outreach opportunities and for the most part it has attracted socially and politically-conscious students who want to change the nature of the environment they live in.

- h)(2) *Employment:*** For programs designed to prepare graduates for immediate employment, use the table below to list potential employers of graduates that have requested establishment of the program and state their specific number of positions needed. If letters from employers support the program, they may be **appended** at the end of this form.

Employer	<i>Need: Projected positions</i>	
	In initial year	In fifth year
See Appendix 1		

Over the past three years an average of 20 students graduated with a BA in Interdisciplinary Studies with a faculty-initiated concentration in Urban Studies and Planning annually. Twenty percent of those entered the Master’s in Regional Planning program at UAlbany and another twenty five percent pursued graduate studies in this or a related field.

The remainder of the graduates have started their employment careers across a broad array of opportunities ranging from bicycle and pedestrian planning with a private consulting firm, public sector planning agencies from the local to national scale as well as a variety on non-profit community based planning organizations. The areas of specializations vary from water resource planning, housing, economic development, transportation, to various other environmental fields. A list of current employers can be found in Appendix 1.

- h)(3) *Similar Programs:*** Use the table below to list similar programs at other institutions, public and independent, in the service area, region and state, as appropriate. Expand the table as needed.

Institution	Program Title	Degree	Enrollment
Buffalo State	Urban and Regional Analysis	BS	37
Hunter College	Urban Studies	BA	62

- h)(4) *Collaboration:*** Did this program’s design benefit from consultation with other SUNY campuses? If so, what was that consultation and its result?

There were no comments from other SUNY campuses.

- h)(5) *Concerns or Objections:*** If concerns and/or objections were raised by other SUNY campuses, how were they resolved? N/A

- h)(6) *Undergraduate Transfer:*** The State University views as one of its highest priorities the facilitation of transfer for undergraduate students. To demonstrate adequate planning for transfer under [SUNY’s student mobility policy](#),

Section 9 of this form on **SUNY Undergraduate Transfer** must be completed for programs leading to Associate in Arts (A.A.) and Associate in Science (A.S.) and for baccalaureate programs anticipating transfer enrollment.

2.4. Admissions

- a) What are all admission requirements for students in this program? Please note those that differ from the institution's minimum admissions requirements and explain why they differ.

Admission to this major is unrestricted.

- b) What is the process for evaluating exceptions to those requirements?

N/A

- c) How will the institution encourage enrollment in this program by persons from groups historically underrepresented in the institution, discipline or occupation?

An important goal of the University at Albany involves reaching-out to minority populations in the Capital Region and other metropolitan regions in New York State. There is a high concentration of minority populations in the large metropolitan regions of the state, especially inner-city areas, and Albany's USP major creates important new opportunities in that regard. Two of the most significant of these are: the USP major provides an attractive option for minority students and has been relatively successful in recruiting students, many of them from the state's urban centers, into the program. In addition, many of the courses within the USP major allow students the opportunity to learn about and discuss a variety of issues related to ethnic diversity, both in the local and the global context. In a broader sense, the USP major is one of the few programs at this University that truly allows and requires students to "think globally" while acting "locally" and it strongly supports the University's effort to become engaged with the community.

2.5. Academic and Other Support Services

Summarize the academic advising and support services available to help students succeed in the program.

The Advisement Services Center at the University at Albany provides mandatory academic advising for all students until they have completed their first year and/or are admitted into their academic major of choice – whichever comes later. Each student is assigned an individual academic advisor and is encouraged to meet regularly with that advisor. The advisor will assist the student in identifying the major that best suits their interests, skills and goals. Additionally, the advisor will provide assistance in making a successful transition to college-level studies.

Once a student decides to major in Urban Studies and Planning, and has completed at least a year of study, that student will be advised by a faculty member from the Urban Studies and Planning major. At present the Department of Geography and Planning uses a "centralized" model of advisement: the program directors of each undergraduate program advise most or all declared majors in that program unless they choose to be advised by another faculty member with whom they happen to have worked closely. These advisors perform all the traditional functions of advisement: general mentoring, orientation to the major, substantive and procedural advisement in the major, supervision of many internships and orientation to the career world. Our student opinion survey suggests it would be better to disperse advisement more widely among faculty, at least to the extent of encouraging students to seek counsel and perhaps formal advisement from faculty for whom they feel a particular personal or

intellectual affinity. As part of program update, a minimum of two Department of Geography and Planning faculty will be responsible for advising the USP majors and minors.

Advisors will play a significant role in encouraging the students in the major to consider taking specific courses that can provide them with “transferable skills” that will be useful to them in their future careers. The most important of these over the years have been courses that provide quantitative skills, including statistics, computing, GIS, GPS, and remote sensing, all of which are useful as on-the-job skills and attractive to potential employers. Other courses that have proved to be useful have been internships with a variety of private and public agencies, both locally and in the region. Students typically explore all available opportunities themselves, often using information or contacts provided by the advisor or other faculty. Then the advisor will step in to oversee the process: discussing what will be done with the supervisor and generally making sure that the student will be doing valuable work during the Internship. At the end of the semester the supervisor and the advisor will have another conversation to discuss how well the student has performed his/her duties, including consulting about the final grade for the course (most internships are S/U graded).

Advising PLUS is a university-wide service that offers “the help you need, when you need it.” Students in academic difficulty receive personal consultation in which the source of the difficulty is identified, and a strategy for addressing it is created. Advising PLUS sponsors review sessions, individual tutoring, facilitates referrals and follow up to services such as departmental tutoring, university counseling, and the full range of student appeals and services available on campus.

2.6. Prior Learning Assessment

If this program will grant credit based on Prior Learning Assessment, describe the methods of evaluating the learning and the maximum number of credits allowed, **or check here [X] if not applicable.**

2.7. Program Assessment and Improvement

Describe how this program’s achievement of its objectives will be assessed, in accordance with [SUNY policy](#), including the date of the program’s initial assessment and the length (in years) of the assessment cycle. Explain plans for assessing achievement of students’ learning outcomes during the program and success after completion of the program. Append at the end of this form, a plan or curriculum map showing the courses in which the program’s educational and, if appropriate, career objectives – from Item 2.3(b) of this form – will be taught and assessed.

The reviews of graduate and undergraduate programs at the University at Albany, considered essential components of the academic planning process, are being conducted on a seven-year cycle. Program review includes the preparation of a self-study document, a site visit by external reviewers, an external reviewer report, administrative and governance review of the documents and recommendations, a departmental response, and a faculty-driven plan for ongoing program improvement.

The last cycle of assessment was in 2004. One of the conclusions supported by the recommendations of the site visitors was to formalize the Urban Studies and Planning major. After some setbacks and the announcement that the General Education requirements would be revised, the Department submitted the updated proposal, which is tailored to integrate seamlessly into SUNY 2020, UAlbany 2020, and contribute to lower division general education curriculum.

Indeed, our self-assessment revealed that our program goals and objectives support the University’s mission, and our lower division general education courses (which are core courses for our majors) are our

most productive recruiting tool. About half of our students indicated that they decided to pursue this degree after taking either American Cities (AGOG125) and/or Introduction to Urban Planning (APLN220).

The Program is also in the initial stages of the next program review cycle as we are evaluating the how the curriculum meets the stated learning objectives as well as working with our adjuncts to eliminate redundancies, promote the learning outcomes and evaluate to enhance their effectiveness. We have moved our next review ahead so as to incorporate these changes. We anticipate our next Program Review to occur in 2014-2015.

Section 3. Sample Program Schedule and Curriculum

Complete the **SUNY Undergraduate Sample Program Schedule** to show how a typical student may progress through the program.

- a) **If the program will be offered through a nontraditional schedule (i.e., not on a semester calendar), what is the schedule and how does it impact financial aid eligibility? NOTE: Consult with your campus financial aid administrator for information about nontraditional schedules and financial aid eligibility.**

N/A

- b) For **each existing course** that is part of the proposed undergraduate major (including cognates and restricted electives, but not including general education), **append a catalog description** at the end of this document.

See Appendix 3

- c) For **each new course** in the undergraduate program, **append a syllabus** at the end of this document. **NOTE:** Syllabi for all courses should be available upon request. Each syllabus should show that all work for credit is college level and of the appropriate rigor. Syllabi generally include a course description, prerequisites and corequisites, the number of lecture and/or other contact hours per week, credits allocated (consistent with [SUNY policy on credit/contact hours](#)), general course requirements, and expected student learning outcomes.

See Appendix 4

- d) If the program requires external instruction, such as clinical or field experience, agency placement, an internship, fieldwork, or cooperative education, **append** a completed [External Instruction](#) form at the end of this document.

N/A

SUNY Undergraduate Sample Program Schedule

Campus Name
Program/Track
Title and Award

University at Albany, State University of New York			
Bachelor's of Arts, Urban Studies and Planning			

Calendar Type

Semester	Quarter	Trimester	Other
X			

SUNY Transfer
Path Name (if one exists)

N/A

<---- Use
Dropdown
Arrow.

Use the table to show how a typical student may progress through the program.
Check all columns that apply to a course or enter credits where applicable.

KEY Course Type: Required (R), Restricted Elective (RE), Free Elective (FE). Course Credits: Number of Credits for individual course (Enter number.) GER Area: SUNY General Education Requirement Area (Enter Area Abbreviation from the drop-down menu.) GER Credits: (Enter number of course credits.) LAS: Liberal Arts & Sciences Credits (Enter X if course is an LAS course.) Major: Major requirement (Enter X.) TPath: SUNY Transfer Path Major & Cognate Courses (Enter X.) Elective/Other: Electives or courses other than specified categories (Enter X.) Upper Div: Courses intended primarily for juniors and seniors outside of the major (Enter X.) Upper Div Major: Courses intended primarily for juniors and seniors within the major (Enter X.) New: new course (Enter X.) Co/Prerequisite(s): List co/prerequisite(s) for the noted courses. SUNY GER Area Abbreviations (the first five listed in order of their frequency of being required by SUNY campuses): Basic Communication (BC), Math (M), Natural Sciences (NS), Social Science (SS), Humanities (H), American History (AH), The Arts (AR), Other World Civilizations (OW), Western Civilization (WC), Foreign Language (FL).

The table will automatically update the number of credits, courses and categories in the program totals table at the bottom of the chart.

Label each term in sequence, consistent with the institution's academic calendar (e.g., Fall 1, Spring 1, Fall 2).

Term 1:

Course Number & Title (& Type)	Number of Credits	GER Area	GE Credits	LAS	Major	Elective/Other	Upper Div	Upper Div Major	TPath	New Course	Co/Prerequisite
A USP 201 Introduction to Urban Planning	3	SS	3	X	X						
Natural Science Gen Ed	3	NS	3	X							
Arts Gen Ed	3	AR	3	X							
Elective	3					X					
Elective	3					X					
Term Totals	15	3	9	9	3	6					(X)

Term 2:											
Course Number & Title (& Type)	Number of Credits	GER Area	GE Credits	LAS	Major	Elective/Other	Upper Div	Upper Div Major	TP at h	New Course	Co/Prerequisite
AUSP 101 The American City	3			X	X						
Humanities Gen Ed	3	H	3	X							
UUNI 110 Writing and Critical Inquiry	3	BC	3	X							
Elective	3					X					
Elective	3					X					
Term Totals	15	2	6	9	3	6					(X)

Term 3:											
Course Number & Title (& Type)	Number of Credits	GER Area	GE Credits	LAS	Major	Elective/Other	Upper Div	Upper Div Major	TP at h	New Course	Co/Prerequisite
A USP 203 World Cities	3	OW	3	X	X						
AUSP Methods class (ex, A USP 375 Methods of Urban Analysis)	3			X	X		X	X		X	A Mat 108, Statistics
Challenges 21st Century Gen Ed	3			X							
Foreign Language Gen Ed	3	FL	3	X							
Liberal Arts Elective	3			X							
Term Totals	15	2	6	15	6	0	3	3		1	(X)

Term 4:											
Course Number & Title (& Type)	Number of Credits	GER Area	GE Credits	LAS	Major	Elective/Other	Upper Div	Upper Div Major	TP at h	New Course	Co/Prerequisite
A USP 202 Introductory Urban Geography	3	SS	3	X	X						
Math Gen Ed	3	M	3	X							
US Historical Perspectives Gen Ed	3	AH	3	X							
Minor course	3					X					
Liberal Arts Elective	3			X							
Term Totals	15	3	9	12	3	3					(X)

Term 5:											
Course Number & Title (& Type)	Number of Credits	GER Area	GE Credits	LAS	Major	Elective/Other	Upper Div	Upper Div Major	TP at h	New Course	Co/Prerequisite
USP Elective (ex. A USP 460: People, Place and Power)	3			X	X		X	X		x	None
USP Cognate discipline course	3			X	X		X	X			
Minor course	3					X					
Liberal Arts Elective	3			X							
Liberal Arts Elective	3			X							
Term Totals	15			12	6	3	6	6		1	(X)

Term 6:											
Course Number & Title (& Type)	Number of Credits	GER Area	GE Credits	LAS	Major	Elective/Other	Upper Div	Upper Div Major	TP at h	New Course	Co/Prerequisite
USP Cognate Discipline Course	3			X	X		X	X			
USP Elective	3			X	X		X	X			
Minor course	3					X					
Liberal Arts Elective	3			X							
Liberal Arts Elective	3			X							
Term Totals	15			12	6	3	6	6			(X)

Term 7:											
Course Number & Title (& Type)	Number of Credits	GER Area	GE Credits	LAS	Major	Elective/Other	Upper Div	Upper Div Major	TP at h	New Course	Co/Prerequisite
USP Community Engagement Course	3			X	X		X	X			
USP Elective	3			X	X		X	X			
Minor course	3					X	X				
Upper level Liberal Arts Elective	3			X			X				
Upper level Liberal Arts Elective	3			X			X				
Term Totals	15			12	6	3	15	6			(X)

Term 8:											
Course Number & Title (& Type)	Number of Credits	GER Area	GE Credits	LAS	Major	Elective/Other	Upper Div	Upper Div Major	TP at h	New Course	Co/Prerequisite
USP Elective	3			X	X		X	X			
Minor course	3					X	X				
Minor course	3					X	X				
Upper level Liberal Arts Elective	3			X			X				
Upper level Liberal Arts Elective	3			X			X				
Term Totals	15			9	3	6	15	3			(X)

Program Total Summary

Total Credits	SUNY GER Areas	SUNY GER Credits	Liberal Arts & Sciences Credits	Major Credits	Elective and Other Credits	Upper Division Credits	Upper Division Major Credits	Total TP at h Courses	New Courses
120	9	30	90	36	30	45	24		2

GER Area Summary

Basic Communication (BC)	1	The Arts (AR)	1
Mathematics (M)	1	American History (AH)	1
Natural Sciences (NS)	1	Western Civilization (WC)	
Social Sciences (SS)	2	Other World Civilizations (OW)	1
Humanities (H)	1	Foreign Language (FL)	1

Section 4. Faculty

- a) Complete the **SUNY Faculty Table** on the next page to describe current faculty and to-be-hired (TBH) faculty.
- b) **Append** at the end of this document position descriptions or announcements for each to-be-hired faculty member.

***NOTE:** CVs for all faculty should be available upon request. Faculty CVs should include rank and employment status, educational and employment background, professional affiliations and activities, important awards and recognition, publications (noting refereed journal articles), and brief descriptions of research and other externally funded projects. New York State's requirements for faculty qualifications are in [Part 55.2\(b\) of the Regulations of the Commissioner of Education](#).*

- c) What is the institution's definition of "full-time" faculty?

A full time faculty member is one who holds an appointment with a 100% time commitment.

SUNY Faculty Table

Provide information on current and prospective faculty members (identifying those at off-campus locations) who will be expected to teach any course in the major. Expand the table as needed. Use a separate Faculty Table for each institution if the program is a multi-institution program.

