

# URBAN STUDIES

Courses offered by the Program on Urban Studies are listed under the subject code URBANST on the (<https://explorecourses.stanford.edu/search/?q=urbanst&view=catalog&page=0&catalog=71&filter-term-Autumn=on&filter-term-Winter=on&filter-term-Spring=on&filter-term-Summer=on&filter-coursestatus-Active=on&collapse=&filter-catalognumber-urbanst=on&filter-catalognumber-urbanst=on>) Stanford Bulletin's (<http://explorecourses.stanford.edu/CourseSearch/search/?view=catalog&catalog=&page=0&q=URBANST&filter-catalognumber-URBANST=on>) ExploreCourses web site (<http://explorecourses.stanford.edu/CourseSearch/search/?view=catalog&catalog=&page=0&q=URBANST&filter-catalognumber-URBANST=on>).

The Program on Urban Studies treats urbanism as an interdisciplinary field; it brings together students, faculty, and outside specialists concerned with cities, and the impacts of cities on society and people's lives. The Urban Studies major encourages students to inquire deeply into the nature of cities and the techniques used to modify urban environments. It prepares students to address urbanization, and gives students a knowledge base and theoretical, analytical, and practical skills to understand urban social systems and effect social change.

## Mission of the Undergraduate Program on Urban Studies

Cities are now home to more than half of humanity. The mission of the undergraduate Program on Urban Studies is to develop students' understanding of the nature of cities and their impact on the world. The dynamic and complex nature of cities challenges traditional disciplinary boundaries, so the program is interdisciplinary in nature, drawing from fields in the social sciences, the humanities, engineering, and education. Courses in the program focus on issues in contemporary urban society, and on the forces and practices that shape urban life. Courses also address how cities have changed over time and how they continue to change today in societies around the world. Through a comprehensive program that includes course work, community engagement, and independent research, a major in Urban Studies prepares students for careers and graduate study in fields including architecture, business, education, environmental planning, law, public policy, real estate development, social services, urban design, and urban planning. It also prepares students to be critical thinkers, engaged citizens, and informed leaders who can help to transform cities for the better.

## Learning Outcomes (Undergraduate)

The Program expects its undergraduate majors to be able to demonstrate the following learning outcomes. These learning outcomes are used in evaluating students and the Program on Urban Studies. Students are expected to demonstrate ability:

1. to formulate a research question and assess its significance in relation to one or more relevant scholarly or professional literatures and, where relevant, to theoretical writings.
2. to collect data to answer the proposed research question.
3. to analyze a problem and draw correct inferences using qualitative and/or quantitative analysis.
4. to write clearly and persuasively.

## Coterminal Programs for Urban Studies Majors

Undergraduates in Urban Studies may enter coterminal master's degree programs in a number of departments and schools in the University. In recent years, Urban Studies majors have developed coterminal programs in the fields of African Studies, Anthropology, Civil and Environmental Engineering, Communication, Community Health and

Prevention Research. Earth Systems, Education, Public Policy, and Sociology. Information and applications for coterminal degree programs are available at Undergraduate Advising and Research. Students should discuss the coterminal program with a program director during their junior year.

University requirements for the coterminal master's degree are described in the "Coterminal Master's Program (<http://exploreddegrees.stanford.edu/cotermdegrees/>)" section. University requirements for the master's degree are described in the "Graduate Degrees (<http://exploreddegrees.stanford.edu/graduatedegrees/#masterstext>)" section of this bulletin.

## Bachelor of Arts in Urban Studies

### Declaring the Major

Students interested in declaring Urban Studies as a major are required to meet first with the co-director and one of the program's advisors; they then declare the Urban Studies major on Axess.

## Degree Requirements

The Urban Studies major requires students to complete five types of courses totaling at least 70 units:

1. 18 units in the core (23 for those who declared before September 1, 2019)
2. 9 units (minimum) of skills courses in at least 3 courses of 3 units each
3. 20 units (minimum) in an area of concentration
4. 3 units (minimum) of a Cardinal service-learning course or internship approved by Urban Studies to meet this requirement
5. 10 units in the capstone sequence

If units in these categories total less than 70, the remaining units may be fulfilled by courses in other concentrations or in Urban Studies courses numbered 100 or higher (except URBANST 196, Senior Research in Public Service and URBANST 199 Senior Honors Thesis).

Majors must complete one prerequisite: ECON 1 Principles of Economics or ECON 1V Principles of Economics; this prerequisite course may be taken S/NC, as the units for this course do not count toward the 70 units required for the major. URBANST 196 Senior Research in Public Service, URBANST 199 Senior Honors Thesis, and prerequisites for required courses and for electives also do not count towards the 70-unit minimum.

Urban Studies students interested in graduate school in business or urban planning are advised to obtain basic quantitative skills by completing MATH 19 Calculus, MATH 20 Calculus, and MATH 21 Calculus, preferably before the junior year.

A course in statistical methods, such as STATS 60 Introduction to Statistical Methods: Precalculus, ECON 102A Introduction to Statistical Methods (Postcalculus) for Social Scientists or POLISCI 150A Data Science for Politics, is recommended for students interested in business or urban planning.

Urban Studies students are encouraged to spend at least one quarter studying overseas to learn how cities vary across societies. Some Urban Studies concentration courses, as well as electives, can be satisfied at Stanford overseas campuses. Courses offered overseas vary from year to year, and students should check in advance with Overseas Studies and Urban Studies concerning which courses meet Urban Studies requirements. Students may arrange to fulfill the service learning requirement through an internship placement at one of Stanford's overseas locations.

Courses counted toward the 70-unit graduation requirement for the major must be taken for a letter grade, and a minimum grade of 'C' is required. The only exceptions are Urban Studies courses numbered 100 and higher that are offered only on an S/NC basis, such as URBANST 201A Capstone Internship in Urban Studies. Students may count up to three non-Stanford courses, for a maximum of 15 units, toward the major. These units must first be approved by the Office of Transfer Credit in the Registrar's Office and subsequently approved by the Urban Studies program. Transfer credit is not awarded for internship. Students may not count more than 5 units of URBANST 197 Directed Reading, toward the major without permission of the Director.

Qualified students may write a senior honors thesis and graduate with honors; see details in "Honors Program (p. 7)" below.

## Course Requirements

### Urban Studies Core

Urban Studies majors should complete URBANST 110 Introduction to Urban Studies, before Spring Quarter of the junior year. The courses below, totaling 18 units, are required (23 including URBANST 111 for those who declared before September 1, 2019).

### Required Courses

	Units
<b>Core Courses</b>	<b>18</b>
URBANST 110 Introduction to Urban Studies	
URBANST 112 The Urban Underclass	
URBANST 113 Introduction to Urban Design: Contemporary Urban Design in Theory and Practice	
URBANST 114 Urban Culture in Global Perspective or URBANST 142 Megacities	
<b>Skills Course</b>	<b>9</b>
A minimum of 9 units in 3 courses of at least 3 units each are required and should be taken before the end of the junior year. The following courses are recommended for most Urban Studies majors.	
SOC 180A Foundations of Social Research	
EARTHSYS 144 Fundamentals of Geographic Information Science (GIS) or URBANST 124 Spatial Approaches to Social Science	
The additional skills courses vary depending on a student's needs and interests. Student consult with an advisor to determine the best choice. Courses that fulfill the skills requirement are:	
ANTHRO 91 Method and Evidence in Anthropology	
ANTHRO 93B Prefield Research Seminar: Non-Majors	
ARCHLGY 125 Archaeological Field Survey Methods	
CEE 31 Accessing Architecture Through Drawing	
CEE 31Q Accessing Architecture Through Drawing	
CEE 124X Shaping the Future of the Bay Area	
CEE 130 Architectural Design: 3-D Modeling, Methodology, and Process	
CEE 139 Design Portfolio Methods	
EARTHSYS 142 Remote Sensing of Land	
ECON 102A Introduction to Statistical Methods (Postcalculus) for Social Scientists	
EDUC 123 Community-based Research As Tool for Social Change: Discourses of Equity in Communities & Classrooms	
ENGR 150 Data Challenge Lab	
ESS 165 Advanced Geographic Information Systems	
HUMBIO 82A Qualitative Research Methodology	

HUMBIO 82B	Advanced Data Analysis in Qualitative Research	
MED 147	Methods in Community Assessment, Evaluation, and Research	
MS&E 125	Introduction to Applied Statistics	
PEDS 202C	Qualitative Research Methods and Study Design	
POLISCI 150A	Data Science for Politics	
POLISCI 150B	Machine Learning for Social Scientists	
POLISCI 150C	Causal Inference for Social Science	
SOC 180B	Introduction to Data Analysis	
STATS 60	Introduction to Statistical Methods: Precalculus	
STATS 101	Data Science 101	
URBANST 123B	Approaching Research in the Community: Design and Methods	
<b>Concentration Focus</b>		<b>20</b>
<b>Service Learning or Internship</b>		<b>3</b>
Complete one course from the following or a course approved by Urban Studies (see "Degree Requirements" above):		
URBANST 141	Gentrification	
URBANST 145	International Urbanization Seminar: Cross-Cultural Collaboration for Sustainable Urban Development	
URBANST 164	Sustainable Cities	
URBANST 194	Internship in Urban Studies	
URBANST 201A	Capstone Internship in Urban Studies	
<b>Capstone</b>		<b>10</b>
Complete each of the following:		
URBANST 202A	Junior Seminar: Preparation for Research	
URBANST 203	Senior Seminar	
<b>Electives</b>		<b>10</b>
If units in the above categories total less than 70, the remaining units may be fulfilled by courses in other concentrations or in Urban Studies courses numbered 100 or higher (except URBANST 196, Senior Research in Public Service and URBANST 199 Senior Honors Thesis).		
<b>Total Units</b>		<b>70</b>

## Concentrations

Students must complete at least 20 units in one of the following concentrations:

- Cities in Comparative and Historical Perspective
- Urban Education
- Urban Society and Social Change
- Urban Sustainability
- Self-Designed

Courses may not be double-counted within the major.

Students should consult an advisor to develop a program that meets their intellectual goals; relevant courses not listed here, may be counted toward the concentration with the prior consent of an advisor.

These concentrations are declared to the department; they are not declared on Axxess, and they do not appear on the transcript or the diploma.

### Cities in Comparative and Historical Perspective

Approximately half of the world's population now lives in cities, and the proportion grows greater every day. Urban issues cannot be

understood in the context of a single nation or a single moment in time. This concentration draws on disciplinary approaches including anthropology, archaeology, art history, geography, and history to help students understand how cities have developed and how they relate to each other today. By placing urban issues in perspective, students improve their comprehension of the United States as well as the world, and of the present as well as the past.

Students in this concentration are encouraged to study off campus, and preferably overseas, for at least one quarter. Many courses offered through the Overseas Studies Program can be counted toward the concentration. Similarly, internships offered at many of Stanford's overseas locations can be used to fulfill the Urban Studies internship requirement.

