

CRPLAN 4597: The Global Environment in Planning

Instructor name: Deniz Ay
Year and term: Spring 2016
Meeting time: Tuesday & Thursday, 11:10 am - 12:30 pm
Meeting location: Knowlton Hall Room 190

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COURSE INFORMATION

DESCRIPTION

“Our reality is a planet where more than half of the population lives in cities and towns of various sizes and the bulk of future rapid urban growth is expected to occur in Africa and Asia. It is also an urban reality where the “third world” is a space of finely grained differentiation, not coterminous with national and urban boundaries, that is a present in the ghettos and enclaves of North America and Western Europe as in the slums of Latin America, Africa or Asia. The spirit of change grips some places, which hurtle in directions that provide exemplars for the rest of the world, while other places seem to stand still or even decline”. (Miraftab and Kudva 2015, p. 2)

This course is a review of development challenges that cities and citizens face both in “developing” and “developed” countries. The course content consists of five parts:

Part I is an introduction for the course and it lays out the major urban challenges for the contemporary cities. This module introduces the basic concepts that will be used throughout the semester.

Part II provides the historical background of the current urban challenges and makes us think about the conventional hierarchical representations of the cities around the world.

Part III tackles driving forces of social and economic inequalities in cities by looking at urban economy, housing, infrastructure and the environment.

In **Part IV**, we will first explore different conceptions of “risk” that contemporary city faces in physical, social and political terms. Then we will discuss how these “risks” are governed by different actors and institutional mechanisms. Lastly, **Part V** investigates the meanings and roles of urban citizenship, participation, and policy/knowledge mobility in the context of global order and concludes the course.

GOALS

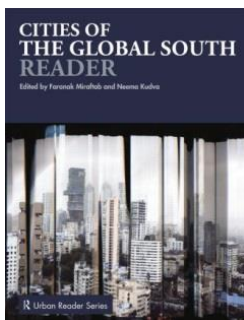
The main goals of the course are as follows:

- Identify forces driving cities around the world socially, economically and environmentally
- Understand different actors and major players involved in urban planning as well as their motivations in different country settings
- Differentiate between the various types of planning, its advantages and disadvantages and factors influencing these processes
- Have the ability to conduct comparative case studies of global planning
- Be able to conduct and report independent research by developing own and original arguments to address contemporary planning problems

FORMAT

There are two class sessions each week. Class sessions will be used primarily to elaborate various topics mentioned in the Class Schedule. The class consists of lectures, discussion of readings and films/videos. Each class will be a combination of lectures and in-class discussions. Active participation of students is a crucial component of the class sessions.

REQUIRED TEXTBOOK & READINGS



Cities of the Global South Reader, edited by Faranak Miraftab and Neema Kudva.

Routledge Urban Reader Series, 2014. ISBN: 9780415682268

*Throughout the course, the required text will be referred to as **CGS Reader** or the **Reader**. This book is available at the bookstore.*

In addition to the textbook, there is a selection of reading materials including journal articles, policy reports, and planning texts. You can find a detailed account of the reading material that complements textbook in class schedule. You can access all of the reading materials through e-reserves in Carmen.

ASSIGNMENTS and GRADING

- Participation and Attendance (20% of the overall grade)

Attendance is required and it will be recorded regularly in each class. However, being present in class alone is not enough for gaining full points; you are expected to participate in class discussion. In other words, discussion part of each class is a collective endeavor: Each student will submit at least two discussion questions prior to each session that entails required readings.

Discussion questions should be uploaded to the Carmen Dropbox by 7 pm the evening before each class. For instance, you will submit discussion questions for January 19 on January 18 by 7 pm the latest.

Participation will be assessed based both on the quantity and the quality of comments you contribute as well as the discussion questions you come up with. In summary, to earn maximum points in class participation and attendance, you need to submit well-thought discussion questions the day before each class; attend every class, and be prepared and knowledgeable about the topics in order to actively contribute to the in-class discussion.

- Quizzes (15% of the overall score)

There will be four quizzes throughout the semester. All quizzes will be announced a week in advance, while some will be in class and some will be online through Carmen.

