

General Information

Course Bulletin Listing/Subject Area	City and Regional Planning
Fiscal Unit/Academic Org	Knowlton Sch of Architecture - D1410
College/Academic Group	Engineering
Level/Career	Undergraduate
Course Number/Catalog	3400
Course Title	Planning for Sustainable Economic Development
Transcript Abbreviation	Plan Eco Dev
Course Description	Understand the intersection of economics, the environment, and development in order to use planning tools to promote sustainable economic development.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 7 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites	ECON 2001.01/.02/.03H: Principles of Microeconomics or Econ 200
Exclusions	

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	04.0301
Subsidy Level	Baccalaureate Course
Intended Rank	Junior, Senior

Quarters to Semesters

Quarters to Semesters	New course
Give a rationale statement explaining the purpose of the new course	Currently there is not a course in the university that focuses on sustainable eco devo. Given the strong university-wide interest in sustainability this GE will allow students to understand the connections between the 3 Es, with focus on economy.
Sought concurrence from the following Fiscal Units or College	SBS and Econ - see letters

Requirement/Elective Designation

General Education course:

Human, Natural, and Economic Resources

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Explain the intersection of environmental and economic development policy.
- Explain different economic and environmental planning approaches to advance city planning goals
- Describe key economic fundamentals associated with urban planning (e.g. supply and demand, socio-economic indicators, labor markets)
- To be acquainted with techniques used by economists and planners in assessing economic development investment opportunities
- Understand the need for economic research in planning projects and to recognize when to seek specialist economic assistance
- Describe and differentiate between key policies used to attract economic development.

Content Topic List

- Introduction to Sustainable Development Concepts and Theory (1 week)
- Brownfields and Neighborhood Development (1 week)
- Industrial Ecology and Green Development (1 week)
- Brownfields, Economic Base Analysis and Indicators (1 week)
- Field Trips to Sites (2 weeks)
- Waste Streams/Emissions and Industry and Cluster Analysis (1 week)
- Environment Justice and Market Analysis (1 week)
- Technology Transfer, Green Design, and Industrial Ecology (2 weeks)
- Brownfields and Real Estate Development (2 weeks)
- Small Business Development and Land Use Planning (2 weeks)
- Student Presentations of Case Studies (1 week)

Attachments

- GEProposalCRP3400.doc: GE proposal, syllabus, assessment
(GEC Course Assessment Plan. Owner: Cowley, Jennifer Evans)
- CRP 3400 Concurrence (2).docx: Two concurrence emails
(Concurrence. Owner: Griffin, Holly M)
- GEConcurrenceLetterfromEconomicsCRP3400.doc: Concurrence meail
(Concurrence. Owner: Cowley, Jennifer Evans)
- GEProposalCRP3400revised_1.4.12.doc: GE proposal, syllabus, assessment
(GEC Course Assessment Plan. Owner: Griffin, Holly M)
- GEProposalCRP3400responsememo_1.4.12.doc: response memo
(Other Supporting Documentation. Owner: Griffin, Holly M)

Comments

- Feedback for wrong course was sent by C Meyers on 6-2-11 (feedback for CRP 2453). The correct feedback (appearing in the Assessment Minutes of 5-31-11) should have been:
 - a. Proposal should be marked as a new course
 - b. Assessment plan does not address GE, proposal does not follow the correct format
 - c. Course topics do not display the social science aspects of this course. Appears to be very technical.
 - d. Readings are not social science texts
 - e. Course does not align with the GE goals, a very clear case would have to be made in the proposal's rationale
 - f. Return to the department

[See also my e-mail of 12-28 to J Cowley and H Griffin.] *(by Vankeerbergen, Bernadette Chantal on 12/28/2011 05:24 PM)*

- We have spoken with appropriate depts and concurrence has been received *(by Cowley, Jennifer Evans on 09/12/2011 10:09 AM)*
- 6/2/11: Feedback from CCI assessment subcommittee:
 - a. Proposal seems to be for a new class, going from 700 to 2000
 - b. Department should seek concurrence from Valarie Williams
 - c. Course does not seem to meet the VPA course goals, stronger rationale needed. Description and the content do not seem to match. How is this course repeatable? What topics would be covered? *(by Meyers, Catherine Anne on 06/02/2011 09:14 AM)*
- This course contains enough new content to warrant a student being able to take the course even though they may have taken one of the replacement courses. *(by McCaul Jr, Edward Baldwin on 05/23/2011 09:19 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Griffin, Holly M	05/12/2011 11:00 AM	Submitted for Approval
Approved	Cowley, Jennifer Evans	05/12/2011 11:50 AM	Unit Approval
Approved	Sershen, Douglas J	05/12/2011 04:53 PM	SubCollege Approval
Revision Requested	McCaul Jr, Edward Baldwin	05/20/2011 03:50 PM	College Approval
Submitted	Cowley, Jennifer Evans	05/20/2011 04:02 PM	Submitted for Approval
Approved	Cowley, Jennifer Evans	05/20/2011 04:02 PM	Unit Approval
Approved	Sershen, Douglas J	05/23/2011 09:13 AM	SubCollege Approval
Approved	McCaul Jr, Edward Baldwin	05/23/2011 09:19 AM	College Approval
Revision Requested	Meyers, Catherine Anne	06/02/2011 09:14 AM	ASCCAO Approval
Submitted	Griffin, Holly M	09/07/2011 08:46 AM	Submitted for Approval
Approved	Cowley, Jennifer Evans	09/12/2011 10:09 AM	Unit Approval
Approved	Sershen, Douglas J	09/12/2011 10:37 AM	SubCollege Approval
Approved	McCaul Jr, Edward Baldwin	09/19/2011 02:28 PM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	12/28/2011 05:27 PM	ASCCAO Approval
Submitted	Cowley, Jennifer Evans	01/04/2012 10:04 AM	Submitted for Approval
Approved	Cowley, Jennifer Evans	01/04/2012 10:05 AM	Unit Approval
Approved	Sershen, Douglas J	01/04/2012 10:34 AM	SubCollege Approval
Approved	McCaul Jr, Edward Baldwin	01/04/2012 01:31 PM	College Approval
Pending Approval	Nolen, Dawn Jenkins, Mary Ellen Bigler Meyers, Catherine Anne Vankeerbergen, Bernadette Chantal Hogle, Danielle Nicole Hanlin, Deborah Kay	01/04/2012 01:31 PM	ASCCAO Approval