DLCL 100 CAPITALS: How Cities Shape Cultures, States, and People or URBANST 119 Ancient Urbanism (offered alternate years) is required for the cities in comparative and historical perspectives concentration:

		Units
<b>Required Course</b>		
DLCL 100	CAPITALS: How Cities Shape Cultures, States, and People	3-5
<b>Concentration Electives</b>		
The following courses may be counted towards concentration:		
AMSTUD 58Q	American Landscapes of Segregation	3-4
ANTHRO 39	Sense of Place	3
ANTHRO 42	Megacities	5
ANTHRO 108B	Gender in the Arab and Middle Eastern City	5
ARTHIST 3	Introduction to World Architecture	5
ARTHIST 142	Architecture Since 1900	4
ARTHIST 143A	American Architecture	4
CEE 32G	Architecture Since 1900	4
CEE 33B	Japanese Modern Architecture	4
CEE 32R	American Architecture	4
CLASSICS 83	The Greeks	4-5
CLASSICS 84	The Romans	3-5
CLASSICS 156	Design of Cities	3-5
CSRE 147D	Studies in Music, Media, and Popular Culture: Music and Urban Film	3-4
DLCL 100	CAPITALS: How Cities Shape Cultures, States, and People	3-5
EARTHSYS 112	Human Society and Environmental Change	4
ENGLISH 83N	City, Space, Literature	3
FRENCH 140	Paris: Capital of the Modern World	4-5
HISTORY 62S	From Runaway Wives to Dancing Girls: Urban Women in the Long Nineteenth Century	5
HISTORY 106A	Global Human Geography: Asia and Africa	5
HISTORY 106B	Global Human Geography: Europe and Americas	5
HISTORY 150C	The United States in the Twentieth Century	5
ME 120	History and Ethics of Design	3
OSPBER 30	Berlin vor Ort: A Field Trip Module	1
OSPBER 60	Cityscape as History: Architecture and Urban Design in Berlin	5
OSPCPTWN 16		
OSPCPTWN 43		
OSPFLOR 58	Space as History: Social Vision and Urban Change	4
OSPFLOR 71	A Studio with a View: Drawing, Painting and Informing your Aesthetic in Florence	4

OSPFLOR 115Y	Building the Cathedral and the Town Hall: Constructing and Deconstructing Symbols of a Civilization	4
OSPMADR 8A	Cities and Creativity: Cultural and Architectural Interpretations of Madrid	4
OSPMADR 60	Integration into Spanish Society: Service Learning and Professional Opportunities	4
OSPPARIS 92	Building Paris: Its History, Architecture, and Urban Design	4
OSPSANTG 29	Sustainable Cities: Comparative Transportation Systems in Latin America	5
OSPSANTG 71	Santiago: Urban Planning, Public Policy, and the Built Environment	5
POLISCI 110C	America and the World Economy	5
REES 204	Cities of Empire: An Urban Journey through Eastern Europe and the Mediterranean	3-5
SINY 114	Writing in the City	4
SINY 116	Off the iPhone and Into the City: Creating a Photography Project	4
SINY 152	Film: The City as Muse	4
URBANST 27Q	The Detective and the City	3
URBANST 140F	Casablanca - Algiers - Tunis : Cities on the Edge	3-5
URBANST 141	Gentrification	5
URBANST 145	International Urbanization Seminar: Cross-Cultural Collaboration for Sustainable Urban Development	4-5
URBANST 147	Archaeology of Human Rights	5
URBANST 150	From Gold Rush to Google Bus: History of San Francisco	4
URBANST 156	St. Petersburg: Imagining a City, Building a City	1-2
URBANST 169	Race and Ethnicity in Urban California	4-5
URBANST 174	Defining Smart Cities: Visions of Urbanism for the 21st Century	3-4
URBANST 184	Paris: Capital of the Modern World	4-5

## Urban Education

Providing education that is both high in quality and fair to all is one of the greatest challenges facing cities today. This concentration prepares students for careers in educational policy and practice. It is a popular choice for students who have been admitted by the Stanford School of Education (<https://ed.stanford.edu/>) to pursue a coterminal master's degree in the Stanford Teacher Education Program (STEP) (<http://suse-step.stanford.edu/>) or the Policy, Organization, and Leadership Studies Program (POLS) (<http://suse-pols.stanford.edu/>). Stanford undergraduates can apply to the Stanford Teacher Education Program (STEP) in their junior or senior year.

Coterminal students applying to STEP are encouraged to take EDUC 101 Introduction to Teaching and Learning before applying to the program. Additionally, students interested in STEP Secondary (Single Subject) must demonstrate subject matter competency in their intended teaching area. Transcripts should reflect coursework in the intended teaching subject even if it was not a student's undergraduate major.

For additional information please contact the STEP Admissions Officer at 723-2110, or consult the STEP web site (<http://suse-step.stanford.edu/>).

		Units
<b>Required Course</b>		
EDUC 112	Urban Education	3-5
<b>Concentration Electives</b>		

The following courses may be counted towards concentration:

AFRICAST 111	Education for All? The Global and Local in Public Policy Making in Africa	3-5
EDUC 101	Introduction to Teaching and Learning	4
EDUC 103A	Tutoring: Seeing a Child through Literacy	3-4
EDUC 103B	Race, Ethnicity, and Linguistic Diversity in Classrooms: Sociocultural Theory and Practices	3-5
EDUC 107	Education and Inequality: Big Data for Large-Scale Problems	3-5
EDUC 123	Community-based Research As Tool for Social Change: Discourses of Equity in Communities & Classrooms	3-5
EDUC 131	Raza Youth in Urban Schools: Mis-educating Chicana/o/x and Latina/o/x Communities	3-5
EDUC 148	Inglés Personal: Coaching Everyday Community English	1-5
EDUC 149	Theory and Issues in the Study of Bilingualism	3-5
EDUC 195A	Origins and Legacies of Educational Progressivism: A Community Engaged Learning Course	3-5
EDUC 201	History of Education in the United States	3-5
EDUC 202	Introduction to International and Comparative Education	3
EDUC 204	Introduction to Philosophy of Education	3
EDUC 220C	Education and Society	4-5
EDUC 220D	History of School Reform: Origins, Policies, Outcomes, and Explanations	3-5
EDUC 221A	Policy Analysis in Education	4-5
EDUC 277	Education of Immigrant Students: Psychological Perspectives	4
EDUC 283	Child Development In and Beyond Schools	1
HUMBIO 142 or PSYCH 60	Adolescent Development Introduction to Developmental Psychology	3-4

## Urban Society and Social Change

Many students are drawn to Urban Studies by their desire to understand and address the unique problems confronting cities today. This concentration focuses on issues in contemporary urban society, and on the tools and concepts that can bring about change to improve urban life.

Courses focus on a diverse range of issues, from public health crises to racial and class inequality. Students also learn how community action, urban planning and design, and organizations in nonprofit, for-profit, and government sectors address these challenges. This concentration prepares students to enter graduate programs concerned with urban affairs, community service, and public policy, and to work with local governmental agencies and for-profit and nonprofit organizations engaged in community service and development.

Required Course		Units
URBANST 156A	The Changing American City	4
<b>Concentration Electives</b>		
The following courses may be counted towards concentration:		
AFRICAST 111	Education for All? The Global and Local in Public Policy Making in Africa	3-5
AMSTUD 58Q	American Landscapes of Segregation	3-4
ANTHRO 32	Theories in Race and Ethnicity: A Comparative Perspective	5

ASNAMST 123	Asian Americans and Environmental Justice	3-5
CEE 32A	Psychology of Architecture	3
CEE 32B	Design Theory	4
CEE 124S	Sustainable Urban Systems Seminar	1
CEE 131A	Professional Practice: Mixed-Use Design in an Urban Setting	4
CEE 141A	Infrastructure Project Development	3
CEE 141B	Infrastructure Project Delivery	3
CEE 246	Venture Creation for the Real Economy	3-4
CEE 265F	Environmental Governance and Climate Resilience	3
CSRE 157P	Solidarity and Racial Justice	4-5
CSRE 196C	Introduction to Comparative Studies in Race and Ethnicity	5
EARTHSYS 105	Food and Community: Food Security, Resilience and Equity	2-3
ECON 150	Economic Policy Analysis	4-5
ECON 155	Environmental Economics and Policy	5
EDUC 107	Education and Inequality: Big Data for Large-Scale Problems	3-5
ENGR 150	Data Challenge Lab	3-5
HISTORY 106A	Global Human Geography: Asia and Africa	5
HISTORY 106B	Global Human Geography: Europe and Americas	5
HUMBIO 122S	Social Class, Race, Ethnicity, and Health	4
HUMBIO 128	Community Health Psychology	4
LAW 7003	Cities in Distress	3
LINGUIST 55N	Language in the City	3
MS&E 180 or SOC 160	Organizations: Theory and Management Formal Organizations	4
OSPSANTG 29	Sustainable Cities: Comparative Transportation Systems in Latin America	5
OSPSANTG 71	Santiago: Urban Planning, Public Policy, and the Built Environment	5
PEDS 150	Social and Environmental Determinants of Health	3
POLISCI 121L	Racial-Ethnic Politics in US	5
POLISCI 31Q	Justice and Cities	3
POLISCI 147P	The Politics of Inequality	5
POLISCI 220	Urban Policy Research Lab	5
POLISCI 236	Theories and Practices of Civil Society, Philanthropy, and the Nonprofit Sector	5
PUBLPOL 135	Regional Politics and Decision Making in Silicon Valley and the Greater Bay Area	4
SINY 101	The New York City Seminar	5
SINY 134	The Urban Home Project	4
SINY 162	Sustainable and Resilient Urban Systems in NYC	3-4
SOC 3	America: Unequal	4
SOC 14N	Inequality in American Society	4
SOC 45Q	Understanding Race and Ethnicity in American Society	4
SOC 118	Social Movements and Collective Action	4
SOC 135	Poverty, Inequality, and Social Policy in the United States	3-4
SOC 140	Introduction to Social Stratification	3
SOC 145	Race and Ethnic Relations in the USA	4

SOC 146	Introduction to Comparative Studies in Race and Ethnicity	5
SOC 157	Ending Poverty with Technology	5
SOC 160	Formal Organizations	4
SOC 164	Immigration and the Changing United States	4
SOC 166	Mexicans, Mexican Americans, and Chicanos in American Society	5
URBANST 103C	Housing Visions	3
URBANST 109	Physics of Cities	3
URBANST 123	Designing Research for Social Justice: Writing a Community-Based Research Proposal	3-5
URBANST 125	Shades of Green: Redesigning and Rethinking the Environmental Justice Movements	3-5
URBANST 126	Spirituality and Nonviolent Urban and Social Transformation	3
URBANST 126A	Ethics and Leadership in Public Service	3-4
URBANST 130	Planning Calif: the Intersection of Climate, Land Use, Transportation & the Economy	3
URBANST 131	VIP: Very Impactful People - Social Innovation & the Social Entrepreneur	1
URBANST 132	Concepts and Analytic Skills for the Social Sector	4
URBANST 133	Social Enterprise Workshop	4
URBANST 134	Justice and Cities	5
URBANST 138	Smart Cities & Communities	4
URBANST 141	Gentrification	5
URBANST 145	International Urbanization Seminar: Cross-Cultural Collaboration for Sustainable Urban Development	4-5
URBANST 148	Who Owns Your City?: Institutional Real Estate Seminar	3
URBANST 164	Sustainable Cities	4-5
URBANST 169	Race and Ethnicity in Urban California	4-5
URBANST 170	Urban Policy Research Lab	5
URBANST 171	Urban Design Studio	5
URBANST 172A	Introduction to Urban and Regional Planning	3
URBANST 173	The Urban Economy	4
URBANST 174	Defining Smart Cities: Visions of Urbanism for the 21st Century	3-4
URBANST 178	The Science and Practice of Effective Advocacy	3-5
URBANST 179	The Social Life of Neighborhoods	4
URBANST 183	Team Urban Design Studio	5

## Urban Sustainability

The Urban Sustainability concentration provides the basis for a holistic understanding of cities through the lens of environmental and social sustainability. By combining coursework in urban studies, history, sociology, and design with the STEM fields (science, technology, engineering and mathematics), students in the Urban Sustainability concentration are exposed to the environmental and infrastructural aspects of cities, as well as to issues of human development, public policy, and social equity.

