

**CITY AND REGIONAL PLANNING 697 (9 credit hours)
SPRING QUARTER, 2004**

(International Studies 697 – 9 credit hours)

**Major Crises and Hidden Challenges:
How Urban Regions React to Problems and Hazards
(The Examples of Columbus and Dresden)**

<http://knowlton.osu.edu/dresden/>

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COURSE TOPIC

This year's Dresden exchange seminar will focus on the broad topic of "Major Crises and Hidden Challenges: How Urban Regions React to Problems and Hazards". The idea is to study obvious crises and endemic problems and the reactions to both within urban regions. We will focus on six subtopics, discussed further below.

We have the exciting opportunity of working electronically with a seminar at the Technical University of Dresden (TUD) during the quarter, continuing our work in the field by visiting Dresden in June and then completing our work by hosting our German

colleagues in Columbus in August. The class will be conducted in English or, when German is necessary, with a translator.

The course is international in scope and continues to be experimental in nature even though this will be the seventh time we have offered it. Consequently all participants need to be as flexible as possible to take advantage of opportunities or to work around problems as they arise. This syllabus describes my best estimate of our situation. Please feel free to suggest changes or other ways of doing things.

Subtopics -- These subtopics will form the core of our discussion throughout the course. They will also be the major topics for your group projects. Each group will work on one of the topic areas, though you will have to define and focus your work much more narrowly than the class as a whole.

Housing Markets and Community Futures

1. Housing and community futures in the face of demographic change

What are the main characteristics of the housing market and housing development in Dresden and Columbus? How do neighborhoods and municipalities differ in their attraction of new housing development or rehabilitation? What impact does demographic change have on housing and social service development as well as the overall future of communities?

Field project suggestions: Weißig / Upper Arlington

2. Actors and programs in housing and community redevelopment

What are public and private reactions to changing housing and demographics? What programs and policies have been tried to help cope with the challenges of the housing market and demographic change? Who are the main actors? What public policies act to steer housing development into certain areas?

Case study suggestions: Löbtau / Downtown Housing

Economic Development and Land Use Change

3. Location of economic growth and the impact of transportation issues

What are the current economic and employment patterns in Dresden and Columbus? Where are major growth centers located and why are they located there? What factors have had particular importance for the location of new commercial and industrial development? How do transportation issues affect economic development?

Case study suggestions: Kesselsdorf / Dublin

4. Events and tourism as new forms of economic development

What roles do events and tourism play in economic and urban development in Dresden and Columbus? What are the opportunities and limits of such new forms of economic development? What can be said about using events and tourism as policies for downtown development? What new functions might downtown take on in the future?

Case study suggestions: Neumarkt / Arena District

Environmental Hazards and Risk Management

5. Flooding and environmental hazards and their impacts on urban development

Where are the flood risk areas located in Dresden and Columbus? What other environmental hazards exist in the two areas? How do the two cities attempt to control the risks of flooding or other environmental hazards? What are the requirements for development (e.g. permits, insurances) in risk areas? What does the risk of flooding (or removal of the risk of flooding) mean for the future residential and economic development of an area?

Case study suggestions: Elbepark / Franklinton

6. Emergency management systems and the role of preventive planning

What general emergency management systems are in place in Dresden and Columbus? How do they work in case of an environmental or other hazard? What role does city and regional planning play? How can planning prevent or limit damages caused by environmental or other hazards?

Case study suggestions: Dresden / Columbus emergency management systems

Excursions

Dresden	June 13 th – June 27 th (including trips into Poland and the Czech Republic)
Columbus	August 15 th – August 28 th (including trip to Indianapolis)

CLASS MEETINGS AND DISCUSSION TOPICS

Class Meetings:

The class will meet at least once a week during Spring Quarter. We will meet in Brown Hall 270 at 8:30 a.m. on Tuesdays except when we are planning an all-class video conference. On video conference days we will meet in Baker Systems Engineering on the fifth floor, room 580.

At least once during the quarter, I would like to have a social gathering at my home. We may also want to have additional class meetings. In past years, we discovered that one-day a week wasn't really enough time for the discussions and material we wanted to cover. Class meetings will usually involve some lecture, discussion and short presentations (part of class participation) from class members. The discussions will focus on readings, questions and concerns from class members in either country.

Topics:

During the quarter we will examine various crises and challenges in the literature about the US. In addition, we need to prepare background papers about the US for our German colleagues and make the arrangements for their visit to the US. That visit will include field work, so we will set up the field sites and plan each assignment. We will have several meetings (probably in the evening) after we are back in the US to finalize the German visit to Columbus.

