

## **Master Syllabus**

### **Course: ECO461-01 Urban Economics**

### **Cluster Requirement: 5A and 5B**

This University Studies Master Syllabus serves as a guide and standard for all instructors teaching an approved in the University Studies program. Individual instructors have full academic freedom in teaching their courses, but as a condition of course approval, agree to focus on the outcomes listed below, to cover the identified material, to use these or comparable assignments as part of the course work, and to make available the agreed-upon artifacts for assessment of learning outcomes.

**Course Overview:** Urban economics is the study of the why and where households and firms choose to locate and the issues that result from these decisions. In this course, we will learn why cities exist and why firms tend to locate near each other. We will also investigate the economics of cities including their sizes, growth patterns, and land-use patterns. Other key topics of discussion will be transportation, crime, and housing in cities.

#### **Learning Outcomes:**

##### Course-Specific Learning Outcomes:

In addition to the unit-specific learning objectives listed below, there are several broader objectives for this course. Upon completing the course, students will be able to:

- Define key terms in urban economics.
- Evaluate opportunity costs of decision-makers and determine the most efficient outcome.
- Illustrate concepts graphically.
- Analyze numeric and graphical information and draw conclusions from that information.

##### University Studies Learning Outcomes:

For 5A:

Upon completion of the capstone study, students will be able to:

1. Synthesize the knowledge and skills gained within major courses, independently complete a research-based project or creative work and integrate the results of both in an open-ended project or experience (projects within the major are encouraged).
2. Integrate knowledge and principles from the field of study with those of the broader University Studies curriculum.
3. Demonstrate advanced information literacy skills by selecting, evaluating, integrating and documenting information gathered from multiple sources into discipline-specific writing.
4. Communicate effectively, both orally and in writing, the results of the project or experience.

For 5B:

Upon completion of this requirement, students will be able to:

1. Identify the needs and resources of the communities to which they belong.
2. Apply knowledge and skills gained through academic study to real problems and/or opportunities within their communities.

3. Describe the connections between learning on campus and the issues and needs of broader academic, professional or civic communities.
4. Articulate the value of engagement to other members of their communities.

**Examples of Texts and/or Assigned Readings:**

*Urban Economics, Seventh Edition, O'Sullivan*

Kahn, Joseph P. "Watching the Waves Roll In" *Boston Globe*, 9/4/2011

2009 National Household Travel Survey Summary of Travel Trends

2012 Annual Urban Mobility Study

Small, Kenneth, Clifford Winston, and Jia Yan. "Uncovering the Distribution of Motorists' Preferences for Travel Time and Reliability." *Econometrica*, 73(4), July 2005, 1367-82.

Bento, Antonio M., Maureen Cropper, Ahmed Mushfiq Mobarak, and Katja Vinha. "The Effect of Urban Spatial Structure on Travel Demand in the United States" *The Review of Economics and Statistics*, 87(3), August 2005, 466-78.

**Outcomes and Artifacts Map for 5A and 5B**

The outcomes are bolded and the artifacts are bulleted under each outcome.

**5A**

**1. Synthesize the knowledge and skills gained within major courses, independently complete a research-based project or creative work and integrate the results of both in an open-ended project or experience (projects within the major are encouraged).**

- individual capstone paper

**2. Integrate knowledge and principles from the field of study with those of the broader University Studies curriculum.**

- Individual capstone paper\*
- Discussion boards\*

\*The nature of Urban Economics is multidisciplinary; discussion, research, and writing about the topics for these assignments requires integration of principles of economics with the natural world (e.g. environmental effects of urban sprawl, pollution from traffic congestion) and the social world (e.g. idea sharing through agglomeration economies, racial and income segregation, crime and its costs to society). The writing component of the University Studies curriculum is clearly included as well.

**3. Demonstrate advanced information literacy skills by selecting, evaluating, integrating and documenting information gathered from multiple sources into discipline-specific writing.**

- Individual capstone paper - specifically, the annotated bibliography sub-assignment and the subsequent draft and final versions of the paper
- Service learning wiki

**4. Communicate effectively, both orally and in writing, the results of the project or experience.**

- Individual capstone paper

- Service learning wiki page
- Oral presentation on service learning project

5B

**1. Identify the needs and resources of the communities to which they belong.**

- Service learning wiki - specifically section 2. Approach and Methodology. To accomplish this section, students need to identify the needs of the "client" and define the parameters of the project according to the resources that are available to them.

