SYLLABUS BOOK
A COMPILATION OF PLANNING SYLLABI ADDRESSING ISSUES OF DIVERSITY AND SOCIAL JUSTICE

Second Edition, 2018
Acknowledgments

This book was compiled by the ACSP Committee on Diversity

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- Ann Forsyth, Harvard University
- Cecilia Giusti, Texas A&M University
- Michelle Thompson, University of New Orleans
- Bill Goldsmith, Cornell University
- Jacob Wagner, University of Missouri, Kansas City
- Tom Sanchez, Virginia Polytechnic Institute and State University
- Charlie Warnken, University of Oklahoma
- Do Kim, California Polytechnic Institute, Pomona
- Nabil Kamel, Western Washington University
- Qing Shen, University of Washington

Former committee member Arnab Chakraborty, University of Illinois at Urbana-Champaign started collecting syllabi and Ann Forsyth completed it helped by committee chair Jeffrey Lowe. Special thanks to Harvard student assistants Paul Caporaso and Laier-Rayshon Smith who did much of the work of collecting syllabi and compiling the report.
Navigating the Syllabus Book

This book is organized using bookmarks. The bookmarks link directly to pages within this book. To utilize the Bookmarks, the navigation pane must be open. If the navigation pane is not open on your screen, you can click on the Bookmark icon to open the Bookmark panel. (shown in screenshot 1 below)

![Screenshot 1](image1)

Categories into which the syllabi are sorted will be displayed once the Bookmark panel and the TABLE OF CONTENTS bookmark are opened (shown in Screenshot 2 below). These categories are not definitive descriptors of each syllabus in that category since many cover a range of topics. The gray arrow to the left of each category can be clicked to display the course titles of each syllabus (shown in Screenshot 3 below). Clicking on a course title will navigate directly to that course’s syllabus.

![Screenshot 2](image2) ![Screenshot 3](image3)

The course titles in the Table of Contents on the next page are similarly linked to that syllabus. Clicking on a course title will also navigate directly to that syllabus within the book.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Course</th>
<th>Instructor</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COMMUNITY PLANNING</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Barrio Studies</td>
<td><strong>Erualdo R. González</strong></td>
<td>7</td>
</tr>
<tr>
<td>Community Based Practice</td>
<td><strong>Claudia Isaac</strong></td>
<td>19</td>
</tr>
<tr>
<td>Community Engagement in Planning</td>
<td><strong>Stacy A. Harwood</strong></td>
<td>33</td>
</tr>
<tr>
<td>Community Research and Organizing</td>
<td><strong>Marie Kennedy</strong></td>
<td>48</td>
</tr>
<tr>
<td>Public Participation Planning</td>
<td><strong>Deidre Pfeiffer</strong></td>
<td>63</td>
</tr>
<tr>
<td><strong>COMMUNITY &amp; ECONOMIC DEVELOPMENT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Development</td>
<td><strong>Willow S. Lung-Amam</strong></td>
<td>75</td>
</tr>
<tr>
<td>Community Economic Development</td>
<td><strong>Chris Tilly</strong></td>
<td>94</td>
</tr>
<tr>
<td>Housing &amp; Community Development</td>
<td><strong>Rob Silverman</strong></td>
<td>107</td>
</tr>
<tr>
<td><strong>DEMOGRAPHY &amp; SOCIAL BEHAVIOR</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metropolitan Structure</td>
<td><strong>June M. Thomas</strong></td>
<td>113</td>
</tr>
<tr>
<td>Social Structures and Processes</td>
<td><strong>Dan Abramson</strong></td>
<td>124</td>
</tr>
<tr>
<td>Story Mapping Neighborhood Change in Washington, DC</td>
<td><strong>Willow S. Lung-Amam</strong></td>
<td>132</td>
</tr>
<tr>
<td>Strategies for Effective Behavior in Large Bureaucracies</td>
<td><strong>Alphonso Morales</strong></td>
<td>150</td>
</tr>
<tr>
<td><strong>DIVERSITY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cities and Immigrants</td>
<td><strong>Stacy Harwood</strong></td>
<td>161</td>
</tr>
<tr>
<td>Diversity in the City</td>
<td><strong>Sigmund C. Shipp</strong></td>
<td>171</td>
</tr>
<tr>
<td>Gender and the City</td>
<td><strong>Petra Doan</strong></td>
<td>183</td>
</tr>
<tr>
<td>Healthy Places</td>
<td><strong>Ann Forsyth</strong></td>
<td>194</td>
</tr>
<tr>
<td>Indigenous Community Planning</td>
<td><strong>Leonie Sandercock</strong></td>
<td>213</td>
</tr>
<tr>
<td></td>
<td><strong>Wayne Beggs</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Leona Sparrow</strong></td>
<td></td>
</tr>
<tr>
<td>Course Title</td>
<td>Instructor</td>
<td>Page</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------------------</td>
<td>---------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Indigenous Peoples and Community Planning</td>
<td>Janice Berry</td>
<td>224</td>
</tr>
<tr>
<td>Planning and Design in the Multicultural Metropolis</td>
<td>Willow S. Lung-Amam</td>
<td>236</td>
</tr>
<tr>
<td>Race, Arts and Placemaking</td>
<td>Annette M. Kim</td>
<td>251</td>
</tr>
<tr>
<td><strong>ENVIRONMENT &amp; SUSTAINABILITY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developing Sustainable Communities</td>
<td>Julian Agyeman</td>
<td>265</td>
</tr>
<tr>
<td>Environmental Justice, Security and Sustainability</td>
<td>Penn Loh</td>
<td>283</td>
</tr>
<tr>
<td><strong>HISTORY &amp; THEORY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Growth and Development of Cities</td>
<td>Petra Doan</td>
<td>293</td>
</tr>
<tr>
<td>Planning History and Theory</td>
<td>Stacy Harwood</td>
<td>302</td>
</tr>
<tr>
<td>Planning History, Theory, Ethics</td>
<td>Bob Mugerauer</td>
<td>311</td>
</tr>
<tr>
<td>Planning Theory Policy</td>
<td>June M. Thomas</td>
<td>324</td>
</tr>
<tr>
<td>Planning Theory and Practice</td>
<td>Barbara Wilson</td>
<td>332</td>
</tr>
<tr>
<td>Planning Theory and Process</td>
<td>Claudia Isaac</td>
<td>343</td>
</tr>
<tr>
<td><strong>INTERNATIONAL PLANNING</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engaging with Global Cities and Global Issues</td>
<td>Darrel Ramsey-Musolf</td>
<td>363</td>
</tr>
<tr>
<td><strong>METHODS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced Qualitative Research Seminar</td>
<td>Rob Silverman</td>
<td>378</td>
</tr>
<tr>
<td>Analytic Methods: Qualitative</td>
<td>Ann Forsyth</td>
<td>385</td>
</tr>
<tr>
<td>Socio-Economic Planning</td>
<td>Deidre Pfeiffer</td>
<td>401</td>
</tr>
<tr>
<td><strong>PUBLIC POLICY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical Race Studies in Public Affairs</td>
<td>Marie Kennedy</td>
<td>413</td>
</tr>
<tr>
<td>Local Policy &amp; Immigration</td>
<td>Stacy Harwood</td>
<td>429</td>
</tr>
<tr>
<td>More Jobs, Better Jobs: Work and Policy</td>
<td>Chris Tilly</td>
<td>438</td>
</tr>
</tbody>
</table>
# SOCIAL JUSTICE

- **Food Justice: Critical Approaches in Planning and Policy**
  - Julian Agyeman, 445
- **Justice and Urban Revitalization**
  - Gerardo F. Sandoval, 469
- **Planning Techniques in Action**
  - Rob Silverman, 477
- **Poverty and Inequality**
  - Evelyn Blumenberg, 483
- **Race, Class, Gender and the City**
  - Henry Louis Taylor, Jr., 490
- **Readings in Race, Poverty and Place**
  - Akira Drake Rodriguez, 494
- **Social Justice in Planning & Public Policy**
  - Robert W. Lake, 499
- **Topics in Community Design II: Social Justice**
  - Ren Thomas, 507

# URBAN DESIGN & TRANSPORTATION

- **Community Participation, Design and Planning**
  - Sheryl-Ann Simpson, 520
- **Site Planning: Issues and Techniques**
  - Dan Abramson, 530
- **Transportation and Economic Outcomes**
  - Evelyn Blumenberg, 538
- **Introduction to Urban Design**
  - Dan Abramson, 545
Instructor: Erualdo R. González, Ph.D.
Office: H-312B
Office Hours: Tuesdays 2:30pm-3:30pm and Thursdays, 2:30 pm-3:00 pm and on-line and by appointment
Email: egonzalez@fullerton.edu

CHICANA/O STUDIES DEPARTMENT VISION
Our vision is to establish and uphold a premier Chicana/o Studies Department that promotes social justice through student-centered teaching/mentoring, research, and service that focuses on Chicana/o and Latina/o-origin communities.

CHICANA/O STUDIES DEPARTMENT MISSION
Our mission is to enhance critical thinking and communication, and civic-mindedness, through an engaging and interdisciplinary curriculum, focusing on the social sciences, humanities, and the arts. We aim to prepare our scholars for future academic and non-academic employment endeavors in order to be successful leaders in Chicana/o and Latina/o-origin communities.

CHICANA/O STUDIES DEPARTMENT STUDENT LEARNING GOALS
1. Demonstrate critical intellectual literacy from a disciplinary and interdisciplinary perspective.
2. Demonstrate literacy in qualitative and quantitative research traditions.
3. Communicate through oral, written, and multimedia delivery methods.
4. Understand diverse perspectives through collaborative projects.
5. Engage in social justice practices in communities.

COURSE DESCRIPTION
Chicana/o Studies 306 (3 units) has one prerequisite: junior or senior standing. How Latina/o and Mexican-origin communities develop in urban areas and the role of collective action in the community. Requires service learning. This course fulfills the following requirements: CHIC upper division elective requirement for the major and counts toward the CHIC minor. This course does not satisfy G.E. requirements.

COURSE SPECIFIC LEARNING GOALS
1. To articulate why planning matters.
2. To understand principles of critical urban theory.
3. To gain experience with Study Away.
4. To articulate roles and models of grassroots planning practices.
5. Explore urban planning careers and educational opportunities.
What is our purpose in life? What type of job will you have once you graduate from California State University, Fullerton? Where do you want to live? People often think that “making it” is our purpose and making it means obtaining a college education, securing a good job, and moving to better off neighborhood. While these are typical indicators of “making it”, have you considered that having positive social relationships with others and taking care of each other can be another reason why we are on earth? True, some would say that we have multiple purposes and we tend to focus on specific purposes at different points in time throughout our life.

This class focuses on learning about neighborhoods and cities, and part of this includes studying the barrio. We learn why it is important for neighborhoods and cities to “make it.” We go beyond studying the individual or group, something that most college courses do. This naturally takes us to learn about urban planning and sub-topics, such as urban politics, capitalism, community development, public policy, housing, gentrification, healthy communities, activism, equity, democracy, and social justice, among other topics. The California Endowment recently released a short video “A tale of two zip codes” arguing that where you live and play is a strong predictor to how long you live. It says that it is not just about helping others “to beat the odds, but change the odds for everyone.” Still other more critical urbanists would say we need to work harder than improving odds, but making “it” happen, by any means. This class will scrutinize these and other perspectives about “change” in the neighborhood, barrio, and city.

This course will involve documentaries, YouTube videos of academic panel discussions, two field trips, readings, guest speakers, interactive class exercises and will emphasize the ways urban planning and those doing urban planning type work address some of today’s most pressing concerns in the barrio. This includes housing, open spaces, land use, criminalization, commercial cultural districts, community health, equity, gentrification, local politics, and activism.

COURSE REQUIREMENTS

Required books

Required readings available on TITANium

2
13. no author. Collecting and analyzing interview data.

ATTENDANCE POLICY
You may miss two classes without penalty, but these can’t be the Study Away trips. You will loose one percentage point for every class missed thereafter. All students are expected to attend both Study Away trips. You are highly encouraged to drop the course if you cannot attend both.

COMMUNICATION
Speaking with me in person during office hours is the best to communicate outside of class. Emails are my second preferred method. I typically respond to email within 48 hours. If you email, include in the subject your last name and course number. As an example, you would type: Romero_306.

COURSE ASSIGNMENTS
I will not accept any late assignments. ALL assignments are due in the method, time, date, and format noted in the course Calendar, unless otherwise changed by the instructor. Keep all assignments returned to you in case we need to review possible discrepancies. In the event of an emergency, students will be required to submit evidence that an emergency impaired the student’s ability to complete an assignment on time.

Alternative Procedure for Submitting Work
In case of technical difficulties with Titanium, the instructor will communicate with students directly through CSUF email, and assignments can be sent through email mail when they were originally required to be uploaded or completed on TITANium (e.g., Discussion Board). In the case email does not work, students should call the department office at (657) 278-3731 for further direction.
Policy on Retention of Student Work
Work that is submitted through the Titanium course site will be retained on the course website for a reasonable time after the semester is completed.

1. Attendance (15%)
You may miss two classes without penalty. You will lose one percentage point for every class missed thereafter. All students are expected to attend both Study Away trips. You are highly encouraged to drop the course if you cannot attend both.

2. Class Participation (15%)
Class participation has to do with the quality of your verbal and intellectual involvement in the class. This is a “discussion” class, not a “lecture” course. This “discussion” designation is listed in the course description and was available to you when you registered.

“Discussion” means that you will be called on regularly, likely each time we meet. You must convince the entire class and me that you read all assigned pages for all required readings by the start of class each Tuesday. Please don’t come to class if you are not prepared. You will convince us that you genuinely took time and attempted to understand the reading’s overall point and specific concepts/theories/arguments. Simply focusing on one or two general ideas that you may have read by quickly scanning the reading is not the way to go. Not in this class. I will likely know if you have not fulfilled these expectations. This class will on occasion require that individual students and groups take lead to teach us about what we read/learned.

Don't expect too many lectures where you sit at your desk, I talk, you quietly take notes, and call it a day. The times that I do lecture will likely include lots of interaction with the class.

In short, class participation and your attendance in class are super, super important.

3. Community Profile (20%) (Week 6)
You will discover your city and neighborhood in ways that are likely new to you! I encourage you to see the Community Profile more than an assignment. This is a mini journey to develop a deeper connection to a place that you are most attached to.

Each student will prepare a report on a city and neighborhood that she/he feels most attached to. The report will be 4 pages (2 pages should be text/words, see word counts below), single space, 12 point font, Times New Roman, 1 inch margins. The paper will include secondary data, primary data, 3-5 digital photos taken by the student, and the student’s personal observations/analysis of these sources. Include a cover page, table of contents, and a bibliography.

Your report should include the following:
1. Introduction (125-150 words)
2. Literature review (300-350 words)
   a. Use at least two theoretical concepts to frame the literature review of your paper.
3. Your city:
   a. Describe city’s location, boundaries, history, and distinguishing qualities.
   b. What are the demographics and how do these compare to the county and/or the United States? For this information, visit at least two sites: censusreporter.org and census.gov
4. Your neighborhood:
   a. Describe your neighborhood’s boundaries, zip code, history, and distinguishing qualities. For this information, visit at least two sites: censusreporter.org and census.gov
   b. Take pictures and describe what the built environment looks like (architecture, style and condition of housing, buildings, open, green, and landscaping spaces, street patterns and conditions, sidewalks, alleys, etc.). Describe the social environment. What is a typical day for people using these spaces? (e.g., leisure, informal work, play, socializing, living spaces, street activity)?
   c. To what extent can you identify specific cultural and/or class specific indicators (art, artifacts, street/open space/park performances, language, signage, types of businesses, types of cars, etc.)
   d. How would you describe the indicators of socio-economic and other indicators that you feel are important (race, ethnicity, gender, income, type of jobs) of families, youth, parents, adults, kids, etc.?
   e. Take and include 3-5 photos, use captions to describe the photos, the location of the photo, and when the photo was taken.
   f. Include one short video, no more than 1 minute of any of the above, and include audio narration and a brief text description.
   g. Optional: if you wish, you could incorporate social media and other suitable sources/visuals. This requires my approval.

4. Readiness Assurance Discussion (RAD) (15%)
You will complete semi-detailed outlines (one page, single space, 12 font, Times New Roman, one inch margins) and answer questions for select readings (separate page and the word count for each response is listed in course calendar). Certain weeks will require that groups lead the class in a thought provoking session based on the reading. Groups who are assigned a particular week/reading will submit a one hard copy document with group answers. See course calendar for these due dates. Submit a stapled hard copy at start of class. You will not receive a grade for any RAD that is submitted late and outside of these requirements.

You will receive a rubric that details how this will be graded.

5. Study Away Reflections Discussion Boards (5%)
This requires that you complete an on-line Discussion Board after each Study Away trip. Each DB will include about two questions and also require that you respond to another student. Each DB will be due two days after our trip, by Monday, 11:59pm. The Study Away field trips are listed on the Course Calendar.

6. Group Study Away Report (30%)
This report will describe Downtown Santa Ana and La Cuatro and summarize the main themes from the interviews that we collectively conducted during our two Study Away field trips.

Groups of three will prepare a report. The report will be 6 pages, single space, 12 point font, Times New Roman, 1 inch margins. You will use at least two class sources and at least two other outside sources. Include a cover page, table of contents, and a bibliography.

Based on your observations, you will describe the built environment and social environment (please see Community Profile for specific items to include) and you are free to describe any
other features that you feel are important and not necessarily part of these two environments. Also discuss the key debates that have been going on that you feel the reader should know about. In addition, discuss the following:

1. How specifically did your group determine that the downtown is gentrified or is gentrifying, or not? Describe. Did you see gentrification prior to interviewing or did the interviews help you identify gentrification? Or, was it a combination? Discuss.

2. What is the interviewee’s connection to Santa Ana and the downtown in general or La Cuatro specifically?

3. How does each interviewee define gentrification generally? To what extent does each say gentrification is a problem or not generally?

4. What evidence does each interview give about the extent to which gentrification has happened or is happening in the downtown?

5. To what extent does each interview believe the gentrification that she/he described in the area is a problem or not?

6. What role does each interviewee say she/he is taking in fighting, embracing, or doing nothing about gentrification?

7. As a whole, what does the interviewee want you to take away from our visit?

8. Note: we will explore in class how suitable these questions are and may come up with additional questions.

Include between 4-6 pictures, use captions to describe and give the location. Include one or two short videos.

SUCCESS IN THIS COURSE
My intention is to ensure that you succeed in this class. If you find that you are falling behind, please see me during office hours to explore what we can do to bring you up to speed. We will explore what I could do or how we can maximize resources on campus.

It is important that you take notes on a regular basis in class and that you take notes of the course material assigned to you for outside reading/viewing. Please ask questions during lecture to help clarify what you read and/or what I am discussing. I always look forward to questions or comments that are genuine.

Respect others and try, as appropriate, to help classmates when someone is struggling to grasp material. In other situations, we may have a discussion where some viewpoints and experiences vary drastically from our experiences. Our time together is designed to understand these experiences, even when we may not fully or partially agree or relate. I have a responsibility to ensure that we have a safe and respectful class environment and students help to make this happen.

HELP WITH WRITING ASSIGNMENTS
The Writing Center offers free consultations. I advise that you use the Writing at any stage of your Community Paper and your Group Study Away report. Here is the link to our campus Writing Center [http://www.fullerton.edu/LearningAssistance/tutoring_center/writing.php](http://www.fullerton.edu/LearningAssistance/tutoring_center/writing.php)

Here are tips to help you get the most out of the Writing Center. First, make an appointment a few weeks in advance of the due date. Second, take with you this syllabus and any other guidelines that I may provide you, and relevant research and reading material. Prior to your session, reread
your assignment or your draft and identify a particular question or concern for the session. Be honest with yourself about what you find most challenging and/or what you tend to struggle with most. Do your best not to be intimidated by constructive critiques. This is how we grow as writers.

**GRADING**
Chicana/o Studies majors/minors must earn a grade of C or higher in this course to receive credit. Chicana/o Studies majors/minors earning grades of C- or lower must repeat the course. This course will use the plus/minus system.

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>98 – 100%</td>
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<tr>
<td>93 – 97%</td>
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<tr>
<td>90 – 92%</td>
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<td>87 – 89%</td>
<td>B+</td>
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<tr>
<td>83 – 86%</td>
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<tr>
<td>80 – 82%</td>
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<tr>
<td>77 – 79%</td>
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<tr>
<td>73 – 76%</td>
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<tr>
<td>70 – 72%</td>
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<tr>
<td>67 – 69%</td>
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<td>D-</td>
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<td>0 – 59%</td>
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<td></td>
</tr>
</tbody>
</table>

**COURSE WEBSITE (TITANIUM)**
Go to [http://www.fullerton.edu/](http://www.fullerton.edu/) and click on my portal. Students should be familiar with the features on the course web site. One helpful site is: [http://docs.moodle.org/20/en/Student_tutorials](http://docs.moodle.org/20/en/Student_tutorials).

As a registered student you are enrolled in Titanium. You may access Titanium for all your classes by clicking on your student portal, found on the CSUF website. Problems? Contact the student help desk at (657) 278-8888 or email [StudentITHelpDesk@fullerton.edu](mailto:StudentITHelpDesk@fullerton.edu). Disability Support Services [http://www.fullerton.edu/dss/](http://www.fullerton.edu/dss/)

**ADDITIONAL COURSE POLICIES**

**Safe Space**
- My classroom and office are safe spaces for ALL students.
- My class adheres to the CSUF Resolution in Support of the U.S. 2012 Deferred Action for Childhood Arrivals (DACA) Program. You can click [here](http://www.fullerton.edu/) to access this resolution.
- My class adheres to the CSUF Resolution in Support of Undocumented Students. You can click [here](http://www.fullerton.edu/) to access this resolution.

**Syllabus Changes**
- It is up to the discretion of the instructor to modify any part of the syllabus (e.g., assignments, due dates). You will be notified if I make changes.

**No Extra Credit**
- There will be no extra credit assignments.

**In-Class Use of Technology**
- You may not log on to FB, Twitter, or any related social media, unless the class is allowed for an in class exercise. Neither may you text message or use your phone. Turn off your phone—putting it on “silent” or “vibrate” is not acceptable. The use of laptops is only
allowed for note taking and to view lectures when available on TITANium. The use of phones to access the internet during class exercises does not mean you can check your personal social media and email accounts, nor text. Any violation of these policies may mean that you are dismissed from the class for the day and the instructor may deduct points from participation without notifying you during the violation of the policy.

Grade challenge
✓ A grading challenge must occur within a week from the date the assignment was returned/or graded. The re-grading may raise or lower the original grade.

Have basic computer competencies, which include:
✓ You are expected to have intermediate technology skills. This includes skills to use web browsers, accessing Uniform Resource Locators (URLs), downloading files from the Internet, completing online forms, and using basic features of TITANium.

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**Academic Integrity**

Academic dishonesty includes cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. Academic dishonesty usually involves an attempt by a student to show a possession of a level of knowledge or skill, which they do not possess. Students who violate university standards of academic integrity are subject to disciplinary sanctions, including failure in the course and suspension from the university. Since dishonesty in any form harms the individual, other students and the university, policies on academic integrity are strictly enforced. Academic dishonesty, in any form, when detected, will result in zero points on assignments or tests, and may result in an “F” for the course plus additional University-level disciplinary action by Judicial Affairs. For additional information, refer to the University policy in the current CSUF Catalog and: [http://www.fullerton.edu/integrity/student/AcademicIntegrityResources.asp](http://www.fullerton.edu/integrity/student/AcademicIntegrityResources.asp)

**CSU Fullerton Withdrawal Policy**

“The authorization for a student to withdraw from a course after the census date and prior to the last twenty percent of instruction in a term shall be granted for only the most serious and compelling reasons. A serious and compelling reason is defined as a physical, medical, emotional or other condition which has the effect of limiting the student’s full participation in the class and which is clearly beyond the student's control. The student must provide credible documentation for such reasons. Poor academic performance is not evidence of a serious and compelling reason for withdrawal.”

[http://www.fullerton.edu/senate/PDF/300/UPS300-016.pdf](http://www.fullerton.edu/senate/PDF/300/UPS300-016.pdf)

**Disability Support Services**

Please inform the instructor during the first week of classes about any special accommodations that you may have that require specific arrangements related to attending class sessions, carrying out class assignments, writing papers, or taking examinations. According to California State University policy, students with disabilities must document their disabilities at the Disability Support Services (DSS) Office in order to be accommodated in their courses. Additional information can be found at the [DSS website](http://www.fullerton.edu/300/dsservices@fullerton.edu) and by calling (657) 278-3112 or email [dsservices@fullerton.edu](mailto:dsservices@fullerton.edu).

**Emergency Procedures**

The safety of all students attending California State University Fullerton is of paramount importance. During an emergency it is necessary for students to have a basic understanding of their personal responsibilities and the University’s emergency response procedures. In the event of an emergency, please adhere to the following guidelines. ([http://prepare.fullerton.edu/](http://prepare.fullerton.edu/))

Evacuations – Drills Or Real Event

1. You may not know if this is a drill or not, so take every call to evacuate seriously.
2. Take your personal belongings and immediately leave the building.
3. Know where the evacuation area is for every building. See a map of all campus evacuation areas.
4. Re-enter buildings only when directed by building marshals or other campus authority.
5. Leave the campus only if instructed.

Before An Emergency Occurs
1. Know the safe evacuation routes for your specific building and floor.
2. Know the evacuation assembly areas for your building.

When An Emergency Occurs
1. Keep calm and do not run or panic. Your best chance of emerging from an emergency is with a clear head.
2. Evacuation is not always the safest course of action. If directed to evacuate, take all of your belongings and proceed safely to the nearest evacuation route.
3. Do not leave the area. Remember that faculty and other staff members need to be able to account for your whereabouts.
4. Do not re-enter building until informed it is safe by a building marshal or other campus authority.
5. If directed to evacuate the campus, please follow the evacuation routes established by either parking or police officers.

After An Emergency Occurs
1. If an emergency disrupts normal campus operations or causes the University to close for a prolonged period of time (more than three days), students are expected to complete the course assignments listed on the syllabus as soon as it is reasonably possible to do so.
2. Students can determine the University's operational status by checking the University's web site at http://www.fullerton.edu, calling the University's hotline number at (657) 278-4444, or tuning into area radio and television stations. Students should assume that classes will be held unless they hear or read an official closure announcement.

<table>
<thead>
<tr>
<th>EMERGENCY CALLS</th>
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<tr>
<td>1. DIAL 9-1-1</td>
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<tr>
<td>All campus phones and cell phones on campus reach the University Police Department.</td>
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<tr>
<td>2. Non-emergency line: (657) 278-2515</td>
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<td>24-hour recorded emergency information line: (657) 278-4444</td>
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**UPS 330.233**

**Sale of Academic Presentation Materials for Commercial Gain**
Generally, students cannot reproduce an academic presentation for commercial gain. You may [click here](#) to access this policy document.

**UPS 330.230**

**Recording and Transcription of Class Content by Students**
Generally, students cannot record and transcript class content without the written consent of the instructor, unless the instructor is mandated to allow this by the Americans with Disabilities Act or other federal or state laws. You may [click here](#) to access this policy statement.

**Resources**

**Library Support**
The Pollak Library has many services to offer students. Assistance available for online students includes online instruction guidelines available on the library website.
University Learning Center
The staff of the University Learning Center will assist students with their academic assignments, general study skills, and computer user needs. The ULC staff work with all students from diverse backgrounds in most undergraduate general education courses including those in science and math; humanities and social sciences; as well as other subjects. They offer one-to-one peer tutoring, online writing review, and many more services. More information can be found on the University Learning Center website.

Writing Center
The Writing Center offers 30-minute, one-on-one peer tutoring sessions and workshops, aimed at providing assistance for all written assignments and student writing concerns. Writing Center services are available to students from all disciplines. Registration and appointment schedules are available at the Writing Center Appointment Scheduling System. Walk-in appointments are also available on a first-come, first-serve basis, to students who have registered online. More information can be found at the Writing Center webpage. The Writing Center is located on the first floor of the Pollak Library.

Course Schedule
Students should complete all pages of each reading, unless otherwise specified.

Week 1 (August 22/24) Course introduction
1. We will review our syllabus and what we should expect from each other.
3. Pre-survey via Survey Monkey

Week 2 (August 29/31) What can urban planning and cities help us see?
3. YouTube webcast: Down these mean streets poetry reading (begin at 4:25 and end 24:40).

Week 3 (September 5/7) Theories of space and place and radical urbanism
2. Listen to the arguments in the YouTube video: Radical urbanism: The right to the city (watch Peter Marcuse’s talk, from start to 19:38)
3. RAD #1 due. Pick one question from Chen, Orum, Paulsen on page 27 and answer it and pick one question from page 71 and answer it, each 125-150 words. For the Marcuse video, identify his main points. 100 words. Then, comment on what made the biggest impression on you. 100 words. Add the word count and required word count at the end of each answer (e.g., 133/150).
Create an outline for Chapter 1 and Chapter 2 pages that were assigned only (1 page total). Include the definitions and related information that helps you understand the definitions.

Week 4 (September 12/14) The metropolis as a place for inequality, justice, and barrio urbanism
2. Irazabal and Farhat. 2012. Historical overview of Latinos and planning in the Southwest: 1900 to the present.
Week 5 (September 19/21) Gentrification and interviewing about gentrification
3. Adler, B. 2015. No, gentrification does not solve the problem of segregation.
5. RAD #2 due. How does Marcuse define gentrification? How does he define social justice? What does he say about personal ethics? Do you agree more with Tobar or Adler? Explain.
6. We do not meet on Thursday. We have Study Away on Saturday from 10am-2pm in Downtown Santa Ana/La Cuatro. Meet up location TBD.

Week 6 (September 26/28) A push for gentrification and politics of cultural-led redevelopment in Santa Ana, 1970s-1980s. Analyzing interview data
2. no author. Collecting and analyzing interview data

Week 7 (October 3/5) Gentrification in Santa Ana, 1990s-2010s
4. We do not meet on Thursday. We have Study Away on Saturday from 10am-2pm in Downtown Santa Ana/La Cuatro. Meet up location TBD.

Week 8 (October 10/12) Participatory action research and policy
2. NYC Community Land Initiative. No date. Fighting to save our communities.
3. RAD #3 due and to be completed on Discussion Board on TITANium by Thursday 11:59pm. We do not meet on Thursday.

Week 9 (October 17/19) Criminalization, families, and memory
2. Gracia. SanTana’s Fairy Tales, The carousel’s lullaby.

Week 10 (October 24/26) Participatory action research and policy

Week 11 (October 31/November 2) Environmental justice and health equity
3. TBD.
RAD #4 due. How is EJ similar and different to “the just city”, “the right to the city”, social justice, and equity?

Week 12 (November 7/9) How to analyze interviews
1. no author. Collecting and analyzing interview data.
Week 13 (November 14/16) Class time to work on Study Away report
Week 14: (November 21/23) Thanksgiving Break
Week 15: (November 28/30) Group Study Away report presentations
Week 16: (December 5/7) Class Conclusion
1. Post-survey via Survey Monkey
Week 17: (December 12/14) Finals

END OF SYLLABUS
INSTRUCTOR: Claudia Isaac (505-504-0621, cisaac@unm.edu)
TIME: Monday 9:30 am – 12:00 noon
PLACE: George Pearl Hall Room P135
OFFICE HOURS: Tuesdays 3:00 – 5:00 pm; or by appointment

COURSE OBJECTIVE:
This course arose out of a concern on the desire on the part of CRP students to learn enough “technique” to prepare them for the workplace, and my observation that part of the learning of the technical aspects of planning requires building hands-on confidence, enabling students to acquire specific technical skills as they are needed. This course content also arises out of my concern that when we talk about planning method or technique, we often think only of technocratic skills, and ignore the skill sets of community mobilization, facilitation, and organization development.

STUDENT LEARNING OBJECTIVES:
This course is designed to help you develop a modus operandi for identifying the technical skills you will need to create and implement community based programs and plans, and to acquire the techniques necessary for sharing those skills with community partners. This course will teach you:

• technical skills in community based practice that center on building rigorous tools for mobilizing, facilitating and building community capacity to implement community based plans and strategies;
• understanding of the nuts and bolts of running a community based effort, either from a governmental, community based organization or service agency location; and
• The fundamentals of non-profit management (though there are other courses on campus that cover non-profit management in greater depth).

COURSE PROCEDURES AND REQUIREMENTS:

Participation
This class is taught at the graduate level. I will, however, work with undergraduates to adjust the class output expectations discussed below to accommodate your current level of expertise and knowledge.

In the Freirian tradition, all students are asked to be an active co-instructor, including participation in the on-going refinement and reconstruction of the syllabus (course structure, in-class exercises, and readings). You are also expected to be an active participant in class discussions and exercises. So, though class attendance is not monitored, steady and prepared participation is required.

Outputs
Beginning early, and over the course of the semester, each of you will design a community based program, project, campaign or policy initiative. You will be asked to map out the social purpose, community constituency, planning problem, institutional and organizational participants, community outreach and participation strategy, organizational development strategy, and community capacity building components. The client can be real or hypothetical, and the client may function as a co-
The output must be concrete and focused on solving a community based planning problem. You are encouraged to work in groups or pairs (depending on the size of the class). **Over the course of the semester, you will see periodic assignments posted in the syllabus. These are intended to help you pace and refine your project development, and to advance class discussion of topical readings. You are not required to hand in those discussions, though you should be prepared to discuss the assignments in class. The final project document (or other output) will be due electronically on 12/11 by 5 pm.**

**In-Class Facilitation**

In the later part of the semester, you will be asked to design and facilitate at a class (depending on the size of the class you may need to work in teams). The class will take the form of a community workshop, and you will determine the topics covered, based on your particular interests and capacity needs, and on the topic’s fit within the Community Development discourse. These may include (but are not limited to): affordable housing strategies, labor advocacy, youth development, equitable social services, revitalization/redevelopment plans, programs and strategies, economic development& job creation initiatives. Please choose a workshop topic that relates directly to advancing a community based planning agenda. As facilitators, you will work with me to research the technical requirements of the topic, identify readings and exercises, and design and present a curriculum module for that session.

**Readings:**

Readings will be available on Learn at [http://learn.unm.edu](http://learn.unm.edu). When you log on to Learn with your NETID, all of the web-enhanced classes you are enrolled in will appear on your screen. When you click on CRP 403 or CRP 503, you can access readings by clicking on “Course Materials”. There are no hardcopy texts for this class unless the group collectively decides it would be productive to acquire some. Assigned readings are likely to be somewhat fluid as we discover each other’s particular interests and concerns. Please be flexible. You and your classmates will choose readings for classes beginning **November 20**. Please see me early to discuss the readings you plan to assign so that I can make them available on e-reserve in a timely way.

**A NOTE ABOUT ACADEMIC HONESTY:**

As a member of the UNM academic community, I am dedicated to creating an environment in which academic integrity is valued and upheld by all. Your research topics will involve the ethical use of published sources, and may well involve the ethical conduct of field research. Please note that plagiarism occurs when someone—knowingly or unknowingly—presents the words or ideas of another person as his or her own. This includes the ideas of community participants in a field-based inquiry. If you are not already familiar with the proper use of sources or the ethical engagement of human subjects, you are responsible for consulting with me, or with appropriate readings, to inform yourself prior to handing in any written work. Please also be sure to bring concerns or questions about research protocols, attribution, or other ethical matters to class for discussion. I will, in this class, serve as the Institutional Review officer. I must approve your class project question, design, clients and forms of outreach before you conduct planning research.

Part of your work in this class may be the result of collective scholarship, and must include the analytical insights of all contributors, including those of technical experts and of community members you have consulted about your project topic. Academic honesty requires that you attribute information
from all sources in your document, verbal or published. In most cases, this is accomplished by providing careful in-text citations, a bibliography and list of people interviewed (include “informal” conversations as well if they provided utilized data, or informed your analysis or conclusions). All group members should also be listed as authors and everyone must be prepared to a) contribute analytically to the group’s work and b) listen carefully and respectfully to the insights of other group members.

Please review the Community and Regional Planning Program’s “Ethics Statement”, available at [http://saap.unm.edu/academic-programs/community-regional-planning/index.html](http://saap.unm.edu/academic-programs/community-regional-planning/index.html).

**CAMPUS AND CLASSROOM FREEDOM FROM DISCRIMINATION, HARASSMENT AND VIOLENCE**

Our classroom and our university should always be spaces of mutual respect, kindness, and support, without fear of discrimination, harassment, or violence. Should you ever need assistance or have concerns about incidents that violate this principle, please access the resources available to you on campus, especially the LoboRESPECT Advocacy Center and the support services listed on its website ([http://loborespect.unm.edu/](http://loborespect.unm.edu/)). Please note that, because UNM faculty are considered “responsible employees” by the Department of Education, any disclosure of gender discrimination (including sexual harassment, sexual misconduct, and sexual violence) made to a faculty member must be reported by that faculty member to the university’s Title IX coordinator. For more information on the campus policy regarding sexual misconduct, please see: [https://policy.unm.edu/university-policies/2000/2740.html](https://policy.unm.edu/university-policies/2000/2740.html).

**OUTLINE AND READINGS**

**Week One: August 21**

**INTRODUCTION TO THE CLASS**

**Week Two: August 28**

Assignment Due: What is the goal, objective or agenda of your project? What social purpose do you hope to achieve?

**THE NATURE OF COMMUNITY, IDENTITY AND REPRESENTATION IN COMMUNITY BASED PLANNING**


Recommended:

Community Practice To What End?
Recommended:

Week Three: September 4

Labor Day: No class

Week Four: September 11

Communities and “the state” – Forms Of Social Reproduction

Recommended:


**Settings for Community Based Practice**


**Week Five: September 18**

Assignment due: Who are your constituencies, who does your organization or project represent? What is your preliminary mission? How would you season that mission with your constituency?

**The Practice of Community Building: Identifying and Utilizing Social Capital**


**The Practice of Community Building: Constituencies, Collaboration and Representation**


Maya D. Wiley. “Structural Racism and Multiracial Coalition Building”, Report to the Anne E. Casey Foundation by the Institute on Race and Poverty, November 2003 (this is quite lengthy. Skim it as useful).

Recommended:

Week Six: September 25

THE PRACTICE OF COMMUNITY BUILDING: PRE-PLANNING AND COMMUNITY DIAGNOSTICS


Recommended:

THE PRACTICE OF COMMUNITY BUILDING: FACILITATION AND TEAM BUILDING


Recommended:


Week Seven: October 2

COMMUNITY BUILDING: – MEDIATION AND ALTERNATIVE DISPUTE RESOLUTION

John Forester, Alessandro Balducci, Ali Madanipour, Klaus R. Kunzmann, Tridib Banerjee, Emily Talen & Ric Richardson (2013): Design confronts politics, and both thrive/Creativity in the face of urban design conflict: A profile of Ric Richardson/From mediation to the creation of a “trading zone”/Conflict and
creativity in Albuquerque/Reflecting on a mediation narrative from Albuquerque, New Mexico/From mediation to charrette/Physical clarity and necessary interruption/Ric Richardson responds, Planning Theory & Practice, 14:2, 251-276.

MOVEMENT AND ORGANIZATION BUILDING: COMMUNITY MOBILIZATION AND BASIC ORGANIZING THEORY


PLEASE ALSO REVIEW THE FOLLOWING WEB SITES AS RELEVANT TO YOUR PROJECTS:
The PICO National Network: http://www.piconetwork.org/
The Southwest Organizing Project: http://www.swop.net/
ACORN: http://www.acorn.org/ (the Albuquerque Acorn web page is included in the national Acorn site.
City of Albuquerque Office of Neighborhood Coordination: : http://www.cabq.gov/planning/office-of-neighborhood-coordination; and the neighborhood association websites:
http://www.usmexicofound.org/

Recommended


Stoecker, Randy. “Report to the West Bank CDC: Primer on Community Organizing”, September, 2001
Week Eight: October 09

Assignment due: What is your preliminary thinking regarding your organizing strategy?

The Practice of Building Organizations: Organizational Culture and Interpersonal Interaction in the Workplace


Please review the following website:

Idealist.org: The Nonprofit FAQ: http://www.nonprofits.org/, especially the relevant categories under “management”.

Organization Building: Legal Requirements, 501c(3) Status, Reporting, Taxes.…


Please review the following web sites:


Idealist.org: The Nonprofit FAQ: http://www.nonprofits.org/, especially the categories under “Regulation”.

Week Nine: October 16

Assignment due: What particular legal constraints or considerations do you need to take into account in your program/project design? What is your proposed board structure?

The Practice of Building Organizations: Fiscal Management & Budgeting

PLEASE REVIEW THE FOLLOWING WEBSITE:
Idealist.Org: The Nonprofit FAQ: http://www.nonprofits.org/, especially the relevant categories under “management”.

BUILDING ORGANIZATIONS: FUNDRAISING

PLEASE REVIEW THE FOLLOWING WEBSITES AS RELEVANT TO YOUR PROJECTS:
Angelica Foundation: http://angelicafoundation.org/
HHS Community Development Programs, http://www.policyalmanac.org/social_welfare/archive/community_development.shtml
HUD About Communities, http://www.hud.gov/community/index.cfm (especially the links under “Are you a community organizer or nonprofit?”
InterAmerican Foundation: http://www.iaf.gov/index/index_en.asp (especially links related to grants).
Partnering For Development (Feed the Future): http://partneringforinnovation.org/other-funding-opportunities.aspx.
US/ Mexico Foundation: http://www.usmexicofound.org/

Recommended
THE PRACTICE OF BUILDING ORGANIZATIONS: SHOW ME THE MONEY – DILEMMAS IN FUNDRAISING FOR COMMUNITY BASED ORGANIZATIONS


PLEASE REVIEW THE FOLLOWING WEB SITES AS RELEVANT TO YOUR PROJECTS:

Angelica Foundation: http://angelicafoundation.org/

HHS Community Development Programs, http://www.policyalmanac.org/social_welfare/archive/community_development.shtml

HUD About Communities, http://www.hud.gov/community/index.cfm (especially the links under “Are you a community organizer or nonprofit?”

InterAmerican Foundation: http://www.iaf.gov/index/index_en.asp (especially links related to grants).


Partnering For Development (Feed the Future): http://partneringforinnovation.org/other-funding-opportunities.aspx.

US/ Mexico Foundation: http://www.usmexicofound.org/


Recommended


**Week Ten: Tuesday, October 23**

**Assignment Due:** What are your budgetary constraints and requirements? Who will staff your initiative?

**Assignment due:** What is your fundraising strategy? What are your board and staffing needs? What capacity and expertise does your initiative need? How will you build that capacity among your constituents/members?

**THE PRACTICE OF BUILDING ORGANIZATIONS: NGO/CBO BOARD STRUCTURE**


**PLEASE REVIEW THE FOLLOWING WEBSITE:**


**THE PRACTICE OF BUILDING ORGANIZATIONS: STAFFING & BOARD/STAFF RELATIONSHIPS**


**PLEASE REVIEW THE NON-PROFIT EMPLOYMENT DISCUSSIONS ON THE FOLLOWING WEB PAGES**


Assembled by Carter McNamara, MBA, PhD, “Human Resources Management”, Free Management Library, [http://www.managementhelp.org/hr_mgmnt/hr_mgmnt.htm](http://www.managementhelp.org/hr_mgmnt/hr_mgmnt.htm)

**Week Eleven: Tuesday October 30**

**TECHNICAL CAPACITY AND COLLECTIVE DECISION MAKING: VISIONING, STRATEGIC PLANNING AND ACTION PLANNING**


TECHNICAL CAPACITY AND COLLECTIVE DECISION MAKING: PROGRAM AND CAMPAIGN DESIGN – ACTION PLANS, WORK PLANS, PROJECT MANAGEMENT


Week Twelve: November 6

Assignment Due: Come to class prepared to share an interim report on your progress

CHECK IN, INTERIM REPORTS, PEER REVIEW

NO READINGS ASSIGNED

Claudia out of Town. Student will debrief together, and post status report on the learn for the Claudia’s review

Week Thirteen: November 13

ORGANIZATION BUILDING: ASSESSMENT, EVALUATION AND DECIDING WHETHER TO CLOSE YOUR DOORS


PLEASE ALSO REFER BACK TO THE READING BY THOMAS WOLF IN WEEK 7

Recommended:


Week Fourteen: November 20

SECTORIAL EXPLORATION OF COMMUNITY BASED PRACTICE

Student facilitated session
READINGS TO BE ASSIGNED

Week Fifteen: November 27

SECTORIAL EXPLORATION OF COMMUNITY BASED PRACTICE

Student facilitated session
READINGS TO BE ASSIGNED

Week Sixteen: December 4

Final paper due electronically by 5 pm, December 11

SECTORIAL EXPLORATION OF COMMUNITY BASED PRACTICE

Student facilitated session
READINGS TO BE ASSIGNED

DEBRIEF, CLASS EVALUATION, AND SELF-ASSESSMENT
COMMUNITY ENGAGEMENT in PLANNING
UP494, Fall 2017

University of Illinois, Urbana-Champaign
Department of Urban & Regional Planning

Dr. Stacy A. Harwood
sharwood@illinois.edu
Office TBH M208, 265-0874
Office hours M & W 3:30-4:30 pm or by appointment

Lou Turner
loturner@illinois.edu
Office TBH 230
Office hours M & W 11-12 or by appointment

Class meets on Mon & Wed from 2-3:20pm in TBH 19

Course Description
This seminar will explore in theory, policy and practice community engagement through a case study, and observing actual planning and decision-making process at different scales and contexts. Students will learn about different tools and strategies that bring people together, particularly in low-income neighborhoods and culturally diverse metropolitan regions. Collectively, we will design a participatory process. Throughout the semester we will grapple with the myriad challenges and dilemmas faced by nonprofit advocates, community activists and equity-oriented public planners.

Course Objectives
At the conclusion of this course, students should have acquired the following community engagement capabilities:

1. Comprehend the significance and potential outcomes of the processes and dynamics of community engagement in facilitating urban planning objectives, including assessing power relations between community residents and political actors (power analysis), identifying issue areas, how to “cut” an issue, facilitating visualization of alternative or future scenarios with community residents, ascertaining the potential conflict between urban fast growth and equity-oriented criteria used in decision-making or in selecting practical alternatives, and developing and communicating community-based equity alternatives in a professional manner.

2. Understand how planners engage underserved communities undergoing structural changes due either to socioeconomic forces, e.g., unemployment, housing and educational crises, or from forces of urban redevelopment, e.g., infrastructure or housing construction projects, investigating and analyzing the respective contexts in which planning decisions are being made both currently and in the future.

3. Understand how planners collaborate with community residents and within their own teams in working through differences in order to process decisions collectively.

4. Learn the importance of designing and reviewing engagement and outreach initiatives for the purpose of eliciting, measuring and communicating significant community responses.
5. Learn how to translate community engagement objectives and results into the legal, policy and administrative terms of planning implementation.

6. Learn and combine a cross-section of community engagement skills, including writing, public speaking, strategic planning, visualizing, and designing organizational spaces of collaboration.

7. Learn how to make professional planning assessments and judgments consistent with social justice and equity norms which often conflict with efficiency and sustainability criteria.

Semester Focus: Community Engagement & the Red Line Extension in the far South Side, Chicago

In this course, we will focus on transportation policy and decision-making processes in historically underserved, black urban communities. We focus on the ways in which community engagement deals with the complex intersection of social vulnerability, environmental inequity, and aggregate policy malfunctions which feed the false assumption that while African Americans are entitled to play the policy game, their chances of winning are remote. “If policy enactment is the essence of power, then a verdict of powerlessness cannot be avoided simply because a group’s members are free to vote, are affluent, or are descriptively represented.” Regional divestment of black urban communities originates in the context of a history of policy outcomes which have been more responsive to white policy preferences than to black policy needs. Community engagement in the 21st century means helping black underserved communities rethink their relationship to public policy, the policy environment, community assets and resilience, and equity matters across local, regional and global scales.

Given the lack of policy responsiveness, does transit equity matter? Does it matter in the state of Illinois, and very specifically in northeastern Illinois? Any objective assessment would have to conclude that it hasn’t mattered. The history of transportation planning reveals not only the inequitable outcomes but the punitive effects of transportation planning on the social environments of poor, underserved, minority communities. Instead of sharing in the collateral benefits of regional transportation planning, black communities have suffered the collateral damage of transportation planning. One such area in the region has been the far South Side of Chicago. From a regional standpoint, community engagement around transportation policy addresses how prioritizing issues of transportation inequity, its impact on the economic development, and environmental livability advances regional equity.

Community Engagement Target Area

According to Robert Bullard, “transportation investments, enhancement and financial resources, if used properly, can bring new life and revitalization to urban areas where they are much needed and can aid in lifting families out of poverty. They can become key ingredients in building economically viable and

2 A 2005 study conducted by the Natalie Voorhees Center for Neighborhood Improvement at the University of Illinois at Chicago, in association with DCP, The Case for Transit-Oriented Development in the Greater Roseland Area, documented the damaging cumulative effects of transit inequities in the region. A follow-up 2009 study, Transit Equity Matters: An Equity Index and Regional Analysis of the Red Line and Two Other Proposed CTA Transit Extensions presented the other side of the question, namely, does transit equity matter?
Northeastern Illinois’s job centers are more accessible to some populations than others, which raises the question:

• How can the region’s transportation systems expand accessibility of underserved residential areas to the region’s employment sub-centers?

Underserved areas are those low- or mixed-income areas with high jobless rates and housing costs, as well as public safety insecurities. According to the actionable criteria put forth by the regional planning agency for the greater Chicago metro area, CMAP (Chicago Metropolitan Agency for Planning) no other project met its socioeconomic objectives more than the CTA Red Line Extension through the far South Side Greater Roseland communities. An urban policy-based community engagement initiative elevated the Red Line Extension to a regional level, demonstrating how the transit expansion dramatically increased job accessibility for low-income residents of the underserved areas of Greater Roseland compared with other capital projects in CMAP’s 2030 Regional Transportation Plan for the region.

Developing Communities Project

Developing Communities Project (DCP) was founded in 1986, with Barack Obama as its first Executive Director, to address the plight of displaced workers from the steel mills and manufacturing plants on the southeast side of Chicago. Developing Communities Project was, until 2016, the largest faith-based community-organizing agency on Chicago’s far South Side. DCP was a coalition of churches, community organizations, schools, and block clubs that provided leadership training and educational skills to

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residents of the Greater Roseland community. DCP reached 2,500 people annually through its leadership development, community organizing, educational programs, conventions, assemblies, and congresses. For 30 years, DCP’s mission was to organize community leaders and residents in the Greater Roseland communities of Roseland, Pullman, West Pullman, Riverdale and Morgan Park to be effective advocates in reclaiming their communities from the forces of social stagnation and economic decline that began in the 1980s. Deindustrialization of the area’s manufacturing base displaced significant segments of the labor force, changing Greater Roseland forever. From its beginning, economic development was a top priority of DCP’s organizing mission.

Historically, inner-city communities have been the victims of massive transportation projects (e.g., urban expressway systems) which either displaced residents or that cut right through thriving communities, leaving them to wither on the vine. With the Chicago Transit Authority’s (CTA’s) Red Line Extension capital project, DCP recognized that the far South Side Greater Roseland community had an opportunity to use transportation planning and infrastructure construction to spur sorely needed economic development in an urban/suburban region that is traditionally overlooked. The $2.4 billion Red Line Extension will be the largest infrastructure projects on the South Side since the construction of the Dan Ryan Expressway (1967) and the CTA Red Line (1969).

DCP’s Red Line Extension initiative is a grassroots regional transportation policy story. The impact area is a mixed-income regional gateway community with very favorable TOD potential. The federal policy framework was provided by the Clinton-era policy criteria associated with TEA (Transportation Equity Act), which DCP translated as “acting on transportation equity” in making the case for a new grassroots transportation planning model.
Strategic Action Plan

Over the course of the semester, we will examine how DCP created opportunities for community engagement within a transportation decision-making process that historically had failed to serve the far South Side of Chicago. DCP developed the following Strategic Action Plan as a vehicle to engage multiple stakeholder constituencies, actors, and agencies: 1) grassroots strategy; 2) political strategy; 3) policy strategy; 4) project development strategy; 5) organizing fund strategy; 6) evaluation strategy.

- **Grassroots Strategy.** Along with DCP’s many community meetings to raise public awareness of the Red Line Extension in Greater Roseland, the organization ran effective petition drives to gauge community support. In July 2005, DCP sponsored a successful “Red Line Walk-a-thon” to raise public awareness and operational funds. Its most important grassroots initiative was the Red Line Extension referendum petition drive, which garnered 6,000 signatures and that put the referendum on the ballot in the 9th and 34th wards (the principal wards through which the Red Line Extension would run). On Election Day, 2004, DCP’s Red Line Extension referendum received 39,000 votes, the largest vote total for a referendum in the City of Chicago. DCP’s grassroots strategy often involved organizing public meetings at local churches to pressure the CTA to release the Alternatives Analysis feasibility study in order to advance the project through its planning phases.

- **Political Strategy.** This strategy involved meeting with public officials at several levels of government: the local aldermanic level; the administrative level of City Hall; the state level in Springfield; and the federal level. The purpose of these meetings was to organize an effective political coalition whose ultimate purpose was to secure federal, state and local funding for the Red Line Extension, as well as to mobilize public support for the project in the Chicago metropolitan area.

- **Policy Strategy.** This strategy dealt with the policy implications, legislative issues, e.g., transportation funding, state and local bond programs, appropriations procedures, impact statements, etc., that are potential problems. In making the case that the Red Line Extension is “good policy” for all of Chicago, DCP showed the projected collateral benefits of the project, e.g., with *Transit Equity Matters: An Equity Index and Regional Analysis of the Red Line and Two Other Proposed CTA Transit Extensions*.

- **Project Development Strategy.** This strategy deals with the various phases of the Red Line Extension capital project over the long term, from feasibility study to final design and construction. This is a complex piece, involving people with various kinds of expertise in transportation planning, engineering, procurement, and workforce development.

- **Organizing Fund Strategy.** DCP organized support and pushed the planning process for the Red Line Extension with little or no increase in its normal operating budget. Identifying and accessing critical operating and organizing funding for DCP’s Red Line Extension work required a well thought out strategy, otherwise the project risked being side-tracked and neglected.

- **Evaluation Strategy.** Evaluating the direction, effectiveness, efficiency and progress of each of the project phases was crucial in addressing the socioeconomic needs of the low-income communities that would be impacted by the Red Line Extension. An evaluation strategy documented DCP’s work and attracted funders interested in contributing to DCP’s innovative community organizing/public policy strategy.
Assignments and Classroom Activities

Active Participation and Attendance
Learning is a social process and collective endeavor, therefore your primary responsibility in class is active participation. Because there will be much discussion among the members of the class, you must do the required readings assigned to specific days and come prepared to ask questions and make comments. Informed discussion is the point of a good seminar. The intellectual quality of the seminar depends on active participation by every member in the class. In addition, you are encouraged to keep notes in a systematic way. This is an important habit to develop as future researchers, scholars, planners and policymakers. Please bring the reading material and your notes to class.

Short Essays (20 points) – Undergraduate Students Only
All of the reading is required. However, for a deeper reflection, undergraduate students will write 4 short essays. This entails picking two weeks and writing two essays for each of those weeks. For the Monday readings, you will summarize the major points about community engagement, then that same week you will analyze the Wed reading using the Monday reading as an analytical lens. The essays should be approximately 750 words. The essays are due before class the day the reading will be discussed. Late essays will not be graded. Select from weeks 5, 6, 7, 8, 11, 12 or 14.

Discussion Leader (20 points) – Graduate Students Only
Graduate students will be responsible for leading the discussions for an entire week during the semester. This entails creating a one-page handout with discussion questions about the required reading and facilitating a discussion on a Monday. And then leading the class through a discussion of the Wed reading using the Monday reading as the analytical lens. The discussion leaders should expect that everyone is fully prepared to summarize the major ideas in each assigned reading and able to give a brief critique of those readings as well. Discussion leaders should meet with one of the instructors a few weeks in advance to discuss what they hope to accomplish in the classroom discussion (please do the reading before the meeting). Select from weeks 5, 6, 7, 8, 11, 12 or 14.

Assignment 1: Individual Community Meeting Analysis Memo (20 pts)
The aim of this assignment is to observe different strategies planners use to engage communities and stakeholders in the plan-making process. For the individual memo, you will analyze three different community engagement processes to learn how public input is attained. You must attend at least one public/community meeting in person. The other two may include some combination of additional meetings, a particular aspect of the community engagement for the RLE, an on-line survey or video from the “Great Footage of BAD public meetings” https://www.youtube.com/playlist?list=PLmGHmTRItjreILhhb5LcZeuaOjsfytKx (some of the videos are really short so pick a couple of them to view). The memo should be 1,000 words and will compare the approaches to soliciting community input and engagement. **Individual Analysis on October 20 by 5pm**

Assignment 2: Team Community Engagement Impact Memo (30 pts)
The purpose of this team memo is to analyze community engagement with communities impacted by the Red Line Extension. This will give you an opportunity to observe and analyze different formats and contexts for community engagement, as well as explore alternatives and tradeoffs between different
Assignment 3: Engagement Plan – Engaging Residents at the Neighborhood Level (30 pts)
This class will engage the community organizing initiatives around the Chicago Transit Authority’s (CTA’s) Red Line Extension mass transit project on Chicago’s far South Side. The CTA Red Line Extension (RLE) has successfully advanced through its initial planning phases as a result of the community engagement of the Developing Communities Project (DCP) in organizing Greater Roseland (Roseland, Pullman, West Pullman, Riverdale and Morgan Park) residents to advocate for the project. The RLE has now reached a pivotal turning point which requires a new level, scale and intensity of engagement and advocacy. The class will collaborate with community residents and organizations, activists, public officials, planners and policy-makers in developing a three-year collaborative plan to facilitate the completion of the next phases of the RLE. Moreover, the class will be attuned to the challenging fiscal and policy environment in which such public infrastructure projects benefitting underserved communities must now operate. Each student will be a member of one of two teams which will select and assess the intersection of three local and regional trends or patterns with the potential of impacting the RLE project area. Because racial and socioeconomic inequalities form the context of the intersectionality of local and regional trends, your RLE community engagement plans must include some assessment of how these may impact future planning scenarios for the RLE. We will work in class (9/13) to identify key stakeholders and produce a stakeholder analysis framework for each team to use in identifying stakeholders, their likely positions and concerns, and to consider key stakeholders to possibly engage, with the instructors’ permission. Each team will aim to connect with 3-5 stakeholders to interview using a set of approved questions, and produce a short report of what they learned to share with their team and with the other team. The focus of the interviews will be on the stakeholder’s interests, concerns and ideas for redevelopment around the Red Line Extension stations. The class will produce a combined community engagement plan for the present stage of the RLE. Due Date: First draft due no later than November 17 by 5pm (10 pts) & Final draft presented in class December 4 or 6 (10 pts), & Written Report Due on December 7 by 5pm (10 pts).

Course Grade

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<th>Grade</th>
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<tr>
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Course Expectations

Inclusivity and Professionalism
The Department of Urban and Regional Planning (DURP) is committed to creating an environment of inclusion and opportunity that is rooted in the very goals and responsibilities of practicing planners. Conduct that interferes with the rights of another or creates an atmosphere of intimidation or disrespect is
inconsistent with the environment of learning and cooperation that the program requires. By enrolling in a Department of Urban and Regional Planning class, students agree to be responsible for maintaining a respectful environment in all DURP activities, including classes lectures, discussions, labs, projects, and extracurricular programs.

Attendance
The quick pace and applied nature of this course necessitates strict adherence to attendance, preparation, and deadlines. Attendance is required except in the case of medical or family emergencies. After the first absence, we will deduct 1 point from your final grade for each absence. After the first tardy, we will deduct ½ point for being tardy. If you miss class, please stop by during office hours or make an appointment to find out what you missed. Other absences may be excused. Please send the instructors an email at least one week in advance to explain your situation (examples attending a conference, job interview, religious holiday, etc).

Office Hours, Accessibility and Informal Learning
We invite students to visit, call or e-mail me as often as they want or need. E-mail is an easy way to communicate with us, as we generally respond within 24 hours. Most course related problems can be resolved if they are jointly addressed by instructor and student early in the semester. Students with special needs–factors that might interfere/conflict with a student’s successful completion of the course–should tell us as soon as possible. Please feel free to make suggestions to enrich this course.

Counselling Center
Additionally, resources are available on campus if you find yourself in need of mental or emotional support. The Counseling Center is committed to providing a range of services intended to help students develop improved coping skills in order to address emotional, interpersonal, and academic concerns. The Counseling Center provides individual, couples, and group counseling. All of these services are paid for through the health services fee. The Counseling Center offers primarily short-term counseling, but they do also provide referrals to the community when students could benefit from longer term services. https://counselingcenter.illinois.edu/

Late Assignments
We do not accept late assignments (that means we will not grade late assignments). However, special arrangements (without penalty) may be warranted under certain circumstances. Make note of the announced office hours, as these are the best times to contact us. You may leave voice message or send e-mail, but that does not constitute consultation, nor does a note from the nurse by itself give permission to make up missed work due to illness.

Academic Dishonesty
Please be aware of the university guidelines regarding academic integrity, which can be found in the Student Code (http://admin.illinois.edu/POLICY/CODE). Academic dishonesty includes such things as cheating, inappropriate use of university equipment/materials, fabrication of information, plagiarism (presenting someone else’s work as your own), and so on. All forms of academic dishonesty will be considered a serious offense of university policy. Students committing any form of academic dishonesty will be reported to their home department, the College of Fine and Applied Arts, and to the Senate.
Committee on Student Discipline. Any student who violates the university academic integrity policy will receive a failing grade for this course.

**Required Reading**

Readings related to the Red Line Extension will be available on compass. All other readings can be purchased at Note-n-Quotes: [https://squareup.com/store/notes-n-quotes-UIUC/](https://squareup.com/store/notes-n-quotes-UIUC/) or accessed on Compass.

**Course Calendar, subject to change**

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<thead>
<tr>
<th>Topic</th>
<th>Problem Questions &amp; Learning Objectives</th>
<th>Reading, Activities &amp; Discussion</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
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<tr>
<td>Course Overview: History &amp; Theory</td>
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<td>M 8/28</td>
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<tr>
<td></td>
<td>What is “community engagement”?</td>
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<td></td>
<td>Understand the purpose, scope and impact of community engagement urban planning in underserved communities.</td>
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<td>The #GlobalPOV Project: &quot;Can Experts Solve Poverty?&quot; With Khalid Kadir: <a href="https://www.youtube.com/watch?v=8jqEj8XUPlk">https://www.youtube.com/watch?v=8jqEj8XUPlk</a> (Video, 13:29 minutes)</td>
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<td><strong>Week 2</strong></td>
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<td>W 8/30</td>
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<tr>
<td>Urban Transportation Equity</td>
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<td>What is urban transportation inequity; why does transit equity matter?</td>
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<td>Understand why transportation equity matters and how to deploy it as a community engagement frame.</td>
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<td>T. Nabatchi and I. Mergel, Participation 2.0: Using Internet and Social Media Technologies to Promote Distributed Democracy and Create Digital Neighborhoods (2010), 8pp.</td>
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<td></td>
<td>M 9/4</td>
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<td></td>
<td>Labor Day – No class</td>
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<td>W 9/6</td>
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<td>CMAP Red Line Extension video, in-class (10 minutes).</td>
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<tr>
<td>Week 3</td>
<td>Red Line Extension (RLE)</td>
<td>What problem is the RLE the answer to?</td>
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<td>Understand the problems for which the RLE project is the transit equity answer.</td>
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<tr>
<th>Week 4</th>
<th>Solving Problems through Community Engagement</th>
<th>How are transit equity problems solved through community engagement?</th>
<th>M 9/18</th>
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<tr>
<th>Week 5</th>
<th>Analyzing &amp; Evaluating Engagement &amp; Participation</th>
<th>What are the problems of community engagement?</th>
<th>M 9/25</th>
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<tr>
<th></th>
<th>Plan RLE neighborhood tour</th>
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<td>W 9/13</td>
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<tr>
<th></th>
<th>Final Preparations for RLE neighborhood tour</th>
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<td>W 9/20</td>
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<tr>
<th></th>
<th>Red Line Extension Neighborhood Tour: Route of RLE &amp; Station Stops</th>
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<td>F 9/22</td>
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<td>W 9/27</td>
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11
| Week 6 | Organizing and Engaging Stakeholders | M 10/2  
|--------|-----------------------------------|---|
|        | How are stakeholders engaged and organized around transit projects?  
Learn methods of engaging and organizing community stakeholders and public officials around transit issues and projects. | W 10/4  
| Week 7 | Activating Space & Testing Ideas through Community Engagement | M 10/9  
|        | How does engaging the community help communities envision their transit future?  
Learn new ways to help community residents test their ideas of community development through activating public spaces. | W 10/11  
What Will Your Station Look Like? A Summary Report of the Developing Communities Project Community Visioning Session for the Proposed Red Line Extension, prepared in collaboration with Metropolitan Planning Council (MPC), Chicago Metropolitan Agency for Planning (CMAP) and Center for Neighborhood Technology (CNT) (2010), 22pp. |
| Week 8 | Incorporating Public Input into Plans | M 10/16  
G. Sandoval and J. Rongerude, Telling a Story that Must Be Heard: Participatory Indicators as Tools for Community Empowerment (2015), 403-414.  
|        | What are the problems encountered incorporating public input into plans?  
Learn innovative methods of incorporating public input into plans | W 10/18  
RLE Draft EIS Exhibit Boards from CTA November 1, 2016 Open House, 20pp. |

*Individual Community Meeting Analysis Memo Due 10/20*
<table>
<thead>
<tr>
<th>Week 9</th>
<th>Engaging Stakeholders in Planning</th>
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<tr>
<td><strong>How can community stakeholders become equal partners in their community’s development?</strong></td>
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<tr>
<td>Learn methods and strategies of making resident-stakeholders equal partners in community development projects.</td>
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<tr>
<th><strong>See note on 11/15</strong></th>
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<tr>
<td>M 10/23</td>
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<tr>
<td>Guest Lecture – Ashlee McLaughlin, Transportation Planner at CHRPC. Worked on the Community Engagement Process for the Long Range Transportation Plan.</td>
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<th>F 10/27</th>
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<tbody>
<tr>
<td>Red Line Extension policy field trip: CTA, CMAP, Community Meeting</td>
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<tr>
<th>Week 10</th>
<th>Determining Community Priorities: Participatory Budgeting</th>
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<td><strong>How does participatory budgeting help determine community priorities?</strong></td>
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<td>Learn how to deploy participatory budgeting as a community engagement strategy.</td>
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<td>[NB: Transit TIF; DCP’s RLE referendum]</td>
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| Team Impact Memo Due 11/3 |

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<thead>
<tr>
<th><strong>Watch the two videos (10 minutes).</strong></th>
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<tr>
<td>Guest lecture – Thea Crum, Participatory Budgeting Project in Chicago</td>
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<th>M 10/30</th>
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<th>W 11/1</th>
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<tbody>
<tr>
<td>L. Turner, Red Line Extension Trust Fund: Sources for a Corridor Funding Pool [power point] (August 2012), 12 slides.</td>
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<tr>
<td>DCP and Voorhees Center, Transit Linked Development Equity Index, meeting power point (March 2009), 11 slides.</td>
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<tr>
<th>Week 11</th>
<th>Engaging Communities by Mapping Community Problems</th>
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<tr>
<td><strong>How does mapping address problems of transit equity?</strong></td>
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<td>Develop skills in mapping community problems of transportation equity.</td>
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<tr>
<th>M 11/6</th>
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<tbody>
<tr>
<td>Graphic Recording Videos: <a href="https://www.youtube.com/playlist?list=PL0B5F6BEBAC8CBFC2">https://www.youtube.com/playlist?list=PL0B5F6BEBAC8CBFC2</a> (watch a couple of these).</td>
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<tr>
<td>Week 12</td>
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<td>How to Facilitate Videos: <a href="https://www.youtube.com/playlist?list=PL344B612CF74144E7">https://www.youtube.com/playlist?list=PL344B612CF74144E7</a> (watch a couple of these).</td>
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<td>Week 13</td>
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<tr>
<td>11/18-11/26</td>
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<td>Week 14</td>
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<td>Kubisch, et al., Strengthening the Connections between Communities and External Resources. In Voices from the Field II: Reflections on Comprehensive Community Change (Aspen Institute, 2002), 78-99.</td>
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<td>Week 15</td>
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<td>M 12/4</td>
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<td>Week 16</td>
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W 12/6
Red Line Extension Community Engagement Plans
Community Research and Organizing

Marie Kennedy

Course Description

Spring 2016

Time: Thursdays, 9:00-11:50
Place: PAB 4357
Course Number: URBN PL 283
Professor: Marie Kennedy
Office: PAB 5-5284
Telephone: 617-997-6478 (cell); 310-439-1655 (h)
email: mariekenne@yahoo.com
Office hours:

Course Description

In this course we will examine the theory and practice of organizing, analyze the role of community organizing as an empowerment strategy in disadvantaged and marginalized communities, and think about the relationship of community and worker organizing to broader movements for social change. We will analyze different research methods and strategies in terms of best supporting organizing and movement building. Focus will be on action research and community-based participatory research. Participants will gain an understanding of the theories, principles and strategies of community-based research, an appreciation of the advantages and limitations of various approaches, and of the skills necessary for participating effectively in community-based projects. Students will analyze in depth one organizing model and participate in an ongoing research project that supports a local community or worker organization, exploring the links between the research and the organizing campaign to which it is connected. Throughout, particular attention will be paid to the race, gender and class dimensions of community-based research and issues of power and decolonizing research.

What is research? Research is digging facts. Digging facts is as hard a job as mining coal. It means blowing them out form underground, cutting them, picking them, shoveling them, loading them, pushing them to the surface, weighing them, and then turning them on to the public for fuel—for light and heat. Facts make a fire which cannot be put out. To get coal requires miners. To get facts requires miners, too: fact miners.

--John Brophy, Pennsylvania miner, an advocate of public ownership of resources, 1921.

Community organizing is the process of building power through involving a constituency in identifying problems they share and the solutions to those problems that they desire; identifying the people and structures that can make those solutions possible; enlisting those targets in the effort through negotiation and using confrontation and pressure when needed; and building an institution that is democratically controlled by that constituency that can develop the capacity to take on further problems and that embodies the will and the power of that constituency.

--Dave Beckwith, with Cristina Lopez, Center for Community Change
Course Structure

This course will meet for approximately 3 hours once a week. The course’s primary format will reflect participatory research’s philosophical commitment to co-teaching and co-learning as opposed to more didactic pedagogical approaches. Critical group discussion will be emphasized. Learning will be through discussion of readings, guest speakers, and critical analysis of organizing and community-based research cases throughout the United States, as well as your own social justice, community organizing, and action research experiences.

Required Readings

All readings are available via CCLE. You will have approximately 60-80 pages of required reading each week and it is critical that you do the readings. Supplemental readings are not required, but may add to your understanding. In addition, you will each read a book of your choice on organizing (see paper assignment below).

If you want to add books to your library for future reference, many of the readings are drawn from the following books:


Course Policies

**Attendance:**
Attendance is mandatory at all class sessions. If you are sick or have an unavoidable conflict, please notify me in advance by phone or email. Any unexcused absences may be counted against your participation grade.

**Grading:**
Your final grade will be based on three required elements: 1) class participation, 2) organizing analysis paper and 3) research participation and analysis paper and oral presentation.

The elements will be weighted as follows:

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<tr>
<td>Class attendance, participation in discussions and responses to readings and discussion question(s)</td>
<td>30%</td>
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<tr>
<td>Organizing paper</td>
<td>25%</td>
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<tr>
<td>Research participation, analysis &amp; presentation</td>
<td>45%</td>
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Course Requirements

Participation:
Full participation by all students is critical to developing a student-centered learning environment. Participation means regular attendance, knowledge of the reading assignments, and participation in class exercises and discussions.

Discussion Questions and Response Papers
Each week, write a short response to one or more of the articles for the week and pose at least one discussion question based on the readings. Reading response and discussion question(s) must be posted on CCLE at least by midnight on the Tuesday before class. No reading response or discussion questions are due on the first day of class. You may miss one set of responses and questions during the quarter and still pass.

Analyzing and Evaluating Organizing Approaches and the Role of Research
Content outline of paper due April 28th
Final paper due May 19th

Effective organizers ground their work in theories based on knowledge of issues, groups, and practices of those that came before them. Successful organizing campaigns involve thought, planning and reflection. Organizing efforts often fail because they are reactive, because they lack thoughtful strategies, and/or because they employ the wrong tactics. Most labor and community organizers develop their skills, often with inadequate preparation, in the heat of particular campaigns. By carefully analyzing the strengths and weaknesses of particular organizing approaches and campaigns, we can improve our practice as planners/researchers supporting community and worker organizing.

1. Each student will read and analyze one book about organizing, either from a list provided by the professor (see list at end of assignment) or selected by the student and approved by the professor. In analyzing the particular approach to organizing expressed in the book, identify the following: [obviously, if something on the following list isn’t in the book, you can’t write about it, but please note it’s absence]
   - The political and historical context in which this approach was developed
   - The values and political views of those who developed the approach
   - The short-range and long-range goals of the approach
   - Examples of strategies associated with the approach
   - Tactics associated with the approach
   - What the author, other analysts, participants and the organizers themselves reported on the strengths and weaknesses of the approach and related strategies.

2. Analyze at least one specific organizing campaign described in the book, including:
   - The context in which the organizing campaign took place and how the issues were created and framed by the organizers or by others
   - The target the organizers chose and why
   - The goals the organizers chose for the campaign and why
   - The strategy the organizers chose and why
   - The choice of strategy, and how it was affected by the values of the organizers and the approach they favored
   - What resources the organizers utilized and how well they exploited those resources, including sources of information and funding as well as research and media aid
   - What key groups or constituencies had a stake in the outcome
• How well the organizers targeted their opposition and how well they mobilized their constituents and potential allies
• What internal problems (including issues of race, class and gender) and external obstacles (e.g., opposition by media and law enforcement) the organizers faced and how they attempted to overcome those obstacles
• What tactics the organizers adopted, how well they worked, and what tactics organizers ignored
• How well the organizers used the media, and developed a strategy and tactics for doing so
• How well the organizers related to elected leaders and to the members and/or followers they were trying to organize; and how the campaign effort or organization functioned internally in terms of democracy, participation, education and empowerment.

3. Based on the descriptive analysis above, evaluate the organizing approach:
• How well the organizing model served the activists in providing goals, strategies and tactics
• How the organizers defined success or failure
• Why the strategies adopted succeeded or why they failed
• What role the organizers themselves played and how they were viewed by the people they tried to organize
• What role did or might a community planner have played in this organizing campaign?

Your description and analysis will be presented in a professionally written paper, double-spaced (no longer than 20 pages; can be as short as needed to complete the assignment). You will be primarily referencing the one book that you are reading. In addition, reference at least two class readings on organizing in order to compare and contrast different approaches.

