

## General Information

<b>Course Bulletin Listing/Subject Area</b>	City and Regional Planning
<b>Fiscal Unit/Academic Org</b>	Knowlton Sch of Architecture - D1410
<b>College/Academic Group</b>	Engineering
<b>Level/Career</b>	Undergraduate
<b>Course Number/Catalog</b>	3500
<b>Course Title</b>	The Socially Just City
<b>Transcript Abbreviation</b>	Social Just City
<b>Course Description</b>	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.
<b>Semester Credit Hours/Units</b>	Fixed: 3

## Offering Information

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

## Prerequisites and Exclusions

Prerequisites/Corequisites  
Exclusions

## Cross-Listings

Cross-Listings

## Subject/CIP Code

<b>Subject/CIP Code</b>	04.0301
<b>Subsidy Level</b>	Baccalaureate Course
<b>Intended Rank</b>	Sophomore, Junior

## Quarters to Semesters

<b>Quarters to Semesters</b>	New course
<b>Give a rationale statement explaining the purpose of the new course</b>	
<b>Sought concurrence from the following Fiscal Units or College</b>	Sociology and Social Science (see attached letter further below in attachments)

## Requirement/Elective Designation

General Education course:

Organizations and Politics; Social Diversity in the United States

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**

- Understand the role of diverse cultures, regions, governments, economies, and socioeconomic groups in patterns of land use.
- Discuss the positives and negatives of integrated and separated racial and ethnic populations.
- Identify examples of cities that have become more socially just.
- Understand the role of diverse cultures, regions, governments, economies, and socioeconomic groups.
- Describe design alternatives to encourage diversity.

### **Content Topic List**

- Planning and the just city (1 week)
- Historical context of socially unjust cities and diversity through design (1 week)
- Exploring race/ethnicity, immigration, sexuality, disability and the city (1 week)
- Understanding patterns of diversity in the city (1 week)
- Housing access (1 week)
- Transportation (1 week)
- Parks and service delivery (1 week)
- Employment access and economic development (1 week)
- Globalization and economic justice in cities (1 week)
- Health access (1 week)
- Creating the engaged community (1 week)
- Working towards the integrated city, exploring the challenges of separation versus integration (1 weeks)
- Strategies for encouraging diversity including mix, connection, and security (2 weeks)

## Attachments

- GEProposalCRP3500revised.doc: Response to CCI subcommittee  
*(Cover Letter. Owner: Cowley, Jennifer Evans)*
- GEProposalCRP3500responsememo.doc: Revised GEC proposal  
*(GEC Course Assessment Plan. Owner: Cowley, Jennifer Evans)*
- CRP3500concurrance\_9.29.11.docx: Concurrence  
*(Concurrence. Owner: Griffin, Holly M)*
- GEProposalCRP3500secondrevision.pdf: Secondary response  
*(Other Supporting Documentation. Owner: Griffin, Holly M)*

**Comments**

- The GEC proposal has been updated and a letter of concurrence requested from Haddad. *(by Cowley, Jennifer Evans on 09/29/2011 02:26 PM)*
- 6/2/11: Feedback from the CCI assessment subcommittee:
  - a. Course title implies a different focus than the quarter courses, should be put through as a new course.
  - b. 597 was already converted to 4597, cannot also be used in this course without explanation.
  - c. Possible conflicts with courses offered by Geography
  - d. Department should contact Gene Mummy for concurrence
  - e. Other issues with the proposal, do not address how the course meets the GE learning goals, assessment plan does not evaluate how the course fulfills GE goals.
  - f. Proposal includes documents for 4597
  - g. Syllabus should follow ASC format *(by Meyers, Catherine Anne on 06/02/2011 09:13 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 09:20 AM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Griffin, Holly M	05/12/2011 10:18 AM	Submitted for Approval
Approved	Cowley, Jennifer Evans	05/12/2011 11:16 AM	Unit Approval
Approved	Pendleton-Jullian, Ann M	05/12/2011 11:31 AM	SubCollege Approval
Revision Requested	McCaul Jr, Edward Baldwin	05/20/2011 03:51 PM	College Approval
Submitted	Cowley, Jennifer Evans	05/20/2011 03:58 PM	Submitted for Approval
Approved	Cowley, Jennifer Evans	05/20/2011 03:59 PM	Unit Approval
Approved	Sershen, Douglas J	05/23/2011 09:13 AM	SubCollege Approval
Approved	McCaul Jr, Edward Baldwin	05/23/2011 09:20 AM	College Approval
Revision Requested	Meyers, Catherine Anne	06/02/2011 09:13 AM	ASCCAO Approval
Submitted	Griffin, Holly M	09/29/2011 01:11 PM	Submitted for Approval
Approved	Cowley, Jennifer Evans	09/29/2011 02:26 PM	Unit Approval
Approved	Sershen, Douglas J	09/29/2011 03:16 PM	SubCollege Approval
Approved	McCaul Jr, Edward Baldwin	09/29/2011 03:52 PM	College Approval
Pending Approval	Nolen, Dawn Jenkins, Mary Ellen Bigler Meyers, Catherine Anne Vankeerbergen, Bernadette Chantal Hanlin, Deborah Kay	09/29/2011 03:52 PM	ASCCAO Approval