

# Bemidji State University

## **GEOG 3580: Regional Development Planning**

### **A. COURSE DESCRIPTION**

Credits: 3

Lecture Hours/Week: \*.\*

Lab Hours/Week: \*.\*

OJT Hours/Week: \*.\*

Prerequisites: None

Corequisites: None

MnTC Goals: None

An examination of methods and processes emphasizing contemporary relationships between planners and governments, the private sector, and nongovernmental organizations regarding relationships between regions nationally and internationally, with special attention to environmental sustainability.

Prerequisite(s): GEOG 2400 and GEOG 3570, and either GEOG 2300 or GEOG 3560. Students are strongly recommended to have previously completed GEOG 4265 or to be enrolled in GEOG 4265 concurrently with GEOG 3580.

**B. COURSE EFFECTIVE DATES:** 08/25/2014 - Present

### **C. OUTLINE OF MAJOR CONTENT AREAS**

1. After first reviewing some of the traditions in the philosophy and practice of regional planning, this course deals with the impacts of several significant changes on planning in recent times. These especially involve {a} increasingly globalized economic processes and {b} a concomitant devolutionary pressure for greater accountability and participation. Both highlight altered relationships between planners and governments, the private sector, and nongovernmental organisations, especially regarding {c} new relationships between and within various world regions, and
2. {d} an emergent consensus about environmental sustainability.

#### **D. LEARNING OUTCOMES (General)**

1. The student will be able to distinguish between several evolving strategies in contemporary regional planning since the end of World War Two;  
The student will be able to define the "civil minimum" concept and apply it to understanding the rise of the "Region-State" today;  
The student will be able to appreciate traditional methods of assessing regional development, including shift-share and input-output analyses;
2. The student will be able to apply ecological footprint analysis to a real-world example requiring data collection and interpretation; and  
The student will be able to apply foodshed and food miles analysis to a real-world example requiring data collection and interpretation.
3. The student will be able to appreciate newer methods of assessing regional development, including the sustainable futures triangle, trends analysis, and industry cluster- and multisector analysis;  
The student will be able to critically reflect on issues regarding capacity building, risk analysis, and decision support in contemporary regional planning, with an emphasis on critiquing the expanding use of Geographic Information Systems;  
The student will be able to conduct a multiple regression analysis of a real-world example requiring data collection and interpretation;
4. The student will be able to define the differences between formal, functional, and vernacular regions;  
The student will be able to identify different types of regional planning, including but not limited to federal programs, regional Councils of Government (COG's), Regional Development Commissions (RDC's), Metropolitan Planning Organizations (MPO's), Regional Plan Associations (RPA's), and Regional Assemblies;  
The student will be able to distinguish between several important predecessors to contemporary regional planning efforts;

#### **E. Minnesota Transfer Curriculum Goal Area(s) and Competencies**

None

#### **F. LEARNER OUTCOMES ASSESSMENT**

As noted on course syllabus

#### **G. SPECIAL INFORMATION**

None noted