

Term Information

Effective Term Autumn 2023
[Previous Value](#) [Summer 2012](#)

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

We would like to propose this course to become a course in the GE Theme Citizenship for a diverse and just world. and we would also like to keep the Legacy GE topic.

What is the rationale for the proposed change(s)?

GE program structure update

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

none

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

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 4597
Course Title The Global Environment in Planning
Transcript Abbreviation Global Envir Plan
Course Description A review of challenges in developed and developing countries, examining planning issues associated with economic development, social equity, growth and rural development.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 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, Lima, Mansfield, Marion, Newark, Wooster
[Previous Value](#) [Columbus](#)

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Previous Value

Not open to students with credit for 597

Electronically Enforced

No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

04.0301

Subsidy Level

Baccalaureate Course

Intended Rank

Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Cross-Disciplinary Seminar (597 successors and new); Citizenship for a Diverse and Just World

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

Previous Value

Required for this unit's degrees, majors, and/or minors

General Education course:

Cross-Disciplinary Seminar (597 successors and new)

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

- Have the ability to conduct comparative case studies of global planning
- Be able to conduct and report on independent research
- Conduct research in order to develop your own arguments regarding solutions to contemporary planning problems
- Differentiate between the various types of planning, its advantages and disadvantages and important factors influencing this process
- Identify the different forces (economic, social, and environmental) that drive a city
- Distinguish the major players involved in urban planning and management around the world and be able to understand their motivations

Content Topic List

- Development, income poverty and inequality
- Population, employment and dependency
- Development failures, challenges of urbanization and city size
- Urban Housing
- Squatting and housing development
- Urban growth and suburbanization
- Physical and social infrastructure
- Current topics in globalization
- Enabling Strategies

Sought Concurrence

No

Attachments

- CRPLAN 4597 Citizenship_theme_final.pdf: CRPLAN 4597 GE theme submission
(GEC Course Assessment Plan. Owner: Dunham-Borst,Johanna)
- CRPLAN 4597 Global Environment in Planning Syllabus AU22.pdf: CRPLAN 4597 Syllabus
(Syllabus. Owner: Dunham-Borst,Johanna)
- Cover Letter - Revised GE Citizenship Theme Proposal - CRPLAN 4597.pdf: Cover Letter
(Cover Letter. Owner: McCartney,Alexis H.)
- CRPLAN 4597 - Global Environment in Planning GE - Citizenship Theme - Spring 2023 - Revised.docx: Revised Syllabus
(Syllabus. Owner: McCartney,Alexis H.)

Comments

- Please see the cover letter and revised syllabus. *(by McCartney,Alexis H. on 02/06/2023 11:23 AM)*
- Please see Panel feedback email sent 08/02/2022. *(by Hilty,Michael on 08/02/2022 08:08 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Dunham-Borst,Johanna	03/10/2022 10:24 AM	Submitted for Approval
Approved	Clark,Jennifer J	03/10/2022 11:40 AM	Unit Approval
Approved	Sershen,Douglas J	03/10/2022 11:41 AM	SubCollege Approval
Approved	Quinzon-Bonello,Rosario	03/29/2022 04:36 PM	College Approval
Revision Requested	Hilty,Michael	08/02/2022 08:08 AM	ASCCAO Approval
Submitted	McCartney,Alexis H.	02/06/2023 11:23 AM	Submitted for Approval
Approved	Clark,Jennifer J	02/06/2023 01:10 PM	Unit Approval
Approved	Sershen,Douglas J	02/06/2023 01:23 PM	SubCollege Approval
Approved	Quinzon-Bonello,Rosario	02/06/2023 03:29 PM	College Approval
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	02/06/2023 03:29 PM	ASCCAO Approval



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February 3, 2023

To the Members of the Themes Panel of the ASC Curriculum Committee,

I would like to thank you for the detailed and constructive feedback on the proposed Citizenship for a Diverse and Just World proposal: *CRPLAN 4597 – The Global Environment in Planning*. I have taken the opportunity to incorporate much of this feedback, most of all making explicit through readings and assignments some of the linkages between the knowledge of the global system that this course delivers and theme of global citizenship that were previously only implicit in the original syllabus.

