

**PLAN 246**  
**CITIES OF THE FUTURE: INTRODUCTION TO URBAN PLANNING**

**Time:** Tuesday & Thursday 11:00AM -12:15PM

**Room:** Greenlaw 101

**Instructor:** Danielle Spurlock

**Office Hours:** New East 318  
T&TH 1:00PM-3:00PM

**Contact:** [dspurlock@unc.edu](mailto:dspurlock@unc.edu)  
<https://dspurlock.youcanbook.me>

**Teaching Assistants:**

Sarah Johnson-- [sarahjr@live.unc.edu](mailto:sarahjr@live.unc.edu)  
<https://sarahjr.youcanbook.me>

**Office Hours:** New East Reading room  
M 12:30PM-1:30PM and W 2:30PM-3:30PM

Rashaunda Lanier-Jackson-- [rlj1@live.unc.edu](mailto:rlj1@live.unc.edu)  
<https://rlj1.youcanbook.me>

TH 1:00PM - 3:00 PM

**Course Description**

This course is an introduction to the historical development of cities, the causes and consequences of major urban issues, and the practice of urban planning. It focuses primarily on cities in the United States. It is intended for students who are completing a Minor in City and Regional Planning as well as those who are simply interested in learning about urban planning. This course is a companion course for PLAN 247: Solving Urban Problems, which focuses on planning methods and policy implications. There are no course prerequisites.

**Course Goals**

As an engaged participant in this course, you will be able to do the following by the end of the semester:

- Identify the general historical patterns of urban development in the United States and discuss their relevance to modern urban issues;
- Identify major milestones in the history of planning and explain their relevance to modern planning practice;
- Compare and contrast key theories pertaining to urban development and the process of planning;
- Discuss key challenges facing modern planners both in terms their roles as professionals in society and the issues they address (e.g., transportation, economic development, housing, and environment).
- Investigate and critically analyze urban problems and their solutions in the context of particular cities.

## **Communication**

The best way to reach me is by email or during my office hours. If my office hours do not fit your schedule, you can also make an appointment using <https://dsprlck.youcanbook.me/>. To make an appointment with the TAs, please use <https://sarahjr.youcanbook.me> or <https://rlj1.youcanbook.me>.

- All emails should include PLAN 246 in the subject line. I will make every effort to respond to your emails on the same day I receive them unless I receive them after 7:00 pm. Please do not wait until the last minute to contact me about assignments, especially if you are having problems.
- Students are permitted to miss class for EXCUSABLE absences only. For details about what an excused absence is, see UNC-Chapel Hill's attendance policy:

[http://www.unc.edu/ugradbulletin/procedures1.html#class\\_attendance](http://www.unc.edu/ugradbulletin/procedures1.html#class_attendance).

Please contact me as soon as possible should an excusable absence arise so that I can work with you to make accommodations. Each student starts with a 100% for participation. Students are allowed one UNexcused absence without any questions from the instructor. If a student has two UNexcused absences, their participation grade will be affected.

## **Honor Code**

The University Honor Code is in effect, and all assignments must be completed through your individual effort unless otherwise instructed. In order to uphold the Honor Code in your written assignments, you must properly cite all data, ideas, and information that are not your own. Please visit the UNC Writing Center website for information about citations and how to avoid plagiarizing: <http://www.unc.edu/depts/wcweb/handouts/plagiarism.html>.

### **UNC HONOR CODE**

“It shall be the responsibility of every student at the University of North Carolina at Chapel Hill to obey and to support the enforcement of the honor code, which prohibits lying, cheating, or stealing when these actions involve academic processes or University, student or academic personnel acting in an official capacity.”

Each assignment should include the following Honor Pledge on all graded work:

“On my honor, I have neither given nor received unauthorized aid on this examination (assignment).”

## **Course Materials**

All materials will be posted on Sakai under course documents, provided by me in class, or otherwise made available by me (e.g., URL for a website). There is no text to purchase for this class, although *The City Reader*, Third Edition (2007) edited by Richard T. LeGates and Frederic Stout is a great introduction to cities should you want to complement course readings with additional material.