Students in the concentration acquire a foundation in sustainability concepts and skills for research and professional practices. The Urban Sustainability concentration helps prepare students to serve as social change agents in future roles as scholars, urban planners,

designers, entrepreneurs, public servants, and advocates, to address the most pressing issues of urban development and its human impacts in cities around the world.

The following courses may be counted toward the Urban Sustainability Concentration. Students must select at least one course from each of the following categories:

1. environmental sustainability
2. social sustainability
3. project-based courses.

Students interested in pursuing the concentration in urban sustainability should meet with an Urban Studies advisor to determine an appropriate course of study. Consult the Urban Studies website or see an advisor for sample course plans in this concentration.

### Units

#### Required Course

EARTHSYS 112	Human Society and Environmental Change	4
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#### Concentration Electives

Students must take at least one course in each of the categories listed below for the Urban Sustainability concentration.

##### Environmental Sustainability

Environmental sustainability refers to the biosphere, environmental planning and policy, natural resource planning and development, sustainable building design, and urban infrastructure systems.

CEE 64 Air Pollution and Global Warming: History, Science, and Solutions

CEE 100 Managing Sustainable Building Projects

CEE 107A Understanding Energy

CEE 124S Sustainable Urban Systems Seminar

CEE 165C Water Resources Management

CEE 171

CEE 172 Air Quality Management

CEE 176A Energy Efficient Buildings

CEE 177X Engineering and Sustainable Development: Toolkit

CEE 199D

CEE 243 Intro to Urban Sys Engrg

CEE 265F Environmental Governance and Climate Resilience

CEE 308 Topics in Disaster Resilience Research

CHEMENG 60Q Environmental Regulation and Policy

EARTHSYS 10 Introduction to Earth Systems

EARTHSYS 41N The Global Warming Paradox

EARTHSYS 101 Energy and the Environment

EARTHSYS 104 The Water Course

EARTHSYS 188 Social and Environmental Tradeoffs in Climate Decision-Making

ECON 17N Energy, the Environment, and the Economy

ECON 155 Environmental Economics and Policy

ENGR 90 Environmental Science and Technology

OSPANTG 29 Sustainable Cities: Comparative Transportation Systems in Latin America

SINY 162 Sustainable and Resilient Urban Systems in NYC

URBANST 174 Defining Smart Cities: Visions of Urbanism for the 21st Century

##### Social Sustainability

Social sustainability refers to land use planning and its human impacts, distribution of public goods, human-centered design, human and community development, citizen participation, and social equity.

ASNAMST 123	Asian Americans and Environmental Justice
EARTHSYS 105	Food and Community: Food Security, Resilience and Equity
ENVRES 221	New Frontiers and Opportunities in Sustainability
PEDS 150	Social and Environmental Determinants of Health
POLISCI 31Q	Justice and Cities
SINY 122	The Agile City
SOC 3	America: Unequal
SOC 135	Poverty, Inequality, and Social Policy in the United States
URBANST 103C	Housing Visions
URBANST 125	Shades of Green: Redesigning and Rethinking the Environmental Justice Movements
URBANST 130	Planning Calif: the Intersection of Climate, Land Use, Transportation & the Economy
URBANST 138	Smart Cities & Communities
URBANST 147	Archaeology of Human Rights
URBANST 156A	The Changing American City
URBANST 169	Race and Ethnicity in Urban California
URBANST 170	Urban Policy Research Lab
URBANST 173	The Urban Economy
URBANST 174	Defining Smart Cities: Visions of Urbanism for the 21st Century

#### Project-Based Courses

Project-based courses enable students to work on a real-life urban sustainability issue in collaboration with local and international community partners. Students grapple with sustainability concepts while practicing community engagement and capacity building, fluency in crosscultural collaboration, human-centered design thinking, and developing a sense of one's place in relation to global society and the praxis of urban sustainability.

CEE 177X	Engineering and Sustainable Development: Toolkit	
URBANST 164	Sustainable Cities	
URBANST 171	Urban Design Studio	
URBANST 172A	Introduction to Urban and Regional Planning	3
URBANST 183	Team Urban Design Studio	

### Self-Designed Concentration

Students who wish to concentrate in an area of urban studies other than one of the above concentrations must complete the Urban Studies core, skills, and capstone requirement, and design additional units to bring the total to at least 70 units. The self-designed portion of the major should concentrate on a particular area of urban study, such as urban health care or urban technologies. Additional units must be approved by both the Director of Urban Studies and an academic advisor who is a member of the Academic Council and has expertise in the particular area of interest to the student. A proposal for a self-designed concentration should include a list of courses and a description of how each course meets the student's educational objectives. A proposal for a self-designed concentration must be accompanied by a letter to the Director of Urban

Studies indicating that the academic advisor has examined and approved the student's plan.

Students pursuing a self-designed concentration must submit proposals for approval by the Director of Urban Studies by the beginning of the third quarter of the student's sophomore year. Applications received after that deadline are not considered. Students interested in designing their own concentration are strongly encouraged to meet with the Director of Urban Studies before the end of fall quarter of their sophomore year.

## Additional Information

### Overseas Studies

Urban Studies students are encouraged to spend at least one quarter studying overseas to learn how cities vary across societies. Some Urban Studies concentration courses, as well as electives, can be satisfied at Stanford overseas campuses. Courses offered overseas vary from year to year, and students should check in advance with Overseas Studies and Urban Studies concerning which courses meet Urban Studies requirements. Students may arrange to fulfill the service learning requirement through an internship placement at one of Stanford's overseas locations.

### Service Learning

Urban Studies students are required to engage in a service learning experience as part of their course of study. Students can fulfill their service learning requirement in two ways:

1. enroll in an approved course such as URBANST 164, URBANST 145, URBANST 141, SINY 101, or
2. complete an independent internship with a government agency or non-profit/community organization relevant to the major, while enrolled in URBANST 201A Capstone Internship in Urban Studies before Autumn Quarter of the senior year.

Students planning to carry out an internship should consult with the Director of Community Engaged Learning no later than Winter Quarter of junior year and complete the internship before Autumn Quarter of senior year, or three quarters before graduation. Students who intern for a private sector organization may receive credit for URBANST 194, but cannot use URBANST 201A credits to meet the capstone requirement. Urban Studies majors who wish to receive academic credit for additional internship work may enroll in URBANST 194. Students may not count more than 7 units of internship credit, including URBANST 194 Internship in Urban Studies and URBANST 201A Capstone Internship in Urban Studies, toward their major. Students can consult the Haas Center for Public Service for other courses with internship placements at community organizations.

### Capstone

All majors are required to complete a sequence of two seminars, totaling 10 units, in which students design a senior project, and write the results of their project. The capstone seminars can be used to satisfy the Writing in the Major requirement and to complete some work on an honors thesis. URBANST 202A Junior Seminar: Preparation for Research, should be taken in the junior year, and URBANST 203 Senior Seminar in the senior year. Students who plan to be away during Winter Quarter of their junior year are advised to take URBANST 202A Junior Seminar: Preparation for Research in the Winter Quarter of their sophomore year.

		Units
URBANST 203	Senior Seminar	5
URBANST 202A	Junior Seminar: Preparation for Research	5

## Honors Program

The honors program offers qualified students an opportunity to conduct independent research and to write a thesis summarizing the results. Before being accepted to the honors program in Urban Studies, a student must:

1. declare a major in Urban Studies and complete at least 30 of the 70 required units including all prerequisites and core classes
2. complete URBANST 202A Junior Seminar: Preparation for Research (offered Winter Quarter)
3. have an overall GPA of 3.3 and a GPA of at least 3.5 in Urban Studies
4. submit an application, including a one-page abstract and the signatures of an advisor and, if applicable, a second reader. If the advisor is not a member of Stanford's Academic Council, the student must have a second reader who is an Academic Council member. The application must be submitted to the program office no later than April 30 of the junior year, and it must then be approved by the Director of the Urban Studies honors program.

Honors students are expected to complete a portion of their honors work in URBANST 203 Senior Seminar, in Autumn Quarter. Additionally, they must register for 5-10 units total in URBANST 199 Senior Honors Thesis, over the course of their senior year. The units of URBANST 199 Senior Honors Thesis are in addition to the 70-units required for the major. Honors students are required to present their theses at the Senior Colloquium in Spring Quarter of senior year.

To graduate with honors, students must receive a grade of at least 'A' in the honors work and have a GPA of at least 3.5 in courses for the Urban Studies major at the time of graduation.

return to top (p. 1)

## Minor in Urban Studies

The minor in Urban Studies is designed to introduce students to several disciplinary approaches to the study of cities, and provides the opportunity to explore one of four specialized options:

- Cities in comparative and historical perspective
- Urban education
- Urban society and social change
- Urban sustainability

The minor in Urban Studies requires completion of seven courses for a letter grade, including the four core courses, the required course in the student's chosen concentration area, and two additional course in that option as listed in the "Bachelor of Arts in Urban Studies (p. 1)" section of this bulletin.

## Degree Requirements

	<b>Units</b>
<b>Core Courses</b>	
URBANST 110 Introduction to Urban Studies	4
URBANST 112 The Urban Underclass	4
URBANST 113 Introduction to Urban Design: Contemporary Urban Design in Theory and Practice	5
URBANST 114 Urban Culture in Global Perspective or URBANST 142 Megacities	5
<b>Concentration Electives</b>	<b>6</b>

Complete two courses from Concentration course lists outlined on the Bachelor's in Urban Studies. Cannot be duplicated with core coursework.

