THE OHIO STATE UNIVERSITY  
Knowlton School of Architecture, City and Regional Planning

Fall, 2014  
CRPLAN CRP 4597 The Global Environment in Planning  
Credit: 3 hours

Class hours: Wednesdays and Fridays, 4.10pm-5.35pm  

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Tel: 614-800-2846  
Office Hours: As by appointment

INTRODUCTION AND COURSE OVERVIEW

Introduction

Historically, only a small share of the world’s population has lived in cities. In recent years, however, urban areas have grown rapidly in size and number as a result of overall population growth and rural-urban migration. Since 1950, the world has gone from having one megacity (population over ten million)--to more than 40 and growing. Now that half of humanity lives in cities, there has been a rapid increase in urban poverty, exacerbated by cities unable to cope with providing adequate housing, water, sewerage, waste disposal, roads, electricity, and other basic services. Moreover, as cities all over the world become larger in population size and area, they consume tremendous amounts of land and natural resources from the surrounding countryside and beyond. This expansive growth leads to problems associated with habitat and biodiversity loss, climate change, and regional problems of water scarcity and air pollution.

Some of the fastest growing cities lie in the poorest countries in the world (located in parts of Africa, Asia, Latin America and the transitional countries of Eastern Europe and the former Soviet Union) where shelter and services do not keep up with need, squatter settlements may be
common, population densities can be extreme, and health conditions are poor. People may lack employment, their jobs may be far from their place of residence, and income may be irregular and low. Problems in high income countries differ but also present real challenges. Downtown areas must be adjusted to changing land use, an old stock of housing and infrastructure needs to be repaired and replaced, and a shifting economic base may require retooling and retraining workers.

While most of this urban growth has been in countries with widespread poverty and comparatively lower levels of macroeconomic growth, the world is in reality trending towards convergence. Many of the countries classified by international bodies such as the UN and World Bank as less developed by income are nevertheless meeting the Millennium Development Goals, reducing child mortality, and raising the average standard of living for billions of people. Moreover, against the background of rapid change and distressing news, there are other signs of hope. New movements for social justice and environmental stewardship are emerging from the grassroots. Some governments have opened themselves up to new forms of participatory democracy to take on the massive challenges, including partnerships between communities, NGOs, and the government, all of which have lead to innovative approaches to city and regional planning even under dire circumstances.

In this course, we will conduct a comparative examination of urban shelter and service delivery in developed/developing regions of the world and the role of planning in addressing challenges related to income disparities, urban growth, housing, and environmental sustainability. We will identify the critical factors driving urbanization, key players involved in urban management, and assess appropriate planning tools and strategies—including plan-making, public hearings, advocacy, codes and zoning regulations, geographic information systems, and more—in terms of their appropriate use in different social contexts and geographic locations.

Throughout the semester we will be asking: How can societies possessing different resource bases and political, social and economic systems achieve critical goals of economic growth and social justice, while protecting environmental preservation and maintaining functional ecological systems that support urban areas? What are the right frameworks, policies and practices to tackle these challenges in different urban development contexts?

Through readings, lectures, presentations and discussion of research and case studies of cities around the world, we examine how different societies grapple with the ethical, policy, and practical challenges presented by socioeconomic disparity and the goal of creating and maintaining a healthy urban environment. We will also look at effective responses from grassroots social movements, new forms of governance, and public policies at various levels, from local to international that reduce urban poverty and increase environmental sustainability.

**Course Overview**

This course is designed to give students a feel for what team work and cooperation in planning may feel like. Thus, it employs a collaborative approach to learning whereby students accept primary responsibility for teaching each other. My roles are diverse: organizer, facilitator, checker, guide, mentor, resource person, as well as student in the interactive learning process. In other words, this course adopts a learner-centered as opposed to teacher-centered teaching paradigm.
The first four classes will be devoted to introduction and coverage of overarching themes that will help to set pace for the remainder of the semester. In addition, these first classes will help students to identify and choose topics for their individual final research project. Thereafter, students will take responsibility for working with the instructor and each other to plan, organize, and lead class discussions of particular content areas and pre-assigned topics. In most cases, every class will begin with the instructor giving a brief overview of the issues students will be covering that day, followed by the actual presentation by students and class/group discussion. The class format is discussion, NOT lecture – you must therefore be prepared to lead and/or participate in class sessions (See below a list of topics). A discussion is NOT a presentation or a lecture; it should be collaborative and interactive.