## **Course Assignments and Evaluation**

You will be evaluated on four main components of the course. Each component is intended to parallel the main ways in which you will be evaluated should you choose to be a planner (or, pursue most any other profession). The evaluation components include: 1) showing up for work prepared and working well with your peers; 2) completing small projects with quick turnaround times; 3) managing larger projects over a longer time period; and 4) demonstrating your understanding of the core aspects of your field.

Class Participation (10%) – Attendance and participation are required at every class session. This portion of your grade will be based on active listening, speaking, and participation during discussions and in-class exercises, and by demonstration of completion of the readings. Your participation grade also includes group and individual evaluations completed for the group project.

Three Reaction Papers (45%) – These papers will be evaluated on the content of your argument and the quality of your writing; topics will be provided during class at least a week in advance of the due date.

Semester Group Project (25%) – You will be working in groups on this project throughout the semester. It will culminate in two final products: a 15-20 page paper (20%) and a 25-minute presentation to the class (5%).

Evaluation for the paper and presentation will be based on the 1) content, 2) critical analysis and synthesis, 3) organization, and 4) communication (clarity of writing or speaking).

Grading of the group and individual evaluations will be based on 1) the completion of the assignment and 2) professionalism and quality of your evaluations of your teammates. All group and individual evaluations will be kept confidential. Your Semester Group Project grade can be lowered if the majority of your evaluations suggested you did not participate and contribute fully to the group project. Specific instructions and timelines will be given the second week of class and posted on Sakai and periodic in-class work sessions will be held to discuss your progress with me, the TA, and your classmates.

Final Exam (20%) – There will be an in-class exam on May 1<sup>st</sup> at 12:00pm. I will inform you of the format and range of material you will be responsible for a week or more in advance of the exam.

## **Late Assignments**

- You receive a 10-point deduction per day for late assignments.
- If you fail to show up on the day your group is presenting, you will be assigned a 25-page research paper in lieu of your presentation.
- Your group will receive a 10-point deduction per day for late group-assignments.
- If you know you will be unable to be in class for the final, please let me know ASAP. If you miss the final without prior notice, you receive an AB or FA for the course.

## **Grading**

The class is not oriented toward memorizing and reciting facts. You must demonstrate knowledge as well as analyzing ideas and supporting your arguments with evidence. Specific rubrics will be provided for each assignment.

In general:

An A assignment is one that demonstrates original thought and synthesis of ideas, sophisticated, cogent analysis, and is clearly written or presented. Outstanding work.

A B assignment presents above average analysis with appropriate evidence to support the ideas and is clearly written or presented. Very good work.

A C assignment shows a basic level of understanding, with analysis limited to the most obvious arguments. Writing is competent. Adequate work.

A D assignment misunderstands or misrepresents the material, or is so poorly written or presented as to obscure the analysis. Inadequate work.

## **Accessibility**

The University of North Carolina – Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in difficulties with accessing learning opportunities. All accommodations are coordinated through the Accessibility Resources and Service Office. Please visit their website <http://accessibility.unc.edu>, call 919-962-8300 or email [accessibility@unc.edu](mailto:accessibility@unc.edu). Please contact ARS as early in the semester as possible.

## *Resources*

My goal as a professor is to help you to excel in this learning environment. If you need further assistance, please consult the following on-campus resources:

- The Writing Center: <http://www.unc.edu/depts/wcweb/>
- Academic Success Program (for students with learning disabilities (LD) and/or attention-deficit/hyperactivity disorder (ADHD): <http://www.unc.edu/depts/lds/>
- Learning Center: <http://www.unc.edu/depts/acadserv/learn.html>
- Counseling and Wellness Services: <http://campushealth.unc.edu>

## **Laptops and cell phones**

Please turn off your cellphones before the beginning of class. If you must have your phone on during class because of an extraordinary circumstance (you are expecting a baby, etc.), please let me know beforehand. Laptops are permissible **only** for classroom activities. Use of other programs including web browsers, emails, instant messaging, etc. will result in the polite request that you stop using your laptop during class time.