Quiz questions will be based on the assigned readings and the class discussions. Your grade will contain the three highest scoring quizzes; the lowest grade will be dropped. Quizzes may consist of short answer questions about the course material or multiple choice questions.

- Midterm Exam (30% of the overall score)

Midterm exam will be based on the first half of the class material. This will be a take home exam **assigned on March 3 (Thursday)** and **due electronically by 5 pm March 5 (Saturday)**. Grading will reward comprehension of the assigned readings, ability to compare and contrast, and critical analysis.

The exam will consist of essay questions that tap knowledge of the substantive content areas covered in class. You will submit the midterm exam through Carmen Dropbox. The midterm exam is an open book exam. You are expected to cite the material you use to construct your arguments.

Working in groups is not permitted; remember that this is an individual exam, not a group project. Your answers must represent your individual work.

- Final Exam (35% of the overall score)

The final exam will be cumulative, meaning that all you will be responsible from all the course material covered throughout the semester. Final exam will be a take home exam **due electronically by the scheduled final exam date for CRPLAN 4597 (TBA)**.

The exam will consist of essay questions that tap knowledge of the substantive content areas covered in class. You will submit the final exam through Carmen Dropbox. The final exam is an open book exam. You are expected to cite the material you use to construct your arguments.

Working in groups is not permitted; remember that this is an individual exam, not a group project. Your answers must represent your individual work.

Grading will reward the ability to synthesize material from course readings, lectures, in-class discussions, and audio/visual material used in class during the semester. The final exam questions will be posted during the finals week and will be announced later in the semester.

CRITERIA FOR EVALUATION AND GRADING

Thoughtful In-Class Participation and Attendance:	20%
Quizzes :	15% (3 out of 4; 5% each)
Midterm Exam :	30%
Final Exam :	35%

Letter grades are 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

GENERAL EDUCATION (GE) STATEMENT

This course is a GE **cross-disciplinary seminar**.

GE learning goals for this course are demonstrating an understanding of the topic of interest through scholarly activities that draw upon multiple disciplines and through interactions with students from different majors.

Expected Learning Outcomes:

1. Students understand the benefits and limitations of different disciplinary perspectives.
2. Students understand the benefits of synthesizing multiple disciplinary perspectives.
3. Students synthesize and apply knowledge from diverse disciplines to a topic of interest.

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.

CLASS SCHEDULE OVERVIEW

PART I	Week 1	12-Jan Introduction 14-Jan The City Experienced
	Week 2	19-Jan Contemporary Urban Challenges
PART II		21-Jan Historical Underpinnings 1: Colonialism and Urban Development
	Week 3	26-Jan Historical Underpinnings 2: Cities Interlinked 28-Jan Development and Urbanization 1: Development and the City
	Week 4	2-Feb Development and Urbanization 2: Urban Hierarchies
PART III		4-Feb Urban Economy 1: Megaprojects
	Week 5	9-Feb Urban Economy 2: Informality 11-Feb Housing 1
	Week 6	16-Feb Housing 2 18-Feb No Class: Watch "Ekumenopolis" documentary and write a response paper.
	Week 7	23-Feb Gentrification
		25-Feb Urban Environment: Basic Urban Services
PART IV	Week 8	1-Mar Urban Environment: Urban Infrastructure 3-Mar Exam Review: Take-home midterm exam: Posted on March 3 will be due March 5
	Week 9	8-Mar Cities at Risk 1 10-Mar Cities at Risk 2
	Week 10	Spring Break ☺

PART V	Week 11	22-Mar Urban Governance 1
		24-Mar Urban Governance 2: Decentralization
	Week 12	29-Mar Participation
		31-Mar Gender-Aware Planning 1
	Week 13	5-Apr Gender-Aware Planning 2
	7-Apr New forms of Citizenship	
Week 14	12-Apr Social Justice	
	14-Apr Policy and Knowledge Mobility: 1	
Week 15	19-Apr Policy and Knowledge Mobility: 2	
	21-Apr EXAM REVIEW	

CLASS SCHEDULE DETAIL ***

WEEK 1

January 12 Introduction

January 14 The City Experienced

No discussion questions are due.