(a)	(b)	(c)	(d)	(e)	(f)
Faculty Member Name and Title/Rank (Include and identify Program Director with an asterisk.)	% of Time Dedicated to This Program	Program Courses Which May Be Taught (Number and Title)	Highest and Other Applicable Earned Degrees (include College or University)	Discipline(s) of Highest and Other Applicable Earned Degrees	Additional Qualifications: List related certifications, licenses and professional experience in field.
PART 1. Full-Time Faculty					
Bromley, Ray – PROF	20	TBD	PHD	Geography – Cambridge University	Vice Provost for International Education .He has been a member of the American Institute of Certified Planners since 1992 and has directed the Master of Regional Planning program for two extended periods (1991-1999 and 2002 -2005)
Pipkin, John – PROF	20	GOG 125 – American City, PLN 475 Urban Design	PHD	Geography – Northwestern University	The built environment from an historical perspective, urban design and the history of public space, and nineteenth century landscape understandings.
Smith, Christopher – PROF	20	GOG 225 – World Cities, Gog 480 Advanced Urban Geography	PHD	Geography – University of Michigan	His work has been concerned with the social and cultural consequences of China’s transition away from socialism; he was one of the pioneers of the University at Albany’s Urban China Research Network.
Huang, Youqin – ASSOC PROF	20	GOG 350 – Urban Development	PHD	Geography- University of California, Los	Her research has mainly focused on two areas: one on housing, residential mobility, and

(a)	(b)	(c)	(d)	(e)	(f)
Faculty Member Name and Title/Rank (Include and identify Program Director with an asterisk.)	% of Time Dedicated to This Program	Program Courses Which May Be Taught (Number and Title)	Highest and Other Applicable Earned Degrees (include College or University)	Discipline(s) of Highest and Other Applicable Earned Degrees	Additional Qualifications: List related certifications, licenses and professional experience in field.
		in China GOG 160 – China: People and Places GOG 344 – World Population		Angeles	neighborhood change; and the other on migration and urbanization. She also has a regional focus on China, where profound socioeconomic and spatial transformations are taking place.
Lapenis, Andrei – ASSOC PROF	20	GOG 304 – Climatology GOG 201 Environmental Analysis	PHD	Climatology, State Hydrological Institute, St Petersburg, Russia	His research has been supported by the National Science Foundation, United States Forest Service, Environmental Protection Agency and US Geological Survey. Andrei is an author of more than 50 papers in such journals as Nature, Climate Change, Global Change Biology, Global Biogeochemical Cycles and others.
Lawson, Catherine – ASSOC PROF	20	USP 443 Transportation History Policy	PHD	Urban Studies/Regional Science – Portland State University	Department Chair. Was a practicing planner for the City of Portland. Affiliate faculty in Department of Informatics. Active member of the Transportation Research Board.

(a)	(b)	(c)	(d)	(e)	(f)
Faculty Member Name and Title/Rank (Include and identify Program Director with an asterisk.)	% of Time Dedicated to This Program	Program Courses Which May Be Taught (Number and Title)	Highest and Other Applicable Earned Degrees (include College or University)	Discipline(s) of Highest and Other Applicable Earned Degrees	Additional Qualifications: List related certifications, licenses and professional experience in field.
Lewis, David – ASSOC PROF	20	USP 485 People, Place and Power	PHD	Urban Planning and Policy Development – Rutgers University	Research interests have focused on the intersection of innovation, regional development and environmental change in the pursuit of a more sustainable future, with a recent focus on business technology incubators. He was called to testify to the US House of Representatives regarding the efficacy of business incubation.
Mower, James – ASSOC PROF	20	GOG 290 Intro to Cartography GOG 414 – Computer Mapping GOG 406 Special Topics in GIS GOG 479 Fund appl Global Pos Systems	PHD	Geography – University of Buffalo, SUNY	His body of research concerns real time 3D visualization of the environment using techniques from augmented reality. Jim is also working on algorithms for the automated depiction of landscapes in pen and ink style rendering. He is currently focusing on parallel processing techniques to enhance animation speed rendering.
Scally, Corianne – ASSOC PROF	20	PLN 425 Community Devel and Neighborhood Planning	PHD	Urban Planning and Public Policy – Rutgers University	Directs Master's in Urban and Regional Planning program. Prior work in community development organizations in Chicago.
Buyantuev, Alexander, Asst Prof	20	GOG 484 Remote	PHD	Geography – Russian	Interactions between spatial patterns and ecological processes

(a)	(b)	(c)	(d)	(e)	(f)
Faculty Member Name and Title/Rank (Include and identify Program Director with an asterisk.)	% of Time Dedicated to This Program	Program Courses Which May Be Taught (Number and Title)	Highest and Other Applicable Earned Degrees (include College or University)	Discipline(s) of Highest and Other Applicable Earned Degrees	Additional Qualifications: List related certifications, licenses and professional experience in field.
		Sensing 1 GOG 485 Remote Sensing 11 GOG 406 Landscape Ecology		Academy of Sciences, and Plant Biology – Arizona State University	on multiple spatial scales from the experimental plot to the regional landscape. Spatial patterns include fine to broad-scale variations in climatic, soil, and other biophysical conditions as well as land use and land cover pattern in a geographic area.
Kwadwo Joseph Sarfoh, Prof	20	GOG 270 – Geography of Africa	PHD	Geography – University of Cincinnati	African resource development with particular reference to water resources. He is also interested in population mobility and migration in Africa as well as in African immigrants in New York State.
PART 2. Part time faculty					
Ferraro, Rocco – Lecturer	N/A*	USP 220 – Introductory Urban Planning	MCRP	City and Regional Planning – Ohio State University	Exec Director of Capital District Regional Planning Commission. SUNY Chancellor’s award for Excellence in Teaching
Egetemeyr, Elisabeth	N/A	GOG 102 - Human Geography, GOG 220 - Urban Geography	PhD	Political Science	NY State Education dept researcher
Fabozzi, Todd	N/A	USP 456 – Geographic	MRP	Regional Planning -	Prgm Mgr and GIS Specialist with Capital District Regional

(a)	(b)	(c)	(d)	(e)	(f)
Faculty Member Name and Title/Rank (Include and identify Program Director with an asterisk.)	% of Time Dedicated to This Program	Program Courses Which May Be Taught (Number and Title)	Highest and Other Applicable Earned Degrees (include College or University)	Discipline(s) of Highest and Other Applicable Earned Degrees	Additional Qualifications: List related certifications, licenses and professional experience in field.
		Information Systems		University at Albany	Planning Commission. Serves on NYS Geospatial Advisory Council.
Harland, Glenn	N/A	Gog 101 – Introduction to Physical Geography	MA	Geography – University at Albany	IT consultant for NYS Office of Mental Health. Has consulted widely on GIS and other computing topics.
Kees, Marcia	N/A	PLN 432 – Parks, Preservation and Heritage Planning	MA	City and Regional Planning, Cornell University	a recognized expert on the development and management of state and national heritage areas, serving recently on the National Park Service “Panel of Experts” to conduct a congressionally mandated evaluation of twelve national heritage areas. 35 years at NYS Office of Parks, Recreation and Historic Preservation
O’Connor, Christopher	N/A	USP 456 – Geographic Information Systems	MA	Geography – University at Albany	
Olson, Jeff	N/A	USP 449 Bike&Pedstrn Transportatin Plan	MA	Empire State College; Bachelor’s in Architecture, RPI	Principal with Alta Planning + Design / Alta Bicycle Share, the largest company in North America specializing in sustainable transportation, recreation and innovation. Jeff has been

(a)	(b)	(c)	(d)	(e)	(f)
Faculty Member Name and Title/Rank (Include and identify Program Director with an asterisk.)	% of Time Dedicated to This Program	Program Courses Which May Be Taught (Number and Title)	Highest and Other Applicable Earned Degrees (include College or University)	Discipline(s) of Highest and Other Applicable Earned Degrees	Additional Qualifications: List related certifications, licenses and professional experience in field.
					involved in major projects including the Jackson Hole Pathways System, the NW Arkansas Razorback Greenway, the Dubai Bike/Pedestrian Plans and the NYC Bike Share system. From 1998-2001, Jeff served as Director of the White House Millennium Trails initiative, and he was the NYState Pedestrian and Bicycle Program Manager from 1993-98. Jeff was the team leader for the award winning Greenway Project at Grand Canyon National Park.
Swartz, Kurt	N/A	USP 485 – Advanced GIS	MS	Forestry, Resource Management and Forest Soil Science	NYS Dept of Environmental Conservation – formed the GIS section of the Division of Lands and Forests
S. Thyagarajan	N/A	USP 474 – Site Planning and USP 320 International Urban Planning	MA	City Planning, Ohio State University	Director of Urban and Regional Planning with Energy Answers International. Has served as the Chief Transportation Planner for the Greater London Council, England, Executive Deputy and Executive Director of

(a)	(b)	(c)	(d)	(e)	(f)
Faculty Member Name and Title/Rank (Include and identify Program Director with an asterisk.)	% of Time Dedicated to This Program	Program Courses Which May Be Taught (Number and Title)	Highest and Other Applicable Earned Degrees (include College or University)	Discipline(s) of Highest and Other Applicable Earned Degrees	Additional Qualifications: List related certifications, licenses and professional experience in field.
					the Tri-State Regional Planning Commission of NYC Region and Director of Facilities Planning & Development at the NYS Division for Youth.
*Adjuncts are hired for specific courses and are not subject to a determination of percentage of time dedicated to this program.					

Section 5. Financial Resources and Instructional Facilities

- a) What is the resource plan for ensuring the success of the proposed program over time? Summarize the instructional facilities and equipment committed to ensure the success of the program. Please explain new and/or reallocated resources over the first five years for operations, including faculty and other personnel, the library, equipment, laboratories, and supplies. Also include resources for capital projects and other expenses.

This program has existed as a BA in Interdisciplinary Studies with a faculty-initiated concentration in Urban Studies and Planning since 1995. The program has been operating at the current capacity over the past ten of so years. *We do not anticipate any changes in the allocation of resources to support this existing program*

- b) Complete the five-year SUNY Program Expenses Table, below, consistent with the resource plan summary. Enter the anticipated academic years in the top row of this table. List all resources that will be engaged specifically as a result of the proposed program (e.g., a new faculty position or additional library resources). If they represent a continuing cost, new resources for a given year should be included in the subsequent year(s), with adjustments for inflation or negotiated compensation. Include explanatory notes as needed.

N/A

SUNY Program Expenses Table

(OPTION: You can paste an [Excel version](#) of this schedule AFTER this sentence, and delete the table below.)

Program Expense Categories	Expenses (in dollars)					
	Before Start	Academic Year 1:	Academic Year 2:	Academic Year 3:	Academic Year 4:	Academic Year 5:
<i>(a) Personnel (including faculty and all others)</i>						
<i>(b) Library</i>						
<i>(c) Equipment</i>						
<i>(d) Laboratories</i>						
<i>(e) Supplies</i>						
<i>(f) Capital Expenses</i>						
<i>(g) Other (Specify):</i>						
(h) Sum of Rows Above						

Section 6. Library Resources

- a) Summarize the analysis of library collection resources and needs *for this program* by the collection librarian and program faculty. Include an assessment of existing library resources and accessibility to those resources for students enrolled in the program in all formats, including the institution's implementation of SUNY Connect, the SUNY-wide electronic library program.

The University Libraries collect, house, and provide access to all types of published materials in support of the research and teaching of the schools, colleges, and academic departments of the University. This evaluation considers those portions of the libraries' collections and services that support a Bachelor of Arts Degree in Urban Studies and Planning, which will rely on existing resources that support various programs in the social sciences, including those in Geography and Planning, Sociology, Environmental Sciences and Earth Sciences.

Library Collections

The University Libraries are among the top 115 research libraries in the country. The University Library, the Science Library, and the Dewey Graduate Library contain more than two million volumes and over 2.8 million microforms. The Libraries subscribe or provide access to over 75,000 serials. Many thousands more are made available via subscriptions to full-text databases. Whenever possible, current subscriptions are available online. Additionally, the Libraries serve as a selective depository for U.S. Government publications and house collections of software and media. The print collection supporting Geography and Planning is housed in the University Library. Law resources are housed in the Dewey Library. Other print resources for related subjects like Business, Sociology, and Earth and Atmospheric Sciences are housed in the University Library. Online resources (journals, databases, e-books, digital libraries) are available on and off campus, all hours of the day through the website of the libraries.

Books

Since urban studies is a multidisciplinary field the list of subject categories can be very long. This list includes the most obvious categories:

CC 1-9999 Archaeology 1,702
GF 1-900 Human ecology [includes Settlements. Urban geography] 1,375
HB 848-3697 Urban population 3,262
HC 79.D5, HD 58 Industrial Location 1,158
HD101-1395.5 Land Use 2,713
HD 4023 - HD 4470.7, HD 7,289 slums, urban homesteading 324
HE 1-9900 Transportation and Communications 7,533
HF 1021 1027, HF 5429 - HF 5431 Commercial Geography, Store/retail location 656
HJ 1-9999 Public Finance 2,609
HT 1 -9999 Communities, Races, Classes 7,992
HV1-9960 Social pathology. Social and public welfare. Criminology 42,058
JF1 - JZ9999 Political Institutions and Public Administration 61,415

K1 - KZ9999 Law 94,305
NA 1-9999 architecture 2,349
QH 75-77 Nature conservation 625
S 900-972 Conservation of natural resources 524
SB 469-480 Landscape architecture 191
SB 481-598 Parks 142
SD 391-410 Sylviculture 91
TD 1-1066 Environmental Technology. Sanitary Engineering 5,113

The University Libraries employ the approval plan services of Yankee Book Peddler. The approval plan is used to obtain from selected major publishers and university presses current English language books written at the university or research level in the areas that comprise urban studies and planning. Books are acquired according to a profile, which outlines subject areas to be included or excluded.

Standing orders are another means of book acquisitions. Annuals, multi-volume series, and conference proceedings are among the types of materials received in this manner.

Books that are not acquired on approval or by standing order may be selected for purchase by the Geography and Planning Bibliographer, as well as bibliographers in social sciences and environmental sciences, public policy and administration and law . Suggestions for book purchases are accepted from faculty and students. Books may be purchased in print or e-book formats.

Journals and Databases

The University Libraries has current subscriptions to 75 journals in the fields of geography and planning. The Libraries have current subscriptions to 234 journals in the social sciences, including the fields of criminal justice (48), sociology (88) and social welfare (98), 45 journals in the fields of public administration and policy, 89 journals regarding the field of law, and 233 journals in the fields of business, management and economics. Considering the extent of full-text journal literature available in the databases listed below, the numbers of journals are somewhat higher than this count of subscriptions.

To evaluate the strength of the journal holdings in planning, the University Libraries journal holdings were compared to the planning and development list of journals in the 2012 *Journal Citation Reports* database. The study found that the University Libraries owns or provides access to 49 (89%) of the 55 journals listed. This indicates a strong journal collection in support of the area of planning.

The University Libraries subscribe to the following selected list of databases, all of which have either planning and related fields content or index journals, magazines, books, or conference proceedings related to planning and related fields.

ABC-CLIO eBook Collection
Academic Search Complete
Business Source Complete
Catalog of US Government Publications

Directory of Open Access Journals
Dissertations and Theses
Dissertations @ SUNY Albany
EconLit with Full Text
Economist Intelligence Unit Publications
Environment Complete
EUR-Lex
Gale Virtual Reference Library
GeoRef
Green File
Homeland Security Digital Archive
ICPSR
Index to Current Urban Documents
Index to Legal Periodicals and Books
International Bibliography of the Social Sciences
JSTOR
Lexis Nexis Academic
OECD iLibrary
PAIS International/PAIS Archive
POPLINE
Public Administration Abstracts
Sage Knowledge
Science Direct
Web of Science
Social Sciences Abstracts
Social Services Abstracts
Sociological Abstracts
Westlaw Campus

Reference Collections

The reference section of the University Library houses a collection of resources in support of geography and planning as well as other related programs. Numerous reference books related to planning are available; these include titles such as *Handbook of Urban Studies*, *Information Sources In Urban and Regional Planning: a Directory and Guide to Reference Sources*, *Encyclopedia of Urban Planning*, *Global Urban Growth: a Reference Handbook*, *Urban Sprawl: a Comprehensive Reference Guide*, *World Encyclopedia of Cities*, *Encyclopedia of the City*, *Encyclopedia of Urban Cultures: Cities and Cultures Around the World*, and *Dictionary of Development Terminology: the Technical Language of Builders, Lenders, Architects and Planners*, and *Encyclopedia of Urban History*. The University Libraries also provide access to online reference resources like *Demographic Yearbook*, *Concise Encyclopedia of Statistics*, *State and Metropolitan Area Data Book*, *21st Century Economics: A Reference Handbook*, *OECD Factbook*, and *African Development Indicators*.