Below are some of the major changes made to engage with the citizenship theme more explicitly: First, the course begins with an exploration of a global conception of citizenship and “thinking GLocal,” a play on “Think Global, Act Local. This discussion is framed around Young’s “Social Connection Model” of social responsibility and global justice. Second, weekly Carmen discussion posts now ask students to relate readings and lecture to the themes of global citizenship, diversity, equity, and justice. These discussion posts motivate a weekly reading seminar discussion (on Thursdays) that explores readings, lectures, and the student reflections via Carmen in person and in greater detail. Third, the historical and contemporary components of the course comprised by Parts II and III, respectively, now more explicitly highlight how globalization impacts citizens, and why citizens react. Fourth, the final paper has been reconceptualized from a research paper to a “Citizen Action Plan” that involves drafting a speech that might be given at a public planning meeting, a letter that might be sent to a public official, or a short article that might be submitted to the OpEd column of a newspaper. This Citizen Action Plan integrates the individual student’s knowledge and experience, as well as the individual research they conducted in support of the group presentations on how global forces impact the quality, equity, and sustainability of central Ohio.

Beyond this, I have incorporated each of the helpful syllabus corrections recommended in Michael Hilty’s August 2 email, along with new language on weather-related cancelations and religious accommodation. I hope that these changes meet the expectations of the ASC Curriculum Committee. Please do not hesitate to contact me if you require any additional clarifications.

Sincerely,

Don Leonard, Ph.D.
Assistant Professor of Practice
City and Regional Planning
The Ohio State University

CRPLAN 4597: The Global Environment in Planning (3 credit hours)
Professor Don Leonard

SYLLABUS

CRPLAN 4597: The Global Environment in Planning (3 credit hours)

LAND ACKNOWLEDGEMENT

'The Ohio State University is situated on the traditional homelands of the Shawnee, Delaware, Miami and Wyandot Nations. We acknowledge the painful history of genocide and forced removal from this territory, and from other territories that were seized by the US Government under the Morrill Act in order to finance land grant universities like ours. As a land grant university, we honor and respect Indigenous peoples connected to the site of our institution. We are grateful to have the opportunity to work for indigenous peoples in this place.'

COURSE DESCRIPTION

Planners intervene in markets to enhance the quality, equity, and sustainability of communities and regions. Increasingly, global forces impact this planning environment in meaningful ways. These global forces include tectonic shifts in foreign trade and investment, equally tectonic changes in technology like vehicular and work automation, dramatic shifts in human settlement and migration patterns, and most of all the changes in global climate that touch every aspect of our communities. In this course, you will develop a strategic understanding of how planners think about and respond to these global forces, and why it is so important that citizens participate in these planning processes in order to create more just and diverse communities. *In essence, this course is a citizen's guide to globalization and local action.*

Along the way we will be confronted with some big questions: What does citizenship mean in the era of globalization, when so many of the goods and services we consume at market come from around the world? Are we accountable to those who labor in other countries to produce our goods, often far away and sometimes under adverse conditions? As the planet confronts the threat of climate change, in what ways are we also accountable to future generations of Earth's inhabitants? What does all this accountability mean at home, where local communities grapple with the local consequences of globalization? How does the public participation of citizens in planning impact the ability of communities to adapt to these global forces? How did citizenship become so globalized in the first place?

Part I of the course draws from political economy theories to develop a model of the global planning environment. These models help us understand why some societies choose to distribute basic goods and services publicly while others leave them to private markets, as well as the consequences of those distributional choices for the quality, equity, and sustainability of communities. Finally, these models demonstrate why the decisions about which goods are distributed publicly or privately are driven by politics, highlighting the critical role that citizen participation plays in shaping those distributional choices.

Part II of the course explores the philosophical and historical foundations of globalization: How it spread across the world from the time of the industrial revolution to become the operating system the world economy, and how it transformed our communities and regions in terms of their relationship to planners and government.

Part III of the course explores how the forces that result from globalization—trade and financial liberalization, automation, migration, and climate change—are shaping and reshaping the planning environment here in central Ohio. Dividing up into teams based on each of these themes, student teams will be tasked with identifying and exploring a site within Columbus Ohio where these global forces become visible, tangible parts of our built environment, and think strategically about how citizen participation in a planning process might bring about desired change.

FORMAT

The in-class portion of this course will feature Tuesday lectures and Thursday reading seminars, aided by Carmen Discussion Board postings to inform our seminars. You will be responsible for attending class, completing assigned readings posted on Carmen, and coming to class Thursdays prepared to reflect upon the readings with your classmates. Participation in class discussions, including both speaking and active listening, will elicit diverse perspectives and promote deep learning.

Besides participation on Carmen and in-class, you will be evaluated based on 2 exams, a final group presentation on global forces, and a public participation activity. For the group presentation, your team will be tasked with conducting out-of-classroom research on a site within Columbus where global forces act upon our community. Once a site is selected, your team will be tasked with conducting at least one interview, capturing one photo, one video, producing at least one map, and delivering a group presentation to the class during Part III of the course that describes how your site relates to one of the four major global forces that we have studied.