Course: CRP 3400**Course Title: Planning for Sustainable Economic Development****1. GEC Areas:**

Category 2. Breadth: Social Science - 3. Human, Natural and Economic Resources

2. How course will meet general principals of GEC Model curriculum

This course is offered as a GEC course under Category 2. Breadth: Social Science / Part 3. Human, Natural and Economic Resources. The course addresses key questions in social science around the topic of Human, Natural and Economic Resources including:

- Questions of how the earth's natural resources are managed and impacted by human command of natural ecosystems through land use practices and the construction of the built environment, particularly how this sheds light on the intersection between environmental and economic development policy.
- The different economic and environmental planning approaches to advance city planning goals related to sustainability, such as economic development, environmental preservation and social equity.
- How planning practices around land use management and urban development can have unequal economic and environmental impacts on neighborhoods and communities.
- Key methods used in evaluating the economic and environmental sustainability of planning and design projects.
- The ways that key economic fundamentals are associated with city and regional planning such as supply and demand, socio-economic indicators, and labor markets.
- The techniques used by economists and planners to assess economic development investment opportunities, with an emphasis on the valuation of environmental goods and services.

Through coursework, students develop an understanding of the intersection of economics, the environment, and development in order to use planning tools to promote the goals of sustainable economic development. By the end of the course, students will understand the need for economic research in planning projects and environmental planning, while recognizing when to seek specialist economic assistance. Students will also be able to describe and differentiate between key policies used to attract economic development and have tools for assessing the environmental and social sustainability of alternative proposals and interventions.

The following is a list of topics that will be assessed as part of the student's grade through the quarter. The course assessment plan in the following section describes how these topics meet each of the GEC learning outcomes.

Introduction to Sustainable Development Concepts and Theory

Redevelopment and Rehabilitation of the Urban Environment

- Brownfields and Real Estate Development
- Economic Base Analysis and Indicators

Environmental Justice

- Brownfields and Neighborhood Development
- Environmental Justice and Market Analysis

Green Design and Industrial Ecology

- Waste Streams/Emissions and Industry and Cluster Analysis
- Technology Transfer, Green Design, and Industrial Ecology
- Small Business Development and Land Use Planning

3. Course Assessment Plan

This course assessment plan describes how we will assess the effectiveness of the course in achieving the expected learning outcomes over time. The assessment plan will be carried out in multiple steps that will provide a feedback loop into the teaching and student learning outcomes.

The following course topics relate to the GEC learning outcomes for Human, Natural and Economic Resources:

1. Students understand the theories and methods of scientific inquiry as they are applied to the study of the use and distribution of human, natural, and economic resources and decisions and policies concerning such resources.

Course Topics:

- Green Design and Land Use Planning
- Economic Base Analysis
- Environmental Valuation
- Market Analysis
- Cluster Analysis

2. Students understand the political, economic, and social trade-offs reflected in individual decisions and societal policymaking and enforcement and their similarities and differences across contexts.

Course Topics:

- Redevelopment and Rehabilitation of the Urban Environment
- Brownfields and Real Estate Development

- Economic Base Analysis and Indicators
 - Environmental Justice
 - Environmental Justice and Market Analysis
3. Students develop abilities to comprehend and assess the physical, social, economic, and political sustainability of individual and societal decisions with respect to resource use.

Course Topics:

- Green Design and Industrial Ecology
- Waste Streams/Emissions and Industry and Cluster Analysis
- Technology Transfer, Green Design, and Industrial Ecology
- Small Business Development and Land Use Planning

Fundamental economic development and environmental valuation concepts and terminology will be covered initially, followed by practical application of concepts through problems solving and field visits to local development sites, proceeding towards a final project in which the student's learned skill are combined with the concepts learned through coursework, class discussion and review and field trips.