The more general reference resources available in the Science and Dewey libraries augment this collection. There are also numerous general online reference resources available to the University

community. This includes resources like *Books in Print*, *Ulrich's International Periodicals Directory*, *Dissertation Abstracts*, *Encyclopedia of Housing* and *WorldCat*.

Interlibrary Loan and Delivery Services

The University Libraries' Interlibrary Loan (ILL) Department borrows books and microforms, and obtains digital copies of journal articles and other materials not owned by the Libraries from sources locally, state-wide, nationally, and internationally. ILL services are available at no cost to the user for faculty, staff, and students currently enrolled at the University at Albany. Users can manage their requests through the use of ILLiad, the University Libraries' automated interlibrary loan system, which is available through a Web interface at <https://illiad.albany.edu/>.

The University Libraries also provide delivery services for books and articles housed in any of the three libraries. Books can be delivered to one of the libraries or departmental addresses. Articles are scanned and delivered electronically via email. The Libraries also provide free delivery services to the home addresses of online learners and people with disabilities. Delivery services are managed through ILLiad as well.

Access to Research Collections

Library memberships provide access to many other libraries in the Capital District region, in New York State, and throughout the United States and Canada. In the Capital District, the Capital District Library Council (CDLC) sponsors the Direct Access Program (DAP). Upon presentation of a CDLC DAP card, students and faculty may borrow from or use 47 academic, public, law, medical, and technical libraries, including the Rensselaer Polytechnic Institute Libraries. Students and faculty may also use the collections of the New York State Library. Statewide, students and faculty may use and borrow materials from most of the SUNY-affiliated institutions.

Summary and Conclusions

The University Libraries are and have been committed to build and maintain collections in support of the primary areas associated with urban planning, such as regional planning, environmental planning, public administration and policy, law, geography and GIS. There are robust book, journal, magazine, and proceedings collections to support the students in the Urban Studies B.A. program's areas of concentration. Online collections are available on and off campus, and online learners can request books and articles using the Libraries' document delivery services. Materials not owned by the University Libraries may be obtained through interlibrary loan.

- b) Describe the institution's response to identified collection needs and its plan for library development.

N/A

Section 7. External Evaluation

SUNY requires external evaluation of all proposed bachelor’s degree programs, and may request an evaluation for a proposed associate degree or certificate program in a new or emerging field or for other reasons.

Is an external evaluation required? [] No [X] Yes

If yes, list below all SUNY-approved evaluators who conducted evaluations (adding rows as needed), and **submit a separate electronic document to accompany this form** that contains each original, signed *External Evaluation Report* as well as the single *Institutional Response* to all reports, as described in Section 8. **NOTE:** *To select external evaluators, a campus sends 3-5 proposed evaluators’ names, titles and CVs to the assigned SUNY Program Reviewer, expresses its preferences and requests approval.*

<p><u>Evaluator #1</u> Name: Robert Kent Title: Chair and the James H. Ring Professor of Urban Studies and Planning Institution: California State University, Northridge</p>	<p><u>Evaluator #2</u> Name: Marijoan Bull Title: Associate Professor , Dept of Geography and Regional Planning Institution: Westfield State University</p>
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Section 8. Institutional Response to External Evaluator Reports

As applicable, send a single *Institutional Response* to all *External Evaluation Reports* in the same file that contains the verbatim, signed *External Evaluation Reports*.

Section 9. SUNY Undergraduate Transfer

The State University views as one of its highest priorities the [facilitation of transfer](#).

- a) For a **proposed Associate in Arts (A.A.) or an Associate in Science (A.S.) degree**, demonstrate that the program’s graduates will be able to transfer into at least two parallel SUNY baccalaureate programs and complete them within two additional years of full-time study, per [SUNY policy](#), by listing the transfer institutions below and **appending** at the end of this document:
 - two completed [SUNY Transfer Course Equivalency Tables](#), one for each transfer institution; and
 - a letter from the Chief Academic Officer of each transfer institution asserting acceptance of the completed Transfer Course Equivalency Table.

Baccalaureate Degree Institution	Baccalaureate Program SED Code and Title	Degree

- b) For a **proposed baccalaureate program**, document articulation with at least two parallel SUNY associate degree programs for seamless transfer, by **appending documentation of articulation**,

such as [SUNY Transfer Course Equivalency Tables](#) and/or letters of support from Chief Academic Officers at associate degree institutions or their designees. **If transfer does not apply to this program, please explain why.**

Associate Degree Institution	Associate Program SED Code and Title	Degree
Hudson Valley Community College	General Studies	AA
Monroe Community College	Individual Studies	AA

Section 10. Application for Distance Education

a) Does the program’s design enable students to complete 50% or more of the course requirements through distance education? No Yes. If yes, **append** a completed [SUNY Distance Education Format Proposal](#) at the end of this proposal to apply for the program to be registered for the distance education format.

b) Does the program’s design enable students to complete 100% of the course requirements through distance education? No Yes

Section MPA-1. Need for Master Plan Amendment and/or Degree Authorization

a) Based on [Guidance on Master Plan Amendments](#), please indicate if this proposal requires a Master Plan Amendment.
 No Yes, a completed [Master Plan Amendment Form](#) is **appended** at the end of this proposal.

b) Based on *SUNY Guidance on Degree Authorizations* (below), please indicate if this proposal requires degree authorization.
 No Yes, once the program is approved by the SUNY Provost, the campus will work with its Campus Reviewer to draft a resolution that the SUNY Chancellor will recommend to the SUNY Board of Trustees.

List of Appended and/or Accompanying Items

- a) **Appended Items:** If materials required in selected items in Sections 1 through 4 and Sections 9, 10 and MPA-1 of this form apply to this proposal, they should be appended as part of this document, after this page, with continued pagination. In the first column of the chart below, please number the appended items, and append them in number order.

Number	Appended Items	Reference Items
	<i>For multi-institution programs, a letter of approval from partner institution(s)</i>	Section 1, Item (e)
	<i>For programs leading to professional licensure, a side-by-side chart showing how the program's components meet the requirements of specialized accreditation, Commissioner's Regulations for the profession, or other applicable external standards</i>	Section 2.3, Item (e)
	<i>For programs leading to licensure in selected professions for which the SED Office of Professions (OP) requires a specialized form, a completed version of that form</i>	Section 2.3, Item (e)
1	<i>OPTIONAL: For programs leading directly to employment, letters of support from current employers, if available</i>	Section 2, Item 2.3 (h)(2)
2	<i>For all programs, a plan or curriculum map showing the courses in which the program's educational and (if appropriate) career objectives will be taught and assessed</i>	Section 2, Item 7
3	<i>For all programs, a catalog description for each existing course that is part of the proposed undergraduate major (including cognates and restricted electives)</i>	Section 3, Item (b)
4	<i>For all programs with new courses in the major, syllabi for all new courses in a proposed undergraduate major</i>	Section 3, Item (c)
	<i>For programs requiring external instruction, a completed External Instruction Form and documentation required on that form</i>	Section 3, Item (d)
	<i>For programs that will depend on new faculty, position descriptions or announcements for faculty to-be-hired</i>	Section 4, Item (b)
5	<i>For all A.A. and A.S. programs, Transfer Equivalency Tables and letters of support from at least two SUNY baccalaureate institutions; for baccalaureate programs that anticipate transfer student enrollment, documentation of seamless transfer with at least two SUNY two-year programs</i>	Section 9
	<i>For programs designed to enable students to complete at least 50% of the course requirements at a distance, a Distance Education Format Proposal</i>	Section 10
	<i>For programs requiring an MPA, a Master Plan Amendment Form</i>	Section MPA-1

- b) **Accompanying Items - External Evaluations and Institutional Response:** If Sections 7 and 8 of this form indicate that external evaluation is required as part of this proposal, please send a separate electronic document to program.review@suny.edu that contains the original, signed *External Evaluation Reports* and a single *Institutional Response* to all reports. The file name should indicate the campus, program title, award and content of the file (e.g., BuffaloU-English-PhD-ExEval).



New Undergraduate Program Proposal
Urban Studies and Planning

APPENDIX 1

Selected Employers of recent graduates from the Interdisciplinary Studies major with a concentration in Urban Studies and Planning

Alta Planning
Americorp
Berkshire Regional Planning Commission
Capital District Regional Planning Commission
Capital District Transportation Authority
City of Albany, Planning Department
City of Buffalo
City of Cohoes, Planning Department
Cornell University, Mohawk Watershed
Erie Canalway National Heritage Corridor
Hudson River Valley Greenway
International Paper
New York Parks and Conservation
New York Preservation League
New York State Dept of Economic Development
NYS DEC Dept of Lands and Forests, Forest Health and Protection
NYS DEC, Division of Water
NYS DEC, Office of Environmental Enforcement
Saratoga Associates
US Department of Transportation
Village of Cobleskill

Appendix 2

Urban Studies and Planning Mapping Student Learning Objectives

	Develop knowledge of urbanism and urbanization as historic, geographic, social, and cultural process	Understand the historical development and contemporary condition of US cities and metropolitan areas.	Recognize global patterns of urbanism and urbanization from the local to global scale and knowledge of the role of urbanization in global change.	Identify the principles and practices of urban planning, in the United States and other parts of the world.	Develop a multidisciplinary understanding of urban related issues growing from exposure to the disciplines of Geography, Planning, and at least one cognate field	A multidimensional participatory learning experience, combining conventional classes, fieldwork, and independent study.	An exposure to analytical methods, including statistics, GIS, and remote sensing	Access to career training, networking with area planning professionals, and other resume-enhancing opportunities.	Ethical principles and practice
Course Code	Course Title								
Required Core Course for USP Majors									
AUSP 101	The American City		X	X	X				
AUSP 203(Z)	World Cities: Geographies of Globalization		X	X					
AUSP 201	Introductory Urban Planning				X	X		X	X
AUSP 202	Introduction to Urban Geography		X		X				
Required Methods Course Option, any one of the following									

AUSP 436	Landscape Planning								
AUSP 437	Landscape Planning Workshop								
AUSP 443	Transportation History and Planning								
Required Community Engagement Course, anyone of the following									
AUSP 449	Bicycle and Pedestrian Transportation Planning					X		X	
AUSP 451	Introduction to Computer-Aided Design								
AUSP 474	Site Planning					X		X	
AUSP 475	Urban Design								
AUSP 476	Urban Design Workshop								
AUSP 485	Topics in Planning								
AUSP 490	Planning Internship					X		X	
AUSP 497	Independent Study in Planning					X			
Required Cognate Discipline Courses									
Choose two from over 80 courses in 9 different fields of study						X			

Appendix 3 Course Descriptions

Core Courses

A USP 101 The American City (3) (=present GOG 125)

Reviews social, economic, political and physical characteristics of American cities resulting from key events (e.g. industrial development, European immigration, suburbanization, the Civil Rights Movement). Examines the relationship between these events and current urban issues. Specific topics include: de-industrialization, women in the workforce, homelessness, poverty, environmental degradation, health care, and AIDS. Considers the influence of race, ethnicity, class and gender factors on the character of cities

A USP 201 Introductory Urban Planning (3) (= present PLN 220)

Introduces the basic concepts and techniques of urban planning and provides an overview of planning history. Covers land use, transportation, environment, urban design, economic development and social issues. Explores the connections between planning and politics, economic restructuring, social change, and competing ideologies of urban form.

A USP 202 Introductory Urban Geography (3) (= present GOG 220)

Introductory survey of findings and theory of urban geography, which deals with the form and function of cities. Major themes include: history of urban form; spatial structure of modern urban systems; and the internal structure of the city, emphasizing social and economic patterns.

A USP 203 World Cities (3) (=present GOG 225 and GLO225)

Introduction to the geography of cities around the world and to the role of cities in the world system. Covers: origins and spread of urbanism in different cultural settings; levels of urbanization in space and time; urban form and land-use; rural-urban interaction; city systems and megacities; distinctive features of contemporary American cities. A GOG 225Z is the writing intensive version of A GOG 225; only one of the two courses may be taken for credit.

Methods Course: One of ...

A USP 324 The City on Computer (3) (= present GOG 324)

An introduction to the use of geographic technology in studying urban features and patterns. The course provides a conceptual bridge between introductory courses in urban geography and specialized courses in geographic techniques. Students will acquire familiarity with relevant software, data sources and methods of analysis through regular computing laboratory assignments. Prerequisite(s): any two of the following: A GOG 125, 220, 225/225Z, A PLN 220.

A PLN 375 Methods of Urban Analysis

This class will build a foundation for the larger field of statistical analysis and planning methodologies. Students will develop fundamental skills, such as data collection and presentation, descriptive analysis, and data interpretation. When the course successfully completed, students will be to identify different types of data, accurate present data in table and graphic format, describe and analysis data using statistic tools such as measures of central

tendency and dispersion, conduct hypothesis testing, build confidence intervals and use these tools to analyze places.

A GOG 385 Introduction to Remote Sensing of Environment (4)

Introduction to the concepts and interdisciplinary applications of remote sensing. The basic principles of theory and practice are presented for earth resource management. Photographic and nonphotographic sensors are examined. Visual and digital image analysis techniques are introduced. Students will interpret color infrared, multispectral, radar, and other sensor imagery for a variety of purposes. Prerequisite(s): junior or senior class standing, or permission of instructor.

A GOG 390 Intermediate Cartography (3)

Techniques of reproduction graphics with emphasis on map planning and construction. Utilization of half-tone, color-key, and other production processes as models of cartographic expression. Prerequisite(s): A GOG 290.

A GOG 414 Computer Mapping (3)

Introduces the student to the fundamental techniques and applications of automated map production. Lectures include discussions of algorithm and program development as well as existing software packages. Students will also be introduced to current problems and research in automated map production. Covers a wide range of topics including but not limited to automated drafting, computer generated projections, coordinate systems and transformations, data structures and discussions of algorithms for specific applications. Prerequisite(s): A GOG 290 or permission of instructor.

A GOG 479 Fundamentals of Applied Global Positioning Systems (GPS) (3)

This course introduces students to the fundamentals of global positioning system technology as applied to the geosciences. Topics include background and history, signal structure, resolution, accuracy, data collection techniques, basic geodesy, projections and data, and applications. Field work and lab exercises complement lecture material.

Elective Courses: 12 Credits from:

A USP 315Z State and Regional Planning (3) (present PLN 315Z)

Reviews the theory and practice of state and regional planning in the United States, evaluating a range of contemporary examples. Covers metropolitan regional planning, river basin planning, regional water resource management, state planning and growth management, and environmental impact assessment. Prerequisite(s): A PLN 220.

A USP 320 International Urban Planning (3) (present PLN 320)

Provides a general introduction to urban planning as it is practiced in various countries around the world. For each of the countries covered there will be a discussion of the changing context of urbanization and economic development within which contemporary urban planning has emerged. A PLN 320Z is the writing intensive version of A PLN 320; only one of the two courses may be taken for credit. Prerequisite(s): Either A GOG 220 or A PLN 220 or permission of instructor. [GC OD]

A USP 321 (= A LCS 321 and A EAS 321) Exploring the Multicultural City (3) (= present GOG 321)

This course will explore the human dimensions and implications of ethnic diversity in the United States, focusing on New York City. The course utilizes a variety of methods to introduce students to the multicultural city, beginning in the classroom but ending with fieldwork in a specific New York neighborhood. A GOG 321 is equivalent in content to A LCS 321 and A EAS 321; only one of the three courses may be taken for credit. Prerequisite(s): A GOG 102 or 102Z or 120Z or 125 or 160 or 160Z or 220, or 240. [OD SS]

A USP 328 (= A GOG 328 and A WSS 328) Gender, Space and Place (3) (= present PLN 328)

Power relations and categories of social difference are reflected by dramatic inequalities in local environments, and in the quantity and quality of available space. This course examines, through the lenses of feminist geography and planning, how space is invested with social meaning. It discusses how the built environment affects and reflects relations of gender, sexuality and ethnicity, and considers how these social classifications produce “geographies of difference.” Gender is also related to nationalism, colonialism, “geographic skills,” and feminist research methodologies. Prerequisite(s): A GOG 125 or A PLN 220 or permission of instructor.