As is usual, you must identify all sources of data, information, and ideas. When quoting or paraphrasing someone else’s work, cite the source. Use the author-date form of citation. For example:

As we seek solutions to pressing urban problems, we need to be searching out and supporting experiments... working to unleash the creative energies of the people who are most directly experiencing the problems to be solved. (Kennedy, 2008, 39).

Then at the end of the paper, have a complete list of references. For example:


NOTE: Using someone else’s information or ideas without citing the source is misleading, prevents a reader from following up on interesting ideas, and defeats the educational purpose of the assignment (which is to build on other people’s work to come up with your own ideas and conclusions). Also, the university forbids it, and stipulates serious penalties if a student is caught at it. Please don’t do it. In brief, to adhere to academic honesty, you should:

• Provide citations for information, except for information that is general knowledge or that you learned from direct observation.
• When you use a direct quotation, “put it in quotation marks.” (For direct quotes, give the page number.) It is not OK to use a close paraphrase as an alternative to a direct quotation—if it’s close, we expect you to just use the direct quote.

Choose from this list of books or obtain the professor’s approval of an organizing book of your choice:

• Bardacke, Frank. (2011). Trampling Out the Vintage: Cesar Chavez and the Two Souls of the United Farm Workers. [note: this is very long—750 pages—but a fantastic book.]
Los Angeles is a hotbed of community and worker organizing. Each student will participate in an ongoing research project that is connected to a community and/or worker organizing campaign. Students who are already involved in providing research assistance to an organizing campaign or community or worker organization may utilize that work in this assignment. Other students will be provided with a range of options for doing research in support of an organizing campaign (see below for a list of organizations that have requested students—descriptions of each project are posted on the CCLE). Students may work individually or in a team with one other student in the class. Each student should plan on providing at least 30 hours of work on research over the course of the quarter to the project in addition to the time taken to interview researchers and organizers in order to analyze the overall research design and the connection of the research to an organizing campaign.

In a short professionally written paper (approximately 10 pages, double spaced) and in a 5 minute presentation, share your analysis of the research design, the connection of the research to organizing and reflections on what your role as a planner might be in a similar situation. After a short introduction describing the overall research project and your or your team’s work and how it fits into the research project, address the following in your paper:

- What is the overall research design?
- Who was involved in posing the research question(s)?
- What research methods are being employed?
- How and by whom were the research methods determined?
- Why were these research methods chosen?
• Who (besides you) is conducting the research?
• How does the research fit into an organizing campaign? Is the research itself an organizing tool?
• Who will determine how the results of the research are used?
• Will the results of this research help determine the target of an organizing campaign? Of particular strategies and tactics?
• Is there a media strategy connected to the research?
• In your opinion(s), how effective is the overall research design? If you were working with this group from the beginning, would you have suggested a different approach? What would be your appropriate role as a planner? In your evaluation, refer and compare and contrast to case studies from the class readings.

Work in teams of up to three students with one of the following groups (descriptions posted on CCLE) OR work with a research project with which you are already involved (see note below):

• Esperanza Community Housing Corp
  1. Community Health Promoter evaluation
  2. Equitable Development, Displacement and Community Transformation
  3. Environmental Justice

• Food Chain Workers Alliance
  - Good Food Purchasing Policy

• Los Angeles Community Action Network
  - Slum housing, renter and civil rights

• LAANE (Los Angeles Alliance for a New Economy)
  1. Public Education—LAUSD and Charter Schools
  2. The Ports Campaign
  3. Re-Power LA Coalition
  4. Don’t Waste Long Beach
  5. Raise the Wage and Shop Well LA

• Pacific Electric Cooperative

• Solidarity Research Cooperative
  - Challenges and Opportunities for Workers Along the Food Chain

• T.R.U.S.T. South LA
  - Brownfields Remediation and Redevelopment

• Union de Vecinos
  - Alternatives to Current Models of “Affordable” Housing

• Venice Coalition to Protect Our Unique Community
  - Impact assessment of new developments on neighbors

Note re/individual projects not on the above list: You must get permission of the instructor to do a independent project not on this list. In order that she can evaluate the appropriateness of the project, you must provide the same information as is provided for the above projects on CCLE.
Class 1: March 31
Introduction—Interweaving Research & Organizing for Community Development

Required reading:

Supplemental reading:

Assignments:
- Response and discussion question based on the readings for Class 2 to be posted on CCLE by midnight, Tuesday, April 5
- Choose an organizing book to read for the organizing paper (see full assignment above)
- If your planned research project is not one of those arranged by the instructor, provide a description (in the same format) of your planned research project, identifying the group with which you will work and roughly the work that you will do. If it is one of the pre-arranged projects, contact the community supervisor and meet or arrange a meeting with him or her so that you can get started.

Class 2: April 7
What is community? What is organizing? Models of organizing, part 1

Required reading:


**Supplementary Reading:**


**Guest speaker:** Carlos Amador, Lead Organizer, California Immigrant Policy Center

**Assignments:**

- Response and discussion question based on the readings for Class 2 to be posted on CCLE by Tuesday, April 12.
- Either as a team or individually, compose a short research plan which lays out how you plan to distribute your research workload through the quarter. For each week list the hours you have budgeted to spend, and any tasks or documents you will produce (that you know of thus far).

**Class 3: April 14**

**Theories and models of organizing, part 2**

**Required reading:**


**Supplementary Reading:**

Guest speaker: Richard Martinez, former IAF organizer

Assignments:
• Response and discussion question based on the readings for the class 4 to be posted on CCLE by Tuesday, April 19.

Class 4: April 21
Social movements; transformative populism vs. redistributive populism
Models of organizing, part 3

Required reading:
• Santow, Mark. (2007) Running in Place: Saul Alinsky, Race and Community. In Orr, Marion, ed. Transforming the City: Community Organizing and the Challenge of Political Change. 28-55.
• Ransby, Barbara. (April 4, 2011). Quilting a Movement: Real movements for social change need many grassroots leaders—not one charismatic politician. 4 pages.
• Miller, Mike. (Winter 2011). The Plague of the Nonprofits. Shelterforce. 4 pages.

Supplementary Reading:

Guest Speaker: Ai-jen Poo, Executive Director
National Domestic Workers Alliance and UC Regent’s Lecturer

Assignments:
• Response and discussion question based on the readings for the next class to be posted on CCLE by Tuesday, April 26.
• Content outline of your paper on an organizing book, post on CCLE.
• Research update: What have you accomplished in the last 2 weeks? (one or two paragraphs or bullet points). What do you plan to accomplish in the next 2 weeks? (one or two paragraphs or bullet points)
Class 5: April 28
Action Research --> Participatory Action Research

Required reading:


A case study: The Roofless Women’s Action Research Mobilization

Skim the following:

- Kennedy, Marie and Betsy Reed. (Jan/Feb 1996). Dollars & Sense. 27-29, 39.

Methods:


Supplemental Reading:


Lecture:
Participatory Action Research in theory and in practice: The Roofless Women’s Action Research Mobilization

Assignments:
• Response and discussion question based on the readings for the next class to be posted on CCLE by Tuesday, May 3

Class 6: May 5
Collaborative Project-Based Community Research

Required reading:
• Kennedy, Marie, Lorna Rivera and Chris Tilly. (Summer 2003). Looking at Participatory Planning in Cuba...Through an Art Deco Window. *Progressive Planning.* #156. 4-8.

Methods:
• Oxfam. Quick Guide to Power Analysis.
• *Skim for a sense of the wide variety of methods used in 38 different cases:* The Institute for Community Research. (2007). *Case Studies in Community-Based Collaborative Research.*
• Center for Community Planning, UMass Boston. Visioning Exercise for goal setting.

Supplemental Reading:
Assignments:

- Response and discussion question based on the readings for the next class to be posted on CCLE by Tuesday, May 10.
- Research update: What have you accomplished in the last 2 weeks? (one or two paragraphs or bullet points) What do you plan to accomplish in the next 2 weeks? (one or two paragraphs or bullet points)

Class 7: May 12
Research and Place-Based Organizing

Required reading:


Supplemental Reading:


Guest Speaker: Sissy Trinh
Founder & Executive Director, Southeast Asian Community Alliance

Assignments:

- Response and discussion question based on the readings for the next class to be posted on CCLE by Tuesday, May 17.
Class 8: May 19 
Research and Environmental Justice Organizing

Required reading:
• Los Angeles Collaborative for Environmental Health and Justice: Hidden Hazards: A Call to Action for Healthy, Livable Communities.

Methods:

Supplementary Reading:

Guest speaker: Lauren Ahkiam, Research & Policy Analyst, LAANE

Assignments:
• Response and discussion question based on the readings for the next class to be posted on CCLE by Tuesday, May 24.
• Research update: accomplished in last 2 weeks; plans for next 2 weeks.
Class 9: May 26
Research and Organizing of Workers

Required reading:

Methods:
- Research Network for Domestic Worker Rights. (2014). “We want to be the protagonists of our own stories!” A participatory research manual on how domestic workers and researchers can jointly conduct research. 55 pages.

Supplemental reading:

Guest Speaker Joann Lo, Food Chain Workers Alliance

Assignments:
- From the readings, write 2 paragraphs on how community organizing might/does/should relate to birthing/building/supporting social movements.
- Prepare oral presentation and practice it in order to keep within time limit.
Class 10: June 2
Oral presentations of research projects
Discussion of connection between community organizing and social movements

Required reading:

Skim:

Supplemental reading:

Assignment:

- Submit research paper on CCLE by June 10th.
The task of involving the public in decisions that affect their lives is “the Achilles’s heel” of the planning profession, a process that may lead to more informed and equitable decisions and outcomes while limiting planners’ ability to act. This class will explore the history, theory, and practice of public participation in urban planning, including the emergence and uses of participation in the planning field, how to manage different types of processes, and the relationship between participation and social equity.

We will start by addressing foundational concepts, the political context of planning, and the history of public involvement in planning decision-making. Next, we will delve into the process of preparing a public participation plan and explore a range of commonly used information sharing and consensus building techniques. We will learn how to effectively lead public meetings and analyze information gathered. The latter part of the class will focus on special topics pertaining to public participation. These include bottom up, community-led processes, overcoming communication issues, changing opportunities for participation in the information age, engaging diverse groups, and participatory processes in the Phoenix region.

The readings will familiarize you with the range of activities, models, and major debates related to public participation in the planning profession. The assignments will introduce you to planning processes in the Phoenix region, build your public speaking and writing skills, and nurture your capacity to think critically about the intentions and outcomes of participatory processes. You will leave the class knowing how to carry out a diversity of approaches that together can lead to more constructive and inclusive planning.

Readings

We have two required books for the course:


Both are available in the bookstore and through Amazon. A PDF version of the Public Participation Handbook is also available for downloading through Blackboard. Additional required readings will be posted on Blackboard.

Assignments and Grading

You will complete three assignments for the course: 1) a reflection on a public participation event, 2) a group presentation on a public participation technique, and 3) a poster on a new technology to aid public participation.

Event Reflection

You will observe and analyze one participatory planning event in the Phoenix region during the class. A list of potential activities will be posted and regularly updated on the Course Information page on Blackboard. You are welcome to participate in unlisted activities but are encouraged to consult with Samuel first to ensure that it meets the definition of public participation in planning. Plan on taking detailed notes during the event on the types of actors present and their involvement. Pay attention to who the decision-makers are and how they respond to participants’ input, as well as what the outcomes of the activity are and how the information will be used.

You will write a short reflection on the event that you observed. Describe the event, including the broader planning process the activity supports, the dynamics among the participants, the specific techniques used and their strengths and weaknesses, and the outcomes, if any. Next, address what you found most surprising about what you observed and why. Conclude by suggesting ways the process could be improved upon and/or drawing lessons that could be applied to other processes, if little improvement is needed. Include at least three citations from different chapters in the class readings to support claims made. Aim to write about 1,500 to 2,000 words. Points are given as follows:

Reflection
- Includes 3 citations from the class readings: 10 points
- Discusses broader planning process that activity is part of: 10 points
- Describes dynamics among participants: 10 points
- Describes techniques used: 15 points
- Assesses strengths and weaknesses of techniques: 20 points
- Addresses what found most surprising: 10 points
- Includes suggestions or lessons learned: 15 points
- Grammatical correctness and clarity: 10 points

Total: 100 points

Due date: 10:00a on 11/27 (Week 15)
Submit via Blackboard link under Week 15.

Students submitting their reflection prior to the due date will receive the following extra credit: 20 points for submitting by 10:00a on Wednesday 9/27 and 10 points for submitting by 10:00a on Wednesday 10/25. Examples of exemplary reflections written by past students are posted on the Course Information page on Blackboard.
**Technique Presentation**

You will break into groups of four or five and become an expert on a technique designed to inform, consult with, involve, collaborate with, or empower the public. You will educate your fellow students about the technique through an in-class presentation. A list of techniques to choose from is available on the Course Information page on Blackboard. Creighton pp. 102-137 provides an introduction to many of these techniques.

The presentation must fall between 10 and 15 minutes. The first part of the presentation should cover: 1) the components of the technique and its applications to planning and 2) its strengths and weaknesses. The second part of the presentation should demonstrate the technique (or an aspect of it) before the class. The presentation should be professional, meaning that it is rehearsed and the information is conveyed in an organized and easy to understand way. A 5-minute Q & A will follow each presentation. Points are given as follows:

**Presentation**

- Stays within time allotment: 10 points
- Describes the components and applications of the technique: 20 points
- Identifies the strengths and weaknesses of the technique: 20 points
- Provides a thorough demonstration: 30 points
- Professionalism: 20 points

**Total** 100 points

Techniques will be chosen on a first come, first serve basis. Email Samuel (ssroger3@asu.edu) your technique preference (and the names of your group members if applicable) by no later than 10:00a on Wednesday 9/6 (Week 3). Graduate and undergraduate students must work in separate groups; a higher level of depth and professionalism will be expected from the graduate students. Inform and consult technique presentations will occur on 9/18 and 9/20 (Week 5). Involve technique presentations will occur on 9/20 and 9/25 (Weeks 5 & 6). Collaborate and empower technique presentations will occur on 9/25 and 9/27 (Week 6).

**New Technology Poster**

Undergraduates will complete this assignment in pairs or alone; graduate students must complete this assignment alone. You will choose a persistent problem facing public participation in planning, and develop an idea for a new technology to solve it. You are welcome to choose any problem, but examples could be lack of time to participate, difficulty getting to events, the dullness of events, difficulty sharing information or coming to consensus, etc. Likewise, the sky is the limit for the type of technology you choose to explore, but examples could be a mobile phone app, a virtual meeting service, a facilitation robot, and so forth.

You will provide the context for the problem and make the case for the technology on a poster. The poster must be no larger than 30" x 40" and be capable of being affixed to a wall. The text should be large enough that someone could easily read it from a few feet away. The poster should convey the following: 1) the specific public participation problem; 2) how the technology works to solve the problem, including a supporting diagram or graphic; 3) the closest existing competing technology and why your idea is superior, and 4) one challenge to adopting the technology and one way we could overcome it. The poster should be
professional, meaning that the information is well organized, easy to understand, and free of writing errors. Points are given as follows:

Poster
- Describes the problem: 20 points
- Tells us how the technology would work to solve the problem: 20 points
- Identifies competing technology and demonstrates superiority: 20 points
- Discusses challenge to adoption and how to overcome it: 20 points
- Professionalism: 20 points

Total 100 points

Two of our class sessions will be open houses to learn about the new technologies: Monday 11/13 and Wednesday 11/15 (Week 13). Email Samuel (ssroger3@asu.edu) your preferred date to present and the name of your partner, if applicable, by 10:00a on 11/1 (Week 11) at the latest. The roster of posters for each day will be filled on a first come, first serve basis. Posters must be brought to class by 10:45a on the day you are scheduled to present. On the day that you present, you will stand by your poster to advocate to passersby and answer questions. On the day that you do not present, you will peruse the posters and distribute 5 extra credit points to your favorite one(s). The number of extra points earned will be divided between the partners, if applicable, and added to their grades. Members of the public are also invited to the open house and may distribute one extra credit point each. The poster receiving the most points will be displayed in the School of Geographical Sciences and Urban Planning on the 5th floor of Coor Hall for one year. Examples of exemplary posters made by past students are posted on the Course Information page on Blackboard and available for viewing on the 5th floor of Coor Hall.

**Pop Quizzes**

Much of your learning will happen through taking part in discussions and group activities and responding to student presentations and in-class multimedia material. Thus, participating in class is also an important component of your grade. Five pop quizzes on the lecture material will be given at some point during the class. The quizzes will not be difficult—students who are paying attention in class will do well. Absences due to illness, childcare, conflicts with other classes or ASU-related activities, or planning profession or religious events are excused; simply show Prof. Pfeiffer evidence in person or over email (ex. note from doctor, daycare provider/family member, coach or professor, etc.), and you will be exempted from the pop quiz. Absences due to work scheduling conflicts, car troubles, and other reasons are not excused. It is your responsibility to plan ahead to avoid these conflicts.

Pop quizzes: 100 points

**Active Participation**

If your final grade for the class is borderline (1 point away from the next grade), and you have consistently been an active participant in the class, you will receive a bump up to the next grade. Active participation includes suggesting ideas and building on those of your classmates, asking questions, and giving your reactions or opinions, among other behaviors. Remaining silent or actively participating but leaving or arriving halfway through the class constitute inactive participation.
Extra Credit

There are three types of extra credit that are offered in the class. First, 3 extra credit points will be given to students who ask a question aloud during each day of the technique presentations (Weeks 5 & 6) and the practitioner panel (see Week 15), adding up to a total of 15 possible points. Cards will be handed out at the beginning of class and extra credit will be given by submitting a card with your name and the question asked aloud to Prof. Pfeiffer by the end of class. Second, students submitting their reflection prior to the due date will receive the following extra credit: 20 points for submitting by 10:00a on 9/27 and 10 points for submitting by 10:00a on 10/25. Third, a variable amount of extra credit will be offered based on points earned during the new technology poster open house, see the description of that assignment. There will be no other opportunities for extra credit in the class.

Policy on Submitting Assignments Late

Reflections will be accepted up to three days past the due date, with one letter grade deducted for each day late. No reflections will be accepted on the fourth day after the due date. No points will be awarded for technique presentations or technology posters after the date you scheduled to present. If you experience a medical issue or death in the family and can present a doctor's note or evidence that you attended a funeral, you qualify for an extension. There are no other exceptions to this rule.

Academic Dishonesty

Academic honesty is expected of all students in the reflection, presentation, and poster assignments. Be careful to fully reference material that you draw from other sources in these assignments. Quoting or drawing from the ideas or images of a source without referencing it is plagiarism. In turn, double counting assignments already submitted for credit in this class or other classes or working collaboratively on an assignment that should be completed alone also constitute academic dishonesty. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see http://provost.asu.edu/academicintegrity.

Disabilities and English as a Second Language

If you have a disability that may affect your performance or ability to learn in this class, provide me evidence of it (e.g. a doctor’s diagnosis), and I will accommodate it. If you speak English as a second language, let Samuel and I know, and we will take this into account in grading the grammatical correctness and clarity of your writing and public speaking.

Summary of Grading

| Event reflection: | 100 points (25%) |
| Technique presentation: | 100 points (25%) |
| Technology poster: | 100 points (25%) |
| Pop quizzes: | 100 points (25%) |
| Total: | 400 points (100%) |
Extra credit: Up to 20 points (submitting reflection early)
Up to 15 points (asking questions during each day of technique presentations and panel (3 each))

Total: 35 points

Additional extra credit: Points distributed during the new technology poster session.

Grading scale: 97-100 (A+), 93-96 (A), 90-92 (A-), 87-89 (B+), 83-86 (B), 80-82 (B-), 77-79 (C+), 73-76 (C), 70-72 (C-), 60-69 (D), <60 (E)

Office Hours

Don’t hesitate to email me or come speak with me in office hours if you have questions about the class or assignments or would like to discuss anything further. My office hours are on Mondays from 1:00p – 3:00p in COOR 5646, or by appointment. You are welcome to drop by during this period, but students who email me for an appointment will be given priority.

Please contact Samuel (ssroger3@asu.edu) if you are an undergraduate student and have questions about the reflection assignment. Samuel also is the go-to person for questions about the technique presentation or technology poster scheduling, or the pop quizzes. Samuel is available to meet with you by appointment.

Week 1: Introduction & Concepts

Monday 8/21

• Review of syllabus
• Defining public participation

Wednesday 8/23

• The ladder of public participation
• Activity: Classifying participation

Readings:

No readings for this week.

Assignments:

No assignments due.

Week 2: Power & Politics

Monday 8/28

• Representative and deliberative democracy
Wednesday 8/30

- Politics of planning
- Activity: Case study in planning politics

Readings:


Assignments:

Email Samuel (ssroger3@asu.edu) your preference for the technique presentations and names of group members.

Week 3: Historical Context

Monday 9/4

- No class – Labor Day

Wednesday 9/6

- New England town meetings
- Rational and advocacy models of planning
- Participation during the Urban Renewal and Civil Rights eras

Readings:


Assignments:

Email Samuel (ssroger3@asu.edu) your preference for the technique presentations and names of group members.

Week 4: Preparing Participatory Processes

Monday 9/11

- Deciding when participation is needed
- Planning a participatory process

Wednesday 9/13

- Preparing for implementation
- Activity: Developing a public participation strategy
Readings:


Assignments:

Work on technique presentations.

**Week 5: Inform, Consult, and Involve Techniques**

**Monday 9/18**

- Inform and consult techniques

**Wednesday 9/20**

- Inform and consult techniques (cont.)
- Involve techniques

Readings:


Assignments:

Prepare technique presentations.

**Week 6: Involve, Collaborate, & Empower Techniques**

**Monday 9/25**

- Involve techniques (cont.)
- Collaborate and empower techniques

**Wednesday 9/27**

- Collaborate and empower techniques (cont.)

Readings:


Assignments:

Prepare technique presentations.
Optional: Submit event reflection for 20 points extra credit.
Week 7: Leading Public Meetings

Monday 10/2

- Designing meetings
- Facilitating meetings

Wednesday 10/4

- Troubleshooting meetings
- Activity: Public meeting fiascos

Readings:


Assignments:

No assignments due.

Week 8: Evaluating Participatory Processes

Monday 10/9

- No class – Fall Break

Wednesday 10/11

- Evaluating information gathered

Readings:


Assignments:

No assignments due.

Week 9: Evaluating Participatory Processes (cont.) & Community Control

Monday 10/16

- Activity: Evaluating public comment

Wednesday 10/18

- Community development
- The Alinsky model
- The Asset-Based model
Readings:


Assignments:

No assignments due.

Week 10: Community Control (cont.)

Monday 10/23

• Movie: Holding Ground: The Rebirth of Dudley Street

Wednesday 10/25

• Movie: Holding Ground: The Rebirth of Dudley Street (cont.)

Readings:

No readings for this week.

Assignments:

No assignments due.

Optional: Submit event reflection for 10 points extra credit.

Week 11: Communication Issues

Monday 10/30

• Tenets of communicative planning
• Communicative planning practice

Wednesday 11/1

• Positional bargaining vs. principled negotiation
• Activity: Principled negotiation exercise

Readings:

Assignments:

Email Samuel (ssroger3@asu.edu) your preferred date to present the technology poster and the name of your partner, if applicable.

**Week 12: Participation in the Information Age**

**Monday 11/6**

- E-government, Government 2.0

**Wednesday 11/8**

- Collaborative technologies

**Readings:**


Browse Planetizen’s “The Best Planning Apps for 2017.”

**Assignments:**

Work on technology poster.

**Week 13: New Technologies Open Houses**

**Monday 11/13**

- New technologies open house

**Wednesday 11/15**

- New technologies open house

**Readings:**

No readings for this week.

**Assignments:**

Prepare technology poster.
Week 14: Engaging Diverse Groups

Monday 11/20

• English language literacy
• Cultural competency

Wednesday 11/22

• No class – Safe travels for Thanksgiving

Readings:


Assignments:

Work on event reflection.

Week 15: Engaging Diverse Groups (cont.) & Lessons from the Phoenix Region

Monday 11/27

• Activity: Planning through play

Wednesday 11/29

• Public participation in the Phoenix region
• Learning from the experiences of planning practitioners

Readings:


Background materials for panelists will be posted on Blackboard.

Assignments:

Submit event reflection.
Community Development
(formerly “Social Planning”)

Dudley Street Neighborhood Initiative youth members participating in a neighborhood clean-up of abandoned lots (www.boston.com).

**Instructor:** Willow S. Lung-Amam, Ph.D.
lungamam@umd.edu
ARCH (Building 145), #1226
T: (301) 405-6289
F: (301) 314-9583
www.arch.umd.edu/ursp/faculty/willow-lung-amam

**Office Hours:** Mondays, 11:00am – 1:00pm with Instructor or by appointment

**Class Information:** 3 units
Mondays, 4:00 – 6:30pm
ARCH (Building 145), Classroom #1119
Course website on ELMS (www.elms.umd.edu)
No prerequisites required
Fulfills the "social planning" requirement in URSP

Course Description

Communities are groups of people who are connected by common interests and identities. They may or may not share territory. Community development is the process of strengthening connections among community members and increasing their capacity to serve their common interests. The course examines the meanings of community and development and considers what planners can do to assist community development. In general, community development involves a combination of increasing community members' ties and individual and collective skills (sometimes called community-building), increasing the resources available to them, and improving their shared living conditions. The substantive focus of a community’s development interests can include housing, employment, transportation, education, health, historic preservation, social welfare, recreation, business development, and many other issue areas. Planners can contribute to community development by working with communities to strengthen their collective abilities and increase their shared resources.

The course gives particular attention to low-income communities who often have the fewest resources and the greatest needs. With assistance, these communities can accomplish a great deal on their own. This said, it is important to recognize that many important decisions affecting community well-being lie beyond the control of community members or even local governments. Promoting community development also depends on making changes in state and national policies and systems, such as the labor market, housing market, school systems, medical institutions, social welfare system, and criminal justice system. Thus planners may take any number of roles in supporting community development from working directly with local communities to advocating for policy changes at the regional, state, or national level.

Community development depends on community organizing and planning. Organizing helps individuals see themselves as having common interests and a shared identity (as a community) and to strategize to promote their interests. Planning depends on organizing and also helps people to organize by providing information and analysis that enable them to see what they have in common, set goals, and develop programs and strategies. In doing these things, planners may work for community-based institutions, public agencies, nonprofit organizations, or private consulting or development firms. This course raises questions, examines issues, presents ways of thinking, and offers practical methods useful for promoting community development in all these roles.

Course Objectives

By the end of the semester, students should:

1. be familiar with concepts of community development that are useful in guiding work with communities;
2. be able to analyze factors that influence community well-being;
3. understand the relationship between organizing and planning in community development;
4. be able to formulate approaches to community development based on the concept of asset-based
community development;
(5) be able to assess when and what types of partnerships are useful for community development;
(6) be able to evaluate the work of organizations in contributing to community development;
(7) be familiar with a range of issue areas and professional community development roles in which planners can play a significant role;
(8) hone their professional presentation and writing skills;
(9) see community development organizations in action; and
(10) be familiar with the work of local community development organizations.

Assignments & Grading

Grade Scale:

<table>
<thead>
<tr>
<th>LTR</th>
<th>Q.P.</th>
<th>PCT.</th>
<th>CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
<td>97-100%</td>
<td>Denotes excellent mastery of the subject and outstanding scholarship.</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
<td>94-97%</td>
<td>Denotes excellent mastery of the subject and outstanding scholarship.</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>90-93%</td>
<td>Denotes excellent mastery of the subject and outstanding scholarship.</td>
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<tr>
<td>B+</td>
<td>3.3</td>
<td>87-89%</td>
<td>Denotes good mastery of the subject and good scholarship.</td>
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<tr>
<td>B</td>
<td>3.0</td>
<td>84-86%</td>
<td>Denotes good mastery of the subject and good scholarship. (Minimum GPA for graduates in major)</td>
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<tr>
<td>B-</td>
<td>2.7</td>
<td>80-83%</td>
<td>Denotes good mastery of the subject and good scholarship. (Minimum grade for graduate credit)</td>
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<tr>
<td>C+</td>
<td>2.3</td>
<td>77-79%</td>
<td>Denotes acceptable mastery of the subject.</td>
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<tr>
<td>C</td>
<td>2.0</td>
<td>73-76%</td>
<td>Denotes acceptable mastery of the subject. (Minimum GPA for undergraduates in major).</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>70-72%</td>
<td>Denotes acceptable mastery of the subject. (Minimum grade for undergraduate credit).</td>
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<tr>
<td>D+</td>
<td>1.3</td>
<td>67-69%</td>
<td>Denotes borderline understanding of the subject, marginal performance, and it does not represent satisfactory progress toward a degree.</td>
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<tr>
<td>D</td>
<td>1.0</td>
<td>63-66%</td>
<td></td>
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<tr>
<td>D-</td>
<td>0.7</td>
<td>60-62%</td>
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<tr>
<td>F</td>
<td>0.0</td>
<td>Below 60%</td>
<td>Denotes failure to understand the subject and unsatisfactory performance.</td>
</tr>
<tr>
<td>I</td>
<td>INC</td>
<td></td>
<td>Incomplete -- Due to illness or a family emergency. Incomplete contract is to be signed by student and instructor.</td>
</tr>
</tbody>
</table>

Assignment Descriptions and Grading Rubrics:

Participation: 20%
Reading analysis and questions: 20%
Community development organization analysis presentation: 15%
Community development organization analysis paper: 20%
Dudley Street Neighborhood Initiative analysis: 25%

Please check ELMS under each assignment for addition point breakdowns and grading rubrics.

**Participation**: Because this is largely a discussion course, one of the students' primary responsibility is active participation. Readings should be completed by the date they are listed on the syllabus. Students should come to class with copies of the readings and be prepared to make comments, ask questions, actively listen, and respectfully engage with others about the readings in an appropriate and productive manner. Please be on time. Absences or coming late to class will result in lowered participation grades. Mid-term and final participation grades will be assessed based on class attendance and the students' contribution to critical, inclusive, and productive course discussions.

**Reading analysis and questions**: For each class period, students should post one question regarding the readings or film on the ELMS discussion board. The question should demonstrate that you have read or watched the materials, understood their main points or arguments, and are able to critically engage or analyze them. Good questions are those that try to punch holes in the main ideas, methods, or conclusion, make connections among various readings or themes of the course, or extend the author's main concepts or points into the real world (relating to your or others' experiences). These questions will be used to direct class discussion. Questions should be posted on the ELMS discussion board by Sunday at midnight on the day before class. If there is no reading or film for a class, no questions need to be posted. Please note that unlike other assignments, these will only be graded on a five-point scale, wherein 95% for an A; 85% for a B; 75% for a C; 65% for a D; and 55% for an F.

**Community development organization analysis**: The purpose of this assignment is to think about community development in relation to the work of real organizations. The task is to analyze an organization that engages in community development in a specific community. Beginning on the sixth week of class, one to three students will present an analyses of an organization during each class period as a lead in to and point of reference for our discussion. Signups sheets will be available during the first class. When signing up, you must specify the organization that you will be analyzing.

You may select a public sector organization (e.g., a department of planning, a department of community development, an anti-poverty agency), a nonprofit organization (e.g., a community organization, a community development corporation, a foundation), or a private organization (e.g., a planning consultant or development firm). A list of organizations is included in the course calendar for each week. This list is suggestive and not exhaustive. You may choose an organization from the list provided or choose one on your own. The two main criteria for selecting an organizations are that it is involved in some aspect of community planning as a means of community development and that you can collect sufficient information about it to assess its work.
In studying the organization, you should try to answer four questions:

1. **What does the organization do?** What are its stated and informal goals? Whom does the organization aim to benefit and in what ways? What explicit or tacit assumptions about what a good community is and what community development means influence the organization's operations? What programs and activities does the organization carry out? In what ways is the organization connected to community members? Do community members influence what the organization does?

2. **What community(ies) does the organization serve?** Does the organization serve a well-defined community or communities or is the organization's "community" vaguely defined? Do several distinct communities (e.g., people of different ethnicities, neighborhoods, social classes) occupy the territory that the organization works within? If so, do the communities have similar or different values, visions, and plans for the area, and how do the communities get along? Does the organization relate better to one community than to others?

3. **How well does the organization serve its community(ies) and achieve its goals?** What is realistic to expect the organization to accomplish, and by what criteria should it be evaluated? What evidence and information would be most useful for evaluating how well the organization is doing? How have community members benefited from the organization's actions? What are some of the organization's key successes and failures, and what explains these? What are some of the organization's strengths and limitations? What might help the organization to better meet its goals?

4. **What lessons do you draw from your study of the organization for community development in low-income communities?** Given what you have learned about community development planning up until this point, what are the big picture lessons that this organization provides about how to do community development well (or not)? What can planners offer to this organization, or ones like it? Do any of the readings help you make sense of your organization and its work? How does your analysis of the organization inform the readings, particularly the readings covered during the week of your presentation?

The key to answering these questions is to focus not just on what people in the organization says it does, but what it actually does. Your research should including: **Reading** information about the organization and the community in organizational publications and records, grant proposals, newspaper articles, funder evaluations, census data, or Internet material; **Interviewing** organizational staff, board members, community members, and other knowledgeable persons; and if possible, **observing** meetings (staff meetings, board meetings, community meetings, meetings with funders), events (health fairs, block parties), or other everyday life activities. It is important to interview and observe in order to supplement and test the accuracy of formal documents. Observing the organization in action and talking with community members are important ways of filling in a picture of what and how well the organization is doing. You will not have time to do these things as thoroughly as you would like, and some of these activities will be more informative than others. You should make a list of big questions you want to answer and develop a plan to focus on activities that will be most useful to you. Feel free to talk with me about questions about ways to organize your work.

You will present your analysis to the class on your designated week. Your presentation to the class should be about **no longer than 10 minutes.** In your presentation, please answer the four questions listed above.
and explain the methods that you used to research the organization.

In addition to the presentation, you should also write a paper which answers the four main questions and explains your methods. Your paper should be no more than 12 double-spaced pages. All papers should be submitted to ELMS by 4:00pm on Monday, March 28th. Please refer to the “Paper and Presentation Formatting & Tips” below for paper guidelines.

**Dudley Street Neighborhood Initiative (DNSI) Analysis:** The purpose of this assignment is to think about big planning questions and issues encountered in community development practice. The task is to analyze the Dudley Street Neighborhood Initiative as an example of a community organizing, planning, and development effort.

The paper should analyze and reflect on the DSNI case and address the following questions:

1. **How do you define community development?** According to your definition, in what ways is the work of DSNI a community development project?
2. **What defines a successful community development initiative?** In the case of Dudley Street, what would community members be doing, and what would the area look like? How would the community operate, be governed, or plan for its future?
3. **What part and how much of this vision of successful community development is it reasonable to expect a community-based organization, like DSNI, to accomplish?** What aspects of community development is it realistic to expect DSNI to accomplish on its own, and what aspects are outside its control? What other actors and actions are necessary to accomplish community development in the Dudley Street neighborhood?
4. **How can planners contribute to community development efforts?** In the case of Dudley Street, what activities, roles, skills, and/or ways of thinking helped Dudley Street residents develop their community? How were planning and planners helpful in reaching their goals? How might they be helpful in further community development efforts?
5. **How would you evaluate the Dudley Street Neighborhood Initiative?** Can you measure the success of the organization or their initiatives? How would you justify what you consider to be the successes and failures of DSNI? What were the most important factors contributing to its success? What were the most significant shortcomings, mistakes, gaps, or failures limiting its success?
6. **What are the most important lessons that you think the DSNI case offers to other low-income communities about community development today?**

You are encouraged to refer to class or outside material besides the readings when discussing these questions. The paper should be no more than 10 double-spaced pages. Assume that the reader is familiar with the case, so that you do not have to summarize or provide background information. Just highlight and discuss incidents and conditions that you consider important in addressing the questions above. The paper should be submitted via ELMS by 4:00pm on Monday, May 16th. Please refer to the “Paper and Presentation Formatting & Tips” below for paper guidelines.

**Course Policies, Procedures, and Expectations**
Paper and Presentation Formatting & Tips: All papers turned in for grading should be written in 12-point, Time New Roman font. Papers should be double-spaced with at least a 1” margin on all sides. Citations should use Chicago Manual style. Presentations should generally be done in Power Point, through other formats such as Prezi may also be used (please consult me if you are considering another format). Some good rules of thumb when putting together professional presentations include: 1) Use legible type (no less than 24 pt.); 2) be concise (key points, not sentences); 3) use images to help you (a picture says a thousand words); 4) limited number (a good rule is one slide per minute); 5) use special effects sparingly (if at all); 6) keep it simple (flashy backgrounds and fonts often go badly—focus on readability and clarity); 7) still cite appropriate (even images); and the most importantly---PRACTICE, PRACTICE, PRACTICE!

Group Work: In working in groups, students are expected to work collaboratively to develop shared goals, objectives, methods, and analysis. While dividing up work makes sense at some points, groups must coordinate and communicate on a regular basis to make sure that they are moving towards a shared product and goals.

Class Correspondence: Throughout the semester, I will send course-related content via e-mail which may include any announcements regarding class cancellations, university-wide emergencies, room changes, assignments, or other time-sensitive material. Students are responsible for checking their e-mails and course website on a regular basis, and for any content that I send out. Course notifications will be sent through ELMS, so please make sure that your information is up-to-date and your notification preferences are set accordingly. I will be sending around a student information sheet on the first day of class. If the contact information you put on here changes, please notify me as soon as possible.

I invite students to visit, call, or e-mail to discuss issues, ideas, suggestions, or questions related to the course. I will generally be available to address any student questions, problems, or concerns immediately before or after class. You may visit me during office hours or contact me for an appointment. Otherwise, email is the best way to reach me. I will generally respond to your emails within 48 hours during the week, but not on the weekend. I have a mailbox in the main office of the Architecture Building (ask at the front desk), where you can leave me written materials, but please email me to also let me know that you have left materials for me there.

Late Assignments and Make-up Work: If you have to miss an assignment deadline due to extenuating circumstances, please contact me directly to arrange make-up work. Unless students have received an extension, assignments not received on the date and time specified in the assignment will be considered late. Assignments received within 24 hours after the deadline will be considered one day late, those received within the next 24 hours will be two days late, and so on. For every day late, work will be assessed a one letter grade penalty (10%) off the grade the work earns before any penalty is assessed. Late work will not be accepted more than 10 days after the due date.

Absences: Although extenuating circumstances do occasionally preclude students from attending class, students are expected to make a reasonable effort to come to class. If you plan to miss a class, please
confirm your absence prior to class time in an email to me. Regardless, you will still be responsible for ensuring that all assignments are completed and for any material that we cover in class, unless other arrangements have been made with me. It is the student's responsibility to provide appropriate documentation for excused absences. Prior notification is especially important in connection with final examinations, since failure to reschedule a final examination before the conclusion of the final examination period may result in loss of credits during the semester.

Students who fail to notify the instructor of these circumstances and/or fail to provide appropriate documentation will not be eligible for an excused absence. Students who experience a prolonged absence(s), or an illness on days when presentations are scheduled or assignments are due, are required to notify the instructor in advance, and upon returning to class, bring documentation of the illness, signed by a health care professional. Further information on the University’s policies on medically necessitated absences can be found online at: http://www.president.umd.edu/policies/v100gnew.html

Concerns about Grades: Student questions or concerns regarding grades should be submitted to the instructor in writing.

Fieldwork, Travel, and Safety: For this class, you will be required to travel for off-campus site visits. You are strongly encouraged to conduct any and all visits in groups and think about personal safety while traveling for this course. It is important for students to exercise caution while walking crossing streets—crossing only at marked crosswalks with the signal, and not stopping in the street to take pictures. Avoid taking pictures of people. Pay close attention to your surroundings and leave the area immediately if you feel unsafe.

Students with Disabilities: If you need disability-related accommodations or other special arrangements or considerations, please let me know as soon as possible. Information on Disability Support Services can be found online at: http://www.counseling.umd.edu/DSS/.

Laptops & Other Electronic Gadgets: Laptops are permitted in the class, but should only to be used for viewing electronic copies of reading materials and taking notes. If you are surfing the web or doing another non-course related activity, it is not only distracting to you, but others around you. If this becomes a problem, I reserve the right to restrict the use of computers in the classroom. All other electronic gadgets should be shut off or on silent during class time.

Academic Integrity: UMD takes academic integrity seriously. Information on the University’s policies on academic honesty can be found online at the Office of Judicial Programs and Student Ethical Development, http://www.iro.umd.edu/ or the Student Honor Council, http://www.shc.umd.edu/. All projects and assignments submitted by students enrolled in this course must be entirely the product of the individual student. Unless approved by the instructor, students may not receive any assistance from fellow students, students outside of this course, spouses, significant others, relatives, friends, acquaintances or employees. Students who fail to meet this requirement will be subject to University policies concerning Academic Dishonesty.
Honor Code: The University has a nationally recognized Honor Code, administered by the Student Honor Council. Unless you are specifically advised to the contrary, the Pledge statement should be handwritten and signed on the front cover of all papers, projects, or other academic assignments submitted for evaluation in this course. Students who fail to write and sign the Pledge will be asked to confer with the instructor. The Student Honor Council proposed and the University Senate approved an Honor Pledge. The University of Maryland Honor Pledge reads:

I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.

Ownership of Work: University regulations require faculty to retain all examinations for a period not less than one academic year. I reserve the right to retain certain projects for use in publicity, display, or other official uses. In addition, projects may be retained for archival reasons or in cases of grade disputes.

Religious Observances: The University's policy on religious observance states that students should not be penalized for participation in religious observances and that, whenever feasible, they should be allowed to make up academic assignments that are missed due to such absences. Further information on this policy can be found online at: http://www[String].

Campus Safety / Inclement Weather / School Closure Policy: This course will not meet in the event of extreme weather or other emergency that causes the University of Maryland to close. University closure status can be monitored at: http://www.umd.edu/emergencypreparedness/weather_emer/. UMD Alerts is an alert system that allows the University of Maryland to contact you during an emergency by sending text messages to your e-mail, cell phone, or pager. When an emergency occurs, authorized senders will instantly notify you using UMD Alerts, connecting you to real-time updates, instructions on where to go, what to do or not do, who to contact, and other important information. To register for UMD Alerts, please visit: http://alert.umd.edu/.

Sexual Harassment: The University of Maryland is committed to maintaining a working and learning environment in which students, faculty, and staff can develop intellectually, professionally, personally, and socially. Such an environment must be free of intimidation, fear, coercion, and reprisal. Accordingly, the Campus prohibits sexual harassment. Sexual harassment may cause others unjustifiable offense, anxiety, and injury. Sexual harassment threatens the legitimate expectation of all members of the Campus community that academic or employment progress is determined by the publicly stated requirements of job and classroom performance, and that the Campus environment will not unreasonably impede work or study. Please familiarize yourself with the policies and procedures found at: http://www.usmh.usmd.edu/regents/bylaws/SectionVI/VI120.html/.

Course Evaluations: Course evaluations are an important component of higher education. I take course evaluations very seriously utilizing the information to assist me in improving teaching methods, revising curriculum, and planning new courses. It is the responsibility of every student to provide objective critical feedback at the conclusion of every semester. Information on course evaluation policy can be found at:
http://www.courseevalum.umd.edu/. In addition the University-wide course evaluations, I generally ask students to fill out an instructor-generated midterm and final evaluation.

Copyright Notice: Class lectures and other materials are copyrighted and may not be reproduced for anything other than personal use without my written permission.

Course Materials

Required Readings: The following is the one required textbook for this course. It is available for purchase at the UMD bookstore and is also available on reserve at McKeldin Library.


All other course readings will be posted on ELMS at least a week before they are due. All students should have read assigned readings for that week before arriving to class. If students have additional readings that they would like to suggest, please let me know and I will consider distributing them to the class as alternative or supplemental readings.

Required films: Unless otherwise indicated in the course calendar, all required films will be put on reserve for viewing at Hornbake Library’s Nonprint Media Services Desk and on ELMS for streaming under the “Modules” tab approximately one week before they are due.

Course Calendar

Please Note: As I try to adjust the course throughout the year to meet objectives and respond to student feedback, course materials or calendar may be subject to change. All readings and assignments listed below should be completed before the session for which they are assigned.

I. Introduction to Community Development

Monday, January 25th: Course Introduction

Class canceled due to inclement weather.

Monday, February 1st: History and Concepts


Kingsley, G. Thomas, Joseph B. McNeely, and James O. Gibson. Community Building: Coming of
Monday, February 8th: The Role of CBOs, Community Capacity, and Social Capital


II. Community Development in Action: Approaches, Strategies, and Methods

Monday, February 15: Fieldtrip

Tour of Southwest Baltimore led by Southwest Baltimore Partnership

Meet at Hollins Market, 26 South Arlington Avenue, Baltimore, MD 21223, *Arlington Street Entrance* (East) at 4:00pm. Tour will end by 6:00pm.

Monday, February 22nd: Finding and Building upon a Community’s Assets


Check out the Asset-Based Community Development Institute Toolkit @ www.abcdinstitute.org

Monday, February 29th: Community Organizing and Empowerment


Suggested Community Case Studies: CASA de Maryland; Eastside CDC (Baltimore); Greater Homewood Community Corporation (Baltimore); Gateway CDC (North Brentwood); Hyattsville CDC; Organizing Neighborhood Equity (ONE, DC); Empower DC

Monday, March 7th: Community Participation and Planning


_Suggested Community Case Studies:_ Neighborhood Design Center (DC and Baltimore); District of Columbia Department of Housing and Community Development; Prince George’s County Department of Housing and Community Development; Montgomery County Department of Housing and Community Affairs; Maryland Department of Housing and Community Development; College Park Department of Planning, Community & Economic Development;

**Monday, March 14th: Spring Break**

No class. Have a wonderful break!

**Monday, March 21st: Making Strategic Partnerships and Leveraging Outside Resources**


_Suggested Community Case Studies:_ Local Initiative Support Coalition (DC office); Baltimore Neighborhood Collaborative; United Way of the National Capitol Area; United Way of Central Maryland (Baltimore); Annie E. Casey Foundation (Baltimore); Baltimore Community Foundation; National Community Reinvestment Coalition (DC); Enterprise Community Partners (MidAtlantic Office); City First Foundation (DC); Abell Foundation (Baltimore); Greater Washington Urban League; National Coalition for Asian Pacific American Community Development
Monday, March 28th: Assessing the Impact of Community Development Work


Suggested Community Case Studies: Marshall Heights CDC (DC); Druid Heights CDC (Baltimore); Southeast CDC (Baltimore); Coppin Heights CDC (Baltimore); East of the River CDC (DC); Center for Community Change (DC); North Capital Neighborhood Development (DC); Wheeler Creek CDC (DC)

Guest Speaker: Bill Potapchuk, President, Community Building Institute (Arlington, VA)

Assignment Due: Community Organizational Analysis paper. Uploaded to ELMS by 4:00pm.

III. Leveraging and Building Different Forms of Community Capital

Monday, April 4th: Quality and Affordable Housing and Neighborhoods


Suggested Community Case Studies: Montgomery Housing Partnership, Vacants to Value Program, (Baltimore); One House at a Time, Inc. (Baltimore); Housing Initiative Partnership (Hyattsville); Victory Housing (Rockville); Mi Casa, Inc (DC); Baltimore Housing; Neighbors Consejo (DC); Coalition for Nonprofit Housing & Economic Development (DC); Innovative Housing Institute (Baltimore); Community Preservation and Development Corporation (DC); DC Habitat for Humanity; Manna Community Development Corporation (DC); Maryland Affordable Housing Coalition; Community Preservation and Development Corporation (DMV);

Guest speaker: Patrick Maier, Innovative Housing Institute

Monday, April 11th: Economic and Workforce Development


Suggested Community Case Studies: Latino Economic Development Corporation, DC; East Baltimore Development, Inc.; Opportunity Collaborative (Baltimore); DC Employment Justice Center; Washington Area Community Investment Fund, Inc. (DC); Banking on Our Future Baltimore; Hope Inside, Washington, DC; Anacostia Economic Development Corporation (DC); H Street Community Development Corporation (DC); Women’s Exchange (Baltimore); Baltimoreans United in Leadership Development; Baltimore Integration Partnership;

Monday, April 18th: Education, Youth, and Faith-Based Institutions


Check out the following website: Harlem Children's Zone (www.hcz.org). Browse the web site to learn about HCZ programs and the approach to community-building.

**Suggested Community Case Studies**: Impact Silver Spring; Higher Achievement (DC); Promise Heights Neighborhood (Baltimore); Living Classrooms (Baltimore); Greenwood CDC (Baltimore); Jewish Federation of Greater Washington; The Jewish Federation of Baltimore; Catholic Charities of Baltimore; Catholic Charities of the Archdiocese of Washington; St. Camillus (Silver Spring); Central American Resource Center of Washington, DC; Fair Chance (DC); LIFT (DC); DC Promise Neighborhood Initiative; DC Youth Link

**Monday, April 25th: Sustainability, Environmental Justice, and Health**


**Suggested Community Case Studies**: Baltimore Real Food Farm; Power in Dirt (Baltimore); DC Central Kitchen, Martha’s Table (DC); Green DMV Foundation (DC); Common Good City Farm (DC); DC Greenworks; Washington Parks & People (DC); Arcadia Center for Sustainable Food & Agriculture (VA); Earth Conservation Corp (DC); So that Others May Eat (DC); Healthy Neighborhoods (Baltimore)

**Monday, May 2nd: Creating Safe and Accessible Communities**


Urban and Regional Policy, 2010.

Suggested Community Case Studies: Citizen Planning and Housing Association (Baltimore); Red Line Community Compact; Purple Line Corridor Coalition; Development Corporation of Columbia Heights (DC); No Boundaries Coalition of Central West Baltimore

Monday, May 9th: Community Development in Planning: Prospect and Retrospect


Video: Gaining Ground: Building Community on Dudley Street, New Day Digital, 58:00, 2012. Watch it on the ELMS modules

Monday, May 16th: Final Due

Assignment due: Dudley Street Neighborhood Initiative Analysis uploaded to ELMS by 4:00pm. Class will not meet on this day.

Teaching Philosophy

I view teaching as an extension of my work as a social and environmental justice activist and community planner and designer. I want to develop students’ skills, creativity, and courage them to act as socially and environmentally responsible community citizens, stewards, and leaders to build more equitable and enjoyable cities and urban places. I aim to challenge your assumptions, critically engage your values and beliefs, and foster compassionate listeners, who are empathetic, aware, and open to difference.

I believe that we have to work together to solve big problems. Global climate change, rising income inequality, urban sprawl, racism, entrenched poverty, food insecurity, and other twenty-first century challenges are complex problems that require that we learn to work with others respectively and responsibility. This means that sometimes we will have to take charge to get things done, and other times sit back and listen; sometimes we will do more than our own “fair share,” and at other times we will do less. Working together is never easy, but it teaches us how to act as a community and as common citizens on the planet. We must learn to honor what each person brings to the table.

I believe that our best learning happens when we have an open mind and a respectful disposition. We all have prejudices, stereotypes, and ideas about the way things should be. Sometimes we are aware of them and sometimes not. We must be honest with ourselves about the baggage (good and bad) that we carry into the classroom. Our ideas, meanings, experiences, and goals matter, but are not universally held. When we tackle hard questions, others’ often challenge our most deeply held values and beliefs, but offer
opportunities for deep learning. While you may not always agree, with a little empathy, a positive attitude, and an open mind, you can always learn something new.

I believe in student-centered learning. I don’t like to lecture at you, but rather think with you. I think you learn best when given an opportunity to play with new ideas, talk about them, see them through the lens of your own experience and that of others, reflect on them, and apply them in different contexts. Learning new ideas involves a process of meaning-making that is different for each person. It is hard, and sometimes painful, work.

I believe that every class is different. Everyone comes with different needs, expectations, and goals, so what works for one, might not work for another. I like to get feedback early and often, and use many different mediums to speak to students’ different learning styles and aspirations.

I do not believe in the separation of the classroom from the “real world.” You are already in the real world, need opportunities to confront hard questions and apply new ideas with people beyond your peer group. Interacting with people and communities outside the university will test your personal and professional skills and beliefs in new ways. It will help you hone your “soft skills”—communicating with, listening to, and building trust and rapport with people different than yourself—that will likely prove just as important to your career as the “hard skills” stressed in most of your course work.

I believe that I am training the next generation of change agents. Tackling the big problems requires courage, conviction, and compassion for one another (and all others living beings on the planet). To create a more socially and environmentally just and sustainable future, we have to dream big, work hard, keep our goals in mind, our head on our shoulders, and let our hearts lead the way.

About Me

I am an Assistant Professor at the University of Maryland, College Park in the Urban Studies and Planning Program. My scholarship focuses on link between social inequality and the built form of cities, urban policy, and planning and design practice. My approach focuses on collaborative and engaged methods that can address the challenges faced by socially disadvantaged groups and communities. My recent research has including projects on immigration and the changing landscape and politics of suburbia, the suburbanization of poverty and suburban redevelopment, equitable transit-oriented development, neighborhood opportunity, and gentrification. I am currently finishing up a book about Asian immigration and the politics of landscape in Silicon Valley and starting another on the suburban of poverty and politics of redevelopment in the Washington, DC suburbs. I have worked professionally on master-planning projects in low-income communities, and with non-profits, public agencies, and private firms on issues of public housing and community development.

At the University of Maryland, I teach graduate and undergraduate courses on issues of urban inequality and diversity, social planning, and community development. I also serve as Affiliate Faculty in the Consortium on Race, Gender, and Ethnicity, Department of American Studies, and Asian American Studies Program, and the National Center for Smart Growth Research and Education as well as a Faculty Associate at the Maryland Population Research Center.
I hold a Ph.D in Landscape Architecture and Environmental Planning from the University of California, Berkeley, an M.C.P in Urban Studies and Planning from the University of Maryland, College Park, and a B.S. in Comparative Studies in Race and Ethnicity from Stanford University.

In my “off time,” I’m a proud and busy mother of two active boys (11 and 5), an avid gardener, and lover of fiction, long walks in Rock Creek Park, and yoga. Washington, DC is the first city that I ever fell in love with and a place that I am proud call home.
UP 271, Community Economic Development
Department of Urban Planning
UCLA
Professor Chris Tilly
Spring 2018 (April 14, 2018 version)

Professor Tilly
PA 5358
617-997-6479 (cell)
tilly@ucla.edu  • If you need to reach me within 24-48 hours, please call or text my cell phone •
Office hours: Mon. 11:30-1:30, Tues. 10:30-12:30, or by appointment. Office hours are held in PA 5358

Course meeting time and location
The course will meet on Mondays, 2-4:50 in Public Affairs 3343

Course description
The term “community economic development” is used to refer to two different things: scale (economic
development at the neighborhood level) and approach or philosophy (local community control over economic
development). We will look at both. As the course title suggest, our focus will be economic development rather
than any number of other important dimensions of development. While we’ll touch on some specific techniques,
our main emphasis will be on broad planning skills of analysis and problem-solving. We will primarily use urban
US examples and consider US policies, but will occasionally look at other countries to flesh out ideas or make
comparisons.

Learning objectives
The goals of this course are for students to learn:

- Basic analytical frameworks for understanding the economic, political, and policy forces affecting
  community economic development
- Key policy arenas and tools relevant to community economic development
- Approaches to analyzing a community development case
- Critical approaches to strategy development and policy analysis, with particular emphasis on inequality by
  class, race and ethnicity, and inter-community and inter-regional inequality

Readings
Readings will be available via the CCLE website, under the headings “Week 1,” “Week 2,” etc. Some readings
are also available online at URLs identified in the syllabus. Readings often include Optional readings and
Resources that are just listed in case you may find them useful.

Course requirements
Important note: This syllabus is your guide to readings and assignments. I will do my best to remind you
of upcoming due dates, but you are responsible for keeping track of what is due when.

This is a fairly reading-intensive class. To keep the reading manageable, I will give some guidance (including
priorities) on reading each week. The requirements are:

- Students are expected to do the required readings, come prepared for discussion, and participate in
discussion.
- A weekly one-page online commentary commenting on the readings is required for seven out of weeks 2-
  10 (students can take two “free passes”; more guidance below).
- A short (4-6 page) individual paper on a contemporary community economic development topic half-way
  through the course, based on a careful reading of one substantial piece of writing on the topic that is not
  part of this syllabus, plus an interview with a community economic development practitioner whose
practice relates to the topic. You can feed this paper’s work into the term paper assignment, or go a
different direction. The short paper has two checkpoints:
  o ID interviewee and list draft questions
  o Finished paper
• Term paper on a current community economic development topic (again, more detail below). This can
be turned in by an individual student, or a group of up to 3 (group papers are expected to be longer and
richer). Students may write a paper based purely on library research if they choose, although I encourage
you to incorporate field research as well. The paper assignment includes four checkpoints:
  o Topic prospectus
  o Outline and progress report
  o Presentation in the final class meeting
  o Turning in the finished paper

The final grade will be approximately based on the following:
  25%  Short paper
  40%  Term paper (grade composed of all 4 checkpoints)
  20%  Weekly online commentaries
  15%  Class participation

Due dates of all assignments are given in the course schedule. Assignments turned in late will be graded down
severely.

The commentaries

You are required to post commentaries on the CCLE website for 7 out of the 9 weeks from 2-10. The purpose of
the commentaries is not to summarize the readings, but to react to them. Be sure
1) What did you find interesting? What was hard to understand? What touched you, and what annoyed you?
What are the strengths of these readings? What is valuable about them? What are their limitations? What do
you think might better be done differently? (Different methods, different concepts, different theoretical
assumptions, a different question…?)
2) In what debates are the authors engaged? Are there tensions or conflicts between them in how they pose
and/or think about the issues? Are there complementarities? You can compare and contrast the readings, or
just comment on how well they fit together (or not).
3) In addition to these general comments, at the end of your write-up please suggest 1 question (not a yes or no)
that links together two or more of the readings. (This is not always easy!) If you feel the need to pose more
than one question, that’s OK, but the assignment is to do one.
4) Throughout, think of this paper as a conversation with both the author and your classmates. Figure out how to
invite your readers/classmates to think along with you about your issues, ideally in ways that could engage
the author as well.
5) Your note should just be a page or so. I prefer to get the posts by noon Sunday so I (and we) can take them
into account in preparing for class, but will accept them up till Monday at 11am.
6) It is easier to page through the commentaries if you paste them in, rather than attaching an attachment.

The short paper: Theory vs. Practice

Please turn in all paper assignments as Word files (because I like to be able to mark them up online) in the
Assignment modules in the relevant weeks of CCLE.

Write a short (4-6 page), individual research paper on a current community economic development topic—broad
enough to be of broad interest beyond specific places or circumstances, narrow enough to say something
meaningful in a short paper. Your research should consist of:
  ▪ Reading one substantial and useful piece of writing on this topic. “Substantial” means about 20 pages or
more and involving some analysis. A journal article, analytical report, book chapter or book, could
qualify. The “and useful” part is saying you should not just grab the first 20-page article you can find.
You may need to look around for a piece that will give you some meaty ideas. The piece of writing should not involve exactly the same case or situation as the interview, or be written by the interviewee or their close colleague. The idea is to contrast ideas that are broader or that grow out of a different set of experiences, with the ideas and experiences of a practitioner.

- Interviewing a community economic development practitioner whose practice relates to this topic. Note: Professors to not qualify as economic development practitioners.

The point of the paper will be to compare, contrast, and relate what you learn from the text vs. the interview. Though this compare-and-contrast is the core of the paper, you should be sure to reflect on what this suggests about the more general topic.

Some advice on the interview:

- You can interview someone in LA, elsewhere in the country, or elsewhere in the world. Interviews by email are generally not very good, though they can be a last resort. Phone, Skype, or even texting are better because they involve real-time conversation. (In-person is the best.)
- Finding someone and convincing them to do an interview can involve serious work. It’s easier if you already have contact, or if someone can put you in contact with them.
- It is important to come with prepared questions (or at least talking points), including open-ended ones designed to get the interviewee to “tell their story” on the topic in question, not just answer yes/no or multiple choice. 15 questions is a good ball park.
- I have a pretty dogmatic belief that there is one right way to start a research interview. Start with questions clarifying the person's role and their responsibilities in that role (being a Director doesn't always mean the same thing), how long they've been in that role, and just a bit about how the came to be in that role (but not their life story!). This set of questions serves two purposes. It puts the interviewee at ease (we all like talking about ourselves!), and lets you get a fix on their likely knowledge base (one simple example: somebody who started their job at an organization last year is not likely to know much about what the organization was doing ten years ago). There is only one exception where you don't want to start the interview this way, and that is that you already know the answers to these questions (which usually means you have a prior relationship with the person as well).
- It is hard to learn a lot from an interview that is less than half an hour. Target 30-60 minutes.
- It’s a good idea to record (only if the person consents; be sure to explain that you will just use the interview in a class paper).
- Do NOT transcribe the interview…it is extremely time consuming. Instead, do the following: (1) To the extent possible, take notes during the interview, including noting when there is a great quote that you should go back and listen to. (2) Listen through one more time and build up your notes so you have an “index” of the interview and at least an outline of what the person said. (3) Then, if you want to pull out particular quotes, use your index to guide you to them. But you probably want to use direct quotes sparingly just to save time, and instead mainly use paraphrases. I do not need your notes from the interview—just turn in your paper itself.

You can make this short paper on the same topic as your term paper, and I advise you to try to do that. But in some cases after one in-depth reading and one interview, you may decide that you want to do the term paper on a different topic.

While the term paper can be a group project, this first paper is individual, which means that each paper author should choose their own article, conduct and analyze their own interview, and write their own paper. If you have already decided to do a group term paper at the time you are working on your individual paper, I strongly suggest that you meet with your group and figure out how to divide up the turf on reading and interviews for the first paper.

There are two checkpoints for the short paper (assignments should be posted on the CCLE website; I prefer to also get hard copy but it is not required):

- **Plan for the paper, due Week 3.** What is your topic? What is your plan for finding a relevant article?
Who will you interview (name, role or position)? What is your list of questions? This is due the same week as your term paper prospectus (not accidental, please turn them in as a single document).

b) **Finished paper, due Week 6.**

The term paper: Reflective, in-depth analysis on a CED topic

Please turn in all paper assignments as Word files (because I like to be able to mark them up online) in the Assignment modules in the relevant weeks of CCLE.

The assignment is to write a reflective paper, applying social science/planning thinking, on a community economic development topic of your choosing, within certain parameters. The parameters are:

- The paper should somehow relate to one of the Big Questions introduced in session 1 of the class: people vs. place, the problem of scale, politics vs. economics, internally driven vs. externally driven development. The Big Question involved does not have to be the main topic of the paper, but it should be clear how the paper connects to it. If you want to propose a topic that relates to a different Big Question, not part of the list from class, you may do so, but the burden of proof is on you to demonstrate in your prospectus why this Question is Big enough.
- You should draw on literature from the course reader and other relevant *analytical* literature. By analytical, I mean articles, books, or reports that do not simply report a series of facts or events, but try to explore or explain broader or deeper patterns. Not just newspaper articles, for example. But they do not have to be academic pieces—they could be directed at policy or practice. Ordinarily a paper of this length should draw on more than just a handful of sources, and should involve analysis and thought that goes well beyond any single source or small number of sources (so, very different from the short paper).
- You should also draw on at least one real-life example. The example can be in LA, elsewhere in the United States, or elsewhere in the world. Let me be clear: it is OK for the paper to primarily consist of an analysis of one or more case studies (most papers written for this class take this form), as long as the analysis also connects to one of the Big Questions. You can learn about the example either by conducting one or more interviews, by consulting other sources (media accounts, case studies written up by researchers, etc.), or both. I will not give you more credit for doing added interviews rather than a media search, but I *will* give you more credit for presenting a richer, more multi-dimensional picture of the example(s).
- The paper should be 3750-5000 words (about 15-20 pages, double-spaced). If it is considerably longer or shorter, its length should justify itself: a short paper should pack a lot into few words; a long paper should make evident why you needed to present more evidence or arguments to make your point clearly.
- Always be careful to cite all sources used, to put direct quotations in quotation marks, to use direct quotes rather than close paraphrases, etc. See the advice on using sources below. One added piece of advice: though when you are on a roll with writing it is tempting to not stop and note the sources you are using, it is *always* easier to put in sources while you are writing than to go back and try to find them later.

Group papers by groups of no more than 3 are OK. Not surprisingly, I expect a group paper to gather more information and cut deeper than an individual paper. This means a longer paper, but it should not be twice as long for two students, etc.