## Semester at a Glance

Module 1	Sess. 1	1/12	Introduction
	Sess. 2	1/17	Why do cities exist?
	Sess. 3	1/19	Historical development of US cities
	Sess. 4	1/24	Why do we plan?
	Sess. 5	1/26	Frederick Law Olmsted and Parks
	Sess. 6	1/31	Ebenezer Howard & Garden Cities + Daniel Burnham & City Beautiful
	Sess. 7	2/2	Le Corbusier and modernism + Frank Lloyd Wright and Broadacre City
	Sess. 8	2/7	Urban Renewal & Robert Moses
	Sess. 9	2/9	Jane Jacobs and Reactions to Urban Renewal
Module 2	Sess. 10	2/14	Planning as a Wicked Problem
	Sess. 11	2/16	Race and Ethnicity in American Cities
	Sess. 12	2/21	Class and Gender in American Cities
	Sess. 13	2/23	The Post-war American City and Economic Development
	Sess. 14	2/28	Transportation and Urban Sprawl
	Sess. 15	3/2	Environmental Health Impacts of Development
	Sess. 16	3/7	Housing Policy
	Sess. 17	3/9	Urban Design and the Fortification of Space
3/14 & 3/16 Spring Break- NO CLASS			
	Sess. 18	3/21	Planning as Argumentation
Module 3	Sess. 19	3/23	Sustainability
	Sess. 20	3/28	Housing Crisis
	Sess. 21	3/30	Regional Planning, Transportation, and Smart Growth
	Sess. 22	4/4	Environmental Justice
	Sess. 23	4/6	Shrinking Cities
	Sess. 24	4/11	Economic Globalization
	Sess. 25	4/13	Climate Change and Hazard Mitigation
	Sess. 26	4/18	Group Presentations
	Sess. 27	4/20	Group Presentations
	Sess. 28	4/25	Group Presentations
	Sess. 29	4/27	Group Presentations and Final Papers Due
		5/1	Final Exam

Readings are to be completed **before** the class period under which they are listed

## **MODULE 1: CITIES OF THE PAST**

### **Jan. 12 INTRODUCTION**

### **Jan. 17 WHY DO CITIES EXIST?**

Macionis, J. and Parrillo, V. (2007). *Cities and Urban Life*, 4th ed. (pp.185-202). Upper Saddle River, NJ: Prentice Hall.

O'Sullivan, A. (2000). *Urban economics* (pp.26-34; 119-129). New York, NY: Irwin McGraw Hill.

Read Plagiarism Handout from the UNC Writing Center site at <http://writingcenter.unc.edu/handouts/plagiarism/>

### **Jan. 19 HISTORICAL DEVELOPMENT OF US CITIES**

Morris, A. E. J. (1994). *History of urban form before the industrial revolutions* (pp. 321-364). New York, NY: Longman Scientific and Technical.

### **Jan. 24 WHY DO WE PLAN?**

Campbell, S., and Fainstein, S. (2003). Introduction: The structure and debates of planning theory. In S. Campbell and S. Fainstein (Eds.), *Readings in planning theory* (pp. 1-14). Cambridge, MA: Blackwell.

Klosterman, R. (2003). Arguments for and against planning. In S. Campbell and S. Fainstein (Eds.), *Readings in planning theory* (pp. 86-101). Cambridge, MA: Blackwell.

### **Jan. 26 FREDERICK LAW OLMSTED and PARKS**

Olmsted, F.L. (2007). Public parks and the enlargement of towns. In R. LeGates and F. Stout (Eds.), *The City Reader* (pp. 302-308). New York: Routledge.

Barrette, M. (2001). Parks and the city. *Planning*, 67(5), 4-9.

Weinbach, J. (June 29, 2007). The focus-grouped park. *The Wall Street Journal*, pp. 1W.

**Jan. 31            EBENEZER HOWARD and GARDEN CITIES +  
                         DANIEL BURNHAM and CITY BEAUTIFUL MOVEMENT**

Howard, E. (2007). Authors' introduction and the town-country magnet. In R. LeGates and F. Stout (Eds.), *The City Reader* (pp. 309-316). New York, NY: Routledge.

Mumford, L. (1961). *The City in history: Its origins, its transformations, and its prospects* (pp. 514-524). New York, NY: Harcourt Brace Jovanovich.

Hall, P. (2002). *Cities of tomorrow: An intellectual history of urban planning and design in the twentieth century* (pp. 189-197). Malden, MA: Blackwell Publishers.

City Beautiful: The 1901 Plan for Washington D.C.

Please read the City Beautiful, 1901 Plan, and Washington DC and Beyond tabs.

