

Honors 3376-001 & FCS 3600-002

Introduction to Consumer & Community Policy

Social/Behavioral Science Exploration Course (BF) / University of Utah
Fall 2005 Tuesday, Thursday, 9:10 - 10:30 a.m. 150 Honors Center
Web address: webct.utah.edu

Instructor: Prof. Zhou Yu

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Office Hours: Tuesday and Thursday, 11 a.m. - Noon, or by appointment

Teaching Assistant: TBD

This course will emphasize both theory and practice, giving you a broad exposure to the interdisciplinary field of Consumer and Community Studies (CCS). Consumer and communities policies are the choices a society makes about the material conditions of everyday life. Whereas consumer policy is most often formulated at the national level and community policy is crafted at the local level, both types of policy involve people organizing to improve their social and economic conditions through individual choices and government actions.

The course focuses on the interactions among community, marketplace, and government institutions, and examines a series of consumer and community policy issues, including population changes, transportation, housing, local development, and urban sprawl. We will discuss these policy issues in a comparative framework to illustrate the extent to which policies have influenced our daily life. The common denominator of the individual policy issues is this question: Is Salt Lake City becoming another Los Angeles?

The course also encourages students to translate personal knowledge and experience into more theoretical understanding of consumer and community policy. Students are expected to attend a local public hearing and analyze an important development debate. The case study helps students understand the complexity of policy issues and recognize the significant role that citizens are able to play in formulating and advancing community policy.

Objectives:

1. An understanding of the history and current status of key issues in consumer and community policy;
2. Appreciation of the ways in which individuals, interest groups, and communities organize to pursue their visions of a better society;
3. Effective communication of research findings in writings and presentations; and
4. Empowerment of students to become wiser consumers and more active citizens in their communities.

Distinguished researchers and practitioners may be invited to share their ongoing research pertinent to the course. This syllabus is preliminary and is subject to change.

Requirements:

The course is designed to distribute requirements over a broad set of evaluation techniques based on different learning/performance styles. There *may* be opportunities to earn *small* amounts of extra credit.

Reflection Papers: There will be four, three-page reflection papers, during the semester. For each paper, you will be asked to respond to one or more questions about the readings we covered, and to formulate your own set of questions to be used during the class discussion.

Progress Notes: There will be seven progress reports (about one page each).

Presentations: There will be three presentations during the semester. The first one is individual presentation. The latter two will be group presentations for your research project.

Research Project: There will also be a major research project during the course of the semester. Each student will work in small groups of two or three to attend a public hearing in the City of Holladay. The groups will analyze an important development debate, and present their findings to the class, which will question the presenters and evaluate research findings and the presentations.

Exams: The mid-term and final exams will be essay exams designed to integrate the course's themes and principles.

Grading:	% of the final grade
4 Reflection Papers (2-3 pages)	15 (the lowest score will be dropped)
7 Progress Notes (1 page)	12 (the lowest score will be dropped)
2 Mini Presentations	6
Final Group Presentation	8
Research Project	22
Midterm Exam	16
Final Exam	16
Class participation	5 (Including attendance, preparedness, and participation in the class discussion)

It is required to submit your assignments and exams in **HARDCOPY**. Handwriting should be avoided on your submitted assignments and exams. In all written work, make sure to number your pages.

Assignments and exams will be graded on a 10 point scale. Late work will receive a half-grade penalty per day between the due date and when you turn it in, unless there are prior arrangements, religious holidays, documented medical excuses, or family

emergencies. If you are unable to attend class, please hand in your paper to the FCS Department Office in Room 228 AEB. After being certified, it will be placed in my mailbox by a member of the office staff.

An "A" is regarded as an exceptional grade achievable by a minority of students who perform on a consistently outstanding level.

The prospect of a poor course grade does not justify a request to receive an "incomplete." An incomplete is reserved for the most extraordinary circumstances and only when a student has no more than the final exam to complete in a course.

A missed exam means no credit. If you notify me of an illness or documented family emergency **prior** to the official time of the exam or the due date of the paper, I will consider offering a make-up exam or extending the paper deadline.

Required Readings:

In accordance with the philosophy of the Honors Program, we will minimize the use of lecture and use seminar procedures as much as possible. Therefore, reading is very important. Students are expected to read all assigned readings prior to the class and prepare to participate in the discussions. There are TWO books for the course, plus ONE course reader. The two books are:

1. *Crabgrass Frontier: The Suburbanization of the United States*, by Kenneth T. Jackson (1985). ISBN: 0195132874
2. *Breaking Gridlock: Moving toward Transportation That Works*, by Jim Motavalli (2003). ISBN: 157805091X

The books are available at the bookstore; the course reader will be available for purchase in class on the first or second class meeting of the semester and thereafter in my office.