Medianeras (Sidewalls) Clip <https://www.youtube.com/watch?v=6qwthmj6KzY>

Required Readings:

- Cities and Economies, Yeong-Hyun Kim and John Rennie Short.

Chapter 1: Cities and Economies, pages 18-28 in e-book format. First chapter is available online at:

https://books.google.com/books/reader?id=Oal-AqAAQBAJ&printsec=frontcover&output=reader&source=gbs_atb_hover&pg=GBS.PT7



WEEK 2

January 19 Contemporary Urban Challenges

Discussion Questions are due by January 18, 7 pm.

Required Readings:

- Planning Sustainable Cities: Global Report on Human Settlements 2009 UN-Habitat

Chapter 1: Urban Challenges and the Need to Revisit Urban Planning, pages 3-21.

Full report can be downloaded for free at:

<http://unhabitat.org/books/global-report-on-human-settlements-2009-planning-sustainable-cities/>

- Todes, A. "Reinventing Planning: Critical Perspectives." *Urban Forum*. Vol. 22 (2011), pp. 115-133. (Available in **electronic reserves**)

January 21 Historical Underpinnings 1: Colonialism and Urban Development
Discussion Questions are due by January 20, 7 pm.

Required Readings:

- King, A. D. (1989). "Colonialism, Urbanism and the Capitalist World Economy". *International Journal of Urban and Regional Research*, 13(1), 1-18. (Available in **electronic reserves**)

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WEEK 3

January 26 Historical Underpinnings 2: Cities Interlinked
Discussion Questions are due by January 25, 7 pm.

Required Readings:

- Abu-Lughod, J. (1965). "Tale of two cities: the Origins of Modern Cairo". *Comparative Studies in Society and History*, 7(04), 429-457. (Available in **electronic reserves**)

January 28 Development and Urbanization 1: Development and the City
Discussion Questions are due by January 27, 7 pm.

Required Readings:

- CGS Reader, pages 54-65: "Development and the City" by Michael Goldman.
- Abu-Lughod, J. (1977). Development and urbanization. *Habitat international*, 2(5), 417-426. (Available in **electronic reserves**)

Recommended Reading:

- Cities Alliance, Guide to City Development Strategies: Improving Urban Performance (Washington, DC: World Bank, 2006) (Available at Carmen) (Read pages 1-40)

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WEEK 4

February 2 Development and Urbanization 2: Urban Hierarchies
Discussion Questions are due by February 1, 7 pm.

Required Readings:

- Sassen, S. (2005) The global city: introducing a concept. *Brown Journal of World Affairs*, 11(2). Pp. 27-43. ISSN 1080-0786. (Available in **electronic reserves**)
- CGS Reader, pages 66-72: "World Cities, or a World of Ordinary Cities" by Jennifer Robinson.
- Friedmann, J., & Wolff, G. (1982). "World city formation: an agenda for research and action". *International Journal of Urban and Regional Research*, 6(3), 309-344. (Available in **electronic reserves**)

Recommended Readings:

- Beaverstock, J. V., Smith, R. G., & Taylor, P. J. (1999). A roster of world cities. *Cities*, 16(6), 445-458. (Available in **electronic reserves**)
- Friedmann, J., & Wolff, G. (1982). "World city formation: an agenda for research and action". *International Journal of Urban and Regional Research*, 6(3), 309-344. (Available in **electronic reserves**)
- Robinson, J. (2008). Developing ordinary cities: city visioning processes in Durban and Johannesburg. *Environment and planning A*, 40(1), 74. (Available in **electronic reserves**)

February 4 Urban Economy 1: Megaprojects

Discussion Questions are due by February 3, 7 pm.

Required Readings:

- Flyvbjerg, F. (2014). What you should know about megaprojects and why: An overview. *Project Management Journal*, Vol. 45, No.2, 6-19. (Available in **electronic reserves**)
- CGS Reader, pages 106-114: "Anchoring Transnational Flows: Hypermodern Spaces in the Global South" by Sudeshna Mitra.
- Shatkin, G. (2008). "The city and the bottom line: urban megaprojects and the privatization of planning in Southeast Asia". *Environment and Planning A*, 40(2), 383-401. (Available in **electronic reserves**)

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WEEK 5

February 9 Urban Economy 2: Informality

Discussion Questions are due by February 8, 7 pm.