There are four checkpoints for the paper assignment, and your grade will be based on all four. Again, please post all assignments on the CCLE website. I prefer to get a hard copy as well, but this is not required.

a) **Topic prospectus, due Week 3.** Your prospectus should identify the question you seek to answer—*a good term paper poses an interesting question and, through research, provides an answer.* (This means you need to pose a question answerable through a term paper’s worth of research.) Explain how your question links to one or more of the Big Questions. Say what example or examples you plan to use. Say what types of sources you plan to use. If you are planning to conduct one or more interviews, describe your strategy for obtaining interviews. About 250-500 words. (Due at the same time as the plan for the short paper.)
b) **Outline and progress report, due Week 8.** The **outline** should be an elaborated outline laying out the main topics and arguments you plan to explore, not just “introduction – findings – conclusion.” If you know what sources you will use or plan to use for particular sections, you can note those as well (I am not looking for full, correct references at this stage for writing). The **progress report** is saying briefly what you have done and what you plan to do to complete the research for the paper. This can be point-by-point within the outline, or set apart as a separate narrative. The outline/progress report document should probably be at least 500 words.

c) **Presentation in front of the class, Week 11.** We will allot about 4 minutes per student (!). For papers by groups of students, everybody should present (averaging 4 minutes per student), but you do not have to present “what you wrote”; you can divide up the presentation in any way you see fit. *4 minutes is very short (enough time for 3-4 slides), and I will enforce time limits, so I urge you to time your presentation beforehand to avoid disappointment.*