<http://xroads.virginia.edu/~CAP/CITYBEAUTIFUL/dchome.html>

Larson, E. (2003). *The Devil in the white city: murder, magic, and madness at the fair that changed America* (pp. 373-378). New York, NY: Crown Publishers.

**\*\*\*SEMESTER PROJECT – LIST OF REFERENCES AND 1 PAGE OUTLINE DUE\*\*\***

**Feb. 2            LE CORBUSIER AND MODERNISM +  
                         FRANK LLOYD WRIGHT AND BROADACRE CITY**

Le Corbusier. (2007). A Contemporary city. In R. LeGates and F. Stout (Eds.), *The City Reader* (pp. 317-324). New York, NY: Routledge.

Wright, F. L. (2007). Broadacre City: A New community plan. In R. LeGates and F. Stout (Eds.), *The City Reader* (pp. 325-330). New York, NY: Routledge.

**\*\*\*\*\*FIRST REACTION PAPER TOPIC ASSIGNED\*\*\*\*\***

**Feb. 7            URBAN RENEWAL and NEW YORK'S ROBERT MOSES**

Caro, R. (1974). *The Power Broker: Robert Moses and the fall of New York* (pp. 5-21). New York, NY: Knopf.

Teaford, J. (2000). Urban renewal and its aftermath. *Housing Policy Debate*, 11(2), 443-465.  
**Read ONLY 443-465 for today.**

**Feb. 9            JANE JACOBS and REACTIONS TO RENEWAL**

Jacobs, J. (1961). *The Death and life of great American cities* (pp. 3-15). New York, NY: Random House.

Jacobs, J. (2007). The uses of sidewalks: Safety. In R. LeGates and F. Stout (Eds.), *The City Reader* (pp. 114-118). New York, NY: Routledge.

Powell, M. (2007, May 6). A Tale of two cities. *The New York Times*, p. 1N.

Lopate, P. (2007, February 11). Urban tactics: A town revived, a villain redeemed. *The New York Times*, section 3N.

Applebome, P. (2007, February 25). Our towns: A creaky bridge, too far from the days of a power broker's rule. *The New York Times*, p. 23A.

Roberts, S. (2006, July 11). Reappraising a landmark bridge, and the visionary behind it. *The New York Times*, p. 6B.

Ouroussoff, N. (2006, April 30). Streetwise: Critic's notebook; Outgrowing Jane Jacobs. *The New York Times*, p. 1D.

**\*\*\*\*\*FIRST REACTION PAPER DUE\*\*\*\*\***

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**MODULE 2: PLANNING AS A WICKED PROBLEM**

**Feb. 14            PLANNING AS A “WICKED PROBLEM”**

Altshuler, A. (1965). The goals of comprehensive planning. *Journal of the American Institute of Planners* 31, 3: 186-195.

Rittel, H. and Webber, M. (1973). Dilemmas in general theory of planning. *Political Science*, 4: 155-169.

**\*\*\*\*\*SECOND REACTION PAPER TOPIC ASSIGNED\*\*\*\*\***

**Feb. 16            RACE AND ETHNICITY IN AMERICAN CITIES**

Mills, C. (1997). *The Racial Contract* (pp. 41-53). Ithaca, NY: Cornell University Press.

Du Bois, W. E. B. (2007). The Negro problems of Philadelphia: The Question of earning a living, and color prejudice. In R. LeGates and F. Stout (Eds.), *The City Reader* (pp. 119-125). New York, NY: Routledge.



Irazabal, Clara and Fahart, Ramzi (2008). Latino Communities in the United States: Placemaking in the Pre-World War II, Postwar and Contemporary City. *Journal of Planning Literature* 22: 207-228.

Lung-Amam, Willow. (2013). That “Monster House” is My Home: The Social and Cultural Politics of Design Reviews and Regulations. *Journal of Urban Design* 18, 2: 220-241.

Visit Microaggressions website at <http://www.microaggressions.com/>

## **Feb. 21 CLASS AND GENDER IN AMERICAN CITIES**

Iceland, J. (2006). *Poverty in America* (pp. 38-69). Berkeley, CA: University of California Press.

Kingsley, C.T. and Pettit, K. (2003). Concentrated Poverty: A Change in Course. Urban Institute. Land. Downloaded January 7, 2015 from [www.urban.org/nnip](http://www.urban.org/nnip).