**2. Apply knowledge and skills gained through academic study to real problems and/or opportunities within their communities.**

- Service learning wiki and any report and/or data analysis presented in the results section.

**3. Describe the connections between learning on campus and the issues and needs of broader academic, professional or civic communities.**

- Individual capstone paper - specifically the section describing the way in which the research relates to the service learning project.

**4. Articulate the value of engagement to other members of their communities.**

- Service learning wiki - specifically section 5. Next Steps, the description of which requires "The explanation here should demonstrate the value to the client of the work the group completed."

**Example Assignments:**

**Discussion Board #1**

Choose a specific firm for which its location results in agglomeration economies and post responses to the following questions. Please refer to the rubric to be sure that you earn the most credit for your post. Remember to use proper grammar and punctuation.

1. What is the name of the firm you chose? Where is it located? How do you know about this firm/Where did you retrieve your information to answer questions about this firm's location?
2. From which type of agglomeration economies does this firm benefit, localization economies or urbanization economies? Explain.
3. Using the information from the text and class discussions, explain the benefits to this firm from clustering.

**Sample Discussion Board Rubric**

| <b>Levels of Achievement</b>                      |  |  |   |
|---|--|--|---|
| <b>Criteria</b>                                   | <b>Exemplary</b>   | <b>Meet Expectations</b>   | <b>Needs Improvement</b>  |
| <b>Initial Post - Original, Supported, Timely</b> | <b>5 Points</b><br>Firm choice is different than those already posted by classmates, source of information is documented, and post was made before the deadline. | <b>3 Points</b><br>Two of the following three criteria are met: firm choice is original, source of information is documented, post was made before the deadline. | <b>0 Points</b><br>Only one of the following three criteria is met or none are met: firm choice is original, source of information is |

| Levels of Achievement                           |   |   |  |
|---|---|---|--|
| Criteria  | Exemplary   | Meet Expectations   | Needs Improvement  |
|   |   |   | documented, post was made before the deadline.   |
| <b>Initial Post - Quality</b>                   | <b>10 Points</b><br>All questions are answered thoroughly and accurately. Response accurately characterizes the agglomeration economies of this firm (localization or urbanization) and clearly describes the localization or urbanization economies of this firm. Response clearly articulates why this firm clustered, using the theory discussed in class. | <b>6 Points</b><br>Most questions are answered thoroughly and accurately. Response correctly characterizes the agglomeration economies of this firm and describes them briefly. Response states at least one reason why this firm clustered, using the theory discussed in class. | <b>0 Points</b><br>Several questions are not answered thoroughly and accurately.   |
| <b>Peer Commentary</b>                          | <b>5 Points</b><br>Posted responses to at least two classmates before the deadline. Both responses advanced the discussion in some way, such as raising questions, evaluating similarities and differences compared to other firms in the discussion.   | <b>3 Points</b><br>Posted at least one response to a classmate before the deadline that advanced the discussion.  | <b>0 Points</b><br>Did not post any responses to classmates before the deadline that advanced the discussion. Either no responses were posted or response were merely "I agree," "good answers," and the like. |
| <b>Spelling, Punctuation, Grammar and Style</b> | <b>5 Points</b><br>Errors in spelling, punctuation, and grammar are rare in the initial post and peer responses and style is formal and professional.   | <b>3 Points</b><br>There are some errors in spelling, punctuation, and/or grammar in initial post and peer responses and/or style is too informal.  | <b>0 Points</b><br>Post(s) contains 5 or more errors in spelling, grammar, and/or punctuation and/or style is inappropriate.   |

### Discussion Board #2

Choose a city that has experienced significant urban sprawl. Research the causes and consequences of urban sprawl for this city. Post a minimum of a three paragraph response to the following questions.

1. Which city did you choose? Why did you choose it? What sources (3 minimum) did you use in your research?
2. What were the key causes of urban sprawl in this city? Cite specific examples as they relate to the city, not just generic categories from your class notes.
3. What are the consequences of urban sprawl for this city? Again, cite specific examples for your city.