The following outlines the assignments that will be completed by the students to introduce and reinforce their understanding of sustainable economic development concepts during the class. Data and feedback on learning outcomes will be gathered through a mixture of embedded questions and direct assessment in the following test items, activities and assignments:

Problem Sets

Problem sets will directly tie into course topics and expected learning outcomes while teaching students methodology used in evaluating the economic and environmental sustainability of planning and design projects. Each problem ties directly into the course topic and assigned readings and will provide an opportunity to apply the concepts and techniques covered. There will be five sets of homework problems that will cover the following topics:

- Economic Base Analysis
- Environmental Valuation
- Market Analysis
- Cluster Analysis
- Green Design and Land Use Planning

Field Trip and Reflection Essays

There will be two site visits during the course, where students will have an opportunity to see the intersection of economic development and environmental impact firsthand, talk with stakeholders, make observations and engage in reflection. By the time the students take field trips they will have been exposed to the concepts and key issues in sustainable economic development and in a position to think critically about the projects they will visit (vs. a mere sightseeing visit). Students will be required to turn in a 1-2 page reflection essay the week after

each field trip. The reflection essay will include direct questions about how well the activity meets GEC learning outcomes.

Sustainable Development Report Card

The final paper will be a 5-page “Sustainable Development Report Card,” based on a case study of sustainable economic development in one of the sites visited during the course. The paper should identify the key issues and indicators of sustainable development in the chosen site, and use two of the skills acquired through completing the problem sets in assessing sustainable economic development. Students will assign a sustainability grade of A through E that captures their conclusions regarding the sustainability of the redevelopment project.

The course assessment strategies above will allow us to keep course assessment activities focused, time effective, and leverage collected data for multiple uses.

4. Syllabus

Spring

Course #: CRP 3400

Course Title: Planning for Sustainable Economic Development

Credit Hour: 3

GEC Category: 2. Social Science - 3. Human, Natural and Economic Resources

Social science courses develop students' understanding of the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

1. Students understand the theories and methods of scientific inquiry as they are applied to the study of the use and distribution of human, natural, and economic resources and decisions and policies concerning such resources.
2. Students understand the political, economic, and social trade-offs reflected in individual decisions and societal policymaking and enforcement and their similarities and differences across contexts.
3. Students develop abilities to comprehend and assess the physical, social, economic, and political sustainability of individual and societal decisions with respect to resource use.

Course Objectives:

The goal of this class is to examine the intersection of economics, the environment, and development in order to use planning tools to promote sustainable economic development.

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

- Explain the intersection of environmental and economic development policy.
- Know the variety of economic and environmental planning approaches to advance city planning goals related to sustainability, such as economic development, environmental preservation and social equity.
- Understand how planning practices around land use management and urban development can have unequal economic and environmental impacts on neighborhoods and communities.
- Apply key methods used in evaluating the economic and environmental sustainability of planning and design projects.
- Describe key economic fundamentals associated with urban planning (e.g. supply and demand, socio-economic indicators, labor markets)
- To be acquainted with techniques used by economists and planners in assessing economic development investment opportunities
- Understand the need for economic research in planning projects and to recognize when to seek specialist economic assistance
- Describe and differentiate between key policies used to attract economic development.

Textbook and Assigned Readings:

Todaro, M.P. and S.C. Smith. 2011. *Economic Development* (11th Edition). Prentice Hall.

Readings will be assigned from the textbook and additional readings detailed below. See the course schedule for specific reading assignments. (This is a representative sample, actual readings will be updated in advance of the course offering):

Beatley, Timothy, and Kristy Manning. *The Ecology of Place: Planning for Environment, Economy, and Community*. Washington, DC: Island Press, 1997, chapter 1, and 5. ISBN: 1559634782.

Katz, Bruce, and Jennifer Bradley. "Divided We Sprawl." *The Atlantic Monthly*, December 1999, 26-41.

Vitousek, Peter M., Harold A. Mooney, Jane Lubchenco and Jerry M. Melillo. 1997. *Science* 25 July Vol. 277 no. 5325 pp. 494-499

McDonough, William, and Michael Braungart. "The Next Industrial Revolution." *The Atlantic Monthly*, October 1998, 82-92.

Bates, Timothy. *Race, Self-Employment, and Upward Mobility: An Illusive American Dream*. Baltimore, MD: Johns Hopkins University Press, 1997, chapter 1, pp. 1-23. ISBN: 0801857996.

Kibel, Paul. "The Urban Nexus: Open Space, Brownfields and Justice." *Boston College Environmental Affairs Law Review* 25 (1998): 589-618.

Roberts, Brian, and Michael Cohen. "Enhancing Sustainable Development by Triple Value Adding to the Core Business of Government." *Economic Development Quarterly* 16, no. 2 (May 2002): 127-137.

Tietz, Michael B. "Neighborhood Economics: Local Communities and Regional Markets." *Economic Development Quarterly* 3, no. 2 (May 1989): 111-122.

Rocky Mountain Institute. *Green Development: Integrating Ecology and Real Estate*. New York, NY: John Wiley & Sons, 1998, pp. 24-65, and 124-190. ISBN: 0471188786.

Kinsley, Michael. "Sustainable Development: Prosperity without Growth." In *Economic Renewal Guide*. Old Snowmass, CO: Rocky Mountain Institute, chapter 1. ISBN: 1881071065.

