Course Goal

This course introduces students to concepts that provide the basis for understanding the city as the basic form human settlement, and a socio-economic entity with its own life.

Course objectives

This course is an introduction to the evolution from antiquity through the modern era. The focus of the course will be the role of history and law, as reflections of society, in shaping the development of urban areas. The main objectives of the course include:

- familiarizing students with the historical development of cities and regions
- familiarizing students with the role that law has played in shaping urban development.
- providing students with an understanding of how urban planning has influenced—and has been influenced by—patterns of development
- provide students with an opportunity to explore how law and history have influenced the development of a particular city or town

At the end of the course, students should be able to:

- understand and explain—at a basic level—the importance of place in shaping urban development
- identify the social, economic, political, and environmental forces that influence development in metropolitan areas
- understand the role of human advancements in shaping cities
- apply principles and concepts learned in an analysis of a city or town
Course Overview

This course explores the process of urbanization by examining key people, movements and themes of city planning and how they evolved to present day practice and understanding. The course will highlight the movements, events, and issues that have shaped cities over time, and have evolved into modern planning.

The course is divided into three main parts, with a group project component:

I. What is a city—and why?

The first part of the course is an overview of the critical components of cities, and an introduction to the field of urban studies. This is followed by a review of the evolution of urban forms from ancient times through the Middle Ages to town planning at the beginning of the modern era. Emphasis will be placed on significant planning developments in the US, the forces that shaped particular cities and towns, and regional differences in urban development, including suburban development.

II. Socio-cultural influences—a city is what it is

Following the survey of planning and urban development in the US, the course will briefly shift to a consideration of urban development and cities in Europe, and in non-western cultures. Next will come a review of how particular issues—old and new—have defined and shaped cities in the US, including immigration, race and racial migration, gender issues, wealth and poverty, and government involvement. The purpose of this is to provide a basic understanding that, despite some common elements, urban forms and patterns differ from place to place, and for several reasons.

III. In the future, will there be planning? Will there be cities to plan?

The course will conclude with a consideration of the future of cities, modern planning concepts such as sustainability and new urbanism, and the future of planning. During this part, students will present their group projects (see below) to the class.

Group project: About mid-way through the semester, Students will be divided into groups of 4-5 individuals. The group will consider a particular municipality in the Columbus area (any city except Columbus—e.g., Gahanna, Worthington). The purpose of this consideration is to identify and explain—using the concepts learned in class, why that particular municipality developed in the way that it has, and what may happen in that city in the near future (20-25 years). There will be several required updates and “check-ins” (brief status reports) during the course of the semester. Groups will make a brief presentation (10 minutes) to the entire class, using any appropriate medium, and will submit their findings as a term project or paper. The project/paper format should include visuals and graphics as well as text.
Course requirements

This course will be a combination of lectures, discussion, videos, and group work; students are responsible for all material regardless of format. The course includes a heavy amount of participation based on the reading and individual research. Students will be expected to have read the assigned materials prior to the class so that they may actively participate in class discussions. There is one assigned text, which was available from the bookstore as of August 20:


Other readings will be assigned; it is recommended that students obtain a copy of The Death and Life of Great American Cities, by Jane Jacobs, if you do not already have it.

There will also be links to online materials posted on Carmen or other common site. Note that not all the material presented in class will be in the readings; it is essential that you attend class lectures.

Grading

Student performance will be evaluated based on:
- in class/on line/take home exercises (30 points)
- two exams (25 points each, 50 points total)
- project status memos (5 points)
- group project, including presentation and paper (10 points)*
- attendance and participation (5 points).

*Projects will not be graded, but must be completed to acceptable standards in order to receive credit. Page limits must be observed.

Handouts will be distributed in class with questions pertaining to the materials covered. These will be collected at the end of class and count toward students’ participation grades. Online exercises will be drawn from materials in the text book and class presentations. There may also be take home assignments. ALL take home assignments must be TYPED and submitted by the start of the next class. The exams will be in class and likely consist of a combination of multiple choice, true/false, and short answer questions. For exams, point values will appear with each question. For other assignments like projects or short written assignments, point values/grading scheme will be explained in more detail when the assignment is made. Some assignments must be completed, but will not be graded.

Transformation of numerical grade to letter grade will be according to the schedule summarized below:
A 90-100
B 80-89
C 70-79
D 60-69
E <60

Increments within the range will be at 3 points, e.g., 80 – 83 points = B -, except that there will be no grade of A+; an A will be any score higher than 95 points.
All grading will be done as fairly and as consistently as is reasonably possible. Lateness is not acceptable. In some cases, however, there are extenuating circumstances that may lead to a late assignment. Requests to turn in an assignment late must be made in advance, in writing. Requests will considered on a case-by-case basis, and extra work may be assigned. Students wishing to appeal the grading of an assignment must make the appeal in writing within 5 calendar days after an assignment/exam is returned. As per University policy, you have one term to appeal a final grade.