Supplementary readings for each class will also be available through WebCT.

WebCT:

The course will employ WebCT software to provide lecture notes and supplementary readings, share information about newsworthy events and articles, facilitate discussions outside of class, and provide instant access to grades. You are "charged with notice" for any information posted on the course WebCT site during the semester. That means I will assume you have received information posted to the site and that you take responsibility for the consequences if you choose to not check the site regularly. If you are not already familiar with WebCT, you can learn about it at: <http://webct.utah.edu>.

Attendance:

Class attendance and regular completion of exercises are imperative to your learning. If you must be absent from class, please inform the instructor prior to the class. It is your responsibility to find out from other students what was covered. Begin by consulting WebCT; then find a fellow student willing to share his or her notes.

Schedule: ***Week 1. Course Overview**

8/25

Self introduction, syllabus and administrative issues.

Week 2. Intro to public policy and community development

8/30 & 9/1

What is policy? Why do we need policy? Who is responsible for making and carrying out policies? Are there fundamental differences between government and private enterprises?

Introduction to Holladay RDA (redevelopment agency); what is RDA? Is the designated area in Holladay "blighted" enough to warrant RDA?

Onsite visit: the City of Holladay

⇒ Progress note 1 (basic information about the city of Holladay) DUE

Week 3. What does LA look like?

9/6 The history of LA and recent dramatic changes

9/8 Immigration and racial/ethnic relations

Why is LA so big, so congested, and so pricy? Why did LA have a new Latino mayor? Is LA more attractive than Salt Lake City? Do we fear to become another LA? What can we do about it? What is in our policy "toolbox"?

Week 4. Transportation and urban sprawl in LA

9/13 & 9/15

⇒ Reflection paper 1 (your images of LA) DUE

Week 5. The history of consumer and community policy

9/20 & 9/22

⇒ Progress note 2 (What are the major parties in the Holladay RDA? What are their general viewpoints toward RDA?) DUE

Week 6. Community development policy

9/27 & 9/29

Gentrification; infill development; urban revitalization

Basic information about the city of Holladay; major parties involved in the RDA activity; what are the positions of major parties involved? What are the views of the general public toward RDA?

- ⇒ Progress note 3 (Are you aware of any recent RDA projects in the state of Utah? What are their outcomes? What is your general viewpoint on the usefulness and effectiveness of RDA?) DUE

Week 7. Big-box retailing vs. Mom-and-pop stores

10/4

- ⇒ Presentation of early findings
- ⇒ Position paper 2 (your view on the Holladay RDA project) DUE

Forming groups for the final project

10/6 No class (Fall break)

Week 8. Who can take your land away? Land use rights vs. public interests

10/11 & 10/13

- ⇒ Midterm

Private developer vs. public interests

What is "taking"? When taking is justifiable? Why?

- ⇒ Progress note 4 (Is "taking" the primary concern in the Holladay RDA?) DUE

Week 9. Transportation policy in America

10/18 & 10/20

- ⇒ Progress note 5 DUE

Week 10. Can we reduce congestion through transportation policy?

10/25 & 10/27

Transit Oriented Development (TOD)

Location Efficient Mortgage

Auto Safety

Energy Consumption

Alternative Energy Sources

- ⇒ Reflection paper 3 DUE

Week 11. Population changes and increasing diversity

11/1 & 11/3

- ⇒ Presentation
- ⇒ Progress note 6 DUE

Week 12. Racial/ethnic relations and immigration to America

11/8 & 11/10

⇒ Reflection paper 4 DUE

Week 13. Homeownership and housing affordability

11/15 & 11/17

⇒ Progress note 7 DUE

Week 14. Urban sprawl

11/22

Smart Growth, Growth Control, and Sustainability

⇒ Progress note 8 DUE

11/24 No class (Thanksgiving break)

Week 15. Envision Utah

11/29 & 12/1

⇒ Draft Final Project DUE

⇒ Final presentation

Week 16. Review and overflow

12/6 & 12/8

⇒ Final exam

⇒ Final Project DUE

* The dates listed in this schedule are approximate and subject to change; alterations to the schedule will be posted on the WebCT site for the course.

Other Important Information

Disability Services. The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

Email. Students are required to have regular email and internet access.

Please arrive on time. By the same token, please wait until the official end of class to start packing up your books and other belongings. If I go over the scheduled time by a minute or two, please be courteous.

Please turn off your cell phone before you come into the classroom.

Please do not fax or email your written assignments. If you are unable to attend class, please slip your paper under my door.

The last day to drop this course is September 2; the last day to add it is September 6. I will keep any unreturned exams or written assignments until March 1, 2006, after which they will be recycled.

Please refer the following link for university academic calendar,
<http://www.sa.utah.edu/regist/documents/2005-2006.pdf>