Besides class lectures, discussions and group presentations, this course is also aimed at enabling students to have some experience of how planning works in real world. The course therefore incorporates on-campus and off-campus activities where students will be able to do research/field work and do reflection on planning dynamics as they observe people interacting with each other as well as with the built and natural environment. Students will also be expected to spend significant amount of time on individual and group work, including library research.

Specific Course Objectives

By the end of this course, you should be able to:

- Explain the similarities and differences in how the field of planning as a profession in different societies shapes local efforts to grapple with the ethical, policy, and practical challenges presented by socioeconomic disparity and the goal of creating economic growth and maintaining a healthy urban environment;
- Conduct research case studies of global planning incorporating publicly available data in order to develop your own arguments regarding solutions to contemporary city planning problems such as the provision of adequate shelter, services such as clean water, waste disposal, electricity, public transit, health care and education;
- Differentiate between the various types of problems encountered in planning for cities, including public policies, institutional capacity, and public finance and identify planning tools and strategies to improve urban service delivery, as well as the associated advantages and disadvantages of various approaches and important factors influencing outcomes;
- Distinguish the major players involved in urban planning and management around the world and be able to understand their motivations;
- Identify the different forces (economic, social, environmental) that drive city growth and form; and
- Be able to conduct and report on independent research.

Course Format and Requirements:

This is a 3 unit capstone reading and research course that combines in class lectures with activities that include reading assignments, group discussion and writing assignments, videos, exams, and a final research paper. You are expected to spend at least 12 hours a week engaged in work for this class, including in-class instruction and out-of-class preparation necessary to fulfill
the course requirements. 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.

The course is broadly divided into four sections as follows:

**Section 1** looks at the trends and dynamics related to urbanization and urban population growth
by region and country classification, particularly trends linked to wealth, poverty, growth,
inequality and ecosystem change.

**Section 2** examines urban planning challenges in cities around the world, organized by theme
and institutions, including: Local economic development, livelihoods and sustainability;
Transportation, land use and urban form; Housing and land tenure; Government and state-society
relations.

**Section 3** explores how planning problems and responses are shaped by local and global context.
This includes discussion of history, culture and place; participatory planning and development
for sustainable cities; regional characteristics, and globalization.

**Section 4** will summarize course themes with an eye towards future trends in city and regional
planning.

To successfully complete this course, you must fulfill the following requirements:

**Text and required readings:**

1. Planning Sustainable Cities: Global Report on Human Settlements 2009, (GRHS) UN-
   Habitat (ISBN 978-1-844-07899-8). The full report can be downloaded directly from
   UN-Habitat online for free at
   You can also purchase from the site a hardcopy of the abridged version which focuses on
   policy directions. (**Abbreviated in the reading schedule as GRHS**)
   Routledge. Will be available in the Barnes and Noble bookstore. (**Abbreviated in the
   reading schedule as C&E**)

**Also Recommended:**

   America: On the Front Lines of Demographic Transformation. Available online at:
   http://www.brookings.edu/~media/research/files/reports/2010/5/09%20metro%20america/metro
   _america_report1.pdf

2. The Urban and Regional Planning Reader, edited by Eugenie L. Birch, Routledge: New York

   Divide (Available online at
   http://www.unhabitato.org/pmss/listItemDetails.aspx?publicationID=2917


Many other UN reports related to the MDGs are available online at: http://www.un.org/millenniumgoals/


Additional readings may be suggested as the course unfolds. As no single book exists that covers all course material, it is strongly encouraged that you tackle the additional readings, as these will enrich the quality of your analysis and written assignments.

Consider this syllabus a dynamic one, where some readings may be adjusted when interesting topics come up in class and new background articles get posted. This is a means of responding to class interests.

