



## DI 49999 GRAND CHALLENGE STUDIO PROJECT

MONDAY & WEDNESDAY: 2:00 PM - 3:30 PM

DI HUB- ROOM 201

SPRING 2023

J.R. CAMPBELL

[JRCAMP@KENT.EDU](mailto:JRCAMP@KENT.EDU)

DR. JENNIFER MAPES

[JMAPES@KENT.EDU](mailto:JMAPES@KENT.EDU)

WILLIAM T. WILLOUGHBY

[WWILLOUG@KENT.EDU](mailto:WWILLOUG@KENT.EDU)

### **GRAND CHALLENGE STUDIO - WARREN, OH REVITALIZING COMMUNITIES PROJECT**

<https://www.kent.edu/designinnovation/grand-challenge-studio-warren-oh-revitalizing-communities-project>

#### **CATALOG DESCRIPTION** (edited from catalog):

*A cross disciplinary project-based capstone course that collaboratively focuses on a single grand challenge. Taught by a multidisciplinary team of primary instructors with input from faculty and industry leaders with complementary expertise, the collaborative effort of students, faculty members, industry partners and/or community leaders, focused on developing robust multi-perspective, actionable solutions considering multiple criteria including but not limited to technical, socio-cultural and economic dimensions.*

In addition, outcomes for this particular grand challenge studio align with those of a writing-intensive course where academic journal and report-based writing will be the main outcome in the development of an “Atlas of Opportunities and Challenges” for the community of Warren along with a community-wide presentation of findings as the outcome of this course and in preparation of a civic masterplan which may occur at a later date. *The course will offer multiple field travel opportunities to Warren, Ohio.*

## COURSE DESCRIPTION

Students, faculty, and community members representing multiple sectors of the city will focus on the Design Innovation challenge, "*How might we help to stimulate and revitalize communities in the city of Warren, Ohio in an inclusive, equitable and visionary manner?*"

Modeled in part after the 2019 Bill & Melinda Gates Foundation's Global Grand Challenge, "Voices for Economic Opportunity" this grant cycle, addressed barriers to economic mobility in the US with the intent of exposing the deeply rooted, entangled challenges that make the issues facing communities and geographies like Warren, Ohio so complex and persistent.

<https://gcgh.grandchallenges.org/challenge/voices-economic-opportunity> To quote the charge of this grand challenge, "There are no silver bullet solutions for communities suffering the effects of deindustrialization and no easy fix for structural racism." While we will not be engaging in the grant associated with this ongoing grand challenge, our efforts will likely parallel many of the studies conducted by those grantees. <https://medium.com/@gatesemoteam/a-grand-challenge-changing-the-national-conversation-about-poverty-and-economic-mobility-8c824754556e>;

see also <https://www.mobilitypartnership.org/> since a potential starting point for our inquiry into Warren will begin with and may include these broad topics for basic research into Warren, Ohio as well as acting as topics for academic journal-style research and essays:

- *Brain, Behavioral Sciences and Public Health;*
- *Children, Parents, and Families;*
- *Data and Outcomes;*
- *Jobs, Education, and the Labor Market;*
- *Arts and Cultural Production in the Community;*
- *Place and Ecological Services;*
- *Race, Gender, Inclusion, and Dignity;*
- *Safety and Justice.*

As part of this semester-long challenge, we will engage in research, make observations, likely conduct interviews, participate in community meetings, employ techniques of mapping, and participate in diverse multidisciplinary teams to generate innovative design ideas, and formulate recommendations that might be physical, could be policy changes, or could be social/community action/organization strategies for Warren as part of the deliverables.

Together we will generate our main outcome, an "Atlas of Opportunities and Challenges" (Atlas) containing **academic journal and report style writings and graphics** (as the writing-intensive course component), produce a **visual presentation** (maybe a video), and hold a **public presentation** in Warren where everyone engaged in the course will all play a role. Both the Atlas and the public presentation will include **Recommendations for Civic Change**. The model for this Grand Challenge Studio is multidisciplinary challenge-based learning connected to service learning and community engagement as well as plans for staying connected and implementing initiatives derived from the Atlas as part of a longer partnership with Warren, Ohio. *This course satisfies "experiential learning requirements."*

In addition, cross-disciplinary teams will have the support and sponsorship of the Design Innovation Initiative on campus and access the DI Hub and the DI Reactor to augment the overall work effort of the class. There will be awards for the best team-based aspects of our overall course-wide outcomes.