Total Units 24

## COVID-19 Policies

On July 30, the Academic Senate adopted grading policies effective for all undergraduate and graduate programs, excepting the professional Graduate School of Business, School of Law, and the School of Medicine M.D. Program. For a complete list of those and other academic policies relating to the pandemic, see the "COVID-19 and Academic Continuity (<http://exploreddegrees.stanford.edu/covid-19-policy-changes/#tempdepttemplatabtext>)" section of this bulletin.

The Senate decided that all undergraduate and graduate courses offered for a letter grade must also offer students the option of taking the course for a "credit" or "no credit" grade and recommended that deans, departments, and programs consider adopting local policies to count courses taken for a "credit" or "satisfactory" grade toward the fulfillment of degree-program requirements and/or alter program requirements as appropriate.

## Undergraduate Degree Requirements

### Grading

The Program on Urban Studies counts all courses taken in academic year 2020-21 with a grade of 'CR' (credit) or 'S' (satisfactory) towards satisfaction of undergraduate degree requirements that otherwise require a letter grade. If a course is taken for a letter grade, a minimum grade of 'C' is required.

*Director:* Tomás Jiménez (Sociology)

*Co-Director:* Michael Kahan (Senior Lecturer, Sociology)

*Executive Committee:* David Grusky (Sociology), Michael Lepech, (Civil and Environmental Engineering), Jennifer Trimble (Classics)

*Affiliated Faculty:* Michelle Anderson (Law), Asad Asad (Sociology), Arnetha Ball (Education, African and African American Studies), Eric Bettinger (Education), Bryan Brown (Education), Scott Bukatman (Art and Art History), Samuel Chiu (Management Science and Engineering), Matthew Clair (Sociology), Rebecca Diamond (Business), Paulla Ebron (Anthropology), Paula Findlen (History), James Fishkin (Communication), Shelley Fisher Fishkin (English), Charlotte Fonrobert (Religious Studies), Richard Ford (Law), Zephyr Frank (History), Angela Garcia (Anthropology), Sharad Goel (Management Science and Engineering), David Grusky (Sociology), Thomas Hansen (Anthropology), Gabrielle Hecht (History), Allyson Hobbs (History), Ian Hodder (Anthropology), Jackelyn Hwang (Sociology), Miyako Inoue (Anthropology), Rishie Jain (Civil and Environmental Engineering), S. Lochlann Jain (Anthropology), Tomás Jiménez (Sociology), Kincho Law (Civil and Environmental Engineering), Michael Lepech (Civil and Environmental Engineering), Tanya Luhmann (Anthropology), Ramón Martínez (Education), Pamela Matson (Earth, Energy, and Environmental Sciences), Doug McAdam (Sociology, Emeritus), Raymond McDermott (Education, Anthropology), Daniel McFarland (Education, Sociology), William McLennan (Business), Jisha Menon (Theater and Performance Studies), Ian Morris (Classics, History), Josiah Ober (Classics, Political Science, Philosophy), Leonard Ortolano (Civil and Environmental Engineering), Nicholas Ouellette (Civil and Environmental Engineering), Grant Parker (Classics), Francis Pearman (Education), Peggy Phelan (Theater and Performance Studies, English), Walter Powell (Education, Sociology), Ato Quayson (English), Sean Reardon (Education, Sociology), Rob Reich (Political Science, Education), Jonathan Rodden (Political Science), Jonathan Rosa (Education, Comparative Studies in Race and Ethnicity), Michael

Rosenfeld (Sociology), Walter Scheidel (Classics, History), Michael Shanks (Classics), Forrest Stuart (Sociology), Jennifer Trimble (Classics), Fred Turner (Communication), Guadalupe Valdes (Education), Barbara Voss (Anthropology), Ali Yaycioglu (History), Steve Zipperstein (History)

*Lecturers:* Deland Chan, Brian Coyne, Melanie Edwards, Dehan Glanz, Michael Kahan, Patricia Karlin-Neumann, Jennifer LeSar, Lawrence Litvak, Carol McKibben, Laura Scher, Frederic Stout, Mark Wolfe

## Overseas Studies Courses in Urban Studies

The Bing Overseas Studies Program (<http://bosp.stanford.edu>) (BOSP) manages Stanford international and domestic study away programs for Stanford undergraduates. Students should consult their department or program's student services office for applicability of Overseas Studies courses to a major or minor program.

The BOSP course search site (<https://undergrad.stanford.edu/programs/bosp/explore/search-courses/>) displays courses, locations, and quarters relevant to specific majors.

For course descriptions and additional offerings, see the listings in the Stanford Bulletin's ExploreCourses (<http://explorecourses.stanford.edu>) or Bing Overseas Studies (<http://bosp.stanford.edu>).

*Due to COVID-19, all BOSP programs have been suspended for Autumn Quarter 2020-21. All courses and quarters of operation are subject to change.*

		Units
OSPBER 30	Berlin vor Ort: A Field Trip Module	1
OSPBER 60	Cityscape as History: Architecture and Urban Design in Berlin	5
OSPFLOR 58	Space as History: Social Vision and Urban Change	4
OSPFLOR 71	A Studio with a View: Drawing, Painting and Informing your Aesthetic in Florence	4
OSPFLOR 115Y	Building the Cathedral and the Town Hall: Constructing and Deconstructing Symbols of a Civilization	4
OSPMADR 8A	Cities and Creativity: Cultural and Architectural Interpretations of Madrid	4
OSPMADR 60	Integration into Spanish Society: Service Learning and Professional Opportunities	4
OSPPARIS 92	Building Paris: Its History, Architecture, and Urban Design	4
OSPSANTG 29	Sustainable Cities: Comparative Transportation Systems in Latin America	5
OSPSANTG 71	Santiago: Urban Planning, Public Policy, and the Built Environment	5
OSPSANTG 29	Sustainable Cities: Comparative Transportation Systems in Latin America	5
OSPCPTWN 79		
OSPSANTG 29	Sustainable Cities: Comparative Transportation Systems in Latin America	5
OSPCPTWN 79		

## Courses

### URBANST 16SI. Environmental Justice in the Bay Area. 2 Units.

Hands-on, discussion-based class that seeks to expose students to the intersectionality of social justice and environmental well being. Through student-led talks and field trips around the Bay, the course pushes participants to think about connections between issues of privilege, race, health, gender equality, and class in environmental issues. Students from all experiences and fields of study are encouraged to join to gain a sense of place, engage critically with complex challenges, and learn about environmental justice in and out of the classroom.

Same as: EARTHSYS 16SI

### URBANST 27Q. The Detective and the City. 3 Units.

This seminar will analyze the social reality of three historic cities (London in the 1880s and 90s, San Francisco in the 1920s and 30s, and contemporary Shanghai) through the prism of popular crime fiction featuring three great literary detectives (Arthur Conan Doyle's Sherlock Holmes, Dashiell Hammett's Sam Spade, and Qiu Xiaolong's Chief Inspector Chen). As a student in this course, you will explore why crime fiction is so popular, why the fear of crime is so much a part of modern urban culture, and why the police detective and the private investigator have become iconic code heroes of pulp fiction, movies, TV shows, and even video games. If you take this class, you will have the opportunity to write a paper and present your research on one of the classic literary detectives or on one of today's related manifestations of the same impulse in mass-market tales of superheroes, vampires, and the zombie apocalypse.

### URBANST 83N. City, Space, Literature. 3 Units.

This course presents a literary tour of various cities as a way of thinking about space, representation, and the urban. Using literature and film, the course will explore these from a variety of perspectives. The focus will be thematic rather than chronological, but an attempt will also be made to trace the different ways in which cities have been represented from the late nineteenth century to recent times. Ideas of space, cosmopolitanism, and the urban will be explored through films such as *The Bourne Identity* and *The Lunchbox*, as well as in the writings of Arthur Conan Doyle, Walter Mosley, Virginia Woolf, James Joyce, Fiston Mwanza Mujila, Karen Tei Yamashita, and Mohsin Hamid, among others.

Same as: ENGLISH 83N

### URBANST 101. Public Service Internship Preparation. 1 Unit.

Are you prepared for your internship this summer? This workshop series will help you make the most of your internship experience by setting learning goals in advance; negotiating and communicating clear roles and expectations; preparing for a professional role in a non-profit, government, or community setting; and reflecting with successful interns and community partners on how to prepare sufficiently ahead of time. You will read, discuss, and hear from guest speakers, as well as develop a learning plan specific to your summer or academic year internship placement. This course is primarily designed for students who have already identified an internship for summer or a later quarter. You are welcome to attend any and all workshops, but must attend the entire series and do the assignments for 1 unit of credit.

Same as: EARTHSYS 9, EDUC 9, HUMBIO 9, PUBLPOL 74

**URBANST 101A. The New York City Seminar. 3-5 Units.**

\*This class is being offered in collaboration with Stanford in New York, Bing Overseas Studies Program, and must be taken in conjunction with an internship. Registration code required. n nThe (Remote) NYC Seminar will employ a structured, experiential education model to enrich the value of a remote internship experience arranged in advance through Stanford in New York. Through goal setting, deep reflection on experiences, and expression and documentation of learning outcomes, students will gain greater awareness of work-related interests, skills, and abilities and how they integrate with intellectual and personal interests and pursuits. Through readings, virtual experiences, and class discussions, the seminar will also consider the critical qualities and tensions that make New York City special and how the fields and organizations represented by student internships contribute to making New York what it is and vice versa. For more information, please contact stanfordNY@stanford.edu. Same as: Remote

**URBANST 103. Digital Humanities and African American History Black History in the Age of the Digital Database. 1 Unit.**

The focus of this workshop is on the social and cultural histories and present conditions relating to social movements and the role of leaders and heroes in urban settings. The workshop seeks to foster historical consciousness of past struggles for justice through collective action as well as to introduce students to a diverse range of leaders of contemporary social justice movements. Additionally, as an underpinning concept, the course explores the changing meaning and importance of social and cultural heroes through history, literature, and music. Workshop activities will be divided between sessions with guest speakers and classes held to discuss background concepts and material. Same as: CSRE 13

**URBANST 103C. Housing Visions. 3 Units.**

This course provides an introduction to American Housing practices, spanning from the Industrial Age to the present. Students will examine a range of projects that have aspired to a range of social, economic and/or environmental visions. While learning about housing typologies, students will also evaluate the ethical role that housing plays within society. The course focuses on the tactical potentials of housing, whether it is to provide a strong community, solve crisis situations, integrate social services, or encourage socio-economic mixture. Students will learn housing design principles and organizational strategies, and the impact of design on the urban environment. They will discuss themes of shared spaces and defensible spaces; and how design can accommodate the evolving demographics and culture of this country. For example, how can housing design address the changing relationship between living and working? What is the role of housing and ownership in economic mobility? These issues will be discussed within the context of the changing composition of the American population and economy. n nThis course will be primarily discussion-based, using slideshows, readings and field trips as a departure points for student-generated conversations. Each student will be asked to lead a class discussion based on his/her research topic. Students will evaluate projects, identifying which aspects of the initial housing visions were realized, which did not, and why. Eventually, students might identify factors that lead to successful projects, and/or formulate new approaches that can strengthen or redefine the progressive role of housing: one inclusive of the complex social, economic, and ethical dimensions of design. Same as: CEE 33C

