

"True education is the habitual contemplation of greatness."

Alfred North Whitehead, *Dialogues* 1953.

APH 414: Great Cities (3 credits)

"Historical survey of Great cities from antiquity to the present. Prerequisites: minimum ASU cumulative 3.00 GPA; minimum 60 hours. Satisfies General Studies Requirements: L (Literacy and Critical Inquiry), HU (Humanities, Arts and Design), H (Historical awareness)."



Eminönü, Istanbul

Rachel Frail

Faculty Associate

Zoom office hours: scheduled via email

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"Cities are amalgams of buildings and people. They are inhabited settings from which daily rituals – the mundane and the extraordinary, the random and the staged – derive their validity. In the urban artifact and its mutations are condensed continuities of time and place. The city is the ultimate memorial of our struggles and glories; it is where the pride of the past is set on display."

Michael Aston *The Landscape of Towns* 1976.

Great Cities

"Cities are live, changing things – not hard artifacts in need of prettification and calculated revision. Cities are never still; they resist efforts to make neat sense of them. We need to respect their rhythms and to recognize that the life of city form must lie loosely somewhere between total control and total freedom of action. Between conservation and process, process must be the final word. In the end, urban truth is about flow."

Spiro Kostof *The City Assembled* 1992.

In this course, we will investigate the rich history of great cities and urban design; as we collectively seek answers to the following questions: What is the city? How are individual and community values generated and materialized within the city? How do political, social, economic and technological changes affect the city? What are the essential urban design elements of a city? How do citizens, designers, architects, developers, planners, and politicians effectively plan and change their city's future? And, How do local, regional, national and international networks affect one specific city within our ever-changing contemporary global community?

Historically, a great city unites people (citizens) and place, within a large incorporated municipality, whose boundaries and powers of self-government are defined by a charter from the state or country in which it is located. It is comprised of a public realm, with several financial, commercial, and residential districts, supplemented by a series of major public and private institutions (i.e. churches, schools, museums, farmer's markets, parks, hospitals, homes, etc.), which together enhance and sustain a quality individual, family and collective life. Each city is unique and reflects the aspirations, ideals and values of a specific portion of society in a particular place, context, and moment in time. Daily, the city requires social, economic, intellectual and psychological connections and support for its value, accomplishment, growth and prosperity. It is a true expression of a sustainable enterprise.

Today, speed, movement, flux, connectivity and virtuality, characterize our daily lives. We live within a new global political, social and economic order, where a network of globally linked cities and individuals have replaced single countries and corporations, with their physical and virtual networked systems intertwined. As Alex Wall observes, *"The traditional notion of the city, as a historical and institutional core surrounded by post war suburbs and then the open countryside has been largely replaced by a more polycentric and web like sprawl: a regional metropolis. Here multiple centers are served by overlapping networks of transportation, electronic communication, production, and consumption. Operationally, if not experientially, the infrastructures and flows of material have become more significant than static political and special boundaries. The influx of people, vehicles, goods, and information constitute what urban geographers call the "daily urban system," painting picture of urbanism that is dynamic and temporal. The emphasis shifts from forms of urban space to processes of urbanization, processes that network across vast regional – if not global surfaces."* (Alex Wall, "Programming the Urban Surface" 1999).

So, it is not surprising that like our great cities, contemporary urban design practice is undergoing radical change, as we think and live differently - transforming public space and our inherited cultural institutions in totally new and innovative ways. There has been a shift from an excessive adherence to prescribed forms of fixed urban space and master plans of authority and power, to new modes of systems thinking about open networked processes of emergent ecology and adaptive urbanism. True living breathing cities.

It is my goal to provide you with a model of urban inquiry and action that they fully understand and can strive to emulate in their future professional careers and urban lives.

"Strategy is a key word today. No more master plans, no more locating in a fixed place, but a new heterotopia that is what our cities are striving towards, and here we architects must help them in intensifying the rich collision of events and spaces. Tokyo and New York only appear chaotic; in reality they mark the appearance of a new urban structure, a new urbanity. Their confrontations and combinations of elements may provide us with the event, the shock, that I hope will make the architecture of our cities a turning point in culture and society. "

Bernard Tschumi *Event Cities* 1994.