Course Policies
All students are held responsible for knowing and abiding by the Department’s policies on plagiarism and the University’s policies on academic misconduct. These have been distributed to all CRP students. If you have not received a copy, please obtain one from the graduate studies office on the first floor of Knowlton Hall. Students are encouraged to share ideas in intellectual discussions relating to the class. However, all assignments (exercises, papers, projects) MUST include proper citations within the text and proper references/bibliographies at the end. This is a critical component of any scholarly writing effort as well as any effort that uses other sources of information. Violations fall under academic misconduct regulations and can result in dismissal from the program and the University. If you do not know proper citation procedures, contact the OSU Center for the Study and Teaching of Writing (http://www.cstw.osu.edu/writingcenter). You may also see me during office hours.

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.

Course Communication
Initially, the primary means of communication about the course will be via e-mail to the class roster. My e-mail address is oast.1@osu.edu. As soon as I become familiar with Carmen, it will become the primary repository for information about the class, including class announcements, assignments, submission deadlines, and similar information.

This course will also make extensive use of our library and digital media. You will likely rely heavily on online information which provides additional insights into classroom lectures; supplemental information will also be provided as possible from these resources. Students also will be expected to conduct much of the background research for the group project on their own time using digital resources available from the OSU Libraries web site and official governmental websites, including OhioLINK.
COURSE SCHEDULE

The following is the proposed schedule for this class; please note that some changes are possible and I will try to provide as much advance notice as possible to any change. You will be held responsible for the content of required readings only; optional readings will provide you with a richer understanding of key topics and information on related topics. For all topics, we will highlight primary events, people, and places.

Part I. Course Introduction; History and Evolution of Cities

WEEK 1
Aug 22 Overview and Housekeeping

WEEK 2
Aug 27-29 Introduction to the City  Kleniewski, Chapter 1
Film: Ecce Homo: The City

WEEK 3
Theoretical and Historical Evolution of Cities

Sep. 3 Theoretical Perspectives on Cities
Kleniewski, Chapter 2

Sep 5 No Class

WEEK 4
Cities in History
Sep 10 Kleniewski, Chapter 3

Sep 12 Urban Development in the U.S. (Part I)
Kleniewski, Chapter 4

WEEK 5
Sep 17 Garden Cities, City Beautiful, Early US Planned Communities Kleniewski, Chapter 16 (pp. 347-360)

Sep 19 Urban Development in the U.S. (Part II)
(group exercise: selling your city--begin presentations)

WEEK 6
Sep 24 Urban Development in the U.S. (wrap-up and review)
(finish group exercise presentations)

Sep 26 Federal law and policy
Kleniewski, Chapters 5 (pp 96 -108) and 14
WEEK 7

Oct 1  **Legal Issues and Cities I**  
Introduction to land use law (Assignment TBA)

Oct 3  **Legal Issues and Cities II**  
Government regulation of land use  
Cases—Hadacheck v. Sebastian, 239 U.S. 394;  
    Pennsylvania Coal v. Mahon, 260 U.S. 393  
    Keystone Bituminous Coal Asso. v. Debeneditis, 480 U.S. 470

WEEK 8

**October 8**  Mid term

**October 10  Legal Issues and Cities III**  
Government regulation of land use  
Foundation for (and limits of) zoning, subdivision, and other controls  
Cases--Euclid v. Ambler, 272 U.S. 365;  
    Nectow v. Cambridge, 27 U.S. 183  
    Penn Central v. New York, 438 U. S. 104

WEEK 9

Oct 15  **Legal Issues and Cities IV**  
Structure of local land use administration/zoning  
    (assignment TBA)

October 17  **Legal Issues and Cities V**  
Making your case on a land use matter (Group exercise)

WEEK 10

**October 22  Conclusion and review of Legal issues and Cities.**  
    (assignment TBA)

October 24  **European Cities**  
Kleniewski, Chapter 6

WEEK 11

Oct 29  **Cities in Emerging Societies**  
Kleniewski, Chapter 7

Oct 31  **Immigration and Cultural Diversity**  
Kleniewski, Chapters 8 and 9
WEEK 12

Nov 5 Social Class and Neighborhoods/Gendered Spaces
   (Assignment TBA)

   (probable guest lecturer this week)

Nov 7 Economy of Cities
   Kleniewski, Chapter 12 or TBA
   Film: Back from the Brink

WEEK 13
Nov 12 Local Government and Finance
   Kleniewski, Chapter 13

Nov 14 Future of Cities/Wrap up and review
   Kleniewski, Chapter 16 (pp. 361-68)

Nov 21 THANKSGIVING BREAK NO CLASS

WEEK 15
Nov 26 Group Presentations and discussion
   ALL PROJECTS DUE at START of CLASS!

Nov 28 Group Presentations and discussion

WEEK 16
Dec 3 Group Presentations and discussion