CRP 6010: INNOVATION IN CITY AND REGIONAL PLANNING
AUTUMN / 2014
COURSE SYLLABUS

Important Note: Any updates and new information presented during the class period or emails supersedes this syllabus including potential updates of or changes to this syllabus.

THE OHIO STATE UNIVERSITY City and Regional Planning Program
CLASSROOM: Knowlton 269
DAYS: Wednesdays and Fridays
TIME: 9:35-10:55 pm
INSTRUCTORS: Kyle Ezell, AICP, Associate Professor of Practice (You may call me “Professor Ezell,” “Professor Kyle” (when you get to know me) or simply “Professor”)
CREDITS: 3

GET IN TOUCH WITH PROFESSOR EZELL:
Email: ezell.5@osu.edu. When you email, please write “6110: YOUR NAME” in the subject line or the email may not be seen in a reasonable amount of time.
Phone: You may call me any time during business hours 614.580.8564. It is likely, though, that I will not be able to take your call immediately. If so, feel free to leave a message. Texts may be appropriate in some cases. (To be discussed in class.)
Office Hours: 2:00 pm to 3:00 pm on Tuesdays and Thursdays. You may also talk to me after class by appointment. Room: Knowlton 223. You must make and confirm an appointment for guaranteed office hours.

COURSE TOPIC: URBAN DEVELOPMENT

COURSE OVERVIEW:

PREREQUISITES: For the course to be successful you must be open to the idea of becoming a confident planning innovator and leader. You also must bring a positive attitude that will contribute to the class’ progressive tone, tempo, and discourse that I insist on.

COURSE PARADIGM: You will understand and analyze the concept of innovation in urban development (both international and domestic) by scrutinizing existing ideas, processes, programs, projects, and developments, and determining their levels of stability/status quo, risk/reward, “boringness,” and audacity. You will measure/define the outcomes (and transferability) of a variety of planning ideas and (generally) seek answers to the following questions (among others):

- The definition of “innovative” and “innovation.”
- Where and how does the spark of innovation begin, how does it grow, and what steps / hurdles are needed for the idea to be implemented?
• Why are some ideas are seen as “sexy” and others as boring, and how (or if) this determination relates to innovative urban planning principles and whether or not they are implemented?
• What innovations cause a city to be considered a model?
• What are the impacts of “model cities?”
• Are some cities are universally innovative? In other words, can a city be national or world leader in one aspect of planning and lag in others?
• Does planning innovation breed more planning innovation?
• What is the relationship between the level of local innovation and successful cities?
• Is there a relationship between a city’s level of local innovation and the educational attainment of its residents?
• What is innovation’s relationship to globalization and managing change?
• What (and where) are copy-cat cities? What is innovation (imitation) diffusion? Can and will innovations that work in one city work in all cities?
• Which cities are not innovative and how is this measured?
• What is the difference between real and abstract innovations?
• Why is innovation rare in cities?
• What are the positive (and negative) outcomes of innovations in cities?
• Is the word and concept “Innovative” innovative?
• How do you take what you have learned and offer a remarkable, game-changing idea that can be implemented in a professional and effective way?

COURSE GOAL: All students gain a clear understanding for what is possible in the field of urban planning as it pertains to urban development issues.

General Learning Outcomes:

Students will bridge connections between concepts and skills learned in an academic setting and on-the-ground work, experience and interpret “the field,” and understand of the issues, resources, assets, and cultures of the community where they are working.

In addition, students will gain knowledge in the field of City and Regional Planning in the following ways through:

• Learning how to think like a successful professional city planning leader.
• Being able to work in and therefore effectively communicate in a collaborative work team.
• Understanding advanced ways of looking at and implementing planning and urban design.
• Knowing how to offer the best planning and urban design options and recommendations for cities, developers, local organizations, and non-profit agencies.
• Discovering a potentially hidden passion in the field of planning.
• Understanding key issues city and regional planners deal with to build sustainable communities.
• Thinking critically and effectively analyze and solve planning problems.
• Providing useful, professional deliverables to community organizations that are smart, intriguing, and useful.
• Learning to please community-based clients by providing more than they expect.
• Using the latest technology and tools to communicate their research on planning issues.
• Improving your research, writing, oral and graphic skills.
• Growing as a person and as a student professional.

REQUIRED BOOKS:

Designing Local: Revealing Our Truest Communities by Kyle Ezell. (Free to students as a pdf. If you didn’t receive your file, let me know.)

Welcome!

GRADING

Scale:

A  93-100%: Excellent work that is among the very best in the class
A- 90-92.9: Great work, but not as accomplished as those who are among the very best in the class
B+ 87-89.9: Very good work that is much higher than average
B  83-86.9: Above average, good work
B- 80-82.9: Above average with room to improve
C+ 77-79.9: Only slightly above average work
C  73-76.9: Average work
D+ 67-69.9: Below average work
D  63-66.9: Much below average work
D- 60-62.9: Near failing
E  <60: Failing

GRADE BREAKDOWN:

Participation: 50/100 points
Coming to class is the most important thing you can do to get full credit in participation. (You can’t participate if you aren’t there!) I will be keeping close watch on your thoughtful contributions to discussions which will drive this course.

Term Deliverable: 40/100 points
Instructions and expectation will be discussed in class.