A USP 330 (=A GOG 330) Principles of Environmental Management (3) (present PLN 330)

Examines issues and problems arising from the interactions between humans and their physical environment. Explores the degradation of environmental systems resulting from human use and modification, as well as the impact of environmental processes on human systems. The policy options for dealing with environmental issues and problems are investigated. Prerequisite(s): A GOG 101 and either A GOG 201 or A PLN 220; or permission of instructor. [OD]

A USP 420 Introduction to Real Estate Development (3) (present PLN 420)

A general introduction to real estate development as an important element in the urban economy and as a field of urban planning activity. Covers legal, economic, and financial perspectives. Emphasis is placed on market analysis and mortgage finance for residential real estate. Prerequisite(s): A PLN 220, or permission of instructor.

A USP 425 Community Development and Neighborhood Planning (3) (present PLN 425)

Examines the challenges and opportunities of neighborhood and community planning, with an emphasis on older cities and neighborhoods. Assesses the relationship between neighborhood decline and other problems and obstacles faced by urban areas (e.g., concentrated poverty, loss of employment opportunities, discrimination and red-lining, fiscal disparities, etc.) Case studies of neighborhood and community development initiatives in various American cities are examined to explore the causes and consequences of neighborhood decline, and possible strategies for reversing community decline. Prerequisite(s): A GOG 125 or A PLN 220.

A USP 426 Community Development and Neighborhood Planning Workshop (1–4) (presently PLN 426)

Provides students an opportunity to obtain “real world” experience assisting a local community or neighborhood group. Students work under supervision on both team and individual projects

that address specific needs of communities (e.g. housing, education, public safety, transportation, health) in the Capital District. Prerequisite(s): A PLN 425.

A USP 430/Z (= A GOG 430/Z) Environmental Planning (3) (present PLN 430)

Environmental planning is much more than preservation of pristine land. Through the examination of environmental movements, energy policy, the land use-transportation nexus, environmental justice, and environmental policy formation, at the end of this course, students will be able to: (1) identify how normative bias influences planning and policy choices; (2) describe major conflicts in environmental planning and policy; and (3) understand the relationship of scale and environmental planning/policy options. Prerequisite(s): A PLN 220 or permission of instructor.

A USP 432 Parks, Preservation, and Heritage Planning (3) (present PLN 432)

Explains the rise of heritage planning as a unifying theme to link environmental, land-use, and community planning. Integrates parks, greenways, historic preservation, and cultural resources as means to develop and preserve the distinctive character of local communities, to foster local pride, and to promote tourism. Discusses the origins, organization and management of heritage programs, and the special problems of heritage planning for minority groups and bygone cultures. Prerequisite(s): A PLN 220, or permission of instructor.

A USP 436 Landscape Planning (3) (present PLN 436)

Explores the theory and practice of large-scale landscape planning and examines issues of human use, exploitation, and protection of the landscape. Draws from the practice of landscape architecture and community planning and outlines the principles of environmentally-based land-use planning. Prerequisite(s): junior or senior class standing, and A PLN 220 and A GOG 101, or equivalent courses.

A USP 443 Transportation History and Policy (3) (present PLN 443)

Examines the history of transportation systems and policy in the United States. Emphasis on understanding the political and social forces that influence decision-making at the federal, state, and local levels. The roles of corporate investment, and of citizen interests and participation are examined. Prerequisite(s): A PLN 220 or permission of the instructor.

A USP 449 Bicycle and Pedestrian Transportation Planning (3) (present PLN 449)

Covers planning, design, implementation and management of systems of non-motorized transportation, particularly the 'human-powered' modes of bicycling and walking. Involves students in the design of bikeways, walkways, intersections and parking facilities, and in the evaluation of alternative transportation technologies. Prerequisite(s): A PLN 220 or permission of instructor.

A USP 452 (formerly A PLN 450) CADD in Planning (3) (present PLN 452)

Applies the concepts and theories underlying Computer Aided Design and Drafting (CADD) to site planning, urban design and land-use mapping, including 2D concept diagrams, site plan detail and 3D perspectives. Also reviews rendering, 4D applications, visualization, and CADD management.

A USP 456 (= A GOG 496) Geographic Information Systems (3) (present PLN 456)

Introduction to the structure, design, and application of data base management systems designed to accept large volumes of spatial data derived from various sources. The student will learn how to efficiently store, retrieve, manipulate, analyze, and display these data according to a variety of user-defined specifications. Prerequisite(s): familiarity with maps and coordinate systems.

A PLN 460 People, Place, and Power

This course will examine the relationships between current energy supplies and alternatives that are renewable and more environmentally sustainable. It begins with defining energy then turns to an analysis of the economic, social, political, and technological factors that determine the potential a carbon free energy future. At the end of this course, students will be able to 1) identify how normative bias influences planning and policy choices; 2) describe major conflicts in energy planning and policy; and 3) understand the differences between physical/technological barriers versus economic/political impediments to sustainable energy planning/policy options.

A USP 475 Urban Design (3) (present PLN 475)

Introduction to the theory, rationale and practice of urban design. Covers design and layout criteria, regulation and review, and case studies of the urban design process. Prerequisite(s): A PLN 220 or permission of instructor.

A USP 480 Advanced Urban Geography (3) (= present GOG 480)

Explores some of the theoretical debates and empirical research conducted by geographers and planners interested in the contemporary city. Adopts a political/economy approach to the investigation of social problems currently pervasive in the capitalist city, including: inner city poverty and the underclass, homelessness, gender-related issues, racial segregation; and crime problems. Prerequisite(s): A GOG 102Z or 102 or A GOG 210 or A GOG 220.

A USP 485 Topics in Planning (1-4) (present PLN 485)

Selected topics in specific sub-fields of planning. Topics will be indicated in the course schedule and in departmental announcements. May be repeated once for credit. Prerequisite(s): A PLN 220 and junior or senior class standing.

Community Engagement. At least 3 cr. of:

A USP 437 Landscape Planning Workshop (3-4) (present PLN 437)

Creation of a landscape plan for a local or regional agency or nonprofit. Plan will balance protection of the natural and cultural environment with the need for human uses of the landscape including community growth and development. Draws from the practice of landscape architecture and community planning, and includes field research, community consultation, report writing and mapping. Students serve as team members in the preparation of the plan. Prerequisite(s): junior or senior class standing, A PLN 220 and GOG 101 or equivalents, and GIS (A GOG 496/A PLN 456 or proficient ArcView or MapInfo user skills).

A USP 474 Site Planning (3) (present PLN 474)

This course is designed as a workshop for students to be introduced to the practical aspects of site planning – a specific site in the region is studied and plans developed for future new use or renewal of the site. Experience is gained in recording site conditions, use; influence of

microclimate, landform; condition of existing building on the site and adjacent to it. The site is analyzed for future potential within the context of existing community policies and regulations. Alternative proposals for future use are drawn up and evaluated for appropriateness, context, and design quality. During the course students will record, photograph, annotate site information, draw up plans to scale, develop a concise planning report incorporating data, analysis, and plan. Team work is encouraged, with small teams organized to develop projects.

A USP 476 Urban Design and Site Planning Workshop (1-4) (present PLN 476)

Involves students in supervised team projects doing practical urban design and/or site planning work. Through investigation, fieldwork and discussion, student groups prepare proposals for the design and layout of a specific site or axis. Prerequisite(s): A PLN 220.

A USP 490 Planning Internship (3) (present 490)

Provides students with practical work experience in the general field of urban and regional planning. Internship placements are typically with federal, state, or local government agencies, consultancy firms, community development corporations, or private, voluntary or political action groups specializing in a specific sub-field relating to planning. Supervisor's reference and final report required. **Internships are open only to qualified juniors and seniors who have an overall grade point average of 2.50 or higher.** Prerequisite(s): A PLN 220 and permission of instructor. *S/U* graded.

A USP 497 Independent Study in Planning (2-4) (present PLN 497)

Provides an opportunity for students with a strong interest in a specific topic or sub-field in urban and regional planning to do directed reading, independent study or research with faculty supervision. May be repeated once, but not for more than a total of 6 credit hours. Prerequisite(s): A PLN 220 and junior or senior class standing.

Cognate Courses: 6 credits

A ANT 355/355Z Environment, Economy, and Culture (3)

Cross-cultural survey of the systematic relations between environment, behavior and culture. Analysis of production and exchange systems at hunting and gathering, agricultural, and industrial stages of social evolution. Environmental and economic disruption, perception and management in cultural perspective. Only one version of A ANT 355 may be taken for credit. Prerequisite(s): A ANT 108 or 102 or 104 or permission of instructor.

A ANT 360/360Z Social Anthropology (3)

Comparative study of social systems, tribal, traditional, and modern societies. Deals with economic, kinship, political, and other aspects of social structure. Social systems in functionalist, evolutionary, and dialectic perspectives. Combines in one course kinship, political, economic, and stratificational anthropology. Only one version of A ANT 360 may be taken for credit. Prerequisite(s): A ANT 108.

A ANT 361/361Z Anthropology and Public Policy (3)

The practical application of anthropological theory and research to policy areas such as

economic development, environment, welfare, and mass media. The ethics of applied anthropology. Only one version of A ANT 361 may be taken for credit. Prerequisite(s): 3 credits in anthropology or political science or sociology.

A ANT 364 Introduction to Cultural Medical Anthropology (3)

Introduction to cultural approaches to medical anthropology. Cross-cultural examination of different views of health, disease, healing and the body, their effect on medical care and maintenance of health of individuals and communities. Also examines the intersection between health, sickness, and social and economic inequalities globally and in the U.S. Prerequisite(s): A ANT 108 or permission of instructor.

A ANT 415 Nutritional Anthropology (3)

This course provides an introduction to the biological, ecological, and social factors influencing diet and nutrition. Basic nutritional physiology and biochemistry are presented in the first part of the course. Later topics include paleonutrition as well as nutritional issues of contemporary human population groups. The core focus is on the concept of energy balance. Time is spent in the metabolic laboratory learning how to measure metabolic energy expenditure and assess nutritional status in humans. Students participate in the collection and analysis of individual and class data on nutritional intake and energy expenditure, with an emphasis on basic techniques of data presentations, analysis, and interpretation. Prerequisite(s): A ANT 211.

A ATM 300Z Solar Energy (3)

Discussion of solar energy technology, including solar energy measurement and distribution; direct use of the sun's energy; solar architecture; energy from wind, tides, waves, currents, and salinity gradients; biomass and geothermal energy; energy use, conservation, and other major environmental issues. Prerequisite(s): 6 credits in mathematics including one course in calculus; A PHY 108 or 150 or 151 or T PHY 151; junior or senior standing. May not be offered in 2013-2014.

A ATM 304/304Z Air Quality (3)

Designed for undergraduate students not pursuing the B.S. in Atmospheric Science. Topics include air pollution criteria standards and regulations, basic air pollution monitoring (including quality assurance), simple statistical analysis of data, and pollutant transport, transformation and deposition. Does not yield upper level credit for the Atmospheric Science degree. Only one version of A ATM 304 may be taken for credit. Prerequisite(s): A MAT 111 or 112 or 118 or T MAT 118; A PHY 105 or 140 or 141 or T PHY 141. May not be offered in 2013-2014.

A BIO 311 (= A GOG 311 & U UNI 311) World Food Crisis (3)

Interdisciplinary approach to understanding world food problems through analyses of social, political, economic, nutritional, agricultural, and environmental aspects of world hunger. Faculty from several departments in the sciences, humanities, and social and behavioral sciences present approaches from various disciplines. *Does not yield credit toward the major in biology.* Only one version of A BIO 311 may be taken for credit. Prerequisite(s): junior or senior class standing or permission of instructor. May not be offered in 2013-2014.

A BIO 316 Biogeography (3)

Evolutionary ecology of geographic dispersal and range size; ecological niches and local abundance; allometry and population density; speciation and extinction; invasive species; island biogeography, metapopulations; ecological communities under climate change. Prerequisite(s): 15 credit hours in biology; A MAT 106 or A PHY 140. May not be offered in 2013-2014.

A BIO 320 Ecology (3)

Natural selection as an organizing principle; single-species population dynamics, geometric-mean growth, density-dependence, chaos in ecology; age structure, selection on life-histories, population projection; models for competition, predation, epidemics, and mutualism; species diversity, abundance models during community development. Prerequisite(s): A MAT 106 or A PHY 140, A BIO 212Y.

A BIO 327 (formerly A BIO 445) Experimental Ecology (3)

Fundamental ecological concepts are demonstrated with experimental manipulations and comparative assessment techniques. Local ecosystems are studied; the focus is on the effects of land use on ecosystem structure and function. Ecological assessment skills are developed in the field and laboratory. Lectures couple fundamental and applied topics, balancing understanding of ecological principles with realistic environmental problem solving. Students contribute to a report that becomes part of the record for a municipal wetland. Prerequisite(s): A BIO 201 and 202Z.

A BIO 343 Evolutionary Biology and Human Health (3)

This course illustrates the importance and utility of evolutionary perspectives on various topics related to human health. In addition to the "how" questions, this course also introduces the "why" questions. Various evolutionary hypotheses are examined. Arguments for and counter-arguments against each hypothesis are presented to foster understanding of each topic. Selected topics include infectious diseases, pathogen virulence, allergy/asthma, mental health/addiction, genetic disorders, diseases of civilization, sex, pregnancy, and aging. Prerequisite(s): a course in genetics. May not be offered in 2013-2014.

A BIO 402 Evolution (3)

The patterns and processes of biological change with time from the origins of life, through major evolutionary innovations, to the development of human culture. Fundamental concepts in biology will be stressed, including information, mutation, selection, random drift, and adaptation. Prerequisite(s): A BIO 212Y.

A COM 372 Persuasion in Media (3)

The purpose of this course is to challenge traditional assumptions about persuasion with the everyday practice of persuasion in our mediated world, and vice versa. At the end of the course the student should have acquired an understanding of effective techniques of persuasion and propaganda, an appreciation for how these are applied in practices such as advertising and public relations campaigns, and an appreciation of the problems of persuasion that challenge contemporary corporations. Prerequisite(s): A COM 265 and junior or senior standing, or permission of instructor.

A COM 378/378Z Studies in Public Persuasion (3)

Application of the student's critical skills to the rhetoric of a particular public figure or movement; or to the rhetorical practice of a particular historical period or genre of public persuasion, such as television advertising, propaganda in mass movements, American campaign rhetoric. May be repeated for a total of 15 credits when content varies. Prerequisite(s): A COM 265 and junior or senior standing, or permission of instructor.

A COM 379 Rhetoric and Social Movements (3)

Social movements are unique because, lacking other financial and political resources, they must rely upon rhetoric and persuasion. This course surveys the major approaches for studying the rhetoric of social movements and uses a case study approach to identify, describe, and evaluate the rhetoric of current social movements. Prerequisite(s): A COM 265 and junior or senior standing, or permission of instructor.

A COM 380 Political Campaign Communication (3)

This course examines from both a theoretical and a practical standpoint the planning, execution, and evaluation of campaign communication strategies. It focuses mainly on modern presidential campaigns—the organization, the candidate, the audience, and the media. Forms examined include speeches, debates, television commercials, polling, news stories, and interpersonal contact. This course often has a co-requirement of A COM 297 for 1 credit. Prerequisite(s): A COM 265 and junior or senior standing, or permission of instructor.

A COM 420 Communication and Social Protest (3)

This course provides students with an understanding of the communication strategies and challenges in social protest. By the end of the course, students should understand different goals and forms of activism, communication challenges for each, and issues regarding mainstream and alternative media. Students will also become familiar with specific social movements, and their various communication strategies. Prerequisite(s): A COM 265, and junior or senior standing.