### Discussion Board #3

For this discussion, choose a recent (2005 or newer) academic journal article on auto or transit transportation that is of interest to you. Read the article and summarize it in your discussion post. In your summary, be sure to include:

- A proper and complete citation of the article.
- A 1-2 paragraph summary articulating the hypothesis and key findings of the article.

- A 1 paragraph statement of how this article adds to your knowledge of the transportation literature.

#### **Discussion Board #4**

Part 1: Choose an aspect of the housing market that makes it different than most other markets (heterogeneity, durability, moving costs and filtering). Find an article from a news source that relates to the aspect of your choice, provide a link to the article, and write a 1-2 paragraph summary of the article.

Part 2: In one paragraph, state the most interesting, valuable, and/or important thing you learned in this class and briefly explain why you chose that idea/topic/conclusion.

#### **Semester-Long Service Learning and Research Assignments**

"This is a service learning course, which means that some of the work for the course will be in partnership with community groups. You will select one of several projects on which to work with other members of your class involving research with community groups/agencies coordinated through the Urban Initiative. Information on the project choices will be given to you early in the semester and assignment to a particular project will be done on a first-come, first served basis. You will be expected to participate in meetings off-campus and outside of the hours scheduled for this course. Efforts will be made to coordinate transportation for those students who do not have private transportation. The number of hours will vary depending on the project chosen.

Your service learning experience will culminate in two projects, a group wiki page and an individual capstone paper.

The first project is a summary of work done for the agency including all procedures and tools used and findings from research conducted. This report will be created collectively with all members of the group who worked on the same project in the form of a wiki page that is developed throughout the semester. This summary is intended to be for the benefit of the agency. These summaries will be presented to the class in the form of short (10-15 minute) group presentations at the end of the semester.

The final wiki product should contain the following sections:

1. Overview: This should resemble an abstract of an academic paper which is brief (no more than 200 words), outlines what was done, why, and provides an overview of the key results.
2. Approach/Methodology: This section should explain what the group did to achieve the goals of the client and how the work was completed.
3. Results/Accomplishments: This section should include an explanation of the results/accomplishments as well as links to any files that contain results.
4. Challenges: This section should include any challenges the group encountered and how the group overcame the challenges.
5. Next Steps: This section should describe what will be done with the work completed by the group. The explanation here should demonstrate the value to the client of the work the group completed.
6. Works Cited: This section should include all resources used in your research."

#### **Wiki Progress Check #1:**

1. Every group member has accessed, viewed, and made some comment or change to the group's wiki page.
2. A brief report on the group's first meeting with the client. This report should include:
  - a. An overview of the project as the group currently understands it.
  - b. A list of the key outcomes/goals for the project as the group currently understands it.

- c. A list of any challenges the group currently foresees with producing the key outcomes/meeting the goals for the project.
  - d. Any questions the group currently has regarding the scope, methods, data, and/or resources for the project.
3. A list of at least 5 next steps including estimated timeline for completion and a rough outline of which group members will focus on which of these steps.

#### Wiki Progress Check #2:

1. All group members continue to participate
2. The wiki states AND shows evidence of progress toward the request made by the client
3. The wiki shows a plan for completing remaining tasks and each of these tasks is assigned an owner.
4. The wiki is starting to take a more formal, professional appearance. Remember, you want to be able to send your client (and potential future employers) to this site to show evidence of your work.

#### Wiki Progress Check #3:

1. You have made any edits/changes that I recommended or requested on your second wiki progress check.
2. The wiki layout reflects the five sections required in the final wiki (see file on main myCourses page).
3. The wiki is nearly completed. If any sections are not yet completed, there is a placeholder for them.
4. The wiki looks professional (but still interesting - don't be afraid to add some color, appropriate graphics, etc) and is well-organized.