d) **Finished paper, due June 13.**

**Using sources**

In all written work, we expect you to identify all sources of data, information, and ideas. When quoting or paraphrasing someone else’s work, cite the source. My preferred form of citation is the author-date form. For example:

```
The data on firm size indicate that small businesses’ contributions to U.S. growth are actually relatively modest (Harrison 1994).
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Then at the end of the paper, have a complete list of references. For example:

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**NOTE:** Using someone else’s information or ideas without citing the source is misleading, prevents a reader from following up on interesting ideas, and defeats the educational purpose of the assignments (which is to build on other people’s work to come up with your own ideas and conclusions). Also, the university forbids it, and stipulates serious penalties if a student is caught at it. Please don’t do it. Guidelines for academic honesty are posted at [http://www.deanofstudents.ucla.edu/StudentGuide.pdf](http://www.deanofstudents.ucla.edu/StudentGuide.pdf), with a more complete code of conduct at [http://www.deanofstudents.ucla.edu/studentconductcode.pdf](http://www.deanofstudents.ucla.edu/studentconductcode.pdf). In brief, to adhere to academic honesty, you should:

- Again, provide citations for information, except for information that is general knowledge or that you learned from direct observation.
- When you use a direct quotation, “put it in quotation marks.” (For direct quotes, give the page number.) It is not OK to use a close paraphrase as an alternative to a direct quotation—if it’s close, we expect you to just use the direct quote.
- Most of a paper should be your own work. It is fine to summarize, critique, or build on other people’s ideas. But if a paper is mostly a string of quotations or descriptions of statements from others, that is a bad sign. We want you to develop your own synthesis and ideas.
SCHEDULE OF CLASSES AND ASSIGNMENTS

Week 1 (April 2): Defining the problem, the goal, and a first look at solutions
What is community economic development? What problem is it trying to solve? What are some of the limits and tradeoffs involved in CED?

READINGS:

REQUIRED
- Gilda Haas, “Turning economic justice into economic development” (2 pages), no date.
- Randall Crane and Michael Manville, “People or place? Revisiting the who vs. where of urban development,” Land Lines (Lincoln Land Institute), July 2008, 2-7.

OPTIONAL
- This American Life, “How to create a job” (May 2011) http://www.thisamericanlife.org/radio-archives/episode/435/how-to-create-a-job, 1 hour show

ASSIGNMENTS:
Syllabus, which includes all the assignments, handed out

WEEKS 2-4: CONTEXTS FOR COMMUNITY DEVELOPMENT

Week 2 (April 9): Focus on power: Community organizing

How do you figure out who has power in (or over) a community? What are different community organizing approaches to changing the balance of power? What is a planner’s role and responsibility in the face of power imbalances?

READINGS:

**ASSIGNMENTS:**
First online commentary on readings

**Week 3 (April 16): Focus on large-scale markets: Regional development theory**
Why do economic activities locate where they do? What is agglomeration, and how does it affect where businesses locate? Why do rich regions stay rich and poor regions stay poor?

**READINGS:**

**REQUIRED**

**OPTIONAL**

**ASSIGNMENTS:**
Plan for short paper and prospectus for term paper due (turn in one combined document)

**Week 4 (April 23): Cities, urban problems, and the urban revitalization debate**
What forces affect the economies of the cities? What approaches to urban revitalization have succeeded?

**READINGS:**

**REQUIRED**

**OPTIONAL**
- Neil Brenner and Nik Theodore, “Cities and the geographies of ‘actually existing neoliberalism’,” *Antipode*, June 2002: 349-379. (This article has a lot of interesting ideas, but also assumes a lot of prior knowledge so parts of it may be hard to understand)
- Merrill Goozner, “The Porter prescription,” *The American Prospect*, May/June 1998, p. 56-64. (This and
the next two are broad discussions of what’s wrong with cities and what to do about it by influential analysts)

- Stephan Faris, “Mi casa es mi casa: Ada Colau, Barcelona’s new mayor, vows to fight inequality by sending tourists packing.” Business Week, Sept.23, 2015. (Quick read on a radical urban development strategy)
- RESOURCE: “ReVISION” website—GIS tool to access a variety of data on subareas of the LA Metro Area. [http://revision.lewis.ucla.edu/](http://revision.lewis.ucla.edu/)

**WEEKS 5-6: CAPITAL INVESTMENT STRATEGIES**

Week 5 (April 30): Alternatives to disinvestment and displacement: Make redevelopment benefit the community

Why does capital abandon some urban areas? Why does investment lead to displacement in other areas (or sometimes the same areas at another time)? Why does the normal, “neutral” process of redevelopment disadvantage communities of color? What less neutral factors are also at work? What are strategies for making development more accountable to lower income and minority communities and workers?

**READINGS:**

**REQUIRED**


**READ ONE OF THE FOLLOWING 3 CASES**

- *(Skim)* Alexander Polikoff, “Housing mobility: Why is it so controversial?” Poverty & Race 24(4),
OPTIONAL

- “We are Wyvernwood,” 7.5 minute video about historic/community preservation struggle in LA, http://lac.laconservancy.org/site/PageServer?pagename=wyvernwood_main

RESOURCES

- Two sets of economic development case studies. *Economic Development and Smart Growth* is short thumbnail cases, striking for a complete lack of discussion on displacement and on how the benefits of economic revitalization are shared. The special issue on “Race, Politics, and Community Development” is very much the opposite—strong focus on community involvement (or not), and the racial, class, and community politics involved in each development initiative.
  - James Jennings, ed., Special Issue on “Race, Politics, and Community Development in US Cities,” *Annals of the American Academy of Political and Social Science*, 594, July 2004. (I am just including the “Quick Read Synopsis” in the readings—includes outlines of all the articles.)

**Week 6 (May 7): Financial strategies**

Can specialized financial institutions, tools, or programs help get capital flowing to businesses and households in poor neighborhoods? What are the prospects for more unconventional strategies?

**READINGS:**

**REQUIRED**


OPTIONAL


ASSIGNMENTS:

Short paper due

WEEKS 7-10: UPGRADING SKILLS AND CAPACITIES: WORKERS, BUSINESSES, COMMUNITIES

Week 7 (May 14): Workforce development strategies

Michael Teitz (Week 1) says that building up skills is one of the best ways to help poor neighborhoods. What approaches to skill upgrading and placement work? How do skill-building strategies fit in with other strategies such as strengthening career ladders, politically enhancing access to jobs, and/or improving the jobs people already have?

READINGS:

REQUIRED


OPTIONAL

- Two comprehensive visions of how to restructure the US workforce development system:
- Trey Popp, “Home Depot Syndrome, the Purple Squirrel, and America’s Job Hunt Rabbit Hole” (about the work of Peter Cappelli), Penn University Gazette, Jan-Feb 2013, http://www.upenn.edu/gazette/0113/PennGaz0113_feature2.pdf

**RESOURCES**

**Week 8 (May 21): Small business strategies I: Overview**
What are winning strategies for developing small businesses? Is it most helpful to provide supports, set standards, or simple not regulate them too much?

**READINGS: REQUIRED**

**OPTIONAL**

**ASSIGNMENTS:**
Outline and progress report on term paper due

**MAY 28 IS A HOLIDAY. WE WILL NEED TO RESCHEDULE THE WEEK 9 CLASS.**

**Week 9 (rescheduled date TBD): Small business strategies II: Entrepreneurship by immigrants and native people of color**
Are immigrant business enclaves a pathway to mobility or an exploitative trap? Why do African Americans have
lower rates of entrepreneurship than immigrant groups? How can small business strategies be designed to better help create jobs in communities of color?

READINGS:

GUEST SPEAKER: Yolanda Hester, UCLA MA in African American Studies, researcher on LA black-owned family businesses

REQUIRED


OPTIONAL

- Timothy Bates, William E. Jackson III and James H. Johnson, Jr., “Advancing Research on Minority Entrepreneurship”, *The Annals of the American Academy of Political and Social Science* 2007 613: 10-17 [this is the introduction/overview to the special issue of Annals that the Robles/Cordero and Robb/Fairlie articles come from]

**Week 10 (June 4): Social capital in economic development, and course wrap-up**

What is social capital, and does it matter? How does it connect to our earlier discussions of community organizing, and of institutions that facilitate development? Also, let’s take some time to think back on what we have learned over the quarter.

READINGS:

**REQUIRED**


▪ **FLASHBACK:** Look back at the Teitz and Crane/Manville readings from week 1 (both provide overall framing of community economic development)

**OPTIONAL**


**Week 11 (To be scheduled during finals week, but most likely June 11 in the regular time slot): Student presentations**

The length of the presentations will depend on the number of students, but it will probably be about 4 minutes per student (!). For papers by groups of students, everybody should present, but you do not have to present “what you wrote”; you can divide up the presentation in any way you see fit.

**ASSIGNMENTS:**

- Term paper due June 13
- There is no final exam
The Course:

The study of housing and community development encompasses issues related to: neighborhood planning, citizen participation, grassroots organizing, housing policy, economic development, social welfare, public safety, health, education, recreation, the environment and other aspects of community life. During the semester these issues will be examined in relation to institutional constraints in US cities. The course applies a critical framework to the examination of housing and community development systems in the US, focusing on historic patterns of discrimination and societal inequality that have been reinforced and perpetuated through urban social institutions. A substantial portion of the semester will focus on how institutions shape: housing systems, public schools, and mega-projects. Course content and activities include: readings, lectures, discussions, and applies analysis.

As we explore linkages between community development and urban institutions, you should maintain a holistic view and remain conscious of how each dimension interacts with others. In addition to examining substantive issues in community development, this course focuses on critical thinking.

During the semester we will discuss the assigned readings and do other activities. Everyone should be prepared to participate on a weekly basis.

If you have any questions during the semester, bring them to my attention. I will be available during office hours and by appointment. Also, you may contact me using e-mail.

Course Objective:

The course objectives for END406 / URP606 are listed below. The course assignments will be used to assess students’ knowledge of the course objectives. Course assignments that assess specific course objectives are identified in the course requirements section of this syllabus.

Course Objective 1: Increase awareness of how historical and contemporaneous patterns of race, class, gender and other forms of inequality influence the structure, implementation and effectiveness of housing and community development policy in the United States.

Course Objective 2: Develop relevant writing, analytic, presentation and graphic skills to apply course object 1 to planning analysis, practice, and advocacy.
**Required Text and Required Reserve Readings:**
The required texts are available at the University Medical Bookstore and are part of the e-books collection on the UB libraries website:


2) Other Required Readings are available on UBLearns.

**Course Requirements [each is designed to meet course objectives 1 & 2]:**

**Revitalizing Inner-Ring Suburbs Essay:** On February 12 the revitalizing inner-ring suburbs essay will be discussed. This is an individual assignment for students enrolled in END406 and URP606. The assignment is due on February 26.

**Picture of Subsidized Housing Assignment:** On February 26 the picture of subsidized housing assignment will be discussed. This is a group assignment for students enrolled in END406 and an individual assignment for students enrolled in URP606. Each group/student will be assigned a subsidized property to examine, create a PowerPoint, and present a virtual summary of the findings from the analysis. Students will also participate in an online peer assessment of the work submitted. The assignment is due on April 2. Post a peer assessment to the discussion board by 11am on April 9.

**Housing and Community Development Poster:** On April 9 the housing and community development poster assignment will be discussed. This is a group assignment. The assignment is due on May 7.

**Simulations:**
On March 26 students will participate in the first simulation. On April 30 students will participate in a second simulation. Preparatory materials for the simulations will be available in the UBLearns assignment folder on March 12 (simulation 1) and April 16 (simulation 2).

**Discussion Boards:**
Students will contribute to two discussion boards (DBs): DB1 due March 12 and DB2 due April 16. Discussion board will open one week before the due dates listed in the syllabus.

**Critical Essay:**
PhD students enrolled in the course will write a critical essay (8 pages / 2000-2500 words). The Critical Essay is due on May 7. It will discuss how to rectify housing and community development policy under the two governance models described in the following books:


**Grading Policy:** Your grade will be based on the following:

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**Grading Scales:**

**Undergraduate Grading Scale (END406)**

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<td>69.99</td>
<td>60.99</td>
<td>59.99</td>
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</tbody>
</table>

**Academic Integrity:**

Students are expected to approach the course with seriousness and integrity. It is important to complete assignments on time, attend class regularly, and foster a collegial learning environment. Plagiarism and other instances of academic misconduct will result in a failing grade on a respective assignment, exam, or paper. Students should refer to the *University at Buffalo Undergraduate Catalog* and the *University at Buffalo Graduate Catalog* for clarification on the University’s policies and procedures.

**Accommodations for Disabilities:**

If you have a disability (physical, learning, or psychological) that impacts your course work please contact the Accessibility Resources Office (ARO), 60 Capen Hall, (716) 645-2608. ARO will provide you with information and review appropriate arrangements for reasonable accommodation (such as recruiting note-takers, readers, or extended time on assignments). You must bring requests for accommodations for a disability to the professor’s attention within the first two weeks of class.

**Writing Centers:**

The University at Buffalo has a number of writing center where students can get assistance with essays, term papers, and thesis projects. Students should contact one of the following if they would like to access these campus resources:

- Undergraduate students can go to the Center for Excellence in Writing for assistance. It is located at 209 Baldy Hall, Email: writing@buffalo.edu; [http://writing.buffalo.edu/](http://writing.buffalo.edu/).
Graduate students can contact the Graduate Student Association (GSA) about their Editorial Assistance Program. For information about this program go to the GSA office in 310 Student Union, (716) 645-2960; gsaedit@buffalo.edu; https://ubgsaedit.wixsite.com/gsa-editorial.

International students can contact the English Language Institute. The English Language Institute is located at 320 Baldy Hall; (716) 645-2077; elibuffalo@buffalo.edu; http://www.buffalo.edu/english-language-institute.html.

READINGS AND ASSIGNMENTS

January 29: Introduction to the Course

February 5: Race, Segregation and Urban Inequality

Assigned Readings END406 & URP606:
- Goldsmith: Introduction (Looking Upstream) and Ch 1

Additional Assigned Readings URP606:

February 12: US Affordable Housing Policy

Assigned Readings END406 & URP606:
- Goldsmith: Ch 2

Additional Assigned Readings URP606:

Other Activities:
- Revitalizing Inner-Ring Suburbs Essay discussed

February 19: Clarkson Visiting Lecturer Week, Ann Forsyth Clarkson Chair – No Class

Assigned Readings for END406 & URP606:
- Goldsmith (conclusion, pp. 215-228)

Other Activities:
- Attend Clarkson lecture on February 21
**February 26: Fair Housing Policy**

**Assigned Readings END406 & URP606:**
- “Inclusionary housing and fair housing”, by Dennis Keating, pp. 143-156 in *Fair and Affordable Housing in the US* (Ebook in UBlibraries and on the UBLearns site)

**Other Activities:**
- Revitalizing Inner-Ring Suburbs Essay Due
- Picture of Subsidized Housing Assignment Discussed

**March 5: Nonprofit Housing Systems**

**Assigned Readings END406 & URP606:**
- Adams Ch. 4. Reserve

**Additional Assigned Readings URP606:**

**Other Activities**
- Watch the film, *Holding Ground: The Rebirth of Dudley Street* (available on Kanopy Streaming Video on the UB library website)
- Discussion board 1 Opens

**March 12: Mega-Projects and Anchor Institutions**

**Assigned Readings END406 & URP606:**
- “Anchor driven redevelopment in a very weak market: The case of Midtown, Detroit”, by Avis C. Vidal, pp. 54-70 in *Schools and Urban Revitalization* (Ebook in UBlibraries and on the UBLearns site)

**Other Activities:**
- Discussion board 1 due by 11am

**March 19: SPRING BREAK – NO CLASS**

**March 26: Simulation 1**
April 2: Picture of Subsidized Housing Assignment Due -NO CLASS

Other Activities:
- Peer assessment of Picture of Subsidized Housing Assignment (due on the discussion board by 11am on April 9)

April 9: Education Finance and School-Community Organizing

Assigned Readings END406 & URP606:
- Goldsmith Ch 3&4

Assigned Readings URP606:
- “Building schools and community connections: Outreach and activism for new schools in southeast Los Angeles”, by Greta Kirchenbaum Brownlow, pp. 185-203 in Schools and Urban Revitalization (Ebook in UBlibraries and on the UBLearns site)

Other Activities
- Watch the film, American Teacher (available on Kanopy Streaming Video on the UB library website)
- Discussion Board 2 Opens
- Picture of Subsidized Housing Peer Assessment Due on the Discussion Board
- Housing and Community Development Poster Discussed

April 16: School Choice and Education Reform

Assigned Readings END406 & URP606:

Assigned Readings URP606:

Other Activities
- Discussion board 2 due by 11am

April 23: NO CLASS

Other Activities:
- Work on Housing and Community Development Posters

April 30: Simulation 2

Other Activities:
- Discussion board 2 due

May 7: Poster Presentations
- Housing and Community Development Poster Due
- Critical Essay Due (PhD Students)
Metropolitan Structure --- This reading seminar examines the economic, social, and political forces that shape urban development, including explanations for the size, location, and functioning, of cities and their metropolitan regions. The course draws on an interdisciplinary and constantly evolving body of knowledge that observes and interprets the form and function of human settlements. These theories are indispensable for understanding the origins of cities, the persistence of urban and regional spatial patterns, the distinctive nature of urban problems, and the importance of tracing the source of urban challenges to larger metropolitan dynamics.

The course begins with basic concepts and then focuses on three particular phenomena: the deindustrialized city, global cities, and regular cities caught in the nexus of population flows and globalization. At the same time, we look at several key issues of critical importance to urban planners from the perspective of social justice and sustainability, including racial segregation, urban sprawl, regional governance, poverty, and the delivery of services. The videos plus two main book-based case studies and potential events will help ground the course concepts in the reality of place. Main vehicles for this (plus others):

- Video cases: Chicago, Cleveland, and Istanbul
- Event-based cases: Detroit, New York City
- Book case study: Flint, MI (post-industrial Midwest city), with reference to Detroit
- Book case study: Beardstown, IL (Mexican, W. African, and U. S. immigration)

Our readings will come from several sources, many of them available on Canvas or Mirlyn, but the following two books are not available on line at Mirlyn and therefore have been ordered through the local bookstores. They are not needed until later in the term, but purchase at least by then is highly recommended:

- Andrew Highsmith, Demolition Means Progress: Flint, Michigan, and the Fate of the American Metropolis. Chicago: University of Chicago Press, 2016. [Note: His dissertation, another document, is on-line, but it’s not the same as the book.]

In addition, the following highly-recommended book was not ordered at local bookstores, but we will read almost all of it, which would be a much easier task with a paper copy. This is however also available on line to UM students via Mirlyn, and used copies are at Amazon:

Discussion responses

Because this is reading seminar, it’s important for participants to read assigned material beforehand. Plan on posting discussion responses throughout the term, using the discussion feature at Canvas. You are expected to post at least 12 of these, aiming to post once weekly at the Discussion post at Canvas during the weeks that we have readings. Discussion posts are requested by 7:30 p.m. the evening before class, after which you will get a late signal from Canvas, but if you miss that time frame post anyway; the portal will be open until 9 a.m. the next morning, just before class starts. Because of the very tight time frame, your entries will be reviewed by the professor only lightly before class (to inform that day’s class discussion) and then read more deeply for grading purposes later, at various points throughout the term.

Your evening posting should comment on the assigned readings for the following day. Each posting should have two parts:

- A narrative of about 250 words indicating how the readings contributed to your understanding of one or more of the learning objectives listed on the schedule for that day (NOTE: the above paragraph is approximately 140 words in length), and
- One or two discussion questions that you would like to discuss, in class as a whole or in small groups.

Video and Special Event Responses

Traditionally, Metropolitan Structures as a course uses documentary videos to help support reading materials and illuminate course themes. At this point, three video viewings in class are planned. In addition, two special events are January 11 (URP King Symposium, “The Other Detroit,”) and March 23 (urban transportation expert Janette Sadik-Khan, NYC, College lecture), both at 6 p.m.; everyone should attend at least one of these.

Response requirements are simple: three short, one-page papers. For two of these, you need to write reactions to two of the three videos. You are free to choose which two you write about. Then of the two event choices, you should write a reaction essay about one of the two events. Reaction essays should address what key themes were highlighted in the film or presentation, and how this offering helped you develop a deeper understanding of urban and metropolitan structures or of the possibilities for planning. Each of the three papers should be single spaced, 12-point font; these are due exactly one week after the in-class showing or panel/lecture, 11:59 p.m. These assignments can be submitted electronically at the course web site, Assignments.

Learning Objectives

Learning objectives, which will be important to guide your own study as well as class discussion and exams, are embedded in the course schedule for specific readings. As noted below, these may be updated later. [NOTE: This version of syllabus includes new learning objectives for January and February as distributed before mid-term.]
**Mid-term and Final Exams**

The mid-term and final exams will take place in class, in person, and hand written. They will be composed of several short and long essay questions based on course content, particularly aiming to see how you have developed an overall understanding of key learning objectives and their applications in particular cities read about or discussed in class. This means, for example, that dates do not need to be memorized, or actor’s names, but time periods, key authors’ names/ideas, and major issues that developed over a time period may be important. A review session will take place just before the mid-term and during the last day of class. Before then, the professor will hand out a finalized list of learning objectives to be covered in the exam, if these have changed markedly from the course syllabus listings on the schedule. The final exam will not be cumulative.

**Grades**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Personal discussion posts</td>
<td>25</td>
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<tr>
<td>Participation and engagement</td>
<td>10</td>
</tr>
<tr>
<td>Engaged participation in class discussion</td>
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<tr>
<td>Regular class attendance</td>
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<tr>
<td>Three video &amp; event reaction (2 + 1) papers</td>
<td>15</td>
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<tr>
<td>Mid-term exam</td>
<td>25</td>
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<td>Final exam</td>
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Total: 100 points

**Policies:**

- No late adds after the second week of class.
- All work must be the student’s own although study groups for the exams are encouraged.
- Avoid plagiarism, which means using the words or work of another person without proper citation.
- LAPTOPS and other devises; allowed only for guided class activities or note-taking. Violation of this ground rule may lead to a banning of all electronics.

**Course Schedule**

<table>
<thead>
<tr>
<th>As of 3-03-18</th>
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<tbody>
<tr>
<td>January 4</td>
<td>Review of syllabus and course requirements</td>
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<tr>
<td>Week 1</td>
<td>Introductions</td>
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<tr>
<td>Introduction</td>
<td></td>
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</table>

**I. Urban Evolution and Basic Concepts**

<table>
<thead>
<tr>
<th>Jan. 9</th>
<th>Learning Objectives:</th>
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</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>o To conceptualize the city as a process rather than simply a structure</td>
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<td></td>
<td>o To be able to explain the contributions of K. Davis to the study of human urbanization.</td>
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</tbody>
</table>
To understand the connectivity of cities with economic and political activities and with hinterlands.

- V. Gordon Childe, “The Urban Revolution,” ibid.

### Jan. 11 Thursday

**Urban spatial structure**

**Learning objectives:**

- Understand how early 20th century scholars, particularly Burgess, began to conceptualize the structure of cities
- Understand key factors leading to new forms of suburbia such as Fishman’s “Technoburb.”
- Explore alternative ways of viewing city structure, such as from the vantage point of African-American or feminist scholarship.

**Read beforehand:**


**OPTIONAL:**


### January 16 Week 3

**Brief discussion of symposium**

**The material base of urban economic growth**

**Learning objectives**

- Consider the relationship between infrastructure and urban growth
- Understand how interurban networks influence the city of Chicago’s relative advantage

**Read beforehand:**

- William Cronon, *Nature’s Metropolis*, chapter 2, pp. 55-93

### January 18 Thursday

- **VIDEO in class**
- Potential reaction paper due Jan. 25 if you choose this option

### January 23

**Governing the urban economy: Growth machine theory**
| Week 4 | Learning objectives:  
| |  
| | o Become familiar with the “use value” of property  
| | o Become familiar with the role of pro-growth forces in urban change  
| | o Understand why urban growth is not always a collective good, and why it often reinforces social inequities  
| | o Be able to offer an example of how growth coalitions work in one particular city (see materials on small-group exercise for Jan. 23)  
| | Readings:  
| January 25 Thursday | Growing the urban economy: Investment, competition, and the marketplace  
| Learning objectives:  
| | o Understand how Harvey described “entrepreneurial” approaches to governing and how he suggested cities would respond to perceived need for entrepreneurialism  
| | o Understand how “entrepreneurialism” has evolved in recent years  
| | o Explain how inter-urban competition and municipal bond markets constrain municipal development options  
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Learning objectives</th>
<th>Readings</th>
<th>Optional</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Readings</td>
<td></td>
<td>OPTIONAL:</td>
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<tr>
<td></td>
<td>II. U. S. Rustbelt Cities, De-industrialization, Abandonment</td>
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<tr>
<td>February 6</td>
<td>VIDEO—Cleveland: Confronting Decline in an American City, Northern</td>
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<tr>
<td>Week 6</td>
<td>Lights Production, 2006</td>
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<td>If you choose this option, one-pager response is due in one week,</td>
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<td></td>
<td>February 13—What lessons do you draw from the video about Cleveland’s</td>
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<td>evolution?</td>
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<tr>
<td>Date</td>
<td>Event/Reading/Notes</td>
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<tr>
<td>Feb. 8</td>
<td>Post-industrial U.S. cities: critical dilemmas</td>
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<tr>
<td>Thursday</td>
<td>Learning objectives:</td>
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<tr>
<td></td>
<td>o Understand the spatial limits [e.g. boundaries] facing many U.S. postwar rustbelt cities</td>
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<td></td>
<td>o Consider inherent weaknesses concerning CBDs, housing, and regionalism in postwar Detroit</td>
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<td></td>
<td>o Develop an overview understanding of the case of Flint in the context of the post-industrial city literature [this won’t be a question!]</td>
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<tr>
<td></td>
<td>Readings:</td>
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<tr>
<td></td>
<td>• Thomas, <em>Redevelopment and Race: Planning a Finer City in Postwar Detroit</em>, 2nd ed., chapter 2, pp. 13-34</td>
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<tr>
<td>February 13</td>
<td>Racial and class segmentation</td>
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<td>Week 7</td>
<td>Learning Objectives</td>
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<td></td>
<td>o Understand specific federal tools used to build racially segregated metropolitan areas in the U.S., such as HOLC, FHA</td>
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<td></td>
<td>o Understand the racial and spatial nature of mid-20th century city-building and industrialization, as exemplified in Flint</td>
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<td></td>
<td>Readings:</td>
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<tr>
<td>February 15</td>
<td>Decentralization and the industrial sector</td>
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<tr>
<td>Thursday</td>
<td>Learning Objectives</td>
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<tr>
<td></td>
<td>o Consider critical historical factors in the postwar boom of U.S. suburbia, as illustrated in Flint</td>
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<tr>
<td></td>
<td>o Understand the role of U.S. auto industrial trends in rustbelt suburbanization</td>
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<tr>
<td></td>
<td>Readings</td>
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<tr>
<td></td>
<td>• Highsmith, <em>Demolition Means Progress: Flint Michigan</em>... chapters 4, 5, pp. 103-146</td>
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<tr>
<td>February 20</td>
<td>Review session for mid-term exam; questions and answers</td>
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<tr>
<td>Week 8</td>
<td>Afternoon: You are welcome to attend June’s DUP lecture, 4 p.m., Rackham Auditorium, central campus</td>
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<td>No new readings this week; no Discussion posts</td>
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<tr>
<td>February 22</td>
<td>MID-TERM EXAM, in class</td>
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<tr>
<td>Week 9</td>
<td>SPRING BREAK</td>
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<td>Feb. 24 to Mar 3</td>
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### NOTE:

After break, revisions in learning objectives, if needed, will be made at the Discussion site for the day. These will also be summarized at least one week before final exam.

<table>
<thead>
<tr>
<th>March 6</th>
<th>Stalled attempts at urban development and social justice</th>
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<tbody>
<tr>
<td>Week 10</td>
<td>Learning objectives (see revised objectives at Discussion site)</td>
</tr>
<tr>
<td></td>
<td>o Explain the role of redevelopment (U.S. urban renewal program) in racial bifurcation</td>
</tr>
<tr>
<td></td>
<td>o Explain the difficulties of promoting a fair housing, affordable housing agenda</td>
</tr>
<tr>
<td></td>
<td>• $$ Highsmith, <em>Demolition Means Progress: Flint Michigan</em> . . . chapter 7, 8, pp. 175-221.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>March 8</th>
<th>Assessing de-industrialized cities and city property abandonment</th>
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<tbody>
<tr>
<td></td>
<td>Learning objectives (see revised objectives at Discussion site):</td>
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<tr>
<td></td>
<td>o Summarize key lessons from the overall case study in terms of the decline of rustbelt cities in general and Flint in particular; connect this analysis with current concerns such as environmental racism</td>
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<td></td>
<td>o Consider the material implications of, and possible solutions addressing, physical abandonment in cities after depopulation.</td>
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<td></td>
<td>• $$ Most important reading for this day</td>
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<thead>
<tr>
<th>March 13</th>
<th>Broadening perspective: Global cities as vehicle for learning</th>
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<tbody>
<tr>
<td>Week 11</td>
<td>Learning objectives:</td>
</tr>
<tr>
<td></td>
<td>o Develop an overview understanding of the evolution of scholarship about global cities</td>
</tr>
<tr>
<td></td>
<td>o Learn about materiality as an alternative view of global cities</td>
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<td>March 15 Thursday</td>
<td>Exploring the creation of global cities</td>
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<tr>
<td><strong>Learning objectives:</strong></td>
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<tr>
<td>o Understand foundational thinking about the changing dynamics of cities because of new technologies and corporate services</td>
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<td>o Explore McNeill’s materialist exploration of global cities in terms of centrality, flatness, rankings, and global standards</td>
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<thead>
<tr>
<th>March 20 Week 12</th>
<th>Global city networks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning objectives:</strong></td>
<td></td>
</tr>
<tr>
<td>o Understand concepts of global city networks</td>
<td></td>
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<tr>
<td>o Explore how ports and CBDs reflect McNeill’s theories concerning the materialist manifestations of globalization</td>
<td></td>
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<tr>
<td>• Taylor, “Global City Networks,” in <em>The City Reader</em>, 6th ed.</td>
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<table>
<thead>
<tr>
<th>March 22</th>
<th>Globalism and worldwide spread</th>
</tr>
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<tbody>
<tr>
<td><strong>Learning objectives:</strong></td>
<td></td>
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<tr>
<td>o Understand how the global cities in the South may differ</td>
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<td>o Understand specific manifestations of globalism in China, particularly in terms of uneven development and rural-urban migration</td>
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<tr>
<td>o Consider the ways urban development models have been spread worldwide, such as through consultants, innovations, programs.</td>
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| March 23 | **Potential reaction paper event, 6 p.m., Janette Sadik-Khan.** Sadik-Khan, an internationally-known planning consultant, is former Commissioner for the New York City Dept. of Transportation and oversaw the redesign of New York City streets to facilitate bike lanes and public plazas. Reaction paper due March 30 if you choose this option. |

<table>
<thead>
<tr>
<th>March 27 Week 13</th>
<th>VIDEO: “Ecumenopolis: City Without Limits.”</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Essay topic: the global city versus the ordinary resident.</td>
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<tr>
<td>• Video reaction due: April 3 if you choose this option.</td>
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<tr>
<td>Date</td>
<td>Activity</td>
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<tr>
<td>March 29</td>
<td>Brief film discussion</td>
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<td>April 3</td>
<td>Studying a small nexus of globalization</td>
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<td>Week 14</td>
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<tr>
<td>April 5</td>
<td>Forces of impetus for cross-national migration</td>
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<td>April 10</td>
<td>Social rationale and social effects of migration</td>
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<td>Week 15</td>
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<tr>
<td>April 12</td>
<td>Overall lessons of case study</td>
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<tr>
<td>April 17</td>
<td>Review session for final exam; Q &amp; A</td>
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<td>Week 16</td>
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<td>April 26</td>
<td><strong>FINAL EXAM, 10:30 to 12:30, same room.</strong></td>
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<td>Week 15</td>
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Introduction

*Social Structures and Processes* refers to a wide range of topics covered by the social sciences. In this course, we focus on how socio-spatial observation and analysis informs and builds on an awareness of social structures, particularly at the scale of the urban neighborhood and community, and likewise informs and builds on an understanding of neighborhood planning as a social process. Neighborhoods are both products of social structures and processes, and also sites in which many different kinds of social structures and processes occur. Because of this, as well as their relatively small geographic size, they are useful microcosms of urban society for us to study. They are also appropriate subjects of study for a major rooted in planning.

Also, this course brings together the two themes addressed in CEP 301 and 302: Community, and Environment, and adds to them the component of Planning: this course puts the "P" in CEP! Neighborhoods are both communities and environments. Our investigations this quarter will be focused around some basic but surprisingly complex questions: What is a neighborhood? How is a neighborhood formed, maintained, and changed? What is the relationship between neighborhood and community? And, to return to a central theme raised in CEP 301, what is a Good neighborhood, and who defines it?

Much of our examination of these questions will be done through readings and in-class discussions, but we will also draw on a more experiential way of knowing, through direct observation and engagement with people and spaces in two actual neighborhoods in Seattle: the Mt. Baker light rail station area, and North Beacon Hill. This empirical work is meant to ground the more general or theoretical readings and discussions by giving you a chance to observe, apply, and test the issues and lessons first hand. You will also learn and practice methods and skills of research and engagement that you will use in your senior year. Note, however, that these are introductions to the methods – enough to get you started with your field evaluations, but not meant as substitutes for more rigorous methods courses.

Overall, our broader goal is to introduce you to some foundational concepts and techniques that you can take with you beyond this course. In this manner, just as with 301, the ideas we explore in this class are meant to “travel”. Though there is inherent value in learning about and contributing to the Mt. Baker and North Beacon Hill neighborhoods, we recognize that for most students the value of the course will be in its ‘generalizability’ – that is, in its ability to equip you with knowledge, conceptual frameworks, and ways of doing that can be extended well beyond the limits of this single class.
Course Goals

We have several specific goals for this course:

▪ Develop a deeper understanding of the substantive course subjects, including the concept of “neighborhood” and its common constitutive parts - form, place, community, culture, institutions, and collective action – and how these parts are inter-related.

▪ Develop an understanding of a Seattle neighborhood and the city, including its history, form, social structure, political processes, and relationship to the course subjects.

▪ Develop skills in observation, directed inquiry, and data analysis; improve analytical, critical, and comparative thinking; strengthen reading, writing, listening, visual presentation and speaking ability.

▪ Continue to produce a viable and sustainable learning community by further developing effective deliberation, decision-making, and leadership skills in a variety of contexts.

Student Responsibilities

Your responsibilities mirror those of fall quarter. Among your responsibilities, one general one stands out:

• Students have a responsibility to one another and to one another’s education. In this class and this major, you and your classmates will generate knowledge through discussion and deliberation. In order for the class to be successful, you must be an active participant in both teaching and learning. In class, each of you will participate by discussing and analyzing the material. Outside of class, each of you will participate by reading the material and preparing assignments carefully.

To meet this responsibility, you must meet several more specific expectations:

1. Contribute thoughtfully to each day’s discussion and work;

2. Complete all individual and group assignments in a timely manner while ensuring that the work is of a consistently superior standard. No late work will be accepted;

3. Meet the agreed upon obligations of assigned work groups, insure that these groups function smoothly, and make real efforts to resolve internal disputes and differences among members;

4. Help facilitate class discussions and provide constructive feedback on peer work;

5. Write a narrative evaluation of your performance and progress in the course at the quarter’s end and meet with the instructor to discuss it;

6. Meet the CEP Attendance Requirement: Students may have a maximum of 3 excused absences from regularly scheduled (Mon & Wed) classes. Attendance will be taken at all scheduled meeting times; late arrivals will result in a loss of participation points. Students must also meet the CEP governance attendance requirements to get credit for this course.

Instructor Responsibilities

Instructors play several vital roles in the class and can be relied upon to provide the following:

i. A safe and effective learning context: The instructor’s first job is to set the learning context for the course, which includes developing the structure of the course, and putting in place the basic elements (calendar, assignments, readings) that will help students learn. Equally important, instructors will also insure that the learning environment is a safe and respectful environment for all CEP students. As a community, the class should maintain these standards by regulating itself, but if a student feels that these standards are not being met then he or she is strongly encouraged to speak with one of the instructors so that ways can be found to resolve the problem.

ii. Timely feedback, advice, and instruction on course assignments and other course requirements: Students should expect instructors to provide timely and considered feedback on course assignments and projects.
Instructors will also be available to answer questions, provide advice and information, and otherwise aid students in their learning in ways that are pedagogically appropriate.

iii. **Assigning final credit for the course:** Instructors are responsible for assigning final course credit and determining whether or not a student has met the course requirements. As part of the final assessment, the instructor will provide final evaluation of each student’s performance and progress for the quarter.

### Course Readings
Readings for this course are provided online as noted in the syllabus class schedule. In addition, the instructor or facilitating students may elect to assign additional readings as appropriate.

### Assessment
Your final assessment in this course will be based on the following assignments. Full descriptions of these assignments are found later in this syllabus and will be discussed in more depth during class time:

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<thead>
<tr>
<th>Item</th>
<th>Percent/Weight</th>
<th>Date due</th>
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<tbody>
<tr>
<td>Participation</td>
<td>10%</td>
<td>Attendance; active participation in class</td>
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<tr>
<td>Discussion Facilitation</td>
<td>10%</td>
<td>One session per student in class or online</td>
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<tr>
<td>Reading Assignments</td>
<td>15%</td>
<td>7 Reading assignment posts</td>
</tr>
<tr>
<td>Group Field Reports (3)</td>
<td>45%</td>
<td>(15 pts. each)</td>
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<tr>
<td>Final Paper</td>
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<td><strong>Total</strong></td>
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*To pass this course you need a minimum score of 80%.*

### Academic honesty
The University takes the offenses of cheating and plagiarism very seriously, and so do we. Cheating is taking advantage of the work of others. Plagiarism is representing the work of others as your own, without giving appropriate credit. If you are unsure what is OK or not OK, make sure to ask!

### Participation
You are expected to attend all classes and participate fully in class discussions and exercises and in field research teams. See Student Responsibilities for more information. Participation counts toward 10% of your final assessment.

### Short Reading Assignments
Though there are fewer reading assignments in this course than in past CEP classes, the readings are still important and will form the basis of our discussions of core neighborhood concepts. Consequently, it is very important that you complete all of the readings and be prepared to discuss them in class. To help with this, we are requiring short reading assignments most weeks. These assignments will be posted on the Catalyst Website. Also, rather than submitting written essays for the instructors to read alone, you will post them on a Catalyst Discussion Board expressly for this purpose. All students in the class will be able to read them, and thus your contributions will be part of an online “conversation”, which will continue during class time in the form of student-facilitated discussions (see below). The short reading assignments count toward 15% of your final assessment.

### Discussion Facilitation
As always, student facilitation is part of the structure of this course. Beginning week 2, class sessions will be facilitated by teams of two students who will be responsible for leading discussions around class readings, weekly field work presentations, and guest panels. A facilitation sign-up sheet will be distributed week 1.
Remember, the more prepared a facilitator is the better the discussion goes. NOBODY (not even your instructors) can successfully lead a class without lots of preparation.

Facilitation will count towards 10% of your final grade.

The Rest of You: The work of the class facilitators is in no way an opportunity for the rest of the class to take it easy. The facilitators will guide the discussion, but they should by no means do most of the talking. Their role is to stimulate you to engage in an insightful discussion. Thus the rest of the class should digest the readings as usual and come prepared to participate fully along the lines laid out by the facilitating group. Your active participation will factor into your participation grade in the class.

Field Research
One of our goals this quarter is to provide you with the opportunity to work in/with a neighborhood, learning about that neighborhood and exploring key components and issues that relate to its social structures, physical environment and community dynamics. Based on the cooperation of active groups within their communities, we have selected two neighborhoods undergoing rapid changes since the recent opening of light rail stations in their vicinity: Mt. Baker, whose station is actually located in a transitional space between Mt. Baker’s residential heart and other sections of Rainier Valley to the south; and North Beacon Hill, whose station is located in the civic and commercial heart of that neighborhood but is drawing other parts of Beacon Hill to the south to identify with it.

Students will examine one of these neighborhoods through several different “lenses” providing insight into the socio-spatial structures, issues and initiatives of the community that inhabits, uses, or identifies with this neighborhood. Weekly assignments, beginning in week 2, outline the types of tasks and specific products expected for each week. We will discuss these projects more in class. Detailed instructions for each assignment will be distributed prior to undertaking the work.

The field research is a core element of the course and a primary source of learning for the class. The tasks will come rapidly and require considerable planning on your part to pull off successfully. We expect that they will stretch you, but by the end of the quarter we also hope you will have gained several new research tools, improved your ability to collectively complete significant work rapidly and professionally, and built a deeper understanding of the intricacies of neighborhoods and, more broadly, the social structures and processes that constitute them.

Collectively, the field research, including field task assignments, reports and presentations, count toward 45% of your final assessment.

Final Paper
At the end of the quarter, each student will submit her/his own final paper, which is your opportunity to synthesize and reflect on the various field research findings and insights from the readings in a coherent interpretation of some aspect of the neighborhood and community you have been studying. This paper is likely to require you to do some additional reading and research into neighborhood-specific materials (plans, policies, histories, demographic data, etc.), but its primary function is to demonstrate your ability to make connections between the general points covered in the reading, and the specific issues and facts you have discovered empirically in the neighborhood and community.

During the 7th week of the quarter, you must submit a topic for comments and suggestions by the instructors. The paper itself is due during the 10th week of the quarter. The paper counts towards 20% of your final assessment.
Course Topics and Readings

Week 1 Mon March 28: Course Introduction

Week 1 Wed March 30: Interpreting the Evidence of Social Structures
Reading Assignment #1

Week 2 Mon April 4: Going Local: Observing Physical Traces

For online discussion: Reading Assignment #2


For in-class exercise:

Week 2: Wed April 6: Observing Physical Traces Part 2 -- Theory to practice
Skill building practice Campus/U District

Week 3 Mon April 11: What is a neighborhood? The concept of “neighborhood” and community.
Reading Assignment #3


Week 3 Wed April 13: Introduction to Mapping the Community (3 methods)
Reading Assignment #4


Week 4 Mon April 18: Field Report #1 Part II due
No reading assignment due this date.
In Class Presentations

Week 4 Wed April 20: Analysis and Neighborhood Mapping
In-class skill-building practice of 3 mapping methods
Asset Mapping “How To”
Creating A Mental Map of Your Community

Week 5 Mon April 25: Learning about Neighborhoods
Neighborhood reports/plan updates posted; no online discussion for this date, but read through the neighborhood planning documents with your mapping tasks in mind; bring to class your answers to the question: what can I glean from these documents that would help with our mapping task?
In-Class Team work on Field Task and Report #2

Week 5 Wed April 27: Evolving and Critical Interpretations of Neighborhoods
Panel with community representatives from Mt.Baker and Beacon Hill neighborhoods

Week 6 Mon May 2: Field Report #2 Due: Mental/Memory Maps, Imageability Maps and Community Asset maps
In-class Presentations; No readings due this date.

Week 6 Wed May 4: Neighborhood as Social Spaces: Environmental Behavior Observation
Reading Assignment #5 Due


Week 7 Mon May 9: Neighborhood Planning & Placemaking
Reading Assignment #6 Due
Seattle Comp Plan, Neighborhood Plan Element
Seattle DPD - Seattle Comprehensive Plan Neighborhood...

Seattle Planning Commission, SeattleTransit Communities, 2009


Week 7 Wed May 11: Neighborhood Planning & Placemaking continued
No reading assignment due this date
Gehl Architects. Neighborhoods for People, Seattle Toolkit 2010, (Joint publication between Scan Design Foundation and UW Green Futures Lab)

Mansheli, Andrew M. 2009. “A place is better than a plan,” City Journal,
Week 8 Mon May 16: Field Report #3 due: Observations of Social Activity
   No reading assignment due this date
   In-Class Presentations

Week 8 Wed May 18: Community Engagement & Neighborhood Placemaking:
   Reading Assignment #7 Due

   Mathies & Cunningham, From Clients to Citizens: Asset-based Community Development as a Strategy for Community Driven Development, Occasional Paper Series, No. 4, 2002

Sun May 22: Final Report topic abstract due

Week 9 Mon May 23: Putting it all Together -- How planning tools and methods enhance the quality of neighborhood environments and community life
   No readings; Facilitated Discussion

Week 9 Wed May 25: Course Wrap-up
   No readings due this date
   Facilitated Wrap Up Exercise

   Fri May 27: Final Report due

Week 10 Mon May 30: MEMORIAL DAY

Week 10 Wed June 1: Final Paper Presentation Due
   Reflections on Final Papers: Student Pechakucha Presentations
   Online course evaluation available

Week 11 Tue June 7 (or as scheduled separately): Individual Exit Interviews
Techniques for Planning a Discussion

CEP 303

These are just some basic techniques. Feel free to innovate as you like.

Whole group—everyone engages in discussion together at one time. This is good because you can get a greater range of ideas and opinions with a larger group. Large groups are sometimes tricky to manage well though, so having a good set of stimulating questions is important so you can shape the discussion to move in insightful directions that you have thought out beforehand. Large-group can also be a more intimidating setting in which to speak.

Small-group discussion—the class is broken up into small groups to discuss. They can have the same topic to discuss, or they can have different topics. In jigsaw, the groups each discuss different aspects of a larger topic, and then they rejoin into a whole group to see how each group’s issues/conclusions fit together.

Inverse pyramid (invented by student leaders in Geography 301, Fall 2002)—a version of jigsaw where the class starts out in eight small groups and each uses their discussion questions to come up with what they think is the most thought-provoking question. The groups then pair off, and the groups in each pair exchange their question with each other. Each group then discusses alone the new question they have been given. Then, the paired groups come together to discuss their responses to the two questions. These paired groups then formulate one question they want to ask the whole class. Then the class comes back together to explore the joint questions of each paired group.

Rotate (invented by student leaders in Geography 301, Spring 2001)—each leader develops questions on a particular sub-topic of the day’s topic. The class is divided up into small groups so that there is the same number of small groups as there are discussion leaders. Then, the leaders move in shifts from group to group so that each leader has a chance to lead each group. That way, each group gets a chance to discuss each aspect of the day’s topic. At the end, you can bring the group back into whole group to share insights.

Structured debates—where two sides of a specific issue are pitted against each other, usually given roles to play, and a moderator moderates their interaction.

Foursquare—the leaders set aside four corners labeled “agree,” “tend to agree,” “tend to disagree,” and “disagree.” They then make a statement, for example: “nationalism is a good thing.” Then each person in the class goes to the corner they decide best describes their reaction to the statement. The group in each corner discusses for a while why they agree/disagree/etc. with the statement. The class then goes back into large group to engage in debate over the issue. At the end, the leaders ask if anyone would like to change corners. Those that do are asked to share why their position changed during the debate.

Brainstorming—the leaders ask the class to come up with ideas about a given topic (say, “reasons why you oppose the war in Iraq” and “reasons why you support the war in Iraq”). The product of that brainstorming (usually written on the board) can then serve as the basis for discussion, or it can be a way to sum up a discussion.

Fishbowl—here one small group engages in discussion and the rest of the class observes their discussion. Different small-groups can rotate into the fishbowl—they can discuss different topics or the same topic.

Role-playing—is a general technique that can be applied to any of the above methods. A person or group is given a role to play (rather than playing themselves), which gives them a certain point of view to argue from. This is particularly helpful when there is an issue you think most people (when playing themselves) will agree on; you can have people play roles that are in opposition to the common opinion.

Skits—a kind of role-playing where actors play out a skit you write beforehand. The idea is to act out an idea/debate/issue from the readings, and then have the class discuss their reactions to the skit.
Story Mapping Neighborhood Change in Washington, DC

Source: NextCity.org

Instructor: Willow S. Lung-Amam, Ph.D.
lungamam@umd.edu
ARCH (Building 145), #1226
T: (301) 405-6289
F: (301) 314-9583
www.arch.umd.edu/ursp/faculty/willow-lung-amam
Office Hours: Tuesdays, 11:00am - 1:00pm or by appointment

Graduate Assistant: Jeanne Choquehuanca
jeannec@umd.edu
Caroline Hall, Office #0111
T: (863) 398-5718
Office hours: Thursdays, 1:00 - 3:00pm or by appointment

Class Information: 3 units
Tuesdays, 4:00 - 6:30pm
ARCH (Building 145), Classroom #1119
Course website on ELMS (www.elms.umd.edu)
No prerequisites required
Fulfills the “social planning” requirement in URSP

Course Description

Washington, DC is a rapidly changing city. In recent decades, the District has experienced unprecedented growth and prosperity, reversing decades of population loss and declining housing values as it has emerged among the hottest real estate markets in the nation. But the city’s success has stirred mixed emotions and sometimes conflicts among long-term residents and newcomers who often see and experience the city in different ways.
In this course, students will engage the sense of loss and possibility arising in the city as they map DC neighborhoods using a combination of different mapping techniques and primary data collected from residents to create online community story maps. The maps will narrate change across the city’s diverse neighborhoods and give voice to DC residents’ experiences, memories, attachments, hopes, and dreams for the changing city.

In addition to attending course seminars on neighborhood change and participatory mapping, students will engage in a series of in-class workshops to learn various mapping techniques. They will also work in neighborhoods and with community leaders and groups to document residents’ valued places and how these places have changed over time. This will culminate in community presentation of students’ story maps in Washington, DC.

**Course Objectives**

By the end of the semester, students should:

- Be familiar with the forces behind neighborhood change, including gentrification;
- Understand how neighborhood change can affect residents’ sense of place attachment and meaning;
- Be familiar with Washington, DC and its neighborhoods;
- Understand the important trends in and forces behind the reshaping of Washington DC’s neighborhoods over time;
- Be familiar with various participatory mapping techniques and their uses in planning;
- Be able to apply different mapping techniques to planning in and with communities;
- Understand the importance of story and storytelling to creating more engaged and inclusive communities;
- Engage thoughtfully, respectfully, and honestly with community residents and other students around issues of neighborhood change; and
- Hone their professional presentation and mapping skills.

**Assignments & Grading**

Grade Scale:

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<th>LTR</th>
<th>Q.P.</th>
<th>PCT.</th>
<th>CRITERIA</th>
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<tr>
<td>A+</td>
<td>4.0</td>
<td>97-100%</td>
<td>Denotes excellent mastery of the subject and outstanding scholarship.</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
<td>94-97%</td>
<td>Denotes excellent mastery of the subject and outstanding scholarship.</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>90-93%</td>
<td>Denotes excellent mastery of the subject and outstanding scholarship.</td>
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<tr>
<td>B+</td>
<td>3.3</td>
<td>87-89%</td>
<td>Denotes good mastery of the subject and good scholarship.</td>
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<tr>
<td>B</td>
<td>3.0</td>
<td>84-86%</td>
<td>Denotes good mastery of the subject and good scholarship. <em>(Minimum GPA for Graduates in Major)</em></td>
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<tr>
<td>B-</td>
<td>2.7</td>
<td>80-83%</td>
<td>Denotes good mastery of the subject and good scholarship. <em>(Minimum grade for Graduate Credit)</em></td>
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<tr>
<td>C+</td>
<td>2.3</td>
<td>77-79%</td>
<td>Denotes acceptable mastery of the subject.</td>
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Class participation: 15%
Reading analysis: 10%
Neighborhood profile presentation: 10%
Walking tour presentation: 15%
Google My Map presentation: 20%
Final Arc GIS Story Map presentation: 30%

Please check ELMS under each assignment for grading rubrics.

Class participation: Because this is a discussion course, one of the students' primary responsibilities is active participation. Readings should be completed by the date they are listed on the syllabus. Students should come to class with copies of the readings, and be prepared to make comments, ask questions, actively listen, and respectfully engage with others about the readings in an appropriate and productive manner that promotes critical, inclusive, and productive course discussions. Please be on time. Absences or coming late to class will result in lowered participation grades. Students' ability to be respectful and helpful in group work is critical for students' success in this course and will be assessed as part of your participation grade and in the review of group assignments. Midterm and final participation grades will be posted on ELMS.

Reading analysis: For each discussion session, one or more students will prepare a short summary of the main themes, questions and/or issues that the readings or movies raise. Students should include all the readings or movies for that week in their analysis. Their write-up should be a concise document that is no longer than two pages which summarizes the main points of the readings or movie, and a set of questions that the student(s) think would be good for discussion. Good questions are those that try to punch holes in the main ideas, methods, or conclusions, make connections among various readings or themes of the course, or extend the author’s main concepts or points into the real world (such as relating to your or others’ experiences or pressing social or policy issues). Students should email a copy to the class by via ELMS by Monday at midnight and be prepared to introduce their reading analysis in class to help launch our discussions. Sign-up sheets will be passed around in the first class.

Neighborhood profile presentation: This group exercise is designed to help ground students in the basic social and spatial characteristics of their neighborhoods and prepare them for subsequent mapping exercises. The idea is to complete a profile of your assigned DC neighborhood using a series of available secondary data. Students’ presentations will explore the history of their neighborhood and its changes over time, as well as its current demographic and spatial characteristics, such as housing, transportation access,
land uses, and neighborhood amenities. A more detailed assignment sheet will be handed out in class. Students will present their neighborhood profiles to the class on Tuesday, **February 16th**. Presentations should be no longer than **10 minutes per group**. Project grades will be determined by both instructor and peer-review. Presentations should be uploaded to ELMS “Assignments” by **4:00pm**. Only one member of the group has to turn it in for all members.

**Walking tour presentation**: This group exercise asks students to walk their assigned neighborhood and document places of special meaning in the community. These could be places that have been identified from previous background research, from onsite observations, or from talking to users. Students will use a mobile mapping app to document these places during their walking tour. Various types of documentation techniques may be used including pictures, videos, and audio recordings of user interviews. An in-class workshop will train students in using the mobile app and how to produce an online story map from the results. All neighborhoods will be Metrorail or bus accessible and cost less than $6.00 one way to access from campus. A more detailed assignment sheet will be handed out in class. Students will present their neighborhood profiles to the class on Tuesday, **March 22nd**. Presentations should be no longer than **10 minutes per group**. Map files should be uploaded to ELMS “Assignments” by **4:00pm**. Only one member of the group has to turn in the assignment for all members. Project grades will be determined by both instructor and peer-review.

**Google My Map presentation**: This group exercise asks students to engage long-term residents and community leaders in their assigned neighborhoods in documenting their special places and stories about these places. Students will reach out to community groups and leaders (with the assistance of contacts already identified by the Instructor and GA for each neighborhood) to conduct a series of resident interviews and focus groups. The goal of each group will be to interview 20 current or former residents who can offer a diversity of perspectives about the neighborhood. This can include older residents, youth, business owners, public officials, organizational leaders or others. When meeting with residents, students will conduct a cognitive mapping exercise to identify special places in the neighborhood and ask residents to explain why they have included particular places in their maps (or to tell the “story” of these place). With the permission of participants, all interviews should be audio recorded. It will be up to students to arrange for places and times for interviews and focus groups that are mutually agreeable and accessible. Students will use resident quotes, historic and contemporary photographs, video clips, and other materials to create a Google My Maps story map that documents their findings. An in-class workshop will train students in using Google My Maps. A more detailed assignment sheet will be handed out for this assignment in class. Students will present their findings to the class on **Tuesday, April 19th**. Presentations should be no longer than **10 minutes per group**. Map files should be uploaded to ELMS “Assignments” by **4:00pm**. Only one member of the group has to turn the assignment in for all members. Project grades will be determined by both instructor and peer-review.

**Final Arc GIS Story Map presentation**: This group exercise is the culmination of students’ research and mapping efforts this semester. Students will assemble any archival documentation, interview materials (including select quotes as well as audio files), photographs, and video footage they have captured during the course of the semester to create a visually compelling ESRI GIS-based online story map of their neighborhood. This map will provide select data about the neighborhood and neighborhood change (as documented in the neighborhood profile); document students’ process of story mapping the neighborhoods; and show their findings about the places that matter to residents and why, using a variety of materials (ex: photos, videos, and written or audio stories). An in-class workshop will train students in using the ESRI
Story Map platform. Students will present drafts of their presentations to the class on Tuesday, May 10th. Presentations should be no longer than 15 minutes per group. The following week, May 17th, students will present their story maps at a time to be determined within Washington, DC. Map files should be uploaded to ELMS “Assignments” by 4:00pm. All research documentation and analysis should be shared in a UMD Box. Only one member of the group has to turn in both assignments for all members. Project grades will be determined by both instructor and peer-review.

Course Policies, Procedures, and Expectations

Paper and Presentation Formatting & Tips: All papers turned in for grading should be written in 12-point, Time New Roman font. Papers should be double-spaced with at least a 1” margin on all sides. Citations should use Chicago Manual style. Presentations should generally be done in Power Point, through other formats such as Prezi may also be used (please consult me if you are considering another format). Some good rules of thumb when putting together professional presentations include: 1) Use legible type (no less than 24 pt.); 2) be concise (key points, not sentences); 3) use images to help you (a picture says a thousand words, it’s true); 4) limited number (a good rule is one slide per minute); 5) use special effects sparingly (if at all); 6) keep it simple (flashy backgrounds and fonts often go badly—focus on readability and clarity); 7) still cite appropriate (even images); and the most importantly—PRACTICE, PRACTICE, PRACTICE!

Group Work: You will be required to work in groups extensively for this class. In working in groups, students are expected to work collaboratively to develop shared goals, objectives, methods, and analysis. While dividing up work makes sense at some points, groups must coordinate and communicate on a regular basis to make sure that they are moving towards a shared product. A significant portion of students’ grades for this class will also be based on group work. Peer-review grading and instructors’ knowledge about group dynamics and student’s level of effort will be used to assess his/her contribution to the group work and may result in different grades for group members (see individual assignment rubrics on ELMS for point breakdowns). Remember that the best projects come from true collaborations where students understand and appreciate that everyone bring their own special skills and talents to bear and that, try as you might, the workload will never be “equal.” That said, please feel free to come to talk to me at any time with concerns about group dynamics, workload, or other concerns.

Fieldwork, Travel, and Safety: You are required to travel for this course. At a minimum, you will visit your assigned neighborhood with your group for the walking tour. You will also likely return to your neighborhood several times when compiling your Google My Maps and need to meet residents at locations outside your neighborhood. While all neighborhoods are easily accessible by public transit, some students may choose to conduct interviews or focus groups at locations that can only be accessed by car.

You are strongly encouraged to conduct any and all site visits in groups and think about personal safety while conducting fieldwork and otherwise traveling for this course. It is important for students to exercise caution while walking crossing streets—crossing only at marked crosswalks with the signal, and not stopping in the street to take pictures. Avoid taking pictures of people during site visits. Pay close attention to your surroundings and leave the area immediately if you feel unsafe.

Class Correspondence: Throughout the semester, I will send course-related content via e-mail which may include any announcements regarding class cancellations, university-wide emergencies, room changes,
assignments, or other time-sensitive material. Students are responsible for checking their e-mails and course website on a regular basis, and for any content that I send out. Course notifications will be sent through ELMS, so please make sure that your information is up-to-date and your notification preferences are set accordingly. Also, I will be sending around a student information sheet on the first day of class. If the contact information you put on here changes, please notify me as soon as possible.

I invite students to visit, call, or e-mail to discuss issues, ideas, suggestions, or questions related to the course. I will generally be available to address any student questions, problems, or concerns immediately before or after class. You may visit me during office hours or contact me for an appointment. Otherwise, email is the best way to reach me. I will generally respond to your emails within 48 hours during the week, but not on the weekend. I have a mailbox in the main office of the Architecture Building (ask at the front desk), where you can leave me written materials, but please email me to also let me know that you have left materials for me there.

Late Assignments and Make-up Work: Unless students have received an extension, assignments not received on the date and time specified in the assignment will be considered one day late. Assignments received 24 hours after that will be considered two days late, and so on. For every day late, work will be assessed a one letter grade penalty off the grade the work earns before any penalty is assessed. After five days, unless excused, assignments will not be accepted and students will receive a zero for the assignment. Make-up work is available for students who have excused absences, but must be negotiated directly with the instructor.

Absences: Although extenuating circumstances do occasionally preclude students from attending class, students are expected to make a reasonable effort to come to class. If you plan to miss a class, please confirm your absence prior to class time in an email to me. Regardless, you will still be responsible for ensuring that all assignments are completed and for any material that we cover in class. It is the student’s responsibility to provide appropriate documentation for excused absences. Prior notification is especially important in connection with final examinations, since failure to reschedule a final examination before the conclusion of the final examination period may result in loss of credits during the semester.

Students who fail to notify the instructor of these circumstances and/or fail to provide appropriate documentation will not be eligible for an excused absence. Students who experience a prolonged absence(s), or an illness on days when presentations are scheduled or assignments are due, are required to notify the instructor in advance, and upon returning to class, bring documentation of the illness, signed by a health care professional. Further information on the University’s policies on medically necessitated absences can be found online at: http://www.president.umd.edu/policies/v100gnew.html

Concerns about Grades: Student questions or concerns regarding grades should be submitted to the instructor in writing.

Students with Disabilities: If you need disability-related accommodations or other special arrangements or considerations, please let the instructor know as soon as possible. Information on Disability Support Services can be found online at: http://www.counseling.umd.edu/DSS/.

Laptops & Other Electronic Gadgets: Laptops are permitted in the class, but should only to be used for viewing electronic copies of reading materials and taking notes. If you are surfing the web or doing another
non-course related activity, it is not only distracting to you, but others around you. If this becomes a problem, I reserve the right to restrict the use of computers in the classroom. All other electronic gadgets should be shut off or on silent during class time.

**Academic Integrity:** UMD takes academic integrity seriously. Information on the University’s policies on academic honesty can be found online at the Office of Judicial Programs and Student Ethical Development, [http://www.jpo.umd.edu/](http://www.jpo.umd.edu/) or the Student Honor Council, [http://www.shc.umd.edu/](http://www.shc.umd.edu/). All projects and assignments submitted by students enrolled in this course must be entirely the product of the individual student. Unless approved by the instructor, students may not receive any assistance from fellow students, students outside of this course, spouses, significant others, relatives, friends, acquaintances or employees. Students who fail to meet this requirement will be subject to University policies concerning Academic Dishonesty.

**Honor Code:** The University has a nationally recognized Honor Code, administered by the Student Honor Council. Unless you are specifically advised to the contrary, the Pledge statement should be *handwritten* and signed on the front cover of all papers, projects, or other academic assignments submitted for evaluation in this course. Students who fail to write and sign the Pledge will be asked to confer with the instructor. The Student Honor Council proposed and the University Senate approved an Honor Pledge. The University of Maryland Honor Pledge reads:

> I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.

**Ownership of Work:** University regulations require faculty to retain all examinations for a period not less than one academic year. I reserve the right to retain certain projects for use in publicity, display, or other official uses. In addition, projects may be retained for archival reasons or in cases of grade disputes.

**Religious Observances:** The University's policy on religious observance states that students should not be penalized for participation in religious observances and that, whenever feasible, they should be allowed to make up academic assignments that are missed due to such absences. Further information on this policy can be found online at: [http://www.president.umd.edu/policies/iii510anew.html](http://www.president.umd.edu/policies/iii510anew.html)

**Campus Safety / Inclement Weather / School Closure Policy:** This course will not meet in the event of extreme weather or other emergency that causes the University of Maryland to close. University closure status can be monitored at: [http://www.umd.edu/emergencypreparedness/weather_emer/](http://www.umd.edu/emergencypreparedness/weather_emer/). UMD Alerts is an alert system that allows the University of Maryland to contact you during an emergency by sending text messages to your e-mail, cell phone, or pager. When an emergency occurs, authorized senders will instantly notify you using UMD Alerts, connecting you to real-time updates, instructions on where to go, what to do or not do, who to contact, and other important information. To register for UMD Alerts, please visit: [http://alert.umd.edu/](http://alert.umd.edu/).

**Sexual Harassment:** The University of Maryland is committed to maintaining a working and learning environment in which students, faculty, and staff can develop intellectually, professionally, personally, and socially. Such an environment must be free of intimidation, fear, coercion, and reprisal. Accordingly, the Campus prohibits sexual harassment. Sexual harassment may cause others unjustifiable offense, anxiety, and injury. Sexual harassment threatens the legitimate expectation of all members of the Campus community that academic or employment progress is determined by the publicly stated requirements of job
and classroom performance, and that the Campus environment will not unreasonably impede work or study. Please familiarize yourself with the policies and procedures found at: http://www.usmh.usmd.edu/regents/bylaws/SectionVI/VI120.html.

Course Evaluations: Course evaluations are an important component of higher education. I take course evaluations very seriously utilizing the information to assist me in improving teaching methods, revising curriculum, and planning new courses. It is the responsibility of every student to provide objective critical feedback at the conclusion of every semester. Information on course evaluation policy can be found at: http://www.courseevalum.umd.edu/. In addition the University-wide course evaluations, I generally ask students to fill out an instructor-generated midterm and final evaluation. All evaluations are completely anonymous.

Copyright Notice: Class lectures and other materials are copyrighted and may not be reproduced for anything other than personal use without my written permission.

Course Materials

Required Readings: This course has no required textbooks. All course readings will be posted on ELMS at least a week before they are due. All students should have read assigned readings for that week before arriving to class. If students have additional readings that they would like to suggest, please let me know and I will consider distributing them to the class as alternative or supplemental readings.

Required Films: Unless otherwise noted in the course calendar, all required films will be put on reserve for viewing at Hornbake Library’s Nonprint Media Services Desk and will be put on ELMS website for streaming under the "Modules" tab approximately one week before they are due.

Other Required Media: In this course, we will also be listening to several radio broadcasts and viewing online maps. Website URLs are included for some. Many online articles and radio broadcasts can also be found on the ELMS “Modules” tab.

Course Calendar

Please Note: As I try to adjust the course throughout the year to meet objectives and respond to student feedback, course materials or calendar may be subject to change. Unless otherwise indicated, any materials listed under the course calendar is required as part of each week’s readings.

January 26: Course Introduction and Overview

Class canceled due to inclement weather.

February 2: Introduction to Asset and Story Mapping

What is story mapping? Why do we do it? How can the process help to improve communities, particularly those occupied primarily by low-income or other marginalized groups?

Readings:


Maps:


February 9: Chocolate City Remembered

How and why did Washington, DC come to be popularly known as “Chocolate City”? What was everyday life and politics like in an African-American majority city?

Readings:


Maps:

- Somerville Community Map: http://archive.somervillecdc.org/communitymap/

Guest Speaker: Samir Meghelli, Curator, DC Neighborhoods, Anacostia Community Museum

February 16: Change in the Chocolate City

When did the so-called “revitalization” or “renaissance” of Washington, DC begin to take shape? What were some of the main forces or causes behind these changes? What neighborhoods have been most affected?

Readings:


Maps:


**Student Presentations:** DC Neighborhood Profiles. In addition to bringing a copy on a thumb drive to class, presentations should be uploaded in ELMS “Assignments.”

**February 23: Participatory Mapping**

*Why do we map with individuals or communities? What are the possibilities for participatory planning mapping in a digital era? What are its challenges or constraints?*

**Readings:**


Maps:

- University of Victoria Community Mapping Collaborative: http://mapping.uvic.ca/
- Mapping DC’s Latino History & Affordable Housing: http://www.holacultura.com/day-one-dia-uno/

Guest speaker: Dr. Ronald W. Luna, University of Maryland, Department of Geography
March 1: Methods of Story Mapping—Mobile App Mapping, Cognitive Maps, and Google My Maps

What mobile mapping applications are there and what are their strengths and weaknesses? What is cognitive mapping? How can you do cognitive mapping with communities? How can this information be used to construct a story map? How are Google My Maps useful in storytelling neighborhoods?

Readings:


Mobile App Maps:

- The College of New Jersey’s Bonner Community Mapping Project: http://www.mappler.net/tcnjocm/

Google May Maps Examples:

- City of Words DC: http://maps.google.com/gallery/details?id=zfi7hbGPyckg.ktCoxcllDDS0&hl=en
- NY Map of Restrooms, http://m3.mappler.net/nyrestroom/
- You can find more examples at the Google My Maps Gallery: http://maps.google.com/gallery?hl=en

Workshop: Mobile Mapping Apps and Google My Maps

To prepare for the workshop, please download and fiddle with the following mobile apps prior to class:

Iphone users: Map Plus and Enhanced Format ($2.99)

Android users: Google My Maps for android (Free)
- My Maps Mobile documentation: https://support.google.com/mymaps/answer/3138699

You may also want to review the following:

Google My Maps Tutorials:
March 8: Power and Politics in Mapping

What do maps reveal? What do they hide? In what ways are maps socially constructed? How do maps help mediate social and spatial relations?

Readings:


Maps:

- Gangs of Los Angeles (2015):
  
  http://maps.google.com/gallery/details?id=zMC7tfcRop6s.koD9cCcyHJ_0&hl=en

Required Groups Meetings: Students must arrange a time to meet with the instructor and GA outside of class this week to talk about their project plans.

March 15: Spring Break

NO CLASS

March 22: Place Matters

Why are neighborhood spaces important to individuals and communities? What kinds of meanings, values, and attachments do residents invest in them? How can neighborhood change disrupt these attachments? How can stories help to get at residents’ deeper meanings about their neighborhood landscapes?

Readings:


Americans” (Chapters 3) and “Race, Place, Representation, and Attachment” (Chapter 4). *African Americans and Gentrification in Washington, D.C.: Race, Class and Social Justice in the Nation’s Capital.* Burlington, VT: Ashgate, 2014. 55-101.


Radio Broadcast:


**Student Presentations:** Walking tour presentations. Map files should be uploaded to ELMS “Assignments.”

**March 29: Defining Gentrification: Causes and Consequences**

*What is gentrification? What is it not? What are some of the core questions and debates about gentrification among scholars and public policy makers? What does gentrification look like in Washington, DC?*

**Readings:**


Guest speaker: Derek Hyra, American University

**April 5: Conflicts and Challenges of Change**

*What are some of the conflicts and challenges that have arisen around gentrification in Washington, DC? How have long-term residents responded to the changing city?*

**Readings:**


Film: Al Jazerra (2010). There Goes the Neighborhood. Watch it on the ELMS modules.

April 12: Class will not meet for Chinatown, DC event on the 13th

Students are required to attend the panel on neighborhood change in Chinatown, DC, an event organized by URSP’s Student Planning Association in the Architecture Building from 7:00 – 9:00pm on Wednesday, April 13th. In preparation for Wednesday’s panel, please read and listen to the items listed below.

Readings:


Wang, Yanan (2015, July 18). "D.C.’s Chinatown has only 300 Chinese Americans left, and they’re fighting to stay". Washington Post, July 18, 2015.

Radio Broadcast:


April 19: Counter Mapping and Reclaiming Alternative Neighborhood Narratives
How can mapping create an alternative space for marginalized groups or communities to tell their stories? How can mapping “rewrite” dominant narratives of places?

Readings:


Maps:

- The Urban Displacement Project: [http://www.urbandisplacement.org/map](http://www.urbandisplacement.org/map)
- Rescue Geography: [http://www.rescuegeography.org.uk/default.htm](http://www.rescuegeography.org.uk/default.htm)

**Student Presentations**: Google My Maps. Map files should be uploaded to ELMS “Assignments.”

**April 26: Arc GIS Platforms**

**Workshop: Arc GIS Platforms**

Maps:

- Langley Park Asset Map: [http://uofmd.maps.arcgis.com/apps/MapTour/index.html?appid=79b8db13e1c744a08d5ae9f5b93ee61](http://uofmd.maps.arcgis.com/apps/MapTour/index.html?appid=79b8db13e1c744a08d5ae9f5b93ee61)
- Check out ESRI’s gallery for more ideas: [https://storymaps.arcgis.com/en/gallery/#s=0](https://storymaps.arcgis.com/en/gallery/#s=0)

Guest speaker: Brandon Bedford, School of Public Policy, UMD, College Park

**May 3: Creating New Urban Storylines**

*What are the possibilities of story mapping and storytelling for creating better urban places? How can storytelling neighborhoods be used by planners to create more just, inclusive, and diverse communities?*

Readings:


Guest Speaker: Amanda Huron, Ph.D. University of the District of Columbia

May 10: Practice Presentations and Course Wrap Up

Student Presentation: Draft Final Presentation.

May 17: Final Presentations

In lieu of an in-class presentation, I am attempting to find a venue in Washington, DC where students can present and invite stakeholders from your neighborhoods to attend. Time and date TBD.

Assignment Due: Final Story Maps. Upload map files on ELMs under the “Assignments” tab. All research documentation and analysis should be shared in a UMD Box.

Teaching Philosophy

I view teaching as an extension of my work as a social and environmental justice activist and community planner and designer. I want to develop students’ skills, creativity, and courage them to act as socially and environmentally responsible community citizens, stewards, and leaders to build more equitable and enjoyable cities and urban places. I aim to challenge your assumptions, critically engage your values and beliefs, and foster compassionate listeners, who are empathetic, aware, and open to difference.

I believe that we have to work together to solve big problems. Global climate change, rising income inequality, urban sprawl, racism, entrenched poverty, food insecurity, and other twenty-first century challenges are complex problems that require that we learn to work with others respectively and responsibility. This means that sometimes we will have to take charge to get things done, and other times sit back and listen; sometimes we will do more than our own “fair share,” and at other times we will do less. Working together is never easy, but it teaches us how to act as a community and as common citizens on the planet. We must learn to honor what each person brings to the table.

I believe that our best learning happens when we have an open mind and a respectful disposition. We all have prejudices, stereotypes, and ideas about the way things should be. Sometimes we are aware of them
and sometimes not. We must be honest with ourselves about the baggage (good and bad) that we carry into the classroom. Our ideas, meanings, experiences, and goals matter, but are not universally held. When we tackle hard questions, others’ often challenge our most deeply held values and beliefs, but offer opportunities for deep learning. While you may not always agree, with a little empathy, a positive attitude, and an open mind, you can always learn something new.

I believe in student-centered learning. I don’t like to lecture at you, but rather think with you. I think you learn best when given an opportunity to play with new ideas, talk about them, see them through the lens of your own experience and that of others, reflect on them, and apply them in different contexts. Learning new ideas involves a process of meaning-making that is different for each person. It is hard, and sometimes painful, work.

I believe that every class is different. Everyone comes with different needs, expectations, and goals, so what works for one, might not work for another. I like to get feedback early and often, and use many different mediums to speak to students’ different learning styles and aspirations.

I do not believe in the separation of the classroom from the “real world.” You are already in the real world, need opportunities to confront hard questions and apply new ideas with people beyond your peer group. Interacting with people and communities outside the university will test your personal and professional skills and beliefs in new ways. It will help you hone your “soft skills”—communicating with, listening to, and building trust and rapport with people different than yourself—that will likely prove just as important to your career as the “hard skills” stressed in most of your course work.

I believe that I am training the next generation of change agents. Tackling the big problems requires courage, conviction, and compassion for one another (and all others living beings on the planet). To create a more socially and environmentally just and sustainable future, we have to dream big, work hard, keep our goals in mind, our head on our shoulders, and let our hearts lead the way.

About Me

I am an Assistant Professor at the University of Maryland, College Park in the Urban Studies and Planning Program. My scholarship focuses on link between social inequality and the built form of cities, urban policy, and planning and design practice. My approach focuses on collaborative and engaged methods that can address the challenges faced by socially disadvantaged groups and communities. My recent research has including projects on immigration and the changing landscape and politics of suburbia, the suburbanization of poverty and suburban redevelopment, equitable transit-oriented development, neighborhood opportunity, and gentrification. I am currently finishing up a book about Asian immigration and the politics of landscape in Silicon Valley and starting another on the suburban of poverty and politics of redevelopment in the Washington, DC suburbs. I have worked professionally on master-planning projects in low-income communities, and with non-profits, public agencies, and private firms on issues of public housing and community development.

At the University of Maryland, I teach graduate and undergraduate courses on issues of urban inequality and diversity, social planning, and community development. I also serve as Affiliate Faculty in the Consortium on Race, Gender, and Ethnicity, Department of American Studies, and Asian American
Studies Program, and the National Center for Smart Growth Research and Education as well as a Faculty Associate at the Maryland Population Research Center.

I hold a Ph.D. in Landscape Architecture and Environmental Planning from the University of California, Berkeley, an M.C.P in Urban Studies and Planning from the University of Maryland, College Park, and a B.S. in Comparative Studies in Race and Ethnicity from Stanford University.

In my “off time,” I’m a proud mother of two active boys (11 and 5), an avid gardener, lover of fiction, long walks in Rock Creek Park, and yoga. Washington, DC is the first city that I ever fell in love with and a place that I am proud call home.
Introduction

Our society needs people who understand and can critique the role and practice of organizations in society. Today, and in the future those people will mostly be descended from outside northern Europe. Those people need to understand themselves and how they feel about society, they need to understand how big bureaucracies operate, and they need the tools to operate in those organizations, molding them to our common purposes. So, in this class you will learn how you think about yourself and society and you will learn and practice with some basics ideas and skills of formal, bureaucratic organizations.

The class will have three components, the first examines the growing controversy over the public interest, or in other words, we find out what people think society should do. In this part, we will consider societal values, the increasing mistrust of government and the continuing significance of race relations, by looking at YOU and how you think about society and by giving you basic tools of social analysis (# in the syllabus). Second, an important purpose of the course is to give students the skills needed to be more effective in bureaucratic environments ($). The class will devote significant attention to organizational skills such as communication, meeting management, email etiquette, etc. Third, you will learn some of the concepts needed to be more effective in bureaucratic environments (*). Such environments are increasingly “multicultural,” that is inclusive of various demographic realities and social identities. Students will attend to this changing social context by developing a conceptual understanding of organizations, of contemporary ethnic and racial relations and how these relate to organizations. Particular emphasis will be on developing the capacity of CLS students and students of color.
Material for all three components is imparted through lectures, readings, and assignments and contributes to intellectual and professional development.

**Learning Objectives: Undergraduates**

1. Become familiar with resources for understanding organizational practices (learning how to learn and foundational knowledge - workologist, workplace bias, etc…). (application)

2. Become familiar with and able to use basic skills of associated with organizational practices, email, zotero, meeting organization, etc. (application)

3. Understand the basics of social analysis and prepare a comprehensive view of who you are and what you can do (human connection)

4. Become familiar with and able to apply basic concepts of organizational analysis/design (foundational knowledge and application)

5. Become familiar with the practice of leadership in an organization (human connection and application)

   - By the end of the semester you will develop a portfolio describing you and your abilities and experiences that will be suited to developing letters of application and your own professional learning objectives.

**Learning Objectives: Graduate Students**

1. Become familiar with resources for understanding organizational practices (learning how to learn and foundational knowledge - workologist, workplace bias, etc…). (application)

2. Develop familiarity with and ability to apply, critique, and develop basic concepts of organizational analysis/design. (foundational knowledge and application)

3. Understand and practice with the basics of social analysis and apply those tools to theorize some situation. (human connection)

   - By the end of the semester you will have written a paper that applies your developing conceptual skills to some empirical setting.

**Course Etiquette**

Be courteous to those around you, classmates and the professor. Remember, President Lincoln said: (S)He has the right to criticize who has the heart to help. AND Shades of opinion may be sincerely entertained by honest and truthful men (people!). I do expect us to disagree on things – arguments are moments in good conversations.

Laptops: You are to use your laptop during class lectures.
Cell Phone policy: YOUR Phone is ON ONLY IF YOU ARE RESPONSIBLE FOR ANOTHER PERSON.

Assignments
The syllabus provides due dates for assignments. Please note these are due dates, be sure to get to work on assignments well in advance.

Please find assigned readings on the google TEAM drive.

Undergraduates ONLY Leadership Interview Assignment (LIA)-
This is organized as three assignments. The overall assignment is to listen to 2-3 interviews of leaders who worked for The Resurrection Project in Chicago, review the interviews of other students, and compare what you learned with what others learned from their listening, and write a 3-5 paragraph discussion of the content in light of class concepts – (total credit is 25 points)

The assignment has three component parts:
I. Listen and take notes on 2-4 interviews (5 points) – this will take 3-5 hours.
II. Compare your notes with those of other students (10 points) – plan on 2-3 hours.
III. Apply course concepts in producing a five (5) paragraph description of what you learned. (10 points) – expect 2-3 hours.

Graduate Students ONLY: Final Paper

Produce a paper of 4-5000 words (article size) that theorizes some empirical setting of interest to you. Your article should critique one theoretical position and advance your own (one example is Morales, Alfonso. 2010. “Planning and the Self-Organization of Marketplaces.” Journal of Planning Education and Research. 30(2): 182-197). Use McEvoy’s guide to produce two outlines prior to your final paper, the first will be the thesis and three sub-theses, and the second will drill down to sub-sub theses and data.

Readings:

All class readings and other resources are posted to the google TEAM drive.
Organization of the Team drive:

Please notice the drive organization, lectures in one folder, one folder for the reading reviews for each day of class, e.g. reading review week 2-T is the folder for your reading reviews for Tuesday of the second week of class. ‘R’ is Thursday.

Reading Review Assignments:

Prepare a 1-3 paragraph summary for the assigned readings, be sure to identify key concepts, how they are used, and refer to earlier readings in your reviews later in the semester. POST YOUR REVIEW BY MIDNIGHT DAY PRIOR TO CLASS, PEER REVIEW BY NOON DAY OF CLASS.

Credit: 1 point for your post and peer review, -1 point if you do not meet deadline, you lose a point because you put someone else in jeopardy.

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CLASS SCHEDULE

Week 1

Thursday, September 7
Introduction, Administration, and Expectations for the Portfolio and Final Paper.

Keywords lecture, and, How to Learn in this class… the role of # (social analysis), $ (bureaucracy), and * (organizations).

Due Today: * Email etiquette assignment – initiated in class. (5 points)

Review the New York Times article at https://www.nytimes.com/2017/05/13/opinion/sunday/u-cant-talk-to-ur-professor-like-this.html?mcubz=0 and post a 1-2 paragraph description of how it might change your approach to emailing 1) your professors or other professionals, and 2) members of organizations you belong to.

Week 2

Tuesday September 12
Due today: Reading Review AND Meeting Organization Assignment –

$/* Meeting Organization Assignment: Review the Table of Contents, Introduction and Last word/graphic from “Meeting of the Minds” by Iacofano. Post a 2-3 paragraph description of the similarities and differences between Iacofano’s description and the organization of the meetings you attend. (5 points)
# Lecture: Self and Society (reminder – work on your LIA…)

# Readings for ALL:

Why is Norway the happiest place on Earth?
- When the 2017 World Happiness Report proclaimed that Norway had inched out Denmark as leader of the global happiness rankings, I had to investigate.
  Link: http://strib.mn/2r9uqpV

*Star Tribune:*
70 years after the Marshall Plan: We engaged, but now are turning away
  - Let this be the end of that reversal. We need the kind of understanding of global issues and obstacles we had then. Link: http://strib.mn/2rhTLsU

Progressives' new-found love for states' rights.
  - The left, ahem, seems to be coming around to the beauty of local control.
  Link: http://strib.mn/2rdDijW

The Transformation of the ‘American Dream’

Goodwin and Schimecca on GH Mead 201-15.

Readings for Graduate Students:
Tamanaha, Realistic Socio-Legal Theory, Chapter 2
This is actually a really good book – buy a used copy at ABE.com or amazon, etc.

**Thursday, September 14**
Due today: Reading Review AND ARE you working on your LIAs…???

# Lecture: Intersectionality, Self, and Society: What is a Chicano?

# Readings:
# American Latino Heritage Theme Study
https://www.nps.gov/subjects/tellingallamericansstories/latinothemestudy.htm
  Provides an introduction to a history you may be unfamiliar with which will give you a glimpse into Latino History.

Readings for Graduate Students:
# Tamanaha, Realistic Socio-Legal Theory, Chapter 5 and pp 153-72 from chapter 6

*Week 3*
Tuesday, September 19  
Due today: Reading Review AND Workologist Assignment I

$ * Workologist Part 1 - go to the workologist webpage (https://www.nytimes.com/column/workologist?mcubz=0) and browse the articles, select one, read it, and post your reaction, your name, the article you read, and your reaction

$ Readings:  
Overviews of Latinos in the workplace https://hbr.org/2014/01/hispanic-talent-is-the-future-for-big-companies  
https://hbr.org/2007/10/latinas-a-strong-and-growing-w  
https://hbr.org/2016/10/u-s-latinos-feel-they-cant-be-themselves-at-work?referral=03758&cm_vc=rr_item_page.top_right

Oxford Exam “Workplace Culture” – Write, Pair, Share.

Thursday, September 21  
Due today: nothing

Lecture: Self and Society – final thoughts…for this class anyway.

Week 4

Tuesday, September 26  
Due today: Reading Review AND LIA assignment I

Readings:  
# * Bureaucracy, Chapter XI by M. Weber  
Graduate students all sections, undergraduates sections 1, 2, and 6-9 inclusive.

Thursday, September 28  
Due today: nothing

# * Lecture: Workplace Bias

Readings: None

Week 5

Tuesday, October 3  
Due today: Reading Review AND Workplace Bias Assignment
Workplace Bias – Write and post 2-3 paragraphs on what you learned from the workplace bias lectures. (5 points)

Readings:
# * Chapter 2: Street-Level Bureaucrats as Policy Makers from the book: Street-Level Bureaucracy: Dilemmas of the Individual in Public Services by Michael Lipsky.

Thursday, October 5
Due today: Reading Review AND LIA Assignment II

Readings:
$ * # Organizations: Rational, Natural, and Open Systems. Scott, Richard.
    Chapter 1, and,
Intersectionality 101

Consider how the concepts from earlier in the semester apply in these reading.

Week 6

Tuesday, October 10
Due today: Workologist Assignment II

$ * Workologist (Part 2) - develop a prioritized list of five (5) workologist (https://www.nytimes.com/column/workologist?mcubz=0) articles to read, describe why you developed this list, read and summarize each (10 points)

Readings: None

Peer review in class each other’s workologist assignments – discuss why you selected what you did – contrast your selections with others, what are you looking for and what are you learning?

Thursday, October 12
Due today: Reading Review
GRADUATE STUDENTS DUE TODAY IS YOUR FIRST OUTLINE – PEER REVIEW IN CLASS

Readings: None

# Undergraduate students: listen to the graduate students discuss and critique their outlines, comment as you see fit, write a paragraph about what you are learning, post it to the drive.

Week 7

Tuesday, October 17
Due today: Reading Review
$ * # Readings:

Chapter 13

Thursday, October 19
Due today: Reading Review

Readings:
$ * # Street - Level Bureaucracy: Dilemmas of the Individual in Public Services by
Michael Lipsky.
Part III: Patterns of Practice

Week 8

Tuesday, October 24
Due today: Reading Review

Readings:
Limbo: Blue-Collar Roots, White-Collar Dreams, Chapter 1 & 8

Thursday, October 26
Due today: Reading Review and Self and Society assignment – NEXT WEEK IS
PROFESSIONAL WEEK – PREPARE FOR IT. Here is the assignment:

Next week be sure to dress and behave professionally, as if you were in a workplace and
other students were co-workers (think about it – that metaphor actually applies). Try to
make all your email, interactions, work, dress, etc. emulate how you think you would
behave in a workplace environment. Take notes on how others act/respond to you and
post a 2-3 paragraph reflection on how you see yourself at the end of the week. (10
points)

Self and Society – consider the lectures and class readings to date and post a 3-5
paragraph reflection on how a professional you know navigates the relationship between
work roles and societal or cultural expectations. Reflect on a role you might play and how
you would practice your vision of society. (10 points)

Readings:
Blue-Chip Black Race, Class, and Status in the New Black Middle Class by Karyn Lacy
Chapter 3 - Public identities: Managing Race in Public Spaces
Chapter 5 - Race- and Class-Based Identities. Strategic Assimilation in Middle-
Class Suburbia
**Week 9**

**Monday October 30 – THIS IS PROFESSIONAL WEEK**

**Tuesday, October 31**
Due today: nothing

Readings: none

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**Thursday, November 2**
Due TOMORROW (Friday 11/2) AT 5PM: Professional Week Assignment
GRADUATE STUDENTS DUE TODAY IS YOUR SECOND OUTLINE – PEER REVIEW IN CLASS

Readings: none

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**Week 10**

**Tuesday, November 7**
Due today: Reading Review AND LIA Assignment III

Readings:
Granovetter, The Strength of Weak Ties. (American J of Sociology)
Lin, Social Networks and Status Attainment. (Annual Review of Sociology)
Burt, Structural Holes. (Administrative Science Quarterly)

All three are in Grusky, David, Social Stratification: Race, Class and Gender.

**Graduate Students: read the entire articles by those three authors**

**Thursday, November 9**
Due today: Organizational Analysis Assignment

Organizational Analysis Assignment
Post your 3-5 paragraph understanding of the concepts of weak ties, social networks, and structural holes. Illustrate your understanding from experience in professional or student organizations. (10 points)

Readings: none
**Week 11**

**Tuesday, November 14**  
Due today: Reading Review and Employee Evaluation assignment

Employee Evaluation Assignment

Understanding how you are evaluated is important in class, and especially at work. This assignment has two parts.

Part 1, review the evaluation check list in the file “employee evaluation sample” and post a 1-2 paragraph description of what you are the most afraid of and what you feel the strongest about. (5 points)

Part 2, writing reference letters is important work – these letters describe the employee, their strengths, and weaknesses. This task is often complimented by online review. Review and post a one paragraph description of the content on the webpage: [http://go.skillsurvey.com/report-snapshot](http://go.skillsurvey.com/report-snapshot)  
In 1-2 more paragraphs describe how you have been reviewed and whether or not all the categories have been applied to you in those reviews. Briefly apply the idea of an employee review to your student organizational setting. (5 points)

Readings:  
New York University Press. Chapters 3 and 4

**Thursday, November 16**  
Due today: Reading Review

Readings:  
Chapter 8 - Who Counts? - Hispanic Classification

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**Week 12**

**Tuesday, November 21**  
Due today: Reading Review

Readings:  
Lipsky on Professionalism 201-11