During the quarter we will also try to prepare everyone as much as possible for the trip to Dresden. Consequently, class time will also be spent hearing about and discussing Germany and the German planning system (there will also be readings on these topics), as well as familiarizing everyone with Dresden and its surroundings.

PRODUCTS

Each class member will be part of a cross-national team for a group project. The number of members in the groups depends on the size of the two classes, but there will be at least one student from each University in each group. Our class size indicates that we will have two or three OSU students in each group.

During the first ten weeks (before we travel to Germany) students will read extensively, work with their groups to write background papers, begin personal journals and undertake a variety of small assignments. Some of those assignments will require that the American students get information from their German colleagues and vice versa. Others will be items to discuss in your journals. Still others will involve collecting information or materials for the class or for the summer visits. Each student will be assigned to take notes on and write up some of the events we attend in Germany and those assignments will need to be divided among the class. I'm sure there will be miscellaneous other tasks as well. The background papers must be ready by the end of spring quarter so that your colleagues can read them before coming to the US (they will send you papers for the same purpose).

During the two excursions (in Dresden and in Columbus) there will be small group field projects culminating, in each case, with a poster and presentation to a workshop to which outsiders will also be invited. The products will be combined with the background papers and additional work for final group projects.

We expect to have each cross-national group focus on one of the six topics described above. All of these topics will need to be more narrowly defined, but the list gives you some idea of what each group will consider. In addition to the background papers we will need to define field projects for each topic. We have suggested case studies for each topic, but we are open to other suggestions.

GRADING

This course is worth 9 hours of graded credit, so it can have a significant impact on your GPA. During spring quarter I expect you to do course work amounting to about 4 credit hours worth of effort. The remainder of the credit hours will be earned during the summer and into the first part of fall quarter. Please note that your due dates do not all coincide with the German due dates. Your background paper is due to me earlier so that we can be sure it is in good shape before you send it. Grades for the course will be based on the following activities and assignments:

Background Paper (due by June 1)	15%	
Posters in Dresden (presented June 26)		15%
Preparation of field projects and posters in Columbus (presented August 27)	15%	
Individual Journal (due August 30)	15%	
Final group paper (due October 1)	20%	
Participation in both spring and summer (including the Two week excursions)		20%

Participation in the summer portion of the course (including the trip to Dresden) is contingent upon successful participation in the Spring Quarter course. Successful participation means that you have adequately completed all aspects of your background paper by the specified due dates, have participated actively in class (including attending all class meetings) and have completed any other assignments given during spring quarter in an acceptable manner. It also requires that you work well with your assigned team.

In addition, any behavior before, during, or after the actual travel to Germany that infringes on the ability of other students to profit from the course and/or the trips will not be tolerated and will be reflected in your grades. You will be guests in another country and should comport yourselves so that you will be considered good representatives of OSU and your own home country. You will also be sharing accommodations and should behave in a way that allows your roommate a reasonable amount of comfort in the lodging. I reserve the right to assign a lower grade (possibly as low as failing) to any student who behaves irresponsibly.

If a student withdraws from the program or does not successfully complete the Spring Quarter course requirements and is therefore ineligible to continue, the student will be held responsible for any non-recoverable costs. We have worked closely with our German colleagues to arrange the itinerary and logistics of the trip. These items require us to make deposits and other financial commitments. If you withdraw at any time after your acceptance and before departure to Germany, you will be held responsible for any costs that have been incurred on your behalf. Any nonrecoverable program costs must be assumed by you and will be placed on your OSU statement of account from Fees and Deposits as an OIE Study Abroad Program Fee.

Work turned in late will lose one letter grade per day (10%) on the final product of which it is a part.

You must have an e-mail address with a reasonable amount of storage and you must keep the storage clear and check your mail often. We will communicate through e-mail and I will send out some fairly good sized files containing readings.

Everyone will be assigned an incomplete in this class until after October 1 (the due date for the final group projects)

- Background paper:

During the ten-week seminar you will write a group background paper on your topic as it applies to the U.S. and your German colleagues will write one on Germany. The due date for your first draft is: May 11, 2001. I will return them to you by May 18 and you will rewrite them by June 1. The draft papers must be presented in hard copy. I will check the June 1 draft to make sure that it is acceptable. When it is approved, you will e-mail the final rewritten versions to your colleagues in Germany no later than June 8 and you will e-mail a copy to me at that time as well.