This course serves as a capstone-like experience in support of a design innovation mindset. Overall, the Design Innovation Initiative seeks to amplify Kent State's distinctiveness, which includes engaging students as world changers with flexible creative purpose driven minds—and preparing graduates to be leaders in a rapidly changing world. The Grand Challenges studio is designed to tackle significant and meaningful challenges, attract industry and agency support, draw attention from the press and public, and bring positive notability to Kent State University.

## **ABOUT WARREN, OHIO**

Warren, Ohio is a place of permanence and change. The city crest reads, “Historic Capital of the Western Reserve” and the city’s name is derived from Moses Warren—the person who finished surveying the region before Ohio became a State. Warren’s impressive courthouse square and the city’s gridiron of streets—skewed in places due to the meanderings of the Mahoning River—remain central to its organization.

The Pennsylvania and Ohio Canal, and later railroads and highways, brought agricultural trade and a unique medley of manufacturing—including wool, furniture, iron and steel production, automobiles, and electric lighting—to the region. In the 1920’s, the Perkins and Packard families donated land along the Mahoning River to form a riverside park system and beautify the city. During World War II Republic Steel converted to wartime production—producing three and a half million tons of steel (in a variety of grades and types) for military constructions, airplane parts, bazookas, and tin plate army ration containers—adding the ingenuity and industrial strength of the region to America’s “Arsenal of Democracy.”

From 1950’s, Warren saw robust growth till the , but since has entered a period of post-industrial decline and has struggled to retain population, which has fallen nearly 40% from its peak (39,000 today from a peak of 63,500 in 1970). The Cleveland Plain Dealer article "Manufacturing might in the past, determined Trumbull County struggles to reinvent" by Lisa DeJong from October 14, 2018, outlines the current challenges surrounding Warren. <https://www.cleveland.com/news/erry-2018/10/37d9bdc33c2708/manufacturing-might-in-the-pas.html>

The loss of key industries and employers, the abandonment of properties, the presence of blight, large land tracts containing contamination from over a century of industrial production, the drop in income in the region and the lack of well-paid employment, a high obesity rate, the specter of systemic racism, one of the highest drug overdose death rates in Ohio (affecting Black non-Hispanic males at a greater rate), and a poverty rate of 34.6% affect the region to this day. <https://www.census.gov/quickfacts/fact/table/warrencityohio/IPE120221#IPE120221>

Our challenge is to address these basic facts (through the creation the Atlas and Recommendations for Civic Change) and develop innovative ways to improve the community and the city—including the region— and stimulate and revitalize the city of Warren, Ohio in an inclusive, equitable, prosperous,

and visionary manner.

## **LEARNING OBJECTIVES/OUTCOMES**

1. Recognize, describe, and understand the complex relationships between generalizable knowledge and the specifics of a community and region, including history, politics, industry/technology/infrastructure, social services, economics, ecological systems and services, natural resources, and the cultural dynamics of geography, community, and place.
2. Apply the requisite writing and revisioning skills representative of academic journal essays in social science-based academic journals and reports (such as those found in governmental institutions and business contexts).
3. Develop heightened sensitivity to Design Innovation processes as pertaining to the challenge at hand, including making, graphics and graphic layout, video production, visual representation (e.g., mapping).
4. Conduct research with primary texts, scholarly articles, primary sources, interviews, observation, and other forms of applied research practices.
5. Write two intermediate-length assignments (academic journal article and report of recommendations for civic change) and assemble them into a deliverable to the City of Warren to be called an “Atlas of Opportunities and Challenges.”
6. Participate in a team-based Design Innovation Toolkit-based process and in generating a public presentation for the City of Warren.

*There is no textbook. Required readings & videos are available on Canvas – please use Canvas to see required readings, as the list below may change. Read these before our class meeting on the date assigned.*