**Thanksgiving Recess 23-26**
**Week 13**

**Tuesday, November 28**  
Due today: nothing  
Readings: none

**Thursday, November 30**  
Due today: Conflict Management  
Readings:

**Week 14**

**Tuesday, December 5**  
Due today: Reading Review  
Lecture: Scenario Planning  
Readings:  
Bloom and Menefee, and  
Morales, et al, Scenario Planning in Spain

**Thursday, December 7**  
Due today: nothing  
Readings: none

**Week 15**

**Tuesday, December 12**  

**Last Class**

Due December 15, AT 12:00PM (THAT’S NOON) – PORTFOLIO FOR UNDERGRADUATES AND FINAL PAPER FOR GRADUATE STUDENTS  
I RESERVE THE RIGHT TO CHANGE THE SYLLABUS AS NEEDED.
The Course
This course focuses on the experiences of United States cities and towns undergoing rapid demographic economic, social, and cultural changes and the local responses to those changes, including local policy-making, land-use regulations, community controversy, and grassroots activism.

By the end of this course, students will be able to answer the following questions:

- What are the costs and benefits of immigration to cities?
- Why do some communities organize against immigrants?
- How do immigrants organize and claim rights to the city?
- What economic opportunities do immigrants offer cities?
- What makes a city immigrant friendly?

Course Activities
Learning is a social process and collective endeavor; therefore your primary responsibility is active participation. Because there will be much discussion among the members of the class, you must do the required readings, assignments and be prepared to ask questions and make comments in class, particularly during the Multi-City Discussion and on the Regional Blogs. The intellectual quality of this course depends on active participation by every member in the class. In addition, you are encouraged to keep notes in a systematic way on the readings and class activities.

My Immigration History (Orientation Activities) (3 points)
Please read through this syllabus and complete the online orientation activities on compass. These assignments will assist you in having a successful experience in this course.

Reading Reflection Journal (35 points)
The purpose of the reflection is to help you engage with required reading, videos and other materials for this course. Responding to the guiding questions will help you absorb the various ideas and concepts, and enable you to post thoughtful and engaging comments to the blog and contribute to the classroom discussion.

Regional Blog (28 points)
The purpose of the Regional Blog is to explore one metropolitan region in detail over the course of the semester. A small group of students will be assigned to one metro region. Each week, you will be asked to explore something about your assigned region and post your findings and opinions on the blog.
Multi-City Discussion (14 points)
The purpose of the Multi-City Discussions is to share your Region Blog discoveries with a group of students researching other Regions. You will be given a discussion prompt to start the discussion. If you do not come to class, you will not receive credit.

Final Exam (20 points)
The final exam will consist of multiple choice, short answer, and essay questions. The exam will draw from the lecture, reading materials/reflection, Regional Blog, the Multi-City Discussion.

Field Trips and Guest Lecturers
You have several opportunities to learn about organizations working with immigrants, as well as meet with professionals and researchers engaged in local immigration issues. Writing a two-page reflection paper about a field trip or guest lecturer will allow you to waive one essay question from final exam.

Grading

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
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<tbody>
<tr>
<td>A</td>
<td>100-94 pts</td>
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<tr>
<td>A-</td>
<td>93-90</td>
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<td>B+</td>
<td>89-87</td>
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<tr>
<td>B</td>
<td>86-84</td>
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<tr>
<td>B-</td>
<td>83-80</td>
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<tr>
<td>C+</td>
<td>79-77</td>
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<tr>
<td>C</td>
<td>76-74</td>
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<tr>
<td>C-</td>
<td>73-70</td>
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<td>D+</td>
<td>69-67</td>
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<tr>
<td>D</td>
<td>66-64</td>
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<td>D-</td>
<td>63-60</td>
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<td>F</td>
<td>59-0</td>
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</table>

Course Expectations
The Department of Urban and Regional Planning (DURP) is committed to creating an environment of inclusion and opportunity that is rooted in the responsibility of practicing planners to adhere to the highest standards of professionalism and integrity while serving the public interest. Students who contribute to a learning environment that is respectful and inclusive are preparing to excel in a culture of ethical behavior as professionals. Urban planning students develop the knowledge and skills of professional planners in the classroom and in community-based projects, where they act as planners in training. Therefore, DURP expects all students to meet the goals outlined in the American Institute of Certified Planners (AICP) Code of Ethics and Professional Conduct for planners as well as standards in the University of Illinois Student Code. For more information, go to: http://www.urban.illinois.edu/about-durp/our-mission/commitment-to-inclusion

Academic Dishonesty
Please be aware of the university guidelines regarding academic integrity in the Student Code (http://www.admin.uiuc.edu/policy/code/). Academic dishonesty includes such things as cheating, inappropriate use of university equipment/materials, fabrication of information, plagiarism (presenting someone else’s work from any source as your own), and so on. All forms of academic dishonesty will be considered a serious offense of university policy. Students committing any form of academic dishonesty will be reported to their home department, the College of Fine and Applied Arts, and to the Senate Committee on Student Discipline. Any student who violates the university academic integrity policy will receive a failing grade for this course.

Late Assignments
I do not accept late assignments (that means I will not grade late assignments). However, special arrangements (with or without penalty) may be warranted under certain circumstances.
Office Hours, Accessibility and Informal Learning
Please connect with me if you have problems with any of the assignments or you just want to say hello. In addition, I invite students to post messages on the Q&A Forum (on compass). Most course related problems can be resolved if they are jointly addressed by instructor and student early in the semester. Students with special needs (factors that might interfere/conflict with the successful completion of the course) should tell me as soon as possible.

Schedule & Deadlines

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topic</th>
<th>Reading Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed Jan 18</td>
<td>Global Immigration Trends</td>
<td></td>
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<tr>
<td>Mon Jan 23</td>
<td>My Immigration History</td>
<td>My Immigration History - Post on Practice Blog (before class starts).</td>
</tr>
<tr>
<td>Wed Jan 25</td>
<td>US Immigration Trends</td>
<td>Price, Mary and Lisa Benton-Short; Chapter 2 (13 pages)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Marin, Philip and Elizabeth Midgley; Immigration in America 2010 (9 pages)</td>
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<tr>
<td></td>
<td></td>
<td>Turkey’s Response to the Syrian Refugee Crisis and the Road Ahead, World Bank, December 2015 (18 pages).</td>
</tr>
<tr>
<td>Mon Jan 30</td>
<td>Refugees in Turkey</td>
<td>Regional Blog Posting</td>
</tr>
<tr>
<td>Wed Feb 1</td>
<td>Multi-city Discussion: How is immigration shaping American cities and towns today?</td>
<td>Regional Blog Comments and Responses</td>
</tr>
</tbody>
</table>
**Module 2 – Anti-Immigrant Backlash and Local Policy Making**

As immigration transforms cities and rural communities, the receiving community, often long time residents, struggle to accept the newcomers. Why does demographic change create community conflict? What are the concerns of the receiving community? How do communities resolve such tensions? This lesson will explore these questions by examining examples of anti-immigrant backlash in the United States.

ACLU. 1999. CA’s Anti-Immigrant Proposition 187 is Voided, Ending State’s Five-Year Battle with ACLU, Rights Groups (2 pages).  
Hatewatch: Update: 1,094 Bias-Related Incidents in the Month Following the Election (13 pages).  
RTAmerica. 2010. Heated Debate: Is a Mosque next to Ground Zero offensive? [https://www.youtube.com/watch?v=RYRhG0QVSo0](https://www.youtube.com/watch?v=RYRhG0QVSo0) (13 minutes).  
| Mon Feb 13 | Controversy around Day Laborers, Farmingville, NY | Reading Reflection |
| Wed Feb 15 | Multi-city Discussion: Why do communities respond negatively to immigrants and immigration? | Regional Blog Comments and Responses |
**Module 3 – Power of Ethnic Enclaves and Immigrant Networks**

Immigrants often work, live and socialize with immigrants from their home country when they first move to a new country. Why do ethnic enclaves form? What purpose do they serve? Do enclaves hinder or facilitate immigrant integration? This lesson will explore these questions by examining several studies and videos about ethnic enclaves and ethnic associations in the US, UK and Australia.


Today Tonight on Ethnic Enclaves in Australia [https://www.youtube.com/watch?v=JLsUCVo1gkM](https://www.youtube.com/watch?v=JLsUCVo1gkM) (9 minutes).

| --- | --- | --- |  |

Zimbabwe-Hometown Associations in the UK: [https://www.youtube.com/watch?v=sIkPJ_zpCDg](https://www.youtube.com/watch?v=sIkPJ_zpCDg) (15 minutes)


| Mon Feb 27 | Sixth Section – Mexican Hometown Associations, Newborgh, NY and Boqueron, Mexico | Regional Blog Posting |
| Wed March 1 | Multi-city Discussion: Do ethnic enclaves hinder or facilitate immigrant integration? | Regional Blog Comments and Responses |
Module 4 – Constructing Border Checkpoints in the City

For decades the US has tried to pass comprehensive immigration reform to address border enforcement, work permit requirements, path to legal citizenship for the undocumented, and immigrant integration programs. At the same time many local and state laws have been passed to create their own immigration laws. Some argue that these laws are an attempt to create “border checkpoints” in cities. The courts have found much of this legislation to be unconstitutional.

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity/Location</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon March 6</td>
<td>Local Level Immigration Laws</td>
<td>Welcome to Hazleton: One Mayor’s Controversial Plan to Deal with Illegal Immigration, CBS News, Nov 17, 2006 (5 pages)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>City of Hazleton Ordinances - 2006-18 Illegal Immigration Relief Act Ordinance (7 pages).</td>
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<tr>
<td></td>
<td></td>
<td>U.S Court of Appeals, Third Circuit – Lozano v City of Hazleton, No. 07-3531 (read through 1-47, you can skim 47-72).</td>
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<tr>
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<td></td>
<td>Local Policies that Protect Immigrants, Outlined, Immigration Impact, January 3 2017 (2 pages).</td>
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<tr>
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<td></td>
<td>Debate Video: Sanctuary Cities - Yes or No? (Read the transcripts 11 pages or watch video <a href="http://cis.org/Videos/Sanctuary-Cities-Yes-No-Debate">http://cis.org/Videos/Sanctuary-Cities-Yes-No-Debate</a> (16, 13, 3 and 15 minutes).</td>
</tr>
<tr>
<td>Mon March 13</td>
<td>Sanctuary Cities: Champaign-Urbana, Illinois</td>
<td>Regional Blog Posting</td>
</tr>
<tr>
<td>Wed March 15</td>
<td>Multi-city Discussion: Should local authorities be involved in enforcing federal immigration law? Why or why not?</td>
<td>Regional Blog Comments and Responses</td>
</tr>
</tbody>
</table>
# Module 5 – Immigrants Organizing in the City

Immigrants have a long history of engaging in organizing efforts to improve quality of life in cities, for example immigrants and their allies raise awareness and work to change practices around racial profiling, deportations, housing displacement, just to name a few. In this lesson, you will explore some examples of organizing in immigrant communities across the U.S.

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Reading Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon</td>
<td>Immigrants Organizing</td>
<td>Justice for Janitors: A story of hope, courage, and triumph, SEIU</td>
</tr>
<tr>
<td>March 27</td>
<td></td>
<td><a href="https://www.youtube.com/watch?v=V6jd907-FVE">https://www.youtube.com/watch?v=V6jd907-FVE</a> (14 minutes).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rodriguez, Austraberta. 2006. In a Janitor’s Own Words, SEIU,</td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="https://www.youtube.com/watch?time_continue=10&amp;v=Pf_CJGWwHSc">https://www.youtube.com/watch?time_continue=10&amp;v=Pf_CJGWwHSc</a> (3 minutes.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quintana, Natividad and Maria Estrada. 2016. When police beat janitors – but janitors beat justice. SEUI.</td>
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<tr>
<td></td>
<td></td>
<td>Reyes, Emily Alpert and David Zahniser. 2015. Los Angeles City Council approves landmark minimum wage increase. Los Angeles Times, June 3 (4 pages).</td>
</tr>
<tr>
<td>Wed</td>
<td>Immigrant Organizations</td>
<td>Albany Park Autonomous Center Website</td>
</tr>
<tr>
<td>March 29</td>
<td></td>
<td><a href="http://mexicosolidarity.org/centroaut%C3%B3nomo/en">http://mexicosolidarity.org/centroaut%C3%B3nomo/en</a> and Video</td>
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<tr>
<td></td>
<td></td>
<td><a href="https://www.youtube.com/watch?t=28&amp;v=GpogeCCObLg">https://www.youtube.com/watch?t=28&amp;v=GpogeCCObLg</a> (6 minutes)</td>
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<tr>
<td></td>
<td></td>
<td>South Asian Organizing Center Website</td>
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<td></td>
<td></td>
<td><a href="http://www.drumnyc.org/">http://www.drumnyc.org/</a> and Video</td>
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<td></td>
<td></td>
<td><a href="https://www.youtube.com/watch?v=yMuqb2uS6dQ">https://www.youtube.com/watch?v=yMuqb2uS6dQ</a> (19 minutes)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Esperanza Community Housing Corporation Website</td>
</tr>
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<td></td>
<td></td>
<td><a href="https://www.youtube.com/watch?v=hBICCOPxkk0">https://www.youtube.com/watch?v=hBICCOPxkk0</a> (2 minutes)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Many Languages One Voice Website</td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="https://www.youtube.com/watch?v=TynG5Z0I2LE">https://www.youtube.com/watch?v=TynG5Z0I2LE</a> (3 minutes)</td>
</tr>
<tr>
<td>Mon</td>
<td>Right to the City: Albany Park, Illinois</td>
<td>Regional Blog Posting</td>
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<tr>
<td>April 3</td>
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<td></td>
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<tr>
<td>Wed</td>
<td>Multi-city Discussion: What role do immigrant serving organizations and/or immigrant organizing efforts play in creating better lives for immigrants?</td>
<td>Regional Blog Comments and Responses</td>
</tr>
</tbody>
</table>
**Module 6 – Immigrants as Drivers of Economic Growth and Revitalization**

Immigrants play a critical role in economic growth for neighborhoods, cities, and the nation. In this lesson you will learn about how immigrants contribute to economic growth, how researchers measure this impact and what it is like to be an immigrant entrepreneur in the U.S.

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Reading</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon April 17</td>
<td>Eating diversity: Immigration and revitalization in Indianapolis, Indiana</td>
<td></td>
<td>Regional Blog Posting</td>
</tr>
<tr>
<td>Wed April 19</td>
<td>Multi-city Discussion: Should support for small businesses be provided equally for all or</td>
<td></td>
<td>Regional Blog Comments and Responses</td>
</tr>
</tbody>
</table>
should these services/programs be customized for different populations, such as for immigrants? This is a debate about fairness - what is more important equality (treating everyone the same) versus equity (giving everyone what they need to be successful)? What are the tradeoffs?

<table>
<thead>
<tr>
<th>Module 7 – Creating Immigrant Friendly Cities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Through proactive planning of the resources and tools needed to facilitate immigrant entrepreneurship, cities are calculating payoffs that can come from opening avenues of opportunity for a broader range of people. Thus some cities are advertising themselves as “pro-immigrant,” “welcoming,” and “immigrant-friendly.” In this lesson you will learn about different immigrant recruitment and retention strategies as well as efforts to help the receiving community adjust to immigrants.</td>
</tr>
</tbody>
</table>

| Mon  
<table>
<thead>
<tr>
<th>April 24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome to Shelbyville</td>
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</tbody>
</table>
| Welcoming America Website:  
https://www.welcomingamerica.org/  
Building a Nation of Neighbors:  
https://vimeo.com/23964546 (video about 20 min)  
WE Global Network:  
http://www.weglobalnetwork.org/  
15 Immigrant Friendly Cities:  

| Wed  
| April 26 |
| Creating an Immigrant Friendly City: Dayton, Ohio |
City of Bloomington, IN Latino Programs and Outreach Website:  
https://bloomington.in.gov/sections/viewSection.php?section_id=64  
Fallow, Deborah. 2016. What it takes to Settle Refugees, the Atlantic, October 28 (8 pages).  
Where The River Meets:  
http://createdayton.com/  (music video-6 minutes)  
Welcome Dayton:  
http://www.welcomedayton.org/  
Welcome Dayton Plan Municipal (32 pages) |

Reading Reflection
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon May 1</td>
<td>Final Exam Review</td>
<td></td>
</tr>
<tr>
<td>Wed May 3</td>
<td>Multi-city Discussion: What are the motivations behind creating an immigrant friendly city?</td>
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</tr>
<tr>
<td>Fri May 12</td>
<td>Final Exam 1:30-4:30pm</td>
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</tbody>
</table>
Diversity in the City: Deconstructing Race, Class, Gender and Sexuality

Professor S. Shipp

Spring 2018: Monday 5:35 – 7:25 pm

Office Hours: 7:30-8:00 pm, Monday

Goal: To have students understand the impact that race, class, gender, and sexual orientation have on all aspects of urban life. I have formulated this goal as a way to equip future planners and policy makers with an ethos that values racial and social justice in cities and neighborhoods.

Objectives: By the end of the course, students are expected to have knowledge of

1.) Scholarly, books, and other media about race, class, gender and sexual orientation;
2.) Theories and models that explain the role of race, class, gender and sexual orientation in society;
3.) Skills, developed as a consequence of written and oral assignments, that are needed to critique and analyze theories/models; and
4.) An ethos that reflects racial and social justice in cities and neighborhoods.

Required Books for this Class:

- *Hidden Cost of Being African American*, by Shapiro, Oxford University Press
- *Sister Citizen: Shame, Stereotypes, and Black Women in America*, by Harris-Perry, Yale University Press
- *Bubbling Cauldron: Race, Ethnicity, and the Urban Crisis*, by Smith, University of Chicago Press
- *Stamped from the Beginning: The Definitive History of Racist Ideas in America*, by Kendi, Nation Books

Academic Integrity

“Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The College is committed to enforcing the CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedures.”
Please refrain from texting or surfing the web on your electronic devices while in the class. It is disrespectful and distracting. Thanks.

**Short Biography (1-2 pages double spaced).** This is due the second day of classes. Please provide me with a short biographic statement. Please include the following: a picture of you (a clear photocopy of your Hunter ID will be fine), educational background, interesting/unique facts about where you live, hobbies, your academic or career interests, special skills (languages, computer/technology skills, oral/written skills), future aspirations, and your dream job. This bio will allow help me learn who you are. (This is a mandatory requirement; use turnitin.com to submit bio; more information about turnitin is given below)

**Why Take This Class: First Class Session January 29**

Introduction to the themes discussed in the class

**Important Theories and Concepts February 5**


**Supplemental**


**Social Construction and City Life February 20**


**Supplemental**


**The Underclass: Poverty and Race February 26**


**Supplemental**


**Shaming Women: March 5**

Kendi, I.X (2016) Stamped from the Beginning, Chapter 11 Big Bottoms, pp.135-142


**Hand out First Paper**

**Supplemental**


**Early History, Jim Crow, Government Policies March 12**


**Supplemental**


**Home and Place Making March 19**


**First paper due**

Supplemental


**Historic and Contemporary Trends and Policies**

**A Level Playing Field? March 26**


**Supplemental**


**Housing: Race and Class April 9**


Supplemental


**Education: Aspects of Mobility April 16**


Supplemental

Hileman, Jane, Clark, James, Jerry & Hicks, Anthony (2012). “Educating Black and Latino Males Striving for Educational Excellence and Equity.” American Reading Company.

**Environment and Food Systems April 23**


Supplemental


**Ethnic Inclusion**

April 30


**May 7 and May 14 Final Presentations**
FYI: The syllabus may be revised to reflect changes in scheduling. If that occurs, I will let you know about these adjustments.

Course Assignments

There is a difference between effort and excellence. Many of the class assignments, especially the final group project, will require hard work. This is a given. Time spent completing an assignment is essential. While this factor is acknowledged, it must be added to the delivery of a product that is error free if you intend to earn the top grade.

One short written assignment and one paired oral presentation. (25 pts each; 50 pts total)

The short written assignment is usually based on readings and class discussions. I will pass out the short written assignment out in class, prior to the due date.

Short papers should be double-spaced

One-inch margins all around

12 point font size; Times Roman Typeface; page limit=5 pages

(Papers that are carelessly prepared (e.g., badly printed, poorly formatted, etc.) will not be accepted)

Papers, including the short bio, will be submitted via turnitin.com. You need the following information to submit information on the turnitin website

Class ID: 17338835

Password: diversity (Lower case)

All papers will be graded not only for substance and content but also on writing skills and grammar. With regard to form or style of the written assignments, please follow these rules to avoid deduction of points:

1. Avoid use of the first person singular, "I" or the familiar you.

2. Avoid the use of colloquialisms e.g., "a lot of," "got to be." Avoid clichés, e.g., "life is a bowl of cherries," "six in-one hand a half-dozen in the other."

3. Avoid contractions, e.g., "didn't," "couldn't," "I'm," etc.
4. Remember that quotations enclose commas and periods. '"', '; '

5. Avoid misspellings, which are largely inexcusable in the age of spell-check.


7. Enclose the titles of articles in quotations, e.g., "Resources and Urban Growth."

8. In formal writing exercises, avoid the use of these abbreviations “NYC” (for New York City), “etc.” (instead of NYC use New York City or New York)

9. Use *its* correctly, which is the possessive form of it; avoid use of it’s completely. This is the contraction form of it is. Contractions, again, cannot be used for your class papers.

10. Affect (a verb), meaning to influence is different than effect (a noun), meaning result. Papers that do not make the distinction will be penalized.

CITTI Procedures

**Research Ethics Certificate** – each of you must take a short on-line CITIPROGRAM research ethics course to complete the **Research Ethics Certification (Due 4/9)** – You are each required to pass the **HSR for Social & Behavioral Faculty, Graduate Students & Postdoctoral Scholars-Basic Course** for this you must achieve a score of at least 80% on each of the required modules as well as the following optional module: **Vulnerable Subjects - Research Involving Workers/Employees** (ID: 483). Please note there are 14 required modules, so this will take some time. Each module includes a section of reading followed by a quiz. You can retake modules if needed. So, please do not wait until the last minute! Bring a hard copy of the certification page indicating your scores and successful completion of the exam to class. For those of you who have already taken the certification, please be sure your certification is up to date, and bring documentation showing you are up to date. Go to the following website to access the course https://www.citiprogram.org/ and then click on the link that says "New Users Register Here" then go to the window that says "Select your institution" you will find that when you click on that box a list of institutions appear, scroll down till you see "City University of New York (CUNY)" click there and then you will go to another screen at which you will then submit a password, etc. Once that’s done, you will be asked to indicate which group or course you are taking, be sure to check the **HSR (Human Subject Research for Social & Behavioral Faculty, Graduate Students & Postdoctoral Scholars, Basic Course)** course, you can take the course at your own pace, do a module then exit, return another day. You will not be able to work on a project without submission of a course completion certificate!
Again please submit the certificate via turnitin.com.

**Paired Oral Presentations (25 points)**

At some point, after I have lectured for certain number of classes, students will be responsible for the **second short assignment**—an oral presentation based on the class readings. Students will work in pairs for this assignment. After the day’s presentations are completed, I will follow up with a summary that connects the presentations and discuss their implications.

Using a lottery system (literally by drawing numbers from a hat), students will be assigned a reading. These readings are found near the end of the syllabus. Each pair will be assigned a reading.

The exercise requires critical thinking about larger issues (e.g., race vs. class, affirmative action, distribution of power, or equity planning.) The paired presentations should be **lively, interesting, and informative**. Teachers spend a lot of time trying to figure out how to be clear and instructive. A mere description of your assigned article is not sufficient; you must add analysis and use illustration. This is why power point, handouts, and simply putting something on the chalkboard can be powerful ways to communicate a simple and understandable message about new or complicated information. As you put together your paired presentation, be empathetic and place yourself in the heads of your fellow students who will know very little about your chosen journal article, book chapter, or report. Make clarity your objective and find ways to achieve that intention. Clarity will make help to make this assignment interesting and stimulating.

One of your responsibilities is to also stimulate discussion among fellow classmates and one good way to do that is ask questions. **(Powerpoints are not mandatory. You can choose to do a lecture-style talk, use graphics/tables, or the chalkboard; the choice is yours).**

The paired presentations must include the following elements:

- A critique of the text: This should focus on the ideas, concepts, or themes presented in the article; each group should select **three** that merit discussion and consideration. The goal is to give your classmates a presentation that is substantive without revealing the complete details of the article. Unlike a book report where description is important, this exercise is more akin to a book review. As such, you should critically evaluate your reading—for example, what was most interesting, baffling, infuriating, flawed, or that led to a new discovery.
• Linkages to at least **two past** readings (here you should do more than mention the author or the title of a publication; the goal is to go deeper and make connections to key points and relevant issues discussed in other readings.) Properly executed, these linkages should broaden the class perspectives while challenging assumptions and perspectives.

• Implications that can apply to
  • Current events (e.g., rezoning in NYC, “Black Lives Matter“ movement, equal pay, immigration policy, prison reform),
  • Your personal/professional experiences that bring insights about the assigned readings, and

Each pair of presenters has a time limit of **10 minutes; how you divide this time between your partners is your call.**

Finally each group of paired presenters is required to come up with one discussion question for your fellow classmates.

The goal of these paired oral presentations is to enhance the public speaking ability of students and again your critical thinking skills.

**Final group project: Creating a Mini-Documentary**

The Activities

Scope of Work (10 points)

Completed Documentary (40 points)

Guidelines for the project will be discussed during the early part of the semester.

**COURSE FORMAT:**

The class consists of seminar style discussions. To participate, students should read the selections included on the syllabus. Class participation is an integral part of the grade.

There will be no incomplete in this class. I lower a grade to B- for an assignment turned in late beyond an hour of the due date and time.

**DO NOT EMAIL ASSIGNMENTS! I WILL SET UP A TURNITIN.COM ACCOUNT WHERE PAPERS CAN BE SUBMITTED. PLEASE SAVE PAPERS TO YOUR HARD**
DRIVES OR DISKS. THIS IS IMPORTANT WHEN THERE IS A NEED FOR COPIES OF YOUR WORK.
Florida State University

Department of Urban and Regional Planning

URP 5939

GENDER AND THE CITY

Summer 2018 “b”

Tuesday/Thursday 2:00-4:50

Bellamy 111

Prof. Petra Doan, 334 Bellamy Bldg. TEL: 644-8521. EMAIL: pdoan@fsu.edu

COURSE DESCRIPTION

One of the essential requirements of city life is the development of complex social and cultural systems to protect the accumulation of surplus. Some scholars have argued that these systems must be hierarchically organized for the defense of the city. However as cities grow in size and diversity they become sources of innovation and creativity. There is often a tension between the hierarchical controlling aspects of complex social systems and the creative, innovative individuals that are attracted to an urban way of life. However, not all citizens are equally able to participate in these opportunities and behaviors. In this course students will use gender as a lens to examine conditions in the city, and consider the ways in which gender constrains or facilitates opportunities. We will also consider ways in which race, ethnicity, class, and sexuality interact with gender to exacerbate any gender bias.

Required Texts


Other readings as assigned (see blackboard site)
LEARNING OBJECTIVES

At the end of the course the student will be able to
1. Describe theories of gender and specify the ways that gender may influence perceptions of cities and public spaces.
2. Recognize the influence of gender at a global level of traditional planning sectors including housing, accessibility, employment, and public services.
3. Identify the ways that intersectional identities complicate the influence of gender with urban areas.
4. Demonstrate understanding of the implications of queer theory, especially various queer identities and how these interact with planning efforts in urban communities.

COURSE ASSIGNMENTS

Class participation - Students are expected to complete all reading assignments prior to class and to participate actively in class discussions. This is a reading course with substantial amounts of reading assigned for each class period (as many as five or six readings per class) because each class is the equivalent of one week in a 13 week semester. Missing a single class is the same as missing an entire week of classes in the Fall or Spring. Missing more than one class without prior permission from the instructor WILL have an immediate impact upon your grade.

Discussion leadership - Each class two students will share responsibility for leading class discussion. Other class members will contribute a set of discussion questions via Blackboard that may be used during the class period.

Notes for discussion leaders - Discussion leaders should meet ahead of time to discuss how they wish to cover the assigned material. Providing a summary of the readings does NOT constitute leading a discussion. Students will be expected to make connections to previous readings and engage the class in stimulating discussion.

Notes for discussion questions - Discussion questions should stimulate thinking and reflection prior to class and provoke rich discussion during class. You should provide 3-5 questions each week (Group A students will provide questions for Tuesday class by 10am on Tuesday and Group B students will provide questions for Thursday class by 10am on Thursday.) These questions should not merely ask “how does the author argue that gender influences X?” A better question is “Why is it important that the author argues that gender influences X? How does this cause the reader to re-think or re-evaluate his/her conception of gender? How is this different than what the previous author argued?”

Midterm examination – There will be a midterm exam shortly past the halfway point in the semester consisting of essay questions on the major topics covered in the class.
Term paper - Each student will construct a reflective term paper, a kind of auto-ethnography, based on gender theory, urban theory, and their own gendered experiences of the city that uses the course materials as a framework. **DUE June 21 in class.**

**Assignment of Grades**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion leadership &amp; questions</td>
<td>20%</td>
</tr>
<tr>
<td>Participation in class discussions</td>
<td>20%</td>
</tr>
<tr>
<td>Midterm exam</td>
<td>30%</td>
</tr>
<tr>
<td>Term paper (auto-ethnography)</td>
<td>30%</td>
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</table>

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
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</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
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<td>A-</td>
<td>90-92</td>
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<td>B+</td>
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<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60</td>
</tr>
</tbody>
</table>

**COURSE FORMAT**

This course will run as a seminar with the primary emphasis on discussion, rather than lecture format. Please observe the fundamentals of professional courtesy by arriving on time and being prepared for class. Consistently late arrivals WILL reduce your grade. I am aware that this is a long class, but there will be a break approximately halfway through so please refrain from getting up and leaving unless absolutely essential. If you must arrive late on a given day and or leave early, please let me know in advance and try to do so with a minimum of disturbance. Use of cell phones, tablets, or personal computers for any purpose unrelated to class will result in a dismissal for the day and a reduction in both your discussion grade and your participation grade.

Please also note that discussion of gender issues can stimulate strong feelings and heated debate. Academic courtesy includes a basic respect for differences.

All discussions should be scholarly, which means that comments should be:
- Respectful of diverse opinions
- Supported by evidence drawn from course material or on relevant personal experience, but NOT intended to promote personal beliefs
Delivered in normal tones and in a non-aggressive manner.

**University Attendance Policy:**
Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

**Academic Honor Policy:**
The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to "...be honest and truthful and...[to] strive for personal and institutional integrity at Florida State University."
(Florida State University Academic Honor Policy, found at [http://fda.fsu.edu/Academics/Academic-Honor-Policy](http://fda.fsu.edu/Academics/Academic-Honor-Policy))

Please note that violations of the honor system will not be tolerated in this class. Specifically, incidents of plagiarism of any type will be rigorously pursued by the instructor.

**Americans with Disabilities Act:**
Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; and (2) bring a letter to the instructor indicating the need for accommodation and what type. Please note that instructors are not allowed to provide classroom accommodation to a student until appropriate verification from the Student Disability Resource Center has been provided. This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact the: Student Disability Resource Center 874 Traditions Way 108 Student Services Building Florida State University Tallahassee, FL 32306-4167 (850) 644-9566 (voice) (850) 644-8504 (TDD)
sdrc@admin.fsu.edu [http://www.disabilitycenter.fsu.edu](http://www.disabilitycenter.fsu.edu)
Topics

Class One: Gendered Perspectives on the City

Class Two: Theoretical perspectives on Globalization, Sex, and Gender

Class Three: Intersectionality: Gender, Race, & Class

Class Four: Gender, Housing and Access to Services

Class Five: Gender and Work

Class Six: Violence and Urban Space

Class Seven: Dichotomization of Space: Public vs. Private Space

Class Eight: Gender and Space in the Middle East

Class Nine: MIDTERM EXAM and Sexuality and urban space

Class Ten: Queer theory implications for gender

Class Eleven: Planning and the Evolution of Queer Spaces

Class Twelve: Regulating Sex in the City
Reading Assignments

**Class One – Tuesday May 15**

**Introduction – Gendered Perspectives on the City**


**Class Two – Thursday May 17**

**Theoretical perspectives on Sex vs. Gender**


Class Three – Tuesday May 22
Intersectionality: Gender, Race, and Spatial Location


Daphne Spain. 2000. Black Women as city builders: Redemptive places and the legacy of Nannie Helen Burroughs,” p. 105-117 in Gendering the City. TEXT

Class Four Thursday May 24
Gender, Housing and Access to Services

Chant and McIlwaine – “Gendered access to land and housing in cities and slums” and “Gender and Services in Cities and Slums,” Chapters 3 & 4 pp. 71-112 in in Chant and McIlwaine (Eds.) Cities, Slums, and Gender in the Global South. London: Routledge. TEXT


Faranak Miraftab."On loan from home: women’s participation in formulating human settlement policies,” pp. 173-190 in Jaquette and Summerfield, Women and Gender Equity in Development Theory and Practice. BLACKBOARD

Class Five – Tuesday May 29
Gender and Work


Class Six – Thursday May 31
Violence and Urban Space


Sylvia Chant and Cathy McIlwaine, “Gender-based violence in Cities and Slums,” pp.. 137-155 in Chant and McIlwaine (Eds.) Cities, Slums, and Gender in the Global South. London: Routledge. TEXT


Class Seven – Tuesday June 5
Dichotomization of Space: Public vs. Private Space


Class Eight – Thursday June 7
Gender and Urban Space in the Middle East


Class Nine – Tuesday June 12
Midterm exam (First half of class period)

AND

Sexuality and Urban Space (Second half of class)


Class Ten – Thursday June 14
Queer theory implications for gender and the city


Petra Doan. 2010. The Tyranny of Gendered Spaces: Living Beyond the Gender Dichotomy. Gender, Place and Culture, 17, 635-654. Blackboard


Class Eleven – Tuesday June 19
Planning and the Evolution of Queer Spaces


Class Twelve – Thursday June 21
Regulating Sex in the City


CONTENTS

1. Basic Timetable .................................................................................................................. 2
2. Course Aims ....................................................................................................................... 2
   Overview .......................................................................................................................... 2
   Learning Objectives and Outcomes ................................................................................. 3
3. Logistics ................................................................................................................................ 3
   Readings ............................................................................................................................. 3
   Other ....................................................................................................................................... 3
4. Course Requirements and Grading Summary ................................................................. 4
   Assignments ....................................................................................................................... 4
   Timeliness .......................................................................................................................... 4
   What Ann Promises in Return ......................................................................................... 4
5. Tentative Course Schedule ............................................................................................. 5
6. Assignments ...................................................................................................................... 9
   Crucial Advice on Grades and Producing Quality Work ................................................. 13
7. Additional Readings: General and by Week .................................................................. 15
1. **Basic Timetable**

<table>
<thead>
<tr>
<th>Class sessions by week</th>
<th>Potential Weekly paper</th>
<th>Longer paper deadlines/other (note short assignments potentially due most weeks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Background: histories and priorities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2: Concepts: populations and environments</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>3: Place: suburbia 1</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>4: Place: suburbia 2</td>
<td>✓</td>
<td>Project/case proposal</td>
</tr>
<tr>
<td>5: Population: aging 1</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>6: Population: aging 2</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>7: No Class--Make up October 21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 Process: collaborative projects 1</td>
<td>✓</td>
<td>Draft paper/project</td>
</tr>
<tr>
<td>8A: Make-up session: Method: Health assessment 1/2 (Saturday Oct 21, 10-4, lunch supplied)</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>9: Process: collaborative projects 2</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>10: No Class: move to make-up day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11: Student choice</td>
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<tr>
<td>12: Presentations</td>
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<td>Presentation</td>
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<tr>
<td>[13: Thanksgiving]</td>
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<td></td>
</tr>
<tr>
<td>14: Possibilities for healthy places</td>
<td>✓</td>
<td>Final paper/project due December 8</td>
</tr>
</tbody>
</table>

2. **Course Aims**

**Overview**

The connection between health, well-being, and place is a complex one with many dimensions. This class focuses on four topics that will be important in coming decades: a place, suburbia; a population, older people; a method, neighborhood health assessment; and an implementation strategy, multi-sectoral collaboration.

- **Place:** Suburbia is a key site for urban growth in coming decades and has provoked polarized opinions about its healthiness. The class will look beyond the hype to understand the strengths and weaknesses of this very diverse part of the metropolitan landscape.
- **Population:** The aging of the world’s population is an enormous challenge that will fundamentally reshape households, cities, and regions. The class will engage the shifting physiological and psychological dimensions of aging. This is an area of some innovation in terms of technology, housing forms, transportation options, and lifestyle options.
- **Method:** Understanding the healthiness of existing and proposed neighborhoods is an issue that is more contentious than it would at first appear as various health assessments start from different premises. The class will examine existing tools including health impact assessment, healthy community assessment, community health needs assessment, as well as various livability and sustainability tools. The course will also engage with an emerging kind of tool the neighborhood health assessment or audit.
- **Implementation strategy:** Because health and well-being are so multifaceted many propose collaborative models of implementing healthy places strategies including well-known approaches like healthy cities, age-friendly communities, and child-friendly environments. The course will unpack these approaches, asking how effective they really are.
In examining these topics students will also reflect on some larger questions. Can the way places are planned and designed improve health? What are the key health issues that should concern those in planning and related fields? Does the work of incorporating health issues into planning and design processes always add value? Is evidence-based practice really an improvement over business-as-usual? What is the relationship between the different approaches to incorporating health into planning and design practice: health assessments, built projects, regulations and policies, interagency coordination, and programs to change how places are used?

### Learning Objectives and Outcomes

By the end of the course a student will be able to:

1. Recognize a number of key concepts and debates pertaining to the relationship between health and places.
2. Appreciate the many determinants of health including, but not limited to, built environments.
3. Understand, analyze, and evaluate research related to health and places particularly in the areas of suburban development, aging, assessment, and collaborative implementation.
4. Comprehend the potentials and limitations of using research to create evidence-based interventions.
5. Appreciate the roles of different disciplines, and of local knowledge, in working on issues connecting health and places.
6. Identify points of leverage in designing and regulating the physical built environment, creating policies related to how it is used, and developing programs set in the built environment.
7. Use a number of tools for assessing how environments promote or undermine health and for creating healthier places.

### 3. Logistics

**Readings**

Required readings will be available online and in the library, including some online books.

Two more general books are recommended. They are available online in second hand and in eBook editions for about $5 each and are worth it as investments:


### Other

**Contacting the Instructor**

I have lots of office hours in 309 Gund—about -3-4 times as many as is typical. To sign up for office hours go to http://annforsyth.net/, click on the “office hours” link on the top right, and follow the instructions. You can also just turn up at office hours but may need to wait. If you just pop by outside office hours I’m typically busy with other work and will just ask you to sign up for the next available slot.

There is a great deal of advice for students at http://annforsyth.net/for-students/. It may answer your questions.
A CA D E M I C I N T E R G R IT Y
You are expected to adhere to high standards of academic integrity as outlined in university policy: http://courses.dce.harvard.edu/~phils4/honesty.html. Pay particular attention to the resources on plagiarism at the bottom.

A C C O M M O D A T I O N S F O R S T U D E N T S W I T H D I S A B I L I T I E S
Students needing academic adjustments or accommodations because of a documented disability must present their Faculty Letter from the Accessible Education Office (AEO) and speak with me (Ann) by the end of the second week of the term. Failure to do so may result in my inability to respond in a timely manner. All discussions will remain confidential, although faculty members are invited to contact AEO to discuss appropriate implementation.

T E C H N O L O G Y I N T H E C L A S S R O O M
I do not grade participation, only outputs, but when you are in the classroom you are expected to be fully present. For that reason anyone who wishes to use an electronic device during class time (apart from specific collaborative working time for the HIA) will need to meet with me outside of class and explain why it is absolutely necessary. Such devices include phones, laptops, tablets, and other gadgets capable of connecting to the internet or phone system. Unless you have explicit permission from me you will need to turn off and store such devices.

To learn more about why this is useful please see Professor Stephen Chew’s five terrific short videos on metacognition: http://www.samford.edu/how-to-study/. This article is also useful: http://m.theatlantic.com/technology/archive/2014/05/to-remember-a-lecture-better-take-notes-by-hand/361478/


ASSIGNMENTS
There are two components to grading, listed here and explained in detail at the end of the syllabus. They are due at the beginning of class on the course web site.

- Response Papers 60%
- Paper and Informal Presentation 40%

Students are also expected to do the readings before class.

TIMELINESS
Short illnesses, family events, etc. should be dealt with using the flexibility of being able to drop paper grades for short assignments. That is, assume you will be sick some time; an illness of a day or two is not an excuse for a late paper. Those with religious holidays that make it impossible to hand in something need to inform Ann Forsyth in writing at least a week in advance. If you do have a significant illness that incapacitates you for several weeks you need to inform Ann Forsyth ASAP.

For the paper/project late submissions are docked marks on a schedule later in the syllabus. Late response papers are not accepted.

W H A T A N N P R O M I S E S I N R E T U R N
If students do the work described in this syllabus in a timely manner, I promise return work promptly with comments, or rather I will return marked up grade sheets. I will also give you opportunities for
feedback about the course including a mid-semester evaluation. I will share the results of the evaluation with you.

5. Tentative Course Schedule

**Week 1, Sept 1: Background: Histories and Priorities**

**Topics:**
- Course introduction
- What is good health? Determinants/causes and theories
- Planning and public health—basic connections between the fields in terms of
  - Histories
  - Topics—from air quality to water quality, mental health to social connections
  - Methods—research and practice
  - Practice including evidence-based practice, model communities

**Background (look at some time for review):**

**Week 2, Sept 8: Concepts: Populations and Environments**

**Topics:**
- Health, well-being, etc.
- Theories of how health relates to place
- How much do places matter and how?
  - Place effects, places as settings, physical places vs. social, economic, institutional, and perceived places
- How to read research
  - Research designs
  - Reliability, validity, utility
- Exercises: key points of intervention; theories and actions; if the environment is the only tool for behavior change

**Readings:**
- Better life Index http://www.oecdbetterlifeindex.org/#/1111111111 [skim]

**Week 3, Sept 15: Place: Suburbia 1: Green and Clean?**

**Topics:**
- Nineteenth century urban health penalty: congestion, density, and crowding
• Where are suburbs? Suburban types in global perspective
• Why people have moved to suburbs—push and pull factors
• More on density and health
• Benefits of green/nature
• Pollution
• Cases: Model company towns, suburban developments, and new towns
• Exercises: environments and health determinants, scales—micro to macro
• Guest: Kim Rollings, Notre Dame

Readings:
• Harris, R. and M.E. Mercier. 2015. How healthy were the suburbs? Journal of Urban History 31, 6: 767-798.

Week 4, Sept 22: Place: Suburbia 2: Active and Safe?

Topics:
• The sprawl makes you fat debate, revisited—food and physical activity
• Crime safety and traffic safety in suburban areas
• More on causal pathways
• Cases: Model company towns, suburban developments, and new towns

Readings:

Week 5, Sept 29: Population: Aging 1: Issues

Topics:
• Processes of aging
• Cohorts and generations
• Levels of ability: active aging, frail, cognitively impaired
• Global patterns—numbers, households, care patterns, technologies
• Environments as settings and supports
• Exercise: Theories relative to intervention (time, place, domain)

Readings:

**Week 6, Oct 6: Population Aging 2: Environment Models**

Topics:
• Housing types
• Models for services—NORC programs, Villages, residences
• Municipal and metro level—Age friendly communities and beyond
• Technological changes
• Exercise: Coordinated vs. distributed approaches.
• Guest: Jennifer Molinsky, JCHS

Readings:
• Winick, B.H. and M. Jaffe. 2015. *Planning Aging-Supportive Communities*. Chicago, IL: APA. (Pages 2-9 Executive Summary)

**Week 7, Oct 13: No Class [ACSP Make-Up Class Saturday Oct 21]**

**Week 8, Oct 20: Process: Collaborative Projects 1: Proposals**

Topics:
• Declarations about the new public health: Alma-Ata, Ottawa, Adelaide,… Helsinki, Athens
• Health for all, healthy public policy, healthy cities, health in all policies, integrated public health policies
• Cultures of health
• Cases: Healthy Cities
• Exercises: Theories to actions
• Guest: Jihoon Song, Harvard (on Japan)

Readings:
• Tsouros, A.D. 2015. Twenty-seven years of the WHO European Healthy Cities movement: a sustainable movement for change and innovation at the local level. *Health Promotion International* 30: s1, i3-i7.

**WEEK 8A: SATURDAY OCT 21: METHOD: HEALTH ASSESSMENT ⅓**

**WORKSHOP 10-4 WITH LUNCH**

**Topics:**
• Health assessment processes—community health needs assessment, health impact assessment, healthy community assessment, neighborhood health assessment
• Core measurement issues—places, data, analysis, reporting
• Health impact assessment training
  - Screening, scoping, and desktop (checklists)
  - Rapid HIA
  - Intermediate HIA
• Exercise: HIA practice

**Readings:**

**WEEK 9, OCT 27: PROCESS: COLLABORATIVE PROJECTS 2: EVALUATIONS**

**Topics:**
• Gap between idea and practice
• Institutionalizing collaboration
• Dilemmas for single fields.
• Exercise: Breaking past the impasse

**Readings:**

**WEEK 10, NOV 3: [OPEN HOUSE—MAKE-UP CLASS SATURDAY OCT 21]**

**WEEK 11, NOV 10: STUDENT CHOICE**

**Topics:**
• Students will select the readings.
WEEK 12, NOV 17: PRESENTATIONS

Topics
- Students will present their cases/projects for discussion.

[WEED 13: THANKSGIVING RECESS]

WEEK 14, DEC 1: POSSIBILITYS FOR HEALTHY PLACES

Topics:
- Comprehensive approaches
- Barriers and supports
- Professional roles
- Excerpts from Designing Healthy Communities videos.

Readings [note: these may be replaced depending on student interests]
- Designing Healthy Communities: http://harvard.kanopystreaming.com.ezp-prod1.hul.harvard.edu/video/designing-healthy-communities

6. ASSIGNMENTS

All assignments to be handed in on canvas before the start of class on the day it is due.

PART 1: RESPONSE PAPERS 60%

On six or seven or eight weeks you will hand in a short paper on that week’s readings. I will only count the grades for six; that is I will drop the worst grade(s) if you do more.

The papers are due at the beginning of class of the week, uploaded to the course site and I will generally hand them back graded and with comments the following week. Taking out the first and presentation week of class (Oct 15), there are 10 weeks left in the semester with readings meaning that you will have several weeks when you need to do readings but do not need to hand in a paper on them. You may select which weeks you hand in papers for, but you need to hand them all in and on time. Occasional illnesses (that incapacitate for up to two weeks), religious holidays, family events, etc. should be dealt with using the flexibility inherent in the assignments. Please assume you will be sick some time and don’t wait until the end to hand papers in. Late papers are not accepted.

I have set a one page limit—this means it will fit on a page in 12 point font Times Roman, 11 point Arial, 11 point Calibri, or similar. Do not use smaller fonts.

The papers for each week will:
(1) Outline the basic message of each reading (e.g. each chapter). This is not a summary of the entire chapter—I want to know what the main points of the reading are. (50% of grade).
(2) Give a more personal reflection on one of the questions below although the response should refer to the readings. It is perfectly fine to disagree with the reading—just give reasons. (50% of grade)
(3) Stick within the page limit and be clearly marked with your name, the question to be answered (If there is no name you will not get a grade; if you are over the word limit or have missing questions, your grade will drop up to 10%).
In answering the questions below I will be grading papers in terms of how well you have (a) understood and (b) engaged with the literature in terms of points 1 through 3 above, and on (c) how well you have argued your positions (e.g. giving evidence etc.) as described later in the rubric. I will not grade on how closely you have mirrored my opinions.

Note: there are no response papers on the first week or the presentation week. Weeks 4 and 9 are transferred to week 7A (make up class).

2: Concepts: populations and environments
- What are some of the pathways linking environments to health outcomes? How important are they? A diagram may help.
- Consider the concept of weathering. What are the implications for planning and design.

3: Place: suburbia 1
- Outline the strengths and weaknesses of suburban areas for health.
- What type of suburb would be most healthy?

5: Place: suburbia 2
- Are suburbs safe?
- Who would be most active in suburbs and where?

6: Population: aging 1
- How might the U.S. housing stock need to change to accommodate an aging population?
- Think about those in their 50s and 60s now—what kinds of environments will they need as they age? How will they differ from current generations in their 80s and 90s.

7: Population: aging 2 (Friday)
- What are the strengths and limitations of NORC and village type programs?
- Are approaches to help people stay at home inherently superior to those with purpose-built housing?

7A: Make-up session: Method: Health assessment 1/2 (Saturday)
- Should health impact assessment be required?
- Compare top down vs. participatory approaches to health assessments.

8 Process: collaborative projects 1
- Why hasn’t the healthy cities program been adopted everywhere?
- What is the place of the planning and design professions in an approach like the cultures of health?

10: Process: collaborative projects 2
- What are the barriers to collaboration in healthy communities work?
- Should a thinkers-in-residence style of program be used more widely to promote health? Why?

11: Student choice
- Compare and contrast the arguments in the selected readings. What are the implications for creating healthy places?

14: Possibilities for healthy places
• The readings and videos promote healthy place making. How different is this to general good planning and good design?
• Is it possible to improve health through place making? What are the most important points of leverage?

CASE/COLUMN AND INFORMAL PRESENTATION 40 %
There are three tracks for the final assignment—a case study, a practical project for a client, or a plan for the new Healthy Places D-Lab at the GSD (from the perspective of student involvement). All need to be presented to the class.

CASE STUDY
Write a case study of a place, project, policy, plan, or program that has tried to make districts and/or cities and/or regions more healthy—describing it and analyzing it in relation to some theme from the class. The case should have been implemented, not just a proposal. It should be bigger than a single dwelling, preferably substantially so. There will need to be enough materials available to enable a case to be written—such as policy documents, archives, oral histories, maps, and statistics. It would be handy to visit it but not essential, and I do hope at least some students pick cases outside of the United States. The paper should have the following characteristics:
• Single spaced it should be 4,000-6,000 words (put the word count on the cover).
• It should have a significant number of illustrations—photos, charts, graphs, and similar. This is why I have not provided a page limit.
• In addition to a reference list there should be a bibliographic note at the end describing key sources including web documents, original policy documents, and visual materials. This note needs to say where you found materials and assess their strengths.
• You must cite and seriously engage with at least five class readings in your paper; you can, of course, engage with more.
• You can re-use parts of the shorter writing assignments in this paper but the more of that you do, the more polished I’ll expect the paper to be.

In addition toward the end of semester, students should share their findings with a brief, informal, PowerPoint presentation of 5-20 slides—a map if relevant, a slide of basic questions, another of basic findings, and two to three of key illustrations of these points. This is not going to be a very formal presentation but rather a quick start for a conversation to share what will hopefully be interesting findings.

I’ve written this assignment with great flexibility because I’d like people to find interesting cases. If students want to change the assignment I am happy to do so but agreement needs to be made in writing. Better cases will:
• Conform to the requirements above: word limit (state world count), illustrations, reference list, bibliographic note, engage with five or more readings.
• Make a clear argument for the importance of the particular place, policy, program, or project (though it may be important because it is very typical). This should have an evaluative component—how well does it perform?
• Include both general information about the case and a clear theme related to the themes of the course (health).
• Be focused enough—this will be particularly tricky with a place that may be the result of a number of policies, programs, and plans.
• Use carefully selected and composed matrices, charts, statistical tables, and images. These should have clear captions and cite their sources.
• Draw on a variety of primary and secondary sources about the cases—e.g. policy documents, social media, statistics, oral histories, media, formal histories, maps, images etc. Not all will be available and such availability or lack of it should be discussed in the bibliographic note.
• Provide thoughtful commentaries clearly linked to class subject matter and readings (i.e. citing class readings).
• Cite other readings related to the theme or case showing that the student has looked, for example, at sources cited in class readings.
• Use sources in a sophisticated way e.g. demonstrating understanding of their strengths and weaknesses related to methods and data.
• Overall, provide a clear argument (with evidence for claims including illustrations and narrative, countering reasonable objections), showing a richness and depth of understanding both of the case itself and the theme being explored.

To find cases you might try the following:
• http://network.aia.org/designforaging/home (documents periodic awards for housing for older people including aging in place—scroll down to the POE report and those on “insights and innovations” and “data mining.”

PROJECT ALTERNATIVE A
An alternative to the case is to do a practical project for a client. The draft and final versions should conform closely to the requirements for the case above with any departures agreed upon in writing with Ann. One or more options will be presented at the start of class. This will allow you to receive project-based course credit for the MUP.

PROJECT ALTERNATIVE B
The final alternative is to develop a plan for how the new Healthy Places D-Lab could make a difference at Harvard. This would involve scoping out where an interdisciplinary unit at the GSD could add value across campus and a plan for how to fund and implement it. Some work is already being done to create a student group and the work could build on that base. This is quite real—it’s a new unit looking for ideas. You would be advising Ann and Jennifer Molinsky who sponsor the lab.

Deadlines
• Week 4, Sept 22: Project/case proposal—a one-page outline of approach/idea due at the start of class.
• Week 8, Oct 20: Draft paper due for workshop in class. Upload on the course site before class but ALSO bring 2 paper copies to class.
• Week 12, Nov 17: Presentations in class. Upload presentation to course site by the end of Nov 18.
• December 8: Final case study papers/projects due at 5pm.

The final paper will receive the grade but if you have a late proposal, workshop paper, and/or informal presentation it will reduce the final grade up to 10%.
Late case study papers are docked marks on the following schedule (remember I do not accept late weekly assignments/response papers):
• 1 hour late -5%
• Up to 5 hours late -8%
• Up to 24 hours late -10%
• Up to 48 hours late -20%
Grading Numbers
The GSD uses an unusual grading approach: The grade of "Pass" is the standard mark for recognizing satisfactory work. "Distinction" and "High Pass" are reserved for work of clearly exceptional merit. "Low Pass" indicates a performance that, although deficient in some respects, meets minimal course standards (http://www.gsd.harvard.edu/#/gsd-resources/registrar/grading/grades.html). To make it easier for students to track their progress I will assign numerical grades that can then be converted to the GSD system.

- High pass 90%+
- Pass 75%+
- Low pass 65%+

Remember you drop your worst grades.

Grading Criteria
I typically grade in two ways. First I check you did all parts of the assignment using criteria taken directly from the assignment descriptions—**if it’s a bullet, it will be an item I look for though I may combine some bullets in actual grading (some are really steps along the way to a larger product)**.

Second I assess how well you completed the work using the matrix below.

<table>
<thead>
<tr>
<th></th>
<th>Very good (High Pass)</th>
<th>Good (Pass)</th>
<th>OK (Low Pass)</th>
<th>Needs Work (Not passing)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overall</strong></td>
<td>Hits on almost all of basic content (what this is depends on the assignment) + Memorable</td>
<td>Hits on almost all of the basic content + Writing Interesting to read</td>
<td>Hits on some basic content</td>
<td>Hits on a small amount of basic content (one item) and/or Numerous digressions/errors</td>
</tr>
<tr>
<td><strong>Argument</strong></td>
<td>Argument is coherent, well organized, interesting, well qualified, with adequate evidence, and memorable—engages the reader with a lively mind</td>
<td>Argument is coherent, well organized, interesting, well qualified, with adequate evidence</td>
<td>Argument is fairly coherent and well organized with some evidence and qualifications</td>
<td>Some confusion/vagueness/parts that don't make sense/missed the point</td>
</tr>
<tr>
<td><strong>Sources</strong></td>
<td>Sources are cited (using author/date page); used critically*</td>
<td>Sources are cited; some are used critically</td>
<td>Some sources are missing</td>
<td>Sources are not cited</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>Writing/graphics largely free from errors</td>
<td>Perhaps some writing errors, but none critical for comprehension</td>
<td>More than a few writing errors that may impede comprehension</td>
<td>Many careless writing errors that may impede comprehension</td>
</tr>
<tr>
<td><strong>Graphics and layout</strong></td>
<td>Easy to read fonts. Graphics that are legible and convey information well.</td>
<td>Easy to read fonts. Graphics that are legible and convey information well.</td>
<td>Adequate font size or shape. Adequate graphics though there may be</td>
<td>Tiny and hard to read fonts; graphics that are either difficult to understand or do not</td>
</tr>
</tbody>
</table>
I have set page limits not word limits for this class. I don’t care about the line spacing but text should typically be no smaller than Arial 10pt or Times Roman 11pt. You might use something smaller for a label. You need to provide adequate margins to allow easy comprehension and to provide space for comments in grading. Do not put too many characters on a line. Typically comprehension is easier with ragged layouts—that is don’t line up both sides of text but let the spacing between characters fall more naturally. Also, remember that faculty are typically older than you and our eyesight is often worse—it’s a real strain to read tiny fonts and your materials will be treated much less sympathetically if they are hard to read.

**Writing Instructions**

I advise students to do one of the following activities before handing in any project: (a) put the piece aside for at least a few hours and then go back and edit it for clarity, or (b) get a sympathetic friend to edit it for clarity, or (c) read it out loud and change any sentences that don’t make sense. I do this in my own work as a consideration to those who are reading it (and a few things still slip through)!

Where you cite sources you should use the author-date-page or parenthetical reference/reference list style of citation generally used in the social sciences. For example in the text you list only the author, date and page e.g. (Goldsmith 1994, 3). You then list the full details for the source alphabetically by author’s name in a reference list at the end. If you cite a web site in a short paper, I need the full URL.

All quotes quoted directly should include the page number in the citation e.g. (Goldsmith 1994, 3). Also cite with a page number all ideas not quoted directly but coming from a specific part of a document. Only when you refer very generally to an entire work should you merely cite the author and date, for example, (Marris 1987).

For more information see a style manual such as Kate Turabian’s (2007) *A Manual for Writers of Research Papers, Theses, and Dissertations* (Chicago: University of Chicago Press) although you should note that she shows two kinds of citation (footnote and bibliography, and parenthetical reference/reference list) and it is the second of these that I prefer.

I am very concerned that findings are based explicitly on evidence. You will receive a low grade if you fail to cite sources or if they are not listed systematically in the reference list. More about evidence is explained in Booth et al.’s (2008) *Craft of Research* (Chicago: University of Chicago Press).

**Academic Honesty**

Please be familiar with Harvard’s web site on plagiarism: http://isites.harvard.edu/icb/icb.do?keyword=k70847&pageid=icb.page342054. It is inappropriate to use any form of plagiarism. The GSD’s own library has a useful web site as well: http://guides.library.harvard.edu/gsd/write

*Critical use of sources reflects consciousness of the sources of evidence and methods used in the source and whether they can answer a question appropriately.*

This link is also helpful in providing a more global view of grading: http://isites.harvard.edu/fs/html/icb.topic58474/GradingPapers.html

<table>
<thead>
<tr>
<th>Very good (High Pass)</th>
<th>Good (Pass)</th>
<th>OK (Low Pass)</th>
<th>Needs Work (Not passing)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Layout that is striking and imaginative</td>
<td>weaknesses in content and/or execution</td>
<td>convey useful information</td>
<td></td>
</tr>
</tbody>
</table>
In addition if you wish to use work that overlaps with another class you can do so only if you have written permission from me. This will reflect an in-person discussion where we figure out how your work can reflect an equivalent effort to other students doing the same assignment.

If you need to use a copy editor to improve your writing, that is fine. However, they should be copy editing not writing the paper. Please let me know if you are using such a service. I won’t grade you down for it but it will help my understanding of your work.

7. Additional Readings: General and by Week

General
- APA Planning and Community Health Research Center: https://www.planning.org/nationalcenters/health/

By Week

1: Background: histories and priorities
- APA Planning and Community Health Research Center: https://www.planning.org/nationalcenters/health/

2: Concepts: populations and environments


3/5: Place: Suburbia


6/7: Population: Aging


http://www.leadingagema.org/i4a/pages/index.cfm?pageid=3649#servicesInHome


7A: Method: Health assessment 1/2


8/10: Process: collaborative projects

- Hua, F. 2010. The healthy city program in Shanghai. In Urban Health, Global Perspectives, Ch 27.

11/12/13: Student choice readings, presentations, Thanksgiving

14: Possibilities for healthy places
PLAN 533: Indigenous Community Planning: ways of being, knowing and doing

2017-18 Winter Term 2
Introductory session: Wed 10th Jan, 12.30 – 2pm, WMA 240

Jan 27 and 28: 10am -5pm (Musqueam and UBC)
Mar 3rd and 4th: 10am – 5pm (Musqueam and UBC)
March 24th and 25th: 10am – 5pm (Musqueam and UBC)

Instructors: Leonie Sandercock and Wayne Beggs (SCARP) + Leona Sparrow, Director of Treaty, Lands & Resources, Musqueam Indian Band/ SCARP Adjunct Professor, and other Musqueam knowledge holders.

This course is a requirement for ICP students in SCARP, and is limited to 20 students. It is open to all SCARP students, and also to First Nations & Indigenous Studies students (300 and 400 level) who have met Faculty of Graduate and Postdoctoral Studies requirements for taking graduate level courses, and to graduate students from other departments, depending on available space. See Registration form for details: http://www.grad.ubc.ca/forms/students/UndergradEnrol.pdf

Key words
Indigenous world view; indigenous planning; Indigenous ways of knowing and governance systems; UNDRIP; comprehensive community planning (CCP); unceded territories; colonization; decolonization; contact zone; settler societies; respect, recognition, rights; traditional ecological knowledge; co-existence, reconciliation, partnership.

Course Outline
This course starts with acknowledging the history of colonization of Indigenous peoples in Canada, and asks if planning has been a part of that process. The planning field is now (slowly) recognizing Indigenous planning practices and theories of action actually existed long before colonization. The intent of the course is to prepare a new generation of planners by introducing substantive knowledge of contemporary Indigenous community planning, building on a sampling of the political, social and cultural protocols and values, history, philosophy, social structure, traditional knowledge, and ecology of Indigenous peoples.

The course focus is three sets of readings and intersecting themes:
- Indigenous world views & history of colonization in North America
- Indigenous planning concepts: past and present
- Comprehensive Community Planning
The three weekend sessions are organized around these themes. Within this framework we explore the following:

**Does planning require decolonizing? What could that look like?**

- Does an Indigenous planning paradigm exist?
- How can mainstream planning adapt and change to include social, cultural, and land justice for Indigenous peoples in Canada?
- Discuss the implications for a more culturally relevant planning profession and practice?
- What is the ‘planning contact zone’ (Porter and Barry 2016) in relation to Indigenous interests and what agency do Indigenous Nations have in these zones (give examples)?
- What might western planning gain through understanding Indigenous world views?

**What is the landscape within which BC First Nations work to plan and implement projects in their on-reserve communities?**

- What cultural, socio-economic, geographic, legal and administrative realities challenge Indigenous planning? Do these realities vary among communities?
- Does First Nations community development (social and economic) affect surrounding jurisdictions?
- Do surrounding jurisdictions and policies impact Indigenous planning?

**What is the role of Indigenous and non-Indigenous planners in Indigenous community?**

- What do non-Indigenous planners need to know and what skill sets do they need to work with/within Indigenous communities?
- What ethical and cultural considerations need to be observed in working with First Nations, on and off reserve?
- Can Indigenous planners use the tools of mainstream planning practice in pursuit of culturally appropriate engagement within their own or other communities?

**Format/Pedagogy**

As much as possible, this course works from land-based and community-based learning and an introduction to Musqueam history and culture. Student engagement will be through both lecture format and in small groups for open discussion. The course is organized around three weekends during which we combine visits to the Musqueam community where Musqueam knowledge holders will introduce us to traditional teachings; along with guest speakers, classroom discussion of readings and films. Musqueam community planners will introduce us
to their planning process and award-winning Comprehensive Community Plan. Indigenous practitioners will lead skills-based training sessions and non-Indigenous practitioners will be invited to discuss how they work with/in Indigenous communities in BC. The course aims to integrate various ways of knowing, doing, and engaging.

**Learning objectives**

1. Understanding of and respect for Indigenous world views and the possibilities they offer as a basis for sustainability planning.
2. Understanding of and respect for Indigenous planning.
4. Unsettling the assumptions of western planning.
5. Understanding the socio-cultural, political, legal, administrative and economic landscapes against which Indigenous communities plan.
6. Strengthening the basic intellectual, practical, and emotional competencies necessary for working with/in Indigenous communities.
7. Grounding the course concepts through teachings offered by Musqueam.
8. Grounding course concepts through familiarity with a range of Comprehensive Community Planning documents.

**Assignments and Grading**

There are three assignments, each one due a week after the related weekend class. You have a choice of writing an essay (1500 - 2000 words) or doing a creative piece (video, photo-essay, short story, epic poem, etc). At least one assignment must be in essay form and at least one must be in a creative form.

Each assignment is centered around key textbooks or planning documents for the course, other mandatory readings, and optional readings (see below).

1. Worldviews OR History (30%) deadline 7th Feb
2. Indigenous Planning: past and present (35%) deadline 12th March
3. Indigenous planning: reflections on your practice (35%) deadline 3rd April

1. **WORLDVIEWS**

What do you understand by “indigenous worldviews”? What do Indigenous worldviews offer 21st century planning? How do you see the relation between Indigenous and western worldviews playing out in planning in First Nations communities, and/or in other settings?
OR

History of Colonization

Where are you in relation to the history of colonization in Canada? How do you respond/react at this point in your life to your reading of these histories? How does your personal/family history shape your relationship to the current debates around Indigenous cultural issues in Canada? Why are you interested and what do you see as your role?

2. INDIGENOUS PLANNING: PAST & PRESENT

How are some of the principles of Indigenous planning, pre-contact, continued today in CCPs or Community Health and Wellness Plans? Give examples.

3. INDIGENOUS PLANNING: REFLECTING ON YOUR FUTURE PRACTICE

What do you see as an area where you can contribute as a planner? What do you understand by the term ‘contact zone’ (Porter & Barry 2016) and what opportunities does this space offer for transformative planning practices? What have you learned about how to work in Indigenous communities? What do you need to learn in the remainder of your graduate education to prepare yourself for the role/s you want to play?

ASSUMED PREVIOUS READINGS
You should have read all of the following. We assume this is the base knowledge coming into this course. Please complete or review these readings prior to the start of class.


Bev Sellars. *They Called Me Number One: secrets and survival at an Indian Residential School* (Talonbooks, 2013)


CLASS SCHEDULE

INTRODUCTORY SESSION: over lunch (BYO) Wed 10th Jan, 12.30 - 2pm, WMA 240

This session will finalize class numbers, introduce you to each other, to the Instructors and to the course outline.

SESSION ONE: INDIGENOUS WORLD VIEWS & HISTORY OF COLONIZATION: JAN. 27 & 28TH

Saturday at UBC: 10.00am – 4pm

Morning:
9.50am meet in lobby of Museum of Anthropology
10-11.30am: Museum of Anthropology, tour by Sue Rowley
Decolonizing museum practices

12-4pm: Indigenous garden at UBC Farm: Wilson Mendes
Learning from the land about Indigenous worldviews and impact of colonization

Sunday 28th at Musqueam Community Centre: 10am – 4pm

Morning:
Leona Sparrow and other Musqueam knowledge holders, introduction to Musqueam history and culture
Film: Musqueam through Time

Afternoon
Walking tours of Musqueam land and Cultural Centre

SESSION TWO: INDIGENOUS PLANNING: PAST & PRESENT
MARCH 3rd & 4th

SATURDAY AT MUSQUEAM: 10am – 4pm
Morning
Intro to Musqueam planning experience and the need for (Comprehensive Community Planning (CCP)

Afternoon:
Skills-based work with Musqueam community planners: community engagement: monitoring and evaluation; community census, etc

Sunday at UBC: 10am – 5pm
Morning:
Jessie Hemphill: Gwasala-’Nakwaxda’xw First Nation: community planning coordinator, former Band Councillor and member of Port Hardy Council
Film: How a People Live (directed by Lisa Jackson)
Discussion of past, present, and future and Gwasala-’Nakwaxda’xw’s CCP

Afternoon: 2-5pm

Jessie Hemphill: Skills-based training for CCP and working with Indigenous communities

SESSION THREE: INDIGENOUS PLANNING PRACTICES IN BC: March 24th & 25th

Saturday: 10AM – 4PM
Musqueam Community Centre, 10am – 4pm

10am – noon
Presentations on Musqueam’s community development needs and aspirations: Economic development planning; land code planning; Musqueam’s relations with municipal, provincial and federal governments and other planning agencies (Port Authority, Translink…)
Contemporary challenges and opportunities for Musqueam

12 – 1: lunch
Afternoon: walking tour witnessing impacts of CCP on Musqueam land and community
Skills based work: mapping, data collection and analysis, policy analysis

Sunday

UBC: WMA 240

10am – 5pm
The role of Indigenous and non-Indigenous planners in government, consulting, and working within First Nations

Guests TBC
Jeff Cook, Beringia Community Planning
Colette Anderson, INAC,
Bronwyn Geddes, Nautsamat Tribal Council
David Isaac, W Dusk renewable energy planning consultant
Stephen McGlenn, land analyst, Sumas First Nation
Emma Fineblitt, project manager, Urban Native Youth Association, UNYA
Lesley Campbell, Aboriginal planner, City of Vancouver
REQUIRED TEXTS:
These serve two purposes: your preparation for the weekend session, and the basis for each of your assignments.

For Session One: Jan 27th and 28th
Indigenous World Views & History of Colonization

Required:


Questions to think about while reading/preparing for this session:
What do you understand by ‘Indigenous worldview/s’ and how does this differ from western worldview/s?

In what ways do these texts challenge mainstream representations/understandings of Indigenous peoples?

What do Indigenous worldviews offer the challenges of 21st century planning?

How do you see the differences between Indigenous and western worldviews playing out on reserve, and in other settings?

Who are you in relation to the history of colonization in Canada?
How do you respond at this point in your life to your reading of these histories?
How does your personal/family history shape your relationship to current debates around Indigenous issues in Canada?
What are the legacies of colonial policies today? In what ways do they persist?

SESSION TWO: INDIGENOUS PLANNING: PAST AND PRESENT

MARCH 3rd and 4th

Required Reading:

Musqueam Indian Band Comprehensive Community Plan 2011 (online)
Questions to think about while you read/prepare for this session:

What did Indigenous planning look like, pre-contact?
How are some of these principles living today in Comprehensive Community Plans or Community Health & Wellness Plans?
What do you understand by the terms ‘indigenizing’ and ‘decolonizing’ planning?

PART THREE: CASE STUDIES IN INDIGENOUS PLANNING:
March 24th & 25th

Required reading:


Questions to think about while reading/preparing for the session:

What do you see as an area where you can contribute as a planner?
What do you need to learn in the remainder of your graduate education to prepare yourself for the role/s you hope to play?

What is the significance of Indigenous planning as an emerging theory of action among First nations planners and leaders? How does it challenge existing planning practice in BC/Canada?
What might indicate that planning has been decolonized?
What did you learn from the various case studies that might guide your decolonized planning practice?
What makes that practice decolonized?
ADDITIONAL READINGS FOR THE EAGER

For Session One: Jan 27th and 28th
Indigenous World Views & History of Colonization


Leanne Simpson *Dancing on Our Turtle’s Back* (Winnipeg: Arbeiter Ring Publishing, 2011)


LaDuke, Winona. *All our Relations: Native Struggles for Land and Life* (Sound End Press, 1999)


Margaret Kovach *Indigenous methodologies: Characteristics, Conversations, Contexts* (University of Toronto Press, 2009)

Films

Leroy Littlebear lecture/video *On the possibility of western and Indigenous sciences collaborating (online)*

*Kahnasatake: 270 Years of Resistance* (dir. Alanis Obomsawin)

*Two Worlds Colliding* (dir. Tanya Hubbard)

*Hopiit* (dir. Victor Masayesva)

*Atanarjuat: The Fast Runner* (dir. Zacharias Kunuk)

*Ten Canoes* (dir. Rolf de Heer)

Any film by Maori filmmaker Merata Mita, particularly her documentaries “Patu” and “Mauri” for a global perspective

“Skins” directed by Chris Eyre

The First Australians by Rachel Perkins and Beck Cole
'A History of genocide’ by Rosemary Gibbons and Dax Thomas (online)

**Fiction**

Joseph Boyden  *The Orenda* (2013)
Ella Cara Deloria  *Waterlily* (1988)

**SESSION TWO: INDIGENOUS PLANNING: PAST AND PRESENT**

**MARCH 3**


Selected articles from  *Plan Canada* special issue on Indigenous Planning, Dec 2016

**PART THREE: CASE STUDIES IN INDIGENOUS PLANNING:**

**March 24**

Selected articles from  *Plan Canada* special issue on Indigenous Planning, Dec 2016


EVLU 4006 – T5: INDIGENOUS PEOPLES AND COMMUNITY PLANNING

Instructor
Dr. Janice Barry
305A Architecture 2 Building
email janice.barry@umanitoba.ca
phone 204.474.6426
Availability for consultation: Monday 12:30 pm - 2:30 pm, or by appointment

Class Times & Location
Mondays 8:30-11:20 am; Rm 116, Architecture 2 Building

Calendar Description
Special Topics in Community Design: This course will involve a critical examination of specific topics such as: health and community design; inner city environments; and Canadian community planning and design, and its contexts.

Course Description
Drawing on a range of examples from Canada and other settler-colonial states, this course critically examines Indigenous peoples’ experiences of community planning. We look at different forms and sites of Indigenous engagement, starting with natural resource and protected area planning as these areas of practice were the first to attempt to address Indigenous rights and title. We then focus our attention on the existing and emerging ways that Indigenous peoples participate in urban planning: a multi-faceted topic that planning scholars and practitioners have only started to grapple with. We also use conceptual readings and contemporary case studies to unpack some of the ongoing tensions between the so-called “colonial cultures of planning” (Porter 2010) and Indigenous modes of socio-spatial organization. We conclude by considering the possibilities for the coexistence of Indigenous and non-Indigenous approaches to community planning.

Note: This course has been designed as a stand-alone course that is substantially different from the Indigenous Planning Studio (City 7440). City Planning students may take it either before or during the Indigenous Planning Studio. Students from other departments are welcome to take this course with no expectation of also taking City 7440.

Course Objectives
The central goals of this course are to deepen understanding of Indigenous peoples' relationships to community planning and to develop an appreciation of how those relationships are informed by ongoing processes of colonialism and the reclaiming of Indigenous planning traditions. It also addresses several of the competencies identified by the Canadian Institute of Planners and the Professional Standards Board as being essential to professional planning practice. See Appendix A for a list of the professional competencies addressed in this course.
Learning Outcomes

By the end of the course, you will be able to:

- Draw links between Indigenous peoples’ experiences of planning in Canada and other parts of the globe
- Critically evaluate current attempts to better engage Indigenous peoples in planning
- Reflect critically on the historical and contemporary links between planning and colonialism
- Demonstrate an appreciation of Indigenous planning aspirations and traditions
- Articulate your own perspective on the possibilities for a coexistence of Indigenous and non-Indigenous approaches to community planning

Learning Modes and Expectations

This class combines seminar and lecture-based teaching with more interactive learning strategies. A typical class will begin with in-depth analysis and discussion of the key themes and issues raised in the readings. This will be followed by approximately one hour of content-based lecturing to make connections to related ideas in planning scholarship. The final hour will make connections to planning practice through films, guest speakers and/or in-depth case studies.

With each of these learning modes, my goal is to introduce you to a range of theories and approaches that will inform your future practice and to provide you with ample opportunity for personal reflection and lively critical discussion. I strive to attend to different learning styles and often include a range of activities including formal lectures, quiet writing exercises, and more interactive activities and scenarios. I work to accommodate different learning needs, while still maintaining a sense of fairness and equity in how I structure the different classroom activities and forms of assessment. I also work to uphold inclusive and respectful learning environment that values diverse contributions and is free from all forms of discrimination and harassment.

Assessment is often a crucial stage in the learning process and you can expect me to provide timely and formative feedback on all assignments. My goal is to provide you with written comments and a letter grade on each assignment within three weeks of submission.

If you have questions about the class, email is usually the best way to get a hold of me – though, as per university policy, I will only reply to emails sent from a U of M account. Emails sent during the week will be answered in less than 24hrs; those sent on the weekend may not be answered until the following Monday. Depending on the complexity of your question, I may suggest that we find a time to meet in person or chat over the phone. Although I am often in my office, dropping by outside of my scheduled office hours or without an appointment is not recommended, as I may not have time to give you my full attention.

I expect you to:

- Attend class regularly (not missing more than a week’s worth of classes, unless there are exceptional circumstances) and to fully participate in all exercises and activities
- Do the assigned readings and use them in the development of your assignments
- Limit the use of laptops to note-taking and keep your cell phone out of sight during class time (no texting or email)
- Uphold the principles of academic integrity and honesty in all of your work
- Work to uphold an inclusive and respectful learning environment that values diverse contributions and is free from all forms of discrimination and harassment
Perhaps most importantly, I expect you to approach all of your work with a general sense of curiosity about the theories, methods and contexts you are exploring. That is, don’t just give obvious arguments and don’t just demonstrate scholarly and/or professional proficiency (though that is incredibly important too!). Use your own sense of judgement and root you work in a felt question or passion about the topic. Make some intellectual gears turn and don’t be afraid to challenge yourself and try something new!

**Assignment Details and Deadlines**

You will be given a detailed brief on each of the assignments at least three weeks before it is due. These briefs will provide additional detail on my expectations and grading criteria.

**Assignment 1 (25%): Reading Reflections**

Each week, you will submit a short reflection that has been inspired by the required readings. These reflections are intended to give shape to our seminar discussions and need to raise issues that we can discuss together at some length.

**DUE: weekly, at beginning of class**

**Assignment 2 (40%): Research Paper on Indigenous Experiences of Planning**

This assignment asks you to prepare a research paper on a topic that relates to some aspect of Indigenous peoples’ experiences of community planning. The assignment will be completed in two parts:

**PART A (10%): Topic Selection and Annotated Bibliography**

**DUE: Oct 16, 2017, at beginning of class**

**PART B (30%): Final Research Paper**

**DUE: Dec 11 2017, by 5pm (sharp!)**

**Assignment 3 (25%): Evaluating a Planning Document**

In this assignment, you will be practicing your evaluation skills and will be thinking about how the different forms and sites of Indigenous engagement are translated into planning documents. You will present the results of your evaluation in poster-form, using a style typically found at scholarly conferences.

**DUE: Nov 20, 2017, at beginning of class**

**Participation (10%)**

This component of your grade will account for class attendance and participation. Attendance will account for half the marks; the remainder will account for your level of engagement in class activities and discussions.

To receive full participation marks, you do not need to always be putting your hand-up to ask questions or be the one leading the discussion. It is ok if you are not comfortable speaking in front of large groups, but you do need to participate in all smaller group activities. You also need to be attentive and demonstrate respect for whoever is speaking. Conversely, students who always ask questions and offer commentary, but who fail to listen to and respect diverse contributions, will not receive full participation marks.
**Unless otherwise stated, all assignments are due at the beginning of class. The late penalties are 5% per day and will be strictly enforced (unless you have spoken to me about a medical illness and/or personal emergency). Students who submit more than 15 min late (which includes being more than 15 min late to class) will have their assignment marked as one day late. Assignments may be emailed, but must be followed up with a paper copy.

Readings

Each week, there will also be two to three mandatory readings (approximately 30 – 40 pages in total) that have been purposefully selected to help you prepare for class and the assignments. Some weeks you will have a choice between two readings.

Most of these readings will be posted on UMLearn. Access is provided via the 'UMLearn' tab on the main university webpage. You will need to login using your UMnetID and password.

We will be readings multiple chapters from a book that will not be available via UMLearn, as online access to this book is provided via the University of Manitoba Library Catalogue:


Please respect copyright. We will use copyrighted content in this course. I have ensured that the content I use is appropriately acknowledged and is copied in accordance with copyright laws and University guidelines. Copyrighted works, including those created by me, are made available for private study and research and must not be distributed in any format without permission. Do not upload copyrighted works to a learning management system (such as UMLearn), or any website, unless an exception to the Copyright Act applies or written permission has been confirmed. For more information, see the University’s Copyright Office website at [http://umanitoba.ca/copyright/](http://umanitoba.ca/copyright/) or contact [um_copyright@umanitoba.ca](mailto:um_copyright@umanitoba.ca).

Topics to be Covered & Class Schedule

This schedule is subject to change at the discretion of the instructor and/or based on the learning needs of the students.

I recommend that you approach the readings in the order listed below, with the assigned chapters from Porter (2010) listed only by the chapter number.

<table>
<thead>
<tr>
<th>Date</th>
<th>Course Introduction (with optional but highly recommended readings as they help lay out the key themes that we will explore in this course)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Discuss Assign. 1</td>
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</table>


<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Authors/References</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Oct 9</strong></td>
<td><strong>NO CLASS – UNIVERSITY CLOSED FOR THANKSGIVING</strong></td>
<td></td>
</tr>
</tbody>
</table>

[Third reading to be determined]
<table>
<thead>
<tr>
<th>Date</th>
<th>Title</th>
<th>Authors/Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct 30</td>
<td><strong>STUDENT PRESENTATIONS &amp; Pulling Together Key Themes from Part 1</strong></td>
<td>Assign. 3 Due</td>
</tr>
<tr>
<td>Nov 6</td>
<td><strong>PART 2: “THE COLONIAL CULTURES OF PLANNING”?</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Planning &amp; the Dispossession of Land</strong></td>
<td>Porter, L. (2010) – Chapter 3</td>
</tr>
<tr>
<td></td>
<td><strong>Plus, one of the following:</strong></td>
<td></td>
</tr>
<tr>
<td>Nov 13</td>
<td><strong>NO CLASS – UNIVERSITY CLOSED IN LIEU OF REMEMBERANCE DAY</strong></td>
<td>Note: Last Date for Voluntary Withdrawal is Nov 17 (students who are considering withdrawing from the course are encouraged to arrange a time between Nov 14 to 16 to pick-up feedback on Assignment 2a)</td>
</tr>
<tr>
<td></td>
<td><strong>Plus, one of the following:</strong></td>
<td></td>
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<tr>
<td></td>
<td>Porter, L. (2010) - Chapter 6</td>
<td></td>
</tr>
<tr>
<td>Nov 27</td>
<td><strong>PART 3: “PLANNING FOR COEXISTENCE?”</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Optional:</strong></td>
<td></td>
</tr>
<tr>
<td>Dec 4</td>
<td><strong>Coexisting Planning Cultures and the Decolonization of Planning</strong></td>
<td>Assign. 2B Due by 5:00 pm on Dec 11</td>
</tr>
<tr>
<td></td>
<td><em>Porter, L. (2010) – Chapter 7</em></td>
<td></td>
</tr>
</tbody>
</table>
### Functional Competencies

#### Human Settlement:
- **Forms, scales and settings of human settlements**
- **Processes and factors of change in human settlements**
  - This course will include an explicit focus on how growing recognition of Indigenous peoples’ rights, title and governance systems are major factor of change in the development and processes of human settlement.

#### History and Principles of Planning:
- **History of planning in Canada and other countries**
  - Course explores the colonial development of Canadian settlement and how planning has been implicated in the creation of First Nation reserves. It also draws parallels to the history of colonization and land development in other countries (e.g., US, Australia, New Zealand).
- **Planning theories, principles and practices**
  - Focuses on the growing body of theory and principles for planning with Indigenous peoples.
- **Planning ethics**

#### Government and Law:
- **Political and institutional frameworks of planning**
  - Examines the political and institutional relationships between Indigenous peoples and federal, provincial and municipal planning agencies. Considers the possibilities and real-world examples of increased collaboration between these different forms of government.
- **Planning laws**
  - Course places particular emphasis on recent changes in Aboriginal law and how new standards for consulting Indigenous peoples and accommodating their rights and title are changing the relationship between Indigenous peoples and federal, provincial and municipal planning agencies.

#### Issues in Planning and Policy-Making:
- **Environmental, social and economic sustainability**
- **Equity, diversity and inclusiveness**
  - Diversity and a decolonizing approach to planning are foundational and defining issues of this course. The course asks students to consider new and innovative collaborative relationships between Indigenous peoples and federal, provincial and municipal planning agencies.
- **Public finance and economics**
- **Land use, design and infrastructure**

#### Processes of Planning and Policy-Making:
- **Visioning, goal-setting and problem-framing**
  - One of the assignments asks students to present a case study of an innovative collaborative planning relationship with Indigenous peoples, which will require them to reflect on how different forms of government might work together to formulate a common vision, to establish goals, frame problems and gather information.
- **Information gathering and analysis**
- **Public consultation and deliberation**

#### Plan and Policy Implementation:
- **Regulatory tools**
- **Fiscal/financial tools**
- **Design and management of public projects**
- **Monitoring and evaluation**
### ENABLING COMPETENCIES

**Critical Thinking:**
- **Gathering and analyzing quantitative and qualitative data**
- **Identifying patterns and trends**
  
  This course asks students to think critically about Indigenous peoples’ relationship to planning and to identify and think about colonial patterns and trends that may be present in contemporary planning relationships with Indigenous peoples.
- **Thinking at various geographic scales**
  
  Students are also asked to consider how more respectful relationships with Indigenous peoples might be developed at various scales of planning (from individual parks and protected area, to large-scale watershed planning to collaborative urban planning and bylaw harmonization between municipalities and their neighbouring Indigenous communities).
- **Designing scenarios and plans**

**Social Interaction and Leadership:**
- **Mediation, facilitation, negotiation, and conflict resolution**
- **Inclusion of diverse people and values**
  
  This course is run as a discussion based seminar, which requires students to present and be respectful of diverse views and values.
- **Team-work and team-building**
  
  One of the assignments will require students to research and present a topic in small groups.
- **Relations to bosses, officials and the public**

**Communication:**
- **Written communication**
  
  The assignments for this course have been designed to promote different forms of communication. To develop their written skills, students write a research essay on a related topic.
- **Oral Communication**
  
  The assignments for this course have been designed to promote different forms of communication. Students do an oral presentation on a case study of inter-government planning with Indigenous peoples.
- **Graphic Communication**
  
  The assignments for this course have been designed to promote different forms of communication. Students explore visual means of communication through a photo essay on Indigeneity in the city. For the final assignment students may also elect to present their result in a non-traditional essay format (e.g. website, video).
- **Use of information technology**

**Professionalism:**
- **Managing complexity, uncertainty and change**
- **Learning from practice**
  
  The course’s focus on innovative case studies will provide students with numerous opportunities to learn from practice. It also prompts reflection on the ethical dilemmas that may arise when planning with Indigenous peoples.
- **Handling ethical dilemmas**
Appendix B: Department, Faculty, and University Policies & Regulations

Students are encouraged to seek out the Course Instructor if they feel in any way uncomfortable with the class procedures or if they feel that they need additional feedback on their progress or on issues like course content, procedures or any other aspect of the course work.

All assignments must credit the sources of all materials (visual, verbal and written) that are not the student’s own and a style guide must be given. All illustrations, tables and diagrams should have captions that identify what they are and explain what relevance they have to the text.

All students must conduct themselves according to the essential standards of academic integrity. They should refer to the current General Calendar for the University’s General Academic Regulations and Policy governing, inter alia, Attendance, plagiarism and cheating, Debarment, Incompletes, deferred Examinations, Appeals Probation and Academic Suspension, Voluntary Withdrawal from Programs and Courses, and Hold Status.

Below is a summary of some of the most important academic regulations and policy. Students should also refer to the current General Calendar for the University of Manitoba, as well as the Faculty of Architecture’s Regulations and Coursework Requirements.

Style Guide: APA (see: www.apastyle.org)

Attendance
A sign-in sheet may be used. University of Manitoba General Academic Regulations and Policy allow debarment from classes and examinations for persistent non-attendance. (Unless a specific number of days or percentage of class time is listed, students cannot be disciplined).

Students must attend all lectures, laboratories and studios in accordance with the sections assigned on the University of Manitoba Website. Students who attend the wrong section or course will receive a grade F or F/NP. Students must also attend and participate in all final studio reviews.

Regular attendance is expected of all students in all courses. The Head of City Planning may initiate, at the request of an instructor, procedures to bar a student from attending classes, studios and final examinations, and/or from receiving credit where unexcused absences exceed 20 per cent of the scheduled classes. Students so barred will have failed the course.

Late Submissions & Deferrals
Students must speak to the Instructor and provide a medical note to the General Office for the student’s file. Requests for deferrals are to be submitted to the General Office, 201 Russell Building, for circulation to the Course Instructor.

Withdrawal from class
http://umanitoba.ca/student/records/leave_return/695.html

Voluntary Withdrawal

- Fall Term Courses – November 17, 2017
- Fall/Winter Term Courses: January 16, 2018
- Winter Term and Courses – March 16, 2018

Students should refer to the General Calendar for the procedures involved. Students are advised to seek an appointment with the course instructor to discuss their individual performance in the course prior to the withdrawal date if they are concerned or are considering withdrawal. Written Evaluative feedback must be given to students before the final date for voluntary withdrawal.
Weighting for Final Grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>G.P.A.</th>
<th>Range</th>
<th>Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.5</td>
<td>4.26 – 4.50</td>
<td>90-100</td>
</tr>
<tr>
<td>A</td>
<td>4</td>
<td>3.76 – 4.25</td>
<td>80-89</td>
</tr>
<tr>
<td>B+</td>
<td>3.5</td>
<td>3.26 – 3.75</td>
<td>75-79</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
<td>2.76 – 3.25</td>
<td>70-74</td>
</tr>
<tr>
<td>C+</td>
<td>2.5</td>
<td>2.26 – 2.75</td>
<td>65-69</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>1.90 - 2.25</td>
<td>60-64</td>
</tr>
<tr>
<td>D</td>
<td>1</td>
<td>1.00 – 1.89</td>
<td>50-59</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>0-49</td>
<td>Failure</td>
</tr>
</tbody>
</table>

C is a failure for graduate students, but passing for undergraduate students
D is a failure for undergraduate students in this faculty.

Any test(s) which have an aggregate value of more than 20% of the total value of the course, may not be scheduled to take place during the fourteen calendar days ending with the last day of class in either term during the regular academic session as defined in the University Calendar.

No project or assignment may be announced during the periods outlined above, unless contained in the information provided to all students during the first week of classes

Incomplete Status
Students are reminded that it is their responsibility to initiate an application for Incomplete Status in the course. Approval of an incomplete grade classification is not automatic and will depend on the assessment of the circumstances by the Course Instructor. Work must be handed in on due dates regardless of the state of completion in order to be considered for Incomplete Status. An incomplete grade will not be assigned except for medical reasons or for compassionate grounds at the discretion of the Course Instructor.

An Incomplete Grade form must be submitted by the instructor with the grade register or the incomplete will not be recorded.

Appeals
For both the Appeal for Term Work and Final Grade Appeals, there is a charge per appeal, which is refundable if the grade is raised. No grade may be lowered as a result of filing an appeal.

**Term Work Appeals:** Students may formally appeal a grade received for term work provided that the matter has been discussed with the instructor or Department Head in the first instance in an attempt to resolve the issue, without the need of formal appeal. Term work grades normally may be appealed up to ten working days after the grades for the term work have been made available to the student. Students may obtain the form “Application for Appealing a Grade Given for Term Work” from the general office.

**Final Grade Appeals:** Final grades may be appealed up to 21 days after final grades have been released. Grade Appeal forms are available from the Registrar’s Office. Again, every effort must be made to discuss the matter with the instructor in an attempt to resolve the issue before resorting to the appeal process.

Policies Related to Student Discipline

**Academic Dishonesty:** You should acquaint yourself with the University's policy on plagiarism, cheating, and examination impersonation as detailed in the General Academic Regulations and Policy section of
Plagiarism: To plagiarize is to take ideas or words of another person and pass them off as one’s own. In short, it is stealing something intangible rather than an object. Plagiarism applies to any written work, in traditional or electronic format, design studio and graphic communication work, as well as orally or verbally presented work. It is not necessary to state the source of well-known or easily verifiable facts, but students are expected to appropriately acknowledge the sources of ideas and expressions they use in their written work, whether quoted directly or paraphrased. This applies to diagrams, statistical tables and the like, as well as to written material, and materials or information from Internet sources.

To provide adequate and correct documentation is not only an indication of academic honesty but is also a courtesy, which enables the reader to consult these sources with ease. Failure to provide appropriate citations constitutes plagiarism. It will also be considered plagiarism and/or cheating if a student submits a term paper written in whole or in part by someone other than him/herself, or copies the answer or answers of another student in any test, examination, or take-home assignment.