#### Sample Wiki Progress Check Rubric

| Levels of Achievement  |   |   |  |
|------------------------|---|---|--|
| Criteria               | Exemplary   | Meet Expectations   | Needs Improvement  |
| <b>Edits/Changes</b>   | <b>5 Points</b><br>All edits/changes have been made.  | <b>3 Points</b><br>Most edits/changes have been made but some remain.   | <b>0 Points</b><br>Most or all edits/changes have not been made.   |
| <b>Layout</b>          | <b>5 Points</b><br>The wiki layout reflects the five required sections (overview, approach, results, challenges, next steps) in a well-organized format.          | <b>3 Points</b><br>Most, but not all of the five required sections are included and they can be easily identified by a new viewer.  | <b>0 Points</b><br>Most or all of the required sections are not included and/or the information is not organized clearly.                              |
| <b>Near Completion</b> | <b>5 Points</b><br>The wiki shows evidence of being close to completion with at least a placeholder for all required information and the wiki looks professional. | <b>3 Points</b><br>The wiki shows evidence of being close to completion with at least a placeholder for all required information, but the formatting needs improvement before it looks like a professional product. | <b>0 Points</b><br>The wiki is missing sections or placeholders for sections and/or need substantial reformatting to look like a professional product. |

#### Final Wiki Rubric

| Levels of Achievement      |  |  |   |  |
|----------------------------|--|--|---|--|
| Criteria                   | Exemplary  | Meet Expectations  | Needs Improvement   | Unacceptable   |
| <b>Content</b>             | <b>25 Points</b><br>Includes all 6 sections outlined in requirements. Every section meets the expectations in the requirements.              | <b>20 Points</b><br>Includes all 6 sections outlined in requirements. The content of at least 4 sections meets the expectations in the requirements. | <b>15 Points</b><br>Does not include all 6 of the required sections and/or the content of fewer than 4 sections meets the expectations in the requirements. | <b>0 Points</b><br>Includes fewer than 4 of the required sections.                                   |
| <b>Format</b>              | <b>15 Points</b><br>Writing is clear and succinct. Layout is interesting and professional in appearance. Information can be easily accessed. | <b>12 Points</b><br>Errors in grammar, spelling, punctuation, and style are rare. Layout allows easy navigation.                                     | <b>10 Points</b><br>Contains 5 - 10 errors in grammar, spelling, punctuation or still. Layout is confusing or unclear.                                      | <b>0 Points</b><br>Contains more than 10 errors in grammar, spelling, punctuation, or style.         |
| <b>Group Participation</b> | <b>10 Points</b><br>Evidence exists that all group members participated in the development of the wiki.                                      | <b>10 Points</b><br>Evidence exists that all group members participated in the development of the wiki.  | <b>7 Points</b><br>Most, but not all, group members participated in the development of the wiki.  | <b>0 Points</b><br>Fewer than half of the group members participated in the development of the wiki. |

#### Group Oral Presentation Rubric

| Criteria                              | Exemplary  | Meet Expectations  | Needs Improvement  |
|---------------------------------------|--|--|--|
| <b>Eye Contact</b>                    | <b>2 Points</b><br>Maintained good eye contact throughout presentation with many audience members.   | <b>1 Points</b><br>Made eye contact throughout presentation but returned eyes to notes or floor frequently.      | <b>0 Points</b><br>Did not make eye contact throughout presentation.   |
| <b>Delivery</b>                       | <b>2 Points</b><br>Presented information from memory or with minimal assistance from notes.          | <b>1 Points</b><br>Relied heavily on notes but did not read from notes or slides.                                | <b>0 Points</b><br>Read from notes or slides.  |
| <b>Clear Presentation of Thoughts</b> | <b>2 Points</b><br>Clearly articulated thoughts without distracting words, pauses, or body language. | <b>1 Points</b><br>Most thoughts were clearly articulated and/or distracting words or body language was minimal. | <b>0 Points</b><br>Most thoughts were not clearly articulated and/or words or body language was a major distraction. |
| <b>Generated Class Interest</b>       | <b>2 Points</b><br>Inspired audience to ask questions and/or almost all                              | <b>1 Points</b><br>Most of the audience was paying attention but   | <b>0 Points</b><br>Most of the audience was not paying   |