A ECO 330/330Z Economics of Development (3)

Introduction to the analysis of economic growth and development. Historical, descriptive, and analytical approaches to the problems of fostering economic growth. Consideration of alternative theories of the causes and problems of underdevelopment. Only one version of A ECO 330 may be taken for credit. Prerequisite(s): A ECO 110 and 111.

A ECO 341/341Z (= A SOC 371/371Z) Urban Economics (3)

Analysis of the city-metropolis and the economic forces which condition its growth pattern and allocation of scarce resources. The public sector, especially local government, is examined in its role of solving the problems of inadequate jobs, housing, education, and other services. Only one version of A ECO 341 may be taken for credit. Prerequisite(s): A ECO 110 and 111.

A ECO 355 Public Finance (3)

Introduction to the financial problems of governments: public expenditures, basic kinds of taxes and tax systems, grants-in-aid, public borrowing, debt management, and fiscal policy. Prerequisite(s): A ECO 110 and 111.

A ECO 356/356Z State and Local Finance (3)

Problems of financing state and local government within the context of a federal system. Relevance and limits of fiscal theory for state and local government tax and expenditure policy. Only one version of A ECO 356 may be taken for credit. Prerequisite(s): A ECO 110 and 111.

A ECO 361 (= A LCS 361) Development of the Latin American Economy (3)

Economic change in Latin American societies. Comparative study of the growth of various Latin American countries emphasizing the variables associated with development: population, technology, capital information, output, resources and income distribution. Only one version of A ECO 361 may be taken for credit. Prerequisite(s): A ECO 110 and 111.

A ECO 385/385Z Environmental Economics (3)

Environmental pollution; social costs; population control; zoning; economics of public health; conservation of endangered species, natural wonders, and artifacts; natural resource exhaustion; and the end of progress hypothesis are examined and analyzed. Only one version of A ECO 385 may be taken for credit. Prerequisite(s): A ECO 110 and 111.

A ECO 474 Industrial Organization (3)

Relationship between market structure, behavior of the firm, economic performance, and analysis of U.S. antitrust activities. Prerequisite(s): A ECO 300.

A ENV 450 (= A GEO 450) Paleoclimatology (3)

Introduction to the field of Paleoclimatology. Focus will be on the use of sediments and other biological and geological archives to reconstruct environmental, climatic, and oceanographic change over a range of time scales. Lecture will also provide an introduction to the fields of climatology, age dating techniques, climatic environmental proxies (tracers), micropaleontology, and time-series analysis. In addition to lectures, the class will involve review of current scientific studies, class presentations by each student, and a review paper on a relevant topic of choice.

Three lectures each week and 2 hours each week of oral presentations by students.

Prerequisite(s): A CHM 120 or 130 or T CHM 130, A MAT 108, or permission of instructor.

Offered alternate fall semesters only. Will next be offered in fall 2015.

A GEO 350Y (= A ENV 350Y) Environmental Geochemistry (4)

Contemporary topics are used to develop concepts of geochemical processes operating in Earth's environmental system. These topics (a) PCBs in the Upper Hudson River, (b) biogeochemical cycles in the global climate system, and (c) geochemical constraints on long-term disposal of high-level, nuclear wastes. Three hours per week in classroom setting +1 hour per week of oral presentations by students. Only one version of A GEO 350Y may be taken for credit.

Prerequisite(s): A ENV 250. May not be offered in 2013-2014.

A GEO 455 (= A ENV 455) Special Topics in Environmental or Geological Science (2-3)

A structured program of reading and seminars leading to an in-depth understanding of a chosen topic in environmental science or geology. May be repeated once for credit. Prerequisite(s): A ATM 210, A GEO 221, and permission of instructor. May not be offered in 2013-2014.

A GEO 497 (= A ENV 497) Independent Study (1-3)

Field or laboratory investigation of a chosen environmental or geologic problem, including the writing of a research report to be undertaken during the senior year. May be repeated once for credit. Prerequisite(s): permission of instructor. Offered fall or spring semesters.

A GLO 366 (= A GOG 366) India: Field Study of Development Issues (3)

A faculty-led field course requiring a minimum of three weeks full-time study in India. Broadens and deepens the agenda of A GOG/A GLO 266 "India: Development Debates," examining urban and rural development issues in and around three major Indian cities. Each city will be home to the course for one week. Students will study major issues (e.g., the management of urban traffic flows, the organization of small-scale retailing, the redevelopment of poor neighborhoods, and the work of micro-business and social welfare NGO's) through a combination of direct observation, institutional visits, and conversations with local experts. Prerequisite(s): permission of instructor and the Office of International Education.

A HIS 314/314Z The Progressive Generation, 1900–1932 (3-4)

Intensive examination of society and politics in the United States in an age of reform and reaction. Special emphasis on important personalities, such as Theodore Roosevelt, Woodrow Wilson, and Herbert Hoover; also consideration of major themes, such as progressivism, World War I, and the business civilization of the 1920s. Only one version of A HIS 314 may be taken for credit. Prerequisite(s): junior or senior standing, or 3 credits in History

A HIS 316/316Z Workers and Work in America, 1600–Present (3-4)

A survey of the transformation of work and workers in America from the years of the first white settlement to the present. Topics will include: indentured servants; artisan work and culture; household production and the revolutionizing role of merchant capitalism; slave labor; industrialization; race, gender, ethnicity and the segmentation of work and workers; the rise of the labor movement; labor radicalism. Only one version of A HIS 316 may be taken for credit. Prerequisite(s): junior or senior standing, or 3 credits in History. May not be offered in 2013-2014.

A HIS 317/317Z History of the American City to 1860 (3-4)

Chronological and topical survey of the American urban scene, with emphasis on the causes and consequences of urban growth, the similarities and differences among various cities, and the attempts to fulfill the needs of an urban environment. This session begins in the colonial period and traces development to the second half of the 19th century. Only one version of A HIS 317 may be taken for credit. Prerequisite(s): junior or senior standing, or 3 credits in History.

A HIS 318/318Z History of the American City Since 1860 (3-4)

Chronological and topical survey of the American urban scene, with emphasis on the causes and consequences of urban growth, the similarities and differences among various cities, and the attempts to fulfill the needs of an urban environment. This session examines the urban scene from the late 19th century to the present. Only one version of A HIS 318 may be taken for credit. Prerequisite(s): junior or senior standing, or 3 credits in History.

A HIS 327/327Z The Roles of Law in American History (3)

This course explores law in the American social and political context, focusing on the use of law by various groups in the American past for different purposes. It is composed of topical units in which students read mostly primary materials (cases, laws, and treatises), as well as monographs, and meet to discuss them. Only one version of A HIS 327 may be taken for credit.

Prerequisite(s): junior or senior standing.

A HIS 329/329Z American Environmental History (3-4)

This course examines the changing relationship between North Americans and nature from precolonial times to the present. It explores the ways in which environmental factors (e.g. disease, animals) have shaped human history, delineates the effects of human actions on the environment, and traces changing ideas and attitudes towards nature over time. Only one version of A HIS 329 may be taken for credit. Prerequisite(s): junior or senior standing, or 3 credits in History.

A HIS 390/390Z Advanced Topics in American History (1-4)

Specific topics to be examined will be announced during advance registration periods. May be repeated for credit when content varies. Prerequisite(s): permission of instructor, junior or senior standing, or 3 credits in History.

A HIS 425/425Z American Intellectual History Since 1860 (4)

Key ideas and significant patterns of thought in American life: the impact of economic expansion, Darwinian evolution, pragmatism, war and changing ideologies of liberalism, progressivism, and conservatism. Only one version of A HIS 425 may be taken for credit.

Prerequisite(s): junior or senior standing, or 3 credits in History. May not be offered in 2013-2014.

A JRL 480/480Z Public Affairs Journalism (3)

The Capital District offers a unique laboratory for reporting on public affairs at all levels, from the local to the national. These include governmental affairs, but also judicial matters, relations between New York State and the State's indigenous Indian tribes, and policy issues concerning medicine, technology, business, and education. Public affairs journalism is now part of a large debate about the lengths to which journalists should go in hosting community events and creating an informed citizenry. Along with numerous writing assignments, students will engage in wide reading of journalists who have staked out positions to this debate and operated effectively as reports or advocates in the public arena. Prerequisite(s): A JRL 200Z and either A JRL 201Z or A JRL 270X; or permission of instructor.

A JRL 487Z Investigative Reporting (3)

Intensive reading and analysis of the history, strategies, techniques, ethics and practical problems of the craft of investigative reporting. Emphasis will be on hands-on experience with documents, sources, state agencies and ethical dilemmas. The goal is to produce a substantial piece of original, in-depth reportage by semester's end. Prerequisite(s): A JRL 201Z or A JRL 270X; or permission of instructor.

A LCS 354 (= A GOG 354) Environment & Development (3)

A survey of international development issues, focusing on the impact of economic growth, population growth, and increased consumption of natural resources on global and local environments. This course focuses primarily on the poorer countries of the world, and particularly on tropical environments. It discusses issues of deforestation, desertification, and increased vulnerability to man-made and natural hazards. Prerequisite(s): A GOG 101 or 102, or permission of instructor. May not be offered in 2013-2014.

A LCS 359 Workers & Globalization in the Americas (3)

This course explores the following questions: How is “globalization” changing the lives of male and female workers in Latin America and the Caribbean? What links the expansion of global markets and global production networks, to the restructuring of workplaces, households and communities throughout Latin American and the Caribbean? What types of strategies are Latin American workers using to defend living standards and assert their rights in the emerging context of globalization?

A LCS 360 Political Economy of the Caribbean (3)

An intensive evaluation of political and economic forces as they have shaped the Caribbean region during the 20th century to the present. particularly the period since World War II. Special attention given to social conflicts and political movements, population growth and migration, urbanization, problems of industry and agriculture, economic planning, education, and superpower confrontations. Prerequisite(s): A LCS 269. May not be offered in 2013-2014.

A LCS 361 (= A ECO 361) Development of the Latin American Economy (3)

Economic change in Latin American societies. Comparative study of the growth of various Latin American countries emphasizing the variables associated with development: population, technology, capital formation, output, resources, and income distribution. Only one version of A LCS 361 may be taken for credit. Prerequisite(s): A ECO 110 and 111. May not be offered in 2013-2014.

A PHI 425 Contemporary Ethical Theory (3)

Selected normative and meta-ethical theories, with emphasis on issues of interest in contemporary discussions of values and the nature of valuation. Prerequisite(s): A PHI 212 and a 300 level course in philosophy.

A PHI 474 Society and Values (3)

Critical study of ethical and/or political concepts, such as freedom, equality, happiness, duty, rights, virtue, or theories, such as liberalism, pluralism, consequentialism, deontology, and virtue theory through the examination of historical and contemporary works. Prerequisite(s): A PHI 212 and a 300 level course in philosophy, or permission of instructor.

A PSY 385 Evolutionary Psychology (3)

Review of the genetic, ecological, and adaptive correlates of behavior. Topics include the comparative development of higher mental processes, aggression, anti-predator behaviors, biological constraints on learning, and behavior genetics, with emphasis on animal behavior and evolution as a model for understanding human behavior. Prerequisite(s): A PSY 101.

A SOC 325/325Z (formerly A SOC 457/457Z) Sociology of Science (3)

Characteristics of scientific belief systems: social background of the development of science; the social organization of scientific activity; the impact of science on society. Only one version of A SOC 325 may be taken for credit. Prerequisite(s): A SOC 115.

A SOC 326 (= A WSS 326) Sociology of Race, Gender, and Class (3)

Examination of contemporary social constructions of race, gender, and class (primarily) in the United States. Analysis of race, gender, and class as interlocking systems that stratify society. Discussion of key institutions that construct race, gender, and class – especially the media, education, and the political economy. Focus on: both oppressed and privileged positions in the social hierarchies; how we learn about our own and others' race/ethnicity, gender, and social class; how being a member of a particular social category (e.g., a woman or a man; a white person or a person of color; rich, poor or middle class) affects perspectives and opportunities. Prerequisite(s): A SOC 115.

A SOC 340 Social Control (3)

Examines how societies maintain social order and discusses ways that governments define and respond to deviance. Primary emphasis is on the sociological study of conflict management, punishment, and crime control. Prerequisite(s): A SOC 115.

A SOC 341 Social Inequality (3)

Diverse forms of inequality in human society; causes and consequences of inequality; sociological approaches to the study of inequality. Prerequisite(s): A SOC 115.

A SOC 342/342Z Organizations in Society (3)

Analysis of the structure and processes of different types of organizations (e.g., banks, schools, government agencies, computer firms); intra- and inter-organizational relationships; organizations and their environments; organizational effectiveness. Only one version of A SOC 342 may be taken for credit. Prerequisite(s): A SOC 115.

A SOC 344/344Z (= A WSS 344/344Z) Sociology of Women in the Political Economy (3)

The different economic roles women play. The socio-historical determinants of these roles and their implications for the individual and society. Only one version of A SOC 344 may be taken for credit. Prerequisite(s): A SOC 115 or permission of instructor.

A SOC 345 Industrial and Economic Organization (3)

Examination of the relationship between market developments and patterns of industrial organization. The emergence of capitalist market systems and implications for the organization of work. The relationship between markets and production systems in developed industrial economies. Prerequisite(s): A SOC 115.

A SOC 350 Social Movements (3)

Mobilization of social, ethnic, national, and gender groups is the focal concern. Both macro and micro approaches will be employed. Motivations, resources, ideologies, patterns, and outcomes will be discussed. Major theoretical models will be presented and evaluated. Prerequisite(s): A SOC 115.

A SOC 351/351Z (formerly A SOC 444) Social Conflict (3)

Sources and effects of social conflict; stages in the conflict process; strategies of conflicting parties; social control over conflict situations. Only one version of A SOC 351 may be taken for credit. Prerequisite(s): A SOC 115.

A SOC 357 Sociology of Work (3)

Nature and outcome of work for the individual and the society; considerations of gender, age, race, and ethnicity as they interact with employment and unemployment and career patterns; relationships between work and family; the potential for changing work, and the role of power in the workplace. Prerequisite(s): A SOC 115.

A SOC 359/359W/359Y/359Z Medical Sociology (3)

Comprehensive introduction to sociological factors in disease etiology and illness behavior and to the sociology of the organization of medical practice and the health professions. Only one version of A SOC 359 may be taken for credit. Prerequisite(s): A SOC 115.

A SOC 360 Processes of Socialization (3)

Exploration of socialization processes with similarities and differences in occurrence in various social institutions; aspects of socialization in the life cycle of the individual. Prerequisite(s): A SOC 115 and 260, or equivalent.

A SOC 370 Social Demography (3)

The purpose of this course is to provide the student with an in-depth introduction to the field of demography and population studies. Specifically, the course emphasizes the impact of population processes and events on human societies. Sociology, along with other social science disciplines, will be employed to facilitate the understanding of how social and demographic factors interact to create problems throughout the world. Prerequisite(s): A SOC 115.

A SOC 371/371Z (= A ECO 341/341Z) Urban Economics (3)

Analysis of the city-metropolis and the economic forces which condition its growth pattern and allocation of scarce resources. The public sector, especially local government, is examined in its role of solving the problems of inadequate jobs, housing, education, and other services. Only one version of A SOC 371 may be taken for credit. Prerequisite(s): A ECO 110 and 111.

A SOC 373 Community and Urban Sociology (3)

Approaches to the study of community and urban form and process. The city as a coercive product and as a social artifact. The impact of urbanization and other changes on the physical and social structure of communities. The impact of the urban setting upon social institutions, city, metropolis, and megalopolis, the future of cities. Prerequisite(s): A SOC 115.

A SOC 375 U.S. Urban Neighborhood Diversity (3)

Examines racial and ethnic diversity in neighborhoods in contemporary urban America. Explores various definitions of neighborhood and measures used to examine neighborhood segregation. It discusses the importance of one's neighborhood in structuring other aspects of life, including friendships, schools, crime, and health. Attitudes toward integration will be linked to

neighborhood change and metropolitan wide patterns of residential segregation. Prerequisite(s): A SOC 115.

A SOC 395 Capitalize on Community (3)

Community forums, focus groups, and face-to-face interviews will be utilized to understand why there is a disconnect between the faith-based community, healthcare providers and the population most at-risk of HIV/AIDS. Students will have an opportunity to provide leadership in the development of programs and policies to enhance efforts to prevent the spread of this dread disease. May be repeated once for credit. Prerequisite(s): A SOC 115.