**URBANST 106. City, Society, Literature- 19th Century Histories. 4 Units.**

This course examines the rise of modern cities through an analysis of urban society and the imaginative literature of the 1800s. Same as: HISTORY 206A, HISTORY 306A

**URBANST 108. Grassroots Community Organizing: Building Power for Collective Liberation. 3-5 Units.**

Taught by long-time community organizer, Beatriz Herrera. This course explores the theory, practice and history of grassroots community organizing as a method for developing community power to promoting social justice. We will develop skills for 1-on-1 relational meetings, media messaging, fundraising strategies, power structure analysis, and strategies organizing across racial/ethnic difference. And we will contextualize these through the theories and practices developed in the racial, gender, queer, environmental, immigrant, housing and economic justice movements to better understand how organizing has been used to engage communities in the process of social change. Through this class, students will gain the hard skills and analytical tools needed to successfully organize campaigns and movements that work to address complex systems of power, privilege, and oppression. As a Community-Engaged Learning course, students will work directly with community organizations on campaigns to address community needs, deepen their knowledge of theory and history through hands-on practice, and develop a critical analysis of inequality at the structural and interpersonal levels. Placements with community organizations are limited. Enrollment will be determined on the first day through a simple application process. Students will have the option to continue the course for a second quarter in the Winter, where they will execute a campaign either on campus or in collaboration with their community partner. Same as: AFRICAAM 100, CSRE 100, FEMGEN 100X

**URBANST 108B. Gender in the Arab and Middle Eastern City. 5 Units.**

What are the components of gendered experience in the city, and how are these shaped by history and culture? How do meanings attributed to Islam and the Middle East obscure the specificity of women's and men's lives in Muslim-majority cities? This course explores gender norms and gendered experience in the major cities of Arab-majority countries, Iran and Turkey. Assigned historical and sociological readings contextualize feminism in these countries. Established and recent anthropological publications address modernity, mobility, reproduction, consumption, and social movements within urban contexts. Students will engage with some of the key figures shaping debates about gender, class, and Islam in countries of the region typically referenced as North Africa and the Middle East (MENA). They will also evaluate regional media addressing concerns about gender in light of the historical content of the course and related political concepts. Same as: ANTHRO 108B, FEMGEN 108B

**URBANST 108H. Housing Affordability Crisis in California: Causes, Impacts, and Solutions. 4 Units.**

This course will be divided into three sections that when combined provide 1) the overall narrative of the precedents and adverse impacts of the worldwide, US west coast and California housing crises and the frameworks for California to create a balanced housing market without causing extreme displacement; 2) an overview of the planning, regulatory and development environments in California along with an opportunities/threats analysis to illuminate current opportunities to achieve a balanced housing market; and 3) an overview of the federal, state, regional and local housing policy environments and areas of policy work addressing and responding to the California housing crisis.

**URBANST 109. Physics of Cities. 3 Units.**

An introduction to the modern study of complex systems with cities as an organizing focus. Topics will include: cities as interacting systems; cities as networks; flows of resources and information through cities; principles of organization, self-organization, and complexity; how the properties of cities scale with size; and human movement patterns. No particular scientific background is required, but comfort with basic mathematics will be assumed. Prerequisites: MATH 19 and 20, or the equivalent. Same as: CEE 6

**URBANST 110. Introduction to Urban Studies. 4 Units.**

Today, for the first time in history, a majority of people live in cities. By 2050, cities will hold two-thirds of the world's population. This transformation touches everyone, and raises critical questions. What draws people to live in cities? How will urban growth affect the world's environment? Why are cities so divided by race and by class, and what can be done about it? How do cities change who we are, and how can we change cities? In this class, you will learn to see cities in new ways, from the smallest everyday interactions on a city sidewalk to the largest patterns of global migration and trade. We will use specific examples from cities around the world to illustrate the concepts that we learn in class. The course is intended primarily for freshmen and sophomores. Same as: HISTORY 107

**URBANST 111. Political Power in American Cities. 5 Units.**

The major actors, institutions, processes, and policies of sub-state government in the U.S., emphasizing city general-purpose governments through a comparative examination of historical and contemporary politics. Issues related to federalism, representation, voting, race, poverty, housing, and finances. Political Science majors taking this course to fulfill the WIM requirement should enroll in POLISCI 121.

Same as: AMSTUD 121Z, POLISCI 121, PUBLPOL 133

**URBANST 111A. The Politics of the American City. 4 Units.**

This course will focus on American urban politics - the distinctive nature of local government, its relationship to state government and the separation of powers between states and the federal government. Certain theories about political decision-making and power sharing will be explored. We will try to develop a national perspective on the political dynamics of urban governments and we will probe certain policy areas such as economic development to understand how political choice is embedded within the allocation of resources to meet human needs. The growing transformation among American urban areas due to the rise of the global economy will also be examined. The course will be composed of lectures, class discussions and graded exercises.

**URBANST 112. The Urban Underclass. 4 Units.**

(Graduate students register for 249.) Recent research and theory on the urban underclass, including evidence on the concentration of African Americans in urban ghettos, and the debate surrounding the causes of poverty in urban settings. Ethnic/racial conflict, residential segregation, and changes in the family structure of the urban poor.

Same as: CSRE 149A, SOC 149, SOC 249

**URBANST 113. Introduction to Urban Design: Contemporary Urban Design in Theory and Practice. 5 Units.**

Comparative studies in neighborhood conservation, inner city regeneration, and growth policies for metropolitan regions. Lect-disc and research focusing on case studies from North America and abroad, team urban design projects. Two Saturday class workshops in San Francisco: 2nd and 4th Saturdays of the quarter. Terms: Win | Units: 5 | UG Reqs: GER:DBSocSci | Grading: Letter (ABCD/NP).

**URBANST 114. Urban Culture in Global Perspective. 5 Units.**

Core course for Urban Studies majors. A majority of the world's population now live in urban areas and most of the rapid urbanization has taken place in mega-cities outside the Western world. This course explores urban cultures, identities, spatial practices and forms of urban power and imagination in Asia, Africa and Latin America. Participants will be introduced to a global history of urban development that demonstrates how the legacies of colonialism, modernization theory and global race thinking have shaped urban designs and urban life in most of the world. Students will also be introduced to interpretative and qualitative approaches to urban life that affords an understanding of important, if unquantifiable, vectors of urban life: stereotypes, fear, identity formations, utopia, social segregation and aspirations.

Same as: ANTHRO 126

**URBANST 122. Ethics and Politics of Public Service. 3-5 Units.**

Ethical and political questions in public service work, including volunteering, service learning, humanitarian assistance, and public service professions such as medicine and teaching. Motives and outcomes in service work. Connections between service work and justice. Is mandatory service an oxymoron? History of public service in the U.S. Issues in crosscultural service work. Integration with the Haas Center for Public Service to connect service activities and public service aspirations with academic experiences at Stanford.

Same as: CSRE 178, ETHICSOC 133, PHIL 175A, PHIL 275A, POLISCI 133, PUBLPOL 103D

**URBANST 122Z. Ethics and Politics in Public Service. 4 Units.**

This course examines ethical and political questions that arise in doing public service work, whether volunteering, service learning, humanitarian endeavors overseas, or public service professions such as medicine and teaching. What motives do people have to engage in public service work? Are self-interested motives troublesome? What is the connection between service work and justice? Should the government or schools require citizens or students to perform service work? Is mandatory service an oxymoron?

Same as: CSRE 133P, POLISCI 133Z, PUBLPOL 103Z

**URBANST 123. Designing Research for Social Justice: Writing a Community-Based Research Proposal. 3-5 Units.**

This course will support students in designing and writing a community-engaged research proposal. In contrast to "traditional" forms of research, community-engaged research uses a social justice lens in seeking to apply research to benefit communities most impacted. Community-engaged researchers also aim to challenge the power relationship between "researchers" and "researched" by working side by side with community partners in the design, conceptualization, and actualization of the research process. In this course, students will learn how to write a community-engaged research proposal. This involves forming a successful community partnership, generating meaningful research questions, and selecting means of collecting and analyzing data that best answer your research questions and support community partners. The course will also support students in developing a grounding in the theory and practice of community-engaged research, and to consider the ethical questions and challenges involved. By the end of the course, students should have a complete research proposal that can be used to apply for a number of summer funding opportunities including the Chappell Lougee Scholarship, the Community-Based Research Fellowship, Cardinal Quarter fellowships, and Major Grants. Please note that completion of the course does not guarantee funding-- rather, the course supports you in learning how to write a strong community-engaged research proposal that you can use to apply to any number of fellowships). This course is also useful for students in any academic year who are interested in pursuing community-engaged theses or capstone projects.

Same as: CSRE 146A

**URBANST 123B. Approaching Research in the Community: Design and Methods. 3 Units.**

This course focuses on issues of research design and how to select specific methodological strategies to assure ethical and effective partnership-based research. In this course, students will plan for their own participation in a CBRF project. Topical themes will include best practice strategies for (a) defining and selecting community problems or issues to be addressed, (b) generating relevant and useful research questions, (c) choosing specific means and methods for data collection [e.g., surveys, interviews, focus groups, etc.], (d) storing, organizing and analyzing data, (e) reflecting on and critiquing research findings, and (f) carrying out dissemination in ways that can be expected to enhance community power and advance community development. Students will be provided with opportunities to workshop their respective projects-in-development, (e.g., developing and sharing research questions, data collection instruments, strategies for engaging community constituents as co-researchers, etc.). This is a required course for students participating in the Haas Center for Public Service Community-based Research Fellows Program, but enrollment is open to all Stanford students.

Same as: CSRE 146B, CSRE 346B

**URBANST 124. Spatial Approaches to Social Science. 5 Units.**

This multidisciplinary course combines different approaches to how GIS and spatial tools can be applied in social science research. We take a collaborative, project oriented approach to bring together technical expertise and substantive applications from several social science disciplines. The course aims to integrate tools, methods, and current debates in social science research and will enable students to engage in critical spatial research and a multidisciplinary dialogue around geographic space.

Same as: ANTHRO 130D, ANTHRO 230D, POLISCI 241S

**URBANST 125. Shades of Green: Redesigning and Rethinking the Environmental Justice Movements. 3-5 Units.**

Historically, discussions of race, ethnicity, culture, and equity in the environment have been relegated to the environmental justice movement, which often focuses on urban environmental degradation and remains separated from other environmental movements. This course will seek to break out of this limiting discussion. We will explore access to outdoor spaces, definitions of wilderness, who is and isn't included in environmental organizations, gender and the outdoors, how colonialism has influenced ways of knowing, and the future of climate change. The course will also have a design thinking community partnership project. Students will work with partner organizations to problem-solve around issues of access and diversity. We value a diversity of experiences and epistemological beliefs, and therefore undergraduates and graduate students from all disciplines are welcome.