Bashaw, John R. "Environmental Site Assessment." *Occupational Health & Safety* 61, no. 3 (March 1992): 32-33.

Hollander, Jason B. "Measuring Community: Using Sustainability Indicators in Devens, MA." *Planners' Casebook* (January 2002).

Heaton, G., Jr., and R. D. Banks. "Toward a New Generation of Environmental Technology." In *Investing in Innovation*. Edited by Lewis Branscomb and James Keller. Cambridge, MA: MIT Press, 1998, chapter 11, pp. 276-297. ISBN: 0262522675.

Waits, Mary Jo. "The Added Value of the Industry Cluster Approach to Economic Analysis, Strategy Development, and Service Delivery." *Economic Development Quarterly* 14, no. 1 (February 2002): 35-50.

Cairns, Shannon, Jessica Greig, and Martin Wachs. "[Environmental Justice and Transportation: A Citizen's Handbook](#)." Institute of Transportation Studies. Berkeley, CA: University of California Berkeley, 2003.

Carn, N., et al. *Real Estate Market Analysis: Techniques and Applications*. London, UK: International Thompson Publishing Services, Ltd., 1988, Chapter 10, pp. 214-234. ISBN: 0324136560.

Hershkowitz, Alan. *Bronx Ecology: Blueprint for a New Environmentalism*. Washington, DC: Island Press, 2002, pp. 27-51, 87-102, and 197-212. ISBN: 1559638648.

Jolly, Vijay K. *Commercializing New Technologies: Getting from Mind to Market*. Cambridge, MA: Harvard Business School Press, 1997, pp. 1-18. ISBN: 0875847609.

Reamer, Andrew, et al. "Technology Transfer and Commercialization." Washington, DC: Economic Development Administration, 2003, chapter 4, pp. 111-128. ([PDF](#))

Romm, J., and W. Browning. "Greening the Building and the Bottom Line: Increasing Productivity through Energy-Efficient Design." Snowmass, CO: Rocky Mountain Institute, 1998. Working paper.

Blakely, E., and T. Bradshaw. "Locality Development." In *Planning Local Economic Development*. Thousand Oaks, CA: Sage Publications, 2002, Chapter 7, pp. 179-196. ISBN: 0761924582.

Simmons, R. *Turning Brownfields into Greenbacks: Developing and Financing Environmentally Contaminated Urban Real Estate*. Washington, DC: Urban Land Institute, 1998, pp. 100-110. ISBN: 0874208513.

Blakely, E., and T. Bradshaw. "Business Development." In *Planning Local Economic Development: Theory and Practice*. Thousand Oaks, CA: Sage Publications, 1994, Chapter 8, pp. 217-235. ISBN: 0803952104.

Sierra Club. "[The Dark Side of the American Dream: The Costs and Consequences of Suburban Sprawl](#)." Sierra Club Sprawl Report. San Francisco, CA: Sierra Club, 1998, pp. 1-9.

Course Topics:

Introduction to Sustainable Development Concepts and Theory (1 week)

Redevelopment and Rehabilitation of the Urban Environment (3 weeks)

- Brownfields and Real Estate Development
- Brownfields, Economic Base Analysis and Indicators

Environmental Justice (2 weeks)

- Brownfields and Neighborhood Development
- Environment Justice and Market Analysis

Green Design and Industrial Ecology (5 weeks)

- Waste Streams/Emissions and Industry and Cluster Analysis
- Technology Transfer, Green Design, and Industrial Ecology
- Small Business Development and Land Use Planning

There will also be field trips to redevelopment sites during the quarter. (2 weeks).

Assignments

Problem Sets (5)

There will be five homework problem sets throughout the quarter, where you will analyze and solve problems related to sustainable economic development. Each problem ties directly into the course topic and assigned readings and will provide an opportunity to apply the concepts and techniques covered.

Field Trips and Reflection Essays (2)

There will be two field trips to visit redevelopment sites, where you will have the opportunity see projects and talk to stakeholders. You are required to turn in a 1-2 page reflection essay the week after each field trip. The field trips and reflection essays are an opportunity for you to reflect on the concepts and principles behind sustainable economic development, help in thinking about the big picture issues related to your final paper, and stimulate class discussion by considering diverse perspectives.

Sustainable Development Report Card

The final paper will be a 5-page "Sustainable Development Report Card," based on a case study of sustainable economic development in one of the sites visited during the course. The paper should identify the key issues and indicators of sustainable development in the chosen site, and use two of the skills you've acquired through completing the problem sets in assessing sustainable economic development. You will assign the project a sustainability grade of A through E that captures your conclusions regarding the sustainability of the redevelopment

project.

Grading

Problem Sets (5)	50%
Discussion/Participation/Attendance	10%
Field Trip/Reflection Essay	10%
Final Project	30%

Grade Based on Percentage of Points:

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

Attendance:

Due to the nature of this course, attendance is mandatory unless excuse based upon the universities definition of excused absences. After the second absence the student will receive and email notifying them of the infraction and reminder of the course attendance policy. After the 3rd absence the student will be in infraction of the policy and asked to with draw from the course or will be given an E for the course.

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).”