A WSS 303 Popular Technology: Advocacy and Activism in an Age of IT (3)

How can activists, scientists, and scholars democratize science and technology? This seminar explores the social, historical, and ethical dimensions of modern technology through the lens of global social movements and activism. Students will be introduced to basic social movements and activism. Students will be introduced to basic social movement theory as well as concepts from science and technology studies (STS) and feminist theory in order to examine the socio-economic and ideological barriers to creating science and technology oriented more toward human needs. Topics may include appropriate technology in the “developing” world; women’s and community health movements; community supported agriculture; popular epidemiology in global AIDS organizing; environmental justice; and the Indy Media movement. The course offers the option of completing a team-based, service-learning project in collaboration with a local community-building organization. Community partners include organizations focusing on community health, environmental justice, technology access, independent media, etc.

A WSS 309 Activism and Health (3)

This course investigates current concerns about health through transnationalfeminist analysis and activism in the context of social change movements. Feminist and related movements for social justice have long recognized health as a basic human right. Many of the world’s nations, however, including the United States, do not. Topics will vary with current critical issues but may include achievements and struggles of women’s health movements; the control of birthing practices and reproduction; illness and mortality across socio-economic status, race/ethnicity, sexualities, and geographic regions; and scientific evidence, cultural beliefs, and economic interests in different healthcare systems. Mainly for sophomores and juniors. Prerequisite(s): preferably at least one course in women’s, gender and sexuality studies or health/biology. A WSS 109 is the best preparation for this course. May not be offered in 2013-2014.

A WSS 330 Gender, Class, and Community in Modern China (3)

This course examines the meanings of gender, class, and community in the Chinese cultural context. Topics include: construction and representations of gender and sexuality in modern China; family and kinship systems; media and consumer culture; urbanization and modernism. Developments in Taiwan will be included where appropriate. May not be offered in 2013-2014.

A WSS 344/344Z (= A SOC 344/344Z) Sociology of Women in the Political Economy (3)

The different economic roles women play. The socio-historical determinants of these roles and their implications for the individual and society. Only one version of A WSS 344 may be taken for credit. Prerequisite(s): A SOC 115 or permission of instructor.

A WSS 360 Feminist Social and Political Thought (3)

Study of the sources of contemporary feminist thought and the directions feminism has taken since the 60s. Contemporary feminism analyzed both as a historical movement and as a body of political theory. Particular attention will be paid to diversity within feminist theory and its differences with traditional political theory. Prerequisite(s): A WSS 101 or 220 or R POS 101, or permission of instructor.

A WSS 365 (= A ANT 365) The Anthropology of New Reproductive Technologies (3)

A cross-cultural perspective on how new reproductive technologies (including in vitro fertilization, surrogacy, ultrasound, prenatal screening for disability, sex selection, fetal surgery, and neonatal intensive care) are transforming the experience of procreation and challenging cultural notions of kinship, personhood, and what it means to be human. Only one version of A WSS 365 may be taken for credit. Prerequisite(s): 3 credits in anthropology, philosophy, or women's, gender and sexuality studies.

A WSS 401/401Z Sex/uality, Race, and Class in Science and Health (3)

This seminar will investigate the rich and problematic relationship between the sciences and issues of sex/gender, sexuality, race, class, and ableness, including cultural biases in science and health. Drawing on the new scholarship about women in the sciences in this country, we will investigate the changing status and activities of women over the past two centuries and the consequences for the sciences and technology. Within an historical context, the course will emphasize the impact of anti-racist feminism on the sciences and health in the past three decades. Key analytical questions include: How is scientific knowledge made, believed, and used? What forces control its production and use? What constitutes evidence in science—for scientists and for citizens, and how is that decided? What role do “western” science and technology play in globalization and its impact on people's lives within the U.S. and throughout the world? What forces are working to transform science to increase social, political, and economic justice? What theoretical and practical insights accrue from intersectional feminist analyses (working with the intersections of sex/gender, racial/ethnic heritage, class, ableness, and global status) of science and health? What is the potential for feminist science studies to transform the sciences and health? Examples of specific topics that may be addressed are biological determinism, environmental pollution, and breast cancer science and politics. Only one version of A WSS 401 may be taken for credit.

A WSS 416 (= A ENG 416) Topics in Gender, Sexuality, Race, or Class (3)

Focused examination of topics in the study of gender, sexuality, race and/or class, as they are positioned and defined in literary or other texts from any period(s) or geographic region(s). Individual semesters may focus on, among other areas: a particular historical period, genre, or theme; theories of gender, sexuality, race, and/or class as related to literary or other forms of representation; a particular cultural problem. May be repeated once for credit when content varies. Prerequisite(s): senior standing, at least one literature course, and permission of instructor.

A WSS 430Z (= A LCS 430Z) Environmental Justice: Racism, Classism, Sexism (3)

In Environmental Justice: Racism, Classism, and Sexism, we will explore how racism, classism, and sexism impact current environmental “events,” including environmental policy-making,

public health outcomes, and the rhetoric and politics of environmentalism. Surveying the development of environmental awareness among the public, philosophies behind such awarenesses, and resulting shifts in policy, we will focus on the growth of the environmental justice movement, and will consider how various groups have addressed environmental degradation and injustice. Also under consideration will be a set of related issues: how globalization has impacted these events, the feminist critique of science and its impact, relationships between grass-roots activism (for example, native American activists and other Environmental Justice groups) and between these groups and more scholarly approaches, and contributions by artists, labor-rights groups, religious leaders, animal rights activists, and deep ecologists. Prerequisite(s): Students, at whatever level, are welcome. The requirements will differ for graduate and undergraduate students. For example, graduate students will be reading more theoretical articles, and will be responsible for explaining these to the undergraduate students. In addition, graduate students will be required to submit a final research paper that is much longer (12-20 pages) than that required for undergraduate students. Only one version of A WSS 430Z may be taken for credit. May not be offered in 2013-2014.

A WSS 433 (= R POS 433) Women, Politics, and Power (3)

Examines the role of women within American society; identifies the systematic factors that have contributed to women's sociopolitical exclusion; investigates selected contemporary ideologies that posit a redefinition of the power relationships within society as the primary political objective. Only one version of A WSS 433 may be taken for credit. Prerequisite(s): R POS 101 or permission of instructor.

A WSS 451 (= A HIS 451 & A LCS 451) Gender & Class in Latin American Development (3)

The study of the historical interplays of cultural, ideological, and structural factors affecting women's lives during the course of Latin America's experience with modernization and industrialization during the 19th and 20th centuries. Topics covered may include: household work, paid work, migration, growth of female headed households, women's political participation, and women's participation in social movements. Only one version of A WSS 451 may be taken for credit. Prerequisite(s): any course in Latin American studies and/or women's studies and/or history.

E CPY 360 Psychology, Cultural Diversity, & Social Justice (3)

This course will examine several aspects of diversity as it relates to U.S. culture and society. Moreover, the course will examine and explore the psychological effects of various types of oppression (i.e., racism, heterosexism, and classism) as they impinge upon specific communities within the U.S. and individuals within those communities. In addition, this course will include topics related to social justice and advocacy related to the improvement and empowerment of marginalized groups studied. The course will incorporate various sources of knowledge and content to provide a comprehensive perspective on the multiple layers of cultural diversity represented in U.S. culture. These sources include readings, class discussions, video presentations, experiential activities, and guest lecturers.

H SPH 310 (= H HPM 310) Health Care in the U.S.: Key Policy Issues (3)

This course is an overview of the status, trends, and key issues concerning U.S. health care

delivery today. It will include a comparative assessment of health policies by determining which issues in the U.S. health economy have similar causes with those in other nations, and which are specific to domestic circumstances. Only one version of H SPH 310 may be taken for credit. Prerequisite(s): A ECO 110 or permission of instructor.

H SPH 341 Promoting Healthy People and Communities (3)

This course focuses on how health promotion strategies influence healthy behaviors, healthy people, and healthy communities. Current public health issues will guide us in examining key health promotion concepts, health concerns at different ages, and the causes of different health behaviors. Health inequalities and mass media's role will also be highlighted.

H SPH 343 Mass Media and Health Behavior (3)

The course will focus on examining how entertainment media, including the Internet, influences health behavior, including topics such as tobacco use, obesity, and violence. The course will also look at the role that advertising has on health, and discuss how the media can be used to educate people about healthy behavior.

H SPH 381 (= H HPM 381 & A ECO 381) Economics of Health Care (3)

Economics concepts are used to explain the nature of demand and supply in the health care field. The behavior of consumers and health care providers is examined from an economic perspective. Areas of market failures and the rationale for government intervention are also described. Only one version of H SPH 381 may be taken for credit. Prerequisite(s): A ECO 300 or permission of instructor.

R PAD 300 (formerly R PUB 300) Public Administration and Policy (1)

For Honors students, R PAD credit used to designate an existing 300 level R PAD course as taken for honors credit and entailing an additional research and writing component to be determined by course instructor. Must be taken three separate occasions in at least three separate 300 level or above R PAD classes to meet Honors requirements. Prerequisite(s): must accompany enrollment in R PAD 300 level course.

R PAD 301 (formerly R PUB 301) The Philosophy of Public Policy (3)

Examination of the various theoretical approaches to the study of public policy and of the ethical, epistemological, ideological, and logical problems encountered in an examination of the claims of contemporary policy science. Prerequisite(s): R POS 101 and R POS/R PAD 140.

R PAD 302 Understanding Public Organizations (3)

The major objective of this course is to provide students with an opportunity to explore basic ideas about how people work in large (work) organizations, and the processes and structures that operate day to day in such organizations. The course examines how people act and interact within organizations and attempt to change those organizations, and how organizations react to the individuals who comprise the organization. The course uses multiple perspectives or frames as a way of understanding of individual and organizational behavior in work organizations. Only one version of R PAD 302 may be taken for credit.

R PAD 303 Public Administration and Management (3)

Introduction to the field of public administration as its theory and practice have developed in the United States, emphasizing current trends and problems of organization and management in such areas as personnel policy, budget making, policy research, and planning. Prerequisite(s): junior or senior standing.

R PAD 307 Professional Applications for Public Administration and Policy (3)

Course emphasizes the early development of professional skills, the ability to work in teams, career planning, and an awareness of trade-offs in modern administration. Prerequisite(s): R PAD 204.

R PAD 316 (= R POS 316; formerly R PUB 316) Methodological Tools for Public Policy (3)

Introduction to research design, statistics, and computer usage in public policy with an emphasis on the interpretation of results. Students examine experimental, quasi-experimental, and non-experimental research designs, summarize and present univariate distributions, perform bivariate and multivariate analyses including simple cross-tabulations and multiple regression analysis, and learn to use a computer to perform statistical and data management operations. Only one version of R PAD 316 may be taken for credit.

R PAD 321 (= R POS 321) State and Local Government (3)

Course focus is on intergovernmental relations; the interdependent roles of governors, legislatures, and courts in policymaking and implementation; the organization, functions, and jurisdiction of local governments; interaction of political parties and interest groups with formal institutions and processes; and problems in selected functional areas. Emphasis will be placed upon socio-economic trends leading to change in state and local governments, consequent issues raised, and proposals made in response to such issues. Only one of R POS 321 may be taken for credit. Prerequisite(s): R POS 101.

R PAD 324 Introduction to System Dynamics (3)

System Dynamics applies computer simulation to the study of feedback-rich systems in the social, behavioral, environmental, and management sciences. This course teaches the basic principles of system dynamics with a hands-on approach involving frequent problem sets and case studies. Students will learn the basic principles governing systems modeling as well as how to create computer-based simulation models. Prerequisite(s): R PAD 204.

R PAD 325 (= R POS 325; formerly R PUB 325) The Government and Politics of New York State (3)

Introduction to the major political governmental institutions in New York. Examines the executive, legislative, and judicial branches of government; the nature of parties and election, and of selected policy questions. Only one version of R POS 325 may be taken for credit. Prerequisite(s): R POS 321.

R PAD 328 (= R POS 328; formerly R PUB 328) Law and Policy (3)

Examination of the role of the courts in the public policy process and in substantive policy fields; integrates the literature of law and policy and applies it to such areas as mental health

care, corrections, human resources, education, and housing policy. Only one version of R POS 328 may be taken for credit.

R PAD 329/329Z (= R POS 329/329Z) Bureaucratic Politics (3)

Examination of political behavior within and among administrative agencies, focusing on the sources of power in the bureaucracy, and the ways in which agencies use their political resources to shape public policy. Only one version of R PAD 329 may be taken for credit. Prerequisite(s): R POS 101 and 102, or junior or senior standing.

R PAD 340 (= R POS 340; formerly R PUB 340) Introduction to Policy Analysis (3)

Policy analysis involves advising policy makers about political, technical, and implementation feasibility of their options. This course will introduce students to different roles played by analysts, techniques of analysis, and to the range of generic policy implements. Only one version of R POS 340 may be taken for credit. Prerequisite(s): R PAD/R POS 140, R PAD/R POS 316, A ECO 110. May substitute R PAD 316 with an alternate introductory statistics course. May waive R PAD 140 with permission of the instructor.

R PAD 341 (= R POS 341; formerly R PUB 341) Washington in Perspective (3)

A course using current government and politics to evaluate political science treatments of the process. Offered as part of the spring Washington Semester program. Admission by application. Enrollment limited. Preference given POS Honors students. For information and applications, see Department of Political Science office or website. Deadlines and interviews in the early fall. Prerequisite(s): R POS 101, one 300 level course in American government, junior standing. Corequisite(s): R POS 342 and 495Z, or R PAD 342 and 490Z.

R PAD 342 (= R POS 342; formerly R PUB 342) Washington Internship (9)

This is the internship component of the department's spring Washington Semester program. Admission by application. Enrollment limited. Preference to POS Honors students. For information and applications, see Department of Political Science office or website. Deadlines and interviews in early fall. Does not count toward a Public Policy and Management major or minor. Prerequisite(s): R POS 101, one 300 level course in American government, junior standing. Corequisite(s): R POS 341 and 495Z or R PAD 341 and 490Z. S/U graded.

R PAD 364 (= R POS 366) Approaches to Development (3)

Leaders and citizens of low and moderate income countries have long worked to increase economic, social and political development. After reviewing the origin and evolution of these concepts, the class will focus on how national leaders, international institutions as the World Bank, and nongovernmental organizations have pursued development. The class will address the steps that can be taken to address persistent problems of global poverty, public health, deficits in democracy, and widespread armed conflict. The course will take an interdisciplinary approach that will blend insights from the disciplines of economics, political science, and anthropology in order to generate fresh thinking on important policy issues facing governments in developing and developed countries. Aside from readings, and class discussions, groups of students will work together to address important issues in policy memos that will be presented to the class. Only one version may be taken for credit. Prerequisite(s): junior or senior status.

R PAD 366 International Environmental Policy (3)

The class investigates how environmental consciousness arose in major industrial countries and the subsequent formation of environmental policies and institutions in China and India. After reviewing US experience, the class considers critical dilemmas including climate change, water scarcity and renewable energy. Prerequisite: junior or senior status.

R PAD 390 (= R POS 390; formerly R PUB 390) Internship: Political Science/Public Administration & Policy (3)

Students will actively participate in the political process through working in a staff position at a recognized political agency, organization or institution to test — in a nonacademic setting — the concepts and theories examined in the classroom. Internships are open only to qualified juniors and seniors who have an overall grade point average of 2.50 or higher. Only one version of R POS 390 may be taken for credit. Permission of instructor required. S/U graded.

R PAD 395 (= R POS 395; formerly R PUB 395) International Political Economy (3)

Examines world trade conflicts and impact of economic nationalism on global economy. Emphasizes U.S. policy formulation in recent decades and trade protection and economic nationalism as exercised in U.S. domestic and foreign policy. Only one version of R POS 395 may be taken for credit. May not be offered in 2013-2014.