Same as: CSRE 125E, EARTHSYS 125, EARTHSYS 225

**URBANST 126. Spirituality and Nonviolent Urban and Social Transformation. 3 Units.**

A life of engagement in social transformation is often built on a foundation of spiritual and religious commitments. Case studies of nonviolent social change agents including Rosa Parks in the civil rights movement, César Chávez in the labor movement, and William Sloane Coffin in the peace movement; the religious and spiritual underpinnings of their commitments. Theory and principles of nonviolence. Films and readings. Service learning component includes placements in organizations engaged in social transformation. Service Learning Course (certified by Haas Center).

Same as: CSRE 162A, RELIGST 162X

**URBANST 126A. Ethics and Leadership in Public Service. 3-4 Units.**

This course explores ethical questions that arise in public service work, as well as leadership theory and skills relevant to public service work. Through readings, discussions, in-class activities, assignments, and guest lectures, students will develop a foundation and vision for a future of ethical and effective service leadership. This course serves as a gateway for interested students to participate in the Haas Center's Public Service Leadership Program.

Same as: CSRE 126C, EDUC 126A, ETHICSOC 79

**URBANST 130. Planning Calif: the Intersection of Climate, Land Use, Transportation & the Economy. 3 Units.**

Cities and urban areas have always been transformed by major external changes like pandemics and public health crises. California is both in the midst of its greatest economic recession since the Great Depression and experiencing a pandemic that has the potential to reshape many aspects of life. Planning for cities and regions, however, is a long game that requires follow-through on decisions made sometimes over many decades. How do we balance the shocks to our assumptions from the current Covid world with the need to plan long-term for issues like affordable housing and equitable cities, and perhaps most fundamentally, prepare our cities and communities for the inevitability of climate change and climate impact? This course takes an interdisciplinary view of the key contemporary planning topics in California. It does so from looking at the intersection of climate laws, land use changes, the need for housing, travel patterns and the availability of high quality jobs and employment. This course will give you an understanding of the roles of key levels of government, from the state to the region/metropolitan scale, to the city and county, down to the neighborhood and parcel level. It will give students insight into leading themes and issues of the day in California such as the future of downtowns, the role of high speed rail, the impact of telework, automation in the construction of housing, drawing from examples in San Jose and San Francisco, the Central Valley, the state legislature, Southern California. Within each of these topics we will look at the impact of decisions on equity as well as climate and the economy. The instructors are Kristy Wang, formerly SPUR's Community Planning Policy Director, and Egon Terplan, Senior Advisor for Economic Development and Transportation in the California Governor's Office, formerly SPUR's Regional Planning Director. (Affiliations for identification purposes only).

Same as: CEE 136, CEE 236, PUBLPOL 130, PUBLPOL 230

**URBANST 131. VIP: Very Impactful People - Social Innovation & the Social Entrepreneur. 1 Unit.**

Engage with founders of leading social enterprises, including Nobel Peace Prize Winner, Muhammad Yunus of Grameen Bank, Wendy Kopp of Teach for America, Paul Rice of Fair Trade USA, and Durreen Shahnaz of Impact Investment Exchange, among many others in this weekly speaker series. Students will be exposed to the perspectives and endeavors of global high-impact entrepreneurs who address social and environmental needs in the U.S. and internationally through for-profit, nonprofit and hybrid models. Each week after a live in-depth interview with a social entrepreneur via Zoom, students will have the opportunity to converse directly with each guest entrepreneur during Q&A. This class will expose students to pioneering thought leaders, diverse impact career paths, networking and potential internship and job opportunities.

**URBANST 132. Concepts and Analytic Skills for the Social Sector. 4 Units.**

How to develop and grow innovative not-for-profit organizations and for-profit enterprises which have the primary goal of solving social and environmental problems. Topics include organizational mission, strategy, market/user analysis, communications, funding, recruitment and impact evaluation. Perspectives from the field of social entrepreneurship, design thinking and social change organizing. Opportunities and limits of using methods from the for-profit sector to meet social goals. Focus is on integrating theory with practical applications, including several case exercises and simulations. One-day practicum where students advise an actual social impact organization. Enrollment limited to 20. Prerequisite: consent of instructor. Email [lalitvak@stanford.edu](mailto:lalitvak@stanford.edu). Same as: EARTHSYS 137

**URBANST 133. Social Enterprise Workshop. 4 Units.**

Social Enterprise Workshop: A team based class to design solutions to social issues. In the class students will identify issues they are interested in, such as housing, food, the environment, or college access. They will join teams of like-minded students. Working under the guidance of an experienced social entrepreneur, together they will develop a solution to one part of their issue and write a business plan for that solution. The class will also feature guests who are leaders in the field of social entrepreneurship who will share their stories and help with the business plans. The business plan exercise can be used for both nonprofits and for-profits. Previous students have started successful organizations and raised significant funds based on the business plans developed in this class. There are no prerequisites, and students do not need to have an idea for a social enterprise to join the class. Enrollment limited to 20. May be repeated for credit. Same as: EARTHSYS 133

**URBANST 134. Justice and Cities. 5 Units.**

Cities have most often been where struggles for social justice happen, where injustice is most glaring and where new visions of just communities are developed and tested. This class brings political theories of justice and democracy together with historical and contemporary empirical work on city design, planning, and policies to ask the following questions: What makes a city just or unjust? How have people tried to make cities more just? What has made these efforts succeed or fail? Each session will include a case study of a particular city, largely with a focus on the United States. Students will develop research projects examining a city of their choice through the lens of a particular aspect of justice and injustice. Same as: POLISCI 233

**URBANST 136. The Sharing Economy. 3 Units.**

The rapid growth of the sharing economy, sometimes also called the peer to peer economy, is made possible by the ubiquity of smart phones, inefficiency of ownership, and measures designed to create and measure trust among participants. The course will explore not only the rapid rise of certain companies but also the shadow side of commercialized relationships. We will examine the economics and development consequences of the sharing economy, primarily with an urban focus, along an emphasis on the design of platforms and markets, ownership, the nature of work, environmental degradation and inequality. Same as: PUBLPOL 136

**URBANST 137. Innovations in Microcredit and Development Finance. 3 Units.**

The role of innovative financial institutions in supporting economic development, the alleviation of rural and urban poverty, and gender equity. Analysis of the strengths and limits of commercial banks, public development banks, credit unions, and microcredit organizations both in the U.S. and internationally. Readings include academic journal articles, formal case studies, evaluations, and annual reports. Priority to students who have taken any portion of the social innovation series: URBANST 131, 132, or 133. Recommended: ECON 1A or 1B. Same as: PUBLPOL 137

**URBANST 138. Smart Cities & Communities. 4 Units.**

A city is essentially an organism, a complex system of systems and its inhabitants. A nexus of forces - IoT, data, systems of insight, and systems of engagement - present an unprecedented opportunity to increase the efficiency of urban systems, improve the efficacy of public services, and to assure the resiliency of the community against both chronic stresses and acute shocks. The course will provide you with an understanding of the foundational elements of a smart city and address the breadth of systems that comprise it: built infrastructure, energy, water, transportation, food production/distribution, and public/social services. Case studies will be used to illustrate the approaches, benefits, and risks involved. It will discuss what IT can and cannot do, and most importantly given the control and privacy implications of many "smart" IT systems, what the smart city should and should not do. Panel discussions and guest speakers from the public sector and industry leading technology providers will give students an opportunity to engage with the architects and operators of Smart Cities.

**URBANST 138SI. Scaling Impact with VIP. 2 Units.**

Social entrepreneurship is innovating new ways to create social value. This course will focus on the challenges of scaling social enterprises during the many stages of maturity. This class will act as an adjunct (auxiliary, complementary) class to VIP: Very Impactful People Speaker Series (URBANST 131). VIP speakers will stay after their lectures to provide insight on their experience in scaling, be it through detailed case studies or structured Q&A discussion. Note: students do not need to separately register for Urban Studies 131. The two credit units for this course is inclusive of the one credit unit a student would otherwise receive for Urban Studies 131.

**URBANST 140F. Casablanca - Algiers - Tunis : Cities on the Edge. 3-5 Units.**

Casablanca, Algiers and Tunis embody three territories, real and imaginary, which never cease to challenge the preconceptions of travelers setting sight on their shores. In this class, we will explore the myriad ways in which these cities of North Africa, on the edge of Europe and of Africa, have been narrated in literature, cinema, and popular culture. Home to Muslims, Christians, and Jews, they are an ebullient laboratory of social, political, religious, and cultural issues, global and local, between the nineteenth and twenty-first centuries. We will look at mass images of these cities, from films to maps, novels to photographs, sketching a new vision of these magnets as places where power, social rituals, legacies of the Ottoman and French colonial pasts, and the influence of the global economy collude and collide. Special focus on class, gender, and race.

Same as: AFRICAAM 236B, COMPLIT 236A, CSRE 140S, FRENCH 236, FRENCH 336, HISTORY 245C

**URBANST 141. Gentrification. 5 Units.**

Neighborhoods in the Bay Area and around the world are undergoing a transformation known as gentrification. Middle- and upper-income people are moving into what were once low-income areas, and housing costs are on the rise. Tensions between newcomers and old timers, who are often separated by race, ethnicity, or sexual orientation, can erupt; high rents may force long-time residents to leave. In this class we will move beyond simplistic media depictions to explore the complex history, nature, causes and consequences of this process. Students will learn through readings, films, class discussions, and engagement with a local community organization. (Cardinal Course certified by the Haas Center). Same as: AFRICAAM 241A, CSRE 141

**URBANST 141A. Urban Schools, Social Policy, and the Gentrifying City. 3-4 Units.**

This course is designed to help students develop a more sophisticated understanding of educational inequality in the contemporary U.S. city. This course will survey existing literature about the intersection of gentrification and urban schooling, focusing on policies and practices that gave rise to the current urban condition, theory and research about urban redevelopment, collateral consequences for schools and communities, and how these issues relate to the structure and governance of urban schools as well as to the geography of opportunity more broadly.

Same as: CSRE 291, EDUC 390

**URBANST 142. Megacities. 5 Units.**

In this course we will examine the meaning, processes, and challenges of urbanization. Through a series of targeted readings across history and geography and through the study of varied means of representation (anthropology, literature, cartography, film, etc), the class will analyze the ways in which urban forms have come into being and created, met, and/or ignored challenges such as disease, water, transport, religious and class conflict, colonialism, labor, and trade. Students will read anthropology in conjunction with other disciplines (literature, urban planning, public health, architecture, and economics) to learn the ways in which ethnographies of immigration, urban poverty, class disparity, economic development and indicators, noise, and transportation substantively augment our understandings of how people live within globalization.