- Trip and Return Visit

After spring quarter is over, we will travel to Dresden for two weeks of intensive fieldwork. The fieldwork may involve taking tours, visiting projects; interviewing planning officials, developers, etc.; collecting data; doing survey work and lots of other things. It will certainly include a large amount of walking, so be prepared!

I expect all students to make the trip with us and for that two weeks to remain with the group and undertake all of the activities that our hosts plan for us. While we are in Germany I will appoint one person to take notes on each activity and then to write a summary of that activity. When we are back in Columbus we'll need a volunteer to pull together all of the summaries and illustrate them with selected photographs. This summary volume will be our gift to the German students when they arrive in Columbus.

In August the TUD students will come to Columbus for fieldwork here. Part of your work for this class will include helping to set up the visit and participating actively for that two weeks, so please plan your summer schedules accordingly.

- Posters and presentations

During the two weeks we are in Dresden and the two weeks the German students are in Columbus you will work in your small groups to study a specific example of the issue about which you wrote background papers. The outcome of this study will be two posters and oral presentations, one presented at the end of the two weeks in Dresden on the German case study and one presented at the end of the two weeks in Columbus on the Columbus case study. These case studies will be combined with the two background papers to form parts of the final group paper. The final group paper will also include additional material beyond what is found in the background papers and case studies.

- Group Project

The final group project will use the background papers and the field projects but will be a more comprehensive document that incorporates work from both Germany and the US. It should be well focused and include material from the other assignments, but it should also include a comparative section and conclusions that pull everything together.

- Participation/Contribution

This is a difficult area to define, but it is crucial to the whole class' experience. I expect this class to be a major focus of your effort for spring and summer. That means, among other things, being prepared, attending class (and other activities that we schedule), participating constructively in class discussions, volunteering for tasks that will need to be done during the quarter, being flexible, participating actively on the trip, being a positive influence on the group, helping out wherever help is needed, and so on. The jobs that need done during the quarter will cover a range of skills and will also range from small to large, so there should be plenty for everyone to volunteer for. Keep track of your contributions – whatever they are, e.g. taking care of updating the class website during the whole course, using your personal contacts to help another group with their project, bringing a little humor to a tense situation or whatever. I will ask for your personal list of what you consider your contributions to have been at the end of the course.

Some examples of the kinds of tasks we'll need to get done over the course of the seminar include:

- Continuing upgrades and maintenance on the web site,
- Scanning photos and maps and putting them up on the web site,
- Writing a brief biography of yourself and adding a picture so we can put those on the web site,

- Creating a new display for the case at the top of the steps
- Sorting and cataloguing materials (you may get to help pack things for the KSA move too),
- Helping with logistics for the Dresden students' visit to Columbus in the fall,
- Keeping especially good notes about what does and doesn't work as far as course logistics, the technology, the approach – these will go in your journal (see below),
- Volunteering for small errands, short reports, additional information gathering or other tasks
- Each student will be assigned to take notes on and write up a summary of some part
- of the events in Dresden. We'll need someone to act as an editor to pull all of these together and add photos.
- We'll put everyone's photos from the trip together and create a CD to give the German students, so this will be another task.

Keep track of what contributions you have made (I may not realize all the things you've done or forget in the rush of other things going on) and include the list as a separate item with your journal when you turn it in.

- Individual Journals

Everyone in class will keep a journal. The document may include text, photos, drawings, and materials you pick up on trips and so on. I suggest that you keep the journal very honestly and completely for yourself, and then edit it (or cover up pages – I won't read anything you cover) if you feel the need for more privacy before you hand it in. At different times in the quarter I will give you lists of questions I'd like you to think about and answer in your journal – this may be especially useful for the video conferencing events. The journals should include spring quarter, the trip to Germany, our preparations for the German visit to Columbus and the two weeks of the German visit to the US. I am trying to do several things with this assignment:

1. Help you create a record of your experiences in class and on the trips so you can remember all the parts. Finding time to write may be difficult during the time in Dresden, but you should make every effort anyway – maybe a small tape recorder would help. These are the things you will most want to remember. If you do the journal well, you will be grateful many times in the future. If you do not, you can expect to forget most of what happens.
2. Increase the amount of information I glean from the class – every one of you will learn things that I don't during the term and this will give me a chance to pick up on those things too.

3. Improve the class the next time it is offered. Keep a record of things that worked or didn't work, ideas you have to improve things, readings, web sites or videos you come across, etc.
4. Do some research on the value of video conferencing and electronic communications in distance learning efforts. That's why I will give you questions to answer about those experiences.