R PAD 396 (= R POS 396; formerly R PUB 396) Energy Policy, Domestic and International (3)

Analyzes present and future shortfall of energy supplies, availability of fuel sources to replace imported oil or U.S. energy production, and conflicts between OPEC, OECD consumers, and U.S. government. Projections of future conflict over energy controls within and between nation states. Only one version of R POS 396 may be taken for credit. Prerequisite(s): R POS 101 or 140, or junior or senior standing. May not be offered in 2013-2014.

R PAD 410Z (= R POS 410Z; formerly R PUB 410Z) Minorities and the Politico-Legal System (3)

Selected minority problems that appear in connection with the politico-legal system. Considers legislative, administrative and judicial responses and explores alternative public policy options. Only one version of R POS 410Z may be taken for credit.

R PAD 424 Systems Thinking and Strategic Development (4)

The course represents a set of concepts and tools for thinking through complex system-wide problems that challenge government managers' ability to design and manage cross-agency and intergovernmental policies and programs. Students will learn to diagnose and solve complex system-level problems by applying systems thinking and strategic planning tools to case examples. Prerequisite(s): permission of instructor.

R PAD 490Z (= R POS 495Z; formerly R PUB 490Z) Research and Writing in Washington (3)

This is the research and writing component of the department's spring Washington Semester program. Admission by application. Enrollment limited. Preference to POS Honors students. For information and applications, see Department of Political Science office or website. Deadlines

and interviews in early fall. Prerequisite(s): R POS 101, one 300 course in American government, junior class standing. Corequisite(s): R POS/R PAD 341 and R POS/R PAD 342. POS majors who wish to use R POS 495Z for an Honors essay (in lieu of R POS 499Z) should also enroll in R POS 400.

R PAD 499 (formerly R PUB 499) Policy Capstone (3)

This course builds on the analytical tools and theoretical concepts developed in the Public Policy and Management core to explore the field of policy analysis, rationales for policy intervention, and a range of policy tools. Students will learn how to locate and apply external information sources, evaluate the strengths and weaknesses of existing policy analyses, develop a plan to study a new policy issue, and effectively communicate these complex ideas in writing. May not be taken by students with credit for R POS/ R PAD 340. Prerequisite(s): R PAD 140, R PAD 316, A ECO 110, A ECO 111.

R POS 319 American Political Development (3)

A study of the historical shaping of American politics. Encompassing institutions, public policies, political culture, and political economy, American Political Development uncovers patterns of political stability and change. It explores critical episodes in American political history in a theoretically-informed fashion. Only one of R POS 319 and T POS 219 may be taken for credit. Prerequisite(s): R POS 101.

R POS 320 American Federalism (3)

This course focuses on the theoretical, constitutional, and political dimensions of American federalism, including the tensions between the planes of government, interstate relations, and the problem-solving capabilities of the federal system. Particular emphasis is placed upon the formal powers of each plane of government and the limitations upon these powers. The reasons for and the political significance of the increasing use of preemption powers by the Congress will be examined.

R POS 334 American Political Parties and Groups (3)

Examination of the theory, organizational forms, and dynamics of political group formation and activity, with special attention given to the political party system, interest groups, political leadership and electoral behavior.

R POS 337 Campaigns and Elections in U.S. (3)

This course will examine how people run for office in the United States. We will examine elections for the presidency, Congress, etc. Topics will include the decision to run prenomination and general election campaigns; the role of parties; interest groups; media; campaign finance; advertising and other campaign techniques. The assignments also include historical comparisons to consider what makes some elections more significant than others. We need to ask what elections really decide besides who holds office. Ultimately, the basic issue is whether the structure and content of

R POS 365 Government and the Mass Media (3)

Study of the relation of the mass media to the American political process, including an examination of the effect of the mass media on legislative actions, the executive, voting behavior, and the bureaucracy. f U.S. elections fosters or distorts democratic representation.

R POS 364 Building Democracy (3)

A key shift in politics around the world has been the increasing number of democracies. This shift has important implications for everything from human rights to economic policy. This course will explore the causes and effects of democratization focusing on topics such as political economy, international pressures, and coalition building.

R POS 365 Government and the Mass Media (3)

Study of the relation of the mass media to the American political process, including an examination of the effect of the mass media on legislative actions, the executive, voting behavior, and the bureaucracy.

R POS 368 Information Technology and World Politics (3)

Broad overview of the information revolution and its political consequences. Examines the impact of information technologies on diplomacy, global security, the international political economy, and international organization with a particular emphasis on the use of administrative information systems and the Internet by governments and other public sector organizations

R POS 438Z Political Behavior (3)

Politically relevant behaviors are discussed in terms of their psychological and sociological determinants. Emphasizes manifest and latent political training in numerous contexts.

R POS 473Z Economic Relations in the Global System (3)

An inquiry into international trade relations, energy and foreign economic policies adopted by industrial and developing nations, and the exchange relations that govern the course of transnational politics. Prerequisite(s): R POS 101, 102, and junior or senior standing.

R SSW 301 Human Behavior and The Social Environment (3)

Knowledge of human behavior and the social environment as a basis for generalist practice with individuals, families, groups, and communities. Includes theoretical and empirical knowledge about the range of normal bio-psycho-social development and the nature and impact of oppression and discrimination on individuals and families throughout the life course. For majors only. Prerequisite(s): permission of instructor.

R SSW 408 Organizational and Community Theory (3)

An introduction to social work practice at the organizational and community levels, with emphasis on oppressed populations. Includes the history of communities, organizations, and macro-practice in social work; major approaches to organizational behavior and community dynamics; the nature of non-clinical social work; the organizational and community contexts for the provision of social services; and skills for working in organizations and communities. For majors only. Prerequisite(s): permission of instructor, R SSW 210 and 301.

UUNI 391 Senate Session Assistants Program (15)

The Senate Sessions Assistant Program aims to foster an appreciative understanding of the role of processes, personalities, and problem solving in state government. Through the orientation process, the academic program administered by the Student Program Office, and activities

assigned throughout placement, interns become conversant with Senate procedures and resources, and interact with a range of key persons

**University at Albany
Urban Studies and Planning**

**Appendix 4
Syllabi for new courses**

Syllabus

Methods of Urban Analysis
Course number USP 375/ GOG 375
M W 2:45-4:05
Fall 2007
AS Room 121

Instructor: David A. Lewis
Phone (518) 442-4595
Fax (518) 442-4742
Email: dalewis@albany.edu
Office hours: M, W 9:00-11:00
Or by appointment

Course overview and objectives: Essentially, this class will build a foundation for the larger field of statistical analysis and planning methodologies. Students will develop fundamental skills, such as data collection and presentation, descriptive analysis, and data interpretation. When the course successfully completed, students will be to identify different types of data, accurately present data in table and graphic format, describe and analyze data using statistical tools such as measures of central tendency and dispersion, conduct hypothesis testing, build confidence intervals and use these tools to analyze places.

Grading Policy: No late work will be accepted and class attendance is mandatory. All violations of the academic integrity policy at the minimum will result in a failure for the assignment.

Midterm	30%
Class participation	5%
Quizzes	20%
Homework assignments	15%
Final exam	30%

There are required readings for each class. In addition, each week there will be a homework assignment due the following class session. There will be two exams and 10 unannounced quizzes.

Required Texts: (available at Mary Jane's Books)

Ott and Mendall. 1994. *Understanding Statistics*, Sixth edition. Belmont California: Duxbury Press. (or comparable introduction to statistics text book)

Klosterman, Richard. 1990. *Community Analysis and Planning Techniques*. Lanham, MD: Rowman and Littlefield Publishers.

Other readings will be handed out in class or available online at:
<http://eres.ulib.albany.edu/coursepage>. The case sensitive password is pln430.

Schedule:

August 27: Introduction: Data Collection and presentation and class overview.

Due next class read in Mott and Mendall, chapters 1 and 2 (skip sections 2.3 and 2.4).
Read Chapter 1 in Cuzzort and Vrettos. 1996. *The Elementary Forms of Statistical Reasoning*. NY: St. Martin's Press. (e-reserve)

Homework due next class, problems 1.1, 1.2, 1.3, 1.4. All in Mott and Mendall

Using Census Data City Description Project Due September 19th. See hand out for details.

August 29: Data Collection and presentation

Due next class read in Mott and Mendall chapter 3 up to page 67.

Homework due next class problems 3.1, 3.2, 3.3, 3.4, 3.9, 3.14, and 3.17. All in Mott and Mendall

September 5: Numerical Description of data; measures of central tendency and dispersion

Due next class read in Mott and Mendall chapter 3 pages 67-70 and chapter 4 pages 90-97.

Homework due next class problems 3.18, 3.19, 3.20, 3.23, 4.1, 4.2. All in Mott and Mendall

September 10: Numerical Description of data; measures of central tendency and dispersion

Due next class read Tuft, Edward. 1983. The Visual Display of Quantitative Information. Chesire, CN: Graphics Press. Pages 13-53. (e-reserve)

September 17: Students present city data, review homework assignments and quizzes, open question and answer session

Due next class read in Mott and Mendall chapter 5 pages.

Homework due next class problems 5.3, 5.4, 5.5, 5.14, 5.16, 5.24. All in Mott and Mendall

September 19: Probability and relationships

Due next class read in Mott and Mendall chapter 5 focus on pages 175-188..

Homework due next class problems. 5.24, 5.30, 5.32, 5.36, 5.40, 5.42, 5.56 All in Mott and Mendall

September 24: Probability laws and binomial experiments

Due next class read in Mott and Mendall chapter 6 pages 198-218.

Homework due next class problems 6.4, 6.6, 6.9, 6.11, 6.13. All in Mott and Mendall

September 26: Probability laws and binomial experiments

Due next class read in Mott and Mendall chapter 6 pages 198-218.

Homework due next class problems 6.15, 6.6.16, 6.19, 6.24, 6.30, 6.32, 6.26, 6.40. All in Mott and Mendall

October 1: Estimation and confidence intervals

Due next class read in Mott and Mendall chapter 7 (omit sections 7.4 and 7.6).

Homework due next class problems 7.4, 7.6, 7.8. All in Mott and Mendall

OCTOBER 3: MIDTERM EXAM (covers every thing up to and including probability and binomials)

October 8: Review Midterm and Introduction to hypothesis testing

Due next class read in Mott and Mendall chapter 8 (omit sections 8.3, 8.5, 8.6 and in section 8.2 pages 301-303).

Homework due next class problems 8.3, 8.5, 8.6, 8.7. All in Mott and Mendall

October 10: Introduction to hypothesis testing

Due next class read in Mott and Mendall chapter 10 sections 10.3, 10.7, 10.8

Homework due next class problems 7.3, 7.5, 7.8, 7.10, 7.11, 7.12, 7.29, 7.32, 8.2, 8.4, 8.10, 8.28, 8.30 All in Mott and Mendall

October 15: Hypothesis testing continued

Review Homework assignments and quizzes from 9/19 to 10/10

Due next class read in Mott and Mendall chapter 11 pages 445-474.

Homework due next class problems 10.3, 10.6, 10.8, 10.11, 10.30, 10.48, 10.50, 10.56 All in Mott and Mendall

October 17: Chi-square analysis

Due next class read in Mott and Mendall chapter 12 sections pages 505-518.

Homework due next class problems 11.34, 11.32, 11.44, 11.50 All in Mott and Mendall

October 22: Correlation and analysis of variance ANOVA.

Due next class read in Mott and Mendall chapter 12 sections pages 505-518.

Homework due next class problems 11.34, 11.32, 11.44, 11.50 All in Mott and Mendall

October 24: Least square regression analysis

Due next class read in Klosterman chapters 1 and 2

Homework due next class see handout

October 29: Population forecasting using extrapolation techniques

Due next class read in Klosterman chapter 3

Homework due next class see handout

October 31: Population forecasting using extrapolation techniques

Due next class read in Klosterman chapter 4

Homework due next class see handout

November 7: Time-Cohort Component Technique

Due next class read in Klosterman chapter 9
Homework due next class see handout

November 12: Location Quotients

Due next class read in Klosterman chapter 10
Homework due next class see handout

November 14: Economic Base Analysis

Due next class read in Klosterman chapter 11
Homework due next class see handout

November 19: Review Homework assignments, quizzes from 10/15 to 11/19

November 26: More Economic Base Analysis

Homework due next class see handout

November 28: Critiques of Economic Base

December 3: More Data Sources Explored

December 5: Review

Final Exam: To Be Announced

Syllabus

People, Place, and Power
Course number USP 460/ GOG 460
M & W 2:45-4:05
Fall 2011
AS Room 121

Instructor: David A. Lewis
Phone (518) 442-4595
Fax (518) 442-4742
Email: dalewis@albany.edu
Office hours: M & W 9:00-11:00
Or by appointment

Grading Policy: No late work will be accepted and class attendance is mandatory. All violations of the academic integrity policy at the minimum will result in a failure for the assignment.

Newspaper article reviews	20%
Class participation	10%
Quizzes	25%
Final exam	25%
Advocacy Letter	20%

There are required reading for each class. In addition, each week you will review a recent major newspaper article that addresses an environmental planning issue. This journal will be reviewed in the middle of the term and during the last week of the term. In addition, there will be 10 unannounced quizzes throughout the semester based on the readings for the class.

Course Description: This course will examine the relationships between current energy supplies and alternatives that are renewable and more environmentally sustainable. It begin with defining energy then turns to an analysis of the economic, social, political, and technological factors that determine the potential a carbon free energy future.

Course objectives include: At the end of this course, students will be able to 1) identify how normative bias influences planning and policy choices; 2) describe major conflicts in energy planning and policy; and 3) understand the differences between physical/technological barriers versus economic/political impediments to sustainable energy planning/policy options.

Required Texts: (available at Mary Jane's Books)

Gilding, Paul. 2011. *The Great Disruption: Why Climate Change Will Bring On the End of Shopping and the Birth of a New World*. New York: Bloomsbury Press.

Other readings will be handed out in class or available online at the University at Albany's Library E-Reserve website. The case sensitive password is pln485.

Schedule:

August 30: Introduction

August 31: What changes peoples environmental actions?

Ridley, Matt and Low, Bobbi. 1996. Can Selfishness Save the Environment? in Readings in Planning Theory edited by Campbell and Fainstein. New York: Blackwell.

SEPTEMBER 5: NO CLASS

September 7: Energy Policy in the US

Readings:

GAO. 2005. U.S. National Energy Policy: Inventory of Major Federal Energy Programs and Status of Policy Recommendations. Washington, DC. U.S. Government Accountability Office. Pages 1-63.

Laird, Frank. 2009. A Full-Court Press for Renewable Energy. *Issues in Science and Technology*. 25(2): 53-56.

Jennings, Philip. 2009. New Direction in Renewable Energy Education. *Renewable Energy: An International Journal*. 34(2): 435-439.

September 12: Current Energy Consumption and Fuel Sources List of Elected Official and Contact Information Due

DOE. 2009. Annual Energy Review, 2009. Washington, DC. U.S. Department of Energy. Review tables in sections 1, 2, 4, and 10.

Sovacool, Benjamin. 2007. Coal and Nuclear: Creating a False Dichotomy for American Energy Policy. *Policy Sciences*. 40(2): 101-122.

September 14: Available Renewable Energy Resources

National Academy of Science. 2010. Electricity from Renewable Resources: Status, Prospects, and Impediments. Washington, DC: National Academies Press. Pages 1-63.

September 19: Impacts of Current Energy Supplies and Consumption

Dincer, Ibrahim . 2001. [Environmental Issues: I-Energy Utilization](#). *Energy Sources*. 23(1)

Dincer, Ibrahim. 1998. Energy and Environmental Impacts: Present and Future Perspectives. *Energy Sources*. 20: 427-453,

September 21: Energy, the Environment and the Economy Elected Official Review Due

Readings

Bezdak, Roger. 1995. The Net Impact of Environmental Protection on Jobs and the Economy. In *Environmental Justice: Issues, Policies and Solutions*. Edited by Bryant, B. Washington, DC: Island Press.

More readings next page

Meyer, Stephen. 1995. The Economic Impact of Environmental Regulation. *Journal of Environmental Law and Practice*. 3(2): 4-16.

September 26: Policy not Politics

Readings:

Norberg-Bohm, Vicki. 2000. Creating Incentives for Environmentally Enhancing Technological Change: Lesson from 30 Years of U.S. Energy Policy. *Technological Forecasting and Social Change*. 65: 125-148.