Cheating - Examination Impersonation: Cheating in examinations or tests may take the form of copying from another student or bringing unauthorized materials into the exam room (e.g. crib notes, pagers or cell phones). Exam cheating can also include exam impersonation (please see: General Academic Regulations and Requirements of the University of Manitoba General Calendar on Exam Personation). A student found guilty of contributing to cheating in examinations or term assignments is also subject to serious academic penalty.

Other Forms of Cheating – Inappropriate Collaboration and Duplicate Submission: Working with other students on assignments, laboratory work, take-home tests, or on-line tests (when this is not permitted by the instructor) can constitute inappropriate collaboration and may be subject to penalty under the Student Discipline By-Law. An assignment that is prepared and submitted for one course must not be used for a different course. This is called “duplicate submission” and represents a form of cheating.

The University of Manitoba General Calendar states that Plagiarism or any other form of cheating in examinations, term tests or academic work is subject to serious academic penalty (e.g. suspension or expulsion from the faculty or university). When in doubt about any practice, ask your professor or instructor.

Vandalism: Vandalism to personal and University property, including library materials, is punishable under the University Student Discipline Bylaw and the Criminal Code. Students are reminded that punishment can include expulsion from the University

Inappropriate and Disruptive Student Behaviour:
http://umanitoba.ca/admin/governance/governing_documents/students/279.html

Policy on Respectful Work and Learning Environment
http://umanitoba.ca/admin/governance/governing_documents/community/566.html

Accessibility Policy for Student with Disabilities
http://umanitoba.ca/admin/governance/governing_documents/students/281.html

ROASS (Responsibilities of Academic Staff with Regard to Students)
Students should refer to the current General Calendar for The University of Manitoba Policy on the Responsibilities of Academic Staff with Regard to Students, Sexual Harassment Policy and responsibility of the Office of Student Advocacy.

**It is strongly advised that students keep copies of course outlines provided by Instructors. Course Calendar descriptions of outlines are available on the Web and the Registrar’s office can
provide official copies at a fee. If students request the extended version of outlines from the Faculty, they will be charged $25.00 per course outline*

Appendix C: Additional Resources & Student Services

Writing and Study Skills Support
The Academic Learning Centre (ALC) offers services that may be helpful to you as you fulfill the requirements for this course. Through the ALC, you may meet with a study skills specialist to discuss concerns such as time management, reading and note-taking strategies, and test-taking strategies. You may also meet one-on-one with a writing tutor who can give you feedback at any stage of the writing process, whether you are just beginning to work on a written assignment or already have a draft. Writing tutors can also give you feedback if you submit a draft of your paper online. (Please note that the online tutors require 48 hours, from Mondays to Fridays, to return your paper with comments.)

All Academic Learning Centre services are free for UofM students. For more information, please visit the Academic Learning Centre website at umanitoba.ca/student/academiclearning/

You can also talk to a member of the Academic Learning staff by calling 480-1481 or by dropping in at 201 Tier Building.

Student Accessibility Services
Student Accessibility Services (SAS) provides support and advocacy for students with disabilities of all kinds: hearing, learning, injury-related, mental health, medical, physical or visual. Students with temporary disabilities such as sprains and breaks are also eligible to use our services. SAS acts as a liaison between students and the faculty and staff of the University of Manitoba as well as support agencies within the province of Manitoba. Please phone: 474-6213 (voice) or 474-9690 (TTY) for service.

Student Counselling Centre
Student Counselling Centre (SCC) offers individual, couple or family counselling in individual and groups formats. Please phone: 474-8592 or visit SCC at 474 University Centre.

University of Manitoba Libraries (UML)
As the primary contact for all research needs, your liaison librarian can play a vital role when completing academic papers and assignments. Liaisons can answer questions about managing citations, or locating appropriate resources, and will address any other concerns you may have, regarding the research process. Liaisons can be contacted by email or phone, and are also available to meet with you in-person. A complete list of liaison librarians can be found by subject: http://bit.ly/WcEbA1 or name: http://bit.ly/1tJ0bB4. In addition, general library assistance is provided in person at 19 University Libraries, located on both the Fort Garry and Bannatyne campuses, as well as in many Winnipeg hospitals. For a listing of all libraries, please consult the following: http://bit.ly/1sXe6RA. When working remotely, students can also receive help online, via the Ask-a-Librarian chat found on the Libraries’ homepage:www.umanitoba.ca/libraries.

The English Language Centre has workshop and programs in advanced academic and health-sciences English. (Located at 520, University Centre)
Planning and Design in the Multicultural Metropolis

*Shared City* Mural, Belfast, Ireland (Source: http://underagreysky.com/)

Instructor: Willow S. Lung-Amam, Ph.D.
lungamam@umd.edu
ARCH (Building 145), #1227
T: (301) 405-6289
F: (301) 314-9583
www.arch.umd.edu/ursp/faculty/willow-lung-amam

Office Hours: By appointment with instructor. For those that find it difficult to make an afternoon appointment, I will also make myself available after class.

Class Information: 3 units
Wednesday, 4:00 – 6:30pm
ARCH (Building 145), Classroom #1119
Course website on ELMS (www.elms.umd.edu)
No prerequisites required
Fulfills the "social planning" requirement in URSP

Course Description

Within the next half century, the U.S. will become a majority-minority nation. In social movements across the globe, marginalized groups are pressing for social and spatial justice, while at the same time, economic globalization, mass communication, and immigration are helping to loosen the fixity of national borders and identities. Caught in the crosshairs of these shifts, cities have become, more than ever, zones of interaction and encounters with ethno-cultural difference and platforms for a politics of difference. The terrain of today's multicultural metropolis presents both challenges and opportunities. On the one hand, increasing interethnic and intercultural mixing has led to conflicts, contests, and clashes over urban space and residents' rights to and in the city. On the other, today's multicultural urban landscape also raises the possibility of more equitable and inclusive urban spaces that can foster a greater respect and tolerance for
Within the next half century, the U.S. will become a majority-minority nation. In social movements across the globe, marginalized groups are pressing for social and spatial justice, while at the same time, economic globalization, mass communication, and immigration are helping to loosen the fixity of national borders and identities. Caught in the crosshairs of these shifts, cities have become, more than ever, zones of interaction and encounters with ethno-cultural difference and platforms for a politics of difference. The terrain of today's multicultural metropolis presents both challenges and opportunities. On the one hand, increasing interethnic and intercultural mixing has led to conflicts, contests, and clashes over urban space and residents' rights to and in the city. On the other, today's multicultural urban landscape also raises the possibility of more equitable and inclusive urban spaces that can foster a greater respect and tolerance for difference, urban social justice, and new ways of living together and sharing space in the city.

This course explores theoretical, ethical, and practical questions about today's multicultural metropolis. It is primarily focused on the U.S., but will draw on select examples from abroad. It will address trends driving immigration and the increasing racial and ethnic diversity in cities and draw on theories of equitable and inclusive cities, multicultural and intercultural planning, and the politics of difference to explore its attendant challenges and opportunities. It will examine strategies for dealing with conflicting and sometimes competing uses and users, and fostering spaces that meet the needs, preferences, values, and meanings of different racial, ethnic, and cultural groups as well as social equity through the design of the built environment and urban policy.

The course is divided into three parts. In the first part, we will explore the emerging social and spatial landscape of urban diversity, with a focus on the DC Metro area. How are the changing patterns of race, class, immigration, and ethno-cultural diversity shaping new social geographies and various forms, meanings, and uses of urban space? What kinds of questions do increasing immigration and the co-mingling of residents of various nationalities, ethnicities, and cultures raise regarding the design of cities and urban policy? In the second and most substantive part of the course, we will explore the challenges and opportunities for fostering urban diversity and a just metropolis. We will look at both the ways in which social inequality and segregation are reinforced through the politics, policies, and design of the built environment as well as strategies for fostering and nurturing inclusive and equitable urban spaces through city design and policy. And in the final section, we will theorize just cities and students will present their own visions for how we can achieve more equitable and diverse urban futures.

**Course Objectives**

By the end of the semester, students should:

- Be familiar with important trends and forces behind the reshaping of geographies of race, class, and immigration in the metropolis today, particularly in the Washington DC area;
- Articulate ways that ethno-cultural diversity and immigration present both challenges and opportunities for urban planning, policy-making, and design scholarship and practice;
- Engage thoughtfully, respectfully, and honestly with community residents and other students around issues of race, urban inequality, and cultural difference;
- Be familiar with various planning and policy tools to deal with address issues of social and spatial inequality;
- Demonstrate self-reflexivity regarding the ways in which issues of race, immigration, and inequality affect their own ideas about and experiences of urban space, as well as their scholarship and/or planning and design practice;
- Develop an eye for “looking at cities” and being able to ask questions about the processes that produce urban form;
- Articulate a vision of what a socially and racially just or equitable city might look like and appropriate tools of policy and planning practice that could be used to achieve this vision; and
- Hone their professional presentation skills and analytical writing skills.

**Assignments & Grading**

**Grade Scale:**

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<tr>
<th>LTR</th>
<th>Q.P.</th>
<th>PCT.</th>
<th>CRITERIA</th>
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<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
<td>97-100%</td>
<td>Denotes excellent mastery of the subject and outstanding scholarship.</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
<td>94-97%</td>
<td>Denotes excellent mastery of the subject and outstanding scholarship.</td>
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<tr>
<td>A-</td>
<td>3.7</td>
<td>90-93%</td>
<td>Denotes excellent mastery of the subject and outstanding scholarship.</td>
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<tr>
<td>B+</td>
<td>3.3</td>
<td>87-89%</td>
<td>Denotes good mastery of the subject and good scholarship.</td>
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<tr>
<td>B</td>
<td>3.0</td>
<td>84-86%</td>
<td>Denotes good mastery of the subject and good scholarship. <em>(Minimum GPA for Graduates in Major)</em></td>
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<tr>
<td>B-</td>
<td>2.7</td>
<td>80-83%</td>
<td>Denotes good mastery of the subject and good scholarship. <em>(Minimum grade for Graduate Credit)</em></td>
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<tr>
<td>C+</td>
<td>2.3</td>
<td>77-79%</td>
<td>Denotes acceptable mastery of the subject.</td>
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<tr>
<td>C</td>
<td>2.0</td>
<td>73-76%</td>
<td>Denotes acceptable mastery of the subject. <em>(Minimum GPA for Undergraduates in Major)</em></td>
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<tr>
<td>C-</td>
<td>1.7</td>
<td>70-72%</td>
<td>Denotes acceptable mastery of the subject. <em>(Minimum grade for Undergraduate Credit)</em></td>
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<tr>
<td>D+</td>
<td>1.3</td>
<td>67-69%</td>
<td>Denotes borderline understanding of the subject, marginal performance, and it does not represent satisfactory progress toward a degree.</td>
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<tr>
<td>D</td>
<td>1.0</td>
<td>63-66%</td>
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<tr>
<td>D-</td>
<td>0.7</td>
<td>60-62%</td>
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<tr>
<td>F</td>
<td>0.0</td>
<td>Below 60%</td>
<td>Denotes failure to understand the subject and unsatisfactory performance.</td>
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<td>I</td>
<td>INC</td>
<td></td>
<td>Incomplete -- Due to illness or a family emergency. Incomplete Contract is to be signed by student and instructor.</td>
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Participation: 20%
Course journal: 15%
Reading analysis: 10%
Walking tour reflections: 10%
Gentrification position paper: 20%
Just city presentation and paper: 25%
Max extra credit: 5%

*Please check ELMS under each assignment grading rubrics.*
Participation: Because this is largely a discussion course, one of the students’ primary responsibilities is active participation. Readings should be completed by the date they are listed on the syllabus. Students should come to class with copies of the readings and be prepared to make comments, ask questions, actively listen, and respectfully engage with others about the readings in a professional and productive manner. Please be on time. Absences or coming late to class will result in lowered participation grades. Midterm and final participation grades will be assessed based on class attendance and the students’ contribution to critical, inclusive, and productive course discussions.

Course journal: Because this course asks you to confront many difficult and sometimes personal questions, it is important that students have a safe space to reflect outside of the classroom. Please keep a digital journal for this class in a Word file. This journal is meant to give you a chance to chance to say things that you might not have felt comfortable to say in class and to extend your learning. You may reflect on the week’s discussion, readings, or activities, what they meant to you, any questions, issues, concerns, or thoughts you still have about them. Were you surprised or offended by a point made by one of your peers or an author? What did their arguments bring up for you? Your entries should make pointed connections between events, feelings, experiences, or thoughts and course materials, class activities, discussions, or ideas sparked by the class. You may write in your journal at any time, however, as a requirement of the class, you will be required to make at least six journal entries during the semester—three during the first half of the semester and three during the second half. This includes responding to any prompts posted by the Instructor following a class. Any journal entries beyond the required six may be counted towards extra credit, according to the terms as explained below. While there is no specified length for a journal entry, a two to four paragraph reflection is typical. Course journals should be upload onto ELMS for midterm grading with at least three entries by October 11th at 4:00pm, and for final grading with at least six entries by December 6th at 4:00pm. Do not wait until the midterm or final journals are due to write in your journals. It will be apparent in your writing. The best time to write is on Wednesday evenings after class when the ideas are fresh in your mind. Please note that unlike other assignments, these will only be graded on a five-point scale, wherein 95% for an A; 85% for a B; 75% for a C; 65% for a D; and 55% for an F.

Reading analysis: For each class, one or more student(s) will prepare a short, 5 to 7-minute, presentation on the main themes, questions and/or issues that the assigned readings and movies raise. Students’ should include all the readings or movies for that week in their analysis. Their analysis should summarize the main points of the readings or movie, and a set of questions that the student(s) think would be good for discussion. It should demonstrate that you have read or watched the materials, understood their main points or arguments, and are able to critically engage or analyze them. Good questions are those that try to punch holes in the main ideas, methods, or conclusion, make connections among various readings or themes of the course, or extend the author’s main concepts or points into the real world (relating to your or others’ experiences). Students should post a copy of their presentation in the ELMS under the assignment tab by Wednesday at 4:00pm of the week that he/she is presenting, bring a copy of their presentation to class, and be prepared to introduce their analysis in class to help launch our discussions. Sign-up sheets will be passed around in class.

Walking tour reflections: During the week of September 13th you are asked to conduct self-guided walking tours of two diverse communities in Maryland—Wheaton and Langley Park. These communities are both close to the University and home to diverse immigrant populations. The point of the walking tour is to, “learn by seeing” the ways in which the built environment has been shaped in by its users, private capital, and public investments to accommodate different groups. What are some of signs and symbols diverse groups’
presence that you see in these communities? What are some of the ways in which the built environment and local community is responding to the presence of new communities? How are the social and human service needs of these communities being met? Do you see residents making adaptations to the built environment themselves? What are some of the ongoing physical and social planning challenges that you can observe through close observation of the urban landscape? Also take note of how you are feeling during your tours and how your social identity (race, cultural, class, gender, where you grew up etc.), familiarity with or assumptions about this community or its residents affect your experience. Please make sure to bring a camera, paper and pencil for taking notes about what you are seeing and hearing.

Refer to the “Fieldwork, Travel, and Safety” procedures outlined below and follow the safety guidelines closely. In addition, please try to do the tour in groups. This is not only good for safety, but also because you tend to notice more things and be able to reflect better on what you are seeing in groups. We will try to arrange these groups in class, but feel free to arrange on your own. After completing the walking tour, please write a three to five-page individual reflection including pictures, when appropriate, on what you saw and what it tells you about the needs and desires of the neighborhoods’ residents. In what ways did planners, designers, and policy makers respond or fail to respond to the needs of residents? What other forces are affecting the ways in which the built environment is being structured or altered to meet the needs of residents? How do different social identities influence one’s experiences of different urban places? Including reference to the readings, when appropriate. Upload your reflection on ELMS under the appropriate assignment tab by 4:00pm on Wednesday, September 20th.

Gentrification position paper: For this assignment, you are asked to analyze arguments about the “help or harm” of gentrification, stake a position on the debate, and analyze one issue related to the debate, including potential policy responses. For the first part of the paper, you should engage the following questions: 1) How do you define gentrification? Do you find the term to be helpful in analyzing certain types of neighborhood change? Why or why not? 2) What are the arguments about the help and harm of gentrification? and 3) State your position on the issue. In what ways do you agree/disagree with those that suggest that there are “benefits” to gentrification and in what ways do you agree/disagree with those arguing for the “harm” that gentrification causes to neighborhoods?

In the second part of your paper, you are to pick one issue that you think is important to address within the debate, analyze its relationship to gentrification, and suggest some directions for public policy or planning that can maximize the benefits and/or address the harms of gentrification. For this part of the paper, you should engage the following questions: 1) How does gentrification relate to the issue that you are concerned with? How does trends in gentrification negatively or positively affect the issue?; 2) What are some policy or planning solutions for your issue that can mitigate some of the harmful effects and/or maximize the benefits of gentrification?; and 3) What are the trade-offs of different policy options? This part of the paper offers you the opportunity to dig deeply into an issue that is important to you, such as those related to biking, sense of community, affordable housing, neighborhood diversity, segregation, small businesses, transit-oriented development, school equity, or food justice. The more specific in selecting an issue, the more successful you will be in finding potential policy and planning-related solutions.

This project will require you to go beyond the class readings, films and discussion to do research on gentrification and on the issue area that you choose to focus on for policy- and planning-related responses. You must cite at least two sources outside course material in your paper. Feel free to come talk to me about resources and the issues that you are thinking about addressing. In addition to other source
documents, I also encourage you to use this paper as an opportunity to explore your own personal experiences with gentrification as a form of knowledge that can help to inform your argument.

Your final product should be a ten to twelve-page paper that makes a compelling, cohesive, and well-articulated argument. Please use the formatting guidelines discussed under "Paper and Presentation Formatting & Tips" below. All papers should be posted on ELMS under the assignment tab by Wednesday, October 25th at 4:00pm. On that day, we will also have an in-class debate that engages different sides of the debate and related issues. Please make sure that you are prepared to defend your arguments.

Just city paper and presentation: This is a chance for you to synthesize what the materials in this class have meant to you in terms of your own future practice, research, and/or personal and professional life by speaking to what your ideal just city or just urban space looks like. The assignment is to present about a space that represents a "just space" to you. This place could be small (an urban park) or large (a city or region). It may be somewhere you have been, a fictional place, somewhere you have heard about, but never been, or a composite of places or things that convey important components or concepts. The place or places should meaningfully express what you believe personally and professionally about the concept of justice and how it can shape the future of cities and city building. To do so, you may need to spend some time researching the history, spatial qualities, and uses of the place or places you choose.

You should present your space to the class using any number of mediums—you may hand draw an image, make a computer graphic, photograph a place, or compose a collage of a place or places that represent the spatial qualities and values you are most interested in. Alternatively, you could express your ideas about spatial justice through a non-visual medium like a song, poem, or action—may you want to volunteer for an organization, write a play, or present your ideas in a public forum, such as a TedxUMD. You medium of expression should be a meaningful expression of the ways in which you think about the concept of justice. You will present your ideas in a five to seven-minute presentation to the class on December 13th. In your presentation, discuss why you have chosen this place (why it represents a just space to you), why you choose the medium or format of presentation, and the important qualities of the space that make it just, and at least one policy or planning change or action that needs to happen to achieve this vision. Your analysis should engage some of the concerns around social and spatial equity, diversity, and multiplicity of values, ideals, and needs that we explored in the course. Please practice your presentation so that you do not extend your allotted time. Going beyond your time will count against your grade and you may be cut off. All presentations should be posted on ELMS by Tuesday, December 13th at midnight. Please also compose an eight to ten-page written paper that engages the same questions, using the formatting guidelines discussed below. All papers are should be posted on ELMS by December 13th at midnight. If the format of your presentation does not lend itself to upload, you may take a picture of it or turn it into in class on the day of your presentation.

Extra credit

I like to encourage students to take this course, not only as a means to a degree, but also as a means to becoming a more curious and conscious citizen of the world. Accordingly, I encourage you to use the ideas and interests sparked in the class to extend you learning in various ways. Attend a related event, lecture, conference; volunteer for a community-based group working on related issues; write additional reflections in your journal; write a blog or an op-ed; engage with your fellow students in the online community forum; or
take a tour of a diverse neighborhood that you have never been to. Your efforts will be rewarded, not only personally and professionally, but also in class. Any number of activities may count as extra credit if they relate to course themes and represents a new activity or initiative that the student was not already engaged in prior to the class. If you are not sure whether an activity will be counted as extra credit, please feel free to talk to me.

To receive extra credit, you must write a reflection of no more than two pages describing the activity, its relationship to the themes of the course, and what you learned from it that can extend your personal or professional goals. These write up must be posted on ELMS by Wednesday, December 13th at midnight in order to receive credit. All extra credit will be assigned at the end of the semester, and assessed on a case-by-case basis by the Instructor, but will not exceed 5% of your overall grade.

**Course Policies, Procedures, and Expectations**

*Paper and Presentation Formatting & Tips:* All papers turned in for grading should be written in 12-point, Time New Roman font. Papers should be double-spaced with at least a 1” margin on all sides. Citations should use Chicago Manual style. Presentations should generally be done in Power Point, through other formats such as Prezi may also be used (please consult me if you are considering another format). Some good rules of thumb when putting together professional presentations include: 1) Use legible type (no less than 24 pt.); 2) be concise (key points, not sentences); 3) use images to help you (a picture says a thousand words, it’s true); 4) limited number (a good rule is one slide per minute); 5) use special effects sparingly (if at all); 6) keep it simple (flashy backgrounds and fonts often go badly—focus on readability and clarity); 7) still cite appropriate (even images); and the most importantly—PRACTICE, PRACTICE, PRACTICE!

*Group Work:* You may need to work in groups for some assignments in this class. In working in groups, students are expected to work collaboratively to develop shared goals, objectives, methods, and analysis. While dividing work makes sense at some points, groups must coordinate and communicate on a regular basis to make sure that they are moving towards a shared product.

*Class Correspondence:* Throughout the semester, I will send course-related content via e-mail that may include any announcements regarding class cancellations, university-wide emergencies, room changes, assignments, or other time-sensitive material. Students are responsible for checking their e-mails and course website on a regular basis, and for any content that I send out. Course notifications will be sent through ELMS, so please make sure that your information is up-to-date and your notification preferences are set accordingly. I will also send around a student information sheet on the first day of class. If the contact information you put on here changes, please notify me as soon as possible.

I invite students to visit, call, or e-mail to discuss issues, ideas, suggestions, or questions related to the course. I will generally be available to address any student questions, problems, or concerns immediately before or after class. You may visit me during office hours or contact me for an appointment. Otherwise, email is the best way to reach me. I will generally respond to your emails within 48 hours during the week, but not on the weekend. I have a mailbox in the main office of the Architecture Building (ask at the front desk), where you can leave me written materials, but please email me to also let me know that you have left materials for me there.
Late Assignments and Make-up Work: Unless students have received an extension, assignments not received on the date and time specified in the assignment will be considered one day late. Assignments received 24 hours after that will be considered two days late, and so on. For every day late, work will be assessed a one letter grade penalty off the grade the work earns before any penalty is assessed. After 5 days, unless excused, assignments will not be accepted and students will receive a zero for the assignment. Make-up work is available for students who have excused absences, but must be coordinated directly with the Instructor.

Fieldwork, Travel, and Safety: For this class, you are required to conduct field visits to various communities. You are strongly encouraged to conduct any and all visits in groups and think about personal safety while visiting conducting fieldwork and otherwise traveling for this course. It is important for students to exercise caution while walking crossing streets—crossing only at marked crosswalks with the signal, and not stopping in the street to take pictures. Avoid taking pictures of people during site visits. Pay close attention to your surroundings and leave the area immediately if you feel unsafe.

Laptops & Other Electronic Gadgets: Laptops are permitted in the class, but should only to be used for viewing electronic copies of reading materials and taking notes. If you are surfing the web or doing another non-course related activity, it is not only distracting to you, but others around you. If this becomes a problem, I reserve the right to restrict the use of computers in the classroom. All other electronic gadgets should be shut off or on silent during class time.

University Policies and Resources. The University’s Course Related Policies site (http://ugst.umd.edu/courserelatedpolicies.html) contains the most up-to-date information about university policies. This includes policies regarding academic integrity, student codes of conduct, sexual misconduct, non-discrimination, accessibility, attendance, communication, grades, intellectual property, course evaluations and other issues. It is your responsibility to understand your rights and responsibilities as expressed in these policies. In addition to university policies, the site also provides information about valuable resources to support academic success in this and other courses, as well as overall health and well-being during your time at the UMD. This includes resources on ELMS, learning assistance and tutoring, writing, libraries, health care, campus advocates, counseling and mental health, and other issues. Please let me know if you have any questions about these policies or resources.

Course Materials

Required Readings: There are two required textbooks for this course. All other course readings will be posted on ELMS at least a week before they are due or should be directly accessed online, as indicated. All students should have read assigned readings for that week before arriving to class. If students have additional readings that they would like to suggest, please let me know and I will consider distributing them to the class as alternative or supplemental readings. The required textbooks are available for purchase at the University Book Center and are on reserve at the Architecture Library.

Required textbooks:


**Required films**: All required films will be put on reserve for viewing at Hornbake Library’s Nonprint Media Services Desk and will be put on ELMS website for streaming under the “Modules” tab approximately one week before they are due.

**Course Calendar**

*Please Note*: As I try to adjust the course throughout the year to meet objectives and respond to student feedback, course materials or calendar may be subject to change. I will announce any changes regarding in the readings or calendar via ELMS as well as post any new readings on ELMS at least one week before class.

**August 30: Course Introduction and Overview**

In this session, students will receive a preview to the entire semester and get to know each other.

**September 6: Of Race and Urban Space**


**Part I: The Emerging Multicultural Metropolis**

**September 13: The Emerging Multicultural Metropolis in DC and Beyond**


Price, Marie and Audrey Singer. "Edge Gateways: Immigrants, Suburbs, and the Politics of Reception in

**Assignment:** Take self-guided walking tours of Langley Park and Wheaton

**September 20: Cities of Difference and the Politics of Reception**


**Watch on your Own:** Park, Annabel and Eric Byler. *9500 Liberty*. 2009.


**Assignment Due:** Walking tour reflections.

**Part II: The Challenges to and Possibilities of Urban Diversity and a Just Metropolis**

**September 27: Segregating the City**


**Watch on your Own:** Freidrichs, Chad, Dir. *The Pruitt-Igoe Myth*. Unicorn Stencil, 2011.


**October 4: Ongoing Causes and Consequences of Segregation**

Desmond, Matthew. “Prologue” “Rat Hole” (Chapter 6) and “Out” (Part Two). In *Eviction: Poverty and*


October 11: Promoting Access to Opportunity and Opportunity in Communities


Assignment Due: Midterm course journal.

October 18: Gentrification and Its Discontents


Watch on your Own: Anderson, Kelly, Dir. My Brooklyn. 2012.

October 25: The Neoliberal City and the Privatization of Public Space

Low, Setha. "Unlocking the Gates" (Chapter 1), "Fear of Others" (Chapter 7), and "Niceness and Property Values" (Chapter 8). In Behind the Gates: Life, Security, and the Pursuit of Happiness in Fortress America. Routledge, 2003.


**Assignment Due:** Gentrification position paper. In-class debate.

**November 1: Race and Privilege in the Making of Urban Landscapes**


*This class will be held jointly with AMST 851: Interpretation of Cultural Landscapes in Tawes Fine Arts Bldg. #0134.*

**November 8: Designing Equitable and Inclusive Cities and Neighborhoods**


*Watch on Your Own:* Bezalel, Ronit, Dir. 70 Acres in Chicago. 2016.

**November 15: Towards Environmental Justice**


*Guest Lecturer*: Dr. Marcus Hendrix

**November 22**: No Class. Happy Turkey Day!

**Part III: Making a Space for Difference in Planning and the Design of Cities**

**November 29: Urban Planning Processes and Politics**


**December 6**: Towards a Just and Diverse Urban Future


**Assignment Due**: Final course journal

**December 13**: Just City Presentations

**Assignment due**: Just city presentations

**Assignment due**: Just city paper

**Teaching Philosophy**
I view teaching as an extension of my work as a social and environmental justice activist and community planner and designer. I want to develop students’ skills, creativity, and courage them to act as socially and environmentally responsible citizens, stewards, and leaders to build more equitable and enjoyable cities and urban places. I aim to challenge their assumptions, critically engage their values and beliefs, and foster compassionate listeners, who are empathetic, aware, and open to difference.

I believe that we have to work together to solve big problems. Global climate change, rising income inequality, urban sprawl, racism, entrenched poverty, food insecurity, and other twenty-first century challenges are complex problems that require that we learn to work with others respectively and responsibility. This means that sometimes we will have to take charge to get things done, and other times sit back and listen; sometimes we will do more than our own “fair share,” and at other times we will do less. Working together is never easy, but it teaches us how to act as a community and as common citizens on the planet. We must learn to honor what each person brings to the table.

I believe that our best learning happens when we have an open mind and a respectful disposition. We all have prejudices, stereotypes, and ideas about the way things should be. We must be honest with ourselves about the baggage (good and bad) that we carry into the classroom. Our ideas, meanings, experiences, and goals matter, but are not universally held. When we tackle hard questions, others’ often challenge our most deeply held values and beliefs, but offer opportunities for deep learning. While you may not always agree, with a little empathy, a positive attitude, and an open mind, you can always learn something new.

I believe in student-centered learning. I don’t like to lecture at you because I think you learn best when given an opportunity to play with new ideas, talk about them, see them through the lens of your own experience and that of others, reflect on them, and apply them in different contexts. Learning new ideas involves a process of meaning-making that is different for each person. It is hard, and sometimes painful, work.

I believe that every class is different. Everyone comes with different needs, expectations, and goals, so what works for one, might not work for another. I like to get feedback early and often, and use many different mediums to speak to students’ different learning styles.

I do not believe in the separation of the classroom from the “real world.” You are already in the real world, need opportunities to confront hard questions and apply new ideas with people beyond your peer group. Interacting with people and communities outside the classroom will test your personal and professional skills and beliefs in new ways. It will help you hone your “soft skills”—communicating with, listening to, and building trust and rapport with people different than yourself—that will likely prove just as important to your career as the “hard skills” stressed in most of your course work.

I believe that I am training the next generation of change agents. Tackling the big problems requires courage, conviction, and compassion for one another (and all others living beings on the planet). To create a more socially and environmentally just and sustainable future, we have to dream big, work hard, keep our goals in mind, our head on our shoulders, and let our hearts lead the way.

About Me
This is my fifth year as Assistant Professor at the University of Maryland, College Park in the Urban Studies and Planning Program and my first year as Director of Community Development at the National Center for Smart Growth Research and education. My scholarship focuses on link between social inequality and the built environment. I have written extensively on immigrant suburbanization, including my most recent book, *Trespassers? Asian American and the Battle for Suburbia*. Other recent projects have focused on the politics of equitable development, gentrification, suburban poverty, and geographies of opportunity. My research has been supported by Ford Foundation, Andrew W. Mellon Foundation, Environmental Protection Agency, Enterprise Community Partners, and other local, state, and federal agencies and foundations. I have worked professionally on master-planning projects in low-income communities, and with non-profits, public agencies, and private firms on issues of public housing and community development.

At the University of Maryland, I teach graduate and undergraduate courses on issues of urban inequality and diversity, social planning, and community development. I also serve as Affiliate Faculty in the University of Maryland’s Consortium on Race, Gender, and Ethnicity, Department of American Studies, Asian American Studies Program, and Historic Preservation Program and Education and as a Faculty Associate at the Maryland Population Research Center.

I hold a Ph.D in Landscape Architecture and Environmental Planning from the University of California, Berkeley, an M.C.P in Urban Studies and Planning from the University of Maryland, College Park, and a B.S. in Comparative Studies in Race and Ethnicity from Stanford University.

In my “off time,” I’m a proud and busy mother of two active boys (12 and 7), an avid gardener, and lover of fiction, long walks in Rock Creek Park, and yoga. Washington, DC is the first city that I ever fell in love with and a place that I am proud call home.
Race, Arts, and Placemaking

PPD 599
Spring 2017

Thursdays
9:00 AM–12:20 PM
Location: Lewis Hall Room 103

Professor Annette M. Kim
annettek@usc.edu
Office: Lewis Hall 305
Office Hours: by appointment

Course Description and Objectives:
This class explores the inter-relationships between race, arts, and urban space. It positions itself at this underexplored intersection of inquiry. For one it explores the issues and dynamics of race amidst the literature about arts and cultural placemaking in order to consider its absence in the literature and yet its pervasive presence to an understanding of urban space. Conversely, it also explores how the urban development and planning literature might benefit from seriously considering how arts and culture might be a potent realm for expressing and empowering the fuller humanity and agency of marginalized ethnic communities and a strategy for claiming urban space. Furthermore, the class investigates what a spatialized framework might elucidate about arts and race.

The overarching questions pursued during the semester are:
1. What are the different ways we can understand the value of the arts for society in general and for minority communities in particular?
2. What has been problematic about how arts and culture policies have played out in urban space and what are the alternatives?

The learning objectives of this course are:
a. To develop critical thinking by outlining absences and uneven geographies in the art and placemaking literature through reflective essays.
b. To create new knowledge to fill these absences through an oral history final project.
c. To develop inter-disciplinary thinking between art, art history, arts policy, economic development, community development, and cultural geography literatures through the course readings.

Course Materials and Communication:
Overall, the course will use two websites: 1) Blackboard for primarily downloading textual material and online discussions with classmates. 2) Pathbrite for a portfolio compilation of multi-media content to review.

All readings and media content are required to be read and reviewed before the class meets in order to have a dynamic discussion.

Blackboard: registered students will have access to the Blackboard site to locate syllabi, readings, and assignment directions. Please use the syllabus as a guide to keep on track with the course’s materials.
Reading reflection essays to the session’s material is due by the Saturday before class meetings (except for Session 1). The discussion boards are accessed through the Blackboard site. These will be graded primarily for completion rather than quality of writing. These should be brief responses, approximately two paragraphs long. The intention is to provide incentive to prepare before class as well as for the group to have a sense of where classmates are coming from before we meet.

Undergraduates are expected to read all the required reading. Graduate students are expected to read the required and at least two of the advanced readings. All readings are available for all students on the Blackboard site (if you want to read more!).

Pathbrite:  
The course organizes the multi-media content to be reviewed through Pathbrite’s portfolio format for ease of navigation. The course will also have a Pathbrite course site to which students’ oral history projects will be submitted and can be seen by and commented on by classmates.

Final Projects:  
Students will be responsible for working on a final project with two components throughout the course of the semester, to be presented in the final weeks of the term. The project requirements will be presented in more detail with multi-media and ethics training that will be conducted during class sessions to equip students. The 2 components are:

Final Project Component 1: Creation of an oral history video piece at the intersection of race, arts, and placemaking. You must plan ahead for the collection of this oral history. Steps include researching your interviewees as well as their context, arranging to meet the individual you plan to collect your oral history from, preparing interview questions, practicing methods of oral history collection, etc. With your video footage you will integrate it with additional primary documents, academic research, your original writing, photography, secondary video footage, etc. and edit a multi-media oral history. The goal is to construct new knowledge.

Final Project Component 2: Final Paper. A final paper of 2500-3500 words should be informed by the expanded list of readings in the syllabus, and discuss a topic of their choosing in consultation with the professor.

Assignments and Grading:  
The following activities constitute the student’s grade:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
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<tr>
<td>9 short reading reflection essays (5 points each)</td>
<td>45</td>
</tr>
<tr>
<td>Class Participation: discussions</td>
<td>15</td>
</tr>
<tr>
<td>Final project 1: oral history</td>
<td>20</td>
</tr>
<tr>
<td>Final project 2: final reflective essay/paper*</td>
<td>20</td>
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</tbody>
</table>
Grading uses the following system for each assignment:

- >91% = A
- 90-91% = A-
- 88-<90% = B+
- 82-<88% = B
- 80-<82% = B-; etc.

**Statement on Academic Conduct and Support Systems**

**Academic Conduct**

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards*.

https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, http://policy.usc.edu/scientific-misconduct.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* http://equity.usc.edu or to the *Department of Public Safety* http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us. This is important for the safety of the whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. The *Center for Women and Men* http://www.usc.edu/student-affairs/cwm/ provides 24/7 confidential support, and the sexual assault resource center webpage http://sarc.usc.edu describes reporting options and other resources.

**Support Systems**

A number of USC’s schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* http://dornsife.usc.edu/ali, which sponsors courses and workshops specifically for international graduate students. The *Office of Disability Services and Programs* http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* http://emergency.usc.edu will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.
Overview of Topics

1) Introduction: Absent discourses, knowledge and ethics
2) Race and Urban Space 1: Migration, segregation, public policies, public space
3) Race and Urban Space 2: Race, ethnicity, and cultural urbanisms, mobilities, enclaves, territories
4) Race and Arts: Who is an artist? What is art? Artistic Process, Gatekeepers and Positionality
5) Race and Arts: The role of the arts in society, racism in cultural industries
6) Arts and Urban Space: Arts as Economic Development
7) Arts and Urban Space: Placemaking or Placekeeping? Rasquache
8) Participatory Art: Social Practice Art: case studies
9) Race, Art, and Placemaking: The relationship between material and symbolic gentrification
10) Race and Art from the Street: expression, agency, claiming urban space; Krumping, Graffiti, Basquiat
11) Tactics and Strategies

Detailed Schedule

Session # 1 January 11
Introduction: Absent discourses, interdisciplinarity, creation of new knowledge, research ethics. Art as a mechanism for critique

Intro video: Kendrick Lamar “Alright” video:
https://www.youtube.com/watch?v=Z-48u_uWMHY

Readings and materials:


MPL 2015 Katharine Bray’s PPDE 635 final assgt paper on Skid Row


Coates, Ta-Nehisi. “My President was Black: A history of the first African American White House—and of what came next,” the Atlantic, January/February
Reading for Advanced Students:


January 18: Human Subjects Ethics training certification DUE (for those who have not had any training)

Session # 2 January 18
Race and Urban Space 1: Migration, segregation, public policies, public space.

Intro video:
Mark Bradford Interview: Layers of Violence, Louisiana Channel
https://www.youtube.com/watch?v=5BZMiS0XQYs

Readings and Materials:

Claudia Rankine, Citizen.


T-RACES: http://salt.umd.edu/T-RACES/demo/demo.html Map of redlining in Los Angeles, Sample redlining reports


Reading for Advanced Students:


Session #3 January 25
Race and Urban Space 2: Race, ethnicity, and cultural urbanisms, mobilities, enclaves, territories.

Intro videos:
“Question Bridge: Black Males,”: http://questionbridge.com

Matthew McDaniel’s Birth of a Nation documentary: 4:30-end
https://www.youtube.com/watch?v=p4mdl_h65vl

Readings and Materials:
Margaret Crawford keynote video from SLAB’s Contesting the Street’s Symposium: https://www.youtube.com/watch?v=IEGliu4P-Mk


Ch.11 "Landscapes of Black and Brown Los Angeles: A Photo Essay" by Wendy Cheung;
Ch.12 "Spatial Entitlement: Race, Displacement, and Sonic Reclamation in Postwar Los Angeles" by Gaye Theresa Johnson;

Baldwin, James. Collected Essays:
A Letter to My Nephew - James Baldwin
Autobiographical Notes - James Baldwin
Session # 4   February 1
Race and Arts: Who is an artist? What is art? Artistic Process, Gatekeepers and Positionality

Intro video: Ava DuVernay’s Top 10 Rules For Success (@AVAETC)
https://www.youtube.com/watch?v=RG_lR8TxOBk

Readings:
Kerry James Marshall “Mastry”
https://vimeo.com/163582206


Chang, Jeff. Who We Be: the Colorization of America, chapter 8.


Film: “This is the Life” by Ava DuVernay

Reading for Advanced Students (pick two):
Chapter 3: The Black City: The Early Jim Crow Migration Narrative and the New Territory of Race
Chapter 4: Somebody Else’s Civilization: African American Writers, Bohemia, and the New Poetry


Session # 5   February 8
Race and Arts: The role of the arts in society, racism in cultural industries

Intro video: Facing Evil with Maya Angelou
https://www.youtube.com/watch?v=ewvcTjTejZ4

Readings:
http://www.huffingtonpost.com/mutualart/after-an-untimely-death-a_b_98173


Reading for Advanced Students:

Hughes’s "The Negro Artist and the Racial Mountain" (1926): http://www.english.illinois.edu/maps/poets/g_l/hughes/mountain.htm

Session # 6 February 15
Arts and Urban Space: Arts as Economic Development

Guest speaker: Elizabeth Currid-Halkett, James Irvine Chair in Urban and Regional Planning Professor of Public Policy

Readings:

Planning Education and Research 29(3): 262-279.


Session # 7  February 22:
Arts and Urban Space: Placemaking or Placekeeping? Rasquache
Guest speaker: James Rojas

Readings:


“‘Latino Urbanism’ Influences a Los Angeles in Flux” Christopher Hawthorne, Los Angeles Times, December 6, 2014.


“How the arts impact communities”
Session # 8    March 1
Participatory Art: Social Practice as Art
Case Studies on race, social practice, long-term urban interventions

Readings and Materials:


Art as Social Practice Conference at Project Row Houses with Mark Bradford, Theaster Gates, and Rick Lowe: https://www.youtube.com/watch?v=cxr0MKCo9Uc

Reading for Advanced Students (pick two):


Session # 9    March 8
Race, Art, and Placemaking: The relationship between material and symbolic gentrification

Guest speaker: Suzanne Lacy, artist, Roski School of Art

Readings:
Critical Practice Newsletter, Fall 2016

Jackson, M. (2012). Developing Artist-Drive Spaces in Marginalized Communities. Washington DC, Urban Institute


Reading for Advanced Students (pick two):


NO CLASS March 15: USC SPRING BREAK

Session # 10  March 22
Race and Art from the Street: expression, agency, claiming urban space; Krumping, Graffiti, Basquiat,
Guest speaker: Taj Frazier, Associate Professor at Annenberg School, Director of IDEA
Intro video:
Carrie Mae Weems: https://www.youtube.com/watch?v=PA2ZkPpHGaA

Readings and Materials:


Film: *Style Wars* (dir. Tony Silver, 1983) https://www.youtube.com/watch?v=0EW22LzSaJA&list=RD0EW22LzSaJA-t=12

Video: https://www.kcet.org/history-society/krump-dancers-reimagine-public-space

Reading for Advanced Students (pick two):


Session # 11 April 5
Class site visit to Kaos Network, A+P, in Leimert Park
9:30AM at 3401 W. 43rd Place Los Angeles, CA. 90008

Session # 12 April 12
Field Visit: Underground Museum, Megan Steinman, Director

Session # 13 April 19
Presentation and Discussion of Final Oral Histories Project

Session # 14 April 26
MPL exam preparation week

Final Exam Project Due week of May 3
  Part 1: oral history media creation
  Part 2: Essay
Informational Questionnaire:

Student Name: ________________________________________________________

Email: ______________________________________________________________

Phone number: _________________________________________________________

Languages you can speak (intermediate level and above):

What school and program are you in?

Degree Program: Undergrad Masters PhD other _____________

Year in the program: 1 2 3 4

What courses have you taken that provide background for this course?

Any relevant experience in video production before? And do you have any equipment?

Why are you interested in taking this course? What do you hope to learn?
Tufts University
Department of Urban + Environmental Policy + Planning

Developing Sustainable Communities UEP 284 (Spring 2017)
Thursdays: 1.30pm – 4.00pm in Brown House, 97 Talbot Ave

Professor Julian Agyeman, 617-627-4017, julian.agyeman@tufts.edu

Office hours: Wednesday 10:00 am – 5.00pm by appointment

Course Description

This course explores the many challenges of achieving ‘just sustainabilities’ through a critical, coherent and thought provoking overview of moves towards developing sustainable communities.

The course focuses on: improving our quality of life and wellbeing; meeting the needs of both present and future generations (intragenerational and intergenerational equity); justice and equity in terms of recognition, process, procedure, and outcome; living within ecosystem limits (also called ‘one planet living’).

It investigates the theories of sustainable development and the tools and techniques and in what contexts we can move towards the ecological integrity, economic security, empowerment, responsibility and social well-being characteristic of sustainable communities. Case studies are drawn from around the world.

Course Objectives

• To begin to understand the content, processes, and implications of the just sustainabilities agenda
• To begin to understand the principles, tools, and techniques available for developing sustainable communities

Course Book and Readings

The course book is:

**Please note:** The *Required Readings* in this syllabus are either in the Course Book, or are available as PDFs in the relevant class “Resources” folder on Trunk, in boxes that fit each class 1-12. Where the relevant reading/video is a web-based resource, simply click on the URL in the syllabus.

Clearly, to cover the ground of this syllabus will require that students complete all the Required Readings before each class and come to class ready to discuss these readings. I have also added Additional Readings for some classes.

The course is *reading-intensive, discussion-driven* and *hands-on.*

**Assessment**

*Class Participation* 10%

Active class participation is a crucial part of this seminar and makes 10% of your final grade. Think of it as an *intellectual potluck:* the more that is brought to the table by students, the more we all learn. To achieve full marks in class participation, you will need to make useful and insightful comments *in each class.* Remember however that we respect all opinions and positions and that we treat every class member and his/her opinions with grace and dignity.

*Assignment 1 Weekly Forum contribution 20%*

Beginning after Class 1 (January 19) I’d like you to submit to our Trunk Forum *by Sunday at 5.00pm each week,* a 500-750 word ‘thought piece’ on your reflections on the week’s readings/speakers including your own thoughts (challenges, conflicts, agreements, disagreements) about how you as an intending policy/planning professional relate to the readings and class discussion. If you wish, your contribution can be a comment on someone else’s thoughts.

*Assignment 2 The ‘aha’ reading (10%)*
For any chapter in the course book, resource or URL based reading write a 2 page, single space ‘aha’ piece on a) why the reading has excited you and b) how it might inform your professional practice (I know you don’t know what job you may be doing!). Due Class 12 April 27

Assignment 3 Semester long case study project (60%)

All of the work you do will be presented on a Tufts Wordpress website (see below for Tutorial). An excellent example might be this from a Cities in Space, Place and Time (UEP 252) class in which Betsy Byrum chose to look at Climate Change in New York City. Note how she uses drop down menus, icons for navigational ease, graphics, embedded video, maps, policy documents, infographics, and references to both academic and other work.

Other recent Case Study examples include:

https://sites.tufts.edu/healthycities/
https://sites.tufts.edu/popupurbanism/
https://innovativeagriculture.wordpress.com/
https://sites.tufts.edu/belohorizonte/
https://sites.tufts.edu/sustainablebrt/
https://sites.tufts.edu/copenhagen/
https://sustainabledenversite.wordpress.com
https://sustainableartists.wordpress.com
https://sites.tufts.edu/torontofoodpolicy/

So, first, choose a place (city/town/village/smaller community) in the US or anywhere that is doing interesting work in your policy/planning interest area. Policy/planning area examples – You might choose to explore the sustainable communities implications of, for example:
housing, education, communication, interculturalism, equity/justice, transportation, food systems, public health, water, open space, infrastructure, energy, land use planning, sustainability, environmental protection/conservation, climate change etc

In all cases, your website will need to consider and think through the implications of your policy/planning interest area on there key areas but feel free to include others:

• improving people’s quality of life and wellbeing;
• meeting the needs of both present and future generations (intragenerational and intergenerational equity);
• justice and equity in terms of recognition, process, procedure, and outcome;
• living within ecosystem limits (also called ‘one planet living’)

Key dates:

• Finalize place and policy/planning area of interest, -email to me by Feb. 9
• Deliverable 1 - basic 2 page paper outline/draft – due March 2 – 7.5 points
• Deliverable 2 - skeleton website – due April 6 – 7.5 points
• Deliverable 3 - final website and presentation – due April 27 – 45 points

The grading rubric is in the Resources section of Trunk. Make sure you cover Content, Connections, Organization/Flow and pay attention to your Writing/Graphics/Citations carefully.

To help you there is a WordPress Basics Tutorial from Tufts Educational Technology group, authored by David Grogan.

The tutorial above should answer your basic questions. After you have gone through that, and assuming you need more help, you can contact Tufts Educational Technology services - David Grogan is the main person heading up the WordPress services but he has a number of assistants who can help. Tufts Educational Technology E-mail: edtech@tufts.edu Phone: 617-627-2859.
Grades are based on the following points:

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<th>Grading</th>
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<tr>
<td>99-100</td>
<td>A+</td>
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<td>93-99</td>
<td>A</td>
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<td>90-93</td>
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<td>88-90</td>
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<td>80-83</td>
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<td>78-80</td>
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<td>73-78</td>
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<td>70-73</td>
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<td>68-70</td>
<td>D+</td>
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Tufts Academic Integrity and Code of Conduct

You will be responsible for following Tufts Academic Integrity Policy and the Student Code of Conduct. Both of these are found on the Student Affairs - Publications web site. Please read these carefully! Note this site also describes the Student Judicial Process that describes your rights as a student at Tufts and the process to follow if you feel these have been violated.

Plagiarism will not be tolerated. Tufts faculty are required to report any instance of plagiarism to the Dean's office - at that point, we have no control over the situation. Please read and review Preventing Plagiarism in the section on ‘Writing Support’ on the Tufts Academic Resources Center site to understand the various types of plagiarism, including those you may not be aware of. If you have ANY questions, please contact me early in the semester before you write any assignments. Otherwise I will assume you clearly understand the plagiarism guidelines.
If you have ANY questions, please contact me early in the semester before you write any assignments. Otherwise I will assume you clearly understand the plagiarism guidelines.

Style Guidelines

All written work must be consistent with the style guidelines of one of the two major style guides used at UEP - the *Chicago Manual of Style* (MLA) or the *Publication Manual of the American Psychological Association* (APA). Both provide clear guidelines for referencing and citing other works. You may buy either of these - they will be a useful long-term reference. The [Purdue Online Writing Lab](https://www.oup.com/us/academic/online-writers-guide) also has extremely good guidance to both styles.

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the [Tufts Accessibility Services](https://www.tufts.edu/accessibility) office.

Preferred Pronouns

You can now make a note of your preferred name on SIS, although there is currently no similar process available on Trunk. If you have any specific pronoun preferences, please let me know on the first day of class. My personal preferred pronouns are 'he, him, and his.'

*Part 1: What is Sustainability?*

Class 1 January 19

Introduction to the class
In the first part of class, I’ll outline the aims and scope of each class, assessment, and my expectations of you. In the second half, there will be a presentation/discussion around a critically important topic:

Readings

PLEASE MAKE SURE YOU READ THIS BEFORE OUR FIRST CLASS!!

Tellus Institute, Boston (2010) Global Scenarios for the Century Ahead: Searching for Sustainability (PDF)

Class 2 January 26
Introducing just sustainabilities

Does ‘green’ = ‘sustainability’? In this class I’ll argue for what I call just sustainabilities: “Sustainability cannot be simply a ‘green’, or ‘environmental’ concern, important though ‘environmental’ aspects of sustainability are. A truly sustainable society is one where wider questions of social needs and welfare, and economic opportunity are integrally related to environmental limits imposed by supporting ecosystems” (Agyeman et al. 2002, 78). The class will focus on the first two conditions of the move towards just sustainabilities:

- improving our quality of life and wellbeing;

- meeting the needs of both present and future generations (intragenerational and intergenerational equity);

Required Readings


Marks, N (2012) Happy Planet Index
https://www.youtube.com/watch?v=sZPYI8BfnBs


**Additional Readings**


**Class 3 February 2**

**Introducing just sustainabilities II**

In this class we'll continue our exploration of *just sustainabilities* by looking at two other requisite conditions:

- *justice and equity in terms of recognition, process, procedure, and outcome;*

- *living within ecosystem limits (also called ‘one planet living’)*

**Required Readings**


Class 4 February 9
What are sustainable communities?

There is a broad, general agreement on the principles or characteristics of sustainable communities, although to date, no community has all of them. This class will investigate these key principles and look critically at how we might move towards practice that is more reflective of the theory of just sustainabilities.

Required Readings:


Curitiba: How a Brazilian City Has Revolutionized Urban Planning https://www.youtube.com/watch?v=hRD3l3rlMpo

Institute for Sustainable Communities
http://www.iscvt.org/impact/definition-sustainable-community/


Additional Readings


The Ahwahnee Principles for Resource Efficient Communities: http://www.lgc.org/wordpress/docs/ahwahnee/ahwahnee_principles.pdf

**Part 2: How do we get there?**

Class 5 February 16
Towards sustainable communities: tools and techniques I: *Overview*

This class will attempt to give a broad overview of the various tools and techniques (community, planning and economic), strategies and innovations required to develop sustainable communities.

**Required Readings:**


We’re convinced about sustainability and sustainable communities, right? But how do we get people to ‘buy into’ sustainability (if you’ll excuse a consumerist phrase!). Just giving people lots of information has been shown not to work for people other than those already converted, so how do we reach the undecideds and the others who haven’t even heard of sustainability?

In the second half of the class we’ll look at sustainability indicators which range from welfare-based, to environmental, from economic to social, because, in order to know where you’re going (sustainable communities), you’ve got to know where you are now (unsustainable communities).

**Required Readings:**

Communication tools

http://psychsustain.voices.wooster.edu/files/2014/01/Mind-Gap.pdf


Indicators
Brugmann, J (1997) Is there method in our measurement? The use of indicators in local sustainable development planning *Local Environment* Vol 2 No 1 p59-72. (PDF)

Michael Green (2014) [TED The Social Progress Index](http://www.ted.com/talks/michael_green_the_social_progress_index.html).


The Boston Indicators Project [http://www.bostonindicators.org](http://www.bostonindicators.org) (familiarize yourself with the 10 categories and 'crosscut' topics)

STAR communities [http://www.starcommunities.org](http://www.starcommunities.org)

**Additional Readings**

Social Progress Index 2016 (PDF)


**Class 7 March 9**

**Sustainable Development in Planning and Policymaking**

Guest Speaker: Tom Evans, Executive Director Cambridge Redevelopment Authority

Many planning authorities are not yet using policies for sustainability in planning, despite the guidance available. In this class, we will look at the opportunities to bring sustainability to places in both the San Francisco Bay area and the Boston Metro area, focusing especially on Kendall Square Cambridge.

**Required readings:**

Kendall Square Report, Goals and Recs. (PDF)
Part 3: Shifting the paradigm

Class 8 March 16
Food and sustainable communities.

What role does (or could?) food and urban agriculture play in developing sustainable communities? In this class we critically analyze concepts like who gets to define ‘the local’ on local produce, planners ‘imposing’ urban agriculture on communities; immigrants and ‘new agricultures’ in the US, the city of Belo Horizonte, Brazil’s revolutionary food policies, food policy councils city food plans/strategies and an emerging local food economy in Boston.

Required readings:


Groundbreaking food policy: Belo Horizonte! https://www.youtube.com/watch?v=fegBrwfHZ80


Loh, P (2014) Land, Co-ops, Compost: A Local Food Economy Emerges in Boston's Poorest Neighborhoods
Class Exercise

We will undertake a SWOT Analysis of Seattle and Toronto Food Action Plans in terms of their contributions toward creating sustainable communities.

Class 9 March 30
Place-making and sustainable communities.

A dominant narrative in urban planning and sustainable communities is place-making whereby, so the theory goes, local communities help shape the spaces and places they inhabit be they streets, parks and open spaces, or as we saw last class, spaces for growing food. Do all people have equal access to space and place? Who gets to define ‘place’? Are ‘Complete Streets’ always complete? This class will look at the possibilities and contradictions inherent in place-making.

Required Readings:


Project for Public Spaces *What is Placemaking?* http://www.pps.org/reference/what_is_placemaking/

Class 10 April 6
Culture, Space, Place and Sustainability.
As our US and other ‘western’ cities become more diverse, more different and more heterogenous, how do we think about and act upon this in terms of planning for sustainability and the development of sustainable communities? We need to move towards ‘intercultural’ communities and societies where difference and diversity are seen as advantages, not problems.

Class Video


**Required Readings:**


**Additional Readings**

Class 11 April 13
From the Sharing Economy to the Sharing City?

A reinvention and revival of sharing in our cities could enhance equity, rebuild community and dramatically cut resource use. With modern technologies the intersection of urban space and cyber-space provides an unsurpassed platform for a more inclusive and environmentally efficient sharing economy and ultimately, more sustainable communities.

Required Readings:

Please watch two short videos before class: Amsterdam: Exploring the Sharing City [http://www.shareable.net/blog/new-documentary-celebrates-amsterdam-as-a-sharing-city](http://www.shareable.net/blog/new-documentary-celebrates-amsterdam-as-a-sharing-city) and Rachel Botsman: The case for collaborative consumption [https://www.youtube.com/watch?v=AQa3kJPEko](https://www.youtube.com/watch?v=AQa3kJPEko)


Latitude, (2013) *The new Sharing Economy: a study by Latitude in collaboration with Shareable magazine.* (PDF)

Orsi, J, Y Eskandari-Qajar, E Weissman, M Hall, A Mann, and M Luna, 2013. *Policies for Shareable Cities: A sharing economy policy primer for urban leaders.* Shareable and the Sustainable Economies Law Center (PDF)
Class 12 April 20
Sustainable community futures? Copenhagen and Vancouver.

Two cities above all others, Copenhagen and Vancouver, have developed visions of sustainable community futures. They have ambitious targets, goals and beautiful looking brochures. Are they moving in a direction we would recognize as being toward just sustainabilities, as in Vanesa Castán Broto & Linda Westman’s (2016) research, or are they simply becoming greener?

Please watch two short videos before class: Copenhagen’s Climate-Friendly, Bike-Friendly Streets
http://www.streetfilms.org/vancouvers-velo-vision-safe-biking-for-all-ages/

Class Readings

City of Copenhagen (2012) Copenhagen: Solutions For Sustainable Cities (PDF)


Please refresh your memory of:


Additional Readings

Sustainia: A Guide to Copenhagen 2025

Class Exercise

We will undertake a SWOT Analysis of Copenhagen: Solutions For Sustainable Cities and Vancouver’s Greenest City: 2020 Action Plan
in terms of their contributions toward creating sustainable communities. How do they compare with Vanesa Castán Broto & Linda Westman’s (2016) analysis?

Class 13 April 27

Case Study Presentations
Tufts University Department of Urban & Environmental Policy and Planning

UEP 278: Environmental Justice, Security, and Sustainability
Fall 2016

Penn Loh 617 627 4608  penn.loh@tufts.edu

Thursdays 1:30-4:00pm @ Braker Hall, Room 225

Office hours: Wed’s 1:30-3:30 and by appointment.

Description
Environmental justice is a framework for analyzing and addressing the inequalities in environmental conditions (benefits and burdens) among communities of varying race/ethnicity and economic class. At the same time, environmental justice presents a deep challenge to the mainstream environmental and sustainability frameworks. This course will be divided into four sections:

1. Theory and concepts of environmental justice
   We will examine the foundations of the environmental justice concept, the history of the environmental justice movement, and the links between environmental justice and the environmental and sustainability movements.

2. Case studies and local site visits
   We will deepen our understanding of the challenges and responses to environmental injustice through several site visits with local EJ groups and guest presenters who will help frame environmental justice efforts in other parts of the country and the world. Issues that we will address include brownfields, land-use and gentrification, transportation, and others.

3. Strategies for addressing environmental justice
   We will examine the community strategies, governmental and policy responses, and legal approaches to addressing environmental justice.

4. Team projects with EJ partners
   Students will work in teams of 2-4 on projects that will help further the efforts of a local EJ group.

Course Objectives

• To develop theoretical frameworks for understanding how environmental injustice is produced locally, regionally, and globally and how environmental justice is linked to sustainability.

• To ground students in the realities faced by environmental justice communities locally and to connect these to struggles in other parts of the world.

• To explore strategies for addressing environmental justice from the community, government, science, and legal perspectives.

• To inspire and meaningfully engage students in local and regional efforts to promote environmental justice.
Course texts

Required


Optional

Readings that are not from the required books or via web will be available on the Trunk site.

Course Requirements and Assessment

All students are expected to attend class regularly and complete assignments on time, including completing the required readings before each class. Your grade will be based on the following:

1. Group Project (Due Dec 8) (35%)

Students will work in teams of 2-4 on a group project for a community organization. For those students who already have experience working with community groups, there is the option of doing an individual project of equivalent scale, such as writing a 15-20 page paper (please see me if you wish to pursue this option). The projects will be defined and guided by the community group. A list of the projects will be available once the class begins. The projects will require reporting to the client group and creating a final product (e.g. briefing paper, factsheet, web page, bibliography, powerpoint presentation, etc.). Depending on the nature of the project, groups may also need to conduct secondary research, data analysis and synthesis, or interviews. In addition, each team will submit a post-project reflection on their experience in working on a project with a community partner.

Here are some examples of previous community clients and projects:

- Chelsea Collaborative – document the scope of MassPort’s impact on Chelsea including oil and salt shipping and trucking traffic, Logan Airport parking, and traffic over the Tobin Bridge.
- Community Labor United and Boston Recycling Coalition – analyze potential impacts of a planned statewide organics waste ban, especially potential to develop good green jobs.
- On the Move – video documenting stories of transit justice along #1 bus line from Harvard Square to Dudley Square.

Students submit preferences by 3rd class (Sep 22), and assignments will be made by 4th class (Sep 29).

Initial project scoping meetings and draft plans submitted by 6th class (Oct 13).

Draft project outputs to partner groups by Wed Nov 23.

Final project presentations on December 8.

2. 5-page Literature Review (Due Dec 15) (25%)

Choose an issue in environmental justice that you are interested in and find a set of articles (or book) to review. Write a 5-page (2500-3500 words) paper reviewing this issue, providing an overview of the problem, data and evidence framing the issue, strategies and solutions pursued, and your own critical analysis of the methods and conclusions. Use the readings and themes from the course in your analysis. Try
to find books and articles published in the last ten years. If you are reviewing articles, try to find at least 5 sources, with at least 3 from scholarly peer-reviewed sources. Grey literature (by government, think tanks, advocacy groups, and others) are acceptable for the remaining articles.

3. Site Visit Journal (Due Oct 27) (20%)
This journal gives students an opportunity to deeply analyze the themes and questions raised by our site visits and informed by the class readings. Write a 3-4 paged, double-spaced paper with your reflections based on one or more of our class site visits. You can raise questions and challenges in relation to the class readings, reflect on your own experiences, and/or share your personal reactions and feelings.

4. Weekly Discussion Forum (10%)
For most weeks, there will be short postings on the course Trunk site reflecting on course readings, discussions, and site visits by selected students. Over the semester, each student should expect to do 2-3 postings (2-3 paragraphs). All students are expected to read postings prior to each class.

5. Class participation (10%)
Class participation includes regular and prompt attendance as well as quality (not quantity) of input in class discussions. Remember that class participation is enhanced by being prepared for each class by completing the required readings.

Schedule

Week 1: Sep 8. Overview
Provide overview of course and begin to explore the main themes of the class by reviewing two tales of environmental justice: 1) environmental racism and 2) ecological justice (Just Transition)

Resources


Week 2: Sep 15. Environmental Racism and Injustice
In-class role play of an incinerator siting hearing. Explore the frameworks and debates emerging from the early environmental justice movement. What is environmental racism? What evidence is there of disproportionate impact? Is it class or race? Which came first: pollution or poor people of color?

Class project list distributed.

Required Readings (~100)
Cole & Foster. Preface/Introduction (pp 1-18) and Chapter 3 (pp 54-79).


Massachusetts Environmental Justice Map Viewer. Available at: http://maps.massgis.state.ma.us/map_ol/ej.php


Optional

**Week 3: Sep 22. Site Visit: Roxbury -- EJ in Black Communities**

Site visit to Alternatives for Community & Environment in Dudley Square at 2201 Washington Street, Suite 302, Roxbury. Explore issues including asthma and air pollution, transit justice, redevelopment, land and food, and green economy.

*Students submit class project preferences*

**Required Readings (~104)**

Agymen. Chapter 5 (pp 133-175).


http://law.lclark.edu/live/files/5644

Optional


Loh, P; Sugerman-Brozan J.; Wiggins, S; Noiles, D; Archibald, C. “From Asthma to AirBeat: Community-Driven Monitoring of Fine Particles and Black Carbon in Roxbury, Massachusetts.” Environmental Health Perspectives (110: supplement 2, April 2002). Available at: http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1241176/

Cole & Foster: Chapter 2 (pp 34-53).

**Week 4: Sep 29. EJ Movement History and Evolution**

Review origins of the EJ movement and its challenge to mainstream environmentalism and sustainability movements. Discussion evolution of the EJ movement. Is it too broad and unfocused? Is it moving towards a “justability” paradigm?
Student teams and projects assigned.

Required Readings (~93)

Cole & Foster. Chapter 1 (pp 19-33).


Agyeman. Chapter 3 (pp. 79-106).


Optional

Agyeman. Introduction (pp. 1-13), Chapter 2 (pp 39-78) and 4 (pp 107-132).


Week 5: Oct 6 Site Visit: Chinatown – EJ in Asian Pacific American Communities

Site visit to Boston Chinatown with Chinese Progressive Association at 28 Ash St (to be confirmed). Explore issues of institutional expansion, highways, gentrification and control over land use and the Right to the City framework.

Required Readings (~86)


**Week 6: Oct 13. Site Visit: Chelsea -- EJ in Latino Communities**

Site visit to GreenRoots in Chelsea (exact location to be announced). Explore issues of open space, creek cleanup, restoration and access, polluting facilities, and energy efficiency. Additional readings on immigration/population and green economy.

*Project plans submitted.*

**Required Readings (~70)**

Chelsea Green Space Committee web site at: [http://chelseacollab.org/program/greenspace](http://chelseacollab.org/program/greenspace)


Browse Chelsea Creek Action Group website at: [http://noahcdc.org/?q=programs/chelsea-creek-action-group-partnership](http://noahcdc.org/?q=programs/chelsea-creek-action-group-partnership)

Cole & Foster: Chapter 4 (pp. 80-102).


**Week 7: Oct 20. Community Strategies**

Explore community organizing and movement building strategies used in environmental justice struggles.

**Required Readings (~80)**

Cole & Foster Chapter 7 (pp 151-166)


Center for Third World Organizing. “Organizing: What It Is and What It Isn’t”


Radical Organizing Conference 2003 booklet.


*Optional*


**Week 8: Oct 27. Global EJ and Climate Justice Perspectives**

Environmental justice beyond the U.S. and the expanding focus of EJ to climate justice & resiliency and a just transition.


Site visit journals due.

*Required Readings (~80 pp)*


Video (10 min): Where We Live, about campaign against California’s Proposition 23 in 2010, https://www.youtube.com/watch?v=iB5foM_x24Y&feature=youtu.be

*Optional Readings*


Explore government responses to EJ and role of risk assessment.

*Required Readings (~73)*

US EPA. EJ 2020 Action Agenda webpage. Available at: https://www.epa.gov/environmentaljustice/ej-2020-action-agenda

US EPA Environmental Justice browse website: https://www.epa.gov/environmentaljustice


**Week 10: Nov 10. Case Study: Transportation**

Focus on transit racism and disinvestment in Boston area and impact on communities of color.

Film: *Equal or Better: The Story of the Silver Line*.

*Required Readings (~75)*


- Penn Loh: T Riders Union: A Tale of Two Campaigns in Boston, [http://www.reimaginerpe.org/node/325](http://www.reimaginerpe.org/node/325)


Optional

Movie (DVD), *Bus Riders Union* (available to borrow).

**Week 11: Nov 17. Legal Strategies and EJ in Native American Communities**

Explore legal strategies to address environmental justice. Also explore issues in Native American communities.

Guest: Staci Rubin, former Staff Attorney, Alternatives for Community & Environment

*Required Readings (~100)*

Cole & Foster Chapter 5 and 6 (pp 103-150)


*Optional Readings*


No class Thu Nov 24 Thanksgiving

**Week 12: Dec 1. Future of Environmental Justice**

How is the EJ movement evolving? Has it run its course? Is there “movement fusion” happening? What are the new directions connecting to or growing out of the EJ movement?

*Required Readings (~83)*

Agyeman. Chapters 6 (pp 176-186).


Optional Readings

Week 13: Dec 8. Student Project Presentations

Final group project presentations.

Students with Disabilities
Tufts University values the diversity of our students, staff, and faculty; recognizing the important contribution each student makes to our unique community. Students with disabilities are assured that the Student Accessibility Services (SAS) office will work with each student individually to create access to all aspects of student life. Tufts is committed to providing equal access and support to all qualified students through the provision of reasonable accommodations so that each student may fully participate in the Tufts experience. If you have a disability that requires reasonable accommodations, please contact the Student Accessibility Services office at Accessibility@tufts.edu or 617-627-4539 to make an appointment with an SAS representative to determine appropriate accommodations. Please be aware that accommodations cannot be enacted retroactively, making timeliness a critical aspect for their provision.

Academic Integrity
Tufts holds its students strictly accountable for adherence to academic integrity. The consequences for violations can be severe. It is critical that you understand the requirements of ethical behavior and academic work as described in Tufts’ Academic Integrity handbook. If you ever have a question about the expectations concerning a particular assignment or project in this course, be sure to ask me for clarification. The Faculty of the School of Arts and Sciences and the School of Engineering are required to report suspected cases of academic integrity violations to the Dean of Student Affairs Office. If I suspect that you have cheated or plagiarized in this class, I must report the situation to the dean.
COURSE DESCRIPTION

This is a course in urban and regional theory, focusing on the growth and development of cities and regions and the spatial distribution of population and economic activities within urban regions. The course is eclectic, borrowing heavily from human ecology, regional science, economics, geography, and sociology. The course will examine both the internal structure of cities and the location of cities within a larger region often referred to as an urban system.

The course begins with a brief examination of the historical roots of urbanization and the forces which have shaped the growth of cities since the dawn of time. The course will then use various theoretical perspectives as lenses for examining urbanization and the growth of cities and their regions. These perspectives include: human ecological theory, political economy, economic growth models, urban land rent theory, as well as perspectives that analyze the impact of social, political, and institutional factors on the availability of urban land and the location patterns of land uses. Understanding these explanations of the location of population and economic activities in space, provides the basis for examining the spatial structure of metropolitan areas and trends in location of specific land use activities.

READING ASSIGNMENTS

Copies of the following texts have been ordered through Bill’s Bookstore and the FSU Bookstore:


Additional readings on e-reserve or on Blackboard as noted. Readings and class work are designed on the premise of 3-4 hours of outside work for each class room hour. This is an average expectation; for some classes readings will be substantially less while for others it will be more.

REQUIREMENTS

Attendance at all classes is required. Students should have completed the readings for that day prior to coming to class and should be ready to discuss the material. In class participation and exercises will account for 10% of your grade. There will be four short writing assignments (40%), a midterm exam (30%) and an optional final examination (20%). Irregular attendance and persistent lateness to class is likely to result in a lower participation grade. Students who opt not to sit for the final exam will have their midterm grades count
LEARNING OBJECTIVES

1. The student will be able to describe and analyze the characteristics of urban and metropolitan areas and analyze the spatial distribution of these characteristics over urban space.
2. The student will be able to apply spatial models that describe the urban form and the distribution of population and land uses and interpret these patterns for planning purposes.
3. The student will be able to identify major economic, social, environmental, and political forces and analyze their influence on the shape of metropolitan areas, their rates of growth, and the location of population and land uses.
4. The student will recognize the importance of cultural values and the built environment and be able to describe techniques to ensure their preservation.
5. The student will be able to identify social and economic characteristics of diverse populations (race, ethnicity, and gender) and describe the location patterns of these populations.
6. The student will be able to generate examples of globalization and its effects on US cities.

ACADEMIC HONOR CODE

Please note that violations of the Academic Honor System will not be tolerated in this class. Specifically, incidents of plagiarism of any type or referring to any unauthorized material during examinations will be rigorously pursued by the instructor. The Florida State University Academic Honor Policy outlines the University’s expectations for the integrity of students’ academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to “. . . be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University.” (Florida State University Academic Honor Policy, found at http://www.fsu.edu/~dof/honorpolicy.htm.)

LEARNING DIFFERENCES

Students with disabilities needing academic accommodation should:

(1) register with and provide documentation to the Student Disability Resource Center; and
(2) bring a letter to the instructor indicating the need for accommodation and what type.

This should be done during the first week of class. This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact the Student Disability Resource Center,

874 Traditions Way, 108 Student Services Building
Florida State University
Tallahassee, FL 32306-4167
(850) 644-9566 (voice); (850) 644-8504 (TDD)
sdrc@admin.fsu.edu  http://www.disabilitycenter.fsu.edu/

University Attendance Policy:

Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.
DIVERSITY AND INCLUSION STATEMENT: In an ideal world, science would be objective. However, much of science is subjective and is historically built on a small subset of privileged voices. In this class, we will make an effort to read papers from a diverse group of scientists, but limits still exist on this diversity. I acknowledge that it is possible that there may be both overt and covert biases in the material due to the lens with which it was written, even though the material is primarily of a scientific nature. Integrating a diverse set of experiences is important for a more comprehensive understanding of science. I would like to discuss issues of diversity in neuroscience as part of the course from time to time.

Please contact me (in person or electronically) or submit anonymous feedback if you have any suggestions to improve the quality of the course materials.

Furthermore, I would like to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.) To help accomplish this:

If you have a name and/or set of pronouns that differ from those that appear in your official Brown records, please let me know!

If you feel like your performance in the class is being impacted by your experiences outside of class, please don’t hesitate to come and talk with me. I want to be a resource for you. Remember that you can also submit anonymous feedback (which will lead to me making a general announcement to the class, if necessary to address your concerns). If you prefer to speak with someone outside of the course, the Associate Dean of the College for Diversity Programs is an excellent resource.

I (like many people) am still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone) that made you feel uncomfortable, please talk to me about it. (Again, anonymous feedback is always an option.)

As a participant in course discussions, you should also strive to honor the diversity of your classmates.
Week One

August 27  Urbanization and the Culture of Urbanism

August 29  Urban vs. Metropolitan
Herbert and Thomas, Ch. 4 “Understanding the Urban System” pp. 60-87 BLACKBOARD
Wilson et al, Patterns of Metropolitan and Micropolitan Change 2000-2010, pp 1-20
Read the historical definition of metropolitan areas from the following web site:
https://www2.census.gov/geo/pdfs/reference/GARM/Ch13GARM.pdf

Writing Assignment 1 – assigned

Week Two

September 3  - LABOR DAY - No class

September 5  - NO CLASS FAPA Conference

Week Three

September 10  Urbanization and Urban Growth Processes
V. Gordon Childe, “The Urban Revolution,” pp. 30-38 in L & S

September 12  The Evolution of Cities
First person accounts of Great Cities All on BLACKBOARD
Marco Polo, “Of the Noble and Magnificent city of Kin Sai,”
Ibn Batuta, “Description of Constantinople,”
Bernal Diaz, “Description of Tenochtitlan,”
Albrecht Durer “Visit to Antwerp”
Henri Pirenne “City Origins” pp. 45-52 in L & S

Writing Assignment 1 Due
Week Four

September 17  Manufacturing and North American Urbanization

Friedrich Engels, “The Great Towns” pp. 53-62 in L & S
Maurice Yeates, Ch. 5 “Urban Areas as Centers of Manufacturing,” pp.123-160 in The North American City Blackboard

September 19  Descriptive Models of the Internal Structure of Urban Areas


Week Five

September 24  Recognizing Diversity in the City

Elijah Anderson, “The Code of the Street” and “Decent Families” pp. 131-137 in L & S

September 26  Sociological Models of Urban Development

Lewis Mumford, “What is a city?” pp. 110-114 in L & S
Louis Wirth “Urbanism as a way of life” pp. 115-123 in L & S
Alex Marshall, “A Tale of Two Towns” pp. 1-39 in Cities That Work TEXT

Week Six

October 1  Economic Models of Urban Development


Writing assignment 2 – assigned

October 3  Political Economy Models of Urban Development

Harvey Molotch. “The City as Growth Machine: Toward a Political Economy of Place” 293-304 in L & S
Manuel Castells, Spaces of Flows, Space of Places: Materials for a Theory of Urbanism in
the Information Age,” pp. 229-240 in L & S

**Week Seven**

October 8  **Other Models of Urban Development**

Herbert and Thomas, Ch.11 “The City as a Social World,” pp. 251-291 [BLACKBOARD]

Daphne Spain, “What happened to gender relations on the way from Chicago to Los Angeles,” pp. 193—202 in L & S

Ali Madanipur, “Social Exclusion and Space” pp. 203-211 in L & S

October 10  **Suburban growth trends**

Alex Marshall, “Trading Places: the City and the Suburb” pp. 82-109 in *Cities that Work: Suburbs, Sprawl, and the Road Not Taken* [BLACKBOARD]

Kenneth Jackson, “The Drive-in culture of contemporary America” pp. 73-82 in L & S

Delores Hayden, “Building the American Way: Public Subsidy, Private Space,” [BLACKBOARD]

**Writing assignment 2 Due**

**Week Eight**

October 16  **Location of Service Employment within the City**

Robert Lang, pp. 28-78 *Edgeless Cities* [Blackboard]

Herbert and Thomas, Chapter 8, “Urban Services”, pp. 157-194 [BLACKBOARD]

October 18  **Suburbia and Beyond**

Marshall, “The Deconstructed City” pp. 65-83 in *Cities that Work* [BLACKBOARD]


**Midterm review**

**Week Nine**

October 22  **Midterm Exam**

October 24 – No class Professor at ACSP
Week Ten

October 29  Resurgent Gentrification


October 31  Valuing Diversity


Writing assignment 3 – assigned

Week Eleven

November 5  Race and Ethnicity in the City


November 7  Social Enclaves


Week Twelve

November 12  Understanding Gender and Urban Areas


**Writing assignment 3 due**

November 14  **Gender and the City**


**Writing assignment 4 –assigned** - (See Blackboard for a detailed description)

**Week Thirteen**

November 19  **Preserving History and Culture in the City**


November 21  **NO CLASS** Thanksgiving Holiday

**Week Fourteen**

November 26  **Planning for Global Cities**


November 28  **International Trends**
Week Fifteen

December 3  Globalization and the City

Neil Brenner & Roger Keil, From Global Cities to Globalized Urbanization,” pp. 666-676 in L & S

Writing assignment 4 Due

December 5  Sustainable and Resilient Cities

Stephen Wheeler, “Planning Sustainable and Livable Cities” Blackboard

Lawrence Vale, “Resilient Cities” Clarifying Concept or catch-All Cliché? pp. 618-628 in L & S

Frederic Stout, The Automobile, the City and the New Urban Mobilities, pp. 696-706 in L & S

OPTIONAL FINAL EXAM –
“My ideal practitioner would consider the epistemological underpinnings of action, the broad sweep of history, the tension within capitalist democracy, the elusive qualities of space, and unresolvable societal conflicts. I expect, however, that most practitioners would be satisfied with making one aspect of the community work better.” - Beauregard, Robert. 1995. Edge Critics. *Journal of Planning Education and Research*, 14 (3): 163-166.

**Course Description**

This course offers students a survey of classic and contemporary theories of planning. The logic behind the ideas, concepts and actions of planning is continuously challenged as views shift about the relationship between democracy, markets and government. Students will gain a deeper appreciation for the profession’s historical roots as well as be introduced to some of the “theoretical tools” used to analyze planning. An important aspect of the course is intellectual dialogue through critical reading, informed discussion and writing assignments.

**Assignments**

This course will push you to critically analyze planning practice. The reading, reflection and discussion will guide you through this process. You will demonstrate your ability to theoretically conceptualize planning by creating persuasive video essays. The specific guidelines and grading criteria will be distributed later in the semester.

**Persuasive Video Essays**

The persuasive video essays correspond to the three parts of the course. Part 1 explores how structural forces (and the assumptions embedded in each) shape the way we justify planning intervention. Part 2 surveys different theories about planning practice. Part 3 considers different ethical issues in planning.

**Short Reading Reflections**

To prepare you to tackle the persuasive video essays, you will write reflection responses about each set of readings. While you are required to do all of the reading in the class, you are only required to do 15 of the 21 reading reflections.* The reflection consists of two distinct parts:

1. **REFLECTION QUESTIONS:** Directly respond to each of the reflection questions listed next to the readings, look for the R#. Your response (two or three paragraphs) should demonstrate that you understand the reading, and how the different readings “speak” to each other.

2. **PERSONAL REFLECTION:** Two or three paragraphs about how the reading relates (or doesn’t) to your own planning experiences and/or understanding of planning. This part of the reflection will help you explore different possibilities for the essay.

* You must do a minimum of 5 reflections in each of the 3 parts. Only 15 reflections will be graded. You are allowed to do 1 extra to make up for a low scoring reflection (you must communicate this intention).

**Online Discussion**

The purpose of the discussion group is to provide a space to explore your ideas for the video essays. You will be given discussion prompts. These prompts will appear on Mondays. Each discussion group member will respond to the prompt by Wednesday. By the following Monday, each person is required to post at least 2 thoughtful comments, suggestions, and/or questions. In addition, I expect that each person will also respond to the posts directed at their ideas and video
scripts. Be sure the “subscribe” to your group. You will be assigned to an on-line discussion group at the beginning of each part (1, 2, & 3).

**Discussion Leaders**

Everyone will be responsible for leading a class discussion during Part 2 and some of Part 3. This entails assembling a set of questions, discussion topics and/or classroom activities about the required reading. The discussion leaders should expect that everyone is fully prepared to summarize the major ideas in each assigned reading. The discussion leaders MUST meet with the instructor in advance (at least one week in advance) to discuss the lesson plan.

**Grading**

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<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
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<tr>
<td>Video Essay 1</td>
<td>Friday, October 6</td>
<td>10</td>
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<tr>
<td>Video Essay 2</td>
<td>Friday, November 10</td>
<td>15</td>
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<td>Video Essay 3</td>
<td>Monday, December 18</td>
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<td>Video Peer-Feedback</td>
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<tr>
<td>Reflections</td>
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<td>Online Discussion</td>
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<td><strong>Total</strong></td>
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- A 100-94 pts
- A- 93-90
- B+ 89-87
- B 86-84
- B- 83-80
- C+ 79-77
- C 76-74
- D- 69-67
- D 66-64
- F 59-0

**Expectations**

**Participation**

Learning is a social process and collective endeavor; therefore, your primary responsibility is active participation. Because there will be much discussion among the members of the class, you must do the required readings assigned to specific days and come prepared to ask questions and make comments. Informed discussion is the point of a good seminar. The intellectual quality of the seminar depends on active participation by every member in the class.

**Inclusivity and Professionalism**

The Department of Urban and Regional Planning (DURP) is committed to creating an environment of inclusion and opportunity that is rooted in the responsibility of practicing planners to adhere to the highest standards of professionalism and integrity while serving the public interest. Students who contribute to a learning environment that is respectful and inclusive are preparing to excel in a culture of ethical behavior as professionals. Urban planning students develop the knowledge and skills of professional planners in the classroom and in community based projects, where they act as planners in training. Therefore, DURP expects all students to meet the goals outlined in the American Institute of Certified Planners (AICP) Code of Ethics and Professional Conduct for planners as well as standards in the University of Illinois Student Code. For more information, go to: [http://www.urban.illinois.edu/about-durp/our-mission/commitment-to-inclusion](http://www.urban.illinois.edu/about-durp/our-mission/commitment-to-inclusion)

**Attendance**

Attendance is required except in the case of medical or family emergencies. After the first absence, I will deduct 1 point from your final grade for each absence. After the first tardy, I will deduct ½ point for being tardy. If you miss class, please stop by my office hours or make an appointment to find out what you missed. Other absences may be excused. Please send me an email at least one week in advance to explain your situation (examples attending a conference, job interview, religious holiday, etc).

**Late Assignments**
I do not accept late assignments (that means I will not grade late assignments). However, special arrangements (without penalty) may be warranted. Please contact me in advance if you foresee a problem.

**Academic Dishonesty**

Please be aware of the university guidelines regarding academic integrity, which can be found in the Student Code ([http://www.admin.uiuc.edu/policy/code/](http://www.admin.uiuc.edu/policy/code/)). Academic dishonesty includes such things as cheating, inappropriate use of university equipment/materials, fabrication of information, plagiarism (presenting someone else’s work from any source as your own), and so on. All forms of academic dishonesty will be considered a serious offense of university policy. Students committing any form of academic dishonesty will be reported to their home department, the College of Fine and Applied Arts, and to the Senate Committee on Student Discipline. Any student who violates the university academic integrity policy will receive a failing grade for this course.

**Office Hours**

I invite students to visit, call or e-mail me as often as they want or need. E-mail is an easy way to communicate with me, as I generally respond within 24 hours. Most course related problems can be resolved if they are jointly addressed by instructor and student early in the semester. Students with special needs—factors that might interfere/conflict with the successful completion of the course--should tell me as soon as possible.

**Counselling Center**

Additionally, resources are available on campus if you find yourself in need of mental or emotional support. The Counseling Center is committed to providing a range of services intended to help students develop improved coping skills in order to address emotional, interpersonal, and academic concerns. The Counseling Center provides individual, couples, and group counseling. All of these services are paid for through the health services fee. The Counseling Center offers primarily short-term counseling, but they do also provide referrals to the community when students could benefit from longer term services. [https://counselingcenter.illinois.edu/](https://counselingcenter.illinois.edu/)

**Required Reading**

All readings are in pdfs available on Compass or can be purchased at Note-n-Quotes: [https://squareup.com/store/notes-n-quotes-UIUC/](https://squareup.com/store/notes-n-quotes-UIUC/). Optional readings will not be in the reader but will be available on Compass.

**Course Calendar**

I will make every effort to stick to the course schedule, but variations are inevitable (including assignment deadlines and other requirements).

<table>
<thead>
<tr>
<th>Date</th>
<th>Reflection Questions (due date)</th>
<th>Reading</th>
<th>Online Discussion (start date)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon 8/28</td>
<td>Welcome and introduction</td>
<td>What is planning?</td>
<td>D1: Where do you see yourself in 5 years (professionally speaking)?</td>
</tr>
<tr>
<td>Wed 8/30</td>
<td>No class</td>
<td></td>
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<tr>
<td>Mon 9/4</td>
<td>Labor Day</td>
<td></td>
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<tr>
<td>Wed 9/6</td>
<td>R1: What is planning theory?</td>
<td>The Evolution of Planning Thought: First Glimpse (Published Oct 20, 2014)</td>
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<td></td>
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<td><a href="https://www.youtube.com/watch?v=q4Xxzst0jM">https://www.youtube.com/watch?v=q4Xxzst0jM</a> (Video, 6:41 min).</td>
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Optional:  

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<thead>
<tr>
<th>Date</th>
<th>Video Essay 1: Why plan?</th>
<th>D2: Which of Friedmann’s structural features matter most for the type of planning you want to pursue?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>The Lorax</em> by Dr. Seuss - Storybook Read Aloud! - YouTube: <a href="https://www.youtube.com/watch?v=aa82mcXO9AQ">https://www.youtube.com/watch?v=aa82mcXO9AQ</a> (Video, 15:32 min)</td>
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|            | *The Lorax* by Dr. Seuss - Storybook Read Aloud! - YouTube: [https://www.youtube.com/watch?v=aa82mcXO9AQ](https://www.youtube.com/watch?v=aa82mcXO9AQ) (Video, 15:32 min)                                                                                                                                  |                                                                                                      |
|            | Optional:                                                                                                                                                                                                                                                                                                                                                                                          |

| Mon 9/18   | I Wanna Be a Town Planner (Australia) [https://www.youtube.com/watch?v=8QMxaKXsHQ](https://www.youtube.com/watch?v=8QMxaKXsHQ) (Video, 4:16 min)                                                                                                                                                                                                 | D3: Post a refined script of your video.                                                                 |
|            | A guerrilla Gardener in South Central LA (United States) [http://www.ted.com/talks/ron_finley_a_guerilla_gardener_in_south_central_la?language=en](http://www.ted.com/talks/ron_finley_a_guerilla_gardener_in_south_central_la?language=en) (Video, 10:45 min) |                                                                                                      |
|            | A Career in Urban Planning (India) [https://www.youtube.com/watch?v=IWSyMj0-MFE](https://www.youtube.com/watch?v=IWSyMj0-MFE) (Video, 8:39 min)                                                                                                                                                                                                             |                                                                                                      |
|            | ACCESS: Melissa Fong on #25KLunch, the Downtown Eastside and more… (Canada) [https://www.youtube.com/watch?v=sJgao9ygGSY](https://www.youtube.com/watch?v=sJgao9ygGSY) (Video, 7:15 min)                                                                                                                  |                                                                                                      |
|            | The Career of an Environmental Planner (United States) [https://www.youtube.com/watch?v=YWaVzp7Q4ls](https://www.youtube.com/watch?v=YWaVzp7Q4ls) (Video, 4:51 min)                                                                                                                                  |                                                                                                      |
|            | Career Girls: Urban Planner “What I Do” (United States) [https://www.youtube.com/watch?v=G-dMN8jq23M](https://www.youtube.com/watch?v=G-dMN8jq23M) (Video, 0:49 min)                                                                                                                                   |                                                                                                      |
| Mon 9/25   | Why plan? Bring a draft script of your video to class.                                                                                                                                                                                                                                                                                     |                                                                                                      |

|            | *The Lorax* by Dr. Seuss - Storybook Read Aloud! - YouTube: [https://www.youtube.com/watch?v=aa82mcXO9AQ](https://www.youtube.com/watch?v=aa82mcXO9AQ) (Video, 15:32 min)                                                                                                                                  |                                                                                                      |
|            | Optional:                                                                                                                                                                                                                                                                                                                                                                                          |

|            | Souza, Marcelo Lopez de. 2006. Together with the state, despite the state, against the state: Social movements as ‘critical urban planning’ agents. *City*, 10 (3): 327-341.                                                                                                                                   |                                                                                                      |