The journals will be due **August 30, 2004**.

IMPORTANT NOTES:

1. If you applied for and have been admitted to this class, OIE will have enrolled you for 9 hours of International Studies 697 in spring quarter. When grades are assigned this will change to 9 hours of CRP 697. Jane Palmer is our OIE representative and her contact information is:

tel: (614) 292-6101

e-mail: palmer.241@osu.edu

fax: (614) 292-4725

<http://www.oie.ohio-state.edu>

2. Before we go to Germany I will ask everyone to meet with me individually. At that time, please be sure to let me know about any special aspects of your situation I need to be aware of – for example, I need to know about chronic conditions like diabetes, fear of heights, claustrophobia, etc. in order to help arrange things so you can cope.

If you have specific tools that you need like contact lenses or hearing aids (even rubber bands for your braces) I need to know in case of emergencies. In general I need to be aware of any special circumstances in order to make sure things go as smoothly and safely as possible.

3. Check your final exam schedule now. Then get your travel plans made as early as possible. **You must be in Dresden and ready to start by 8 a.m. on Monday, June 14, 2004.** I suggest you get there earlier if at all possible. You will want some recovery time after the trip. To minimize the jet lag, don't drink alcohol on the plane trip, but drink lots of water. Move around on the plane when you can. After arriving in Dresden spend time outdoors – preferably in sunshine – until it is a normal, or nearly normal, bedtime in Dresden. Get up at the normal time the next morning and then try to stick to a normal schedule by Dresden times. Keep in mind that it takes a day to fly to Germany. If you leave Columbus on Saturday, you will arrive in Dresden on Sunday.

4. We will need to know your travel plans early enough to finalize room reservations. We are putting the students into a bed and breakfast and we will be the only guests for the two weeks – there are 8 bedrooms and everyone will share a room. Everyone will need a passport. If you are not an American citizen you may need visas – be prepared to go to Germany, Poland and the Czech Republic at least (we can work around it if you are

not able to get visas that allow you into Poland and the Czech Republic, but you absolutely must be able to get into and out of Germany). Foreign students should make sure that they have the appropriate visa to leave the US and return.

5. Pay close attention all through the quarter for announcements, changes and information on what to take along and a myriad of other things. Try to stay flexible and be prepared to roll with the punches.

If you are not from City and Regional Planning (or even if you are) and would like to read something to get a little bit of background, I suggest reading any, some or all of the articles in: LeGates, Richard T. and Frederic Stout. The City Reader, third edition. Routledge, 2003.

BOOKS THAT WE MAY USE DURING THE QUARTER

None of these have been ordered through the bookstore. I have checked out the library's copies, so don't recall them. We will try to make copies available, but you should also order the ones that seem most interesting to you through Borders, Amazon, Barnes and Noble or your choice of bookstores. The journal articles may be found in the OSU library.

Baade, Robert A. 1996. "Professional Sports as Catalysts for Metropolitan Economic Development," Journal of Urban Affairs, Vol. 18, no. 1, pp 1 – 17.

Bright, Elise. 2003. Reviving America's Forgotten Neighborhoods; An Investigation of Inner City Revitalization Efforts. Routledge, NY.

Columbus Neighborhood Design Center. 2003. Columbus Neighborhoods; Progress and Promise. Columbus Neighborhood Design Center, Columbus, OH.

Ezell, Kyle. Get Urban. Forthcoming

Ford, Larry. 2003. America's New Downtowns: Revitalization or Reinvention. Johns Hopkins Press, Baltimore.

Grate, Roberta Brandes with Norman Mintz. 1998. Cities Back from the Edge. John Wiley, NY.

Grogan, Paul S. and Tony Proscio. 2000. Comeback Cities: A Blueprint for Urban Neighborhood Revival. Westview Press, Boulder.