Same as: ANTHRO 42, ARTHIST 242B, LIFE 142

**URBANST 145. International Urbanization Seminar: Cross-Cultural Collaboration for Sustainable Urban Development. 4-5 Units.**

(formerly IPS 274) Comparative approach to sustainable cities, with focus on international practices and applicability to China. Tradeoffs regarding land use, infrastructure, energy and water, and the need to balance economic vitality, environmental quality, cultural heritage, and social equity. Student teams collaborate with Chinese faculty and students partners to support urban sustainability projects. Limited enrollment via application; see [internationalurbanization.org](http://internationalurbanization.org) for details. Prerequisites: consent of the instructor(s).

Same as: CEE 126, EARTHSYS 138, INTLPOL 274

**URBANST 146. Retaking the Commons: Public Space and Heritage for Sustainable Cities. 3-4 Units.**

As cities develop and grow, green spaces, heritage sites, parks, and historic neighborhoods have come under increasing pressure. While common pool resources are held in the public trust, who governs them? Who advocates for them, and who enjoys them? Using economic, social, environmental and cultural lenses, this course explores how maintaining civic spaces, protecting heritage resources, and re-imagining the role of *public goods* in the life of a city can yield more sustainable and beneficial outcomes. We also consider best practices from UNESCO and UN HABITAT, and the crucial role of citizenship and democracy. Recommended field work in Hong Kong in September 2017.

**URBANST 147. Archaeology of Human Rights. 5 Units.**

This introductory seminar provides a critical vantage point about human rights discourse from an archaeological perspective. The seminar is organized around four main questions: (1) Is cultural heritage a human right? (2) What are archaeologists learning about how the material and temporal dimensions of power and resistance? (3) How is archaeological evidence being used in investigations of human rights violations? (4) Can research about the past shape the politics of the present? Topics to be discussed include archaeological research on mass internment, colonialism, enslavement and coerced labor, ethnic cleansing, homelessness, gender discrimination, indigenous rights, and environmental justice.

Same as: ANTHRO 112A

**URBANST 148. Who Owns Your City?: Institutional Real Estate Seminar. 3 Units.**

A hands-on introductory seminar designed to allow students to understand and interact with all aspects of the real estate investment process, including property development, local government interplay, value creation, asset management, financial analysis, and capital markets. Course activities will include asset tours, case studies, and project deep dives. This class is intended for all students looking to better understand real estate as an investment asset class and an critical part of the modern global economy. Course material will be appropriate for students interested in a variety of disciplines, including Urban Studies - history, design, government, or community interests; institutional investment, investment banking/consulting, construction/engineering, and general finance/economics.

**URBANST 149. Monitoring the Crisis. 4-5 Units.**

A course devoted to understanding how people are faring as the country's health and economic crisis unfolds. The premise of the course is that, as important and valuable as surveys are, it's a capital mistake to presume that we know what needs to be asked and that fixed-response answers adequately convey the depth of what's happening. We introduce a new type of qualitative method that allows for discovery by capturing the voices of the people, learn what they're thinking and fearing, and understand the decisions they're making. Students are trained in immersive interviewing by completing actual interviews, coding and analyzing their field notes, and then writing reports describing what's happening across the country. These reports will be designed to find out who's hurting, why they're hurting, and how we can better respond to the crisis. Students interested should submit the following application: <https://docs.google.com/forms/d/e/1FAIpQLSfd0ZsnpOCg4zTRbVny0iikxpZEd1AFEEJh3K9KjvINyfbWMGw/viewform>. The course is open to students who have taken it in earlier quarters, with repeating students allowed to omit the training sessions and, in lieu of those sessions, complete additional field work and writing. Field work will include unique interviews with new participants each lab period, along with corresponding coding, analyses, and reports.

Same as: PSYCH 145A, PUBLPOL 141, SOC 141, SOC 241

**URBANST 150. From Gold Rush to Google Bus: History of San Francisco. 4 Units.**

This class will examine the history of San Francisco from Native American and colonial settlement through the present. Focus is on social, environmental, and political history, with the theme of power in the city. Topics include Native Americans, the Gold Rush, immigration and nativism, railroads and robber barons, earthquake and fire, progressive reform and unionism, gender, race and civil rights, sexuality and politics, counterculture, redevelopment and gentrification. Students write final project in collaboration with ShapingSF, a participatory community history project documenting and archiving overlooked stories and memories of San Francisco. (Cardinal Course certified by the Haas Center).

Same as: AMSTUD 150X, HISTORY 252E

**URBANST 152. Building Modernity: Urban Planning and European Cities in the Twentieth Century. 5 Units.**

This seminar explores the history of urban planning in twentieth-century Europe. We will discuss visions of ideal cities and attempts at their implementation in the context of democratic and authoritarian systems as well as capitalism and socialism. Through case studies from eastern and western Europe—from Berlin in Germany to Nowa Huta in Poland—we will examine how broader historical trends played out in, and were shaped by, specific local circumstances. The seminar is intended for advanced undergraduate students.

Same as: HISTORY 237C

**URBANST 153. CAPITALS: How Cities Shape Cultures, States, and People. 3-5 Units.**

This course takes students on a trip to major capital cities, at different moments in time: Renaissance Florence, Golden Age Madrid, Colonial Mexico City, Enlightenment and Romantic Paris, Existential and Revolutionary St. Petersburg, Roaring Berlin, Modernist Vienna, and bustling Buenos Aires. While exploring each place in a particular historical moment, we will also consider the relations between culture, power, and social life. How does the cultural life of a country intersect with the political activity of a capital? How do large cities shape our everyday experience, our aesthetic preferences, and our sense of history? Why do some cities become cultural capitals? Primary materials for this course will consist of literary, visual, sociological, and historical documents (in translation); authors we will read include Boccaccio, Dante, Sor Juana, Montesquieu, Baudelaire, Gogol, Irmgard Keun, Freud, and Borges. Note: To be eligible for WAYS credit, you must take the course for a Letter Grade.

Same as: COMPLIT 100, DLCL 100, FRENCH 175, GERMAN 175, HISTORY 206E, ILAC 175, ITALIAN 175

**URBANST 155A. Environmental Justice Colloquium. 1 Unit.**

This colloquium brings the voices and vision of leading Environmental Justice (EJ) advocates to the Stanford community, in order to educate, inspire, and transform our understanding of environmental science. Environmental Justice advances a positive vision for policies and actions that fight environmental racism. EJ approaches involve centering the voices and leadership of marginalized communities in 1) ensuring equitable access to environmental benefits, and 2) preventing or mitigating the disproportionate impacts of environmental harms for all communities, regardless of gender, class, race, ethnicity, or other social positions. This colloquium highlights the work of leading EJ thinkers and practitioners, speaking from frontline organizations on a wide range of topics. These topics include acting on toxic exposures and health disparities for community resilience, climate justice and youth action, Indigenous land and water rights, green cities and Afrofuturism, food justice and intersecting social movements, queer ecologies, and more. The colloquium will host a weekly speaker, and final symposium at the end of the quarter. The first meeting for this course will take place during WEEK 3.

Same as: EARTHSYS 194A, HUMRTS 194A

**URBANST 156. St. Petersburg: Imagining a City, Building a City. 1-2 Unit.**

St. Petersburg, the world's most beautiful city, was designed to display an 18th-century autocrat's power and to foster ties between Russia and the West - on the tsar's terms. It went through devastating floods and a deadly siege; it birthed the "Petersburg myth," poems and prose that explore the force of the state and the individual's ability to resist. This class addresses the struggle between the authorities and the inhabitants; the treacherous natural environment; the city as a node in national and international networks of communication; the development of urban transportation networks; and the supply of goods. NOTE: *This course is required of students attending the overseas seminar to St. Petersburg in September 2018.* Class times to be determined upon the availability of all enrolled students. Please contact instructor(s) via email if you have any questions.

Same as: SLAVIC 155

**URBANST 156A. The Changing American City. 4 Units.**

After decades of decline, U.S. cities today are undergoing major transformations. Young professionals are flocking to cities instead of fleeing to the suburbs. Massive increases in immigration have transformed the racial and ethnic diversity of cities and their neighborhoods. Public housing projects that once defined the inner city are disappearing, and crime rates have fallen dramatically. Do these changes signal the end of residential segregation and urban inequality? Who do these changes benefit? This course will explore these issues and strategies to address them through readings and discussion, analyzing a changing neighborhood in a major city in the Bay Area in groups (which will include at least one site visit), and studying a changing neighborhood or city of their choice for their final project. The course does not have pre-requisites.

Same as: CSRE 156, SOC 156A, SOC 256A

**URBANST 163. Land Use: Planning for Equitable and Sustainable Cities. 3 Units.**

Approximately 80% of Americans live in urban areas (Source: Statista, 2019) and that percentage is growing. Take a moment to wonder what makes a city, why did it develop that way, and is that a good thing? Why are homes located in a specific area and businesses or factories located in another? How did someone decide where the roads would go, how much park or open space is available to play in and can you easily walk to a bus or train to get to your destination? Did cities develop fairly, equitably, and in a sustainable manner? Answering these questions begins with an exploration of land use, a seemingly technical term that refers to the relationship between humans and the built environment. While *land use* may not be part of your daily vernacular, everyone has experienced the power of its impact. The goal of land use planning is to maximize the health, safety, and economic well-being of residents in ways that reflect the unique needs, desires, and culture of those who live and work within the community. However, recent events have highlighted growing inequalities in American society. How have government decisions related to land use, growth, and development contributed to these growing inequalities, and can new approaches make society better? This is an introductory course that will review the history and trends of land use policies, as well as address a number of current themes to demonstrate the power and importance of land use. Students will explore how urban areas function, how stakeholders influence land use choices, and how land use decisions contribute to positive and negative outcomes. Through case studies, guest speakers, selective readings and interactive assignments, this survey course seeks to demystify the concept of land use for the non-city planner. By exploring the contemporary history of land use in the United States, students will learn how land use has been used as a tool for discriminatory redlining and NIMBYism. Students will learn about current land use planning efforts that seek to make cities more resilient and equitable to address issues like gentrification, environmental justice, and affordable housing.

**URBANST 164. Sustainable Cities. 4-5 Units.**

Community-engaged learning course that exposes students to sustainability concepts and urban planning as a tool for determining sustainable outcomes in the Bay Area. The focus will be on land use and transportation planning to housing and employment patterns, mobility, public health, and social equity. Topics will include government initiatives to counteract urban sprawl and promote smart growth and livability, political realities of organizing and building coalitions around sustainability goals, and increasing opportunities for low-income and communities of color to achieve sustainability outcomes. Students will participate in remote team-based projects in collaboration with Bay Area community partners. Prerequisites: Consent of the instructor. (Cardinal Course certified by the Haas Center.)

