Syllabus

City and Regional Planning 3500
The Socially Just City

(Revised February 3rd 2014)
Spring Semester 2014

Course Number: 29174
Credit: 3 hours

Location: Knowlton Hall, Rm. 0195
Time: Tuesday and Thursday - 11:10 to 12:30 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: Mondays 2:00 to 4pm (by appointment only)
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Contact Information:
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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
Transportation Equity in Planning  
Civic Engagement & Community Organizing  
Community Development & Education  
Community Development & Crime

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 five 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 given the week of March 10th. You will not have class this week 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). More detailed information regarding the take home exam will be provided when the exam questions are given on March 6th. Take home exams will be due on Friday March 28th 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 in February. The field project topic will be decided by each group (with no duplication of topics allowed). Students will seek to identify compelling case studies related to the social equity and justice issues discussed in the course. The instructor can assist the groups in helping further define the field project topics.

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

- A one page (300 word) description of their research topic
- A 5 minute summary/introductory presentation given to the class (and PowerPoint Submission)
- 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:

- A 93 - 100
- A- 90 - 92.9
- B+ 87 - 89.9
- B 83 - 86.9
B-  80 - 82.9
C+  77 - 79.9
C   73 - 76.9
C-  70 - 72.9
D+  67 - 69.9
D   60 - 76.9
E   <60.0

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/.
Course Schedule and Assignment Due Dates:

Week 1: January 9th

- Course Topics:
  - Course introduction
  - Definitions & Concepts
  - The planner as an advocate
- Readings Due: None
- Assignments Due: None

Week 2: January 14th and January 16th

- Course Topics:
  - 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

Week 3: January 21st and 23rd

- Course Topics:
  - Historical Perspective (A History of Just & Unjust City Planning)
  - Film: The Pruitt Igoe Myth
- Readings: See Carmen for this week’s readings.
- Assignments Due: Journal #2 Due

Week 4: January 28th and 30th

- Course Topics:
  - Why are neighborhoods important? The impact of concentrated poverty. The dynamics of residential segregation.
  - Understanding systems of disadvantage. The intersection between neighborhoods and health, education, crime and employment.
- Readings: See Carmen for this week’s readings.
- Assignments Due: None

Week 5: February 4th (No Class on February 6th)

- Course topics:
  - Equitable community development and preventing gentrification.
  - Please use the February 6th class period as an opportunity for meeting independently with your group.
- Readings: See Carmen for this week’s readings.
- Assignment Due: Journal #3 Due

Week 6: February 11th and February 13th
• Course Topics:
  o Supporting housing equity and fair housing
  o Impacts of the housing crisis
  o Addressing blight and vacancy
• Readings: See Carmen for this week’s readings.
• Assignments Due: Group Field Project Proposal Due (One Page Write Summary) (Due February 16th)
• Assignment Due: Group Field Project Introductory Presentation (5 minutes) Given February 13th)

Week 7: February 18th and 20th

• Course Topics:
  o Environmental Justice
  o Transportation Equity
• Readings: See Carmen for this week’s readings.
• Assignments Due: Journal #4 Due

Week 8: February 25th and 27th

• Course Topics:
  o Social capital and community engagement
  o Youth and child development
• Readings: See Carmen for this week’s readings.
• Assignments Due: Journal #5 Due

Week 9: March 4th and March 6th

• Course Topics:
  o Public health and food justice
  o Crime and community development
• Readings: See Carmen for this week’s readings.
• Assignments Due: Outline for Group Field Project Presentation Due

Week 10: Spring Break – No Class

Week 11: March 18th and 20th

• Course Topics:
  o Employment, assets and jobs
  o Local community development case studies (guest lecturers)
• Readings: See Carmen for this week’s readings.
• Assignments Due: None
Week 12: March 25th and March 27th (No Class March 25th and March 27th)
- Course Topics: Work Week for Take Home Midterm
- Readings: None
- Assignments Due: Take Home Mid Term Exam Due (Friday March 28th)

Week 13: April 1st and April 3rd
- Course Topics: In Class Group Work for Group Project
  - Local health equity case studies (guest lecturers)
  - Local affordable housing case studies (guest lecturers)
- Readings: See Carmen for this week’s readings.
- Assignments Due: None

Week 14: April 8th and April 10th
- Course Topics:
  - Special topics – rural and tribal issues (guest lecturer)
  - Special topics – new urbanism, smart group, sustainability: where does equity and justice fit in these planning models?
- Readings: See Carmen for this week’s readings.
- Assignments Due: None

Week 15: April 15th and April 17th
- Group Presentations Given (Groups 1, 2, 3 and 4, 5, 6)
- Assignments Due: Group Presentations Due

Week 16: April 21st
- Group Presentations Given (Groups 7, 8 and 9)
- Assignments Due: Group Presentations Due

Final Exam Week: April 23rd to 29th
- No final exam
- Assignment Due: Final Journal #6 Due (Due April 25th)