## **SCHEDULE**

**Jan 18** Intro to Design Thinking and the DI Toolkit

**Jan 23** Warren History

**Jan 25** Warren/Rust Belt Geography

**Jan 30** Visit to Warren

**Feb 1** Guest: Mayor of Warren

**Feb 6** Discussion: Industry

**Feb 8** Guest: Industry

**Feb 13** Discussion: Brownfields/pollution

**Feb 15** Guest: Brownfields/pollution

**Feb 20** Discussion: Ecology

**Feb 22** Guest: Ecology (Jacqueline Marino?)

**Feb 27** Discussion: Parks

**Mar 1** Guest: Parks

**Mar 6** Discussion: Race/ethnicity/segregation

**Mar 8** Guest: Race/ethnicity/segregation

**Mar 13** Discussion: Retail

**Mar15** Guest: Retail

**Mar 20** Discussion: Recent investment in Warren

**Mar 22** Recent investment in Warren/Visit to Warren

### **SPRING BREAK**

**Apr 3** Discussion: Grand Challenge

**Apr 5** Discussion: Creative approaches for revitalization

**Apr 10** Discussion: Writing a Report (examples)

**Apr 12** Discussion: Making an Atlas (examples)

**Apr 17** Workshop: Group Atlas work

**Apr 19** Workshop: Group Atlas work

**Apr 24** TBD

**Apr 26** TBD

**May 1** Wrap up & presentations/Visit to Warren

**May 9** 12:45 pm (final exam period)

### **Assessment**

<b>Letter grade</b>	<b>Letter to # translation</b>	<b># to Letter translation</b>	<a href="#"><u>University policy of assessment</u></a>
<b>A</b>	95	92.5-100	Excellent scholarship
<b>A-</b>	92	89.5-92.4	
<b>B+</b>	88	86.5-89.4	
<b>B</b>	85	82.5-86.4	Good performance
<b>B-</b>	82	79.5-82.4	
<b>C+</b>	78	76.5-79.4	
<b>C</b>	75	72.5-76.4	Fair or average performance
<b>C-</b>	72	69.5-72.4	
<b>D+</b>	68	66.5-69.4	
<b>D</b>	65	59.5-66.4	Poor (unsatisfactory but passing) performance
<b>F</b>	60 or less	<59.4	Failure

- 30% Essay modeled after a Scholarly Journal Essay; 10% of grade will be based on draft submission #1, 10% for response to a second draft as submission #2, and a final 10% for final submission as a response to submission #2 (final version will be submission #3).
- 10% Team-based application of Design Innovation Toolkit (*superpowers, storytelling, collaboration, empathy, deep insight into challenges, play and the creative process, power of making, tactical brainstorming, reframing the challenge, implementing novel solutions, iterate/evaluate/reflect*) with the intent of generating a list of Opportunities and Challenges facing Warren, Ohio and proposing tactical strategies/recommendations that address those opportunities and challenges.
- 30% Assembling of the “Atlas of Opportunities and Challenges” to include academic journal writings and research, at least one map related to an assigned section, and a written report or section on specific Recommendations for Civic Change: 10% for response to group feedback, submission of ungraded revision to group feedback for faculty review, and a final 20% for the ultimate final version of the Atlas.
- 20% Public Presentation at the City of Warren (visual and video) and formation of a digital version of the document to be archived Open Access Kent State as a component of our University Libraries <https://oaks.kent.edu/>.
- 10% Participation, in-course engagement, engagement with community during visits, contribution to team-based learning, general attentiveness, and evidence of initiative.

## COURSE POLICIES

**Classroom:** Regular attendance is expected since this is a team-based experience, and while we understand if you miss a class due to illness or personal reasons, please be sure to keep up with lectures and activities using Canvas and talking to your classmates. But keep in mind, more than 2 unexcused absences (beginning with the 3rd) will result in a reduction by 1/2 letter grade—and then 1/2 a letter grade for each additional absence. Should you contract a contagious illness (such as COVID-19), be contact traced and expected to quarantine, or feel the symptoms of the flu, go to the health center, inform your instructor of your condition, visit a medical professional and gain treatment. If needed then self-isolate and get a documented diagnosis to support the claim of an infection. We will work with you to keep on track in this class. Unless warranted by medical necessity or serious tragedy, there shall be no incomplete grades issued at the completion of the semester. <https://www.kent.edu/policyreg/administrative-policy-regarding-class-attendance-and-class-absence>

Interruptions in class, including distractions (gestures and noises), excessive banter between students, and general inattentiveness during lecture, studio meetings, or class discussions is highly discouraged. If the attention of the class as a whole or the instructor is interrupted during class time due to a phone call, disengaged talking, texting or social media, or any such distractions, then except to receive a request to stop. Smartphones should be turned off during class unless they prove useful

or are allowed by the instructor. The policy for classroom distractions can be found here: <https://www.kent.edu/policyreg/administrative-policy-and-procedures-regarding-class-disruptions>

Counseling and psychological services, sexual and relationship violence support services, and health services are all available to you at Kent State University. Please take the time to review the resources available here: <https://www.kent.edu/stepupspeakout>.

