Introduction
This course envisions how the built environment, supporting systems, societal structures and people would change in futuristic scenarios requiring underground living. The course will begin by studying causes and indicators of apocalyptic events and related planning theories and principles. Then underground development and cities of the past, present, and science fiction/fantasy will be explored. The components of underground cities will be discussed and societal implications examined. The course will wrap-up with designing a new, futuristic city, given certain conditions and locations. This course is non-quantitative and is structured as a lecture with some computer lab work, independent readings, videos, tours, and small group projects.

Course Objectives
Upon completion of the course, a student should be able to:
1. Understand how cities could evolve from above-ground to underground.
2. Realize the inter-connections of cities, their supporting systems, society, and the environment.
3. Be familiar with current underground components of cities.
4. Understand the physical aspects and social implications of an underground city.
5. Possess the theoretical knowledge of adapting a city to an underground location.
6. Gain experience in essential skillsets used in the planning profession.

Course Materials
There are no required textbooks or materials for this class. Additional references will be posted in Carmen and provided in class.

Grading
The final grade for the course is determined as follows:
1. Attendance 5%
2. Homework Assignments 30%
3. Quiz 5%
4. Small Group Assignments 30%
5. Final Group Project 30%

Grading scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92.9</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.9</td>
</tr>
<tr>
<td>B</td>
<td>83-86.9</td>
</tr>
<tr>
<td>B-</td>
<td>80-82.9</td>
</tr>
<tr>
<td>C+</td>
<td>77-79.9</td>
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<tr>
<td>C</td>
<td>73-76.9</td>
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<tr>
<td>C-</td>
<td>70-72.9</td>
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<tr>
<td>D+</td>
<td>67-69.9</td>
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<tr>
<td>D</td>
<td>63-66.9</td>
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<tr>
<td>D-</td>
<td>60-62.9</td>
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<tr>
<td>E</td>
<td>&lt;60</td>
</tr>
</tbody>
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All grading will be done as fairly and as consistently as is reasonably possible. Assignments up to 24 hours late will result in an automatic two letter grades dropped from the grade received. Assignments over 24 hours late will receive no credit. The instructor will take into consideration assignments that are late due
CRP3620: UNDERGROUND CITY
SPRING SEMESTER 2015

Students wishing to appeal the grading of an assignment must make the appeal in writing within 5 calendar days after an assignment is returned.

Accreditation Criteria
1. General planning knowledge: The comprehension, representation, and use of ideas and information in the planning field, including appropriate perspectives from history, social science, and the design professions.
   a) Purpose and Meaning of Planning: appreciation of why planning is undertaken by communities, cities, regions, and nations, and the impact planning is expected to have.
   b) Planning Law: appreciation of the legal and institutional contexts within which planning occurs.
   c) Human Settlements and History of Planning: understanding of the growth and development of places over time and across space.
   d) The Future: understanding of the relationships between past, present, and future in planning domains, as well as the potential for methods of design, analysis, and intervention to influence the future.

2. Planning skills: The use and application of knowledge to perform specific tasks required in the practice of planning.
   a) Research: tools for assembling and analyzing ideas and information from prior practice and scholarship, and from primary and secondary sources.
   b) Written, Oral and Graphic Communication: ability to prepare clear, accurate and compelling text, graphics and maps for use in documents and presentations.
   c) Quantitative and Qualitative Methods: data collection, analysis and modeling tools for forecasting, policy analysis, and design of projects and plans.
   d) Plan Creation and Implementation: integrative tools useful for sound plan formulation, adoption, and implementation and enforcement.
   f) Leadership: tools for attention, formation, strategic decision-making, team building, and organizational/community motivation.

3. Values and ethics: Values inform ethical and normative principles used to guide planning in a democratic society. The program shall appropriately incorporate issues of diversity and social justice into all required courses of the curriculum, including:
   a) Professional Ethics and Responsibility: appreciation of key issues of planning ethics and related questions of the ethics of public decision-making, research, and client representation (including principles of the AICP Code of Ethics).
   b) Governance and Participation: appreciation of the roles of officials, stakeholders, and community members in planned change.
   c) Sustainability and Environmental Quality: appreciation of natural resource and pollution control factors in planning, and understanding of how to create sustainable futures.
   d) Growth and Development: appreciation of economic, social, and cultural factors in urban and regional growth and change.
   e) Social Justice: appreciation of equity concerns in planning.

ADA Policy Statement
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable
accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Disability Services at (614) 292-3307. Additionally, contact the instructor as early as possible in the quarter, so your disability can be properly accommodated.

<table>
<thead>
<tr>
<th>Course Outline</th>
<th>TOPIC/ACTIVITY</th>
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</table>
| WEEK | DATE | T: Class Introduction  
R: Apocalyptic Event, Causes & Indicators |
| 1 | 1/13 | T: Apocalypse In-Class Discussion  
R: Planning Principles & Theories |
| 2 | 1/20 | T: Underground Cities of the Present  
R: Underground Cities of the Present |
| 3 | 1/27 | T: Underground Cities of the Past  
R: Kelton House Underground Railroad Tour |
| 4 | 2/3 | T: Existing Underground Cities Discussion  
R: Underground Cities of the Future |
| 5 | 2/10 | T: Underground Cities of the Future  
R: Underground City Locations |
| 6 | 2/17 | T: Built Environment  
R: Fictional City Presentations |
| 7 | 2/24 | T: Supporting Systems  
R: Supporting Systems |
| 8 | 3/3 | T: New Systems  
R: Society & People Discussion |
| 9 | 3/10 | T: Underground City Summation  
R: OSU Infrastructure Site Tour |
| 10 | 3/17 | No Class - Spring Break Week |
| 11 | 3/24 | T: Computer Lab Exercise  
R: Olentangy Indian Caverns Tour |
| 12 | 3/31 | T: Past & Future Underground Cities Discussion  
R: Computer Lab Work on New Cities |
| 13 | 4/7 | T: Computer Lab Work on New Cities  
R: Computer Lab Work on New Cities |
| 14 | 4/14 | T: No Class on Tuesday - APA National Conference  
R: Final Project Presentations |
| 15 | 4/21 | T: Extra Credit: OSU Tunnel Tour  
R: Greenlawn Cemetery Tour |