For the final, you will develop a citizen action plan on a planning-related topic of your choosing. This could be drafting a short speech intended for delivery at a public meeting, drafting a letter to a public official, or penning an opinion piece for a newspaper op-ed column. Whichever mode of participation that you choose, it should showcase your knowledge about the local impact of a global force operating in central Ohio. **Note that you are not required to actually deliver/transmit/act upon your citizen action plan.** But hopefully the course and especially this exercise inspires you to take action in whatever domain(s) you deem fit.

SPECIFIC GOALS

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

1. Explore your relationships and responsibilities to citizens in other countries through globalization.
2. Assess communities and regions through the lenses of quality, equity, and sustainability.
3. Describe how economic and political factors shape planning interventions and outcomes.
4. Understand the importance of citizen participation in the planning process
5. Think strategically about how global and domestic forces interact to affect the planning environment.
6. Demonstrate your command of the global environment in which planning interventions occur by analyzing local impacts of global forces in central Ohio.

7. Engage as a citizen by drafting a short public participation document (public meeting speech, letter to public official, newspaper op-ed piece).

GE GOALS

General Expectations of All Themes		
Goals	Expected Learning Outcomes	Related Course Content
GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.	Successful students are able to 1.1 Engage in critical and logical thinking about the topic or idea of the theme.	In this course, students will: Post weekly reflections in advance of reading seminar discussions on the meaning of citizenship in the era of globalization. Sit for two exams that test command of lectures and readings, as well as the student's ability to think logically and critically about contested issues.
	1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.	Conduct individual research on a global site of their choosing in support of group presentations. Design an act of citizenship, such as drafting a short speech intended to be delivered at a public meeting, a letter to a public official, or an opinion piece for a newspaper op-ed column.
GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.	2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.	Complete two exams that require them to identify, describe, and provide examples of key concepts, as well as synthesize complimentary and seemingly contradictory theories. Identify an off-campus site of global interest within Columbus and explore it through interviews, photography and videography, map-making, and infographics.

	<p>2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<p>Conduct independent research towards the group presentation and the public participation document that, while supervised, is largely unstructured. Students will be free to interpret the assignment and approach it as they think best. In doing so, they are encouraged to draw upon prior experiences and unique gifts as they develop the traits of self-direction and auto-didactic learning</p>
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THEME GOALS

Theme: Citizenship for a Just and Diverse World		
Goals	Expected Learning Outcomes	Related Course Content
<p>GOAL 1: Citizenship: Successful students will explore and analyze a range of perspectives on citizenship, across local, national, and global, and apply the knowledge, skills, and dispositions that constitute it.</p>	<p>Successful students are able to</p> <p>1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, global, and/or historical communities.</p>	<p>Week 1 lecture and class discussion of Young's Social Connection Model of responsibility and global justice as compared to other models of citizenship and non-citizen based social relationships.</p> <p>Week 2 lecture and class discussion on public goods provision, the logic of political survival, and the citizen participation imperative. Here we focus on the consequences of low attendance at public planning meetings and low voter turnout in municipal elections.</p> <p>Week 3 lecture and discussion of different justifications for planning drawn from economic liberalism and urban design.</p> <p>Week 4 lecture and discussion of economic alternatives to liberalism as encountered in other countries and contexts.</p> <p>The short answer identification questions on Exams 1 evaluate</p>

		<p>the student's command of the planning and citizenship concepts and theories explored during Part I, while the long-answer essays require that they think critically about them.</p>
	<p>1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.</p>	<p>In preparation for their final assignment, students are asked to identify and research a physical space in Columbus, Ohio where the global forces of trade and finance, migration, technology, or climate change are to be found. Forming teams, each student will be in charge of producing a high quality In past years, these sites have included the various African diasporas of the Northland neighborhood.</p> <p>For the final paper, students apply the knowledge and skills developed in part III of the course to draft a citizenship act that improves their community along some planning dimension.</p>
<p>GOAL 2: Just and Diverse World: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies.</p>	<p>2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and a variety of lived experiences.</p>	<p>The readings, lectures, and exam questions that comprise Part II of the course ask students to reflect on the consequences for diversity, equity, and inclusion of the transformation to a world where the ability to access basic goods and services depends on an individual's market power within society.</p> <p>In Weeks 7 and 8, the course examines how geographical accidents and historical factors led to waves of Western European colonization—a process that both precipitated and funded European industrialization.</p> <p>Weeks 11 and 12 shows how these forces continue to shape</p>