**In all instances, this course will follow the Flashes Safety Principles**; please familiarize yourself with them here: <https://www.kent.edu/coronavirus/ashes-safe-eight#while-on-campus> and <https://www.kent.edu/coronavirus/requirements-and-guidelines>. We are committed to assuring a safe environment in and may need to adapt to new guidance as the semester progresses.

In addition, no weapons are permitted in this classroom or the Kent Campus. The policy can be found here: <https://www.kent.edu/policyreg/university-policy-regarding-deadly-weapons>

**Writing Intensive Course:** This course counts towards the university's writing-intensive course requirement. The purpose of the writing-intensive course (WIC) requirement is to assist undergraduates in becoming effective writers within their major discipline. Building on earlier writing courses, the WIC focuses on writing forms and standards used in the professional life of the discipline. Through these courses, participants should understand and experience the ways in which writing shapes and enhances the acquisition and communication of knowledge.

**Communication and Office Hours:** The best way to check in with us is in person before/after class or during office hours. Please do not hesitate to contact us if you feel you're not understanding the material or are unsure about an assignment. We want to make ourselves available to you; please note our respective office hours (see Canvas), or feel free to make an appointment. See emails listed above. Please do us the courtesy of emailing or reaching out if for any reason you must miss or be late for class. Should you have any questions or concerns about your performance during this semester, please feel free to ask. We are happy to help, and it's always better to ask before the assignment is due.

**Academic Honesty:** Use of the intellectual property of others without attributing it to them is considered a serious academic offense. Academic dishonesty includes (but is not limited to):

- Copying from others, without quotes and/or proper works cited (footnotes/parenthetical documentation): you need BOTH citations AND references for all information that is not common knowledge.
- Properly cited work, but only minor rewording without quotes.
- Copying an outline/organization for the paper from a friend or online source
- Submitting someone else's work, or "recycling" your own work from another class
- Falsified references

Kent State's Honor pledge states, "In support of Kent State University's standards of excellence, honesty, integrity and academic accountability, I pledge, on my honor, to conduct myself at all times in accordance with university rules that prohibit cheating, plagiarism, or any other form of academic

dishonesty." *You have an ethical responsibility to ensure that your work is original or cites appropriate sources (most likely it will be both). It is preferable to not complete something and face those consequences than to claim that the work effort and/or original ideas of someone else are your own.* Please refer to the Kent State University Policy Register, policy -01.8: Administrative policy regarding student cheating and plagiarism (<https://www.kent.edu/policyreg/administrative-policy-regarding-student-cheating-and-plagiarism>), and the Kent State University Honor Pledge (<https://www.kent.edu/plagiarism/honor-pledge-0>).

**Diversity, Equity, and Inclusion:** Kent State University is committed to the creation and maintenance of equitable and inclusive learning spaces. We support a learning environment where all should be treated with respect and dignity, and where all individuals will have an equitable opportunity to succeed. The diversity that each person brings to this course is viewed as a strength and a benefit. Dimensions of diversity and their intersections include but are not limited to: race, ethnicity, national origin, primary language, age, gender identity and expression, sexual orientation, religious affiliation, mental and physical abilities, socio-economic status, family/caregiver status, and veteran status.

**Student Accessibility Services (SAS):** University policy 3342-3-01.3 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through Student Accessibility Services (contact 330-672-3391 or visit <http://www.kent.edu/sas> for more information on registration procedures).

**Withdrawal dates & policies:** The official registration deadline for this course is 1/23/23. University policy requires all students to be officially registered in each class they are attending. Participants who are not officially registered for a course by published deadlines should not be attending classes and will not receive credit or a grade for the course. You should confirm enrollment by checking your class schedule (using Student Tools in FlashLine) prior to the deadline indicated. Registration errors must be corrected prior to the deadline. The course drop deadline is 1/30/23 (BEFORE grade of "W" assigned). The course withdrawal deadline is 4/3/23 (Grade of "W" assigned).

**Special Note:** A positive learning environment must be capable of responding to change. Your instructors reserve the right to modify or change any aspect of this course including evaluation criteria, deadlines, and course schedule for any reason. You will be adequately informed of any modifications or changes to this course prior to those modification or changes taking effect. Notices of changes to this course will be announced in class and displayed in subsequent course content.

**Flash ALERTS:** You are strongly encouraged to enroll and update your contact information in Flash ALERTS, Kent State's official emergency text notification system for receiving critical news and information during campus emergencies. For more information on Flash ALERTS, please visit: <http://www.kent.edu/flashalerts>