| Criteria                       | Exemplary  | Meet Expectations  | Needs Improvement  |
|--------------------------------|--|--|--|
|                                | of the audience was paying attention and engaged in the presentation rather than doing other things.   | several audience members were not interested enough to pay attention.  | attention.   |
| <b>Overview</b>                | <b>4 Points</b><br>Clearly summarized the key aspects of the team's project, explained the clients' goals of the project, provided sufficient background for audience to understand the project. | <b>2 Points</b><br>Provided an overview of the team's project or explained the clients' goals of the project.                                      | <b>0 Points</b><br>Did not provide an overview of the team's project nor explained the clients' goals of the project.      |
| <b>Approach/Methodology</b>    | <b>4 Points</b><br>Clearly explained the approach or methodology devised by the group to meet the clients' goals.  | <b>2 Points</b><br>Briefly stated the approach or methodology used by the group.   | <b>0 Points</b><br>Did not state the approach or methodology used by the group.  |
| <b>Results/Accomplishments</b> | <b>6 Points</b><br>Clearly explained and showed some evidence of the results or accomplishments of the group. Explained why these results/ accomplishments provide value to the client.          | <b>3 Points</b><br>Explained but may not have shown evidence of the results or accomplishments. Did not discuss the value of the results.          | <b>0 Points</b><br>Did not explain or show results or accomplishments.   |
| <b>Challenges</b>              | <b>4 Points</b><br>Clearly explained the challenges faced by the group and explained how the group overcame the challenges.  | <b>2 Points</b><br>Briefly stated the challenges faced by the group. Did not explain how the group overcame the challenges.                        | <b>0 Points</b><br>Did not state the challenges faced by the group. Did not explain how the group overcame the challenges. |
| <b>Next Steps for Client</b>   | <b>4 Points</b><br>Clearly explained how the client intends to use and/or build upon the group's work. Explained the value of the work provided by the group to the client.                      | <b>2 Points</b><br>Briefly stated how the client intends to use the group's work without clearly articulating the value of the work to the client. | <b>0 Points</b><br>Did not state the way(s) the client intends to use and/or build upon the group's work.                  |



## Individual Capstone Paper Assignment

The second project is a capstone paper, written individually, that integrates knowledge from the course material, independent research, knowledge from previous courses, and research from your chosen service learning project. The capstone paper must demonstrate your ability to evaluate and synthesize information from multiple sources in proper writing style for economics.

Choose an urban problem related to your service learning project. Some examples are decay of the urban core due to urban sprawl, negative externalities from zoning, costs from traffic congestion. Write a 7-10 page paper including a review of the existing literature on the topic, an analysis of the problem, and the way in which it relates to your service learning project.

Submit your paper topic by [insert deadline].

Submit your annotated bibliography by [insert deadline].

Submit your draft by [insert deadline].

Submit your final paper by [insert deadline].

## Annotated Bibliography Assignment and Rubric

You must use a minimum of 8 approved sources. Approved sources include academic journal articles, government publications, business periodicals, and books. You may use internet sources if they are from academic journals, national newspapers (Wall Street Journal, Washington Post, etc.), business periodicals (Business Week, The Economist, etc.), or government agencies (Census Bureau, Bureau of Labor Statistics, GAO, etc.) Wikipedia and other online encyclopedias and all private websites are NOT approved sources and should not be included. If you have a question about the suitability of a source, please ask.

- An annotated bibliography is a list of sources with a brief summary of the important information, relevance, and quality of the source. For an example and additional information, please consult [this source](#) or [this source](#).

- Chicago style, MLA, and APA formats are acceptable. For guidance, please see [www.lib.umassd.edu/get/bibstyleguides.html](http://www.lib.umassd.edu/get/bibstyleguides.html)

| Criteria                      | Levels of Achievement   |   |  |   |
|-------------------------------|---|---|--|---|
|                               | Exemplary   | Meet Expectations   | Needs Improvement  | Unacceptable  |
| <b>Annotated Bibliography</b> | <b>10 Points</b><br>Submitted by due date and includes references to 8 or more approved (as defined in the assignment above) sources. Each source is followed by a clear, thorough 2-3 sentence description of the information provided by the source that will be used in the paper. | <b>7 Points</b><br>Submitted by due date and includes references to 8 or more approved (as defined in the assignment above) sources. Each source is followed by a brief description of the source but descriptions are not clear and thorough and/or it is not clear what contribution the source will make to the paper. | <b>3 Points</b><br>Submitted by due date and includes references to fewer than 8 approved (as defined in the assignment above) sources and/or descriptions are unclear or missing. | <b>0 Points</b><br>Annotated bibliography was not submitted by the due date or it did not reference any approved sources. |