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/videos 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 REQUIREMENTS

Students are expected to prepare for class and timely complete assigned readings as well as other group and individual assignments given beforehand. It is also expected that students will actively participate in fruitful class discussions. In order to assess how the course is meeting the set objectives and expected learning outcomes, a variety of assessment methods will be used. Therefore, the course requirements are:
1. Class Attendance and Participation
Students are expected to regularly attend all classes, unless there are unavoidable circumstances which must be communicated to the instructor before class. In addition, students are expected to engage in lively and meaningful class discussion. This means that assigned readings must be comprehended timely for fruitful participation in class.

Reflection Paper – Naming Your Assumptions about Global Environment Planning
Identifying pre-understandings and assumptions is an important skill for a truly fruitful and thorough engagement with the study materials and resources in this course. This first written assignment gives you an opportunity early in the course to identify and reflect on the assumptions and questions about Global Environment Planning you bring to class. No readings are required prior to writing this assignment. In this 2-3 page paper, please discuss your beliefs and assumptions in response to the following questions:

- What, in your opinion, is the definition of the term “planning”?
- Is planning necessary?
- Is spatial planning necessary?
- What in your opinion are the five major global challenges facing humankind that warrant planning?
- Has planning worked everywhere? Give reasons?

Conclude your essay with a paragraph that reflects on how you have arrived at your responses. Where did you get your ideas about planning?

NOTE: There is no right or wrong answers in this essay. The essay will not be graded, but its timely submission will be factored into your Class Participation grade.

Due Date: Week 2 – September 3

2. Group Work, Presentations and Discussion Team
The format of this course is largely student-led presentation and discussions. Therefore, there will be a lot of group activities throughout the semester that will provide opportunities to interact and discuss course material as well as related and assigned topics (including films/video shows). Discussion teams will take responsibility for working with the instructor and each other to plan, organize, and lead at least TWO class discussions on particular content areas based on assigned topics (see below) during the semester. Group work will provide opportunities for students to develop their communication skills. At the end of presentation, PowerPoint slides and/or other materials used should be turned in to the instructor. (Due: at the time agreed in class and/or according to the course schedule).

3. Individual Reading Reports and Reflection papers.
To ensure fruitful class discussions, students are expected to interact fully with the assigned readings. In that regard, unless where a lecture or other class activity is indicated, each student will be expected to turn in a 2-3 page Reading Report before the beginning of each class. Reports will cover the following areas:

- Main Points of the author(s) – NB: Do not mix chapters/authors. Write separate points for each chapter covered.
• What did you learn?
• Reflections on Implications for Planning:
• Synthesis/main thrust of the chapter

(Use the format in the form at the end of the syllabus. Reports to be submitted through Carmen Dropbox and a printed hard copy to be brought to class to for discussion purposes).

This report is an important means for you to synthesize key ideas and insights from the readings, make connections between readings and enable you to understand the implications for planning.

In addition, there will be times when you will be required to write reflection paper(s) on specific topics, but this will be communicated in class. Among these is the scheduled 2-page individual “Lab” Day reflection and observation paper to reflect on readings and contemporary events.

Timely completion of assigned tasks is expected. **Due: at the beginning of each class – unless otherwise instructed (see course schedule).**

**4. Mid-Term Exam**
The mid-term exam will cover materials covered up to and including the 7th week of classes.

**5. Individual Final Paper**
Your final paper will be a case study of city and regional planning in a geographical locality of your choice. The paper should address **sustainable solutions** to a **specific problem** related to urban development in a real world location at a **specific scale** (e.g. neighborhood, city, up to a metropolitan area) with **recommendations**. In your paper, you will describe the issues (use your readings, course lectures/discussions and additional materials), the criteria and planning tools you are using to evaluate how well the city or urban area is addressing the urbanization problems and challenges you’ve identified, and provide a summary assessment with recommendations for urban development in your city/urban area along with any new insight or surprises or implications raised by your analysis. Include with your paper a final section which revisits the first assignment (your assumptions about Global Environment Planning to reflect on how your assumptions have been challenged and the assumptions (and appreciations?) you now have about a Spatial Planning upon completion of the course.