Course objectives and learning outcomes

"If we still believe that cities are the most complicated artifact we have created, if we believe that they are cumulative, generational artifacts that harbor our values as a community and provide us with the setting where we can learn to live together then it is our collective responsibility to guide their design."

Spiro Kostof *The City Shaped* 1991.

The objectives and learning outcomes of this course are three-fold:

Understanding the historic evolution of great cities and the generative elements of their urban design

The first objective of the course is to have you understand the historic evolution of great cities and the generative elements of their urban design. We will examine a series of key moments in urban history and the specific forces that have shaped the evolution and growth of great cities. This will be achieved through a series of lectures, films and supplemental readings. You will develop a first-hand understanding and appreciation for WHY great cities happen, HOW they are brought about, and WHAT generative urban elements comprise them, as they continually evolve and resiliently rejuvenate themselves with each new generation of inhabitants.

Understanding the historic evolution of great urban design practice

The second objective of this course is to have you understand the historic evolution of great urban design practice, and the specific cultural, social, political, economic, and technical forces which shaped its evolution. Throughout this course, we will examine a series of key urban designers and their practices, in our lectures and supplemental readings focusing upon their philosophy of practice, urban design processes, and innovative urban design projects.

Understanding the creators of great cities and public space in great cities today

The third objective of this course is twofold: First, to give you the opportunity to witness first-hand how various creators of great cities working today have built upon and continue to extend the historical legacy of great cities to solve our pressing urban problems today. This will be achieved by you going out and interviewing, on-camera, a living creator of their own city about their background, design process and resultant trans-disciplinary work, which bridges known disciplines to create new innovative solutions and our next great cities. Second, to give you the opportunity to build upon the work of Jan Gehl, the renowned Danish public space architect and urban designer, by experiencing and documenting the key public spaces of their own city, and interview, on-camera, the public space's users. The value of these two assignments is to help you observe and think deeply about the present design issues your own city faces, how they are solved, by whom and where.



Brooklyn, New York

"Education is the ability to perceive the hidden connections between phenomena."

Vaclav Havel

Course requirements

You will need to complete the following:

1. **Familiarize yourself with our course website**

Go to <https://greatcities.hol.asu.edu>

2. **Review the class syllabus, assignments, schedule and deadlines**

Posted on our course website.

3. **Lectures and quizzes**

To succeed you will need to watch each lecture and complete the quiz, to insure you develop an understanding of the key ideas and gain full benefits from this course. A list of supplemental readings (not required) has also been provided for your further enrichment and research.

4. **Creators of Great Cities interview** – YouTube video, summary, discussion and peer grading

To give you the opportunity to witness first-hand how various creators of great cities work today, you will be required to go out in your local community, arrange, meet and interview, on-camera, a living creator of your Great City about their background, design process and resultant trans-disciplinarily work, which bridges known professional disciplines to create new innovative solutions to our pressing urban problems. You will create a 5:00 minute YouTube video and summary, followed by a group discussion and peer grading. More details for this field assignment can be found on our course web site.

5. **Public Space in Great Cities Today interview** – YouTube video, summary, discussion and peer grading

To give you the opportunity to build upon the work of Jan Gehl, the renown Danish public space architect and urban designer, you will be required to go experience and document, on-camera, 2 key public spaces in the city in which you are living, and interview, on-camera, 2 generations of the public space's key users. You will create a 5:00 minute YouTube video and summary, followed by a group discussion and peer grading. More details for this field assignment can be found on our course web site.