Required Readings:

- CGS Reader, pages 98-105: "Working in the Streets of Cali, Colombia: Survival Strategy, Necessity, or Unavoidable Evil?" by Ray Bromley.
- Roy, A. (2005). "Urban informality: toward an epistemology of planning". *Journal of the American Planning Association*, 71(2), 147-158. (Available in **electronic reserves**)

Recommended Reading:

- Portes, A., & Schauffler, R. (1993). "Competing perspectives on the Latin American informal sector". *Population and Development Review*, Vol.19, No.1, 33-60.

February 11 Housing 1: Housing Policy

Discussion Questions are due by February 10, 7 pm.

Required Readings:

- CGS Reader, pages 122-133: "International Policy for Urban Housing Markets in the Global South since 1945" by Richard Harris.
- UN-HABITAT (2005). *Financing Urban Shelter: Global Report on Human Settlements*, Nairobi: UN-HABITAT. (Available in Carmen)

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WEEK 6

February 16 Housing 2: Case Studies

Discussion Questions are due by February 15, 7 pm.

Required Readings:

- Keating, L. (2000). Redeveloping Public Housing - Relearning Urban Renewal's Immutable Lessons. *Journal of the American Planning Association*, 66(4), 384–397. (Available in **electronic reserves**)
- Kuyucu, T., & Unsal, O. (2010). "Urban Transformation" as State-led Property Transfer: An Analysis of Two Cases of Urban Renewal in Istanbul. *Urban Studies*, 47(7), 1479–1499. (Available in **electronic reserves**)

February 18 NO CLASS!! Watch the "Ekumenopolis" documentary, available online at <https://www.youtube.com/watch?v=maEcPKBXV0M>.

Write a Response Paper based on the documentary content. Paper due by February 19, 7 pm.



WEEK 7

February 23 Housing 3: Gentrification

Discussion Questions are due by February 22, 7 pm.

Required Readings:

- Harris, A. (2008). From London to Mumbai and back again: gentrification and public policy in comparative perspective, 45(November), 2407–2428. (Available in **electronic reserves**)
- Ley, D., & Teo, S. Y. (2013). Gentrification in Hong Kong? Epistemology vs. Ontology. *International Journal of Urban and Regional Research*, 38(4), 1286–1303. (Available in **electronic reserves**)

February 25 Urban Environment: Basic Urban Services

Discussion Questions are due by February 24, 7 pm.

Required Readings:

- CGS Reader, pages 155-159: "Environmental Problems of Third World Cities: A Global Issue Ignored?" by Jorge E. Hardoy and David Satterthwaite
- CGS Reader, pages 160-168: "Victims, Villains and Fixers: The Urban Environment and Johannesburg's Poor" by Jo Beall, Owen Crankshaw and Susan Parnell.
- CGS Reader, pages 169-175: "Formalizing the Informal? The Transformation of Cairo's Refuse Collection System" by Ragui Assaad.



WEEK 8

March 1 Urban Environment: Urban Infrastructure

Discussion Questions are due by February 29, 7 pm.

Required Readings:

- CGS Reader pages 182-187: "Urban transport policy as if people and the environment mattered: Pedestrian accessibility is the first step" by Madhav G. Badami.
- CGS Reader pages 188-191: "Kinshasa and Its (Im)material Infrastructure" by Filip de Boeck and

Marie-Francoise Plissart.

- CGS Reader pages 192-196: "Going South with the Starchitects: Urbanist Ideology in the Emirati City" by Ahmed Kanna.

Recommended Readings:

- Cervero, R. (2011). Informal Transit: Learning from Developing World. Access Magazine, No.18, 15-22.

March 3 **EXAM REVIEW:** We will spend this class to briefly go over the course material discussed so far to prepare for the exam.

Take-home midterm exam will be posted on March 3 and will be due March 5.