Forsyth, A. & Sandercock, L. (2005) A Gender Agenda: New Directions for Planning Theory. In Fainstein, S. and Servon, L. (Eds.) *Gender and Planning* (pp. 67-85) Piscataway, New Jersey: Rutgers University Press.

Nicolaidis, B. M. and A. Wiese (2006). Chapter 2: Family and Gender in the Making of Suburbia. In Nicolaidis, B and Wiese, A (Eds.d). *The Suburb Reader* ( pp. 45-68). New York, NY: Routledge.

## **Feb. 23 POSTWAR AMERICAN CITIES and ECONOMIC DEVELOPMENT**

Glasmeyer, A. K. 2000. "Economic Geography in Practice: Local Economic Development Policy." In *The Oxford Handbook of Economic Geography*, edited by G. L. Clark, M. P. Feldman, and M. S. Gertler, pp. 559-79. Oxford, UK: Oxford University Press. **pp. 559-568 required; 568-575 optional.**

Feldman, Maryann P., and Johanna L. Francis. 2004. “Homegrown Solutions: Fostering Cluster Formation.” *Economic Development Quarterly* 18 (2): 127–37.

Lowe, Nichola. 2011. “Southern Industrialization Revisited: Industrial Recruitment as a Strategic Tool for Local Economic Development.” In *A Way Forward: Building a Globally Competitive South*, edited by Daniel P. Gitterman and Peter A. Coclanis, 109–14. Chapel Hill NC: Global Research Institute, the University of North Carolina at Chapel Hill Press.

**\*\*\*\*\*SEMESTER PROJECT- DRAFT HISTORICAL DEVELOPMENT DUE\*\*\*\*\***

**Feb. 28            TRANSPORTATION & URBAN SPRAWL**

Cervero, R. (2004). Transit and the metropolis: Finding harmony. In S. Wheeler and T. Beatley (Eds.), *The Sustainable Urban Development Reader* (pg. 89-96). London, UK: Routledge.

Newman, P. and Kenworthy, J. (2004). Traffic calming. In S. Wheeler and T. Beatley (Eds.), *The Sustainable Urban Development Reader* (pg. 97-103). London, UK: Routledge.

Pucher, J., Komanoff, C. and Shimek, P. (2004). Bicycling renaissance in North America. In S. Wheeler and T. Beatley (Eds.), *The Sustainable Urban Development Reader* (pg. 104-110). London, UK: Routledge.

**Mar. 2            ENVIRONMENTAL HEALTH IMPACTS OF DEVELOPMENT**

Frumkin, H., Frank, L., and Jackson, R. (2004). *Urban sprawl and public health: Designing, planning, and building for healthy communities* (pp. 65-89; 123-135). Washington DC: Island Press.

Roberts, P., Ravetz, J., and George, C. *Environment and the City* (pp. 120-155). New York, NY: Routledge.

**Mar. 7            HOUSING POLICY**

Fishman, R. (2000). The American metropolis at century's end: Past and future influences. *Housing Policy Debate*, 11(1), 199-213.

Hayden, D. (2006). Building the American way: Public subsidy, private space. In B. Nicolaides and A. Wiese (Eds.). *The Suburb Reader* (pp. 273-281). New York, NY: Routledge.

**\*\*\*\*\*SECOND REACTION PAPER DUE\*\*\*\*\***

**Mar. 9            URBAN DESIGN AND DEVELOPMENT**

Clay, G. "Epitome Districts." In *Close-Up: How to Read the American City*. Chicago, IL: University of Chicago Press, 1980, pp. 38-65. ISBN: 0226109453.

Davis, M. (1992). Fortress Los Angeles: The Militarization of Urban Space. *Variations on a Theme Park: The New American City and the End of Public Space*. Michael Sorkin (ed). New York, NY: Noonday.

Folder of Bikeability and Walkability Assessments

**\*\*\*\*\*THIRD REACTION PAPER ASSIGNED\*\*\*\*\***

**Tuesday, March 14, 2017 and Thursday March 16, 2017**  
**NO CLASS—SPRING BREAK**

**Mar. 21 PLANNING AS ARGUMENTATION**

Goldstein, Harvey. 1984. "Planning as Argumentation," Environment and Planning B: Planning and Design, Vol. 11, pp. 297-312.