## Draft Rubric

| Criteria                         | Levels of Achievement  |   |  |   |
|----------------------------------|--|---|--|---|
|                                  | Exemplary  | Meet Expectations   | Needs Improvement  | Unacceptable  |
| <b>Progress</b>                  | <b>3 Points</b><br>Draft contains an introduction, body, and conclusion in a minimum of 5 pages.   | <b>2 Points</b><br>Draft contains an introduction, body, and conclusion in a minimum of 3 pages.  | <b>1 Points</b><br>Draft is fewer than 3 pages in length and/or it does not contain an introduction, body, and conclusion.   | <b>0 Points</b><br>Draft was not submitted.   |
| <b>Analysis</b>                  | <b>10 Points</b><br>Analysis clearly and thoroughly articulates the problem, explains at least two causes, at least two consequences, and at least one solution to the problem.  | <b>7 Points</b><br>Analysis clearly explains the problem and explains at least one cause, consequence and solution.   | <b>4 Points</b><br>Analysis states the problem but does not explain at least one cause, consequence, and solution.   | <b>0 Points</b><br>Does not identify an urban problem.  |
| <b>Integration and Synthesis</b> | <b>7 Points</b><br>Provides evidence of integration and synthesis of knowledge from economics courses and independent research through correct use of economic terms, accurate interpretations of findings of other researchers, and insightful conclusions. | <b>5 Points</b><br>Provides some evidence of integration and synthesis of knowledge from economics courses and/or contains fewer than three of the following: incorrect uses of economic terms, inaccurate interpretations of findings of other researchers, invalid conclusions. | <b>3 Points</b><br>Provides little evidence of integration and synthesis of knowledge from economics courses and independent research and/or contains incorrect uses of economic terms and/or inaccurate interpretations of findings of other researchers. | <b>0 Points</b><br>Provides no evidence of integration and synthesis of knowledge from economics courses and/or independent research. |
| <b>Writing Style and Format</b>  | <b>5 Points</b><br>Draft uses formal, professional language, written in third- person, errors in spelling, grammar, and punctuation are rare.  | <b>4 Points</b><br>Draft contains fewer than 5 errors in spelling, grammar, and punctuation, and style flaws are rare.  | <b>2 Points</b><br>Style is inappropriate and/or draft contains more than 5 errors in spelling, grammar, and punctuation.  | <b>0 Points</b><br>Draft was not submitted by due date or writing is incoherent.  |
| <b>Sources and Documentation</b> | <b>5 Points</b><br>Draft references a minimum of 8 approved sources using correct  | <b>4 Points</b><br>Draft references a minimum of 8 approved sources but requires some   | <b>3 Points</b><br>Draft references fewer than 8 approved sources and/or requires major  | <b>0 Points</b><br>Draft does not include sources and/or documentation.   |

| Criteria | Levels of Achievement                                  |   |   |              |
|----------|--|---|---|--------------|
|          | Exemplary  | Meet Expectations                                 | Needs Improvement                                 | Unacceptable |
|          | parenthetical documentation and a formal bibliography. | corrections in documentation and/or bibliography. | corrections in documentation and/or bibliography. |              |