		<p>the lived realities of citizens across the global south and connect them to the global north through colonial path dependency and neocolonial interdependencies like global trade and investment. Here, lectures and assigned readings/films describe the crises that neoliberalism brought about in Istanbul, Turkey and Cochabamba, Boliva during the 1990s and early 2000s.</p> <p>In Istanbul, we see on Week 11 via lecture and documentary footage how decades of informal housing and reliance upon a and automobiles created simultaneous human rights, economic, and environmental crises.</p> <p>In Cochabamba, a water privatization crisis that residents faced in the year 2000 resulted in a citizen uprising that successfully pushed out the foreign investors of Bechtel Corporation and restored public ownership of the municipal water works. This uprising drew inspiration from similar events like the 1999 WTO protests in Seattle, USA and, moreover, inspired citizens around the world to resist globalization and its neoliberal agenda. The outcomes of these social movements were mixed. But the global citizen-activist networks that were created did gradually chip away at the so-called Washington Consensus over neoliberal policy prescriptions.</p>
	<p>2.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power</p>	<p>Throughout Part III of the course, students are working on a citizen action plan—either a public meeting speech, a letter</p>

	<p>and/or advocacy for social change.</p>	<p>to a public official, or an editorial opinion piece for a newspaper—that incorporates the knowledge and perspective they gained through individual research for the group presentations that occur each week of Part III. These citizen action plans cast students as advocates for social change in the face of power structures. While they are not required to deliver or transmit these documents, they are encouraged to move forward as participatory citizens.</p> <p>Weeks 13 and 14, respectively, examine the distributional consequences of automation technology and recent surges in global migration.</p> <p>Looking at the automation of work in week 13, we discuss how the introduction of robotics and artificial intelligence create new alignments of winners and losers from globalization, with profound consequences not just for economic justice but also the political salience of racial cleavages in America. Here, racial and cultural difference becomes the basis for mobilization by political entrepreneurs seeking to attribute economic losses to social groups rather than economic policy choices.</p> <p>Turning to global migration in week 14, lecture and the short documentary 4.1 miles describe the climatological and colonial origins of the Arab Spring movement and the pro-democracy citizen uprisings in Syria that contributed to the refugee crisis that exploded onto neighboring countries.</p>
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		<p>Week 15 further expands upon the climatological basis for global unrest and migration, as well as opportunities for social change.</p> <p>Week 16 brings the course back to where it started, reflecting on Young's Social Connection model and whether/how a moral and ethical framework for social relationships that expands beyond national conceptions of citizenship is relevant in the students' lives.</p>
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PLANNING ACCREDITATION CRITERIA MET: The Planning Accreditation Board has a series of standards by which accredited planning programs are measured. The Ohio State University has accredited planning programs. Below is a list of accreditation criteria that are covered in this course.

- Global Dimensions of Planning: appreciation of interactions; flows of people and materials, cultures, and differing approaches to planning across world regions.
- Research: tools for assembling and analyzing ideas and information from prior practice and scholarship, and from primary and secondary sources.
- Growth and Development: appreciation of economic, social, and cultural factors in urban and regional growth and change.
- Social Justice: appreciation of equity concerns in planning.
- Governance and Participation: appreciation of the roles of officials, stakeholders, and community members in planned change.
- Written, Oral and Graphic Communication: ability to prepare clear, accurate and compelling text, graphics, and maps for use in documents and presentations.
- Purpose and Meaning of Planning: appreciation of why planning is undertaken by communities, cities, regions, and nations, and the impact planning is expected to have.
- Planning Theory: appreciation of the behaviors and structures available to bring about sound planning outcomes.
- Human Settlements and History of Planning: understanding of the growth and development of places over time and across space.
- The Future: understanding of the relationships between past, present, and future in planning domains, as well as the potential for methods of design, analysis, and intervention to influence the future.
- Professional Ethics and Responsibility: appreciation of key issues of planning ethics and related questions of the ethics of public decision-making, research, and client representation (including principles of the AICP Code of Ethics).
- Sustainability and Environmental Quality: appreciation of natural resource and pollution control factors in planning and understanding of how to create sustainable futures.

EVALUATION AND GRADES

2 exams (25% each)	50%
Individual contribution to global forces site group presentations	15%
Final Paper: Citizen Action Plan.....	25%
Weekly Carmen discussion board and in-class participation.....	10%

Your final letter grade will be assigned based on a standard scheme:

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	60-66
E	<60

TEXTS

The following books are required and may be purchased at the OSU Bookstore or through online outlets. All other course readings will be posted on Carmen.

Hanlon and Vicino, 2014. *Global Migration: The Basics*.

Frieden, 2006. *Global Capitalism*.

CLASS SCHEDULE***

Week 1: Think GLocal.