Feedback, evaluation and grading

Within this course your work will be carefully examined, evaluated and graded. You should not confuse feedback or evaluation with grading. **Feedback** is a process of discussion in which your ideas and observations are themselves modified, corrected, and strengthened. **Evaluation** is a critic of a performance to appraise and mentor a future trajectory of intellectual growth (Mastery). **Grading** on the other hand is an index of a relative standing against a grading standard or norm for a particular peer group. Within this course all feedback, evaluation and grading will be done collectively by both your Group, Teaching Assistant and Professor.

We want to be sure that all grading is fair and equitable. We only discuss grades FACE-TO-FACE (in person or on Zoom) not by email, text or phone. You should confer with your Professor and/or Teaching Assistant several times during the semester, during office hours, to assure that you are meeting the scope, requirements and your own grading expectations. Remember you are responsible for demonstrating through the physicality of your work, what you learn each day. If you have a grading issue, please contact your professor and set up a meeting. Next write out the reason for your proposed grade change, print it out and bring all the supporting materials with you to our meeting. Understand that your grade may go up or down based on our re-examination.

Grade breakdown

Online Quizzes on Lectures (80 questions, 1/2 point each)	40 %
Creators of Great Cities Interview (video, summary, discussion + peer grading)	30 %
Public Space in Great Cities Today Interview (video, summary, discussion + peer grading)	30 %
	100 %

A+	97% and above	B	84-86.99 %	D	70-73.99%
A	94-96.99 %	B-	80-83.99 %	E	69.99% and below
A-	90-93.99 %	C+	77-79.99 %		
B+	87-89.99 %	C	74-76.99 %		

Important reminders

- Remember late work is never accepted and no extra credit will be given for missing assignments.
- To insure equity and fairness for every student, we do not round up or down the cumulative final percentage you earn.

Session B

12 October – 2 December

Week 1

watch	lecture 1	Great Cities introduction
watch	lecture 2	Greek City
watch	lecture 3	Roman City

complete supplemental readings
complete quiz 1, 2 + 3 before Sunday 23 October

Week 2

watch	lecture 4	Medieval City
watch	lecture 5	Renaissance City

complete supplemental readings
complete quiz 4 + 5 before Sunday 30 October

Week 3

DUE W 2 Nov	SUBMIT online - Creators of Great Cities interview post your YouTube hyperlink and summary before 23:59 PM
DUE Th 3 Nov	GROUP DISCUSSION online - Creators of Great Cities interview participate in your GROUP ON-LINE DISCUSSION ALL DAY
DUE F 4 Nov	PEER GRADING online - Creators of Great Cities interview post your grades for your group member's work before 23:59 PM

watch	lecture 6	Baroque City
watch	lecture 7	Enlightenment City

complete supplemental readings
complete quiz 6 + 7 before Sunday 6 November

Week 4

watch	lecture 8	Industrial Revolution City
watch	lecture 9	City Beautiful

complete supplemental readings
complete quiz 8 + 9 before Sunday 13 November

Week 5

watch	lecture 10	Garden City
watch	lecture 11	Modern City

complete supplemental readings
complete quiz 10 + 11 before Sunday 20 November

Week 6

DUE M 21 Nov

SUBMIT online - Public Spaces of Great Cities interview
post your YouTube hyperlink and summary before 23:59 PM

DUE T 22 Nov

GROUP DISCUSSION online - Public Spaces of Great Cities interview
participate in your **GROUP ON-LINE DISCUSSION ALL DAY**

DUE W 23 Nov

PEER GRADING online - Public Spaces of Great Cities interview
post your grades for your group member's work before 23:59 PM

watch lecture 12 Contemporary City - New Urbanism
watch lecture 13 Contemporary City - Combinatory Urbanism
complete supplemental readings
complete quiz 12 + 13 before Sunday 27 November

Week 7

watch lecture 14 Contemporary City - Landscape Urbanism
watch lecture 15 Contemporary City - Ecological Urbanism
complete supplemental readings
complete quiz 14 + 15 before Friday 2 December

complete your online course evaluation before Friday 2 December

Note – Friday 2 December is our last day of class



Market, Lagos, Nigeria

Textbook
None required

Supplemental readings for your further enrichment and research (not required reading)

Week 1

Introduction

Carmona, Matthew

"Urban Design Today," "Urban Change," "Contexts for Urban Design," and "Holistic Urban Design" in *Public Places Urban Spaces: The Dimensions of Urban Design* (London: Architectural Press, 2010) pp. 3-76 + 359-368.