Mastering a Planning Tool: 10/100 points
Instructions and expectation will be discussed in class.
TOPICS AND PROPOSED SCHEDULE

The following schedule is proposed. The schedule could be changed for any number of reasons (special opportunities, unanticipated class cancellations, etc.) Please be alert to any changes mentioned in class or over email.

Readings will be assigned throughout the term.

W, August 27: Introduction to the class

F, August 29: Establishing Course Content / Defining Planning Innovation

W, September 3: Gaining an Urban Design Eye as a City and Regional Planner 1

F, September 5: Gaining an Urban Design Eye as a City and Regional Planner 2

W, September 10: Defining and Creating Authentic Cities and Urban Neighborhoods 1

F, September 12: Defining and Creating Authentic Cities and Urban Neighborhoods 2

W, September 17: Community Art in the City 1

F, September 19: Community Art in the City 2

W, September 24: Transit Infrastructure and Transit Oriented Development 1

F, September 26: Transit (& Pedestrian) Infrastructure and Transit Oriented Development

W, October 1 and F, October 3: No Class Meeting

- I’ll be presenting at the Ohio/Kentucky/Indiana Conference in Lexington this week
- * You will work on your project during this week

W, October 8: Urban Development Infill Innovations 1

F, October 10: Urban Development Infill Innovations 2

W, October 15: Project Drafts Show and Tell 1

F, October 17: Project Drafts Show and Tell 2

W, October 22: Planning for Nature and Parks 1

F, October 24: Planning for Nature and Parks 2
W, October 29: Paradigm Changing / Radical Urban Infrastructure Projects 1

F, October 31: Paradigm Changing / Radical Urban Infrastructure Projects 2

W, November 5: Equity / Schools/ Politics of Urban Development / The Market 1

F, November 7: Equity / Schools/ Politics of Urban Development / The Market 2

W, November 12: No class meeting (Please use this time to work on your projects)

F, November 14: Project Presentations 1

W, November 19: Project Presentations 2

F, November 21: Breakfast off-Campus in an Intriguing Urban Development-Related Location

Week of W,F November 26 and 28: No class meetings. Happy Thanksgiving.

W, December 3: Another Breakfast in a Different Intriguing off-Campus Urban Development-Related Location

F, December 5: Final Class Discussion

**Important Additional Notes**

**Grading:** All grading will be done as fairly and as consistently as is reasonably possible. Students may appeal the grading of an assignment in writing within 5 calendar days after an assignment is returned.

**Plagiarism will not be tolerated in the classroom.** Plagiarism is passing off as one’s own ideas, words, writings, etc., which belong to another. You are committing plagiarism if you copy the work of another person and turn it in as your own even if you have the permission of that person. Any instances of academic misconduct will be reported to the Committee on Academic Misconduct (University Rule 3335-5-487).

**You may not do outside work during class:** This fast-paced class is too busy to become a study hall for other coursework. Please concentrate only on the material from 6110 during the class period.

**Being late for class:** Just don’t be.
Turning in Assignments and Assignment Lateness: Late assignments from the published or announced due date and time to 24 hours after that time will be lowered by a letter grade. Late assignments beyond 24 hours to 48 hours will receive a deduction of two letter grades. Assignments not turned in after 48 hours will be considered missing. Missing assignments will receive 0 points.

Texting: You are prohibited from texting in class and I have a zero tolerance policy for this. This class meets for 1:20 minutes and graduate students should be able to wait to text for that long. If you are caught texting during class OR during the exercises, you will be immediately called out (and potentially asked to leave). I have to remind a few students every term of this policy so don’t be surprised when it happens.

Phone use: You may not answer your phone in class. Please turn your ringers down. If you have an emergency please let me know and you may be able to take the call outside. Otherwise you will be courteous by not talking on your phone.

In-class computer use, phone use, including texting, social media, or using applications on phones or computers) is prohibited. There is usually no reason for you to use a computer and never a reason to play on your phone during class lectures so I do not allow them to be used and will ask that they be stowed unless otherwise indicated or announced.

Video or voice recording of lectures: Is expressly prohibited.

Incomplete grades: Please assume that you will not be granted an incomplete due to high course load or time constraints. The material in this course will be virtually impossible to make up later.

Academic misconduct:

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://studentlife.osu.edu/csc/ .

Professional conduct: Students are expected to conduct themselves in a professional manner and to abide by the provisions in the Code of Student Conduct. Students should appreciate diversity, and they should conduct themselves professionally with members of the same or opposite gender and/or from different ethnicities and cultures.

Students should represent themselves in a professional manner in forums that have public access. This includes information posted on social networking sites such as Facebook.
Information on these pages is often screened by potential employers, and unprofessional material can have a negative impact on job or graduate school prospects.

Any forms of sexual harassment or intimidation will not be tolerated. The University’s Code of Student Conduct and Sexual Harassment Policy are available on the OSU web page. Sexual harassment includes inappropriate behavior among two or more students; between students and faculty; and among faculty. The actions can take place in physical, verbal, or written forms. When a complaint is received, the situation will be investigated by the academic department and possibly by the police even if the harassment was done anonymously or possibly as a jest. Being found guilty of harassment, even if it was nominally done in jest, can be professionally damaging.

**Disability Statement:** 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.ohio-state.edu/

Jke, August 20, 2014