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WEEK 9

March 8 Cities at Risk 1

Discussion Questions are due by March 7, 7 pm.

Required Readings:

- CGS Reader, pages 203-207: "Reverberations: Mexico City's 1985 Earthquake and the Transformation of the Capital" by Diane E. Davis
- CGS Reader, pages 221-225: "Climate Dangers and Atoll Countries" by Jon Barnett and W. Neil Adger.
- UNISDR (2013) Making Cities Resilient: Summary for Policymakers: A global snapshot of how local governments reduce disaster risk. (Available in Carmen)

Recommended Reading:

- UNISDR (2012) How to Make Cities More Resilient - A Handbook for Mayors and Local Government Leaders. Geneva, Switzerland: United Nations International Strategy for Disaster Reduction.

March 10 Cities at Risk 2

Discussion Questions are due by March 9, 7 pm.

Required Readings:

- CGS Reader, pages 217-220: "Between Violence and Desire: Space, Power and Identity in the Making of Metropolitan Delhi" by Amita Baviskar.
- Winton, A. (2004). Urban violence: a guide to the literature. Environment and Urbanization, 16(2), 165-184. (Available in **electronic reserves**)

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WEEK 10

SPRING BREAK ☺☺☺

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WEEK 11

March 22 Urban Governance 1

Discussion Questions are due by March 21, 7 pm.

Required Readings:

- Appadurai, A. (2001). Deep democracy: urban governmentality and the horizon of politics. *Environment and Urbanization*, 13(2), 23-43. (Available in **electronic reserves**)
- Harvey, D. (1989). From managerialism to entrepreneurialism: the transformation in urban governance in late capitalism. *Geografiska Annaler. Series B. Human Geography*, 3-17. (Available in **electronic reserves**)

March 24 Urban Governance 2: Decentralization

Discussion Questions are due by March 23, 7 pm.

Required Readings:

- Bardhan, P. (2002). Decentralization of governance and development. *Journal of Economic perspectives*, 185-205. (Available in **electronic reserves**)
- CGS Reader pages 236-240: "New Spaces, New Contests: Appropriating Decentralization for Political Change in Bolivia" by Ben Kohl and Linda Farthing.

Recommended Reading:

- Burki, S.J., Perry, G.E. and Dillinger, W.R. (1999). *Beyond the Center: Decentralizing the State*, Washington, DC: The World Bank. **Read Chapters 1-2.** Available online at <http://documents.worldbank.org/curated/en/1999/07/440251/beyond-center-decentralizing-state> (accessed July 2015)

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WEEK 12

March 29 Participation

Discussion Questions are due by March 28, 7 pm.

Required Readings:

- White, S. (1996). Depoliticizing development: The uses and abuses of participation. *Development in Practice*, 6:1, 6-15. (Available in **electronic reserves**)
- CGS Reader, pages 260-264: "The Citizens of Porto Alegre" by Gianpaolo Baiocchi.
- Michener, V. J. (1998). The participatory approach: contradiction and co-option in Burkina Faso. *World development*, 26(12), 2105-2118. (Available in **electronic reserves**)

March 31 Gender-aware Planning 1

Discussion Questions are due by March 30, 7 pm.

Required Readings:

- Rakodi, C. (1991). Cities and people: Towards a gender-aware urban planning process?. *Public Administration and Development*, 11(6), 541-559. (Available in **electronic reserves**)
 - CGS Reader pages 265-269: "Whose Voices? Whose Choices? Reflections on Gender and Participatory Development" by Andrea Cornwall.
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WEEK 13

April 5 Gender-aware Planning 2
Discussion Questions are due by April 4, 7 pm.

Required Readings:

- Vestbro, D. U., & Horelli, L. (2012). Design for gender equality: The history of co-housing ideas and realities. *Built Environment*, 38(3), 315-335. (Available in **electronic reserves**)
- CGS Reader, pages 134-139: "Women and Self-Help Housing Projects: A Conceptual Framework for Analysis and Policy-Making" by Caroline O.N. Moser.
- Acey, C. (2010). Gender and community mobilization for urban water infrastructure investment in southern Nigeria. *Gender & Development*, 18(1), 11-26. (Available in **electronic reserves**)

April 7 New Forms of Citizenship
Discussion Questions are due by April 4, 7 pm.