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/>.”

Course Schedule:

Week 1 - Introduction to Sustainable Development Concepts and Theory
Moore et al, chs 1-3
Kinsley, Michael

Redevelopment and Rehabilitation of the Urban Environment (3 weeks)

Weeks 2,3 - Brownfields and Real Estate Development

Problem Set 1 Due (Week 3)

Tietz, Michael B

Hollander, Jason B

Carn, N., et al.

Week 4 - Brownfields, Economic Base Analysis and Indicators

Roberts, Brian, and Michael Cohen

Simmons, R.

Environmental Justice (2 weeks)

Week 5 - Brownfields and Neighborhood Development

Problem Set 2 Due (Week 5)

Bates, Timothy

Cairns, Shannon, Jessica Greig, and Martin Wachs.

Week 6 - Environment Justice and Market Analysis

Katz, Bruce, and Jennifer Bradley.

Kibel, Paul

Week 7,8 - Field Trips

Reflection Essay 1 Due (Week 7)

Reflection Essay 2, Problem Set 3 Due (Week 8)

Green Design and Industrial Ecology (5 weeks)

Weeks 9, 10 - Waste Streams/Emissions and Industry and Cluster Analysis

Problem Set 4 Due (Week 10)

Waits, Mary Jo.

Rocky Mountain Institute

Weeks 11,12 - Technology Transfer, Green Design, and Industrial Ecology

Problem Set 5 Due (Week 12)

McDonough, William, and Michael Braungart.

Bashaw, John R

Heaton, G., Jr., and R. D. Banks

Jolly, Vijay K.

Week 13 - Small Business Development and Land Use Planning

Beatley and Manning

Romm, J., and W. Browning

Blakely, E., and T. Bradshaw.

Week 14 – The Future of Sustainable Economic Development
Hershkowitz, Alan
Sierra Club

Finals Week – Hand in Sustainable Report Card

----- Original Message -----

From: "Williams, Valarie" <williams.1415@osu.edu>

Date: Tuesday, September 6, 2011 11:54 am

Subject: Fwd: Request for Concurrence Letter

To: "cowley.11@osu.edu" <cowley.11@osu.edu>

> Hi Jennifer,

> And the second concurrence from Comp Studies is here.

> Please let this stand that Arts and Humanities fully concurs with your new course, and we wish you well in the approval process!

> Valarie

> Valarie Williams

> Associate Dean, College of Arts and Sciences, Arts and Humanities

> Director, OSU Urban Arts Space

> Professor of Dance

> Begin forwarded message:

> **From:** "Holland, Eugene" <Holland.1@osu.edu>

> **Date:** September 6, 2011 12:24:49 PM EDT

> **To:** "Williams, Valarie" <Williams.1415@osu.edu>

> **Subject:** RE: Request for Concurrence Letter

> Hi Valarie.

> After review of the course (CRP 3400), Comparative Studies is happy to give its concurrence.

> *Eugene W. Holland*

> Dr. Eugene W. Holland, Chair

> Department of Comparative Studies

> 451 Hagerty Hall, 1775 College Road

> The Ohio State University

> Columbus, OH 43210

> 614-292-2559



- > **PLEASE SUPPORT MY RIDE FOR CANCER RESEARCH.**
- > **FOR MORE INFORMATION, CLICK [HERE](#) .**

- > **From:** Williams, Valarie
- > **Sent:** Wednesday, August 31, 2011 1:40 PM
- > **To:** Holland, Eugene; Nini, Paul
- > **Cc:** Lynd, Margaret
- > **Subject:** Fwd: Request for Concurrence Letter

> HI Gene and Paul,

> The attached course has been through the GE review process, and they are seeking concurrence from Arts and Humanities. I think that your two units would be the ones who need to review the course and provide me with either concurrence, or non-concurrence with the reason why.

> Thanks,

> Valarie

> Begin forwarded message:

- > **From:** JENNIFER COWLEY <cowley.11@osu.edu>
- > **Date:** August 30, 2011 4:30:35 PM EDT
- > **To:** <williams.1415@osu.edu>
- > **Subject: Request for Concurrence Letter**

> Dear Associate Dean Williams,

>

> I am writing to request a letter of concurrence for a course that city and regional planning is proposing as a GEC under semesters, CRP 3400 Sustainable Economic Development. Attached is the course proposal. The economics department has reviewed this course and has expressed support.

>

> This course has been through the CCI review process. They have requested a letter of concurrence from you. Please let me know if you will be able to provide concurrence.

>

> If you have any questions, please let me know.

> Sincerely,

> Jennifer Evans-Cowley, PhD, AICP
> Associate Professor and Section Head
> City and Regional Planning
> Austin E. Knowlton School of Architecture
> The Ohio State University
> 275 West Woodruff Avenue
> Columbus, OH 43210-1138
> (614) 292-5427
> cowley.11@osu.edu
> Follow Me on Twitter @EvansCowley

----- Original Message -----

From: "Weinberg, Bruce" <weinberg.27@osu.edu>

Date: Thursday, September 8, 2011 1:34 pm

Subject: RE: RE: Request for concurrence letter

To: JENNIFER COWLEY <cowley.11@osu.edu>

> Jennifer - Economics agrees that Principles of Microeconomics
> (Economics 20001.01, 2001.02, or 2001.03H) is the appropriate
> prerequisite and concurs. We believe the course is a valuable
> addition to the curriculum and wish you the best with it. Bruce
>

>
> -----Original Message-----

> From: JENNIFER COWLEY [mailto:cowley.11@osu.edu]

> Sent: Wednesday, September 07, 2011 8:45 PM

> To: Weinberg, Bruce

> Subject: Re: RE: Request for concurrence letter

>

> Correct Econ 200 is still a prereq. We can make sure those
> 3 numbers are listed.