Mumford, Lewis

"What is a City?"

in LeGates, Richard *The City Reader* (New York: Routledge, 1996) pp. 92-96.

Andrews, Taylor
Morris, A.E.J.

"What makes a City Great?" *Mayor's Institute on City Design*, Spring 2007 p. 6.
"Early Cities" *History of Urban Form* (Essex: Longman, 1994) pp. 1-34.

Greek City

Morris, A.E.J.

"Greek City States" *History of Urban Form* (Essex: Longman, 1994) pp. 35-54.

Roman City

Morris, A.E.J.

"Rome and the Empire" *History of Urban Form* (Essex: Longman, 1994) pp. 55-91.

Week 2

Medieval City

Morris, A.E.J.

"Medieval Towns" *History of Urban Form* (Essex: Longman, 1994) pp. 92-156.

Benevolo, Leonardo

"Venice" *History of the City* (Cambridge: MIT, 1980) pp. 331-365.

Benevolo, Leonardo

"Florence" *History of the City* (Cambridge: MIT, 1980) pp. 436-475.

Renaissance City

Morris, A.E.J.

"The Renaissance" *History of Urban Form* (Essex: Longman, 1994) pp. 157-190.

Week 3

Baroque City

Morris, A.E.J.

"France" + "European Survey" + "Spain" *History of Urban Form* pp. 191-247 + 292-320.

Giedion, Siegfried

"Sixtus and the Planning of Rome" *Space, Time + Architecture* (Harvard, 1971) pp. 75-109.

Enlightenment City

Morris, A.E.J.

"Britain" + "Urban USA" *History of Urban Form* (Essex: Longman, 1994) pp. 248-291 + 321-364.

Rosenau, Helen

"The Enlightenment" *The Ideal City* (New York: Harper Row, 1972) pp. 87-141.

Hegemann, Werner

"Plan of Washington" *The American Vitruvius* (NY: Arch Book Pub. Co., 1922) pp. 284-293.

Week 4

The Industrial Revolution and the City

Benevolo, Leonardo

Origins of Modern Town Planning (Cambridge: MIT, 1971) pp. 1-147.

Saalmann, Howard

Haussmann: Paris Transformed (New York: Braziller, 1969) pp. 8-117.

City Beautiful

Manieri-Elia, M.

"Toward an Imperial City" in Ciucci *The American City* (Cambridge: MIT, 1973) pp. 1-121.

Burnham, Dan

Plan of Chicago (Chicago: Chicago Plan Com., 1909) pp. 1-8 + 31-124.

Week 5

Garden City

Howard, Ebenezer
Ciucci, Giorgio
Birch, Eugenie

The Garden Cities of Tomorrow (London: Swan Sonnenschein 1902) pp. 9-27.
"The City in Agrarian Ideology and FL Wright" in *The American City* pp. 293-388.
"Radburn and the American Planning Movement." *Journal of the American Planning Association*.
Volume 46, Issue 4, October 1980, pp. 122-151

Modern City

Benevolo, Leonardo
Frampton, Kenneth

"The Modern City" *History of the City* (Cambridge: MIT, 1980) pp. 840-895.
Modern Architecture: A Critical History (Oxford: Oxford Univ 1980) pp. 178-185 + 269-279.

Week 6

Contemporary City - New Urbanism

Katz, Peter
Duany, Andres
Mohny, David ed.

The New Urbanism: Toward an Architecture of Continuity (NY: McGraw Hill, 1993) pp. xi-xxiv.
"Charter of the New Urbanism" Congress of the New Urbanism, 1992.
Seaside (New York: Princeton Arch Press, 1991) pp. 42-105.