### Final Capstone Paper Rubric

| Criteria                         | Exemplary   | Meet Expectations  | Needs Improvement  | Unacceptable   |
|----------------------------------|---|--|--|--|
| <b>Completion</b>                | <b>6 Points</b><br>Contains an introduction, body, and conclusion in a 7-10 page paper.   | <b>4 Points</b><br>Contains an introduction, body, and conclusion in a 5-6 page paper.   | <b>2 Points</b><br>Final version is fewer than 5 pages in length and/or does not contain an introduction, body, and conclusion.  | <b>0 Points</b><br>Final version was not submitted.  |
| <b>Analysis</b>                  | <b>15 Points</b><br>Analysis clearly and thoroughly articulates the problem, thoroughly explains at least two causes, at least two consequences, and at least one solution to the problem integrating evidence from existing literature and independent research. All recommended changes to draft were made. | <b>10 Points</b><br>Analysis clearly explains the problem and explains at least two causes and consequences and at least one solution. Statements are supported by existing evidence and/or independent research but evidence and ideas are not well-integrated. Most or all recommended changes to draft were made. | <b>5 Points</b><br>Analysis states the problem but does not explain at least two causes, at least two consequences, and at least one solution and/or statements are not supported by research and/or most or all recommended changes to draft were not made. | <b>0 Points</b><br>Analysis does not identify an urban problem and/or no recommended changes to draft were made.                   |
| <b>Integration and Synthesis</b> | <b>15 Points</b><br>Provides evidence of integration and synthesis of knowledge from economics courses and independent research through correct use of economic terms, accurate interpretations of findings of other economists, and insightful conclusions.  | <b>10 Points</b><br>Provides some evidence of integration and synthesis of knowledge from economics courses and/or contains fewer than three of the following: incorrect uses of economic terms, inaccurate interpretations of findings of other researchers, invalid conclusions.                                   | <b>5 Points</b><br>Provides little evidence of integration and synthesis of knowledge from economics courses and independent research and/or contains incorrect uses of economic terms and/or inaccurate interpretations of findings of other                | <b>0 Points</b><br>Provides no evidence of integration and synthesis of knowledge from economics courses and independent research. |

| Criteria                         | Exemplary  | Meet Expectations  | Needs Improvement   | Unacceptable  |
|----------------------------------|--|--|---|---|
|                                  |  |  | researchers.  |   |
| <b>Writing Style and Format</b>  | <b>7 Points</b><br>Final version uses formal, professional language, written in third-person, errors in spelling, grammar, and punctuation are rare. Writing is coherent, source documentation is explained and supportive of the arguments made in the paper. | <b>5 Points</b><br>Final version contains fewer than 5 errors in spelling, grammar, and punctuation, and style flaws are rare.                   | <b>3 Points</b><br>Style is inappropriate and/or final version contains more than 5 errors in spelling, grammar, and punctuation.                 | <b>0 Points</b><br>Most or all of the writing is incoherent.                    |
| <b>Sources and Documentation</b> | <b>7 Points</b><br>Final version references a minimum of 8 approved sources using correct parenthetical documentation and a formal bibliography.   | <b>5 Points</b><br>Final version references a minimum of 8 approved sources but requires minor corrections in documentation and/or bibliography. | <b>3 Points</b><br>Final version references fewer than 8 approved sources and/or requires major corrections in documentation and/or bibliography. | <b>0 Points</b><br>Final version does not include sources and/or documentation. |

### Sample Course Outline:

#### Unit 1 Introduction to Urban Economics and Market Forces in the Development of Cities

##### Unit Learning Outcomes

After completing this unit, students should be able to:

1. Define urban economics.
2. Define the term city and explain why cities exist.
3. Compute and compare opportunity costs of different decision-makers to determine the most efficient specialization of production.
4. Apply the concept of comparative advantage to the development of different types of cities
5. Explain why firms cluster.
6. Illustrate labor pooling graphically.
7. Describe and differentiate localization and urbanization economies.
8. Evaluate the effects of different public policies on urban growth.

### Weeks 1-3

|                    |  |
|--------------------|--|
| <b>Topics:</b>     | What is urban economics, what is a city, 5 axioms of urban economics, opportunity cost, comparative advantage, development of a factory town, firm clustering, labor pooling, localization and urbanization economies, differences in city sizes, urban employment growth and the multiplier, the effects of taxes and subsidies on location choices |
| <b>Assignments</b> | Readings: O'Sullivan Chapters 1-5<br>Kahn, "Watching the Waves Roll In" (pdf on myCourses)<br>MyCourses: Discussion Board 1 - Introductions<br>Discussion Board 2 - Location Economies<br>Online Quizzes   |

### Unit 2 Land Rent and Land-Use Patterns

#### Unit Learning Outcomes

After completing this unit, students should be able to:

1. Discuss and illustrate graphically the reasons for the rise and fall of the monocentric city.
2. Evaluate causes and consequences of urban sprawl.
3. Illustrate graphically the causes of urban sprawl.
4. Predict the outcome of a majority rule vote given various demands for public goods.
5. Interpret the graphical representation of the neighborhood choice model.