>

> ----- Original Message ----- From: "Weinberg, Bruce"

> <weinberg.27@osu.edu> Date: Wednesday, September 7, 2011 3:32

> pm Subject: RE: Request for concurrence letter To: JENNIFER

> COWLEY <cowley.11@osu.edu> > Jennifer - Thanks. I see now. Is

> Econ 200 still a prereq? Note that it will be numbered 2001 and

> it will be available in 3 versions, 2001.01, 2001.02 (for majors

> and minors), and 2001.03H. You'd definitely want to allow any of

> the 3 versions. Bruce > From: JENNIFER COWLEY

> [mailto:cowley.11@osu.edu] > Sent: Tuesday, August 30, 2011 4:28

> PM > To: Weinberg, Bruce > Subject: Request for concurrence

> letter > Hi Bruce, you may remember last year you took a look

> at and gave us very good feedback on our CRP 3400 Sustainable

> Economic Development course that we are proposing as a GEC. This

> has wound its way through the process and CIC has requested a

> letter of concurrence. Can you provide a letter of concurrence

> for the attached course? > > Thanks, > Jennifer Evans-Cowley,

> PhD, AICP > Associate Professor and Section Head > City and

> Regional Planning > Austin E. Knowlton School of Architecture >

> The Ohio State University > 275 West Woodruff Avenue > Columbus,

> OH 43210-1138 > (614) 292-5427 > cowley.11@osu.edu > > >

>> > Jennifer - Sorry if I wasn't clear. I liked the original

> version of the course - it was up my alley, actually more up my

> alley than this course - and I didn't want it scrapped or re-

> vamped. With that said, I like this course too. It strikes me

> that micro is indeed the logical pre-req for this course. With

> much less emphasis on innovation and growth, I don't see macro
> as being nearly as making much sense. You may want to run it by
> AEDEcon to see how they react. Bruce > ----- Original Message ---
> -- > From: Jennifer Evans-Cowley <cowley.11@osu.edu> > Date:
> Thursday, April 8, 2010 11:41 am > Subject: Re: Course Syllabus
>> To: Bruce Weinberg <weinberg.27@osu.edu> >>Bruce, >>
> Thank you for your ongoing responses. We went back to the
> drawing board rethinking the course. Below is the major
> overhaul. Please let me know your thoughts on the acceptability
> of this course to economics. >CRP 3400 Planning for Sustainable
> Economic Development Abbreviated Title: Plan Eco Dev 25 word
> descriptions: Understand the intersection of economics, the
> environment, and development in order to use planning tools to
> promote sustainable economic development. Elective Credit
> Hours: 3 Class Time Distribution: 3 hours lecture Intended rank
> of student: junior/senior Undergraduate, graduate, or
> professional designation: Undergraduate Length of course:
> Semester Repeatable: No Honors: no GEC: yes, social science
> Service Learning: No Off-campus: No Terms of offering: Spring
> Campus of Offering: Columbus Semester conversion designation:
> new course Grading Plan: Letter Prerequisites: Microeconomics
> course (# TBA once Econ develops their course numbers) Delivery
> Mode: Classroom Expected Enrollment: 40 students Number of
> sections 1 Space Needs: classroom Subject code: 040301 Subsidy
> Code: G Text and other materials: Martinez-Piva. 2009. Moore,
> Terr, Meck, Stuart, and James Ebenhoh.An Economic Development
> Toolbox. PAS Report Number 541. American Planning Association
> Press. Readings (below is a representative sample, actual
> readings will be updated in advance of the course offering):
> Beatley, Timothy, and Kristy Manning.The Ecology of Place:
> Planning for Environment, Economy, and Community. Washington,
> DC: Island Press, 1997, chapter 1, and 5. ISBN: 1559634782. >
>>Katz, Bruce, and Jennifer Bradley. "Divided We Sprawl."The
> Atlantic Monthly, December 1999, 26-41. >>McDonough, William,
> and Michael Braungart. "The Next Industrial Revolution."The
> Atlantic Monthly, October 1998, 82-92. Bates, Timothy.Race,
> Self-Employment, and Upward Mobility: An Illusive American
> Dream. Baltimore, MD: Johns Hopkins University Press, 1997,
> chapter 1, pp. 1-23. ISBN: 0801857996. >>Kibel, Paul. "The
> Urban Nexus: Open Space, Brownfields and Justice."Boston College
> Environmental Affairs Law Review 25 (1998): 589-618. >>Roberts,
> Brian, and Michael Cohen. "Enhancing Sustainable Development by
> Triple Value Adding to the Core Business of Government."Economic
> Development Quarterly 16, no. 2 (May 2002): 127-137. >>Tietz,
> Michael B. "Neighborhood Economics: Local Communities and
> Regional Markets."Economic Development Quarterly 3, no. 2 (May