Young – 2006 - Responsibility and Global Justice: A Social Connection Model

PART I: A POLITICAL ECONOMY OF PLANNING

Week 2: The problem of collective action and the logic of political survival

Olson - 1982 - Rise and Decline of Nations Chapter 2 - The Logic

Bueno de Mesquita et al - 2003 - The Logic of Political Survival. Chapters 1-3

Week 3: Public goods and the distribution problem

Moore - 1978 - Why Allow Planners to Do What They Do

Sternberg - 2000 - An Integrative Theory of Urban Design

Global force teams selected

Week 4: Economic liberalism

Liberalism - Social Sci LibreTexts

Harvey - 2005 - Chapter 3 The Neoliberal State

Leonard - 2020 - Paging Adam Smith

Week 5: Alternatives to economic liberalism

Alternatives to Liberalism - Social Sci LibreTexts

Ostrom – 2015 – Governing the Commons: The Evolution of Institutions for Collective Action

Bernie Sanders Is a Social Democrat, Not a Democratic Socialist - The Atlantic

Due: Global site identification

Week 6: Liberalism and globalization

EXAM 1

PART II: A CITIZEN'S HISTORY OF GLOBALIZATION

Week 7: The world from zero to the Industrial Revolution

Frieden – 2006 - *Global Capitalism* – Part I – Last Best Years of the Golden Age, 1896-1914

Documentary: The Industrial Revolution

Meet with the city planning subject matter librarian for research assistance.

Week 8: Globalization falls apart: Keynesianism and the rise of the planner

Frieden – 2006 - *Global Capitalism* – Part II – Things Fall Apart, 1914-1939

Documentary: Commanding Heights Parts 1 and 2

Week 9: The second international division of labor, neoliberalism, and the decline of planning

Frieden – 2006 - *Global Capitalism* – Part IV – Globalization, 1973-2000

Film: *Tambien la Lluvia (Even the Rain)*.

Due: Complete first draft of global site analysis

Week 10: Planning in the time of neoliberalism

EXAM 2

PART III: GLOBAL FORCES ACTING UPON OUR CITIES AND REGIONS

Week 11: Planning for global trade

Sassen - 2018 - *The Global City: Strategic Site, New Frontier*

Porter - 1998 - *Clusters and the New Economics of Competition*

Documentary: *Ekumenopolis*

Due: Global trade team site analyses and infographic presentations

Week 12: Planning for outside investment

Leonard – 2006 – *Water is Life! Cochabamba, Bolivia against Privatization*

Film: *Tambien la Lluvia (Even the Rain)*

Due: Global investment team site analyses and infographic presentations

Week 13: Planning for automation technology

Baumgardner – *Autonomous Cars*

Columbus Smart City Challenge Lessons Learned

A World Without Work - The Atlantic.pdf

Due: Technology team site analyses and infographic presentations

Week 14: Planning for migration

Hanlon and Vicino - 2014 - *Global Migration*

Documentary: *4.1 miles*

Due: Migration team site analyses and infographic presentations

Week 15: Planning for climate change

National Climate Assessment

Due: Climate team site analyses and infographic presentations

Week 16: Revisiting “Think Glocal”

Young – 2006 - Responsibility and Global Justice: A Social Connection Model

Citizen Action Plan due on the day of the scheduled final exam

*** The instructor reserves the right to make changes to the scheduled/readings at any time. Announcements will be made both in class and on Carmen if any change occurs.

COURSE POLICIES

ATTENDANCE

Students are expected to attend all scheduled class meeting times and related events as outlined in the course syllabus. There are five situations which constitute an “excused absence”:

Personal illness: Students who are too ill or injured to participate in class must provide written documentation from a physician stating that the student cannot participate in class.

Death of a member of the student’s immediate family: Students who have missed class due to a death in the family must provide documentation.

Military or government duty: Please notify the instructor prior to service.

University/Knowlton School sanctioned events: Students who will be participating in University/Knowlton School sanctioned events must provide the instructor with a copy of the scheduled events and those classes of which will be missed.

Major religious holiday: Students who will be observing a religious holiday must provide date/event written notification to the instructor at least two weeks prior to the event.

A student's grade will drop one letter grade after the third unexcused absence. A student with more than four unexcused absences can be given an "E".

LATE ASSIGNMENTS

Late submission of weekly discussion posts or group presentations (Part III) will not be accepted without an excused absence. Exams and submission of the final Citizen Action Plan may only be postponed due to an excused absence.

COMMUNICATION

Students must check their OSU email and Carmen daily. Students are responsible for this information, just as they are responsible for information shared in class.