Contemporary City - Combinatory Urbanism

Mayne, Thom
Castells, Manuel

Combinatory Urbanism (Culver City: Stray Dog Press, 2011) pp. 27-64.
"European Cities, the Information Society and the Global Economy"
in LeGates, Richard *The City Reader* (New York: Routledge, 1996) pp. 475-485.

Sassen, Saskia

"The Impact of the New Technologies and Globalization on Cities"
in LeGates, Richard *The City Reader* pp. 212-220.

Koolhaas, Rem

S, M, L, XL (New York: Monacelli, 1996) pp. 958-971, 1156-1209 and 1238-1264.

Week 7

Contemporary City - Landscape Urbanism

Corner, James

"Landscape Urbanism" in *Landscape Urbanism: A Manual for the Machinic Landscape* (London: Architectural Association, 2003) pp. 58-63.

Waldheim, Charles

"Landscape Urbanism a Genealogy" *Praxis* Number 4, 2006, pp. 10-16.

Shane, Grahame

"The Emergence of Landscape Urbanism" *Harvard Design Magazine*, Fall 2003/Winter 2004, Number 19, pp. 1-8.

Oudolf, Piet

"The Highline" *Landscapes in Landscapes* (NY: Monacelli Press, 2010) pp. 8-9 + 188-215.

Allen, Stan

"Infrastructural Urbanism" in in Almy, Dean "On Landscape Urbanism" in *Center*
Volume #14 (Austin: Univ of Texas, 2007) pp. 174-179.

Contemporary City - Ecological Urbanism

Mostafavi, Mohsen

"Why Ecological Urbanism? Why now?" in
Ecological Urbanism (Baden: Lars Muller, 2010) pp. 12-51.

Lister, Nina-Marie

"Insurgent Ecologies" in Mostafavi, *Ecological Urbanism* pp. 536-547.

Lister, Nina-Marie

"Sustainable Large Parks" in Hargreaves, *Large Parks* (NY: Princeton Arch 2007) pp. 31-51.

Wheeler, Stephen

"Planning Sustainable and Livable Cities" in LeGates, Richard *The City Reader* pp. 486-498.

Ouroussoff, Nicolai

"Competing Visions for Governors Island" *New York Times* June 20, 2007.

Course Policies and Responsibilities

It is assumed that every student in this course will take an active role in ensuring its quality. All ASU rules and regulations including attendance, withdrawals, drop-adds, incompletes and grading are followed in this class.

1. Student Rights and Responsibilities

Students must abide by all the requirements stated in this syllabus. In addition, all students should be aware of their [Rights and Responsibilities](#) at Arizona State University and abide by the [ASU Student Honor Code](#).

2. Academic Integrity

Under the ASU Student Academic Integrity Policy (<https://provost.asu.edu/academic-integrity/policy>). "Each student must act with honesty and integrity, and must respect the rights of others in carrying out all academic assignments." This policy also defines academic dishonesty and sets a process for faculty members and colleges to sanction dishonesty. Violations of this policy fall into 5 broad areas that include but are not limited to:

- Cheating on an academic evaluation or assignments
- Plagiarizing
- Academic deceit, such as fabricating data or information
- Aiding Academic Integrity Policy violations and inappropriately collaborating
- Falsifying academic records

Should you have any question about whether or not something falls subject to this clause, feel free to contact your professor or review the university policy on academic integrity at the above link. Per ASU policy, a student may not avoid the consequences of academic dishonesty by withdrawing from a course, and may be placed back in the course in order to face sanctions resulting from academic integrity violations. You are responsible for abiding by this policy.

3. Student Honor Code and Academic Integrity

The ASU Student Honor Code affirms the commitment of ASU to uphold the values, principles, and ethics of academic integrity. All students are expected follow the code which states: "We, the students of Arizona State University, have adopted this code as an affirmation of our commitment to academic integrity and our participation in ethical education. We embrace the duty to uphold ASU's Honor Code, and in light of that duty. We promise to refrain from academic dishonesty. We pledge to act with integrity and honesty to promote these values among our peers. We agree to always abide by the Sun Devil Way and uphold the values of the New American University."