Hudnut III, William H. 1998. Cities on the Rebound; A Vision for Urban America. The Urban Land Institute, Washington,

Hunker, Henry, L. 2000. Columbus, Ohio: A Personal Geography. Columbus,

- Kunstler, James Howard. 1996. *Home from Nowhere*. Touchstone, NY.
- Laubach, Susan. 1999. *Don't Lose Your Memory; Writing the Journey Journal*. The Oaklee Press.
- Lentz, Ed. 2003. *Columbus; the Story of a City*. Arcadia Publishing, Charleston, SC.
- Morrish, William R. and Catherine R. Brown. 1994. *Design Center for American Urban Landscapes*, Minneapolis, MN.
- Morrow-Jones, Hazel A., Edward J. Malecki, and Katrin B. Anacker, 2004. "Challenges of City Planning and City Development in the US: Current Situation and Prognosis," *Petermanns Geographische Mitteilungen* Vol. 148, no. 1, pp. 42-49. (e-mail copy sent to you).
- Orfield, Myron. 2002. *American Metropolitics; the New Suburban Reality*. Brookings Institution, Washington, DC.
- Orfield, Myron and Thomas Luce. 2002. *Ohio Metropatterns; A Regional Agenda for Community and Stability*. Ameregis Corporation, Minneapolis.
- Rogers, Richard and Anne Powers. 2000. *Cities for a Small Country*. University Press, Cambridge.
- Rosentraub, Mark S., David Swindell, Michael Przybylski and Daniel R. Mullins. 1994. "Sport and Downtown Development Strategy: If You Build It, Will Jobs Come?" *Journal of Urban Affairs*, Vol. 16, no. 3, pp. 221 – 239.
- Rusk, David. 1999. *Inside Game: Outside Game; Winning Strategies for Saving Urban America*. Brookings Institution, Washington, DC
- Swindell, David and Mark S. Rosentraub. 1998. "Who Benefits from the Presence of Professional Sports Teams? The Implications for the Public Funding of Stadiums and Arenas." *Public Administration Review*. Jan/Feb. 1998, Vol. 58, no.1.
- Sylves, Richard T. and William L. Waugh, Jr. 2000. *Cities and Disaster; North American Studies in Emergency Management*, Charles C. Thomas Publisher, Springfield, IL.
- Von Hoffman. 2003. *House by House, Block by Block; the Rebirth of America's Urban Neighborhoods*. Oxford University Press, NY.
- Zepatos, Thalia. 2003. *A Journey of One's Own; Uncommon Advice for the Independent Woman Traveler*.

And others.

We will read a great deal of other material, some of it journal articles, some copies that I can hand out to you and some from the shelves of our conference/reference room (a part of the JPL office at the top of the stairs in Brown Hall– it is labeled as TUD/OSU Conference room as well as JPL office). You can copy whatever you want, but I would prefer that things not leave that room except to be photocopied and returned. That will help protect the resources for other students in this class and for future classes. We will have to work out a way for you to have access to these materials -- perhaps by moving them to room 289.

Additional Challenges

This year we have the additional challenge that the Knowlton School will be moving to its new building during the summer. If everything goes smoothly we will be in the new building by the time the German class arrives here. That would mean the computer labs are all set up and ready to go, there is finished gallery space ready for us to use, our Dresden materials will be unpacked and set up in our new space, my office will be unpacked and the Dresden class materials available, etc. I don't think we'll be that lucky, so we will need to be prepared with fall-back plans and a lot of flexibility.

Course Schedule

- March 30 Course introduction, OIE introduction
Discussion: what are the major crises and hidden challenges facing US cities?
German cities?
Turn in a list in order of which subtopic you would like to work on – list by title of the subtopic (not by number). You can also tell me one or two that you really do not want to work on.
- April 6 Katrin Anacker on Planning in Germany – first hour. Second hour: Housing and community futures in the face of demographic change
- April 13 Kimberly Gibson – Regional Growth and Governance and their impact on the major crises and hidden challenges of urban regions.
- April 20 Finish Housing and community future and move on to Actors and programs in housing and community redevelopment
- April 27 First Video conference – meet in Baker Systems 5th floor, room 580
Exchange of ideas about urban and regional development in Germany and the US; Get to know each other
- May 4 Second Video conference – meet in Baker Systems 5th floor, room 580 – Sustainable Development in US Urban Regions (Prof Morrow-Jones);

discussion

- May 11 Location of economic growth and the impact of transportation issues
- May 18 Events and tourism as new forms of economic development
- May 25 Flooding and environmental hazards and their impacts on urban development
- June 1 Emergency management systems and the role of preventive planning
- June 8 Third Video Conference, Baker 580 (note that this is our final exam time, but our exam is scheduled from 7:30 to 9:30 a.m. and I would rather keep this to our consistent class time of 8:30 to 10:30 a.m.. Let me know in the first two weeks of class if this is a problem). Sustainable Development in the Urban Region, Germany (Prof Müller) and discussion
- June 14 8:00 a.m. in Dresden at the Institute for Ecological and Regional Research

We will set up summer meetings via e-mail so be sure to keep checking mail when you are back in Columbus.