CHALLENGING A GRADE

Email communication is not allowed as a means to challenge a grade. To challenge a grade, student must make an appointment with the instructor within one week of the assignment being returned to the students. Student must present objections in writing and attach the graded work. Please note that a challenge may result in grades being raised or lowered.

WEATHER OR OTHER SHORT-TERM CLOSING

Should in-person classes be canceled, I will notify you as to which alternative methods of teaching will be offered to ensure continuity of instruction for this class. Communication will be via Carmen and/or email.

RELIGIOUS ACCOMMODATIONS

Our inclusive environment allows for religious expression. Students requesting accommodations based on faith, religious or a spiritual belief system in regard to examinations, other academic requirements or absences, are required to provide the instructor with written notice of specific dates for which the student requests alternative accommodations at the earliest possible date. For more information about religious accommodations at Ohio State, visit odi.osu.edu/religious-accommodations.

GENERAL POLICIES AND PROCEDURES

ACADEMIC MISCONDUCT

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute "Academic Misconduct."

OSU's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an "excuse" for academic misconduct, so it is recommended that you review the Code of Student Conduct.

If a faculty member suspects that a student has committed academic misconduct in a course, they are

obligated by University Rules to report suspicions to the Committee on Academic Misconduct. 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. If COAM determines that a student has violated the University's Code of Student Conduct, the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

Resources you can refer to include:

The Committee on Academic Misconduct web page: oaa.osu.edu/coam.html

Ten Suggestions for Preserving Academic Integrity: oaa.osu.edu/coamtensuggestions.html

SEXUAL HARRASSMENT

Any forms of sexual harassment or intimidation will not be tolerated. OSU's Sexual Harassment policy, which applies to all faculty, staff, and students, includes lewd remarks and inappropriate comments made in the studio environment, classroom, and computer labs as well as the "display of inappropriate sexually oriented materials in a location where others can see it." Sexual harassment includes inappropriate behavior among two or more students; between students and faculty; and among faculty. The actions can take place in physical, verbal, or written forms. Refer to University's Code of Student Conduct 3335-23-04 (C) for additional information and for procedures on filing a complaint.

STUDENTS WITH DISABILITIES

The University strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

SAFETY

To provide the best education, the Knowlton School must act as a community. As such, its members (faculty, students, and staff) must respect and watch out for each other. The studio is available for students 24/7. The University escort service provides safe transportation to and from Knowlton Hall 7:30AM-3:00AM. Call 292-3322.

PROFESSIONAL CONDUCT

Students are expected to conduct themselves in a professional manner and to abide by the provisions in the Code of Student Conduct. Students should appreciate diversity, and they should conduct themselves professionally with members of the same or opposite gender and/or from different ethnicities and cultures.

Students should represent themselves in a professional manner in forums that have public access. This includes information posted on social networking sites such as Facebook and Twitter. Information on these pages is often screened by potential employers, and unprofessional material can have a negative impact on job or graduate school prospects.

PROHIBITED ITEMS AND ACTIONS

The following items are prohibited: non-Knowlton School furniture, alcohol, cigarettes, weapons, bicycles, skateboards, rollerblades, pets, spray paints, foam cutter wands, welding devices, heat guns and any

flame or gaseous liquid device.

The following safety compliances must be observed: electrical power cords cannot be connected in a series or extend over traffic areas; fire extinguishers must remain accessible and in full view; access to stairwells, corridors, and aisles must maintain a 44" clear width and handrails must be unobstructed.

Building surfaces cannot be marked, anchored to, or penetrated.

Installations may not occur in any part of the building except by permission of the Knowlton School Building Coordinator.

Power tools are restricted to the shop except when permission is granted by the Knowlton School Building Coordinator.

Loud noise is forbidden.

Graffiti and vandalism are grounds for disciplinary action.

STUDENT RESOURCES

<p>Academic advising for City and Regional Planning majors and minors is available at:</p> <p>Knowlton Student Services 100 Knowlton Hall. Hours: 8 a.m. – 5 p.m. weekdays Undergraduate Students: knowlton.osu.edu/students/undergraduate Graduate Students: knowlton.osu.edu/students-current-students/graduate</p>	<p>Student Advocacy and the Dennis Learning Center advocacy.osu.edu dennislearningcenter.osu.edu</p>
<p>University Counseling and Consultation Services ccs.ohio-state.edu</p>	<p>Ohio State Police Department ps.ohio-state.edu General non-emergency: (614) 292-2121 To report an emergency, dial 9-1-1</p>

Title IX: All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin, and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

Copyright: The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

GE THEME COURSE

CRPLAN 4597 – The Global Environment in Planning

General Expectations of All Themes

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Please briefly identify the ways in which this course represents an advanced study of the focal theme. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. (50-500 words)

- This advanced, 4000-level course examines globalization through the lens of citizenship. It provides an international political economy perspective on the practice of planning that reveals how essential it is that large groups of citizens participate in politics in order to encourage the equitable provision of basic goods and services. It deeply engages with theories of citizenship, political economy, the history of globalization with its colonial and neo-colonial undercurrents, and a critical review of the consequences of globalization for just cities and regions—both in the United States and around the world.