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4. Policy Against Disruptive, Threatening, or Violent behavior

Self-discipline and a respect for the rights of others in the classroom or studio and university community are necessary for a conducive learning and teaching environment. Threatening or violent behavior will result in the administrative withdrawal of the student from the class. Disruptive behavior may result in the removal of the student from the class. Any Disruptive, Threatening, or Violent behavior is also a violation of the ASU Student Code of Conduct and ASU Student Academic Integrity Policy will not be tolerated. Please review the ASU Disruptive, Threatening, or Violent Behavior Policy (<http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>).

All incidents and allegations of violent or threatening conduct by an ASU student (whether on- or off-campus) will be reported to the ASU Police Department and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU Police, Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

5. **Expected Classroom behavior**

It is encouraged that you bring technology (cell phones, tablets and laptops) to class to help you take notes and do research, however please turn off cell phone ringers and do not use your phone to make personal calls in class or use any technology to use social media in class. Do not answer your phone in class. If you believe you are receiving an emergency call, please step outside to take it. No image, voice or video recording of our website, lectures or discussions is allowed.

6. **Attendance and absence policy**

Your active participation each and every day is mandatory. Be sure to notify your professor via email and phone of any emergencies or other disruptions to your schedule. The only exceptions are: 1) excused absences due to a serious illness under a doctor's care, hospitalization, a family death/tragedy, or another serious life altering event; 2) excused absences related to religious observances/practices that are in accord with Accommodation for Religious Practices (<http://www.asu.edu/aad/manuals/acd/acd304-04.html>); 3) excused absences related to an ASU sanctioned events/activities that are in accord with Missed Classes Due to University-Sanctioned Activities (<http://www.asu.edu/aad/manuals/acd/acd304-02.html>); or 4) excused absences related US Military sanctioned events/activities in accord with accommodation of US Armed Forces, National Guard, or Reserve members (<https://www.asu.edu/aad/manuals/ssm/ssm201-18.html>). After receiving a pdf documenting your event, an excused absence will be granted and you will be allowed to complete the assignment in the same amount of time you were absent.

7. **Time management**

Time management is a well-known problem for all college students today. Purchase a calendar and use it – put all our course deadlines and your study times on it today. Keep ahead of the deadlines by working on this class for one-hour every day (the rule of thumb is for each 3 credit course = 6 hours a week of homework), rather than waiting until the last minute to complete poor quizzes, weak interview videos, or the last-minute writing of unprepared discussion posts.

8. **Plagiarism**

Plagiarism is a violation of the Student Code of Conduct and ASU Student Academic Integrity Policy will not be tolerated. Please review (<https://provost.asu.edu/academic-integrity>). Plagiarism is the act of using images, designs, words and the ideas of others as if they are your own. By citing sources correctly, you give credit to the originator of the words and ideas you are using, you give your readers the information they need to consult those sources directly, and build their own credibility. Young college students sometime get into trouble because they mistakenly assume that plagiarizing and mashing up is ok, it is not. Please note this includes, uploading onto any course shell, discussion board, course forum, or course website images, video, music and/or text materials that are not the student's original work. ASU and its faculty members reserve the right to delete materials on the grounds of suspected copyright infringement. Be sure all your work complies with all applicable copyright laws. If you have any doubts, ask your professor.

