Syllabus

City and Regional Planning 3500
The Socially Just City

Summer Semester 2014

Course Number: 7840
Credit: 3 hours

Location: Knowlton Hall, Rm. 0175
Time: Monday and Wednesday – 2:30 PM to 5:15 PM

Instructor: Jason Reece
Lecturer, City & Regional Planning, Knowlton School of Architecture
Director of Research, The Kirwan Institute for the Study of Race & Ethnicity, Moritz College of Law

Office Hours: By appointment only
Office Location: 33 West 11th Avenue, Room 209

Contact Information:
Reece.35@osu.edu

Course Overview:

Too many cities are split between the haves and the have-nots. Explore how to reduce poverty, increase access to public services, and create a high quality of life for all residents. Planners are called upon to promote equity in their work, to assure fairness in their procedures and secure justice through their plans and programs. Equity, fairness, justice - what exactly do these concepts mean in planning.

Social and racial equity represent more than just equality, but should produce societal fairness and equal opportunity. Many groups in the U.S. are marginalized by inequitable conditions, policies and disparate outcomes. These conditions of inequity are most prevalent in impoverished and marginalized communities of color. From the inner city to declining inner suburbs or impoverished rural areas, distressed, opportunity-deprived communities limit the life chances for their residents and impact everyone. The course will explore the processes which produce inequitable outcomes in communities.

Discussion topics will include:
- Social Justice & Equity
- Environmental Justice & Environmental Racism
- Segregation, Fair Housing, Exclusionary & Inclusionary Zoning
- Community Development & Gentrification
- Health Equity and Healthy Communities
The course will also identify model planning, housing and community development strategies to create greater equity and a just society. As advocates for marginalized communities, planners can promote policies which expand opportunity and create sustainable communities. As defined by the Ford Foundation, “equity requires investment in all our human and communal resources to maximize our potential as individuals, families, communities and a nation.”

Course Format and Requirements:

The course combines in class lectures with activities that include reading assignments, group discussion and writing assignments, videos and a group project.

Each week’s class will focus on the nature of the challenges in the readings and analysis of research arguments and methods. Course materials include textbooks, scholarly articles, online data sources, and videos.

Text and required readings:

There is no required textbook to purchase for this course. Required readings for each week will be posted on Carmen the Friday of the preceding week. These readings will be available for download on the course website or passed out in class as handouts.

Consider this syllabus a dynamic one, where some readings or videos may be adjusted when interesting topics come up in class and new background articles get posted to the site. This is a means of responding to class interests. Additionally, all materials and updated directions posted on Carmen during the course supersede requirements in this syllabus.

It’s absolutely crucial that everyone does all of the reading before class and comes prepared with questions and comments. The more prepared everyone is, the more fun the course will be! For weeks where we will be viewing and discussing films in class, I will also provide you with questions to think about and answer as you watch. It will also be useful to take notes.

Course Assignments:

Class Participation: Active class participation is important. Participation will be graded through a series of activities that include regular attendance, in-class activities, and completing other homework and assignments. Almost every class should include some in class activity, be prepared to participate every day in class.

Journals: Students will prepare six journal writing assignments throughout the semester, journal assignment due dates are indicated on the detailed course schedule at the end of this syllabus. Journals are due by midnight on Friday the week they are due. Journals will be submitted on Carmen in MS word format, students should be prepared to discuss their journal writing in class. Journals 1 to 5...
should be 400 to 800 words in length and are worth 5 points. Journals are an opportunity to explore new topics and be creative, journal assignment topics will be announced in class. Some journals will be in response to a question posed to the class based on lecture topics, others will be based on current issues found in the news. Entries can also include pictures and other graphics. Your final journal submission #6 will be due exam week and will provide you an opportunity to reflect on the content of the course. This final journal will substitute for your final exam, must be between 600 and 1000 words and will be worth 10 points. All journal assignments are to be submitted electronically via dropbox on Carmen.

Take Home Midterm Exam: A take home midterm exam will be posted on Carmen on July 13th. You will not have class on Monday July 14th to provide additional time for you to complete your take home exam. Your take home exam will consist of four essay questions, in which you are expected to reference lectures and readings from the course (essay responses are to be brief and succinct). Take home exams will be due on by midnight Friday July 18th and must be submitted electronically via dropbox on Carmen.

Group Field Project: There will be a group field project that will be developed throughout the semester. A detailed document with field project instructions will be provided for the field project on Monday June 23rd.

The groups will be responsible for preparing the following for the group project.

- A thirty minute final presentation (and PowerPoint) (20 minutes of presenting time and 10 minutes for discussion)

Evaluation/Grading Policies:

There is no grading curve. Success in this course depends entirely on your own efforts. Grades for this class will be based on the following work:

- Attendance, Reading and Participation (20%)
- Journals (35%) (6 Journals Total)
- Take Home Midterm Exam (25%)
- Group Field Project & Presentation (20%)

Final grades will be assigned based on the following scale:

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Administrative Details:

Email and the Carmen course site will be our primarily tool of communication outside the classroom. You are required to check your official university email for updates and course announcements (at least) once a week. All assignments need to be submitted on Carmen via dropbox.