|            | Optional:                                                                                                                                                                                                                                                                                                                                                                                          |
|            | Takahashi, L. 1993. Some Diagrammatic Representations of Models of the State from Planning Theory Course, University of California, Irvine (5 pages) – this is just to illustrate the variety of ways the state is theorized.                                                                                                                                           |                                                                                                      |

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Details</th>
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| Wed 9/27 | R6: Compare Harvey and Foglesong. Are they arguing for the same thing? What is the main difference between Marxist and Market based justifications? | David Harvey: The Right to the City and Urban Resistance @ Fortaleza, [https://www.youtube.com/watch?v=vjyLWMS2nY](https://www.youtube.com/watch?v=vjyLWMS2nY) (Video, 46:20 min)  
Optional:  
Political Theory – Karl Marx [https://www.youtube.com/watch?v=FSQgCy_ilcc](https://www.youtube.com/watch?v=FSQgCy_ilcc) (Video, 9:27 min) |
| Mon 10/2  | Showing of documentary film: Brooklyn Matters  
What are the competing justifications for intervention in Brooklyn? | Video Essay 2: How does theory contribute to your understanding about how planning practice works?  
Part 2: THEORIES OF LOCAL PLANNING PRACTICE |
Optional:  
Optional:  
<table>
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<tr>
<th>Date</th>
<th>Activity</th>
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<tr>
<td>Mon 10/23</td>
<td>Bring a draft script of your video to class.</td>
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<tr>
<td>Mon 10/30</td>
<td>R13: <strong>Communicative Planning</strong>: What does it mean to say “planning is a communicative act”? Is communication just about words and</td>
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</table>

D6: Now that you’ve read a bit more, which theory of planning practice appeals to you most or least?

D7: Post a draft outline / script of your video.

D8: Post a refined script of your video.
Optional:  
|---|---|
| Wed 11/1 | R14: Radical and Insurgent Planning: What is radical planning? Do you need conflict for social transformation?  
Optional:  
| Mon 11/6 | Bring a draft storyboard for the video to class. |
Part 3: ETHICAL DILEMMAS IN PLANNING  
Video Essay 3: What does it mean to be ethical in planning practice?  
American Planning Association – Ethics (AICP Code of Ethics and Professional Conduct and APA Ethical Principals in Planning)  
Optional:  
D9: Describe and discuss different ethical dilemmas you expect to face as a planner. |
| Mon 11/13 | D15: What are the most significant ethical dilemmas planners face today? How do the APA ethical codes and principals provide guidance in navigating complex urban planning problems and the inherent ethical dilemmas? Where else do planners look for guidance?  
| Wed 11/15 | R16: What ethical challenges do planners face when planning with indigenous  
<table>
<thead>
<tr>
<th>Week of 11/20</th>
<th>Fall Break</th>
<th>No Class</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>DiAngelo, Robin. 2015. Why It's So Hard to Talk to White People About Racism. Huntington Post, April 30, also DiAngelo’s talk about White Fragility <a href="https://www.youtube.com/watch?v=cGGI66uK9x4">https://www.youtube.com/watch?v=cGGI66uK9x4</a> (Video, 8:32 min)</td>
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<td>Why are we still talking about racism? <a href="https://www.youtube.com/watch?v=NwdJj8lnkNe">https://www.youtube.com/watch?v=NwdJj8lnkNe</a> (Video, 4:30 min)</td>
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<tr>
<td>Date</td>
<td>Assignment</td>
<td>Reading</td>
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<tr>
<td>Mon 12/11</td>
<td>Bring a draft storyboard of your video to class.</td>
<td>D11: Post a refined script of your video.</td>
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</table>
Educational Objective:
The course is an advanced lecture/seminar for graduate students, focusing on foundational issues. It is intended to engage students in the “big questions” concerning the goals, values, and strategies which shape our social and physical environments and the activities and roles of professional planners. The course provides an opportunity to become knowledgeable about and to critique what planning has done in the past hundred and fifty years. We also will focus on what usually remains in the background as taken for granted or unchallenged: the character of planning knowledge and contending the world-views and assumptions. The project amounts to becoming conscious of the structural possibilities and limitations of planning and more responsible for our personal contributions, especially in regard to social justice.

Educational Approach:
The course will be a classical lecture/seminar, with the instructor providing some lecture material, but mainly the faculty member and students together analyzing the subject matter by focusing on readings and problems through discussions and written exercises. Both written and oral skills will be developed. Note: While learning about ethical theories gives us knowledge, in itself it does not make us any more capable of better ethical conduct—that comes through practice making good judgments about particular cases and acting appropriately (from which, over a life time, perhaps bit of wisdom might emerge). Our class discussions will concentrate on practicing making such judgments and on debating processes of legitimate decision-making.

Course Content:
The course will consider major historical, theoretical, and ethical alternatives. As to the historical development of planning, we will consider the major landmark projects, persons, and institutions since the Civil War, as well as the ideas of capital development, tensions among the public and private spheres, social control, professionalism, and the desired forms for society, including the troubled issues of environmental well-being, inequality, and justice in relation to economic development. Major theoretical models and world views considered will include the varieties of rational planning (including communicative action), with a special focus on exploring the increasingly important complexity theory. We will treat ethical issues such as distributive justice, value hierarchies, and principles of professional conduct (professional-client relationships, deception, confidentiality, consent). The course will include synthetic exercises focusing on current social-planning problems.
Texts:
- shorter excerpts to be posted on the Canvas system. **EVERYTHING IS UNDER FILES**

(A Reader on Planning History will be on reserve in the CBE Library for consultation for the class presentations on planning history, but does not need to be read for the course)

Assignments:
There will be regular reading assignments and two writing projects (one an essay examination on the history of planning; the other a 9-12 page paper engaging complexity theory, both of which will be due on Tuesday, March 13—that is, at what would be the scheduled final exam time—this will be further explained as we go). It is expected that students will come to class prepared to discuss the assigned material and ideas, and to participate actively. Students will a) contribute a short reading—“case”—from current news systems concerning the gaps between those who have and those who don’t, b) be responsible for being part of a group leading one of the ethics discussions based on these student-selected cases, and c) make a short presentation analyzing and debating the landmarks of planning history. There is almost no other outside work for the course. The focus will be on reading, interpretation, analysis, and honest discussion.

**Evaluations: Grades to be determined by**
I. Participation
A) Mandatory report about your reading of the assignments, to be posted on canvas by 10 am of that class day. I will use this information to figure out how to conduct that class session.
  Reminder: DO NOT LIE in an ethics class; be honest. There is **not a grade for this**; but there is a **penalty** if you fail to do it. For each time you fail to report, one point will be deducted from your final grade (so missing all 10 would severely limit your final grade). Saying “I forgot” won’t cut it; it either is posted by 10 am or it is not.
  The format is simple: along with your **name**, provide the following information:
  On this week’s assignment I read: __ all or almost all __ most ___ not very much
  **Post this to the “discussion tab” on the course website on Canvas:** on Canvas, go to the **Discussions tab**.

B. Ethics
Find a short 2-5 page personal account—1st person stories—of someone’s experience of encountering barriers to resources. This may come from any valid source: direct personal accounts, diaries, even novels or other sorts of fiction; it may come from a magazine or newspaper report **IF** the article includes substantial quotations of what people say (their own words). [An example will be provided in class.] Then load the story to the canvas system. Finally, as part of a group panel make a presentation on your self-chosen topic. – 15%

C. History
Presentation as part of a group on one of the landmark cases – 15%
Winter, 2018

Bob Mugerauer

Contact info:

Email all the time = drbobm@u.washington.edu
Be sure to put in the “m”

Phone: I rarely answer it because either I am with someone or am not in my office, but it is 206-221-4415

Office: Gould 448 G-H (inside a suite on the north-east corner)
Office Hours:
• Wednesdays 12-1:30 – on days when there are no faculty meetings
• Wednesdays 4:20-5:00
• Thursdays 12:30-1:30
• THE EASIEST OF ALL by appointment

On the fly: I am around more on Tu, Wed, Th; not so much on Mon & Fri
Student Class Presentations on History Landmarks

Each student will make a presentation with two parts. The first part will be to the class, with a short handout; the second part will be a transformation into SHORT written form, to be handed in and graded. Note, only the written version is graded.

In-Class
In each class we will devote 30 minutes to student led discussion of a history topic—I will give you a broad issue on which to focus. Presenters can either coordinate with each other or work independently as they choose.

The format is intended to focus the topic and facilitate class discussion (potentially also to provide a good study aid) on one of the planning landmarks. The goal is to stimulate, not deaden, discussion. This requires practiced, brisk, and focused presentations. Because several students present each day and we want to stimulate class discussion (NOT make a long mini-lecture), each presentation should be brief (say 5 minutes). If you choose, presenters can briefly “debate” the issue, then open it up to the class.

For the in-class presentation:
- Reflect on the lecture and supplemental readings (usually on the web, but there also will be a Reading List and a Course Reader on reserve in the CBE library). This will increase your expertise and allow you to see what others have to say on the topic.
- Generate a short (1 page maximum) handout covering your main points in a clear “outline” format.
- Be as clear, precise, and concrete as you can. Good presentations work from the handout, using it as notes, but not read verbatim. You do not—should not—try to cover everything on your handout. Do NOT repeat the lecture. Do not be afraid to lead with an interesting point and let the class take it up, without feeling that you have to hold the floor and read through all your points. An excellent presentation may be one that disappears and doesn’t get finished because the class has run off with the issue in a lively discussion.

Written version—due at class-time the following week
Because presentations mysteriously fail or succeed, often for reasons having nothing to do with the quality of preparation/delivery, the grade for this assignment is not based on the actual class presentation, but on the written version. You will be graded on the basis of the best possible presentation that could have been made, not on how it actually went.

For the written version,
- Pay attention to what the other presenters and the class say, since you may think of new points or change your mind, and so on.
- Flesh out the presentation (if appropriate, revising what you have to say on the topic) into a short paper (1 page; bullet points in an outline form are ok, or put your ideas into sentences and paragraphs.
STORY GATHERING ASSIGNMENT

The stories you gather will be the basis (“the texts”) for our class debates on ethics & theories (and perhaps for your long ethics-theory paper due at the end of the quarter).

Upload a file with your story to the “ASSIGNMENTS” tab on the course website on Canvas. The system will update and you should see all posted stories including yours. See attached instructions, pp. a-e. Due January 17.

BARRIERS/ACCESS TO RESOURCES
WHAT’S PLANNING GOT TO DO WITH IT

Find a short 2-5 page personal account—1st person stories—of someone’s experience of encountering barriers to resources. This may come from any valid source: direct personal accounts, biographies, diaries, or an anthropological or sociological city, even novels and other sorts of fiction; it may come from a magazine or newspaper report IF the article includes substantial quotations of what people say.

Areas of Human Need for a Decent Life: FIRST SET OF IDEAS FROM CLASS #1
II. Major Papers

Examples and details on separate pages

**History:** 35%
Mastery of the historical subject matter as demonstrated in a written essay examination covering a major theme that winds through the last 150 years of planning (there will be an individual option of taking the exam in one or two stages and as a take-home or in-classroom examination),

2 options-
- Comprehensive final -- due on Tuesday, March 13 (that is, at what would be our scheduled final exam time)—35%.
- Midterm (approximately on Jan 31) & non-cumulative final—due Tuesday, March 13

**Theory/Ethics**—also 2 options 35%
You can choose either of two assignments.
- One is in the format of a traditional essay
- the other applying complexity theory in the form of a complex diagram with explicit description of the feedback looks (which will become clearer in the next several weeks)
The 9-12 page paper will be due on Tuesday, March 13 (the scheduled exam time)—35%.

Further explanation and guidance-hints about how to do these assignments will be given throughout the quarter.

An example of a Complexity Theory Feedback-Loop Diagram
EXAMPLE EXAM EXAMPLE

HISTORY EXAMPLES FROM THE PAST

Examples of planning history themes I have used as the basis for exam questions—all of these have emerged in the history lectures:

Planning as Scientific: How have the identity and authority of planning developed because of planning’s evolution as scientific, that is as rational, objective, and with impact on the practices, procedures, and techniques of practice? (Taking account of the varying “definitions” of rationality would be part of the consideration.)

Planning as Communicative Action: It often is asserted that the two main roots of American Planning are the impulse to become scientific-rational and the impulse to reform. It also has been pointed out that an additional dimension is found in the importance of “rhetoric, persuasion, and image shaping (through verbal, visual, and quantitative means). As we will see later, the theorist Jurgen Habermas speaks of this third dimension as “communicative action” in a view which would define planning as “the shaping of attention, as defining what counts as a problem and what solutions might look like.” Describe and Explain how and to what extent planning has developed as such communicative action.

The Complex, Changing Relationship between Physical Planning and Social-Economic (Policy) Planning: Trace and explain the various relationships between these two dimensions over the last 150 years. For example, sometimes they are opposite, sometimes coordinated, one or the other may dominate, one may be submerged, etc.

Planning as “Done Unto Others”: Describe and explain the extent to which planning developed as “planning being done ‘unto’ others.” Give the details by specifying and accounting for who, did what, in what manner, on half of whom; also make explicit any patterns that emerge, such as “group or type X tends to plan using economics on behalf of group Z, while group or type A tends to plan using physical environments on behalf of group C.

Planning as an Instrument of Capitalism: Whether deliberately or not, to what extent has planning, through its practices and social-physical outcomes, in fact primarily facilitated the development of private or corporate capital (that is, of the private sector’s opportunities, interests, and profits, rather than that of general public or civic interests)? (In addition to the explicit use of planning to support capitalism, have not even what appeared to be alternatives ultimately been bent to capitalism’s purposes?)
On the History Paper/Exam
I find it very strange to write this, especially to a graduate class, but it seems necessary to try to increase student success.

Each year, surprisingly, 3-5 students do not successfully answer (or barely pass) the planning history test/essay because they fail to follow one of the crucial, non-optional directions:

“Write as much as you can in 3 hours; it is more important to cover all the relevant landmarks in some detail rather than only a few in great detail—you are called on to exercise judgment as well as knowledge.”

This is unnecessary and avoidable. The test is not difficult: it simply asks you to show competence in basic material (that does not require outside or additional readings or study). Listening, participating, and taking notes in the traditional fashion facilitates a more engaging, effective learning experience (which obviously is inhibited if you dis-attend by engaging with content on your electronic devices).

- In order to use all the relevant planning landmarks and precedents that we have covered in lecture you obviously need good notes from each and every lecture.
- If you miss a class it is important to get notes from a classmate.
- I understand that listening to a lecture and taking notes is difficult if English is not your first language. (I learned that through my own experience outside the U.S.) If this is the case you should find some way to cooperate with some of your classmates—through study groups or other methods—to generate a good complete set of notes that you understand.

Note: listening to oral presentations and being able to have notes from them is an essential skill for a planner. You need to be able to do so when dealing with public participation sessions, accurately preparing or revising projects as directed by a commission, being able to correctly testify before a hearing board or in court, absorbing and being ready to implement a change in direction mandated by a new regime of power, and so on. If you can’t do this your career will be very limited, if not short-lived.
As we will learn in some of our readings, Jane Jacobs has been a major force in opposing top-down planning that destroys urban systems. Her wonderful writing provides both the details of phenomena such as “busy inner-city streets being safe” and “streets as a social meeting place matching American habits and preferences,” then clarifies the relationships among the major features. She did her work when opposing her nemesis, authoritarian New York city planner Robert Moses, and arguing for an incremental, bottoms-up approach.

General Idea & Goal
Your assignment is to show a dimension of recognizing/understanding and acting on the city as a complex system. To do this, present a diagram and text describing the multiple factors and their complex feedback loops for an urban phenomena-problem area of interest to you. Choose something that REALLY MATTERS TO YOU (e.g. public transportation, homelessness, etc.). Then work out a visual diagram or map of what underlies and branches out from that social or built environment problem-tangle. Along with the diagram you need to explicitly describe the connections, lines of positive and negative influence, possible points of reversal, etc. (as we will learn to do during the course). Finally, your writing should include at least a short section that indicates a strategy for action: “Given that the phenomenon is as described, we could begin to positively change the overall dynamic by …. ).

The goal is to provide the empirical detail and conceptual analysis that would help official planners understand and plan in light of complexity. Your description and analysis is supposed to show how it is that many specific factors interact to generate the complex overall phenomena—that is, to enhance the system’s dynamic, generative processes. In turn, this would be a basis for arguing that/how an incremental approach (of small-scale changes) can help facilitate positive complex interactions. In the end, your paper should provide a case for incremental, bottoms-up action that convincingly would counter the imposition of big top-down planning.

Specifically, what to do FOR YOUR PHENOMENA:*  
To discern and show/describe the pattern and carry out an initial analysis
1. **PRESENT A DIAGRAM, SHOWING AT LEAST THE MAJOR FEEDBACK LOOPS [CONNECTIONS/INTERACTIONS/BASIC IMPACTS]**  
2. **DESCRIBE IN WORDS THE DYNAMICS OF WHAT IS GOING ON**

Then
3. **BRIEFLY MAKE EXPLICIT HOW MODEST, INCREMENTAL CHANGES COULD POSITIVELY CHANGE THE OVERALL OUTCOME..**

*There are zillions of such phenomena: Economic-Social (jobs, real estate values, homelessness, distressed communities, mass transit); Ecological (ecosystem collapse, pollution, loss of species, habitat change); Health (diabetes, drug addiction, famine), ….  

Reminder: the paper is due on **Tuesday, March 13**
Paper: Ethics & Theory (knowledge/action) Option

Engagement and exploration of the theoretical and ethical subject matter is demonstrated in a 9-12 page paper, due on Tuesday, March 13 (the scheduled exam time)—35% of grade.

General Issue: What should/can planning do to help alleviate [some major aspect of] problems of Unequal Access to Resources, to reduce—if not eliminate—[some of] the barriers?

Chose-specify a basic need/resource which is not satisfied/available for many people—pick one that is important for you. Then provide an actual answer to the points below, including explicit discussion of a legitimate basis for your position from ethics and theory. The paper must include the following four dimensions—I suggest allocating 1/3 of the paper to 1 & 2; then 2/3 to 3 & 4.

1. Planners SHOULD [at least try to] DO WHAT regarding increasing Access?

2. WHY should we increase access to whatever basic resource you have chosen? Assume for the purpose of the paper that the reason is the ethical obligations of Justice. There are many definitions of Justice, and many sub-categories. For this paper the task is to use one of the most important ones: Distributive Justice. Here you should briefly explain what Distributive Justice is and how it applies in this issue.

3. Planners CAN [realistically] DO WHAT?

4. HOW would we know what to do and how to do it?
### 1/14/18 Readings and Discussion Topics

<table>
<thead>
<tr>
<th>Date</th>
<th>History Lecture Topic</th>
<th>Student History Presentations</th>
<th>Theory &amp; Ethics Assignments</th>
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</thead>
<tbody>
<tr>
<td>1/3</td>
<td>Course Mechanics &amp; Tenement Reform/Parks</td>
<td>X</td>
<td>Initial discussion on Ethical Issues of Access/Barriers to Resources</td>
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<tr>
<td>1/10</td>
<td>Utopias, Company Towns &amp; Garden City &amp; Lecture: Major Planning Theories</td>
<td>---</td>
<td>Jane Jacobs, handout Innes &amp; Booher, Chs 1 &amp; 2 1st application of Complexity Theory: now adding complexity to Rat&amp;ComRat STORIES OF EXPERIENCES DUE 2nd application of Complexity Theory</td>
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<tr>
<td>1/24</td>
<td>City Beautiful &amp; Practical</td>
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<td>1st Discussion of Student-generated ethics cases</td>
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<td>Midterm</td>
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<td>1/31</td>
<td>Rockefeller Center</td>
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<td>1st Discussion of Student-generated ethics cases</td>
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<td>2/7</td>
<td>Regional Planning Assoc. America/ National Resources Planning Board</td>
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<td>2nd Discussion of Student-generated ethics cases</td>
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<td>2/14</td>
<td>Post-WWII Highways</td>
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<td>More on Complexity/Innes &amp; Booher</td>
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<td>2/21</td>
<td>Post-WWII Housing</td>
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<td>More on Complexity/Innes &amp; Booher</td>
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<td>2/28</td>
<td>Urban Renewal</td>
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<td>3rd Discussion of Student-generated Ethics Case More on the 2 paper assignment</td>
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<td>3/7</td>
<td>X X</td>
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<td>4th Discussion of Student-generated cases</td>
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The last UW class day of the quarter is March 9.

Reminder: **THE FIRM, NON-NEGOTIABLE, DUE DATES OF BOTH ASSIGNMENTS:**
THE PAPER ON THEORY-ETHICS AND THE COMPREHENSIVE EXAMINATION
ON HISTORY WILL BE DUE THE END OF THE DAY WHEN OFFICES ARE LOCKED (+/- 4:45-5:00) ON TUESDAY, MARCH 13

Planning History, Theory, Ethics

Bob Mugerauer

Student Information

Name:

Home Base (department, area of study):

Other courses this quarter:

Goals and Plans in Life (e.g. become czarina of improvement of the quality of life for the former Soviet Union, just pay off student loans, get any job in Hong Kong, save the environment, etc.)

Please place an X on the line below to indicate your basic political position. To the right is more and more conservative; to the left is more and more liberal to socialist. I will use this information to choose my class examples and questions.

Far Left ------------------Far Right

12
NAME ________________________________

**I. Sign-up for presentations on History Topics. Indicate 1\textsuperscript{st} and 2\textsuperscript{nd} choices.**

<table>
<thead>
<tr>
<th>1\textsuperscript{st} choice</th>
<th>2\textsuperscript{nd} choice</th>
<th>History Topic for Presentation</th>
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<tr>
<td>Tenement Reform/Parks</td>
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<td>Utopias, Co. Towns, Garden City</td>
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<td></td>
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<td>Chicago: 1893 World Fair &amp; 1909 Plan</td>
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<td>City Beautiful &amp; Practical</td>
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<td>Rockefeller Center</td>
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<td>Regional Planning Association of America/ National Resources Planning Board</td>
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<td></td>
<td>Post-WWII Highways</td>
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<td></td>
<td></td>
<td>Post-WWII Housing</td>
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<td></td>
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<td>Urban Renewal</td>
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</table>
Welcome to Planning Theory Policy! The purpose of this course is to expose you to a basic background in the history and theory of urban and regional planning. This background will enable you to understand some pivotal aspects of the evolution of this profession, as well as to think about how to create effective, principle-centered planning for the built, natural, and social environment of the future. Such knowledge should assist you in your preparations to “be good” (gain concrete tangible training in professional basics) and to “do good” (learn to carry out action in a way that is informed by key positive values) in your chosen career path. The major questions that the course addresses:

1. **How have we planned?** The industrial city and planning thought

2. **How can we create livable cities and regions?** Urban form, sustainability, governance

3. **Why do we plan?** Justifications.

4. **How should we plan?** Profession, social justice, ethics

5. **What is the relationship between planning and practice?** In general, in globalizing world.

One goal is to introduce you to these themes in a way that allows you, as an independent thinker, to make tangible connections between the concepts and current issues in the contemporary city. By the end of the course, in addition, another goal is that you should in a final exam be able to explain a number of key elements of urban planning history and theory in a factual, narrative fashion. The basic components of these goals are summarized, below, as “learning objectives.” Short papers and other course discussion/activities will help you make “tangible connections.”

1. You should be able to describe both the nature of the industrial city and some of the earliest thinking about how to reform cities through regulation, garden cities, or early forms of modernist design.

2. You should be able to describe and discuss key elements of regionalism and/or urban improvement, by people such as Howard, Geddes, and Mumford.

3. You should be able to compare and contrast major trends in early to mid-20th century planning in the U.S., such as the rise of land use/comprehensive planning, the promotion of low-cost “public housing,” modernism, and anti-modernism.
4. You should be able to relate specific alternative proposals for mid-20th century urban development (Gomon, Bauer), and explain what problems hindered those proposals.

5. You should be able to explain lessons “we” have learned from actual experiences with redevelopment in the U. S., especially Detroit, and China (Teaford, Thomas, and Wu).

6. You should be able to summarize “why we plan” by reviewing major justifications for planning as an activity and discipline.

7. You should be able to describe how, according to our authors, various ideas about urban form and new urbanism have affected cities and regions of the past and present.

8. You should be able to review key examples of planning initiatives related to either sustainability or to governance, and identify critical dilemmas in efforts to support these concepts.

9. You should be able to explain varying definitions of social justice and discuss how this concept has affected both theory and practice in contemporary planning. You should also be able to discuss similarities and differences between concerns in the Global South and in the Global North, as described by Fainstein and Miraftab.

10. You should be able to define “reflective practice” and offer specific examples, based on the readings and possibly other experiences, of why this concept is important for effective planning.

11. You should be able to define key links between planning theory and practice, including how each affects the other, for issues such as planning ethics, land use planning, and mediation.

12. You should be able to explain various theorists’—particularly Friedmann, Roy and Shatkin—ideas about the implications of a global context for contemporary urban planning theory and practice, referencing as well previous discussions of social justice.

The required texts, from which a number of readings are required, are:


- Bish Sanyal, Lawrence Vale, and Christina Rosan, ed. *Planning Ideas that Matter* (Cambridge: MIT Press, 2012). NOTE: Mirlyn indicates this is available on-line through the library, although some students have experienced problems with this on-line version. In addition, this has been ordered in print version, and is placed on reserve in Duderstat.


Some other readings are posted at the course Canvas site and some materials are accessible via links to UM’s library. We have some optional readings from Peter Hall, *Cities of Tomorrow*, but none are required; the Hall book, 4th edition, is available through Mirlyn on-line; note that the paging may differ from what’s indicated on this syllabus, depending on edition.

The class will be a combination of lecture and in-class discussions. Each student should:
• Exhibit academic integrity. Plagiarism, which in part means using the words of another person without proper citation, but is a more complicated concept than that, is the most common form problem students have honoring academic integrity. See https://www.lib.umich.edu/academic-integrity/understanding-academic-integrity-and-plagiarism-students.

• Read all assigned readings. Offer written comments about some portion of these, at least once a week (15 total), at the on-line Canvas “Discussion” site, by 7:30 p.m. the night before the class date that we will discuss these. Participate in related discussion in class or in discussion sessions.

• Prepare three short essay papers. See schedule for paper topics; separate instructions will provide details. Two of these are stand-alone essays. For the third paper, see next bullet point.

• Participate in one small-group planning history or theory video assignment for the final project, help present the final results, and then write an individual, three-page paper summarizing what you learned from the project.

• Submit all material at the appointed time, on time.

• Miss no more than four class sessions during the semester.

• Serve as a conscientious group member for any group assignment, making a concerted effort to carry out all assigned tasks and to work in harmony with the group.

• Take one take-home final exam related to the learning objectives covered in the class.

Grades

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<tr>
<td>Final Exam</td>
<td>25 points</td>
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<tr>
<td>Final group project</td>
<td>15</td>
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<tr>
<td>Papers</td>
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<td>1</td>
<td>15</td>
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<td>2</td>
<td>15</td>
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<tr>
<td>3 (reflection on group project)</td>
<td>5</td>
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<tr>
<td>Canvas discussion responses over the term</td>
<td>15</td>
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<tr>
<td>Participation/ attendance</td>
<td>10 points</td>
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Total: 100 points

Other Policies:

• If your paper or any required component for your paper or exam is late, late points will be subtracted. Late papers may not be accepted.
• No late adds after the second week of class.
• ELECTRONIC DEVICES: DO NOT USE during class except to take class notes related to the class or to assist with group discussions. Do not use your laptops, cell phones, etc. to surf the web, read or write e-mail, watch movies, et al. during class. Failure of even a few people to abide by this policy may lead to the banning of laptop use during class lectures and presentations.

Schedule as of 9/3/17 [NOTE: Check on-line version at Canvas, as this version, below, is subject to change]

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings/ Activity</th>
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</table>
| Week 1     | Introduction; course overview | • Overview of concepts, approach of course, requirements  
<p>| Tues. Sept. 5 |                         | • Individual introductions                                                            |</p>
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Resources</th>
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| Thur. Sept. 7 | **Introduction cont’d; The Dilemma of the Industrial City, UK** | • Raphael Fischler, “Teaching History to Planners,” *Journal of Planning History*, 5 (4, 2006): 280-88. This lays out part of the conceptualization for the course. Link, if you are signed in:  
| Week 2 | **Industrial City USA: housing issues** | • $$$ W. E. B. DuBois, “The Problem,” pp. 5-9; “Houses and Rent,” pp. 287-99; and part of “Sections and Wards” (pp. 303-304), in *The Philadelphia Negro: A Social Study* (1899 edition). You have free access to this on-line book as a student enrolled at UM.  
  o First log in to Mirlyn, the UM Library system, with your uniqname and password. Link should then work: [https://books.google.com/books?id=E7fbQ3bIcEAC&printsec=frontcover&source=gbs_viewAPIv=onepage&q&f=false](https://books.google.com/books?id=E7fbQ3bIcEAC&printsec=frontcover&source=gbs_viewAPIv=onepage&q&f=false)  
  o If not, while signed into Mirlyn (UM library system, with your uniqname), search for the name of the book; this will lead to information about both paper and electronic copies. Click on highlighted text indicating electronic copy “available online” and scroll through it to get to the assigned pages.  
  o See instructions above for logging in; link: [https://books.google.com/books?id=vFJHAAAAIAAJ&printsec=frontcover&source=gbs_viewAPIv=onepage&q&f=false](https://books.google.com/books?id=vFJHAAAAIAAJ&printsec=frontcover&source=gbs_viewAPIv=onepage&q&f=false)  
  o Or search for book title at Mirlyn, UM library system, as above. |
| Thur. Sept. 14 | **No class** | • Please take advantage of the opportunity and travel with Expanded Horizons field trip, to Cleveland! |
| Week 3 | **City Planning Proposals--Garden Cities versus Radiant Cities (UK and France, India, etc.)** | • $$$ Ebenezer Howard, *Garden Cities of To-morrow*, Introduction, Chapters I, II (pp. 9-37). *Original writing.* First log in to Mirlyn, the UM Library system, with your uniqname and password. Search for name of book, electronic resources, as with above instructions.  
• $$$ Le Corbusier, “A Contemporary City,” as reprinted the *City Reader* pp. 312-324. Posted PDF.  
• Introduction to section and Robert Fishman, “Urban Utopias in the Twentieth Century: Ebenezer Howard, Frank Lloyd Wright, and Le Corbusier,” *Readings in PT*, 4th edition, pp. 19-50. This is your text book, for purchase; see above. This helps you interpret the above authors. If desired, see the following additional resources:  
• $$$ Lewis Mumford, “Regions to Live In,” reprint from *Survey Graphic* 1925, in *Ciudades*, pp. 193-96. A short, clear statement of the regional
<table>
<thead>
<tr>
<th>Week 4</th>
<th>Tues. Sept. 26</th>
<th>Functional planning: US incl. St. Louis</th>
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<tbody>
<tr>
<td></td>
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<td>$$$ Harland Bartholomew, “The Zone Plan,” City Plan Commission, St. Louis, 1919. Read pp. 11-16. Look up this source’s title at Mirlyn to gain access to electronic copy; be sure you are logged in as UM student.</td>
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<td></td>
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<td>Optional resource:</td>
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<tr>
<th>Thurs. Sept. 28</th>
<th>Public housing as city rehabilitation: US incl. Detroit</th>
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<tr>
<th>Week 5</th>
<th>Tues. Oct. 3</th>
<th>Thinking about postwar era: contrasting visions</th>
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<td></td>
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<td>Review: [You’ve already read the following from Le Corbusier, but refresh your memory and compare with Bauer and Scott:] Le Corbusier, “A Contemporary City,” as reprinted the <em>City Reader</em> pp. 312-324</td>
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<td>Optional resources:</td>
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<tr>
<th>Thurs. Oct. 5</th>
<th>Jane Jacobs and anti-modernism</th>
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<td>A very short, laudatory summary of her life and influence on urban planning, at <a href="http://www.pps.org/articles/jacobs-2/">http://www.pps.org/articles/jacobs-2/</a></td>
</tr>
</tbody>
</table>
| Week 6  | Tues. Oct. 10 | Redevelopment in U.S.: urban renewal | **Optional:**  
PDF. Also available to signed-in UM students at Mirlyn; search for book title. |
| Thurs Oct. 12 | Redevelopment in two contexts | **Optional:**  
| Week 7  | Tues Oct. 17 | No class |  
- **Study Days** |
| Thurs Oct. 19 | Planning: Justifications and Critiques |  
- "Introduction" to section, *Readings in PT 4th*, pp. 133-38  
- Patsy Healey, “The Planning Project,” Ibid., pp. 139-155 |
| Week 8  | Tues Oct. 24 | Justifications and Critiques |  
- Ash Amin, “Urban Planning in an Uncertain World,” Ibid., pp. 156-68  
| Thurs Oct. 26 | PAPER DUE | Planning Ideas that Matter: Livability 1: urban form, containment |  
| Week 9  | Tues Oct. 31 | Livability 2: new urbanism |  
| Thurs Nov. 2 | Sustainability |  
**DUE:** Topic, work plan, list of expected sources for small-group term project |
| Week 10  | Tues Nov. 7 | Governance |  
|--------------|----------------------------------------|-------------------------------------------------|---------------------------------|----------------------------|---------------------------|--------------------------------------|---------------------------------|--------|---------------|
• June Thomas, “The Minority-race Planner in the Quest for a Just City,” *Readings in PT 4th*, pp. 443-63. | • U. S. APA Ethical Principles in Planning, 1992 version, [http://www.planning.org/ethics/ethicalprinciples.htm](http://www.planning.org/ethics/ethicalprinciples.htm) [Note: These principles are intended for anyone involved in APA or the planning process.]  
• U. S. AICP Code of Ethics, 2009 version, available on the web. [http://www.planning.org/ethics/ethicscode.htm](http://www.planning.org/ethics/ethicscode.htm) [Note: This Code is intended for AICP-certified or other “professional planners.”]  
• Sonia Hirt, “Home, Sweet Home; American Residential Zoning . . .,” Ibid., pp. 293-317  
• John Friedmann, “Place and Place-making in Cities: A Global Perspective,” Ibid., pp. 503-522.  
**Post videos by 9 p.m. Presentation is the next Tuesday.** | • Small groups present videos; last day of class.  
• Questions about final exam; overall course feedback. |
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<tr>
<th>Date</th>
<th>Event</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Tues Dec 12</td>
<td>Suggested date to turn in</td>
<td>Suggested date to turn in 3-page essay on video project, but you have a two-day grace period.</td>
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<tr>
<td></td>
<td>3-page essay on video project, but you have a two-day grace period.</td>
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<tr>
<td>Thurs Dec. 14</td>
<td>DUE</td>
<td>Final exam period is officially today, 1:30 to 3:30, but we will not meet. 3-page reflective essay on video project is due, at Canvas, posted by 3:30 p.m. Late points thereafter.</td>
</tr>
<tr>
<td>Sat. Dec. 16</td>
<td>FINAL EXAM DUE</td>
<td>Post written final exam at Canvas no later than Saturday December 16, 5 p.m. Late points thereafter.</td>
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**Course Description:** Planning practitioners are duty bound to serve the "public interest," be concerned with long-range consequences of current actions, and understand the complex interconnections between economics, transportation, environment, land use, social equity, infrastructure, etc. At the same time, other powerful political and market processes are at work that often confound these duties for good or ill. Planners have been highly criticized, but also highly valued, throughout the history of the profession. In this course we will grapple with the dynamic tensions between planning and democracy, the various responses...
that have been proposed, and planning failures and successes. We will explore the development of theories about how we ought to plan, why, and for whom.

Learning objectives include:
1) Developing an understanding of the evolution of urban planning and the changing concepts that have guided this evolution;
2) Fostering critical thinking through crafting exercises, writing about, debating, and discussing complex planning concepts;
3) Buttressing research skills through a series of research prompts meant to activate curiosity and stimulate independent thinking and learning; and
4) Furthering analytical and decision-making skills through professionally appropriate presentations and writing exercises.

**Course Requirements:** This success of this seminar depends on your collective willingness to read, contribute to discussions, and question your assumptions. The readings are extensive and you will be expected to come prepared to actively participate in class discussions. You will be asked to try on various concepts, grapple with the gray areas in ethically charged planning scenarios, conduct independent research, and facilitate discussions with your peers in a respectful tone that offers up space for us to learn together and challenge one another and ourselves.

Grading in the course will be based on the following: class attendance and participation, including a series of in class/homework assignments (worth 30%); a series of short position papers (30%); presenting a case study that exemplifies theories or challenges discussed in the reading (10%), and a final paper (30%). Attendance is expected and more than an absence or two should be explained.

**Technology Policy:** Use of electronic devices in Planning classes has become an increasing distraction. Therefore the Department of Urban and Environmental Planning will not permit the use of electronic devices--laptops, tablets, and iphones-- in Planning classes. Instructors may permit their use on specified days, when they are needed for class exercises or in-class work. Otherwise, such devices should not be in use during class time. Recording devices are exempt from this policy. Please see the following links: [http://www.nytimes.com/2014/06/03/science/whats-lost-as-handwriting-fades.html](http://www.nytimes.com/2014/06/03/science/whats-lost-as-handwriting-fades.html) and [https://www.washingtonpost.com/posteverything/wp/2014/12/30/this-year-im-resolving-to-ban-laptops-from-my-classroom/](https://www.washingtonpost.com/posteverything/wp/2014/12/30/this-year-im-resolving-to-ban-laptops-from-my-classroom/).

**Accessibility:** This course is designed to be welcoming to, accessible to, and usable by everyone, including students who are English-language learners, have a variety of learning styles, have disabilities, or are new to online learning. Be sure to let me know immediately if you encounter a required element or resource in the course that is not accessible to you. Also, let me know of changes I can make to the course so that it is more welcoming to, accessible to, or usable by students who take this course in the future.

**Violence Prevention:** I am committed to reducing incidents of violence, harassment, bias, and hazing at UVA and in the broader community. I also believe that every person can play a part in reducing these incidents. If you are interested in becoming a more active bystander, there is training available through the Green Dot program and other organized prevention efforts underway at UVA.

**Honor:** By enrolling in this course, you have agreed to abide by and uphold the Honor System of the University of Virginia. For more information, go to: [http://www.virginia.edu/honor/](http://www.virginia.edu/honor/)
Personal Statement from Professor: I am here to help. If you find yourself broke, hungry, facing discrimination, depression, grief, chronic pain of any sort, or any problems that you need help with, please let me know. I know lots of campus resources, often have snacks in my office, and like to help other people.

Key Dates:

First Position Paper Due: October 2nd  
Second Position Paper Due: November 6th  
Draft of Final Paper Due: November 21st  
Final Paper Due: December 12th by noon

Readings: Assigned readings will be drawn from a number of sources, either posted on Collab, linked to an ebook through the libraries, or in the required book:


Course Schedule & Reading List

Aug 28: Introduction and Course Overview

Fainstein and DeFilippis. Introduction: The Structure and Debates of Planning Theory, in Readings in Planning Theory.

Aug 30: Planning for Wicked Problems: Guest Lecture by Suzanne Moomaw


Sept 4: What is a City?

Marcuse, Peter. “The Three Historic Currents of City Planning,” in Readings in Planning Theory


Recommended:

Sept 6: Social Construction of Cities


Sept 11: | The City Beautiful, City Radical, and City Social


Sept 13: | The Neotechnic City


Recommended:

Sept 18: | The Utopian City

Read:
Fishman, Robert. “Urban Utopias in the Twentieth Century,” in Readings in Planning Theory

And choose two from the list below:

Wright, Frank Lloyd. “Broadacre City,” in City Reader

LeCorbusier, “A Contemporary City,” in City Reader

Charter for New Urbanism
Sept 20: The Legible City


Harvey, David. “Contested Cities: Social Processes and Spatial Form.” in Readings in Planning Theory

Certeau, Michel de. “Walking in the City,” in The Practice of Everyday Life

Sept 25: Theories of Urban Design

Hack, Gary. “Shaping Urban Form” in Planning Ideas that Matter. (ebook)

Perry, Clarence. “The Neighborhood Planning Unit,” in City Reader (ebook)

Lynch, Kevin. “The City Image and Its Elements.” in City Reader (ebook)


Sept 27: The Ecological City

Frederick Law Olmsted. 1870. Public Parks and the Enlargement of Towns. A paper read before the American Social Science Association at the Lowell Institute, Boston, February 25, 1870


Oct 2: Post-Disaster Debate

FIRST POSITION PAPER DUE: MEMO TO THE MAYOR ON REBUILDING THE LOWLANDS OF NEW ORLEANS

Oct 4: The Regional City


**Recommended:**

Yaro, Robert. “Metropolitanism: How Metropolitan Planning Has Been Shaped by and Reflected in the Plans of the Regional Plan Association.” In *Planning Ideas that Matter* (ebook)

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**Oct 9:**
FALL BREAK

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**Oct 11:**
**The Renewed City**


Robert Fishman, “*Revolt of the Urbs: Robert Moses and his critics*” in Ballon and Jackson.

*Jacobs, J. The Death and Life of Great American Cities in Readings in Planning Theory*

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**Oct 16:**
**Power in Planning**


**Recommended:**

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**Oct 18:**
**Theorizing Urban Natures: Guest Lecture by Julia Triman**


Recommended:

Oct 23: The Deliberative City


Recommended:


Oct 25: The Resilient City: Guest Lecture by Tim Beatley


Other TBD

Recommended:


Oct 30: The Just City

Iris Marion Young. “Inclusion and Democracy,” in Readings in Planning Theory.

Koh, Annette. “Placemaking When Black Lives Matter” in Progressive City


Thomas, June Manning “The Minority-Race Planner in the Quest for a Just City,” in Readings in Planning Theory
Recommended:


Nov 1: Environmental Justice

Watch video: Clint Smith, Place Matters, March 25, 2013, 3min 42sec
https://www.youtube.com/watch?feature=player_embedded&v=saREW_BfxwY


Recommended:
Highlights: Executive Summary (1-3) Chapter 3 (25-33), Austin Case Study (89-110)

Nov 6: Shrinking City Debate
SECOND POSITION PAPER DUE: MEMO TO THE MAYOR ON MAINTAINING DETROIT

Nov 8: The Ethical City: Guest Lecture with Kathy Galvin

Fischler, Raphael. "Reflective Practice,” in Planning Ideas that Matter. (ebook)

June Manning Thomas. “Social Justice as Responsible Practice: The Influence of Race,
Ethnicity, and the Civil Rights Era” in *Planning Ideas that Matter*. Pp. 359-385 (ebook)

Recommended:
*AICP Code of Ethics and Professional Conduct*. Adopted March 19, 2005. Effective June 1,

[http://www.planning.org/ethics/ethicalprinciples.htm](http://www.planning.org/ethics/ethicalprinciples.htm)

**Nov 13:** Urban and Environmental Imaginaries: Guest Lecture by Kevan Klosterwill

Watkins, Josh. “Spatial Imaginaries Research in Geography: Synergies, Tensions, and New

Purdy, Jedediah. *After Nature: A Politics for the Anthropocene*. Cambridge, MA; London:

Please also read the short article, “The Origin of Pistia: A Question Emerges in the Fight
Against a Nuisance,” from *Landscape Architecture Magazine*, which we will use as part an
in-class exercise.

Recommended:
Lipsitz, George. “The racialization of space and the spatialization of race: Theorizing the

**Nov 15:** The Feminist City: Guest Lecture by Daphne Spain

Readings TBA

**Nov 20:** (Virtual) PEER WRITING WORKSHOP: DRAFT DUE

**Nov 22:** THANKSGIVING

**Nov 27:** The Insurgent City


Watson, Vanessa. “Seeing from the South: Refocusing Urban Planning on the Globe’s
Central Urban Issues,” in *Readings in Planning Theory*
Roy, Ananya. “Urban Informality: The Production of Space and Practice of Planning,” in *Readings in Planning Theory*

**Nov 29:**  **The Indigenous City**


*Recommended:*  


**Dec 4:**  **The More-than-Human City: Guest Lecture by Kevan Klosterwill**

[https://doi.org/10.1080/09505430600707988](https://doi.org/10.1080/09505430600707988).

[https://doi.org/10.1101/150359](https://doi.org/10.1101/150359).

*Recommended:*  
[https://doi.org/10.1215/22011919-3527695](https://doi.org/10.1215/22011919-3527695).

[https://doi.org/10.1177/0539018413477938](https://doi.org/10.1177/0539018413477938).

**Dec 6:**  **The Future of Planning**


Amin, Ash, “Urban Planning in an Uncertain World,” *Readings in Planning Theory*
[https://www.bostonglobe.com/ideas/2016/08/13/apps-don-make-city-smart/YrEuTHcHAFArq5piut1nrN/story.html](https://www.bostonglobe.com/ideas/2016/08/13/apps-don-make-city-smart/YrEuTHcHAFArq5piut1nrN/story.html)

**Final Paper Due:** December 12th by noon (in box outside my office)
INSTRUCTOR: Claudia Isaac  
504-0621, 243-3184, cisaac@unm.edu

TIME: Tuesdays and Thursdays 2:00 - 3:40 am

PLACE: Room P135

OFFICE HOURS: Tuesdays 3:00 – 5:00 pm (room 310), or by appointment

COURSE OBJECTIVES:
The purpose of this course is to link key concepts in planning theory to the concrete practice of planning. In the context of studying planning history and theory, this course will help students to develop personal theories of planning action and to experience the feel of practice -- grappling with problems and competing interests, discerning and assessing complex patterns, developing viable solutions, and devising ways to make those solutions happen.

Planning Theory and Process is designed to introduce students to roles that planners play in practice and to the wide array of modes used in practice. Students will learn ways to apply theory to practice, assess planning effectiveness, and understand the settings in which planning is carried out. The course is designed to address key questions that surround ethical, historical, and theoretical issues in planning. The course also designed to direct students through the planning program and into their professional careers, helping to assess career goals, expectations, and educational needs.

Student learning objectives:
Students can expect to accomplish the following learning objectives in this class:

- Gain familiarity with the intellectual history of planning
- Understand multiple planning paradigms and the historical context of their development
- Gain clarity about planning roles and the forms of praxis within those roles
- Gain an initial understanding of your personal theory of action

COURSE PROCEDURES:
This class meets twice a week to discuss assigned readings and to consider exercises prepared for class presentation by groups of students. Assigned readings will provide historical and theoretical perspectives as well as information pertinent to specific exercises. Cases used in the exercises have been chosen to address central issues in planning practice in addition to introducing a range of issues of special interest to planners. Students will be expected to relate discussions of the analytical, theoretical, and ethical context of planning from the readings to the practice dilemmas we will find in the cases and our own experiences.
**READINGS:**

Weekly readings are listed in the syllabus. You will also receive memos and other handouts in class. Though we will not be reading all of the chapters in all of the texts (between 33% and 63%), these texts are foundational, and often prove to be useful resources as you continue your course of study in the CRP program. The following texts are available at the UNM Bookstore. Alternately, you may want to consider sharing texts. AbeBooks.com sometimes has used copies at lower prices than the bookstore.


In addition to readings from the texts, additional readings are available on reserve at [http://learn.unm.edu](http://learn.unm.edu). When you log on to Learn with your NETID, all of the web-enhanced classes you are enrolled in will appear on your screen. When you click on CRP 500, you can access readings by clicking on “Course Materials”.

**REQUIREMENTS & OUTPUTS:**

1) Each student is required to participate in two case study simulations. You will have a choice among a total of six case study assignments, and are to work as a group with other students on your case study team to produce a class presentation and a 20 - 25 page, collectively written policy document. Memoranda describing each case will be distributed to the class well before the case is to be presented in class. **Case Study presentation dates will be listed in the case memoranda and below in the syllabus.** The first case memorandum will be handed out Tuesday 8/31, and **the first written case document will be due 10/20 at 5 pm (please submit the document to me electronically).** The second case memorandum will be handed out 10/19, and **the second written case document will be due electronically by 12/6 at 5 pm.** Within 1 week after each presentation, **case study teams are expected to meet with the professor to debrief the team process and outcomes.** Team members are also responsible for completing a peer assessment of each team member’s contributions to the team, and a self-assessment of his or her own contributions to the team, due when case documents are due (10/20 for the first team, and 12/6 for the second team). Teams are also responsible for conserving and building case materials for use by future students. Your combined two memos will count for 40% of your grade, and efficacy of your group process over the course of the semester will count for 20% of your grade.

2) **Students must complete all of the reading assignments in preparation for class discussion.** Reflective listening, engaged discussion, and reasoned argument (in discussion of readings and in feedback on cases) count for 20% of your grade.

3) **There will be a take home, open book, singularly written final examination.** It will be **due electronically by 5 pm, December 11,** and will count for 20% of your final grade.

4) Each student is required to write a **Personal Plan for Professional Development.** The content of this paper will not be graded, but is **required** and is an important aspect of the Program’s advisement.
and mentoring process. Use this document in collaboration with your advisor to assist in laying out your course through their graduate program. It will be due electronically by 5 pm, December 15.

A NOTE ABOUT ACADEMIC HONESTY:

As members of the UNM academic community, we are all dedicated to creating an environment in which academic integrity is valued and upheld by all. Please review the Community and Regional Planning Program’s “Ethics Statement”, available at http://saap.unm.edu/academic-programs/community-regional-planning/index.html.

Your case studies and exam essays will involve the ethical use of published sources and some the ethical conduct of field research. Please remember that plagiarism occurs when someone—knowingly or unknowingly – presents the words or ideas of another person as his or her own. This includes the ideas of study participants (informants) in a field-based inquiry. If you are not already familiar with the proper use of sources or the ethical engagement of human subjects, you are responsible for consulting with me, or with appropriate readings, to inform yourself prior to handing in any written work. Please also be sure to bring concerns or questions about research protocols, attribution, or other ethical matters to class for discussion. I will, in this class, serve as the Institutional Review officer.

Part of your work in this class will be the result of collective scholarship, and must include the analytical insights of all group members, those of expert and community members knowledgeable about your case study, the relevant published literature. Academic honesty requires that you attribute information from all sources in your documents. In most cases, this is accomplished by providing careful in text citations, a bibliography and list of people interviewed (include “informal” conversations as well if they provided utilized data, or informed your analysis or conclusions). All group members should also be listed as authors and everyone must be prepared to a) contribute analytically to the group’s work and b) listen carefully and respectfully to the insights of other group members.

CAMPUS AND CLASSROOM FREEDOM FROM DISCRIMINATION, HARRASSMENT AND VIOLENCE:

Our classroom and our university should always be spaces of mutual respect, kindness, and support, without fear of discrimination, harassment, or violence. Should you ever need assistance or have concerns about incidents that violate this principle, please access the resources available to you on campus, especially the LoboRESPECT Advocacy Center and the support services listed on its website (http://loborespect.unm.edu/). Please note that, because UNM faculty are considered “responsible employees” by the Department of Education, any disclosure of gender discrimination (including sexual harassment, sexual misconduct, and sexual violence) made to a faculty member must be reported by that faculty member to the university’s Title IX coordinator. For more information on the campus policy regarding sexual misconduct, please see: https://policy.unm.edu/university-policies/2000/2740.html.
SYLLABUS

Week One: Tuesday, August 22

INTRODUCTION TO THE CLASS
Overview, objectives and organization of the class.

Week One: Thursday, August 24

PLANNING THEORY AND HISTORY-- FOUNDATIONAL DEBATES
(Fainstein and Defilippis) “The Structure and Debates of Planning Theory”, 1-19.
(Fainstein and Defilippis) Jane Jacobs, the Death and Life of Great American Cities, pp 94 - 116.

Recommended:

Week Two: Tuesday, August 29

PLANNING THEORY AND HISTORY -- CONTEMPORARY DEBATES
(Fainstein and Defilippis) Susan Fainstein “Spatial Justice and Planning”, pp. 258- 272.
Bent Flyvbjerg & Tim Richardson. “Planning and Foucault: In Search of the Dark Side of Planning Theory”, in Philip Allmendiger & Mark Tewdr-Jones, eds., Planning Futures: New Directions for Planning Theory, London & New York: Routledge, 2002, pp. 44-62. (NB: This reading can be pretty rough going if you are not used to this branch of theory. Give it your best shot)

Recommended


Week Two: Thursday, August 31

Planning Theory and History – Difference and Representation

(Fainstein and Defilippis) Iris Marion Young “Inclusion and Democracy”, pp. 389-406.


Recommended:


**Week Three: Tuesday, September 5**

Building Personal Theories of Action – Reflective Professional Practice Argyris, Chris, and Donald Schön, Theory in Practice: Increasing Professional Effectiveness, Jossy-Bass, 1975, pp. 3-34


(Mandelbaum) Charles Hoch. “A Pragmatic Inquiry about Planning and Power”, pp 30-44.

**Recommended:**

Peter Reason. “Three Approaches to Participative Inquiry”, in Handbook of Qualitative Methods, Sage, 1994, pp. 324-339. (Though this article is about qualitative research methodology, Reason has a very clear discussion of Argyris and Schön’s conception of reflective practice. See, especially, the sections on Action Science and Action Research.)

**Week Three: Thursday, September 7**

**BUILDING PERSONAL THEORIES OF ACTION – THEORY AS SOCIAL ACTION**


**Week Four: Tuesday, September 12**

**GROUP PROCESS AND PLANNING TEAMWORK**


**Week Four: Thursday, September 14**

**PLANNER AS REGULATOR**


**Recommended:**


**Week Five: Tuesday, September 19**

**PLANNER AS MANAGER**


(Fainstein and Defilippis) James C. Scott “Authoritarian High Modernism”, pp. 75-93.

(Fainstein and Defilippis) Frank Fischer “Participatory Governance: From Theory to Practice”, in Fainstein and Defilippis, third edition, pp. 348-362.


**Recommended**


**Week Five: Thursday, September 21**

**PLANNER AS DESIGNER**


Recommened


**Week Six: Tuesday, September 26**

**Synthetic Discussion of the First Three Roles**

*No additional readings. Use Matrix 1 - “Question X Role” on Learn and be prepared to discuss readings to date in a synthetic way.*

**Week Six: Thursday, September 28**

**Group Process – Managing Disputes**


Week Seven: Tuesday, October 2
CASE PRESENTATION: REGULATOR

Students who are not presenting should read the case memo (on Learn) in preparation.

Week Seven: Thursday, October 4
CASE PRESENTATION: MANAGER

Students who are not presenting should read the case memo (on Learn) in preparation.

Week Eight: Tuesday, October 10
CASE PRESENTATION: DESIGNER

Students who are not presenting should read the case memo (on Learn) in preparation.

Week Eight: Thursday, October 12

NO CLASS FALL BREAK

Week Nine: Tuesday, October 16
DEBRIEF FIRST THREE ROLES

No additional readings. Use Matrix 2 - “Role X Paradigm” on Learn to prepare to discuss readings to date in a synthetic way.

Please come to class prepared to address the following questions:

• What key theoretical themes and dilemmas emerged about the role through the case presentations?
• What methodological issues emerged from the case presentations?
• How do the readings on the roles inform your reflection on the case presentations?
• Do you have any praxis-related questions for the case study teams?

We will do an exercise based on the following reading:

**IF YOU WANT TO EXPLORE FURTHER: RECOMMENDED RESOURCES ON THE REGULATOR, MANAGER AND DESIGNER ROLES:**

**Regulator**


“Incentive Zoning: Meeting Urban Design and Affordable Housing Objectives”, Full Citation to follow.


**Manager**


(Mandelbaum) Bish Sanyal “Meaning Not Interest: Motivation for Progressive Planning”, 134-150.

**Designer**


Theodore S. Jojola, "Pueblo Indian and Spanish Town Planning in New Mexico: The Pueblo of Isleta" in Anasazi Architecture, edited by Morrow and Price, UNM Press 1997, pp. 171-185. This book can be read on line. Go to NetLibrary at [http://libros.unm.edu/search/tAnasazi+Architecture/tanasazi+architecture/1,1,4,E/l856&FF=tanasazi+architecture+and+american+design&4,,4,1,0](http://libros.unm.edu/search/tAnasazi+Architecture/tanasazi+architecture/1,1,4,E/l856&FF=tanasazi+architecture+and+american+design&4,,4,1,0). You can browse on line or check it out. The web site has the instructions.


**Week Nine: Thursday, October 19**

*Organizer, Evaluator and Mediator Policy Documents due electronically by Friday October 20, at 5 pm.*

**DEBRIEF FIRST THREE ROLES**
Please come to class prepared to discuss Debrief Matrix # 3 (role/paradigm) available on Learn

**Week Ten: Tuesday, October 21**

**Ethical Issues in Planning**

American Institute of Certified Planners/ American Planning Association “Ethical Principles in Planning (As Adopted May 1992)”. This is available on line at [http://www.planning.org/ethics/ethics.html](http://www.planning.org/ethics/ethics.html).


**Week Ten: Thursday, October 26**

**Ethics in Planning**

Please use the readings below to reflect on ethical dilemmas you have faced in your planning and/or community practice. We will use your examples as basis for discussion.


**Mid–Semester Class Evaluation and Self-Assessment**

In addition to reflecting on what is and is not working well in the class as a whole, please come prepared to discuss the following questions:

- What do you still need to learn about the paradigms?
- What do you know about pragmatic practice of the roles?
• **Which roles and paradigms are most comfortable for you?** Why? Be as specific as possible.

• **Which roles and paradigms have you decided are not for you?** Why?

• **How are the roles (so far) and paradigms informing your thinking about your professional trajectory?**

**Week Eleven: Tuesday, October 31:**

**PLANNER AS PUBLIC SECTOR DEVELOPER**


**Recommended**


**Week Eleven: Thursday, November 2:**

**PLANNER AS ORGANIZER**


**Recommended:**


**Week Twelve: Tuesday, November 7**

**PLANNER AS MEDIATOR**


(Fainstein and Defilippis) John Forester. “Cultivating Surprise and the Art of the Possible: The Drama of Mediating Differences”, pp. 363-382.


Week Twelve: Thursday, November 9

Synthetic Discussion of the Second Three Roles

No additional readings. Please come prepared to discuss debrief matrix # 4 (question/role) available on Learn

Week Thirteen: Tuesday, November 14

Case Presentation: Developer

Students who are not presenting should read the case memo (on Learn) in preparation.

Week Thirteen: Thursday, November 16

Case Presentation: Organizer

Students who are not presenting should read the case memo (on Learn) in preparation.
**Week Fourteen: Tuesday, November 21**

**CASE PRESENTATION: MEDIATOR**

*Students who are not presenting should read the case memo (on Learn) in preparation.*

**Week Fourteen: Thursday, November 23**

**NO CLASS: THANKSGIVING BREAK**

**Week Fifteen: Tuesday, November 28**

**DEBRIEF SECOND THREE ROLES**

*Please come to class prepared to address the following questions:*

- What key theoretical themes and dilemmas emerged about the role through the case presentations?

- What methodological issues emerged from the case presentations?

- How do the readings on the roles inform your reflection on the case presentations?

- Do you have any praxis-related questions for the case study teams?

**IF YOU WANT TO EXPLORE FURTHER: RECOMMENDED RESOURCES ON THE ORGANIZER, EVALUATOR AND MEDIATOR ROLES**

**Organizer**


(Fainstein and Defilippis) Ananya Roy “Urban Informality: The Productio of Space and Practice of Planning” pp. 524-539.


**Developer**


**Mediator**


**Week Fifteen: Thursday, November 30**

**Debrief Second Three Roles**

*Please come to class prepared to discuss Debrief Matrix # 5 (role/paradigm)*

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**Week Sixteen: Tuesday, December 5**

**Mapping The Terrain of Planning Theory and Process**

*Please come prepared to discuss Matrix #6 - the synthetic “cube” of the planning theory terrain: role x paradigm x reflective question matrices available on Learn. Take advantage of this matrix exercise to fill in the cells of the Rubik’s cube, reflect back on the semester’s readings, case studies, and personal experiences, and use that analysis to inform your final exam and professional plan. Use this exercise as an opportunity to review the semester’s readings, case studies, personal experiences.*

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**Week Sixteen: Thursday, December 7**

*Organizer, Evaluator and Mediator Policy Documents due electronically by 5 pm December 6*

**Review Session**

*No Additional Readings: This class is student driven. Please continue your collective review and synthesis of your learning in this class. Review of individual question/paradigm matrices for each role may be a useful base for your synthetic exercise. Choose the review process that works best for you, but please note that this is perhaps the most important section in the class – an opportunity to take all of the disparate pieces of insight from readings, case analysis, and your own experience discuss during the semester and map it into a coherent schema that can guide you as you proceed through the program, and that you can refine and revise as your theoretical thinking changes over time.*
Exam Week:

*Final Exam due electronically by 5:00 PM, December 11*

*Personal Plan for Professional Development due electronically by 5:00 PM, December 15*

*Please also schedule an advisement session with your academic advisor early in the spring semester to review your plan for professional development.*
SCD 125: ENGAGING WITH GLOBAL CITIES AND GLOBAL ISSUES

Term: Spring, 2018
Room: French Hall, room 106
Days: Tu/Th, 2:30 pm to 3:45 pm
Credits: 4 units

Dr. Darrel Ramsey-Musolf
322 Design Building
(413) 577-6619
darrel@larp.umass.edu
Office Hours: Wed 2:30pm – 4:30pm

COURSE BOOKS:
Required:
Other course material will be available via Moodle (e.g., articles, websites, streaming video)
*available as a “free” e-reader via UMass Library

COURSE DESCRIPTION:
Cities are dynamic organisms whose residents require food, water, shelter, safety, commerce, leadership, and equity. For most people, the city can be a wonderful place to live in. For persons without economic or social privilege, necessary goods as well as quality services may be lacking. In this course, we will discuss theoretical positions, case studies, and personal reflections in order to recognize two things. Every village, town, city, or global city has some type of challenge. Second, as individuals, we can begin the process of mitigating global issues with local action. More importantly, we will examine global cities and global issues in order to ask a central question: what does it mean to be an active and engaged citizen living in any city, town, or village?
This course maintains General Education (GenEd), Social Behavior (SB), and Social and Cultural Diversity (G), and Civic Engagement (CE) designations. As a General Education course, we will ask fundamental questions regarding the evolution of global cities in order to develop and practice your skills of critical thinking, reasoning, and communication. Specifically, as a student, you will be required to integrate and expand your local knowledge with the values of other cultural perspectives. For example, you will determine if one can apply the best practices of global cities to local environments. Alternatively, can the best practices of local environments influence global cities? As a Social Behavioral course, we will examine the complex mores of global citizens and determine if global citizens adhere to universal or shared values, or are citizens and their societal values specific to their cultural context. As a Social and Cultural Diversity course, the aim is critically analyze our own culture as we examine other cultures in a comparative perspective. This means that the review of global cities and issues will endeavor to include cities from each continent (perhaps, Antarctica, which might host the city of the future...).

Lastly, the Civic Engagement designation requires that students complete work outside of the classroom (e.g., at least eight-hours per student) that contributes to the public good. As a team of three or four persons, you will create, implement, and then evaluate your Civic Engagement Project (CEP) that meets the following criteria. The project connects to course materials, reflects the non-profit partner’s mission statement, and reduces a global and/or local issue of inequity. Finally, your CEP culminates with a report and presentation of your experience. This course has been designed with globally contextual course materials. The non-profit partnerships will provide an opportunity to connect global issues with local action. And finally, the Civic Engagement Project will provide an opportunity for you to critically link and exercise your academic, civic, and personal values.

**Course Goals and Objectives:**

The course goals are as follows:

- Engage in personal and academic growth.
  - Objective: This course should allow students to engage in thoughtful discussion and written reflection about one’s personal values
  - Objective: This course presents an opportunity to synthesize, utilize, and reflect on a variety of course materials (i.e., peer-reviewed articles, course books, newspapers, videos) in the form of written assignments

- Embrace the challenges of the global society.
  - Objective: The student will determine if the best practices of global cities (e.g., housing, citizen participation, transportation, recycling, etc.,) can be implemented at the local level (i.e., town, village). Alternatively, students will also determine if the reverse is true, can local environments influence global cities.

- Inclusion of non-profit partner goals, vision, and concerns.
Objective: This course will allow participation of community non-profits in which the organizations will share their vision and inform student’s projects as these projects reflect with Civic Engagement and dialogue between the student, the non-profit, UMass Amherst, and the global world.

- Realize that small acts can make a huge difference, while also understanding that people should have ownership of their future.
  - Objective: The student will recognize that individual actions can collectively influence global changes in civic life.

- Appreciate that issues of equity that affect distant global areas, also affect nearby local cities.
  - Objective: The student will discuss and acknowledge that inequality found in global cities in other countries, may also be found locally within the United States.
  - Objective: The student will address inequality by incorporating equity into the Team Project.

**Course Organization:**

This 15-week course has been divided into four major phases.

- Weeks 1 - 4 are designated as the orientation phase, in which the instructor introduces the course materials and objectives, theoretical positions, personal reflections, and case studies on global cities/issues, and also emphasize the core areas of the non-profit partners.
- Weeks 5 - 8 are designated as the project development phase, in which the students form three-member teams and design/refine their Civic Engagement project and the coursework will continue to examine global cities and global issues.
- Weeks 9 - 13 are designated for project implementation and the coursework shifts into examining the practices of three global cities/Issues.
- Weeks 14 - 15 are designated for project presentations.

**Course Grading:**

As a lecture course, students will be graded on the following items:

1. Attendance
2. Response Essays (three 5-paragraph essays)
3. Course Discussions and analysis of course materials
4. Midterm exam (6-8 pages)
5. Civic Engagement Project (8-12 pages)
6. Final Exam (6-8 pages)
Grading

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Bonus: Formal Contribution or Special Events up to 5%

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Expectations for Work

Grading will be based on the following criteria:

Late Work

For all assignments, no late work will be accepted—barring a medical emergency with supporting and appropriate documentation. If you desire comments on any draft assignment, then the “draft” materials must be printed and delivered to the instructor at least 14 days prior to the assignment’s due date.

Attendance

As with any university course, an active learning environment cannot occur with absences; therefore, student attendance is mandatory. Absences from class will be excused due to medical, religious, or conference attendance with appropriate documentation.

Participation

Student participation during class is integral to the success of this course. All students are encouraged to fully participate, since participation is part of your grade. Participation includes discussion of readings, assignments, and questions for guest lectures. This means that all materials must be read or viewed prior to
As with any public forum, students are encouraged to speak their opinions openly, freely, and with respect. However, discrimination or harassment in any form will not be tolerated.

**Response Essays**

Unlike most classes, Civic Engagement courses require that students reflect on their values, academic challenges, and public project experiences as an ongoing personal dialogue. In the essay, there is no right or wrong answer or opinion, but an opportunity to begin a discourse that is influenced by this course and your thoughtful intent and action. In this course, the essays will occur online and will viewable only by the student and the instructor. All essays are in MS Word, based on course materials or class discussion, and respond to a question posted on Moodle after Thursday’s class. You will have until Sunday @ Midnight to post your response essay. The essay will be graded in the following manner: √+, √, √-. Prior to the first essay, examples will be discussed in class.

**Midterm**

The midterm is an in-class hand-written essay. I shall provide three questions that are based on everything that has been viewed, read, or discussed in the class, up to the week of the Midterm. There is no class review session for the midterm. In the past, students have formed study groups in order to review all of the class material. In addition, you may bring one 3x5 note card to the midterm, as a reference tool.

**Final**

The final may either be in-class hand-written essays or take-home essays (with one week for completion). I shall provide three questions that are based on everything that has been viewed, read, or discussed in the class from Midterm to the last class. Again, there will be no class review session. If the final is during the scheduled final, then you may bring one 3x5 note card as a reference tool. If the final is take home, please note that your work will be graded more stringently in terms of content and grammar.

**Civic Engagement Project, Presentation, Report**

**Collaboration, not Cooperation**

In this course, student effort for the Civic Engagement project will be graded as a collaborative effort. Collaboration means that each team member has taken an active role in all aspects of the project. For example, if a three-member team was assigned a presentation, and two members were late or unavailable, then the sole remaining team member can answer all questions regarding the decisions and implementation of the project. Whereas under a cooperative effort, each person is responsible for only a single aspect of the Civic Engagement project.

You might think of your Civic Engagement Project as a pizza containing three ingredients: pepperoni, olives, and mushrooms. If I was to take a slice, I would want a slice that has all three ingredients evenly
distributed, rather a slice of “just” pepperoni, then a slice of “just” olives, and finally a slice of “just” mushrooms. Likewise, the design, implementation, evaluation, and presentation of your Team Project should represent the blended efforts of all team members.

**THE PROJECT**

Global Cities and Global Issues are large and diverse. As such, this course uses three non-profits as an anchor for the direction of your project. Using a non-profit’s mission statement, the talk given by the guest lecturer, and the course materials, each team will design and implement a Civic Engagement Project that provides a public good to either the local or global community. A public good could be raising awareness of an issue or providing the community an avenue for some type of engaged action (e.g., cleaning a stream, signing-up people for a race/walk, etc.). Please note that your *Civic Engagement Project* will require that each student completes at least 8-hours of work outside the classroom implementing your project. Use this opportunity to exercise your academic, civic and personal values.

You will be given great latitude in designing your project, but also realize all Civic Engagement Projects will be reviewed and approved by the instructor, prior to implementation. The failure of the team to meet with the instructor prior to the team’s proposal presentation will result in a lowered grade. In addition, the UMass Civic Engagement & Service Learning staff and the guest lecturer may also review and comment on your Civic Engagement Project, prior to implementation. Lastly, everyone in the team receives the same grade. More details regarding this assignment will be discussed in class on Moodle.

**THE PRESENTATION**

For the presentation, everyone will receive the same grade, and you will be graded on the following:

- Visual contact,
- Speaking style,
- Ability to handle questions,
- Presented medium (e.g., PowerPoint, poster, skit, etc) and
- Knowledge of materials. For this last point that means no written scripts. Thus, you must rehearse your presentation.

Please Note: Chewing gum, in any presentation, is not allowed and will result in a zero points.

**THE REPORT**

The report should document the genesis, the implementation, and the evaluation of your Civic Engagement Project. The genesis documents your team’s process for creating your project (e.g., ideas, debates, etc.). The implementation documents what went well and what went badly with your project. The evaluation documents the lessons learned and what your team would do differently, in hindsight. This report should provide enough detail so that your Civic Engagement Project may be replicated at a later date and with different team members. Photos are helpful and should be placed in appendix at the end.
**Formal Contribution Summation (Mandatory & Bonus)**

In this course, I have assigned book excerpts, newspaper articles, and videos. As a voluntary mandatory formal contributor, a student will act as a “discussant” of the assigned material. In a five-minute talk, the student will have identified the material’s topic, the author’s focus, the main analysis, and the material’s conclusions and their opinion of the material. In addition, the student will provide two questions to lead the class discussion. These questions may appear on your midterm or final. On Moodle, the student will post a summation of their talk. A summation is a 200-300 word summary of their presentation. Lastly, summations must be posted on Moodle prior to class in order to receive credit. Initially, everyone will complete one formal contribution, and afterwards, I shall look for volunteers and will assign bonus points to those who complete numerous as well as quality contributions.

**Course Policies:**

- Please mute the sound on all cell phones and all other electronic devices during class.
- Please be respectful to other class members by monitoring what is viewable on your computer screens. I encourage class members to discuss any distractions with their neighbors, or bring it to my attention. I may alter this policy if conditions warrant.
- Please note that this is a classroom, not a cafeteria. If you need to eat or drink due to the constraints in your schedule, then please find a food or beverage that does not distract from the classroom environment.
- Classes start promptly at the assigned time, please show up on time.
- While I do not expect everyone to have the same opinion, I do expect courtesy and respect for the instructor and other students.
- During the week, the Instructor may take up to 48-hours to answer an email. During the weekend, the Instructor may not be available.
- Regarding electronic note taking, in-class laptop usage should be limited to note taking or searching for material that will supplement course discussions. To ensure that laptops, or any electronic tool, are used for educational purposes while in class, I may request and immediate email of your electronic notes.
- The Instructor reserves the right to modify this syllabus, the assignments, and course proceedings as necessary.

**Academic Honesty**

The University’s policies and procedures for Academic Honesty for students can be found here: [http://www.umass.edu/ombuds/honesty.php/](http://www.umass.edu/ombuds/honesty.php/) I recommend that you review it if you have not seen it before. These rules relate to your rights and responsibilities.

Students should be aware that suspect assignments (e.g., those without drafts, without works cited pages, or with large departures in style) may be submitted to Turnitin by the instructor for the purpose of checking for possible plagiarism. Submitted assignments will be included in the UMass Amherst dedicated database of
assignments at Turnitin and will be used solely for the purpose of checking for possible plagiarism during the grading process during this term and in the future. Students must provide an electronic copy of their assignment to the instructor for submission to the service when plagiarism is suspected, in order to receive a grade on the assignment and to avoid possible sanctions.

**ADA Accommodations**

Please let me know if you authorized for ADA accommodations as managed by Disability Services at UMass. Please see the following link for more information: [http://www.umass.edu/disability/index.html](http://www.umass.edu/disability/index.html)

**Writing Center**

Writing well takes practice and effort. The UMass Writing Center has tutors that work with students on any academic genre at any point in the writing process. I advise any student to use this resource as your papers will be graded on your writing ability. Please, do not wait until the last minute to see someone at the Writing Center. [http://www.umass.edu/writingcenter/fshome.html](http://www.umass.edu/writingcenter/fshome.html)

**Academic Librarian**

In this course, you will need to use the library in order to locate material to support the pros and cons of any position you take in your writing, as well as for supporting the benefits of your Civic Engagement project. Madeleine Charney is the academic librarian assigned to the Department of Landscape Architecture and Regional Planning. It is in your best interests to contact her, make an appointment, and discuss your research/academic pursuits with her in order to develop proactive library skills.

- Email: mcharney@library.umass.edu
- LARP Library Guide: [http://guides.library.umass.edu/landscape](http://guides.library.umass.edu/landscape)
- Drop-in hours: Thursdays 11:30am-1:00pm in Hills North Lounge
- Instructional Video Information Literacy: Making the Most of Your Research [http://guides.library.umass.edu/cpe](http://guides.library.umass.edu/cpe)

**Tips for Success**

- If you have purchased the book, then use two different colors to highlight different ideas. For example, you may use green for ideas that you agree with, and use orange for ideas that you disagree with.
- If you have purchased the book, then also write in the margins. Therefore, when you review the material later, you will remember your first impressions.
- In all cases, as soon as you have finished reading a chapter, or viewing a film, please ask yourself the following questions and write down the answers. Two or three sentences should be sufficient.
  1. What was the main argument of this material?
  2. Does this argument contrast-with or support other materials? If so, which ones?
3. Lastly, how does this argument change my understanding?
   • For your group project, meet with your team as soon as possible to not only familiarize yourself with the assignment, but also to identify any potential conflicts.
   • As a team or individually, meet with the professor during office hours not only to discuss your assignments and course materials, but also to just check-in regarding your progress and understanding of the course aims.
   • The library and academic librarian is your friend and asset.
**Course Timeline:**

**Week 1. Week of Jan 22 - Orientation**

Focus: *Course Welcome*

Activities: Discussion of Syllabus, Course Objectives, Civic Engagement process, Madeline Charney

**Required Materials:**

Film: Chimamanda Ngozi Adichie: The Danger of a Single Story (17 minutes)

Eduardo Paes: The 4 Commandments of City (13 minutes)
http://video.ted.com/talk/podcast/2012/None/EduardoPaes_2012-480p.mp4

Reading: City Reader, The Urbanization of the Human Population

NY Times: Shannon the Steel Worker: https://nyti.ms/2z6wX3X

NY Times: Eduardo Paes (his other side): https://nyti.ms/2FI5EB1

Response Essay #1 (due Sunday @ Midnight): *Question will be posted on Moodle*

**Week 2. Week of Jan 29 - Non Profit Partner & Food/Water**

Focus: *When the well goes dry...*

Activities: Lecture, Guest Speaker: Grow Food Northampton

**Required Materials:**

Film: Fahad Al-Attiya: A Country with No Water (9 minutes)

Ron Finley: A guerilla gardener in South Central LA (11 minutes)**
http://video.ted.com/talk/podcast/2013/None/RonFinley_2013-480p.mp4

**Please note that this video contains explicit language.**

Reading: Global Cities Reader: Inequality in Global City-regions

The New Indian Express: Hyderabad Faces Water Shortage as Reservoir Levels Drop
http://www.newindianexpress.com/cities/hyderabad/Hyderabad-Faces-Water-Shortage-as-Reservoir-Levels-Drop/2014/08/11/article2373935.ece

NY Times: The Jamaican Apple Pickers of Upstate New York https://nyti.ms/2xXQZ0Z

NY Times: The South Faces a Summer With Fewer Peaches https://nyti.ms/2sj8rcj

**BONUS:** Dr. Clara Irazabal-Zurita Lecture: Design Building Room 170 (4-5pm)
http://www.umass.edu/larp/node/928
WEEK 3. WEEK OF FEB 5 - NON PROFIT PARTNER & MOBILITY

Focus: Feet, do your stuff!
Activity: Lecture, Guest Speaker: MassBike

Required Materials
Film: Jason Roberts, How to Build a Better Block (18 Minutes)
https://www.youtube.com/watch?v=ntwqVDzdqAU

Ayesha McGowan, Reimagining Cycling (5 Minutes)
https://youtu.be/oHdXPwySS1w

Fastest Woman in Africa (15 Minutes)
https://youtu.be/xKmzGGZ5XE4

Mikael Colville-Andersen, Bicycle Culture by Design (16 minutes)
https://youtu.be/pX8zZdLw7cs

Reading: NY Times: Citi Bike Under Pressure to Expand to Low-Income Neighborhoods
https://nyti.ms/2gGI4KN

Global Cities Reader, Cities and Communities in the Global Economy

NY Times: Beijing’s Electric Bikes, the Wheels of E-Commerce, Face Traffic Backlash
https://nyti.ms/25u6c4c

WEEK 4. WEEK OF FEB 12 - NON PROFIT PARTNER & HOUSING

Focus: Is housing a right?
Activity: Lecture, Guest Speaker: Pioneer Valley Habitat for Humanity

Required Materials
Film: Iwan Baan: Ingenious homes in unexpected places (17 minutes)

Paul Pholeros: How to reduce poverty? Fix homes (18 minutes)
http://video.ted.com/talk/podcast/2013X/None/PaulPholeros_2013X-480p.mp4

Reading: City Reader, The Neighborhood Unit
Global Cities Reader, The Neglected Builder of Global Cities
WEEK 5. WEEK OF FEB 19 - ENGAGEMENT & TEAM FORMATION

Focus: How involved in our community/world are we?
Activities: Lecture, Discussion Projects & Teams, Guest Lecture

Required Materials:
Film: Hubertus Knabe: The dark secrets of a surveillance state (20 minutes)
Jarreth Merz: Filming Democracy in Ghana (9 minutes)

Reading: City Reader, A Ladder of Citizen Participation
         City Reader, Bowling Alone

Response Essay #2 (due Sunday @ Midnight): Question will be posted on Moodle

WEEK 6. WEEK OF FEB 26 - WASTE

Focus: The Land of Away...
Activities: Lecture, Massachusetts Chapter of the U.S. Green Building Council

Required Materials:
Film: Cities prior to modern sewage (30 minutes)
alPlaylists.aspx?aid=7562&xtid=5818&loid=222957
Robin Nagle: What I discovered in New York City trash (8 Minutes)

Reading: City Reader, Planning for Sustainability in European Cities
         Global Cities Reader, The Metropolitan Explosion, The 100 Mile City
         NY Times: Globalism II
**WEEK 7. WEEK OF MAR 5 - TRANSPORTATION**

**Focus:** Is the car desirable?

**Activity:** Lecture & Discussion

**Required Materials**

**Film:** Enrique Penelosa: Why buses represent democracy in action in Bogotá (14 minutes)


How Bogotá Succeeded in Reducing Traffic Congestion and Smog (22 minutes)


**Reading:** NY Times: A Bus System Reopens Rifts in South Africa


NY Times Slide show:


**WEEK 8. WEEK OF MAR 12 – SPRING BREAK!**

Enjoy Spring Break!

**WEEK 9. WEEK OF MAR 19 MIDTERM / ETHICS, EMPLOYMENT, AND CHOICE; PART I**

**Focus:** What have learned thus far?

**Activity:** Midterm Exam on Tuesday

**Required Materials (for Thursday)**

**Film:** Renata Salecl: Our unhealthy obsession with choice (16 minutes)


**Reading:** NY Times: Colin Kaepernick

[https://nyti.ms/2xSBEOw](https://nyti.ms/2xSBEOw)

NY Times: Out in Lebanon

[https://nyti.ms/2EhRqWL](https://nyti.ms/2EhRqWL)
**WEEK 10.  WEEK OF MAR 26 – PROPOSALS / ETHICS, EMPLOYMENT, AND CHOICE; PART II**

**Focus:**  *Everyday, we make plenty of choices*

**Activity:**  Project Proposals on Tuesday, Discussion on Thursday

**Required Materials**

**Film:**  How Fair Is Fashion? Issues in Globalization (THE FIRST 10 MINUTES)


What It’s Truly Like to Be a Fashion Model (film and reading):  https://nyti.ms/2xL9soq

Hanna Rosin: New data on the rise of women (13 minutes)


**Reading:**  City Reader,  From Institutional to Jobless Ghettos

Global Reader,  Sao Paulo: Outsourcing and Downgrading of Labor in a Globalizing City

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**WEEK 11.  WEEK OF APR 2 - GLOBAL AND LOCAL STRATEGIES > CURITIBA**

**Focus:**  Engaging with South America.

**Activity:**  Lecture & Discussion

**Required Materials**

**Film:**  A Convenient Truth: Urban Solutions from Curitiba, Brazil (52 minutes)

http://umass.kanopystreaming.com.silk.library.umass.edu/node/100445&final=1

**Reading:**  City Reader,  The Uses of Sidewalks: Safety

Global Cities Reader,  The Cultural Role of Cities
WEEK 12.  WEEK OF APR 9 - GLOBAL AND LOCAL STRATEGIES > BANGKOK & SINGAPORE
Focus: Engaging with Asia
Activity: Lecture & Discussion

Required Materials
Film: Bangkok - Mega City in the Developing World (25 Minutes)
Cities of the Future: Singapore (40 Minutes)
https://umass.kanopystreaming.com/video/cities-future-episode-1

Reading: City Reader  A Contemporary City
City Reader  Broadacre City: A new community plan

WEEK 13.  WEEK OF APR 16 - GLOBAL AND LOCAL STRATEGIES > DETROIT (1 MEETING)
Focus: Engaging with the United States
Activity: Lecture & Discussion

Required Materials
Film: Toni Griffin: A New Vision for Detroit
http://video.ted.com/talk/podcast/2013Z/None/ToniGriffin_2013Z-480p.mp4
Requiem for Detroit (60 minutes)

Reading: City Reader,  The Post-City Age
Global City Reader,  Detroit and Houston: Two Cities in Global Perspective

Response Essay #3 (due Sunday @ Midnight): Question will be posted on Moodle

WEEK 14.  WEEK OF APR 23 - PRESENTATIONS
Focus: Celebration of Civic Engagement Projects
Activity: Team Presentations

WEEK 15.  WEEK OF APR 30 - COURSE CLOSING (1 MEETING TUESDAY)
Focus: What have we not talked about?
Activity: Final Discussion of Course, Civic Engagement Projects, and Final
The Course:

This course introduces students to qualitative methods used in urban research. The methods covered during the semester can be applied to urban planning projects, other applied research settings, and thesis and dissertation research. Topics will include: field notes and field observations, semi-structured interviewing, content-analysis, and focus groups. Students will apply the skills they learn to research practicum during the semester.

We will meet during the scheduled lectures for the semester. During each class session we will discuss the required readings and their relevance to the assignments you will be working on during the semester. Everyone should be prepared to discuss the readings and participate in class exercises. Regular and punctual attendance is required.

If you have any questions during the semester, please bring them to my attention. I will be available during my office hours and by appointment. Also, you may contact me by phone or e-mail. This syllabus is subject to change during the semester.

Course Objectives:

The course objectives for URP 675 are listed below. The course assignments will be used to assess student learning of the course objectives. Course assignments that assess specific course objectives are identified in the course requirements section of this syllabus.

Course Objective 1: learn methods for collecting, analyzing and reporting results from qualitative field analysis.

Course Objective 2: learn methods for collecting, analyzing and reporting results from qualitative interviewing.

Course Objective 3: learn methods for collecting, analyzing and reporting results using content analysis techniques.

Course Objective 4: learn methods for collecting, analyzing and reporting results from focus group analysis.

Course Objective 5: apply computer aided qualitative data analysis to qualitative research.

Course Objective 6: work on an experience-base group project to develop collaborative skills in the collection, analysis and presentation of qualitative data.
Required Text and Required Reserve Readings: The required texts are available at the UB Medical Bookstore.


2) Required Reserve Readings and web-based tutorials are available on UB Learns.

Note: In addition to the required readings it is suggested that students use the current APA style manual as a reference when writing papers and other assignments during the semester.

Other Materials:

Students will receive a free license for the ATLAS.ti software package.

Students will need a digital recorder for the interviewing assignment and the focus group assignment. A suitable recorder can be purchased at an office supply store or online for $25-$30.

Students will need access to a digital camera for the field observation assignment (and potentially the focus group assignment).

As an alternative, many smartphones have adequate audio recorders and digital cameras to complete assignments during the semester. You will need to determine if your devices will meet your course needs.

Course Requirements:

Field Observation Assignment: In this assignment students will make field observations, photograph a field setting, take full field notes, and prepare a report. On September 21, the assignment will be discussed in more detail. The field notes and the report based on the field observations are due on October 5. [course objectives 1 & 5]

Interviewing Assignment: In this assignment students will: create a semi-structured interview guide, conduct interviews, prepare verbatim transcripts, and write a report based on the data collected in the interviews. On October 5, the assignment will be discussed in more detail. The interview guide, verbatim transcripts, and the report based on the data collected in the interviews are due on October 26. [course objectives 2 & 5]

Focus Group Assignment: This is a group assignment. The class will: plan and conduct a focus group(s), prepare verbatim transcripts, and write a report based on the data collected in the focus group(s). On October 26, the assignment will be discussed in more detail. On November 9 the focus group(s) will take place. The verbatim transcript(s), and the report based on the data collected in the focus group(s) are due on November 30. [course objectives 4, 5 & 6]

Content Analysis Assignment: In this assignment students will: conduct content analysis and write a report based on the data collected. On November 16, the assignment will be discussed in more detail. The report based on the content analysis is due on December 7. [course objectives 3 & 5]

Discussion Boards: During the semester students will be asked to contribute to discussion boards on UB Learns. Discussion boards will become active the about a week before responses are to be posted. Discussion boards responses should be posted by 11:59pm on: September 28, October 10, November 14, and November 30. [course objectives 1, 2, 3 & 4]
Grading Policy:

There are 100 points possible during the semester. With the exception of extreme emergencies, the grade of “I” will not be given at the end of the semester. Extra credit will not be offered in this course. Your grade will be based on the following assignments and activities:

- **FIELD OBSERVATION ASSIGNMENT**: 23 points
- **INTERVIEWING ASSIGNMENT**: 30 points
- **FOCUS GROUP ASSIGNMENT**: 23 points
- **CONTENT ANALYSIS ASSIGNMENT**: 20 points
- **DISCUSSION BOARDS**: 4 points

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Total Points</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>96-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-95.99</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.99</td>
</tr>
<tr>
<td>B</td>
<td>84-86.99</td>
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<td>B-</td>
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<tr>
<td>C</td>
<td>70-76.99</td>
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<tr>
<td>D</td>
<td>60-69.99</td>
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<tr>
<td>F</td>
<td>0-59.99</td>
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</tbody>
</table>

Academic Integrity:

Students are expected to approach the course with seriousness and integrity. It is important to complete assignments on time, attend class regularly, and foster a collegial learning environment. Plagiarism and other instances of academic misconduct will result in a failing grade on a respective assignment, exam, or paper. Students should refer to the *University at Buffalo Graduate Catalog* for clarification on the University’s policies and procedures. The University’s graduate student academic integrity policy is at the following link: [http://grad.buffalo.edu/study/progress/policylibrary.html](http://grad.buffalo.edu/study/progress/policylibrary.html).

Accommodations for Disabilities:

If you have a disability (physical, learning, or psychological) that impacts your course work please contact the Office of Accessibility Resources (AR), 60 Capen Hall, (716) 645-2608, [http://www.buffalo.edu/studentlife/who-we-are/departments/accessibility.html](http://www.buffalo.edu/studentlife/who-we-are/departments/accessibility.html). AR will provide you with information and review appropriate arrangements for reasonable accommodation (such as recruiting note-takers, readers, or extended time on assignments). You must bring requests for accommodations for a disability to the professor’s attention within the first two weeks of class.

Writing Centers:

The University at Buffalo has writing center where students can get assistance with essays, term papers, and thesis projects. Students should contact one of the following if they would like to access these campus resources:
• Graduate students can contact the Graduate Student Association (GSA) about their Editorial Assistance Program. For information about this program contact the GSA at (716) 645-2960 or visit the following link: http://gsaedit.wix.com/gpa-editorial.
• International students can contact the English Language Institute. The English Language Institute is located at 320 Baldy Hall; (716) 645-2077; elibuffalo@buffalo.edu; http://wings.buffalo.edu/gse/eli.

SYLLABUS

August 31: Introduction to the Course, the Qualitative Paradigm
Required Readings:
Silverman & Patterson: Ch 1

September 7: Grounded Theory and Analyzing Qualitative Data
Required Readings:
Silverman & Patterson: Ch 2 & 7
Emerson: Ch 15 (RESERVE)
Lofland, et al.: Ch 9 (RESERVE)


September 14: Coding Qualitative Data using ATLAS.ti
Software Manuals and Video Tutorials:
ATLAS.ti 8 for Windows Quick Tour (RESERVE)
ATLAS.ti for Mac Quick Tour (RESERVE)
ATLAS.ti online tutorials, http://atlasti.com/video-tutorials/ (RESERVE)

Other Activities:
Before class view the following online tutorials, http://atlasti.com/video-tutorials/ (Windows will be reviewed in class, there are additional tutorials that may be of interest to Mac users). There are additional tutorials at the ATLAS.ti website to explore independently.

• Windows
  o ATLAS.ti Windows-Interface Overview
  o ATLAS.ti Windows-Creating a New Project
  o ATLAS.ti Windows-Exporting the Project
  o ATLAS.ti Windows-Adding Documents to the Project
  o ATLAS.ti Windows-Coding Text Document
  o ATLAS.ti Windows-Coding Graphic Documents
  o ATLAS.ti Windows-Creating a List of Codes
o ATLAS.ti Windows-Coloring and Grouping the Codes
o ATLAS.ti Windows-Retrieving the Coded Data
o ATLAS.ti Windows-Creating a Report of Coded Quotations

- Mac
  o ATLAS.ti Mac-Creating a New Project
  o ATLAS.ti Mac-Interface
  o ATLAS.ti Mac-Adding Documents
  o ATLAS.ti Mac-Coding
  o ATLAS.ti Mac-Grouping the Project Codes
  o ATLAS.ti Mac-Creating Outputs in Word (DCC/DOCX) and OpenOffice format (ODT)

**September 21: Field Notes and Field Research**

*Required Readings:*
- Silverman & Patterson: Ch 3
- Esterberg: Ch 4 (RESERVE)
- Gaber and Gaber: Ch 3 (RESERVE)
- Lofland, et al.: Ch 5 (pp. 108-115) (RESERVE)

*Other Activities:*
- Field Observation Assignment Discussed
- Discussion Board #1 Opens

**September 28: Field Exercise and Examples of Field Observation Publications**

*Required Readings:*

*Other Activities:*
- Discussion Board #1 Due by 11:59pm on September 28

**October 5: Semi-Structured Interviews**

*Required Readings:*
- Silverman & Patterson: Ch 4
- Esterberg: Ch 5(pp, 83-108) (RESERVE)
- Lofland, et al.: Ch 5 (pp. 99-108) (RESERVE)

*Other Activities:*
- Field Observation Assignment Due
Interviewing Assignment Discussed
Discussion Board #2 Opens

October 12: Interviewing Simulations and Example of Semi-Structured Interview Publications

Required Readings:

Other Activities:
Discussion Board #2 Due by 11:59pm on 10/10/17

October 19: Work on Interview Assignment – No Class Meeting

October 26: Focus Groups

Required Readings:
Silverman & Patterson: Ch 5
Esterberg: Ch 5(pp, 108-113) (RESERVE)
Gaber and Gaber: Ch 4 (RESERVE)

Other Activities:
Interviewing Assignment Due
Focus Group Assignment Discussed and Planned

November 2: Question Route Development and Focus Group Preparation

Required Readings:

Other Activities:
Discussion Board #3 Opens

November 9: Focus Group and Collaborative Analysis

November 16: Content Analysis

Required Readings:
Silverman & Patterson: Ch 6
Gaber and Gaber: Ch 5 (RESERVE)


*Other Activities:*
- Content Analysis Assignment Discussed
- Discussion Board #3 Due by 11:59pm on November 14
- Discussion Board #4 Opens

**November 23: Thanksgiving Holiday – NO CLASS**

**November 30: Focus Group Assignment Due**

*Other Activities:*
- Focus Group Assignment Due
- Discussion Board #4 Due by 11:59pm on November 30

**December 7: Content Analysis Assignment Due**

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i Guest speakers TBA
GSD 5216 Analytic Methods: Qualitative
2018 Syllabus DRAFT

Fall 2017, Location: Gund 518 [To confirm]; Time: Tu/Th 10:00-11:30 am
Instructor: Ann Forsyth, 309 Gund Hall, aforsyth@gsd.harvard.edu

Office Hours: Typically Mondays 4-6; Wednesdays 3-5; Fridays 3:30-5:30,
Sign-up: http://annforsyth.net/for-students/logistics/
Web Site: http://www.gsd.harvard.edu/course/analytic-methods-qualitative-fall-2018/

Contents
1. Basic Timetable.............................................................................................................. 2
2. Course Aims .................................................................................................................. 2
   Overview ..................................................................................................................... 2
   Learning Objectives and Outcomes ............................................................................ 2
3. Logistics ...................................................................................................................... 3
   Readings ....................................................................................................................... 3
   Other .......................................................................................................................... 3
4. Course Requirements and Grading Summary ............................................................ 4
   Homeworks and Readings ......................................................................................... 4
   Timeliness ................................................................................................................... 4
   What Ann Promises in Return ............................................................................... 4
5. Tentative Course Schedule ....................................................................................... 4
6. Homeworks ................................................................................................................ 7
   Crucial Advice on Grades and Producing Quality Work .......................................... 12
   Additional Readings ............................................................................................... 14
1. Basic Timetable

<table>
<thead>
<tr>
<th>Week 1: Qualitative methods in practice and research</th>
<th>Assignments due Thursdays before the start of class except where noted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2: Arguing</td>
<td>1: Arguing: Diagrams (Oct 25)</td>
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<tr>
<td>Week 3: Collecting</td>
<td>2: Collecting: Content Analysis (Nov 1)</td>
</tr>
<tr>
<td>Week 4: Observing</td>
<td>3: Observing: Fieldwork (Nov 8)</td>
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<tr>
<td>Week 5: Asking</td>
<td>3: Asking: Surveys (Nov 15)</td>
</tr>
<tr>
<td>Week 6: Engaging</td>
<td>4: Engaging: Visual Culture (due Tuesday Nov 20, 5pm)</td>
</tr>
<tr>
<td>Week 7: Implementing qualitative investigations</td>
<td>6: Implementing (Nov 29)</td>
</tr>
<tr>
<td>Review and Exam Period</td>
<td>7: Reflecting and Proposing (December 10, 5pm)</td>
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</tbody>
</table>

2. Course Aims

Overview