9. **Academic Calendar and Important Dates**

The academic calendar can be found here: <https://students.asu.edu/academic-calendar>

10. **Drop, Add, and Withdrawal**

If you are unable to complete the course, it is your responsibility to arrange for withdrawal from the class before the required deadlines. Please visit the Academic Calendar to review the withdrawal deadlines for this semester. Remember, you will not be automatically withdrawn and unless you are officially withdrawn from the course. Students are required to pay all tuition and fees for any registered course unless enrollment is officially cancelled during the 100% refund period. For more information on Drop/Add/Withdrawal visit: <https://students.asu.edu/drop-add>

11. **Computer, Internet, and Electronic Communications Policy**

It is your responsibility to be in compliance with the ASU Computer, Internet, and Electronic Communications Policy at all times. For more information see <http://www.asu.edu/aad/manuals/acd/acd125.html>

12. **HIDA Online Technical Support**

Please do not contact your instructor with technical questions. Herberger Online handles all technical questions and issues that may arise in this course. Please contact the support team immediately if you encounter technical issues while completing an assignment and you are unable to resolve the problem and reset your work. The Herberger Online support team is available to assist you 24 hours a day, 365 days a year. You may reach them anytime at:

- holsupport@asu.edu
- 1-888-298-4117 (local) or 480-965-3057 (International)
- When contacting support, please provide:
 - The full name of this course (APH 414 Great Cities)
 - The title(s) of any assignment(s) you're having trouble with
 - A brief description of the problem
 - Detailed, step-by-step instructions to reproduce the problem

13. **Required Email Communication**

In this class, you are required to use only your asu.edu email for all communications. It is essential that you check your asu.edu email every day for any announcements and updates.

14. **Netiquette - Online Etiquette**

Also, known as Netiquette, is set of rules that defines "good" online behavior and is something to keep in mind during all your online course interactions. Writing may be the only means of communication you have with classmates and instructors, so it is especially important to do this effectively. Please review the ASU Computer, Internet, and Electronic Communications Policy (<http://www.asu.edu/aad/manuals/acd/acd125.html>) and follow the guidelines below to leave your mark as a knowledgeable, respectful and polite student who is also positioned to succeed both academically and professionally.

Be Scholarly

- Do: Use proper language, grammar, and spelling. Be explanatory. Justify your opinions. Credit the ideas of others; cite and link to scholarly resources.
- Avoid: Misinforming others when you may not know the answer. If you are guessing about something, clearly state that you do not have all of the information.

Be Respectful

- Do: Respect privacy. Respect diversity and opinions that differ from your own. Communicate tactfully, and base disagreements on scholarly ideas or research evidence.
- Avoid: Sharing another person's professional or personal information.

Be Professional

- Do: Represent yourself well at all times. Be truthful, accurate, and run a final spell check. Write in a legible, black font, and limit the use of emoticons.
- Avoid: Using profanity or participating in hostile interactions (flaming).

Be Polite

- Do: Address others by name or appropriate title, and be mindful of your tone. Be polite as you would in a face-to-face situation.
- Avoid: Using sarcasm, being rude, or writing in all capital letters (shouting). Written words can be easily misinterpreted, as they lack facial expression, body language, and tone of voice.

15. **Policy on Prohibition Against Discrimination, Harassment, and Retaliation**

ASU is committed to providing an environment free of discrimination, harassment, or retaliation for the entire university community, including all students, faculty members, staff employees, and guests. ASU expressly prohibits discrimination, harassment, and retaliation by employees, students, contractors, or agents of the university based on any protected status: race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information. Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and University policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>. As a mandated reporter, your professor is obligated to report any information that they become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling> is available if you wish discuss any concerns confidentially and privately.

16. **ASU Disability Resource Services**

Students who feel they will need disability accommodations in this class, but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. To request academic accommodations due to a disability, please contact the ASU Disability Resource Center (<https://eoss.asu.edu/drc>); Phone: (480) 965-1234; TDD: (480) 965-9000). Qualified DRC students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me face-to-face at the beginning of the semester either during office hours or by appointment. This is a

very important step as accommodations may be difficult to make retroactively. Prior to receiving disability accommodations, verification letter of eligibility from the Disability Resource Center (DRC) is required. All disability information is confidential.

17. **Student Services and Resources**

You will find a list of student resources at: <https://eoss.asu.edu/resources> Resources included are advisement, registration, financial aid, disability services, counseling, tutoring, library, and more.