The individual final paper project is divided into three parts, each graded separately and with specific due dates:

1. Paper topic, outline and annotated bibliography: **(When due: Week 4 - September 19th).**
2. Peer Review of Draft Paper: **(Due: Week 12 – November 12th. Bring to class several copies of the draft of your final project paper for presentation and peer review exercise).**
3. Final Project Paper: **Due: Week 15 – December 6th.** The final paper should be 12-15 pages long (not including the references), double-spaced, in 12-point font with one-inch margins on all sides. Be sure to include a title, citations, and a list of references in APA format.

Students should consult the instructor on the topic they intend to choose before starting to do
research and paper write-up. Throughout the semester, there will be periodical presentation of research progress reports in class and in groups to help everyone to be on track as well as to enable students to peer-review one another’s work and thereby exchange views on how to propose planning interventions that encourage improved quality of urban life.

SUMMARY OF EVALUATION CRITERIA

- Class Attendance and Participation
- Group Assignments, Presentation and Leading discussion as a Team
- 2-3 page Reading Reports
- One Midterm Exam
- One “Lab” Day Observation Reflection Paper
- Individual Research Paper (including periodical presentation)

TOTAL

100%

TOPICS FOR GROUP PRESENTATION AND CLASS DISCUSSION

Each group should choose two of the following scheduled class topics and use assigned and other relevant readings to prepare for a class presentation and lead the discussion. Form your own thoughts and beliefs on the particular topic, over and above presenting issues raised in the resources consulted. Global Environment in Planning covers a wide range of issues, and what follows, therefore, is an admittedly not comprehensive listing of potential topics for our class discussions. Review readings for each category as some chapters of the assigned readings may address multiple topics (see Course schedule section). In addition, you should be free to utilize other relevant library and internet resources in order to improve the quality of your presentation. At the end of each presentation, you will be required to turn in an outline of the presentation, NOT a paper as such.

Section 1: Urban Population Growth: Trends By Region And Country Classification

- **September 10**: Development, Population and Urbanization trends; Global land transformation by region and country (Reading: GRHS, chapter 1; C&E chapter 1)
- **September 17**: Challenges of urbanization, city size and development (Reading: GRHS, chapter 2; C&E chapter 2)

Section 2: Urban Planning Challenges In Cities And Regions Around The World

- **October 1**: Livelihoods, jobs, poverty and inequality (Reading: GRHS chapter 4; C&E chapter 3)
- **October 3**: Services delivery (Reading: GRHS chapter 8; C&E chapter 4)
- **October 15**: Physical and Social Infrastructure (Reading: GRHS chapter 6)
- **October 22**: Housing and Land Tenure (Reading: GRHS chapter 7).
- **October 24**: Urban Growth and Sustainability (Reading: GRHS chapter 3)
- **October 29**: Urban Governance (Reading: GRHS, chapter 5; C&E chapter 8).
Section 3: How Planning Problems And Enabling Strategies Are Shaped By Local And Global Context

- **October 31:** History, culture and place (Reading: C&E chapter 7)
- **November 7:** Globalization and Planning (Reading: C&E chapters 5, 6)
- **November 12:** Thinking Globally, Acting Locally: Rhetoric or Practical? Role of Strategic Planning. Role of global and regional institutions in Planning (Reading: C&E chapter 9)

Section 4: Course Summary; Future Trends In City And Regional Planning

- **November 19:** Role of Planning Education in Urban/Environmental Management (Reading: GRHS, Chapter 10)
- **November 21:** Future policy directions on global environment planning: Is the future bleak or bright? (Reading: GRHS chapter 11; C&E chapter 10)

GRADE BASED ON PERCENTAGE OF POINTS

- A 94–100
- A– 90–93
- B+ 87–89
- B 84–86
- B– 80–83
- C+ 77–79
- C 74–76
- C– 70–73
- D 60–69
- E 0–59

Administrative Details:

Expected email etiquette for this class

Email will be our primarily tool of communication outside the classroom. You are required to check your email* for updates and announcements, (at least) once a week. Furthermore, instructor will not accept emailed assignments without prior consent. Please, plan accordingly.