Required Readings:

- CGS Reader, pages 295-299: "Global Mobility, Shifting Borders and Urban Citizenship" by Michael Peter Smith and Luis Eduardo Guarnizo.
- Purcell, M. (2003). Citizenship and the right to the global city: reimagining the capitalist world order. *International journal of urban and regional research*, 27(3), 564-590. (Available in **electronic reserves**)

Recommended Reading:

- McCann, E. J. (2002). Space, citizenship, and the right to the city: A brief overview. *GeoJournal*, 58(2), 77-79.

WEEK 14

April 12 Social Justice
Discussion Questions are due by April 11, 7 pm.

Required Material: Video and Readings

- Watch: "Social Justice—is it still relevant in the 21st century? By Charles L. Robbins at TEDxSBU <https://www.youtube.com/watch?v=Wtroop739uU>
- Sandercock, L. (2004). Towards a Planning Imagination for the 21st Century. *Journal of the American Planning Association*. 70:2. 133-141. (Available in **electronic reserves**)
- UN- Department of Economic and Social Affairs (2006). "Social Justice in an Open World: The Role of the United Nations". *The International Forum for Social Development*. New York. Read Chapters 1. (Available in Carmen)

April 14 Policy and Knowledge Mobility-1
Discussion Questions are due by April 13, 7 pm.

Required Readings:

- Gonzalez, S. (2011). "Bilbao and Barcelona 'in Motion'. How urban regeneration 'models' travel and mutate in the global flows of policy tourism". *Urban Studies*, 48(7), 1397-1418. (Available in

Carmen)

- Tomlinson, R. (2002). International best practice, enabling frameworks and the policy process: A South African case study. *International Journal of Urban and Regional Research*, 26(2), 377-388. (Available in **electronic reserves**)

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WEEK 15

April 19 Policy and Knowledge Mobility-2
Discussion Questions are due by April 18, 7 pm.

Required Readings:

- Goldman, M. (2007). How “Water for All!” policy became hegemonic: The power of the World Bank and its transnational policy networks. *Geoforum*, 38(5), 786-800. (Available in **electronic reserves**)

Case Study

- World Bank’s South-South Knowledge Exchange.

See website: <http://wbi.worldbank.org/sske/>

See the “Art of Knowledge Exchange Document” (Available in Carmen).

April 21 FINAL EXAM REVIEW AND CONCLUSION

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*** 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

Attendance is mandatory at all class sessions. You are expected to attend **all** scheduled class meeting times and related events as outlined in the course syllabus. Students are also expected to be respectful of their classmates and the instructor. Please do not come to class late or leave early. In case you will join the class late or have to leave early, please communicate this with the instructor in advance. There are five situations which constitute an “excused absence” and these are:

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 of the death (death certificate, obituary, etc.).

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 within the first two weeks of the semester.

A student’s grade will drop one letter grade after the second and third unexcused absences; and a student with four unexcused absences can be dropped from the course and given an “E”.

DEADLINES

Students who miss deadlines due to valid and documented extenuating circumstances may submit the required work at a date agreed upon with the instructor. If a student knows in advance that they will be absent on an assignment's due date, the student should make arrangements with the instructor no later than 24 hours before the assigned due date.

Unexcused late submissions will be accepted with an **immediate 10% penalty and extra 10% penalty for each day** after the due date. Incomplete projects will be evaluated in relation to their degree of completion, and a student is present only if he or she displays sufficient preparation for the course to the instructor.

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

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 concerns and objections in writing and attach the graded work. Please note that a challenge may result in grades being raised or lowered.

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

If you have a documented disability, please register with Student Life Disability Services. After registration, make arrangements

to meet with instructors as soon as possible to discuss your accommodations, so they may be implemented in a timely fashion. If you have any questions about this process, please contact Disability Services. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 614-292-3307, Website: <http://www.ods.ohio-state.edu>

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>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>