### Weeks 4-7

|                    |   |
|--------------------|---|
| <b>Topics:</b>     | Monocentric city, labor and transportation costs, urban sprawl, diversity, income segregation, demand for public goods, trouble with majority rule, neighborhood externalities, neighborhood choice model, education production function, causes and consequences of racial segregation, land-use zoning, minimum lot size, substantive due process, urban growth control |
| <b>Assignments</b> | Readings: O'Sullivan Chapters 7-9<br>Eckenrod and Holahan 2006 article (pdf on myCourses)<br>MyCourses: Discussion Board 3 - Urban Sprawl<br>Online Quizzes<br>Service Learning Wiki Progress Check #1<br>Capstone Paper Topic  |

### Unit 3 Urban Transportation

#### Unit Learning Outcomes

After completing this unit, students should be able to:

1. Discuss current US trends in travel including driving, carpooling, and transit usage.
2. Illustrate graphically and analyze the externalities from congestion, pollution, and vehicle accidents.
3. Compare and evaluate alternative policy solutions to internalize the externalities noted above.
4. Assess an individual's modal choice decision and evaluate mode choice options from a policymaker's perspective.
5. Explain the effects of urban form on mode choice.

**Weeks 8-10:**

|                    |   |
|--------------------|---|
| <b>Topics:</b>     | Auto congestion, congestion tax, air pollution, vehicle collisions, mass transit, public policies to internalize the externalities from autos, individual modal choice decisions, effects of urban form on mode choice  |
| <b>Assignments</b> | Readings: O'Sullivan Chapters 10-11<br>2009 NHTS Summary of Travel Trends (pdf on myCourses)<br>2012 Annual Urban Mobility Study (link on myCourses)<br>"Forget the Gas Tax" article (pdf on myCourses)<br>Bento et al. 2005 article (pdf on myCourses)<br>MyCourses: Discussion Board 4 – Transportation<br>Online Quizzes<br>Annotated Bibliography for Capstone Paper<br>Service Learning Wiki Progress Check #2 |

**Unit 4 Urban Crime**Unit Learning Outcomes

After completing this unit, students should be able to:

1. Describe a criminal as a rational utility-maximizer who responds to incentives.
2. Analyze a model of a rational criminal using expected utilities.
3. Illustrate graphically the equilibrium quantity of crime and effects of public policies on that equilibrium.
4. Evaluate crime-fighting policy alternatives.

**Week 11:**

|                    |   |
|--------------------|---|
| <b>Topics:</b>     | Urban crime, the criminal as a utility-maximizer, expected utility calculations, equilibrium quantity of crime, crime-fighting policies, optimal amount of crime, role of prisons |
| <b>Assignments</b> | Readings: Ch 12<br>MyCourses: Online Quiz<br>Draft of Capstone Paper  |

**Unit 5 Housing**Unit Learning Outcomes

After completing this unit, students should be able to:

1. Describe a hedonic model of equilibrium housing prices.
2. Analyze the choice of the optimal maintenance level using marginal analysis.
3. Evaluate graphically a consumer's decision to move.
4. Explain a model of utility maximization for public housing.
5. Evaluate housing policy alternatives.

**Weeks 12-14:**

|                    |   |
|--------------------|---|
| <b>Topics:</b>     | Heterogeneity of housing, hedonic determination of equilibrium prices, durability and optimal maintenance level, moving costs, filtering model, social welfare from public housing, policy alternatives to public housing, urban renewal, subsidies for mortgage interest, rent control |
| <b>Assignments</b> | Readings: O'Sullivan Chapters 13-14<br>Example of Housing Assessment (pdf on myCourses)<br>MyCourses: Online Quizzes<br>Discussion Board 5 - Housing<br>Service Learning Wiki Progress Check #3<br>Final Capstone Paper   |