Late or Missed Assignments

- Late assignments will not be accepted.
- There are no make-ups for the group assignments.
- Computer failure will not be an acceptable excuse for late or missing assignments and the above policy applies in those cases. In this electronic era of USB and disks, email and online storage, you have to be responsible for making backup copies of your work, including drafts.
- Emergencies can and will happen. The only acceptable excuse for missing an assignment or missing class will be documented medical or family emergencies. (A note that you visited the health center is not a medical emergency.)

*In all other situations, the policies starting from the first bullet above apply!
Research Paper Format

Type and double-space your papers. Use 12-point Times New Roman font with 1-inch margins. Adhere to page limits. —Take care of the easy stuff. Spell and grammar check your papers and READ them.

Writing

Writing is central to success in this course and your grades depend on the quality of your written arguments developed in the assignments for this course. I encourage you to take advantage of my office hours and other academic resources available to you at OSU: See the Center for the Study and Teaching of Writing, at: http://cstw.osu.edu/writingCenter/handouts/default.cfm.

Academic Integrity

“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).”

Enrollment

Students need to be officially enrolled in order to have access to course material. Carmen will provide students with basic information, such as syllabus, images, links and announcements. When available, additional audio-visual materials & Internet links will be listed in Carmen. Videos and DVDs not online will be made available on reserve at Thompson or Architecture libraries.

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.ohio-state.edu.”

Resources

Additional links to data, items of interest, other readings and forum discussions will be hosted on Carmen. Students can find other supplemental information to further understanding of the issues and to help with research for the individual case study and group papers. The following are examples of websites to assist you with background information and research for the paper and presentation:

- UN-Habitat Global Urban Observatory and Sustainable Cities Program
• UN Environmental Program website  
• UN Millennium Development Goals website  
• World Bank World Development Report  
• World Environmental Organization, Top 100 Sustainable Growth Sites

KSA Digital Library

Available online at http://ksa.wmc.ohio-state.edu/

Need an image of a building, landscape, or student project? The Digital Library currently has more than 35,000 images available, with special collections devoted to student projects over the last 100 years, Knowlton Hall itself, and significant architecture, landscape architecture, and city & regional planning projects from around the world.

Architecture Library

270 Powell Library, Phone: (310) 206-1211/Email: medialab@ucla.edu

Located at the top of Knowlton Hall, the library's reading room also doubles as a classic furniture showroom.