18. **Counseling and Consultation**

ASU Counseling Services offers confidential, personal counseling and crisis services for students experiencing emotional concerns, problems in adjusting, and other factors that affect your ability to achieve your academic and personal goals. <https://eoss.asu.edu/counseling>, Tempe: 480-965-6146 (M-F 8am-5pm), 24-hour crisis hotline: 480-921-1006 (after-hours/weekends)

19. **Health & Wellness**

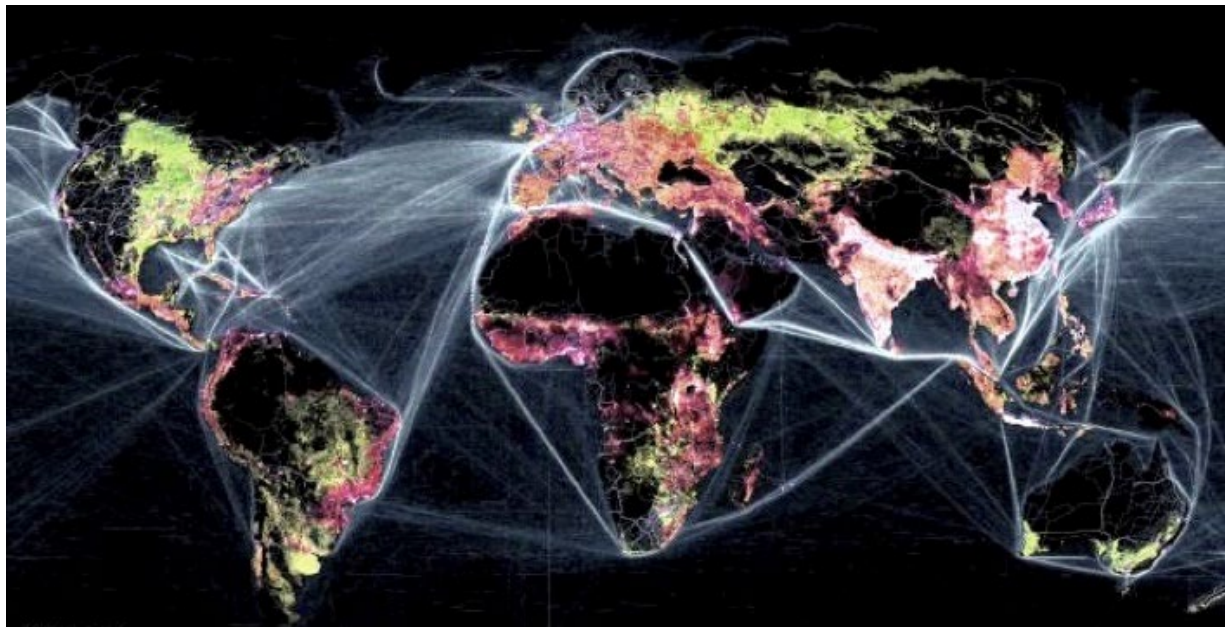
ASU Wellness helps students adopt and maintain a healthy lifestyle by providing wellness education, involvement and resources for students. Find strategies to help manage stress, develop healthy sleep and nutritional habits, and more. <https://eoss.asu.edu/wellness>

20. **Non-emergency Student of Concern process**

If you are concerned for a fellow student's well-being, please review the information and complete the form at: <https://herbergerinstitute.asu.edu/resources/new-students/student-of-concern-process> FOR EMERGENCIES CALL 911. (Be prepared with the physical address of the location.)

21. **Subject to change**

The Professor reserves the right to change portions of this syllabus (assignments, deadlines etc.) by verbal or written instructions during scheduled class time. The student is responsible for noting changes and acting accordingly. Grading and absence policies are not subject to change.



"Do stuff. Be clenched, curious. Not waiting for inspiration's shove or society's kiss on your forehead Pay attention. It's all about paying attention. It's all about taking in as much of what's out there as you can, and not letting the excuses and the dreariness of obligations narrow our lives. Attention is vitality. It connects you with others. It makes you eager. Stay eager."

Susan Sontag