Jacobsson, Staffan and Johnson, Anna. 2000. The Diffusion of Renewable Energy Technology: An Analytical Framework and Key Issues for Research. *Energy Policy*. 28: 625-640.

September 28: NO CLASS

October 3: Wind Power
Topic of the Advocacy Letter Due

Readings:

Bolinger, Mark. 2004. Making European-style community wind power development work in the US. *Renewable and Sustainable Energy Reviews*. 9(6): 556-575.

Wickersham, Jay. 2004. Sacred Landscapes and Profane Structures: How the Offshore Wind Power Challenges the Environmental Impact Review process. *Environmental Affairs*. 31(325): 325-347.

October 5: Wind Power

Readings:

Lewis, Joanna and Wisner, Ryan. 2007. Fostering a Renewable Energy Technology industry: An International Comparison of Wind Industry Policy Support Mechanisms. *Energy Policy*. 35: 1844-1857.

Leithead, W.E. 2007. Wind Energy. *Philosophical Transactions of the Royal Society*. 365: 957-970.

October 10: Wind Power
Journal Dues for Review: Six weekly entries should be completed.

Readings:

Peel, Deborah and Lloyd, Gregory. 2007. Positive Planning for Wind-Turbines in an Urban Context. *Local Environment*. 12(4): 343-354.

[Katherine Richardson](#), [Dorthe Dahl-Jensen](#), [Jørgen Elmeskov](#), [Cathrine Hagem](#), [Jørgen Henningsen](#), [John Korstgård](#), [Niels Buus Kristensen](#), [Poul Erik Morthorst](#), [Jørgen E. Olesen](#), [Mette Wier](#), [Marianne Nielsen](#), [Kenneth Karlsson](#). 2011. Denmark's Road for Fossil Fuel Independence. *Solutions for a Sustainable and Desirable Future*. 2(4): <http://www.thesolutionsjournal.com/node/954>

October 12: ACSP NO CLASS

October 17: Hydrofracturing

Film: Gasland

Readings:

To be announced

October 19: Draft Supplemental Generic Environmental Impact Statement (SGEIS)

Readings:

NYSDEC. 2011. Preliminary Revised Draft SGEIS on the Oil, Gas and Solution Mining Regulatory Program. Albany, NY: NYS Department of Environmental Conservation. (July 2011). Pages to be announced.

October 24: Renewable Options in NYS

Readings:

Van Haaren, Rob and Fthenakism Vasikis. 2011. GIS Based Wind Farm Site Selection using multi-criteria analysis (SMCA): Evaluating the case of New York. *Renewable and Sustainable Energy Review*. 15: 3332-3340.

Hevesi, Alan. 2005. *Energizing the Future. The Benefits of Renewable Energy for New York State*. Albany, NY: New York State Comptroller's Office.

October 26: Conservation**Readings:**

National Academy of Science. *American's Energy Future: Technology and Transformation; Summary Edition*. Washington, DC: National Academies Press. Pages 9 through 49 and pages 82 through 94.

ASSIGNMENT:

What is the most effective per dollar way to improve energy efficiency in a residential household?

What is your carbon footprint?

October 31: Local Level Actions**Draft of Advocacy Letter Due****Readings:**

Parker, Paul and Rowlands, Ian. 2007. City Planners Maintain Climate Change Despite National Cuts: Residential Energy Efficiency Programme Valued at Local Level. *Local Environment*. 12(5): 505-517.

Condon, Patrick; Cavens, Duncan; and Miller, Nicole. 2009. *Urban Planning Tools for Climate Change Mitigation*. Cambridge, MA: Lincoln Institute of Land Policy.

November 2: Why Equality Matters**Readings**

Moyers, Bill. 2003. *The Progressive Story of America*. Washington, DC.

MacEwan, Arthur and Miller, John. 2011. *Economic Collapse, Economic Change: Getting to the Roots of the Crisis*. London: M.E. Sharpe. Pages 33-52.

Also, review www.Equalitytrust.org

Look at the graphs regarding the effect of inequality on social outcomes

November 7: But There is No Money**Readings:**

Ludder, Sunshine and Parrott, James. 2010. *New York has the Ways and Means: How and Why Wall Street Should Give Back to Main Street*. New York: Fiscal Policy Institute.

Greenhouse, Steven. 2011. The Wageless, Profitable Recovery. *New York Times*. August 3, 2011. Accessed on 8/3/11 at <http://economix.blogs.nytimes.com/2011/06/30/the-wageless-profitable-recovery/>

Krugman, Paul. 2011. Corporate Cash Con. *New York Times*, online July 3, 2011. at <http://www.nytimes.com/2011/07/04/opinion/04krugman.html>

November 9: Taxes, Investment, and Other Factors

Readings:

Simon, Christopher. 2009. Cultural Constraints on Wind and Solar Energy in the U.S. Context. *Comparative Technology Transfer and Society*. 7(3): 251-269.

Delbeke, J.; Klaassen, G.; van Ireland, T.; Zapfel, P. 2010. The Role of Environmental Economics in Recent Policy Making at the European Commission. *Review of Environmental Economics and Policy*. 4(1): 24-43.

ASSINGMENT:

Who developed and built the internet?

Who financed the development of computers?

Who developed GPS?

Where does Google Earth get most of its geographical shape files from?

November 14: Global Supplies and Other Issues

Film: Crude Awakening: The Oil Crash

Readings:

Chow, Jeffrey; Kopp, Raymond; and Portney, Paul. 2003. Energy Resources and Global Development. *Science*. 302(5650): 1528-1531.

Ferguson, Andrew. 2001. Population and the Demise of Cheap Energy. *Politics and the Life Sciences*. 20(2): 217-226.

November 16: What Lies Ahead, I

Readings:

Gilding, Paul. 2011. *The Great Disruption: Why Climate Change Will Bring On the End of Shopping and the Birth of a New World*. New York: Bloomsbury Press. Chapters 2 & 3.

November 21: What Lies Ahead, II

Final Draft of Advocacy Letter Due

Readings:

Gilding, Paul. 2011. *The Great Disruption: Why Climate Change Will Bring On the End of Shopping and the Birth of a New World*. New York: Bloomsbury Press. Chapters 4&5.

NOVEMBER 23: NO CLASS

November 28: What Lies Ahead, III

Readings:

Gilding, Paul. 2011. *The Great Disruption: Why Climate Change Will Bring On the End of Shopping and the Birth of a New World*. New York: Bloomsbury Press. Chapters 11 & 12.

November 30: Alternatives

Readings:

Ivner,, Jenny. 2009. Energy Planning with Decision-Making Tools: Experience from an Energy-Planning Project. *Local Environment*. 14(9): 833-850.

Owen, Steve and Boyer, Jeff. 2006. Energy, Environment, and Sustainable Industry in the Appalachian Mountains, United State. *Mountain Research and Development*. 20(2): 115-118.

Heiman, Michael and Solomon, Barry. 2004. Power to the People: Electric Utility Restructuring and the Commitment to Renewable Energy. *Annals of the Association of American Geographers*. 94(1); 94-116.

December 5: Alternatives:

ALL 12 JOURNALS ENTRIES are DUE

Readings:

Loiter, Jeffrey and Norberg-Bohm, Vicki. 1999. Technology policy and Renewable Energy: Public Roles in the Development of Renewable Energy. *Energy Policy*. 27: 85-97.

Sigfusson, Thorsteinn. 2007. Pathways to Hydrogen as an Energy Carrier. *Philosophical Transactions of the Royal Society*. 365: 1025-1042.

Amor, Mourad Ben; Lesagem Pascal; Pineau, Pierre-Oliver; and Samson, Rejean. 2010. Can distributed generation offer substantial benefits in a Northeastern American context? A case study of small-scale renewable technologies using a life cycle methodology. *Renewable & Sustainable Energy Reviews*. 14(9): 2885-2895.

December 7: Alternatives

Readings:

Gilbert, Lewis. 2010, Sustainability is More Than Green: A Framework for University Leadership. *Solutions Journal*. 1(6): 54-55.

Yung-Chi, Shen; Chou, Chiyang James; and Lin, Grace T.R. 2011. The Portfolio of Renewable Energy Sources for Achieving the Three E Policy Goals. *Energy*. 36(5): 2589-2598.

Final Exam: Monday Dec 12 3:30pm-5:30pm

University at Albany
Urban Studies and Planning Proposal

Appendix 5

Articulation Agreements

Hudson Valley Community College

Monroe Community College



TRANSFER ARTICULATION AGREEMENT
URBAN STUDIES & PLANNING PROGRAM
HUDSON VALLEY COMMUNITY COLLEGE
AND
THE UNIVERSITY AT ALBANY

This transfer articulation agreement is the result of thoughtful cooperation between the faculty and staff of the University at Albany and Hudson Valley Community College.

Academic programs at Hudson Valley Community College provide strong preparation for and ready access to baccalaureate programs at the University at Albany. Therefore, we have developed an agreement with Hudson Valley Community College that will provide the maximum number of transfer credits applied to the Urban Studies & Planning degree program at the University at Albany. We strongly believe that many students in a two-year program of study at Hudson Valley Community College will benefit from the information, guidance and transfer course equivalencies this agreement provides.

The University at Albany is delighted to continue our longstanding, close relationship with Hudson Valley Community College and we are proud to offer each student the opportunity to earn both an Associate's degree and baccalaureate degree within the State University of New York system.

Susan D. Phillips, Ph.D.
Provost and Vice President for Academic Affairs
University at Albany
State University of New York

The attached University at Albany and Hudson Valley Community College transfer equivalency table represents the required and suggested elective courses that are similar and parallel to those completed by degree-seeking students at the University at Albany. Hudson Valley Community College students who complete the program as outlined in these arrays will be awarded full transfer credit and afforded the opportunity to complete the Bachelor's degree in Urban Studies & Planning in four additional semesters of study at UAlbany.

Students completing the Individual Studies A.A. or A.S. degree at Hudson Valley Community College will be fully admitted to the Urban Studies & Planning major at UAlbany.

Hudson Valley Community College students pursuing programs that do not conform to those specified herein will be considered for admission on an individual basis. The transfer course equivalency table in this agreement will be amended or expanded with mutual consent through an annual review by both institutions.

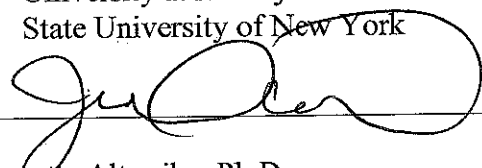
Approved for
Hudson Valley Community College
State University of New York

Carolyn G. Curtis, Ph.D.

Vice President of Academic Affairs
Title

Date: _____

Approved for
University at Albany
State University of New York



Jeanette Altarriba, Ph.D.

Vice Provost and Dean for Undergraduate Education
Title

Date: April 2, 2014



TRANSFER ARTICULATION AGREEMENT

URBAN STUDIES & PLANNING PROGRAM

**MONROE COMMUNITY COLLEGE
AND
THE UNIVERSITY AT ALBANY**

This transfer articulation agreement is the result of thoughtful cooperation between the faculty and staff of the University at Albany and Monroe Community College.

Academic programs at Monroe Community College provide strong preparation for and ready access to baccalaureate programs at the University at Albany. Therefore, we have developed an agreement with Monroe Community College that will provide the maximum number of transfer credits applied to the Urban Studies & Planning degree program at the University at Albany. We strongly believe that many students in a two-year program of study at Monroe Community College will benefit from the information, guidance and transfer course equivalencies this agreement provides.

The University at Albany is delighted to continue our longstanding, close relationship with Monroe Community College and we are proud to offer each student the opportunity to earn both an Associate's degree and baccalaureate degree within the State University of New York system.

Susan D. Phillips, Ph.D.
Provost and Vice President for Academic Affairs
University at Albany
State University of New York



The attached University at Albany and Monroe Community College transfer equivalency table represents the required and suggested elective courses that are similar and parallel to those completed by degree-seeking students at the University at Albany. Monroe Community College students who complete the program as outlined in these arrays will be awarded full transfer credit and afforded the opportunity to complete the Bachelor's degree in Urban Studies & Planning in four additional semesters of study at UAlbany.

Students completing the Individual Studies A.S. degree at Monroe Community College will be fully admitted to the Urban Studies & Planning major at UAlbany.

Monroe Community College students pursuing programs that do not conform to those specified herein will be considered for admission on an individual basis. The transfer course equivalency table in this agreement will be amended or expanded with mutual consent through an annual review by both institutions.

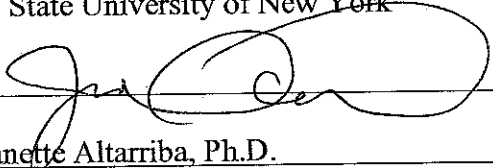
Approved for
Monroe Community College
State University of New York

Michael McDonough, Ph.D.

Provost/Vice President of Academic Services
Title

Date: _____

Approved for
University at Albany
State University of New York



Jeanette Altarriba, Ph.D.

Vice Provost and Dean for Undergraduate Education
Title

Date: April 2, 2014

SUNY TRANSFER COURSE EQUIVALENCY TABLE

Monroe Community College AA in Individual Studies					University at Albany BA in Urban Studies & Planning				
Course #	Course Title	SUNY Gen Ed	Major or Pathway	Credits Granted	Course #	Equivalent Course Title	SUNY Gen Ed	Major or Pathway	Credits Accepted
ENG 101	College Composition	X		3	AENG 010	English Elective	X		3
	Humanities Elective	X		3	ACAS 010	Humanities Elective	X		3
	Literature Elective			3	AENG 010	English Elective			3
	Social Science Elective	X		3	ASOC 010	Social Science Elective	X		3
	Social Science Elective			3	ASOC 010	Social Science Elective			3
	American (US) History Gen Ed Elective	X		3	AHIS 010	American (US) History Gen Ed Elective	X		3
	Arts Gen Ed Elective	X		3	AART 010	Arts Gen Elective	X		3
	Foreign Language Gen Ed Elective	X		3	ASON 010	Foreign Language Gen Ed Elective	X		3
	Math Gen Ed Elective (Suggest MTH 104)	X		4	AMAT 010	Math Gen Ed Elective	X		4
	Natural Science Gen Ed Elective	X		4	ABIO 010	Natural Science Gen Ed Elective	X		4
	Western Civilization Gen Ed	X		3	AHIS 010	Western Civilization Elective	X		3
	Other World Civilization Gen Ed	X		3	AHIS 010	International Perspectives Gen Ed Elective	X		3
	Liberal Arts Elective			3		Liberal Arts Elective			3
	Liberal Arts Elective			3		Liberal Arts Elective			3
	Liberal Arts Elective			3		Liberal Arts Elective			3
	Elective as Advised			3		Elective as Advised			3
	Elective as Advised			3		Elective as Advised			3
	Elective as Advised			3		Elective as Advised			3
	Elective as Advised			3		Elective as Advised			3
	Physical Education			2	DPEC 010	Elective Course			2
					Required and Elective Courses for the Major at UAlbany				
					AUSP 101	The American City		X	3
					AUSP 201	Introduction to Urban Planning		X	3
					AUSP 202	Introduction to Urban Geography		X	3
					AUSP 203	World Cities		X	3
					AUSP 375	Methods of Urban Analysis (300-level example)		X	3
					AUSP XXX	AUSP Elective		X	3
					AUSP XXX	AUSP Elective		X	3
					AUSP XXX	AUSP Elective		X	3
					AUSP XXX	AUSP Elective		X	3
					AUSP XXX	AUSP Elective		X	3
					AUSP XXX	AUSP Elective		X	3
					AUSP XXX	Community Engaged Learning AUSP Elective		X	3
						Cognate Course Elective		X	3
						Cognate Course Elective		X	3
						Minor Course Req.			3
						Minor Course Req.			3
						Minor Course Req.			3
						Minor Course Req.			3
						Minor Course Req.			3
						Challenges for the 21 st Century	X		3
						Liberal Arts Elective			3
				Total Credits:					61

Total Credits Needed for Graduation after Transfer:	60
Total Credits for BA in Urban Studies & Planning:	121
Total Credits Transferred:	61