COURSE SCHEDULE

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<th>Week</th>
<th>Wednesday</th>
<th>Friday</th>
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<td>1</td>
<td><strong>August 27</strong></td>
<td><strong>August 29</strong></td>
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<td>- Course overview;</td>
<td>- Global environmental (planning) issues</td>
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<td>- Key concepts</td>
<td>climate change, etc – emphasis on</td>
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<td>- Cities, planning and global</td>
<td>anthropogenic versus natural causes of issues</td>
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<td><strong>September 3</strong></td>
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<td>Sustainable Development, UN</td>
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<td>September 3</td>
<td>Assignment: Reading Report due 4.15pm</td>
<td>NO GROUP PRESENTATION</td>
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<td>September 10</td>
<td>Development, Population and Urbanization trends; Global land transformation by region and country (Reading: GRHS, chapter 1; C&amp;E chapter 1)</td>
<td>GROUP PRESENTATION Assignment: Reading Report due 4.15pm</td>
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<td>September 12</td>
<td>Assignment: Reading Report due 4.15pm</td>
<td>City Planning and Social Justice in North America: Challenges and Prospects – Case of Columbus, OH (Guest speaker)</td>
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<td>September 17</td>
<td>Assignment: Reading Report due 4.15pm</td>
<td>GROUP PRESENTATION Assignment: Reading Report due 4.15pm</td>
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<td>September 18</td>
<td>Assignment: Reading Report due 4.15pm</td>
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<td>September 19</td>
<td>Assignment: Reading Report due 4.15pm</td>
<td>Research Project Individual research on Final Research project paper. It may require off-campus field study or visit.</td>
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<td>September 24</td>
<td>Assignment: Reading Report due 4.15pm</td>
<td>GROUP PRESENTATION Assignment: Reading Report due 4.15pm</td>
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<td>September 25</td>
<td>Assignment: Reading Report due 4.15pm</td>
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<td>September 26</td>
<td>Assignment: Reading Report due 4.15pm</td>
<td>Politics and Planning II Write a 2-3 page reflection report based on the 2014 State of the union Address. The emphasis of this reflection is on the influence of national politics on environment and planning at city, regional and national levels. Provide illustrations from your own personal experiences.</td>
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<td>Assignment: Reading Report due 4.15pm</td>
<td>Reflection report due today at 6.00pm</td>
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<td>October 1</td>
<td>Livelihoods, jobs, poverty and inequality (Reading: GRHS chapter 4; C&amp;E chapter 3)</td>
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<td>7</td>
<td>October 8</td>
<td>Research Project</td>
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<td>October 10</td>
<td>Poverty, Planning and Politics (Guest speaker)</td>
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<td>October 15</td>
<td>Physical and Social Infrastructure (Reading: GRHS chapter 6)</td>
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<td>October 17</td>
<td>Midterm Exam</td>
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<td>9</td>
<td>October 22</td>
<td>Planning Theory and Practice (Lecture and discussion)</td>
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<td>October 24</td>
<td>Urban Growth and Sustainability (Reading: GRHS chapter 3)</td>
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<td>October 29</td>
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<td>Urban Governance (Reading: GRHS, chapter 5; C&amp;E chapter 8).</td>
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<td>October 31</td>
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<td>History, culture and place (Reading: C&amp;E chapter 7)</td>
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<td><strong>GROUP PRESENTATION</strong></td>
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<td>November 5</td>
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<td>Democracy, Planning, Advocacy and Citizen Participation: Challenges and Prospects – (Lecture and discussion)</td>
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<td><strong>GROUP PRESENTATION</strong></td>
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<td>November 7</td>
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<td>Globalization and Planning (Reading: C&amp;E chapters 5, 6)</td>
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<td>November 12</td>
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<td>Thinking Globally, Acting Locally: Rhetoric or Practical? Role of Strategic Planning. Role of global and regional institutions in Planning (Lecture and discussion) (Reading: C&amp;E chapter 9)</td>
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<td>November 14</td>
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<td>FIELD WORK “Lab” Day - Columbus Planning Dynamics Observations</td>
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<td>Role of Planning Education in Urban/Environmental Management</td>
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<td>Future policy directions on global environment planning: Is the future bleak or bright? (Reading: GRHS chapter 11; C&amp;E</td>
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<td><strong>Assignment: Reading Report due 4.15pm</strong></td>
<td><strong>Assignment: Reading Report due 4.15pm</strong></td>
</tr>
<tr>
<td>14</td>
<td>November 26 [no class-thanksgiving break]</td>
<td>November 28 [no class-Columbus Day]</td>
</tr>
<tr>
<td>15</td>
<td><strong>December 3</strong></td>
<td>December 5</td>
</tr>
<tr>
<td></td>
<td>OSU and environmental planning/management: lecture and tour of Chadwick Arboretum and Green Roof project.</td>
<td>Course wrap-up</td>
</tr>
<tr>
<td></td>
<td>(venue: 116 Howlett Hall- c/o Professor Mary Maloney)</td>
<td>Social justice in international, national and local contexts: Life Lessons In Social Justice (Guest speaker)</td>
</tr>
</tbody>
</table>

- **FINAL PROJECT DUE FRIDAY, DECEMBER 6TH 2014 at 11.00 PM**
Reading Report Form for CRPLAN 4597

Name: __________________ Class date: ______________ Reading Completed: ______ %

Chapter Readings ____________________________________

Main Points of the author(s) – NB: Do not mix chapters/authors. Write separate points for each chapter read.

What did you learn?

Reflections on Implications for Planning.

Synthesis/Main thrust.