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50- 700 words)

- Throughout Parts One and Two of the course, students are evaluated based on weekly discussion postings and participation in seminar discussion that ask them to reflect on the implications of lectures, readings, and other course materials for the theme of global citizenship. Additionally, two exams test both understanding of the key information as well as student ability to think logically and critically about contested issues. Throughout Parts One and Two, students are also conducting individual “global site” research in support of group presentations in Part Three of the course. The course draws upon their global site research to exercise their responsibilities as a citizen to guide the planning interventions through a final paper—the Citizen Action Plan.
- Students will post weekly reflections in advance of reading seminar discussions on the meaning of citizenship in the era of globalization. They will also sit for two exams that test command of

lectures and readings, as well as the student's ability to think logically and critically about contested issues.

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

- Weekly assignments require students to communicate in a scholarly fashion through online and in-class discussions of advanced readings. In addition, students are also tasked with the production of individual, evidence-based research towards a final paper as well as group presentations that applies concepts of global citizenship and globalization to the local context here in Ohio. Students are aided in this individual research by a scheduled consultation with OSU's subject matter librarian for city and regional planning.
- These activities culminate in a Citizen Action Plan, such as drafting a short speech intended to be delivered at a public meeting, a letter to a public official, or an opinion piece for a newspaper op-ed column.

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

- As a foundation for the out-of-classroom experience, students will complete two exams that require them to identify, describe, and provide examples of key concepts, as well as synthesize complimentary and seemingly contradictory theories.
- During Parts I and II of the course they will identify an off-campus site of global interest within Columbus.
- For their individual research project, students explore off-campus site of global interest within Columbus through interviews, photography and videography, map-making, and infographics, as well as traditional academic research. Through these different media, students will be forced to cross disciplinary boundaries, thus equipping them for future work tackling problems and processes of globalization and global citizenship that do not recognize specific disciplinary boundaries.

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

- The individual research that builds towards a group presentation and citizen action plan, while supervised, is intentionally unstructured. As a result, students are free to interpret the assignment and approach it as they think best. In doing so, they are encouraged to develop the traits of self-direction and auto-didactic learning that draws upon prior experiences and intrinsic gifts. In addition, students will be tasked with engaging in discussion and reflection on course topics related to globalization and global citizenship.

Specific Expectations of Courses in Citizenship

GOAL 1: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

ELO 1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

- In week one, students explore the meaning of citizenship through a “Think GLocal” framework, motivated by a reading assignment that articulates an expansive view of social responsibility in the context of global markets.
- Students explore differences in citizenship across political, cultural, national, global, and historical contexts through weekly seminar discussions aided by prior discussion board posts on Carmen.
- In Weeks 4 and 5 students explore the advantages and disadvantages of relying on private markets to distribute basic goods and services citizens require in order to fulfill their individual potential. These advantages and disadvantages will be examined across different contexts and communities.
- In Week 7, students explore the westernization of the international community through the formation of nation-states, the emergence of an international division of labor, and the differential power and rights afforded to individuals located at different points along that division of labor.
- In Week 9, students consider how the privatization of ecological resources like water in countries like Bolivia impact the right of citizens to both the city and the natural environment. They explore these concepts through in-class discussion of readings and the film *Tambien la Lluvia (Even the Rain)*.
- Similarly, in Week 12, students explore how shifts in markets for housing and mobility during Istanbul, Turkey’s quest to become a global city impacted citizens access to shelter, community, and the city caused by the domination of the automobile.

- In the final week, students return to the opening theme of global citizenship and the importance of thinking GLocal, reflecting on the knowledge that they have acquired and developing strategies for how to translate that knowledge into citizen action.

ELO 1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

- Throughout Part II of the course, students learn to locate themselves within the international division of labor and understand their power and privilege within that context. They are evaluated on these topics through weekly discussion posts and exam essay prompts designed to promote critical thinking.
- While students are acknowledging their privilege within a world system that is divided into a Global North and South. Historical documentaries such as *Commanding Heights: The Battle for the World Economy* and readings such as Frieden 2006, *Global Capitalism* describe how deficits within the social democratic projects of Western nations after World War II reinforced existing economic, racial, ethnic, and gender divisions.
- In Part III of the course, students are tasked with delivering the research conducted over the semester on how global forces generate disparities and inequities. The assignment requiring students to present as group on the impact of global forces locally in Ohio will reinforce these concepts.