> 1989): 111-122. >Rocky Mountain Institute.Green Development:
> Integrating Ecology and Real Estate. New York, NY: John Wiley &
> Sons, 1998, pp. 24-65, and 124-190. ISBN: 0471188786. >
>Kinsley, Michael. "Sustainable Development: Prosperity without
> Growth." InEconomic Renewal Guide. Old Snowmass, CO: Rocky
> Mountain Institute, chapter 1. ISBN: 1881071065. >Bashaw, John
> R. "Environmental Site Assessment."Occupational Health & Safety
> 61, no. 3 (March 1992): 32-33. >Hollander, Jason B. "Measuring
> Community: Using Sustainability Indicators in Devens,
> MA."Planners' Casebook (January 2002). >Heaton, G., Jr., and R.
> D. Banks. "Toward a New Generation of Environmental Technology."
> InInvesting in Innovation. Edited by Lewis Branscomb and James
> Keller. Cambridge, MA: MIT Press, 1998, chapter 11, pp. 276-297.
> ISBN: 0262522675. >>Waits, Mary Jo. "The Added Value of the
> Industry Cluster Approach to Economic Analysis, Strategy
> Development, and Service Delivery."Economic Development
> Quarterly 14, no. 1 (February 2002): 35-50. Cairns, Shannon,
> Jessica Greig, and Martin Wachs. "Environmental Justice and
> Transportation: A Citizen's Handbook." Institute of
> Transportation Studies. Berkeley, CA: University of California
> Berkeley, 2003. >>Carn, N., et al.Real Estate Market Analysis:
> Techniques and Applications. London, UK: International Thompson
> Publishing Services, Ltd., 1988, Chapter 10, pp. 214-234. ISBN:
> 0324136560. >>Hershkowitz, Alan.Bronx Ecology: Blueprint for a
> New Environmentalism. Washington, DC: Island Press, 2002, pp. 27-
> 51, 87-102, and 197-212. ISBN: 1559638648. >>Jolly, Vijay
> K.Commercializing New Technologies: Getting from Mind to Market.
> Cambridge, MA: Harvard Business School Press, 1997, pp. 1-18.
> ISBN: 0875847609. >>Reamer, Andrew, et al. "Technology Transfer
> and Commercialization." Washington, DC: Economic Development
> Administration, 2003, chapter 4, pp. 111-128. (PDF) >>Romm, J.,
> and W. Browning. "Greening the Building and the Bottom Line:
> Increasing Productivity through Energy-Efficient Design."
> Snowmass, CO: Rocky Mountain Institute, 1998. Working paper.
> Blakely, E., and T. Bradshaw. "Locality Development." InPlanning
> Local Economic Development. Thousand Oaks, CA: Sage
> Publications, 2002, Chapter 7, pp. 179-196. ISBN: 0761924582. >
>>Simmons, R.Turning Brownfields into Greenbacks: Developing and
> Financing Environmentally Contaminated Urban Real Estate.
> Washington, DC: Urban Land Institute, 1998, pp. 100-110. ISBN:
> 0874208513. >>Blakely, E., and T. Bradshaw. "Business
> Development." InPlanning Local Economic Development: Theory and
> Practice. Thousand Oaks, CA: Sage Publications, 1994, Chapter 8,
> pp. 217-235. ISBN: 0803952104. >>Sierra Club. "The Dark Side of
> the American Dream: The Costs and Consequences of Suburban
> Sprawl." Sierra Club Sprawl Report. San Francisco, CA: Sierra

- > Club, 1998, pp. 1-9. Topics: Introduction to Sustainable
- > Development Concepts and Theory (1 week) Brownfields and
- > Neighborhood Development (1 week) Industrial Ecology and Green
- > Development (1 week) Brownfields, Economic Base Analysis and
- > Indicators (1 week) Field Trips to Sites (2 weeks) Waste
- > Streams/Emissions and Industry and Cluster Analysis (1 week)
- > Environment Justice and Market Analysis (1 week) Technology
- > Transfer, Green Design, and Industrial Ecology (2 weeks)
- > Brownfields and Real Estate Development (2 weeks) Small Business
- > Development and Land Use Planning (2 weeks) Student
- > Presentations of Case Studies (1 week) Learning Outcomes:
- > Explain the intersection of environmental and economic
- > development policy. Explain different economic and environmental
- > planning approaches to advance city planning goals Describe key
- > economic fundamentals associated with urban planning (e.g.
- > supply and demand, socio-economic indicators, labor markets) To
- > be acquainted with techniques used by economists and planners in
- > assessing economic development investment opportunities
- > Understand the need for economic research in planning projects
- > and to recognize when to seek specialist economic assistance
- > Describe and differentiate between key policies used to attract
- > economic development. Accreditation Criteria Met: social
- > sciences (history, economics, sociology, political science,
- > anthropology, psychology, geography) including knowledge of the
- > social and globalization legal studies including knowledge
- > about constitutional rights and principles, state and local
- > government law, administrative rules and regulations, especially
- > those focusing on the use and taxation of land. the
- > institutions that both shape and respond to plans and planning
- > related activities: including knowledge of the economic, social
- > and political institutions that influence planning and that are
- > susceptible to purposeful change. At a minimum this study should
- > include institutions across scale (e.g. local to global) and
- > sector (e.g. public, private and nonprofit). the adoption,
- > administration and implementation of plans and related policy
- > including knowledge of the relevant regulations (zoning, review
- > processes), incentives, techniques (public finance and capital
- > budgeting) and technologies, and agencies conducting planning or
- > employing planners. knowledge of the ways in which planners
- > and planning practice have succeeded in altering the policies,
- > institutions, and decisions that oppose the needs of
- > disadvantaged persons. use techniques for the adoption and
- > implementation of plans including relevant regulations,
- > incentives, techniques and technologies. > > On 3/17/2010
- > 11:45 PM, Bruce Weinberg wrote: Jennifer - Thanks! What book(s)
- > are being used for this course? There's a lot of economics