**Mar. 23 SUSTAINABILITY**

Campbell, S. (1996). Green cities, growing cities, just cities? *Journal of the American Planning Association*, 62(3): 296.

Godschalk, D. (2004). Land use planning challenges: Coping with conflicts in visions of sustainable development and livable communities. *Journal of the American Planning Association*, 70 (1): 5-13.

**\*\*\*\*\* SEMESTER PROJECT- DRAFT OF CURRENT PLANNING CONTEXT\*\*\*\*\***

**Mar. 28 HOUSING CRISIS**

North Carolina Housing Coalition. (2009). Ch 1: What is Affordable Housing. In *Affordable Housing Primer*. Downloaded January 7, 2015 from <http://www.nchousing.org/research-data/affordable-housing-primer/affordable-housing-primer>.

McIlwain, J. Simpson, M., and Hammerschmidt, S. (2014). *Housing in America: Integrating Housing, Health, and Resilience in a Changing Environment*. Washington, D.C.: Urban Land Institute.

**Mar. 30 REGIONAL PLANNING & SMART GROWTH**

Ye, L., Mandpe, S., and Meyer, P. (2005). What is "Smart Growth?" –Really?, *Journal of Planning Literature*, 19:3, 301-315.

Baum, H. (2004). Smart Growth and School Reform What if We Talked about Race and Took Community Seriously?, *Journal of the American Planning Association*, 70:1, 14-26.

Review Smart Growth America – [www.smartgrowthamerica.org](http://www.smartgrowthamerica.org)

Review Portland's Metro website.  
<http://www.metro-region.org/>

Read "2040 Growth Concept"  
<http://www.oregonmetro.gov/index.cfm/go/by.web/id=29882>

Skim “Tools for Planners”

<http://www.oregonmetro.gov/tools-partners>

#### **Apr. 4 ENVIRONMENTAL JUSTICE**

Arnold, Craig A. 2007. “Chapter 2: Environmental Justice and Land Use,” pp. 11-29, in Fair and Healthy Land Use: Environmental Justice and Planning, Chicago, Planning Advisory Service #549/550: American Planning Association.

#### **Apr. 6 SHRINKING CITIES**

Ryan, B. (2012). Chapter 5: Towards Social Urbanism for Shrinking Cities. *Design after Decline: How America Rebuilds Shrinking Cities*. Philadelphia, PA: University of Pennsylvania Press.

**\*\*\*\*\* SEMESTER PROJECT- DRAFT OF RECOMMENDATION STATEMENT \*\*\*\*\***

#### **Apr. 11 ECONOMIC GLOBALIZATION**

Varian, Hal. (2007). "An iPod Has Global Value. Ask the (Many) Countries That Make It". *New York Times*. Published June 28, 2007.

<http://people.ischool.berkeley.edu/~hal/people/hal/NYTimes/2007-06-28.html>

Duhigg, Charles and Keith Bradsher. (2012). "How the U.S. Lost Out on iPhone Work". *New York Times*. Published January 21,

2012. <http://www.nytimes.com/2012/01/22/business/apple-america-and-a-squeezed-middle-class.html>

Streitfield, David. (2012). "As Boom Lures App Creators, Tough Part Is Making a Living". *New York Times*. Published November 17,

2012. <http://www.nytimes.com/2012/11/18/business/as-boom-lures-app-creators-tough-part-is-making-a-living.html?hp>

Segal, David. (2012). "Apple’s Retail Army, Long on Loyalty but Short on Pay". Published June 23, 2012. <http://www.nytimes.com/2012/06/24/business/apple-store-workers-loyal-but-short-on-pay.html>

Scott, Allen J. 2001. "Globalization and the Rise of City-Regions". *European Planning Studies* 9(7). p. 813-826.

**Apr. 13          CLIMATE CHANGE AND HAZARD MITIGATION**

The National Academies. (2008.) Understanding and responding to climate change. Washington DC: National Academies.

**\*\*\*\*\*THIRD REACTION PAPER DUE\*\*\*\*\***

**Apr. 18          GROUP PRESENTATIONS**

**Apr. 20          GROUP PRESENTATIONS**

**Apr. 25          GROUP PRESENTATIONS**

**Apr. 27          GROUP PRESENTATIONS & FINAL PAPERS DUE**

*Monday, May 1, 2017 at 12:00pm: Final Exam*