Cell Phones:

Please turn off your cell phones before class. Ringing phones are disruptive.

Class Website:

This class uses Carmen in order to enhance the online learning experience of students. This website contains several reading assignments and pertinent information. Please go to http://carmen.osu.edu. Instructions on how to log in can be found under: http://telr.osu.edu/carmen/stu/getting_started.pdf.

Late or Missed Assignments:

Late assignments will be marked down half a letter grade for each day past due. Assignments more than one week late will not be accepted.

Disability Services:

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; http://www.ods.ohiostate.edu/

Academic Integrity:

You are expected to be students of integrity. Academic dishonesty will not be tolerated. All students are held responsible for following and abiding by the University’s policies on plagiarism and academic misconduct. As specified by University policy, violations or attempted violations of academic dishonesty include, but are not limited to: cheating, fabrication, plagiarism, multiple submissions, or facilitating academic dishonesty.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

If you do not fully understand this statement on academic integrity or the scope and ramifications of academic misconduct, please see the instructor. IF YOU HAVE DOUBTS ABOUT THE ORIGINALITY OF A PAPER YOU HAVE WRITTEN, SEE YOUR INSTRUCTOR BEFORE YOU TURN IT IN.
Since the work in this class will require extensive use of source materials, we will discuss more about these issues in class. If you have additional questions about how to give credit or cite references, please talk to me or you can also visit this website, http://library.osu.edu/projects-initiatives/copyright-help-center/for-students/.

**General Education Goals and Requirements:**

CRP 3500 meets two general education goals and learning outcomes The Ohio State University. These GE Goals are described below:

**GE Diversity: Social Diversity in the US**
**Goals:**
Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.  
**Expected Learning Outcomes:**
Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.  
Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

**GE Social Science: Organizations and Polities**
**Goals:**
Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.  
**Expected Learning Outcomes:**
Students understand the theories and methods of social scientific inquiry as they apply to the study of organizations and polities.  
Students understand the formation and durability of political, economic, and social organizing principles and their differences and similarities across contexts.  
Students comprehend and assess the nature and values of organizations and polities and their importance in social problem solving and policy making.
Course Schedule and Assignment Due Dates:

Week 1: June 16\textsuperscript{th} and June 18\textsuperscript{th}

- Course Topics:
  - Course introduction
  - Definitions & Concepts
  - The planner as an advocate
  - The landscape of inequality and inequity in the US
  - Why is equity and justice important? What is the cost of inequality?
- Readings Due: See Carmen for this week’s readings.
- Assignments Due: Journal #1 Due (Due Friday at Midnight)

Week 2: June 23\textsuperscript{rd} (NO CLASS ON JUNE 25\textsuperscript{TH} – MEET WITH YOUR GROUP)

- Course Topics:
  - Development of the Other
  - Historical Perspective (A History of Just & Unjust City Planning): Part 1
- Readings Due: See Carmen for this week’s readings.
- Assignments Due: Journal #2 Due (Due Friday at Midnight)

Week 3: June 30\textsuperscript{th} and July 2\textsuperscript{nd}

- Course Topics:
  - Film: The Pruitt Igoe Myth
  - Film: Race the Power of an Illusion “The House We Built”
- Readings: See Carmen for this week’s readings.
- Assignments Due: Journal #3 Due (Due Friday at Midnight)

Week 4: July 7\textsuperscript{th} and July 9\textsuperscript{th}

- Course Topics:
  - Equitable Community Development
  - Addressing Blight and Vacancy
  - Gentrification vs. Revitalization
  - Guest Lecture: Ryan Edwards, United Way of Central Ohio
- Readings: See Carmen for this week’s readings.
- Assignments Due: Journal #4 Due (Due Friday at Midnight)

Week 5: July 16\textsuperscript{th} (NO CLASS ON JULY 14\textsuperscript{th} – Take Home Exam Work Time)

- Course topics:
  - Field project site visit (Southside Redevelopment) 2:30 to 3:30PM on July 16\textsuperscript{th}
  - Class to meet at a predetermined location on the Southside Reeb Hosack Neighborhood (Site of recent redevelopment efforts).
- Readings: See Carmen for this week’s readings.
• Assignment Due: Take Home Mid Term Exam Due (Due Friday at Midnight)

Week 6: July 21st and July 23rd

• Course Topics:
  o Housing Affordability
  o Homelessness
  o Impacts of the Housing Crisis
  o Environmental Justice
  o Transportation Equity
  o Guest Lecture: Matt Martin, The Kirwan Institute

• Readings: See Carmen for this week’s readings.
• Assignments Due: Journal #5 Due (Due Friday at Midnight)

Week 7: July 28th and July 30th

• Course Topics:
  o Place Matters: Health Equity and Community Planning
  o Place Matters: Child Development and Community Planning
  o Film: “Place Matters”

• Readings: See Carmen for this week’s readings.
• Assignments Due: Presentation submitted via Carmen (and Given on July 30th)

Exam Week: August 4th to August 6th

• Assignments Due: Journal #6 Due (Due Tuesday August 5th at Midnight)