> content. From the form, it looks like our principles of
> macroeconomics (201) is a pre-requisite. Is that correct? Is 200
> a pre-requisite for this course? It sounds like it isn't for the
> course, but is for the program (presumably people could take the
> course without being in the City and Regional Planning BS
> though). That's troubling. I'm wondering if our principles of
> microeconomics (E200) should be a pre-requisite too. I could see
> that helping with the micro-issues (The economic impact of
> technology change and innovation including a discussion of the
> role of patents in innovation ; Microeconomic foundations of
> innovation ; Globalization, location, and innovation ; Financing
> and Risks). Bruce >> Jennifer Evans-Cowley wrote: >> Sure
> Bruce, we are in the process of finalizing all the course
> proposals for semester conversion. Your timing is very good last
> week we met to discuss courses such as this one. Our next step
> is to seek a memorandum of understanding from allied
> departments. We would welcome economics review and if you
> support this course we would welcome a letter of support. >> As
> a side note, currently for our BS in City and Regional Planning
> degree the only prereq is Econ 200. We know our students
> typically take this and more courses in economics. Our goal with
> this course is to provide a course that provides an angle on
> planning for economic development that will help students
> understand how to better support economic growth in the cities
> and regions they will be planning. >> On 3/15/2010 11:06 PM,
> Bruce Weinberg wrote: >>Jennifer - Your proposed Planning for
> Economic Development and Innovation course was brought to our
> attention Economics. I believe this is the course that you
> mentioned to me. Do you have a syllabus that we could have a
> look at? Hope all is well post PPLI! Bruce > Follow Me on
> Twitter @EvansCowley Jennifer Evans-Cowley, PhD, AICP Associate
> Professor and Section Head City and Regional Planning Austin E.
> Knowlton School of Architecture The Ohio State University 275
> West Woodruff Avenue Columbus, OH 43210-1138 (614) 292-5427
> cowley.11@osu.edu Follow Me on Twitter @EvansCowley

Memo

To: GEC Course Proposal Committee

Re: GEC Course Proposals Revised for CRP 3400

We have attempted to address the committee comments for each proposal. The comments are noted below, with our responses. Please find attached the revised course proposals with the changes indicated below.

CRP 3400 - Planning for Sustainable Economic Development

Comments 6/2/11: Feedback from CCI assessment subcommittee:

c. Course does not seem to meet the VPA course goals, stronger rationale needed. Description and the content do not seem to match. How is this course repeatable? What topics would be covered? *(by Meyers, Catherine Anne on 06/02/2011 09:14 AM)*

This course is not a Visual and Performing Arts course. As indicated in the course proposal and proposed syllabus, this course is Category 2. Breadth: B. Social Science - 3. Human, Natural and Economic Resources.

Please see Point #2 in the course proposal for CRP 3400, which indicates how this class will meet the Human, Natural and Economic Resources learning outcomes under Category 2, Part 3. Human, Natural and Economic Resources.

In case the committee felt that the current proposal actually does not meet the course goals for Category 2 B. Social Science, Part 3 Human, Natural and Economic Resources (as opposed to VPA course goals), additional text has been added to the course proposal and syllabus to explain how the course content meets the expected learning outcomes.

The course assessment plan (Point #3) lists the course topics to be covered. These have been moved up to Point #2 in the course proposal.

Additional text has been added to the course assessment plan indicating how the achievement of GEC learning objectives will be evaluated over time.

Bernadette Vankeerbergen provided supplemental corrections, due to the pasting of incorrect feedback above upon which the first round of revisions was made. The additional changes are indicated below.

- a. Proposal should be marked as a new course – This has been marked as a new course
- b. Assessment plan does not address GE, proposal does not follow the correct format – please note that this proposal does follow the format provided.

- c. Course topics do not display the social science aspects of this course. Appears to be very technical. – Keep in mind that this general education course requires microeconomics as a prerequisite and therefore allows students to engage at a somewhat deeper level with economics.
- d. Readings are not social science texts – the core textbook for the course has been modified
- e. Course does not align with the GE goals, a very clear case would have to be made in the proposal's rationale – see point 2 for an explanation of the general principals met.