Same as: EARTHSYS 160

**URBANST 169. Race and Ethnicity in Urban California. 4-5 Units.**

The course is part of an ongoing research project that examines the consequences of longterm social, economic, and political changes in ethnic and race relations in urban California. The required readings, discussions, and service learning component all provide a platform for students to explore important issues, past and present, affecting California municipalities undergoing rapid demographic transformation. Same as: AFRICAAM 169A, AMSTUD 169, CSRE 260

**URBANST 170. Urban Policy Research Lab. 5 Units.**

This collaborative reading and research seminar considers the numerous ways that governments conduct social policy by shaping and remaking geographic places. Representative topics include: housing aid programs, exclusionary zoning, controls on internal migration and place of residence, and cars' role in cities. Students will contribute to faculty field research on the consequences of these policies for economic, social, and political outcomes. Prerequisites: None.

Same as: POLISCI 220, PUBLPOL 225

**URBANST 171. Urban Design Studio. 5 Units.**

The practical application of urban design theory. Projects focus on designing neighborhood and downtown regions to balance livability, revitalization, population growth, and historic preservation.

Same as: CEE 131D

**URBANST 172A. Introduction to Urban and Regional Planning. 3 Units.**

An investigation into urban planning as a democratic practice for facilitating or mitigating change in society and the built environment. We will engage in professional planning practices in focused sessions on transportation, design, housing, environmental policy, demographic research, community organizing and real estate development. Strong emphasis on developing an understanding of the forces that shape urban and regional development, including cultural trends, real estate and labor economics, climate change and the environment, and political organizing and power dynamics.

**URBANST 173. The Urban Economy. 4 Units.**

Applies the principles of economic analysis to historical and contemporary urban and regional development issues and policies. Explores themes of urban economic geography, location decision-making by firms and individuals, urban land and housing markets, and local government finance. Critically evaluates historical and contemporary government policies regulating urban land use, housing, employment development, and transportation.

Same as: PUBLPOL 174

**URBANST 174. Defining Smart Cities: Visions of Urbanism for the 21st Century. 3-4 Units.**

Technological innovations have and will disrupt all domains of urban life, from housing to healthcare to city management to transportation. This seminar is aimed at future technologists, entrepreneurs, policymakers, and urban planners to define and evaluate the smartness of a city through three lenses: technology, equity, and policy. Through readings, seminar discussions, guest speakers, and a final project, we will explore how a smart city can leverage technology for a higher quality of life, less inequality in access to services, and tighter human communities. You will come away with a framework for understanding how to maximize the social good of emerging technologies. Course material is appropriate for students from all disciplines. Students who enroll in the course for 4 units will participate in an off-campus field component during Spring Break.

Same as: CEE 125, CEE 225

**URBANST 176. New Technologies and Urban Change. 3 Units.**

Cities are always changing, most times gradually, but sometimes very rapidly and with significant effects on urban space, form, culture, and society. Among the forces that have historically driven urban change are the dynamics of immigration, both local and international, and the impacts of new technologies. These two forces are closely related. Indeed, acting as a magnet for increased immigration may itself be one of the most important impacts of techno-logical innovation on urban development. The purpose of this course is to explore the way new technologies have impacted – and continue to impact – urban society. The first half of the course will consist of a series of lectures and discussions of how technologies have changed cities in the past: in the ancient world, in the early industrial period, and in the period of the twentieth-century regional metropolis. The second half of the course will consist of weekly oral reports by 3-4-person student working groups researching specific examples of how current and still-emerging new technologies are transforming cities and city life today and how those changes may need to be addressed by either new public policies and/or new personal or community accommodations.

**URBANST 178. The Science and Practice of Effective Advocacy. 3-5 Units.**

How can purposeful collective action change government policy, business practices and cultural norms? This course will teach students about the components of successful change campaigns and help develop the practical skills to carry out such efforts. The concepts taught will be relevant to both issue advocacy and electoral campaigns, and be evidence-based, drawing on lessons from social psychology, political science, communications, community organizing and social movements. The course will meet twice-a-week for 90 minutes, and class time will combine engaged learning exercises, discussions and lectures. There will be a midterm and final. Students will be able to take the course for 3 or 5 units. Students who take the course for 5 units will participate in an advocacy project with an outside organization during the quarter, attend a related section meeting and write reflections. For 5 unit students, the section meeting is on Tuesdays, from 3:00 to 4:00 p.m.

Same as: CSRE 178P, PUBLPOL 178

**URBANST 179. The Social Life of Neighborhoods. 3-5 Units.**

How do neighborhoods come to be? How and why do they change? What is the role of power, money, race, immigration, segregation, culture, government, and other forces? In this course, students will interrogate these questions using literatures from sociology, geography, and political science, along with archival, observational, interview, and cartographic (GIS) methods. Students will work in small groups to create content (e.g., images, audio, and video) for a self-guided neighborhood tour, which will be added to a mobile app and/or website.

Same as: AFRICAAM 76B, CSRE 176B, SOC 176, SOC 276

**URBANST 181. Urban Agroecology. 3 Units.**

The United Nations estimates that up to 15% of the world's food is produced in and around cities. Urban populations are projected to continue rising and urban agriculture in its many forms has been shown to provide multiple benefits to urban communities. This class will survey urban agriculture around the world while training you in small-scale food production practices. The emphasis will be on ecological approaches to the design and stewardship of urban farms and gardens. nnnlf permitted, given the challenges of COVID-19, the course will be taught in-person, outdoors at the Stanford Educational Farm. nn nThis is a 3-unit, Earth Systems practicum course that meets on Wednesdays from noon to 3pm. Space is limited and applications are due by Friday 8/28. Students will be notified if they are admitted to the course by 9/4. For the course application go to: [https://stanforduniversity.qualtrics.com/jfe/form/SV\\_86udp8aEuWUCnNH](https://stanforduniversity.qualtrics.com/jfe/form/SV_86udp8aEuWUCnNH).

Same as: EARTHSYS 181, EARTHSYS 281, ESS 181, ESS 281

**URBANST 183. Team Urban Design Studio. 5 Units.**

This new class offers an exciting variation on the 'individual project' studio format. Students work as a team to propose a single consensus solution to a real-world design challenge. This collaborative studio experience more closely reflects the creative process in the design and planning professions where a group of individuals works together to brainstorm, shape, develop, and illustrate a community design solution. There are a number of benefits to this team-oriented approach: it is a more nurturing environment for students that do not have design backgrounds, it allows for more peer-to-peer learning, and it takes best advantage of varied student skill sets. But perhaps the greatest benefit is that a team of students working together on a common project will be able to develop a more comprehensive solution than any one student working alone. This means that the class "deliverable" at the end of quarter could be detailed enough to be of significant value to a stakeholder or client group from the larger community. This studio class, working under the guidance of an experienced instructor, functions like a design firm in providing professional-grade deliverables to real-world community design "clients".  
Same as: CEE 131E

**URBANST 184. Paris: Capital of the Modern World. 4-5 Units.**

This course explores how Paris, between the eighteenth and twentieth centuries, became the political, cultural, and artistic capital of the modern world. It considers how the city has both shaped and been shaped by the tumultuous events of modern history- class conflict, industrialization, imperialism, war, and occupation. It will also explore why Paris became the major world destination for intellectuals, artists and writers. Sources will include films, paintings, architecture, novels, travel journals, and memoirs. Course taught in English with an optional French section.  
Same as: FRENCH 140, FRENCH 340, HISTORY 230C

**URBANST 190A. Social Impact Careers Intensive. 2 Units.**

This course helps students make the transition from Stanford to careers with social impact. Perhaps you want to help lead an advocacy organization's issue campaigns, develop sustainable transportation policies for a city or contribute to growing a social enterprise. You will learn from alumni speakers working social impact fields, identify jobs that align with your interests and skills, build a personal network for your eventual job search, and become job-search ready through resume, cover letter and interviewing preparation. Through a variety of exercises, you will clarify and articulate your skills and the value you can bring to an organization. You will conduct informational interviews with people working in your fields of interest, to both learn more about relevant and make valuable connections. The teaching team includes a lead instructor with decades of experience in the social sector, the heads of public service career advising at the Haas Center and BEAM career educators.  
Same as: SOC 190A

**URBANST 194. Internship in Urban Studies. 2-4 Units.**

For Urban Studies majors only. Students organize an internship in an office of a government agency, a community organization, or a private firm directly relevant to the major. Reading supplements internship. Paper summarizes internship experience and related readings.

**URBANST 195. Special Projects in Urban Studies. 1-5 Unit.****URBANST 196. Senior Research in Public Service. 1-2 Unit.**

Limited to seniors approved by their departments for honors thesis and admitted to the year-round Public Service Scholars Program sponsored by the Haas Center for Public Service. What standards in addition to those expected by the academy apply to research conducted as a form of public service? How can communities benefit from research? Theory and practice of research as a form of public service readings, thesis workshops, and public presentation of completed research. May be repeated for credit. Corequisite: 199.  
Same as: EDUC 196

**URBANST 197. Directed Reading. 1-5 Unit.****URBANST 199. Senior Honors Thesis. 1-10 Unit.****URBANST 201. Preparation for Senior Project. 5 Units.**

First part of capstone experience for Urban Studies majors pursuing an internship-based research project or honors thesis. Assignments culminate in a research proposal, which may be submitted for funding. Students also identify and prepare for a related internship, normally to begin in Spring Quarter in URBANST 201B or in Summer. Research proposed in the final assignment may be carried out in Spring or Summer Quarter; consent required for Autumn Quarter research. Service Learning Course (certified by Haas Center).  
Same as: SOC 201

**URBANST 201A. Capstone Internship in Urban Studies. 3 Units.**

Restricted to Urban Studies majors. Students work at least 80 hours with a supervisor, establish learning goals, and create products demonstrating progress. Reflection on service and integration of internship with senior research plans. Must be completed by start of Winter Quarter senior year. May continue for additional quarter as 194. Service Learning Course (certified by Haas Center). Corequisite: URBANST 201 or consent of instructor.

**URBANST 201B. Capstone Internship Seminar. 3-4 Units.**

Students carry out an internship of at least 80 hours with a community organization or government agency. Class meets weekly to discuss related issues, including ethics of service, combining service and research, navigating organizational dynamics, and setting and accomplishing internship goals. Students submit internship agreement and internship-related deliverables, and give in-class presentations.

**URBANST 202A. Junior Seminar: Preparation for Research. 5 Units.**

Required of all juniors in Urban Studies planning on writing an honors thesis. Students write a research prospectus and grant proposal, which may be submitted for funding. Research proposal in final assignment may be carried out in Spring or Summer Quarter; consent required for Autumn Quarter research.

**URBANST 203. Senior Seminar. 5 Units.**

Conclusion of capstone sequence. Students write a substantial paper based on the research project developed in 202. Students in the honors program may incorporate paper into their thesis. Guest scholar chosen by students. Sociology majors who are seniors may take SOC 204 as their sole Writing In the Major class, as a substitute for SOC 200, with no prerequisites required.