GOAL 2: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

ELO 2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

- The readings, lectures, and exam questions that comprise Part II of the course ask students to reflect on the consequences for diversity, equity, and inclusion of the transformation to a world where the ability to access basic goods and services depends on an individual's market power within society.
- In Weeks 7 and 8, the course examines how geographical accidents and historical factors led to waves of Western European colonization—a process that both precipitated and funded European industrialization.

- Weeks 11 and 12 shows how these forces continue to shape the lived realities of citizens across the global south and connect them to the global north through colonial path dependency and neocolonial interdependencies like global trade and investment.
- Here, lectures and assigned readings/films describe the crises that neoliberalism brought about in Istanbul, Turkey and Cochabamba, Boliva during the 1990s and early 2000s.
- In Istanbul, we see during Week 11 documentary footage how a sudden reversal on decades of state-sanctioned informal housing and reliance upon automobiles created simultaneous human rights, economic, and environmental crises.
- In Cochabamba, a water privatization crisis that residents faced in the year 2000 resulted in a citizen uprising that successfully pushed out the foreign investors of Bechtel Corporation and restored public ownership of the municipal water works. This uprising drew inspiration from similar events like the 1999 WTO protests in Seattle, USA and, moreover, inspired citizens around the world to resist globalization and its neoliberal agenda. The outcomes of these social movements were mixed. But the global citizen-activist networks that were created did gradually chip away at the so-called Washington Consensus over neoliberal policy prescriptions.
- In Week 14 students learn about the diverse range of material, cultural, and motivations undergirding human decisions to migrate both internally from rural to urban areas as well as externally, across national boundaries. In addition to lecture and readings materials, students watch and reflect on the NYTimes documentary short, *4.1 miles*. This award-winning bit of filmmaking painfully illustrates the impossible predicament of a Greek Coast Guard captain patrolling the stretch of water between the island of Lesbos and Turkey as Syrian refugees flood the island in search of asylum. Through seminar discussion and student presentations, the course will create a space for students to describe their own diversity and their own experiences with systemic gaps in equity and inclusion.

2.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

- Through the generation of a typology of goods and services in Week 3, students observe the different forms of distributional injustice that can occur when basic goods intrinsic to human survival and ability to thrive fall under different regimes of excludability and rivalry. These variations in distributional justice are explored in greater detail in Weeks 4 and 5, where economic liberalism and its alternatives are examined for their performance along these dimensions of excludability, rivalry, and the ideology of market power.
- Throughout Part III of the course, students are working on a citizen action plan—either a public meeting speech, a letter to a public official, or an editorial opinion piece for a newspaper—that incorporates the knowledge and perspective they gained through individual research for the group

presentations that occur each week of Part III. These citizen action plans cast students as advocates for social change in the face of power structures. While they are not required to deliver or transmit these documents, they are encouraged to move forward as participatory citizens.

- Weeks 13 and 14, respectively, examine the distributional consequences of automation technology and recent surges in global migration.
- Looking at the automation of work in week 13, we discuss how the introduction of robotics and artificial intelligence create new alignments of winners and losers from globalization, with profound consequences not just for economic justice but also the political salience of racial cleavages in America. Here, racial and cultural difference becomes the basis for mobilization by political entrepreneurs seeking to attribute economic losses to social groups rather than economic policy choices.
- Turning to global migration in week 14, lecture and the short documentary 4.1 miles describe the climatological and colonial origins of the Arab Spring movement and the pro-democracy citizen uprisings in Syria that contributed to the refugee crisis that exploded onto neighboring countries.
- Week 15 further expands upon the climatological basis for global unrest and migration, as well as opportunities for social change. This discussion illustrates the unequal power dynamics exerted by those industrialized countries who have contributed most to global warming and profit the most from the consumption of goods now produced across the global south.
- Week 16 brings the course back to where it started, reflecting on Young's Social Connection model and whether a moral and ethical framework for social relationships that expands beyond national conceptions of citizenship is relevant in the students' lives.

GE THEME COURSES

Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeking approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Course subject & number

General Expectations of All Themes

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Please briefly identify the ways in which this course represents an advanced study of the focal theme. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. (50-500 words)

Course subject & number

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

(50-700 words)

Course subject & number

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GOAL 1: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

ELO 1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

GOAL 2: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

ELO 2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

2.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)