How can planners understand places in a rich, meaningful, and yet systematic way? This module examines how qualitative approaches can be used in planning practice and research. Qualitative methods are particularly useful in answering why and how questions; investigating differing perceptions and values; understanding unique situations; and helping describe complex situations.

Focused on learning-by-doing, the class examines how to design a qualitative research project and reviews a range of data collection and analysis methods useful in community and organizational environments. With the aid of well-thought-out conceptual frameworks, qualitative research can be designed to make a coherent and meaningful argument. Students learn about collecting and reviewing artifacts, observing places, asking questions, engaging with diverse groups, and using visual techniques. Such data are frequently organized into specific kinds of outputs including case studies, scenarios, and evaluations. Students will try out these approaches in weekly exercises.

Learning Objectives and Outcomes

By the end of the class students will be able to:

1. Identify the range of qualitative methods commonly used in planning practice globally, including methods planners use themselves and those used in research planners commission and/or read.
2. Use different qualitative data collection and analytical approaches.
3. Comprehend the strengths and limitations of qualitative approaches and how they can be combined with other methods (mixed-method approaches).
4. Understand how qualitative methods can aid more complex and systematic understanding of urban places.
5. Critically assess qualitative research designs and outputs.
6. Design common forms of qualitative studies e.g. assessing existing conditions, evaluating an intervention, preparing a case study, developing future scenarios.
7. Appreciate ethical issues in qualitative research and their relationship to planning ethics more generally.
3. Logistics

Readings
There will be three required text books which will be in the library and can be bought at the coop or online.

- Gaber J. and S. Gaber. 2007. *Qualitative Analysis for Planning and Policy: Beyond the Numbers*. Chicago: Planners Press. [Use discount code from APA (via your free student membership) https://www.planning.org/books/]

One additional book is required readings but you could get away using the reserve copy as it is only used for one week.


Other required readings will be available online and in the library.

One final book is recommended but I have not ordered into the coop. It is available online in second hand and eBook editions for about $5 each.


Other

Contacting the Instructor
I have lots of office hours in 309 Gund—about 3-4 times as many as is typical. To sign up for office hours go to http://annforsyth.net/, click on the “office hours” link on the top right, and follow the instructions. You can also just turn up at office hours but may need to wait. If you just pop by outside office hours I’m typically busy with other work and will just ask you to sign up for the next available slot.

There is a great deal of advice for students at http://annforsyth.net/for-students/. It may answer your question.

Academic Integrity
You are expected to adhere to high standards of academic integrity as outlined in university policy: http://courses.dce.harvard.edu/~phils4/honesty.html. Pay particular attention to the resources on plagiarism at the bottom.

Accommodations for Students with Disabilities
Students needing academic adjustments or accommodations because of a documented disability must present their Faculty Letter from the Accessible Education Office (AEO) and speak with me (Ann) by the end of the second week of the term. Failure to do so may result in my inability to respond in a timely manner. All discussions will remain confidential, although faculty members are invited to contact AEO to discuss appropriate implementation.
**TECHNOLOGY IN THE CLASSROOM**

I do not grade participation, only outputs, but when you are in the classroom you are expected to be fully present. For that reason anyone who wishes to use an electronic device during class time (apart from specific collaborative working time) will need to meet with me outside of class and explain why it is absolutely necessary. Such devices include phones, laptops, tablets, and other gadgets capable of connecting to the internet or phone system. Unless you have explicit permission from me you will need to turn off and store such devices.

The one exception is the class on library resources where you should bring a laptop.

To learn more about why this is useful please see:

- Professor Stephen Chew’s five terrific short videos on metacognition: [http://www.samford.edu/how-to-study/](http://www.samford.edu/how-to-study/)
- This article is also useful: [http://m.theatlantic.com/technology/archive/2014/05/to-remember-a-lecture-better-take-notes-by-hand/361478/](http://m.theatlantic.com/technology/archive/2014/05/to-remember-a-lecture-better-take-notes-by-hand/361478/)

### 4. COURSE REQUIREMENTS AND GRADING SUMMARY

#### Homeworks and Readings

The class will be assessed on the best five of seven homeworks explained in detail at the end of the syllabus. They are due at the beginning of class on the course website. **LATE PAPERS ARE NOT ACCEPTED.**

There are also weekly readings and you are expected to do them before class. They will help you and we will discuss them. **However, some are long—in those cases read the introduction and conclusion and skim the rest.**

#### Timeliness

**Short illnesses, family events, etc. should be dealt with using the flexibility of being able to drop paper grades for short assignments.** That is, assume you will be sick some time; an illness of a day or two is not an excuse for a late paper. Those with religious holidays that make it impossible to hand in something need to inform Ann Forsyth in writing at least a week in advance. If you do have a significant illness that incapacitates you for several weeks you need to inform Ann Forsyth ASAP.

#### What Ann Promises in Return

If students do the work described in this syllabus in a timely manner, I promise return work promptly with comments, or rather I will return marked up grade sheets. I will also give you opportunities for feedback about the course. I typically comment on the papers within canvas—and you can find comments under "submission details". This link has the instructions: [https://community.canvaslms.com/docs/DOC-10542-4212352349](https://community.canvaslms.com/docs/DOC-10542-4212352349)

### 5. TENTATIVE COURSE SCHEDULE

**WEEK 1, OCT 18: QUALITATIVE METHODS IN PRACTICE AND RESEARCH**

**Topics:**

- Class introduction
- Domain of qualitative work
• The research process—research (generalizable knowledge) vs. investigation (project-specific, practice-oriented)
• How qualitative research has formed, and re-formed, the field including classic studies

**Readings (read by Thursday):**

**Week 2, Oct 23/25: Ethics + Library Resources**

**Topics:**
• Research ethics, human subjects, and professional ethics
• **Preparation:** Introduction to “arguing” homework
• **Guest:** Sara Dickinson, Loeb Library

**Readings (next week is a heavy week and this week light—read ahead):**
• AICP Code of Ethics: [https://www.planning.org/ethics/ethicscode.htm](https://www.planning.org/ethics/ethicscode.htm) (particularly principles and rules)

**Week 3, Oct 30/Nov 1: Arguing**

**Topics:**
• **Homework due/discussion Thursday:** Arguing
• Making an argument—Booth et al. version
• Designing research/investigation to make an argument
• Conceptual frameworks, logic models, etc.
• Audience/investigator role
• Presenting/reporting qualitative information
• Making an argument about the future
• **Preparation:** Introduction to “collecting” homework

**Readings:**

**Week 4, Nov 6/8: Collecting**

**Topics:**
• **Homework due/discussion Thursday:** Collecting
• Existing information—the big picture
• Accessing primary sources
• Organizing data
• Analyzing collected materials
• The (literature) review
• **Preparation:** Introduction to “observing” homework
Readings:


The next three are very short:


**Week 5, Nov 13/15: Observing**

Topics:

- Homework due/discussion Thursday: Observing
- Spectrum of observations
- Classic examples
- Organizing and analyzing observations
- Photography
- Outsider perspectives and cultural competency
- Preparation: Introduction to “asking” homework

Readings:


**Week 6, Nov 20: Asking**

Topics:

- Homework due: Asking
- The range of surveys and interviews
- Interview and survey design—semi-structured and structured
- Recap on sampling
- Steps in implementing surveys, interviews, and group methods
- Preparation: Introduction to “engaging” homework

Readings:

- Gaber J. and S. Gaber. 2007. *Qualitative Analysis for Planning and Policy*. Chapter 4: *Focus group research* (part, pages 73-90).
**WEEK 7, NOV 27/29: ENGAGING**

**Topics:**
- **Homework due/discussion Thursday:** Engaging
- Basic landscape of participation
  - What: levels of influence, burden/complexity
  - Who: populations, participation fatigue
- Planning engagement
- Specifically visual methods
- Engaging with each other—team process/methods
- **Preparation:** Introduction to “evaluating” homework

**Readings:**

**WEEK 8, DEC 4: IMPLEMENTING QUALITATIVE INVESTIGATIONS**

**Topics:**
- **Homework due next week:** Implementing
- The research process revisited
- Formats:
  - Case studies
  - Evaluations
  - Policy analyses
  - Assessments
  - Scenarios
  - Histories
- Mixed methods approaches
- **Preparation:** Introduction to “reflecting” homework

**Readings:**

**6. Homeworks**

All homeworks are 4 pages maximum. Sometimes there are additional requirements (below).

**1: Arguing: Diagrams**

**Option 1: Big Idea [Booth et al. Argument]**

Analyze the argument structure in a short document you are using in another class.
**Exercise**

- Obtain a document you are using in another class, one that makes an argument. It can be an academic paper though it can be helpful to use a practice document—such as an urban plan—so you can understand arguments in practice.
- Diagram the overall argument or a key passage using an approach similar to Booth et al. Also create an alternative diagram or two showing a better argument e.g. stronger evidence, warrants, etc.
- Write up to 1 page discussing the strengths and weaknesses of the argument and how it could be strengthened. **That is, only 1 page of text.** The total should be a maximum of 4 pages (3 of diagrams, 1 of text). Most will be 3 pages.
- Better papers provide information about the document’s context/audience, explain their diagrams clearly, cover all the parts of the argument (e.g. warrants, responses) or mention what is missing, provide an alternative diagram, and label diagrams.

**Option 2: Big Idea [Logic Model]**

Develop a logic model from a plan or policy document you are using in another class.

**Exercise**

- Obtain a document you are using in another class, one that makes a proposal for an intervention. A practice document is best.
- Create a logic model along the lines proposed in the KSU reading. Also create an alternative diagram or two showing a better model.
- Write up to 1 page discussing the strengths and weaknesses of the proposal and how it could be strengthened. **That is, only 1 page of text.** The total should be a maximum of 4 pages (3 of diagrams, 1 of text). Most will be 3 pages.
- Better papers provide information about the document’s context/audience, explain their diagrams clearly, cover all the parts of the model (e.g. resources, short and long term effects) or mention what is missing, provide an alternative diagram, and label diagrams.

**2: Collecting: Content Analysis**

**Big Idea**
Perform a content analysis of an archival document, plan, or planning report (i.e. not an academic study).

**Exercise**

- Find an existing document or series of short documents that interest you (e.g. that you are using in another course such as studio). For example there are several planning documents relevant to the sites of the first semester studio.
- Cite the source of the document or database used.
- Explain the document(s)—length, context, main aims.
- Perform a content analysis on it as outlined in Gaber and Gaber and/or Hsieh and Shannon.
- Present your specific approach and findings in a charts and/or graphs.
- Your findings should include a reflection of up to one page on uses for content analysis more generally in planning, including strengths, weaknesses, and how to improve your own analysis with more time.
- Better answers define terms/concepts to examine using theory or an initial scan, look at longer documents or have more than one iteration analyzing a short document or group of documents (e.g. investigating something that turned up in the first analysis).
3: Observing: Complete/Unstructured Fieldwork

Big Idea
This exercise will help you observe a place and reflect on the strengths and weaknesses of complete and unstructured observation as a method of data collection in planning. Very often planners rush in with a checklist rather than observe the place for what it is.

Overview of Exercise
- Select a place to observe, preferably somewhere relevant to another course e.g. studio (this can really help with data collection). It can be:
  - A public meeting, for example one of the community meetings in the site of your studio.
  - Somewhere that sells inexpensive food you can visit in person and sit down either in the store/restaurant or on a bench or chair immediately outside. Think places with meals under $8-10 where construction workers, parents with small children, or older people on limited incomes might go.
  - A transit station such as a bus terminal or T stop.
  - A public park, plaza, or playground.
- Visit it for approximately 1-2 hours (or the length of the public meeting if it is longer) and observe it using only your own observations (note taking), sketches and diagrams (optional but useful), and a camera (if possible and appropriate). You can engage in informal conversation as well. **Do not merely walk around for an hour, rather say in one place for at least 30 minutes.**
- The assignment is to provide a rich description of text and images stating **what it feels like to be in the place**—what is happening, its physical character, etc.—**and the implications for planning.** You should also state your initial and final thoughts about the place.
- Photos, diagrams, and sketches should be annotated or captioned.
- All options would look at social interactions. If you choose the meeting you will comment a bit more on the structure of the meeting; for the restaurant, transit station, or park it would be more about the place.
- The rich description should conclude with a reflection of up to a page on what you learned from the exercise, its relevance for planning investigations, and the strengths and limitations of complete/unstructured observation.
- Better assignments really get into observing the details of the place/meeting, **explain how a series of such observations could provide useful data for planning, link their assignments to course readings and discussions, and explain ways to overcome limitations in terms of the observational method.** If you have done observations before your reflection will presumably be of a very high quality.

4: Asking: Surveys

Option 1: Big idea [Survey Critique]
Take an existing survey, critique it, and redesign at least one question.

Exercise
- Obtain an existing online or mail survey that may be related to a current project of yours. If there is no relevant survey then pick one of those in the resource list below. Do NOT pick an interview guide—rather pick a survey designed for quantitative analysis.
- Using text and illustrations (e.g. parts of surveys) (a) critique the survey (strengths and weaknesses, drawing on Fowler and other course resources) and (b) choose one or more questions to redesign **explaining your logic.** It can be helpful to give a couple of versions of a re-design.
- Better answers orient the reader to the overall survey (length, topics, flow, question types, layout, audience), consider intended audience in their critiques, and mock up the revision graphically.
RESOURCES
A list of potential surveys are at the end of this syllabus, but feel free to find your own.

OPTION 2: BIG IDEA [SURVEY DESIGN]
For a current project or student activity, design 1-3 survey questions and pilot them with others in the class.

EXERCISE
• Design 1-3 survey questions using Fowler as a guide. It can be a paper questionnaire, a verbal interview, or an online one (I suggest trying out https://harvard.az1.qualtrics.com/ControlPanel/)
• Test or pilot it with approximately 5 people.
• The pilot will include their doing the survey and answering an additional few questions about what was clear, confusing, etc. It is often most useful to get these responses more qualitatively e.g. via verbal remarks, notes on the paper form, or an open ended response box.
• Using text and illustrations (e.g. parts of the survey) (a) reflect on the survey (strengths and weaknesses, drawing on Fowler and other course resources) and (b) redesign one or more questions to redesign explaining your logic. It can be helpful to give a couple of versions of a re-design.
• Better answers orient the reader to the overall survey (explain what it is about, what else might be asked in the full version, and the audience), reflect on the pilot comments, and mock up the revision graphically.

5: ENGAGING: VISUAL CULTURE (DUE 5PM ON TUESDAY)
BIG IDEA
Design an approach to collecting data/engaging communities with planning issues that is culturally responsive and uses broadly visual methods. This will help prepare you for second semester core studio, at least in terms of knowing what you don’t know.

EXERCISE
• In the context of specific project, and a specific set of questions you need to answer, devise an approach to collecting qualitative data while engaging community members with planning issues.
• The project can be:
  o A neighborhood planning exercise such as a studio.
  o A student group activity (e.g. the Community Development Project).
  o An internship, work, or activist project.
  o Another activity with my written permission.
• It should be able to reach those with low incomes or otherwise hard to engage (e.g. the very old, those with disabilities, speaking non-dominant languages, etc.). This about how to access such populations, make the process interesting for them, and also to minimize burden and participation fatigue.
• You should explain the approach in some depth—showing how it is visual/graphical, how it answers the questions you are posing, and the steps you’d need to take to carry it out in that area. Methods might be mapping, responding to images, creating models, etc.
• Explain why it is appealing and relevant and what might be its weaknesses, including ethical considerations. This should refer to reading and other class materials.
• References can be in addition to the normal maximum of 4 pages (you should cite the sources of the strategies). Illustrations welcomed.
• Better answers really use the engagement resources in the class to move beyond what the author already knows, set out the steps clearly, include information about how to analyze/synthesize results, and thoughtfully balance the need for simple processes with the benefits of multi-stage or
iterative approaches (that allow additional learning). They also make the paper readable via headings, subheadings, bullets, and illustrations.

6: IMPLEMENTING A STUDY: DESIGNING A RESEARCH PROJECT OR INVESTIGATION

**BIG IDEA**
This exercise is to use qualitative methods in planning research and practice, designing a study for formal academic research or practical investigation.

**EXERCISE**
- Ether redesign a project you have already completed or design one you intend to do. Examples of projects you can design include:
  - Evaluating your studio project proposal (you can then build this into the proposal in terms of indicators of success).
  - Developing a case study that helps a student group activity (e.g. precedents for the Community Development Project or the Black in Design conference theme).
  - Assessing your studio project in terms of some existing framework/set of indicators (e.g. LEED-ND). This can then be included in the project.
  - Developing plausible alternative scenarios of the future contexts in which your studio or other project may need to survive. (This is trickier.)
  - Creating an initial proposal for a thesis or independent study.
- State the key question, the problem it is answering, conceptual framework or theory (this is about what variables matter, why, and how), data collection and analysis methods, and a timeline.
  - The conceptual framework can be a verbal statement but a simple diagram showing how input or independent variables relate to outcomes can be helpful. This can be done by hand or in a software like Gliffy.
- Key points to cover include (a) how you will gain access to data and (b) (briefly) why you chose these methods and not others.
- Also state if this is academic research or practical investigation.
- Better answers will make it clear why this is important question, actually diagram the conceptual framework/theory/variables, reflect topics dealt with in the class, use multiple methods to triangulate, have appropriate levels of reliability and validity built in, and consider research ethics. Better answers will not just use a survey.

7: REFLECTING AND PROPOSING

**OPTION 1: BIG IDEA [REFLECTION]**
This exercise is to reflect on how to use qualitative approaches in planning.

**EXERCISE**
- Create a separate reflection paper of text plus optional diagrams (4 pages max).
- The reflection will deal with how useful qualitative methods may or may not be in planning.
- It should not be just a narrative but rather should be structured as a set of lessons, propositions, questions, or similar. These will be supplemented with narrative text explaining how you came to these questions.
- Better answers will be very clearly structured, show substantial reflection, clearly tied to class content, and include some sort of diagrams/illustrations if at all possible.
**Option 2: Big Idea [Refined Proposal]**

This exercise is to refine one of the prior assignments to write a more substantial research/investigation/engagement proposal. Typically you will refine Assignments 6 or 7.

**Exercise**

- Redraft and earlier paper to create a proposal, in which case you can go up to 6-8 single spaced pages plus references. **Indicate clearly which option yours represents.**
- The redrafting will be focused on creating a practical investigation, research proposal, or engagement approach that extends your prior work and uses qualitative methods.
- Better answers will show substantial changes to the original, clearly tied to class content. In the past many students have not updated much but with twice the length this is really a requirement.

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**Crucial Advice on Grades and Producing Quality Work**

**Grading Numbers**

The GSD uses an unusual grading approach: The grade of "Pass" is the standard mark for recognizing satisfactory work and **the vast majority of students in any class receive a pass**—around 80%. "Distinction" and "High Pass" are reserved for work of clearly exceptional merit. "Low Pass" indicates a performance that, although deficient in some respects, meets minimal course standards (http://www.gsd.harvard.edu/#/gsd-resources/registrar/grading/grades.html). To make it easier for students to track their progress I will assign numerical grades that can then be converted to the GSD system.

- High pass 90%+
- Pass 75%+
- Low pass 65%+

Remember you drop your worst grades.

**Grading Criteria**

I typically grade in two ways. First I check you did all parts of the assignment using criteria taken directly from the assignment descriptions—**if it’s a bullet, it will be an item I look for though I may combine some bullets in actual grading (some are really steps along the way to a larger product).**

Second I assess how well you completed the work using the matrix below.

<table>
<thead>
<tr>
<th></th>
<th>Very good (High Pass)</th>
<th>Good (Pass)</th>
<th>OK (Low Pass)</th>
<th>Needs Work (Not passing)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>Hits on almost all of basic content (what this is depends on the assignment) + Memorable</td>
<td>Hits on almost all of the basic content + Writing Interesting to read</td>
<td>Hits on some basic content</td>
<td>Hits on a small amount of basic content (one item) and/or Numerous digressions/errors</td>
</tr>
<tr>
<td>Argument</td>
<td>Argument is coherent, well organized, interesting, well qualified, with adequate evidence, and memorable—engages the reader with a lively mind</td>
<td>Argument is coherent, well organized, interesting, well qualified, with adequate evidence</td>
<td>Argument is fairly coherent and well organized with some evidence and qualifications</td>
<td>Some confusion/vagueness/parts that don’t make sense/missed the point</td>
</tr>
<tr>
<td></td>
<td>Very good (High Pass)</td>
<td>Good (Pass)</td>
<td>OK (Low Pass)</td>
<td>Needs Work (Not passing)</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Sources</td>
<td>Sources are cited (using author/date page); used critically*</td>
<td>Sources are cited; some are used critically</td>
<td>Some sources are missing</td>
<td>Sources are not cited</td>
</tr>
<tr>
<td>Writing</td>
<td>Writing/graphics largely free from errors</td>
<td>Perhaps some writing errors, but none critical for comprehension</td>
<td>More than a few writing errors that may impede comprehension</td>
<td>Many careless writing errors that may impede comprehension</td>
</tr>
<tr>
<td>Graphics and layout</td>
<td>Easy to read fonts. Graphics that are legible and convey information well.</td>
<td>Easy to read fonts. Graphics that are legible and convey information well.</td>
<td>Adequate font size or shape. Adequate graphics though there may be weaknesses in content and/or execution</td>
<td>Tiny and hard to read fonts; graphics that are either difficult to understand or do not convey useful information</td>
</tr>
</tbody>
</table>

*Critical use of sources reflects consciousness of the sources of evidence and methods used in the source and whether they can answer a question appropriately.

This link is also helpful in providing a more global view of grading:
http://isites.harvard.edu/fs/html/icb.topic58474/GradingPapers.html

**Fonts and Layout**
I have set page limits not word limits for this class. I don’t care about the line spacing but text should typically be no smaller than Arial 10pt or Times Roman 11pt. You might use something smaller for a label. You need to provide adequate margins to allow easy comprehension and to provide space for comments in grading. Do not put too many characters on a line. Typically comprehension is easier with ragged layouts—that is don’t line up both sides of text but let the spacing between characters fall more naturally. Also, remember that faculty are typically older than you and our eyesight is often worse—it’s a real strain to read tiny fonts and your materials will be treated much less sympathetically if they are hard to read.

**Writing Instructions**
I advise students to do one of the following activities before handing in any project: (a) put the piece aside for at least a few hours and then go back and edit it for clarity, or (b) get a sympathetic friend to edit it for clarity, or (c) read it out loud and change any sentences that don’t make sense. I do this in my own work as a consideration to those who are reading it (and a few things still slip through)!

Where you cite sources you should use the author-date-page or parenthetical reference/reference list style of citation generally used in the social sciences. For example in the text you list only the author, date and page e.g. (Goldsmith 1994, 3). You then list the full details for the source alphabetically by author’s name in a reference list at the end—if it is a class required reading, however, you can just refer to it in the text and no need to note it in the reference list. If you cite a web site, I need the full URL.

All quotes quoted directly should include the page number in the citation e.g. (Goldsmith 1994, 3). Also cite with a page number all ideas not quoted directly but coming from a specific part of a document. Only when you refer very generally to an entire work should you merely cite the author and date, for example, (Marris 1987).
For more information see a style manual such as Kate Turabian’s (2007) *A Manual for Writers of Research Papers, Theses, and Dissertations* (Chicago: University of Chicago Press) although you should note that she shows two kinds of citation (footnote and bibliography, and parenthetical reference/reference list) and it is the second of these that I prefer.

I am very concerned that findings are based explicitly on evidence. You will receive a low grade if you fail to cite sources or if they are not listed systematically in the reference list. More about evidence is explained in Booth et al.’s (2008) *Craft of Research* (Chicago: University of Chicago Press).

**ACADEMIC HONESTY**

Please be familiar with Harvard’s web site on plagiarism: https://usingsources.fas.harvard.edu/avoiding-plagiarism. It is inappropriate to use any form of plagiarism. The GSD’s own library has a useful web site as well: http://guides.library.harvard.edu/gsd/write

In addition if you wish to use work that overlaps with another class you can do so only if you have **written** permission from me. This will reflect an **in-person discussion with me** where we figure out how your work can reflect an equivalent effort to other students doing the same assignment.

If you need to use a copy editor to improve your writing, that is fine. However, they should be copy editing not writing the paper. Please let me know if you are using such a service. I won’t grade you down for it but it will help my understanding of your work.

**ADDITIONAL READINGS**

**TOOLS, MANUALS, AND ARTICLES**


http://appliedresearch.cancer.gov/mfe/instruments

National Cancer Institute. 2015. Behavioral Research: Research Tools,
http://cancercontrol.cancer.gov/brp/research_tools.html#researchMeasures


**Surveys for Assignment 4 USA**

- Envision Cambridge Survey 04: Our Vision and Core Values. 2016. https://docs.google.com/forms/d/e/1FAIpQLSfhYc7C8WWMvWva8bKx7Oggq0xBNSCAk7F_aSD1FtPnRJQ69BA/viewform
• Roxbury Engagement Survey. 2015. https://docs.google.com/forms/d/e/1FAIpQLScJQz8FkgDB5uhDKeAPtqTxn8o3O0d3NUZBk7L81vbN VFDBMW/viewform

A B R O A D

This course is an introduction to applied planning research. We will cover qualitative and quantitative methods commonly used by planners on the job. Methods include content analysis, interviewing, observation, best practices research, and demographic, economic, and social equity analysis. You will leave this course knowing how to collect and analyze planning data, tell a compelling story about your findings, and offer persuasive recommendations.

This class uses a “learning by doing approach,” meaning that you will obtain hands-on experience applying the techniques learned through frequent in and out of class activities. Generally we will spend the first half of class (1:00p – 2:30p) learning new material and the second half of class (2:30p – 4:00p) applying knowledge through hands on exercises and activities in the lab.

Readings

We have three required books for the course:


All are available for purchase through Amazon. Additional required readings will be posted on Blackboard.

Assignments and Grading

You will complete three sets of assignments for the course: 1) a best practices research project, 2) a demographic analysis, and 3) five methods exercises. You will also obtain your ASU Institutional Review Board certification.
Best Practices Research Project

You will gain experience in conducting best practices research for a client. Our client this year is Apache Junction, Arizona. Project Cities, which is part of ASU’s Sustainable Cities Network, is facilitating this project. The City of Apache Junction is seeking solutions for dealing with its homelessness issue. The City is interested in understanding how other localities try to 1) help the homeless population and 2) mitigate the potential effects of homelessness on the community. Your task is to conduct a peer community review of approaches to homelessness. You will identify best practices for helping the homeless and mitigating community impacts from peer communities and summarize these practices in a report and a short presentation for the client.

We will complete this assignment through a series of steps. First, we will select peer communities comparable to Apache Junction and develop a method and interview instrument to gather information on approaches to homelessness in each community. Then, we will gather data for the peer communities through 1) a content analysis of local documents and reports and 2) key informant interviews. We will distill the main findings from the peer community review into a short report and presentation. We will present the findings to students in another participating Project Cities’ class, PAF 509 Public Affairs Capstone, who will have become experts on homelessness in the Apache Junction and together develop a set of recommendations on how to approach homelessness in Apache Junction. The peer community reports, the synthesis of peer community practices, and recommendations will be incorporated into a larger report and presentation on Understanding Homelessness in Apache Junction, which will be delivered to the City.

You will contribute to this assignment by working collaboratively in small groups. First, you will break into pairs and take charge of gathering data for one of the peer communities. You will write a 1,000- to 1,500-word summary and develop an eight- to ten-minute presentation on your peer community’s approaches to homelessness. Second, you will undertake one of the five additional project tasks in groups of two to four. These project tasks are listed below and are available on a first come first serve basis. Send an email to Prof. Pfeiffer (deirdre.pfeiffer@asu.edu) with the name of your partner(s) and the project task that you would like to complete by 8/30 (Week 2) at 12:00p.

Our class will meet with the client in Apache Junction three times over the semester. The first meeting (8/30) will introduce you to the project, the client, and other actors working on the project. The second meeting (10/11) will help you to better understand homelessness and its effects in Apache Junction. The final meeting (11/29) will involve a presentation to the client. These fieldtrips generally will last from 1:30p to 4:30p from pickup to drop off on campus by Project Cities. Students who have work or class-related conflicts are excused from these fieldtrips; simply send an email to Prof. Pfeiffer (deirdre.pfeiffer@asu.edu) providing evidence of the conflict.

The deliverables, points, and due dates are as follows. All written assignments will be submitted through the associated links on Blackboard.

Written summary of peer community approaches to homelessness

- Geography and demography of peer community: 10 points
- Nature of homelessness issue: 10 points
- Approaches to helping the homeless: 30 points
- Approaches to mitigating community impacts: 30 points
• Stays within word limit: 10 points
• Professionalism: 10 points

Total 100 points

Due date: 12:00p on 11/1 (Week 11)
Submit via Blackboard link under Week 11.

Presentation on peer community approaches to homelessness
• Geography and demography of peer community: 5 points
• Nature of homelessness issue: 5 points
• Approaches to helping the homeless: 15 points
• Approaches to mitigating community impacts: 15 points
• Stays within time limit: 5 points
• Professionalism: 5 points

Total 50 points

Due date: 1:00p on 11/1 (Week 11)
Presentation will be given in class.

Additional project tasks (choose one):
• #1 Compilation of potential peer communities
  o Task: Develop a list of prospective peer communities for analysis. Expand on students’ ideas for prospective communities and criteria that matter in selecting communities by conducting additional research on potential communities and their characteristics. Develop a table of at least 20 prospective peer communities and how they rank on criteria that matter. Include short justification for each peer community on table.
  o Requirement: Must be present during entire class on 9/6 (Week 3).
  o Due Date: 12:00p on 9/13 (Week 4)
  o Submit via Blackboard link under Week 4.

• #2 Development of informant recruitment script and interview guide
  o Task: Develop a script describing the research project and goals of the interviews that students can use to recruit informants over email or phone. Refine the interview questions brainstormed in class into an interview guide. Add a short text describing the interview protocol to the guide.
  o Requirement: Must be present during entire class on 9/20 (Week 5).
  o Due Date: 12:00p on 9/27 (Week 6)
  o Submit via Blackboard link under Week 6.

• #3 Synthesis of findings of peer community review
  o Task: Develop an 800- to 1,200-word summary and five- to eight-minute presentation that synthesize the findings of the peer community review.
  o Requirement: Must be present during entire class on 11/1 (Week 11).
  o Due Date: 12:00p on 11/8 (Week 12).
  o Submit via Blackboard link under Week 12.

• #4 Presentation of findings to PAF 509 students and synthesis of recommendations for client
- Task: Present the synthesized findings of the peer community review to the PAF 509 students and develop a 500 to 1,000 word summary and three- to five-minute presentation summarizing the recommendations for the client.
- Requirement: Must be available to meet with the PAF 509 students in mid-November (time and date TBD)
- Due Date: 12:00p on 11/20 (Week 14)
- Submit via Blackboard link under Week 15.

- #5 Presentation of findings and recommendations to the client
  - Task: Create the final draft of all written and presented material for the client. Present the findings to the client. Address feedback from the client and finalize the report for submission to the client.
  - Requirement: Must be available to meet with the client in Apache Junction on 11/29 (Week 15).
  - Due Dates: Final draft of material (12:00p on 11/29 (Week 15)); final version of material (12:00p on 12/6 (Finals Week))
  - Submit via Blackboard links under Week 15.

- Full points will be awarded to groups that 1) complete all of the tasks, 2) apply concepts correctly, and 3) exhibit professionalism. Partial points or no points will be awarded to groups that do not meet these criteria.

Total 50 points

Demographic Analysis

You will conduct a demographic analysis for a jurisdiction of your choice and synthesize your findings in a report. You may work alone or with a partner on this assignment.

The demographic analysis will include 1) an overview of current demographic conditions in the jurisdiction (e.g., age, sex, income, race and ethnicity, household types and sizes, etc.), 2) a population projection, 3) an assessment of a social equity issue affecting the population (e.g., differences in housing affordability or extent of residential segregation among demographic groups) 4) a one page executive summary that conveys the key findings and recommendations, and 5) an appendix showing population projection and social equity analysis calculations made.

Data used in the analysis must be conveyed through at least one table and one graph or chart and described in the text. Aim for your report to be between 1,500 to 2,000 words (not including references or words in tables, graphs, or charts).

The deliverable, points, and due date are as follows:

Demographic Analysis
- Describes current conditions: 20 points
- Projects future growth: 30 points
- Analyzes social equity: 30 points
- Includes executive summary and method appendix: 10 points
- Professionalism: 10 points

Total 100 points
Due date: 12:00p on 11/29 (Week 15)
Submit via Blackboard link under Week 15.

Methods Exercises

You will complete five methods exercises. Descriptions of each assignment will be given in class at the start of lab and posted on Blackboard after class. These exercises must be completed alone. Many of these exercises can be completed during lab time.

The deliverables, points, and due dates are as follows:

Exercises:

• #1: Content analysis
  Due Date: 12:00p on 9/20 (Week 5)
  Submit via Blackboard link under Week 4.
  20 points

• #2: Site analysis
  Due Date: 12:00p on 10/11 (Week 8)
  Submit via Blackboard link under Week 7.
  20 points

• #3: Demographic analysis
  Due Date: 12:00p on 10/25 (Week 10)
  Submit via Blackboard link under Week 9.
  20 points

• #4: Economic analysis
  Due Date: 12:00p on 11/1 (Week 11)
  Submit via Blackboard link under Week 10.
  20 points

• #5: Social equity analysis
  Due Date: 12:00p on 11/15 (Week 13)
  Submit via Blackboard link under Week 12.
  20 points

Total: 100 points

ASU Institutional Review Board CITI Training Course

You will obtain your certification through the ASU Institutional Review Board, which is a university body charged with assessing ethical issues that could arise during a research process. You will take an online CITI Human Subjects training course on ethical issues involving human subjects: [http://researchintegrity.asu.edu/training/humans](http://researchintegrity.asu.edu/training/humans) (follow the directions on the page; complete the IRB - Social & Behavioral Research (Group 2) module). Completing the course typical takes several hours, and you receive a certificate of completion at the end. Certification is required for serving as a research assistant on projects involving human subjects or conducting professional projects or theses involving human subjects.

The deliverable, points, and due date are as follows:

Total: 20 points
Due date: 12:00p on 9/27 (Week 6)
Submit via Blackboard link under Week 6.

Active Participation

If your final grade for the class is borderline (1 point away from the next grade), and you have consistently been an active participant in the class, you will receive a bump up to the next grade. Active participation includes suggesting ideas and building on those of your classmates, asking questions, and giving your reactions or opinions, among other behaviors. Remaining silent or actively participating but leaving or arriving halfway through the class without an approved reason constitute inactive participation.

Policy on Submitting Assignments Late

Written assignments will be accepted up to three days past the due date, with one letter grade deducted for each day late. No assignments will be accepted on the fourth day after the due date. Presentations will not be accepted late. If you experience a medical issue or death in the family and can present a doctor’s note or evidence that you attended a funeral, you qualify for an extension. There are no other exceptions to this rule.

Academic Dishonesty

Academic honesty is expected of all students in the assignments. Be careful to fully reference material that you draw from other sources in these assignments. Quoting or drawing from the ideas or images of a source without referencing it is plagiarism. In turn, double counting assignments already submitted for credit in this class or other classes or working collaboratively on an assignment that should be completed alone also constitute academic dishonesty. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see http://provost.asu.edu/academicintegrity.

Disabilities and English as a Second Language

If you have a disability that may affect your performance or ability to learn in this class, provide me evidence of it (e.g. a doctor’s diagnosis), and I will accommodate it. If you speak English as a second language, let me know, and I will take this into account in grading the grammatical correctness and clarity of your writing and public speaking.

Summary of Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Best practices project</td>
<td>200</td>
</tr>
<tr>
<td>Demographic analysis</td>
<td>100</td>
</tr>
<tr>
<td>Methods exercises</td>
<td>100</td>
</tr>
<tr>
<td>CitI training</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>420</td>
</tr>
</tbody>
</table>

Grading scale: 97-100 (A+), 93-96 (A), 90-92 (A-), 87-89 (B+), 83-86 (B), 80-82 (B-), 77-79 (C+), 73-76 (C), 70-72 (C-), 60-69 (D), <60 (E)
Office Hours

Don’t hesitate to email me or come speak with me in office hours if you have questions about the class or assignments or would like to discuss anything further. My office hours are on Mondays from 1:00p – 3:00p in COOR 5646, or by appointment. You are welcome to drop by during this period, but students who email me for an appointment will be given priority.

Week 1 (8/23): Introduction & Best Practices Research

- Role of research in planning
- Overview of course
- Best practices research

Readings:

No readings for this week.

Assignments:

No assignments due.

Week 2 (8/30): Apache Junction Site Visit

- Introduction to best practices research project stakeholders and site
- Discussion of project tasks

Readings:


Additional materials may be posted to Blackboard site.

Assignments:

Do an Excel tutorial if unfamiliar with Excel (Blackboard).
Email Prof. Pfeiffer (deirdre.pfeiffer@asu.edu) your preferred additional project task for the best practices research project.

**Week 3 (9/6): Cases & Indices**

- Selecting cases
- Developing an index
- Lab: Selection of peer communities for Understanding Homelessness in Apache Junction Project

**Readings:**


Complete the U.S. Census' American FactFinder tutorials (Blackboard)

**Assignments:**

No assignments due.

**Week 4 (9/13): Content Analysis**

- Planning a data collection approach
- Role of content analysis in planning
- Collecting and analyzing content
- Lab: Content analysis exercise

**Readings:**

Gaber and Gaber, “Introduction” and “Content Analysis and Meta-Analysis,” pp. 1-16, 103-134.

**Assignments:**

Submit compilation of potential peer communities (selected students).

**Week 5 (9/20): Interviewing, Part 1**

- Role of interviewing in planning
- Selecting a sample
- Developing an interview instrument
- Lab: Development of interview instrument for Understanding Homelessness in Apache Junction Project

**Readings:**

Gaber and Gaber, “Focus Group Research,” pp. 73-102.

**Assignments:**
Submit content analysis exercise.
Find, code, and analyze content for peer community.

**Week 6 (9/27): Interviewing, Part 2**

- Recruiting participants
- Conducting and transcribing interviews
- Ethics, validity, & reliability
- Lab: Practice using interview instrument for Understanding Homelessness in Apache Junction Project

**Readings:**

No readings for this week.

**Assignments:**

Create list of informants to interview about peer community.
Obtain CITI certification.
Submit informant recruitment script and interview guide (selected students).

**Week 7 (10/4): Observation & Triangulation**

- Role of observation in planning
- Doing field research
- Triangulation
- Lab: Site analysis exercise

**Readings:**

Gaber and Gaber, “Field Research” and “Getting the Big Picture,” pp. 17-44, 135-152.

Watch *Social Life of Small Urban Spaces* (59 min video) (Blackboard).

**Assignments:**

Contact and interview informants in peer community.

**Week 8 (10/11): Apache Junction Site Visit**

- Meet stakeholders to discuss project progress
- Gather stakeholder feedback

**Readings:**

Background materials for the site visit will be posted on Blackboard.

**Assignments:**

Submit site analysis exercise.
Interview informants in peer community.
Transcribe and analyze interviews.

**Week 9 (10/18): Demographic Analysis**

- Role of demographic analysis in planning
- Demographic analysis concepts and techniques
- Lab: Demographic analysis exercise

**Readings:**


**Assignments:**

Continue conducting, transcribing, and analyzing interviews.
Complete first draft of peer community review written summary and presentation.

**Week 10 (10/25): Economic Analysis**

- Role of economic analysis in planning
- Economic analysis concepts and techniques
- Lab: Economic analysis exercise

**Readings:**


**Assignments:**

Submit demographic analysis exercise.
Finish conducting, transcribing, and analyzing interviews.
Complete final draft of peer community review written summary and presentation.

**Week 11 (11/1): Peer Community Review Presentations**

- Student presentations of peer community review
- Synthesis of findings from peer community reviews

**Readings:**

No readings for this week.
Assignments:

Submit economic analysis exercise.
Submit peer community review written summary and give presentation.

**Week 12 (11/8): Social Equity Analysis**

- Role of social equity analysis in planning
- Measuring residential segregation
- Assessing housing affordability
- Lab: Social equity analysis exercise

Readings:


Explore racial residential segregation trends through Brown University’s Diversity and Disparities project. (Blackboard)

Explore housing and transportation affordability trends through the Center for Neighborhood Technology’s H+T Affordability Index (Blackboard)

Explore social equity trends through the National Equity Atlas (Blackboard)

Assignments:

Work on demographic analysis report.
Submit synthesis of findings of peer community review (selected students).

**Week 13 (11/15): Storytelling with Numbers**

- Role of storytelling in planning research
- Components of good quantitative storytelling
- Lab: Work on demographic analysis report

Readings:


Assignments:

Submit social equity analysis exercise.
Complete first draft of demographic analysis report.

**Week 14 (11/22): No Class, Thanksgiving Holiday**
Assignments:

Complete final draft of demographic analysis report.
Submit synthesis of recommendations for client (by 11/20) (selected students).

Week 15 (11/29): Apache Junction Site Visit

  • Presentation of peer community review and recommendations

Readings:

No readings this week.

Assignments:

Submit demographic analysis report.
Submit final draft of findings and recommendations to the client (selected students).
Submit final version of findings and recommendations to the client (by 12/6) (selected students).
Critical Race Studies in Public Affairs
Marie Kennedy

Course Description
Winter 2016

Time: Tuesdays, 2:00-4:50pm
Place: Public Affairs 1270
Course Number: URBN PL 229 - LEC 2
Professor: Marie Kennedy
Office: PAB 5-5284
Telephone: 617-997-6478 (cell); 310-439-1655 (h)
email: mariekennedy@ucla.edu
Office hours: Tuesdays, 11:00am-1:00pm; and by appointment

Critical Racism Studies in the School of Public Affairs—A very brief history

Critical Race Theory was first developed in the legal profession and UCLA Law School is a leader in incorporating CRT in law curriculum. Starting in 2006, SPA students took the initiative to design and lead courses which applied CRT to Public Policy, Social Welfare and Urban Planning. Understanding the need to incorporate into their professional work and classrooms a more critical dialogue about structural racism and how it intersects with gender, sexuality, class, age and other markers of social and hierarchized differences, students formed the Critical Race Studies Working Group. The CRS Working Group worked to institutionalize CRS in the School of Public Affairs (now the Luskin School of Public Affairs) by linking students from previous CRS courses with those designing and leading the next course, sponsoring various events and advocating with SPA administration and faculty for an institutionalized CRS course. In 2011, largely through student efforts, and with the support of Dean Frank Gilliam and his Social Justice Committee (which included faculty and student representatives from all three departments), the CRS course was offered for the first time as part of the regular curriculum in all three departments of SPA.

Course Description

The course will focus on the foundation of Critical Race Theory (CRT) as well as other theoretical works and case studies focusing on racism and racialization as applied to Public Policy, Social Welfare and Urban Planning, looking at the causes and symptoms of structural racism and social/racial hierarchies as they influence and are influenced by our three fields.
Course Objectives

At the end of this course, students will be able to:

- Specify how professional and personal values, assumptions, priorities (cultural lens), affect their personal behavior.
- Articulate an understanding of intersections of identity and positions of power, privilege and resources.
- Explore and hone tools for partnering with oppressed groups/communities.
- Analyze how oppression and privilege has operated within their respective disciplines and how they can participate in addressing oppression and its effects on individuals, groups and communities.
- Identify and embark on efforts to achieve social transformation in their respective fields.

Meta-Questions:
The following questions have been developed by past students in the course to enhance the discussion each week. These questions will provide an anchor for the weekly discussions and provide the connections needed to interrelate the themes as we move forward.

- How do our fields perpetuate structural racism and how do we move beyond it?
- How do we move beyond the Black/White binary?
- How does each week’s theme become “complexified” by the relationship of interconnected systems of oppression?
- Also, keep in mind:
  --How does it work?
  --What does it mean?
  --Who benefits and where does the money go?

Required Readings

Readings are available via CCLE. In addition, you may want to purchase Delgado, Richard and Jean Stefancic (eds.). (2000) Critical Race Theory: The Cutting Edge (2nd ed.). Philadelphia: Temple University Press. Many of the readings are drawn from this book and it is a good reference volume. You will have approximately 50-60 pages of required reading each week and it is critical that you do the readings. Supplemental readings are not required, but may add to your understanding or help in your research for your final project.
Course Policies

Attendance:
Attendance is mandatory at all class sessions. If you are sick or have an unavoidable conflict, please notify me in advance by telephone or email. Any unexcused absences may be counted against your participation grade.

Grading:
Your final grade will be based on three required elements: 1) class participation, 2) co-facilitation of half of one class, and 3) final project—paper and oral presentation. Please note that there are a number of assignments which will not be graded (e.g., how could your personal narrative be graded??), but which are required in order to complete the course.

The elements will be weighted as follows:

- Class participation, discussion: 40%
- Co-facilitation of portion of one week's class: 20%
- Personal narrative: non-graded, but must do to complete
- Response papers: non-graded, but must do to complete
- Discussion questions: non-graded, but must do to complete
- Final paper and presentation: 40%
- Reflection paper: non-graded, but must do to complete

Course Requirements

Participation:
Full participation by all students is critical to developing a student-centered learning environment. Participation means regular attendance, knowledge of the reading assignments, and participation in class exercises and discussions.

Co-Facilitation of a Class
In the first class, students will select a topic from one class in which two or three students will work together to design and lead a portion of the class session on that topic. For example, they might lead a discussion drawing on the questions that students have posted, design and implement an exercise, present a relevant video, invite a guest speaker, etc. Students are urged to incorporate popular education methods that respond to different intelligences.

Narrative:
Write your own narrative pertaining to your experience in your academic department AND/OR in your community or professional work. Include earlier educational experiences if you like. Incorporating our own stories is important to our class project. While your specific narrative will not be shared with the whole class, I may make a summary of the narratives that will allow us to hear from each other while preserving anonymity.
The following questions are intended to guide your narrative, not necessarily define it (nor meant for you to list your answers to each question):

- What has been your experience in your department, earlier educational settings, or in your community or professional work as a person of color and/or as a person committed to anti-subordination/anti-racism/intersectional work?
- How has your experience impacted your interaction and relationship with other students and faculty in your department and/or in earlier educational settings, and/or in your community or professional work?
- Has your experience impacted your scholarly/academic endeavors within your department and/or in earlier educational settings (e.g., research, course writing assignments, group projects, capstone project, etc.), and/or your community or professional endeavors?
- How have these experiences in your department and/or community or professional settings impacted your goals after graduation?

**Response Papers and Discussion Questions:**

Response papers should be 1 page papers demonstrating that you have engaged the assigned readings for that week, particularly focusing on your personal reaction and/or experience with the subject being discussed. Pose one or two discussion questions based on the readings. Discussion questions must be posted on CCLE at least by midnight on the Sunday before class. Response papers should be posted to CCLE before the beginning of class in weeks 3-9. *There is no response paper due for the first two sets of readings.*

Response papers and discussion questions will not be graded, but are required in order to complete the course. You may miss one week’s question(s) and response paper during the quarter and still complete the course.

**Final Project:**

The Project:

Individually or in a group, you will analyze through a CRT lens one situation related to public affairs, your field and/or graduate department and design an action project or carry out an modest action to improve the situation.

Rationale:

Policies set guidelines for practice and provide strategies for dealing with problems or issues. In public affairs, policies often come in the form of laws or regulations that establish, enlarge, or curtail programs; determine eligibility for services; or control funding. Laws and regulations are often unevenly implemented. Within agencies, policies often take the form of guidelines delineating the way work is done—defining a client population and its needs; the frequency, duration, and character of client contact; and the requirements for reporting.

Policies are not created in a vacuum. They stem from a history of practices and decisions. They also reflect the spirit of the time—the ideas, assumptions, and biases that currently prevail. They further serve to institutionalize and influence the time in which they develop.
Policies may affect populations differently. Yet social differences—among them race, socioeconomic class, gender disability, sexual orientation, age, immigration status, language, and ethnicity—are socially constructed, the result of laws, institutional practices, and prevailing attitudes. These attitudes fundamentally influence the ways in which public and community services are organized and delivered. The experience of social difference thus reflects a legacy of differentiation on the basis of defined social categories, with policies having a differential impact on different classes of people. Such differences may be a result of biases sympathetic or unsympathetic to particular populations or a result of ignorance about the needs of a particular group, assumptions about a policy's implementation, or an inability to see or acknowledge the impact of a policy on the people it directly affects.

Criteria:
1. Identify and describe a policy or general practice in public affairs or in the School of Public Affairs that may differentially affect individuals and groups because of race (consider Asians, Blacks, Latinos, Indigenous People, etc.) and describe the results of that differential impact.

2. Utilizing the same policy or general practice, consider how race intersects with at least one other socially defined difference—e.g., socioeconomic class, gender, disability, sexual orientation, age, immigration status, language, ethnicity—and describe the differential impact on the selected individuals or groups.

3. Analyze how the selected policy or general practice negatively affects the organization or delivery of services for the selected group and how you would change this policy or practice.

4. Develop an outline of an action plan or carry out a modest action towards achieving the change you propose.

Standards:
1. Your descriptions must be based on supporting information from at least five sources of relevant literature, data (such as the census) or direct investigation (such as interviews you conduct).

2. Your policy or general practice may be selected from any area of public affairs (for example, public housing eligibility rules, mandatory prison sentences, high school graduation requirements, union organizing procedures, hospital discharge practices, transitional assistance regulations, affirmative action laws, invisible glass ceilings).

3. Characterize as precisely as possible the specific social categories you are discussing. (For example: Whom are you including in the social category “Asian”? What are the social determinants of “class”? If you refer to women as a biological class, are you taking into account the social construction of biology? What is the age range for “youth”?).
4. Include in your analysis:
   - the historical development of that current policy or general practice
   - the dominant society’s characterization of the particular social group; the characterization’s stereotypes, emphases, and expectations; and the functions that characterization has served and serves for those who employ it;
   - the way the social construction of the group is perpetuated by public policies and practices, social institutions (stratified schools, segregated neighborhoods, media stereotypes, divisive political practices, etc.), and self-perpetuating attitudes, expectations, and behaviors;
   - significant social, political, legal, and economic ramifications of the dominant society’s characterization of the group;
   - how the selected policy determines the ways in which services are organized and delivered with a negative differential affect on the group under consideration, and explain how you would change that policy to limit or eliminate this impact.

5. Your analysis will be presented in a professionally written paper of 15-20 pages double-spaced and summarized in an oral presentation of 5 minutes. (With prior approval of the instructor, alternatives for presenting your analysis, to accompany a shorter written paper, may be possible, such as a video, play, journalistic essay, etc.) A group project should be more complex than an individual project and the paper will probably be longer (but not proportionately longer)

6. You must identify all sources of data, information, and ideas. When quoting or paraphrasing someone else’s work, cite the source. Use the author-date form of citation. For example:
   In our view, community development “is more than just bricks and mortar, specific job creation, or legislative reform. It is helping people to increase their control over decisions that affect their lives, developing their capacity to intervene in their own environments, and bring justice to their lives.” (Kennedy & Mead, 1996, 101).

   Then at the end of the paper, have a complete list of references. For example:
   Kennedy, Marie and Molly Mead. 1996. Serving in One’s Own Community: Taking a Second Look at Our Assumptions about Community Service Education. Metropolitan Universities. Summer. 99-111.

NOTE: Examples of projects/papers from previous classes are posted on CCLE.
NOTE on referencing your materials and avoiding plagiarism:

Using someone else’s information or ideas without citing the source is misleading, prevents a reader from following up on interesting ideas, and defeats the educational purpose of the assignments (which is to build on other people’s work to come up with your own ideas and conclusions). Also, the university forbids it, and stipulates serious penalties if a student is caught at it. Please don’t do it. Guidelines for academic honesty are posted at http://www.deanofstudents.ucla.edu/StudentGuide.pdf, with a more complete code of conduct at http://www.deanofstudents.ucla.edu/studentconductcode.pdf. In brief, to adhere to academic honesty, you should:

- Again, provide citations for information, except for information that is general knowledge or that you learned from direct observation.
- When you use a direct quotation, “put it in quotation marks.” (For direct quotes, give the page number.) It is not OK to use a close paraphrase as an alternative to a direct quotation—if it’s close, we expect you to just use the direct quote.
- Most of a paper should be your own work. It is fine to summarize, critique, or build on other people’s ideas. But if a paper is mostly a string of quotations or descriptions of statements from others, that is a bad sign. We want you to develop your own synthesis and ideas.

Due dates:

- Week 4, January 26: Topic prospectus due
- Week 7, February 16: Project outline and progress report due
- Week 10, March 8: Oral presentation of final project.
- March 15: Final paper due

Reflection Essay

At the end of the class, each of you will write a 1-2 page essay reflecting on your personal journey in this course.

- Due March 15th.
Week 1 • January 5
Introduction to Critical Race Studies and The Power of Narrative

Required Reading:
- CAREFULLY READ THE COURSE DESCRIPTION SECTION OF THIS DOCUMENT PRIOR TO OUR FIRST CLASS, so that you understand what will be required of you in this course and can come to the first class with questions and/or suggestions for changes.

Supplemental Reading:

Assignments:
- 1-2 discussion questions based on the readings for week 2 to be posted on CCLE by Sunday, January 3rd, by midnight.
- "Writing Our Own Narratives" [See assignment description on page 3 of this document.] due next class.

Week 2 • January 12
Racism, Racial Stratification and White Privilege

Required Reading:


Supplemental Reading:


Assignments:

- 1-2 discussion questions based on the readings for week 3 to be posted on CCLE by Sunday, January 10th, by midnight.
- Second response paper posted before beginning of next class.
Week 3 • January 19
Intersectionality

Required Reading:

Supplemental Reading:

Assignments:
- 1‐2 discussion questions based on the readings for week 4 to be posted on CCLE by Sunday, January 17th, by midnight.
- Third response paper posted before beginning of next class.
- **Final project topic prospectus due next class.** [See description of the final project on pages 4‐6 of this document.] Your prospectus should identify the policy or general practice on which you intend to focus. Say whether this is an individual or group project; if a group project, say how the complexity of your project will reflect that. Say what types of sources you plan to use. If you are planning to conduct one or more interviews, describe your strategy for obtaining interviews. 250‐500 words.
Week 4 • January 26
Indigeneity

Required Reading:


Supplemental Reading:


Assignments:

• 1-2 discussion questions based on the readings for week 5 to be posted on CCLE by Sunday, January 24th by midnight.
• Fourth response paper posted before beginning of next class.

Week 5 • February 2
Race, Class and Workers

Required Reading:

• Amott, Teresa L. and Julie Mathhaei. (1991) Chapter 2. Race, Class, Gender and Women’s

- Mock, Brentin. (September 2010) Race-Baiting the Gulf to Exploit Black and Brown Workers. *Color Lines: News For Action.* [online magazine]

Supplemental Reading:


Assignments:

- 1-2 discussion questions based on the readings for week 6 to be posted on CCLE by Sunday, January 31st, by midnight.
- Fifth response paper posted before beginning of next class.

Week 6 • February 9
Race, Space and Community Development

Required Reading:


**Supplemental Reading:**


**Assignments:**

• **Final project outline and progress report is due by next class.** In the outline, lay out the main topics and arguments you plan to explore. Note sources, to the extent you know them. In the progress report, briefly say what you have done and what you plan to do to complete the research for the paper. Include this either within the outline or as a separate piece. The outline and progress report should be 500+ words.

• 1-2 discussion questions based on the readings for week 7 to be posted on CCLE by Sunday, February 7th, by midnight.

• Sixth response paper posted before beginning of next class
Week 7 • February 16
Race and Education

Required Reading:


Supplemental Reading:

Assignments:

- 1-2 discussion questions based on the readings for week 8 to be posted on CCLE by Sunday, February 14th, by midnight.
- Seventh response paper posted before beginning of next class.

Week 8 • February 23
Race and the Criminal Justice System

Required Reading:


**SKIM-old, but brief overview of many of the issues:** Kennedy, Marie. (October 2001). Race, Poverty and Prison. Unpublished talk at Boston Ethical Society. 8 pages.

Supplemental Reading:


Assignments:

- 1-2 discussion questions based on the readings for week 9 to be posted on CCLE by Sunday, February 21st, by midnight.
- Seventh response paper posted before beginning of next class.

Week 9 • March 1
Citizenship and Immigration

Required Readings:


Supplemental Reading:

Assignments:
• 1-2 discussion questions based on the readings for week 9 to be posted on CCLE by Sunday, February 28th, by midnight.
• Seventh response paper posted before beginning of next class.
• Presentation in class, March 8th We will allot 3-5 minutes per student, maybe a bit more if the class is small enough. For papers by groups of students, everybody should present; you can divide up the presentation in any way you see fit.

Week 10 • March 8
Presentations

Assignments:
• Final paper due March 15th
• Reflection paper due March 15th. [See page 7 of the course description for assignment]
Course Description

This seminar reviews the major issues confronting urban planners and local policy makers working in diverse places. The course focuses on the day-to-day realities of communities experiencing rapid demographic, economic, social and cultural changes, particularly from immigrants and migrants. The reading material draws heavily from the research and policy practices in towns, cities and regions from a range of countries, including the United States, Canada, Europe and Australia. We will also explore local issues.

Assignments and Classroom Activities

Active Participation and Attendance (10 points)
Learning is a social process and collective endeavor; therefore your primary responsibility in class is active participation. Because there will be much discussion among the members of the class, you must do the required readings assigned to specific days and come prepared to ask questions and make comments. Informed discussion is the point of a good seminar. The intellectual quality of the seminar depends on active participation by every member in the class. In addition, you are encouraged to keep notes in a systematic way. This is an important habit to develop as future researchers, scholars, planners and policy makers. Please bring the reading material and your notes to class.

Discussion Leader (20 points)
Everyone will be responsible for leading a discussion during the semester. This entails creating a one-page handout with questions/discussion topics about the required reading and facilitating a discussion. The discussion leaders should expect that everyone is fully prepared to summarize the major ideas in each assigned reading and able to give a brief critique of those readings as well. I recommend that that discussion leaders meet with me at a few weeks in advance to discuss what they hope to accomplish in the classroom discussion (please do the reading before meeting with me).

Radio Show Guest (10 points)
Radio and TV are an important ways to disseminate information to a broad public, yet urban planners often do not take advantage of these modes of communication. This assignment gives you experience talking on a live radio show about immigration (your assignments, personal experiences and any thing else you know about immigration). The CU Immigration radio show is live on Monday nights from 7-8pm on WRFU 104.5 FM.

Project #1: Exploring Local Challenges and Efforts to Welcome Immigrants in CU (30 points)
This is a mini-ethnographic project designed to quickly immerse the class into the local community. The goal is to better understand the local immigrant population, the challenges those immigrants face, and what local activists and advocates are doing to create a more welcoming environment in CU. The project will start by having you participate, observe and attend local meeting and events; from there you will identify a particular issues and then interview a couple of people to further explore the topic. The final product will be a short report.

Project #2: Strategies for Creating an Immigrant Friendly Community (30 points)
Develop a 5-minute presentation and create 2-page handout that will be used to inform local leaders about what communities are doing to welcome, integrate and support immigrants. The presentation and handout will focus on a specific strategy and discuss how it might be implemented. Ideally, this will address the problem identified in the first project.
Course Grade

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Course Expectations

Inclusivity and Professionalism
The Department of Urban and Regional Planning (DURP) is committed to creating an environment of inclusion and opportunity that is rooted in the very goals and responsibilities of practicing planners. Conduct that interferes with the rights of another or creates an atmosphere of intimidation or disrespect is inconsistent with the environment of learning and cooperation that the program requires. By enrolling in a Department of Urban and Regional Planning class, students agree to be responsible for maintaining a respectful environment in all DURP activities, including classes lectures, discussions, labs, projects, and extracurricular programs.

Attendance
The quick pace and applied nature of this course necessitates strict adherence to attendance, preparation, and deadlines. Attendance is required except in the case of, for example, medical and family emergencies. After the first absence I will deduct 1 point from your participation grade for each absence. After the first tardy, I will deduct ½ point off of your participation grade for being tardy. If you miss class, please stop by my office hours or make an appointment to find out what you missed.

Office Hours, Accessibility and Informal Learning
I invite students to visit, call or e-mail me as often as they want or need. E-mail is an easy way to communicate with me, as I generally respond within 24 hours. Most course related problems can be resolved if they are jointly addressed by instructor and student early in the semester. Students with special needs—factors that might interfere/conflict with a student’s successful completion of the course—should tell me as soon as possible. Please feel free to make suggestions to enrich this course.

Late Assignments
I do not accept late assignments (that means I will not grade late assignments). However, special arrangements (without penalty) may be warranted under certain circumstances. Make note of the announced office hours, as these are the best times to contact me. You may leave voice message or send e-mail, but that does not constitute consultation, nor does a note from the nurse by itself give permission to make up missed work due to illness.

Academic Dishonesty
Please be aware of the university guidelines regarding academic integrity, which can be found in the Student Code (http://admin.illinois.edu/POLICY/CODE). Academic dishonesty includes such things as cheating, inappropriate use of university equipment/materials, fabrication of information, plagiarism (presenting someone else’s work as your own), and so on. All forms of academic dishonesty will be considered a serious offense of university policy. Students committing any form of academic dishonesty will be reported to their home department, the College of Fine and Applied Arts, and to the Senate Committee on Student Discipline. Any student who violates the university academic integrity policy will receive a failing grade for this course.

Required Reading
A hard copy of the reader can be purchased at Notes & Quotes, 502 E John St # 107 Champaign, 344-4433. Pdfs also available on Compass and e-reserves at the library.
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<thead>
<tr>
<th>DATE</th>
<th>MONDAY (reading &amp; discussion)</th>
<th>WEDNESDAY (project related activities)</th>
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| 8/22, 8/24 | Course Introduction | Immigration in the Midwest, Focus on Champaign-Urbana  
Take a look at the Reverences at the end of this syllabus and note issues you are interested in exploring for Project #1.  
Optional:  
Video: Postville: Five Years after the Raid, 2013  
https://www.youtube.com/watch?v=Mb4rXh9pMYY  
VIDEO: Between the Bottomlands & the World  
http://regionalrelationships.org/bottomlands/ (video about Beardstown, IL)  
Illinois: Immigrant Entrepreneurs, Innovation and Welcoming Initiatives in the Prairie State by the American Immigration Council  
Growing the Heartland: How Immigrants Offset Population Decline and an Aging Workforce in Midwestern Metropolitan Areas by The Chicago Council on Global Affairs,  
| 8/29, 8/31 | Vision for the Future: Planning for Diversity?  
Optional:  
Fincher et al. 2014, Planning in the multicultural city: Celebrating diversity or reinforcing differences? Progress in Planning, 92: 1-55. | Project #1 |
| 9/5, 9/7 | Labor Day - No Class | Project #1 |
| 9/12, | Diverse Local Reponses to Immigrants: Welcome or | Project #1 |
**Unwanted?**


Court Upholds Nebraska Town’s Ban on Renting to Undocumented Immigrants. *Fox News Latino*, June 29, 2013


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**Regulating Immigrants at the Local Level**


Optional:


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**Regulating Difference Via Land Use Legislation**


Optional:


FILM: *Farmingville* a film by Carlos Sandoval and Catherine Tambini, 2004 [https://www.youtube.com/watch?v=a0fY2LRdodo](https://www.youtube.com/watch?v=a0fY2LRdodo) (1 hour, 22 minutes).
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Optional:
FILM: *Made in L.A*. Director/Producer/Cinematographer Almudena Carracedo, 2007 (Online access via the library). | #1 Due    |
Optional:
*The Intercultural City Step by Step*. Council of Europe Publishing. Focus on pages 19-20, 37-59 and page 111-112. | #2        |
Côté el al. 2015. Building intercultural competencies in monocultural organizations: issues and perspectives in planning rehabilitation services in Montreal. Open Access (12 pages)
Optional:
FILM: *Where Strangers Become Neighbors* by Atili, Giovani. | #2        |
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Roth, Mark. 2014. Pittsburgh’s economy has gained from high-skilled immigrants. *Pittsburgh Post-Gazette*, May 17.  
City of Cleveland. 2016. Dream Neighbourhoods: City of Innovation in Refugee Housing. Cities of Migration.  
FILM: *The Sixth Section* produced by Alex Rivera and Bernardo Ruiz, 2003 (Library has a copy). |
Optional:  
Optional:  
Valentine, Gill. 2008. Living with difference: reflections on |
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<th>Date</th>
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<td>Project #2 / Bring Draft of Handout</td>
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Optional:  
|            | Project #2 Due                                                                          |                                                                                                    |
| 12/5, 12/7  | Final Presentations                                                                     | Final Presentations                                                                                 |
Local Immigration Related Resources: Starting Points for UP535 Projects

Local Organizations, Services Organizations…

**CU Immigration Forum:** [http://immigration-forum.blogspot.com/](http://immigration-forum.blogspot.com/) and [https://www.facebook.com/CUImmigrationForum/](https://www.facebook.com/CUImmigrationForum/) - The Champaign-Urbana Immigration Forum is a group of immigrants, students, clergy, service providers, labor union representatives, residents and community organizations concerned about the progress and plight of immigrants in the Champaign County community (Central Illinois). Attend a CUIF General Meeting – September 13 and every subsequent second Tuesday at the Campus YMCA.

**La Linea** - [http://lalinea.weebly.com/community-resources.html](http://lalinea.weebly.com/community-resources.html) La Linea is a line of support for the community by connecting people with community resources as well as to promoting justice for everyone.

**Latino Partnership of Champaign:** [https://latinopartnershipcc.org/](https://latinopartnershipcc.org/) - non-profit corporation formed in 2008. It evolved from an association of 40+ public and private non-profit organizations, businesses, and individual community members seeking to develop and improve services for the Latino community in Champaign County. Meetings: not sure how regularly this group meets

**East Central Illinois Refugee Mutual Assistance Center:** [http://ecirmac.weebly.com/](http://ecirmac.weebly.com/) - ECIRMAC (also known as the Refugee Center) exists to provide services essential to refugee and immigrant resettlement in East-Central Illinois and to aid in the exchange and preservation of their respective cultures.

**The Immigration Project** based in Normal but travel throughout central Illinois. [http://www.immigrationproject.org/immigrant-services-il/](http://www.immigrationproject.org/immigrant-services-il/) The Immigration Project offers a variety of services to meet the needs of immigrants in Central and Southern Illinois, particularly related to the domestic violence and the citizenship process.

**International Student and Scholar Services** [http://isss.illinois.edu/index.html](http://isss.illinois.edu/index.html) - on campus, this office strive to create an environment that is conducive to a successful educational, personal, and professional experience. We serve our international population and campus units through advising, immigration services, programming, advocacy, and outreach.

**Immigration Clinic at Carle** - [https://carle.org/services/immigration-clinic](https://carle.org/services/immigration-clinic) - if you are interested in health issues, access to services, etc.

**Project Oasis:** Immigration Resources [http://cuprojectoasis.com/index.html](http://cuprojectoasis.com/index.html) A group of four students saw the need for a comprehensive way to access the present resources that are already provided by the community. They started to realize that the resources existed, but it was incredibly difficult to find them. Weblinks to many services in CU - Citizenship & Legal, Housing, Employment, Educations, ESL, Healthcare, Community Support).


**Illinois Coalition for Immigrant and Refugee Rights** [http://icirr.org](http://icirr.org) ICIRR is dedicated to promoting the rights of immigrants and refugees to full and equal participation in the civic, cultural, social, and political life of our diverse society (based in Chicago but works with CU organizations).

**National Immigrant Justice Center** [https://www.immigrantjustice.org/](https://www.immigrantjustice.org/) Heartland Alliance's National Immigrant Justice Center (NJJC) is dedicated to ensuring human rights protections and access to justice for all immigrants, refugees and asylum seekers (based in Chicago but works with CU organizations).
Local Exhibits, Lectures and Events:

EXHIBIT: Borderland Collective: Northern Triangle (about unaccompanied minors), August 26-Dec 22 at Krannert Museum. Plus numerous events related to this exhibit throughout the semester: http://kam.illinois.edu/events/discussions.html, including workshops with Antena, a justice language collaborative http://antenaantena.org/

Immigrant Welcome Awards Celebration, Saturday, September 24, 2016, Location: The Urbana Free Library 210 E. Green Street, Urbana, IL 61801, Time: 1:00pm-4:00pm http://immigration-forum.blogspot.com/p/awards.html

Local News, Reports, Videos, etc.

InSecure Communities: Borders at Our Doors How “Secure Communities” Brings the Fear of the Border to Champaign County http://www.universityymca.org/faith_and_justice/docs/Addendum%20-Champaign%20County%20Nov%2029%202011.pdf

Local Immigration Group Spreading Awareness on ICE Raids http://foxillinois.com/news/local/local-immigration-group-spreading-awareness-on-ice-raids

Immigrant Experience in Champaign-Urbana https://www.youtube.com/watch?v=crz8FFCfUi4 A class documentary on immigration in Champaign-Urbana.

Forum on Immigrants Close to Home: Issues in the Local Community. Lecture by Faranak Miraftab https://www.youtube.com/watch?v=HC6vk0Khd4

Asian-American students share their struggles #MyBananaStory http://college.usatoday.com/2015/02/27/asian-american-students-share-their-struggles-in-mybananastory/


CU Immigration Radio https://www.youtube.com/user/mistergarza/videos?view=0&sort=dd&shelf_id=0

CU Immigration Forum TV https://www.youtube.com/watch?v=lC9kxnbPq0&list=PLiG7sx3aTy1359M7OXX2Yzw6UTdob1Jr

4/24/16 version of syllabus

Professor Tilly
Public Affairs 5358 / Ueberroth 2107
617-997-6479 (cell)
tilly@ucla.edu

Office hours: In PA 5358, Tuesday 2-4, Thursday 10:30-12:30 or by appointment (PLEASE email me when you wish to sign up for a time—dropping in or even signing up on my door does not guarantee you a spot)

Course meeting time and location
The course will meet on Thursdays, 2:00-4:50 in Public Affairs 2325

The central issue in urban economic development is jobs—how to create them, how to help disadvantaged populations get access to them, and how to ensure that they are of adequate quality in terms of wages, advancement, and skill development. In short, how do urban labor markets work, and what can we do to help them work better? This class examines these questions for the United States. There has been an explosion of new research and practice in this area, and we will draw lessons from it. We focus on low-wage, low-skill workers, and particularly on marginalized groups: inner city people of color and immigrants.

We will weave together analyses of how urban labor markets work with discussions of policy options for making them work better. Weeks 2 and 3 emphasize the analytical side, Weeks 4 and 8-10 emphasize policy, and the rest combine the two. We will address a range of solutions including job creation, workforce training, job ladder creation, union and community organizing, and immigration reform. Typically, we will consider both national and local policy options. Throughout, we will look at issues of power and economic inequality, and will focus on handles for making change.

Course requirements

This is a fairly reading-intensive class. To keep the reading manageable, I will suggest priorities for reading each week. The requirements are:

- Students are expected to do the readings, come prepared for discussion, and participate in discussion.
- A weekly one-page commentary commenting on the readings (including posing a question about them) is required for seven out of weeks 2-10 (students can take two “free passes”).
- A short (4-6 page) paper half-way through the course, reflecting on the readings from weeks 2-4
- A 10-15 page policy memo on some issue in urban labor markets, which can be completed individually or in groups (group papers are expected to be longer and richer). Students may write a paper based purely on library research if they choose, although I encourage you to incorporate field research as well.

The requirements will contribute approximately the following percentages to your final grade:

25% Short paper
40% Policy memo (includes prospectus, progress report, oral presentation as well as final memo)
20% Weekly one-page commentaries on readings
15% Class participation

Assignments turned in late will be graded down severely. More on each of the assignments below. Please turn in all assignments on the course CCLE site. I prefer to also receive a hard copy in class.
The commentaries
The purpose of the commentaries is not to summarize the readings, but to react to them. What did you find interesting? What was hard to understand? What touched you, and what annoyed you? You can compare and contrast the readings, or just comment on how well they fit together (or not). Please include a question that the readings spark in you. Your note should just be a page or so.
I prefer to get the posts by early Wednesday morning so I can take them into account in preparing for class, but will accept them up till Thursday at 10am.

The short paper
Reflect on the policy recommendations in the readings from weeks 2-4. Pick three out of Newman Ch.9 (Week 2), Flaming and Burns pp.15-20, Teitz, (Week 3), Fine, Reynolds (Week 4). Please address the following points (you do not have to go into detail on each):
- What are the main policies they propose? (For Fine & Reynolds, more strategies than policies.)
- Do they make a convincing case that these policies will have a significant effect on the problems or challenges they identify? Is it likely that implementing these policies will cause new problems?
- Who are the actors whom they want to implement policies? Why are they targeting these particular actors?
- How coherent and complete is each set of recommendations? What are the gaps or inconsistencies?
- Are there common policy recommendations or common approaches that emerge from these pieces? Are there disagreements, or policy proposals that would work at cross purposes? If we lumped the pieces you selected together into a set of “progressive proposals,” would they make sense together?
- Be sure to offer (and justify) your judgment of the strengths and weaknesses of each of the three policy “packages.”

1250-1750 words (5-7 pages double-spaced). Due May 2 (Week 5).

The policy memo
This should go to a hypothetical (or real) manager or client—for example, a government agency, community-based organization, business association, or union. It should provide full references like a research paper, but it should be written like a policy memo giving advice to the manager or client. You can draw on course readings, but should go beyond them to draw on other published and/or online sources. I encourage you to also conduct one or more interviews with practitioners familiar with this issue, though it is not required. You can also do a group paper with up to four students total; again, I expect group papers to be longer and richer. Your memo should:
- Describe and provide some summary evidence for an urban labor market problem
- Discuss a range of possible policy or strategy solutions, saying something about the pluses and minuses of each.
- Make a recommendation in one of two ways: EITHER Make a case for one particular policy or strategy, OR present the tradeoffs between two or three possible policies or strategies
- As appropriate, point to next steps.

The due dates for the paper are:
- **Topic prospectus, due Week 4 (April 21).** Your prospectus should identify your topic, the “audience” the memo will be addressed to, and what types of sources you plan to use. If you are planning to conduct one or more interviews, describe your strategy for obtaining interviews. About 250-500 words.
- **Outline and progress report, due Week 8 (May 19).** The outline should be an elaborated outline laying out the main topics and arguments you plan to explore, not just “introduction – findings – conclusion.” By this time you should have identified some sources, so say what sources you have and where/how you plan to look for others (I am not looking for full, correct references at this stage for writing). The progress report is saying briefly what you have done and what you plan to do to complete the research for the paper. This can be point-by-point within the outline, or set apart as a separate narrative. The outline/progress report document should probably be at least 500 words.
- **Paper, due June 9.** 2500-3750 words, 10-15 pages double-spaced.
- **Presentation, to be scheduled during Finals Week (probably June 9).** 3-5 minutes (depending on class size) per student, with PowerPoint
Please don’t plagiarize

In all written work, we expect you to identify all sources of data, information, and ideas. When quoting or paraphrasing someone else’s work, cite the source. My preferred form of citation is the author-date form. For example:

The data on firm size indicate that small business’s contributions to U.S. growth are actually relatively modest (Harrison 1994, Chapter 2).

Then at the end of the paper, have a complete list of references. For example:


**NOTE:** Using someone else’s information or ideas without citing the source is misleading, prevents a reader from following up on interesting ideas, and defeats the educational purpose of the assignments (which is to build on other people’s work to come up with your own ideas and conclusions). Also, the university forbids it, and stipulates serious penalties if a student is caught at it. Please don’t do it. Guidelines for academic honesty are posted at [http://www.deanofstudents.ucla.edu/StudentGuide.pdf](http://www.deanofstudents.ucla.edu/StudentGuide.pdf), with a more complete code of conduct at [http://www.deanofstudents.ucla.edu/studentconductcode.pdf](http://www.deanofstudents.ucla.edu/studentconductcode.pdf). In brief, to adhere to academic honesty, you should:

- Again, provide citations for information, except for information that is general knowledge or that you learned from direct observation.
- When you use a direct quotation, “put it in quotation marks.” (For direct quotes, give the page number.) It is not OK to use a close paraphrase as an alternative to a direct quotation—if it’s close, we expect you to just use the direct quote.
- Most of a paper should be your own work. It is fine to summarize, critique, or build on other people’s ideas. But if a paper is mostly a string of quotations or descriptions of statements from others, that is a bad sign. We want you to develop your own synthesis and ideas.

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**Readings**

Most of the readings for the seminar will be available on the course website.

In addition, two books are required:


The books can be purchased from major online booksellers (I don’t bother with the bookstore any more, but let me know if this is a problem). Newman’s book combines ethnography following the lives of 40 young people of color who started out in the early 1990s working at a fast food chain in Harlem, with broader statistical evidence. She focuses on how they did during the 1990s economic boom, the best economic times in the US over the last 40 years. The Bernhardt et al collection is a set of articles primarily focusing on different aspects of “unregulated work” (how employers violate or evade labor laws and standards, and what can be done about it) but touching on a wide range of issues in low-wage work.

I will do my best to give you weekly guidance about how to focus your reading: what parts to skip or skim, what parts to read carefully.
Course outline

I. Overview of urban labor market problems and solutions (Weeks 1-4)

Week 1: Introduction and overview
March 31
What are the main problems that need to be solved in urban labor markets? What are some of the Big Ideas that can help guide us in searching for solutions?
- Bernhardt, Boushey, Dresser, and Tilly, “An introduction to the gloves-off economy,” Gloves-Off Ch.1 (1-28)

Week 2: The lives of the urban working poor
April 7
Small picture: looking at workers’ stories and trajectories. What happens to young, urban people of color who start out in “McJobs”? Why do some get ahead while others struggle?
- Newman, Chutes and Ladders, Prologue (1-4) and Chapters 2-3, 5, 9 (“The best-case scenario” [57-83], “High flyers, low riders” [84-116], “The national picture” [153-169], “Opening the gates” [27-288]).

First commentary on readings is due this week.

Week 3: Job creation
April 14
Big picture: Creating more jobs. The US is still struggling to recover from the Great Recession. What national and local policies could make a difference? What are some guidelines for local job creation strategies?
- Dmitri Papadimitriou, “To create jobs, the US must spend” LA Times 4/5/13 (2 pages)

Week 4: Organizing strategies: Unions, worker centers, and coalition-building
April 21
US unions have been in retreat since the 1970s. What strategies can workers use to organize in order to defend their own interests?
- GUEST SPEAKER: Ai-Jen Poo, Executive Director of the National Domestic Workers Alliance http://www.domesticworkers.org/ (and 2015-16 UCLA Regents’ Lecturer) (2-3:30 in our classroom)
- Ruth Milkman, “Putting wages back into competition: Deunionization and degradation in place-bound industries,” Gloves-Off Ch.4 (91-110, skim)
- Stephen Lerner, Jill Hurst, and Glenn Adler, “Fighting and winning in the outsourced economy: Justice for janitors at the University of Miami,” Gloves-Off Ch.10 (243-268)

Term paper topic prospectus due
II. Who does worse and why: Race, immigration status, gender (Weeks 5-7)

Week 5: Immigrant workers and immigration policy
April 28
Large scale immigration has transformed the US labor market. Why do some immigrant groups do better than others? What are sensible national, state, and local policies toward migrants?

- SPECIAL EVENT: Panel on “Low-Wage Workers And Public Policy: Marginalization, Coercion—And Alternatives” (2-3:30 in PA 2343)
- Sarah Gammage, “Working on the margins: Migration and employment in the United States,” *Gloves-Off* Ch.6 (137-62)
- Amy Sugimori, “State and local policy models promoting immigrant worker justice,” *Gloves-Off* Ch.9 (217-42)

Short paper on first 4 weeks of readings due

Week 6: Race, racism, and criminal justice: Problems and remedies
May 5
There are still large differences by race in the labor market. How much can be explained by skill? By discrimination? How has the expansion of incarceration affected the picture? What kinds of policies could make a difference?

- Philip Moss and Chris Tilly, *Stories Employers Tell: Race, Skill, and Hiring in America* (New York: Russell Sage, 2001), Ch. 4 and 7 (“Employer perceptions of race and skill” [85-155] and “The moral of the tale: Designing better labor market policies” [245-274])—I will highlight selections
- Maurice Emsellem and Deborah Mukamal, “The new challenge of employment in the era of criminal background checks,” *Gloves-Off* Ch.8 (191-214)

Week 7: The safety net, work supports, and single mothers in the labor market
May 12
US public policy has shifted from providing welfare to requiring, and supporting, work. What are the tradeoffs involved in this shift? How have single mothers fared?

• Newman, Chutes and Ladders, Ch. 7, “Work and welfare in the boom years” (211-43)

III. Policy strategies: Skills, regulation, organizing, and the potential of green jobs (Weeks 8-10)

Week 8: Skills, training, and workforce development
May 19
Much of the discussion of labor market problems points to better education and training as the solution. Is a skill shortage the main problem? What new approaches to workforce development hold the most promise?
• Anthony P. Carnevale & Stephen J. Rose, The Undereducated American. Washington, DC: Georgetown University Center on Education and the Workforce, 2013. (48 pages, but big print and lots of pictures)

Week 9: The informal economy and new approaches to labor standards regulation
May 26 (MUST RESCHEDULE)
What is the informal economy, why has it grown, and what makes it tick? What new approaches to monitoring and enforcing labor regulations could be more effective in “re-formalizing” work?
• Sudhir Alladi Venkatesh, Off the Books: The Underground Economy of the Urban Poor (Cambridge: Harvard University Press, 2006), Ch.2, “Home at work” (21-90; I will identify selections to read)

Week 10: Green jobs: Policies, coalitions, strategies
June 2
We close by spotlighting one particular area of policy: green jobs. How much potential do green jobs hold for less-skilled urban workers? Why haven’t green jobs expanded more? What political and policy strategies could help expand them?
• Apollo Alliance and Green for All, *Green Collar Jobs in America’s Cities: Building Pathways Out of Poverty and Careers in the Clean Energy Economy*, 2008, selections

**Term paper due June 9**

**Student presentations**
To be scheduled during Finals Week (probably during our normal class time on June 9)
Tufts University Department of Urban + Environmental Policy + Planning

**UEP 0285-01/NUTR 0285-01**  
*Food Justice: Critical Approaches in Policy and Planning*  
*Fall 2016*

*Tuesday 1:30-4:00pm in Brown House, 97 Talbot Ave*

**Professor Julian Agyeman** 617-627-4017 julian.agyeman@tufts.edu

**Teaching Assistant Caitlin Matthews** caitlin.matthews@tufts.edu

My Blog, lots of ideas and links to other Blogs: [http://julianagyeman.com/blog/](http://julianagyeman.com/blog/)

My Twitter site: [https://twitter.com/julianagyeman](https://twitter.com/julianagyeman)

Office hours: Wednesday 10:00 am – 4:00pm by appointment

**Course Description**

This class offers students different lenses, such as critical race theory to see how the intersectionality of race, class, gender, sexuality, ability and citizenship play out in the development of systemic structural and socio-spatial inequities and injustices in food systems. It develops an understanding and contextualization of the role of food justice activism within the broader narrative of the alternative food movement and offers emerging ideas about how policymakers and planners can take a role in increasing food justice beyond the more mainstream and ultimately contested notions of what is 'local' and 'sustainable.' The course will help participants chart their role(s) in advocating for ‘just sustainability’ as a defining factor in becoming food systems planners and policymakers.
**Goals**

*Goal 1 - Understanding and Contextualizing the Role of Food Justice in the Alternative Food Movement*

This class first seeks to build an understanding of food justice in the food system and in the food movement. This entails building the theoretical lenses that bring justice to the forefront of the dialogue. It is through these lenses that we will look at the role of the planner and policy maker in the food system.

*Goal 2 - Understanding the Role(s) of the Planner in the Food System: International, National and ‘Local’ Contexts*

The second goal of this course is to build a general understanding of the role of the planner and policy maker in the food system. To do this we will look at the strategies and dialogue, particularly within the APA, regarding the role that planners and policy makers can take in building a stronger food system. This includes dialogue around food policy councils, advocating for urban agriculture (re-)zoning, integrating healthy foods in public schools, including food systems in comprehensive plans and as part of a community economic development planning, supporting direct marketing schemes, etc. The established theoretical lenses will help inform our analysis of this dialogue and our introduction to food systems in planning and policy making.

*Goal 3 - Understanding Potential Roles for the Planner in Planning for Food Justice*

The third goal of this class involves combining our theoretical approaches and our growing knowledge of current strategies in food systems planning. Here students will have the chance to tease apart the role of policy and planning in an organization or project and consider how social justice plays out in its work in policy and planning on the ground.
**Course Book and Readings**

The course book is:


The Required Readings in this syllabus are either in the Course Book, or are available as PDFs in the relevant class “Resources” folder on Trunk, in boxes that fit each class 1-12. Where the relevant reading/video is a web-based resource, simply click on the URL in the syllabus. Clearly, to cover the ground of this syllabus will require that students complete all the Required Readings before each class and come to class ready to discuss these readings. I have also added Recommended Readings for some classes.

The course is reading-intensive, discussion-driven, and hands-on. In addition to discussing readings in a seminar-style setting, we will also hear from guest speakers and you will have a practical project to complete as a group.

**Assessment**

*Class Participation 10%*

Active class participation is a crucial part of this seminar and makes 10% of your final grade. To achieve full marks in class participation, you will need to make useful and insightful comments in each class. Remember however that we respect all opinions and positions and that we treat every class member and his/her opinions with grace and dignity.

*Assignment 1 Weekly Forum contribution 20%*

Beginning after Class 1 (September 6) I’d like you to submit to our Trunk Forum by Friday at 5.00pm each week, a 500-750 word ‘thought piece’ on your reflections on the week’s readings/speakers including your own thoughts (challenges, conflicts, agreements, disagreements) about how you as an intending policy/planning professional relate to the readings and class discussion. For Class 2 (September 13) your contribution will focus on initial thoughts on your semester long project.

*Assignment 2 The ‘aha’ Chapter! (10%)*

For any chapter in *Cultivating Food Justice: Race, Class and Sustainability* (Alkon & Agyeman, MIT Press), write a 2 page, single space ‘aha’ piece on a) why the chapter has excited you and b) how it might inform your professional practice (I know you don’t know what job you may be doing!). *Due Class 12 (November 29)
Assignment 3 Semester long project (60%)

There are 5 possible projects that you could undertake this semester. We will discuss them on September 13th and allocate groups. You will meet in your groups with the project leader and begin to map out ways of approaching your work including a) issue/research definition, b) literature/data needs, c) interviewing (where appropriate) d) group-project leader contact and check-ins, e) group member roles and f) possible group meeting times.

The outcomes of these projects will be a Final Report and final presentations to our clients in Class 13 on December 6. In addition, I would like to have 2 formal 30-minute check-ins with 4-page written assignment (each 15%):

October 19, Wednesday between 10am-4pm by arrangement to discuss (a) issue/research definition, b) literature/data needs, c) interviewing (where appropriate)

November 23, Wednesday between 10am-4pm by arrangement to discuss final report/presentation. If that presents problems (Thanksgiving, travel, etc.) then we could do Monday 21.
The Projects:

**Groundwork Somerville**  
*Food Justice through School Gardens*  
*Contact: Jess Bloomer*  
[jess@groundworksomerville.org](mailto:jess@groundworksomerville.org)  
 *(617) 628-9988*

**Partner Profile:** Groundwork Somerville is a locally based organization that focuses on the development of community-based partnerships, which empower people, businesses, and organizations to promote environmental, economic and social well being. Groundwork’s efforts to address food justice issues include the support of ten school gardens, as well as the management of an urban farm where they employ high school aged youth, and a mobile farmers market working to provide fresh produce in areas with little food access at affordable rates.

**Project Description:** Groundwork Somerville directly oversees school gardens in five of Somerville's public elementary schools and two public charter schools, while collaborating with the Somerville School District’s Farm to School project to support the other three Somerville schools. Groundwork sees school gardens as critical early intervention in food access, nutrition, and food justice work, based on documented evidence that early exposure to food production has positive long-term outcomes for consumption of healthful foods. The major framework for this group project is to help Groundwork develop an overall strategy for sustaining and expanding school gardens in Somerville schools. The project is customize-able to the UEP students' interests and skills, but could include: researching case studies on successful school garden models; creating advocacy materials telling the story of the school gardens’ academic, community, and health value, targeted toward key audiences (school principals, community members, district superintendent, neighborhood funders, etc.); making recommendations for activating community engagement in the school gardens; developing materials (signage, curriculum, etc.) that help explain and celebrate the culturally relevant crops grown in the school gardens, which reflect the diversity of the Somerville community; and researching and summarizing the types of funding sources that help sustain school gardens. The goal will be for storytelling portions of this project to become part of the Urban Food Stories blog/website.
**Partner Profile:** The Metropolitan Area Planning Council (MAPC), is a regional planning agency based in Boston, MA, that serves the people who live and work in the 101 cities and towns in its region in eastern Massachusetts. Its mission is to promote smart growth and regional collaboration. Its regional plan, MetroFuture, guides the agency’s work in engaging the public in responsible stewardship and planning for the region. MAPC’s Public Health team leads initiatives and promotes policy changes to reduce health inequities and chronic diseases. Recent health work includes age-friendly housing and transportation projects and the Massachusetts Local Food Action Plan, which promotes policies to increase the equity, sustainability, and economic strength of local food systems.

**Project Description:** MAPC is planning a 2-year project with five Metro Area cities to understand and address healthy food access issues facing seniors. With Project Partners, MAPC will promote municipal policy changes to local food systems in order to improve access to nutritious foods and enhance the quality of life of older adults, and encourage healthy living for people of all ages. We will look at policies that foster or inhibit older adults’ ability to access affordable, healthy foods, including policies related to the built environment, transportation, food costs, food availability, community programs and services, caregiving and support networks, and the capacity for older adults to participate in civic processes. In this inclusive, multi-year planning process, we seek to identify and advocate for high impact policy changes that partners can work collaboratively to implement in their cities and across the region.

In the Fall of 2016, Tufts students will contribute to preliminary research to frame the issues and identify potential best practices to address senior food access issues. The purpose of Tufts engagement will be two-part: a) to facilitate developing a deeper understanding by the Project Partners of the conditions that contribute to or impede healthy food access for older adults; and b) to identify model municipal policies that improve senior food access for consideration and potential implementation with the five project cities. Deliverables for this project potentially include a literature review, senior demographic and health summary tables, a summarized list of senior services and resources, and a model municipal policies document.
### Partner Profile:

Students are expected to be students 7 days a week, but it can be difficult to concentrate and excel in the classroom Monday morning if they didn’t get enough to eat over the weekend. Established in 2014, the Somerville Backpack Program (SBP) provides food to students at eight of ten Somerville Public Schools during the school year to fill this gap. Volunteers gather every Friday morning to pack bags with two breakfasts, two lunches, snacks and fresh fruit for about 170 students in Somerville. The program acts as a supplement to the school nutrition program that students rely on during the school week, but don't have access to over the weekend.

### Project Description:

As the Somerville Backpack Program continues to develop and grow, the organization hopes to gain a better understanding of food needs at each school it serves, as well as the impacts of providing supplemental food to students predominantly on the weekend. In the spring of 2017, SBP plans to work with Somerville Public Schools to administer a survey in several of the elementary schools to learn more about the state of food (in)security, the needs of each school community and if trends exist, and see how the organization can play a role in better serving students. Looking into the future, SBP would like to know if the food it provides is reaching target populations or if their need would be better fulfilled through different types of school-based food assistance programs outside of the school breakfast and lunch programs. In the longer term, SBP plans to evaluate the impact of the Backpack Program in the schools where it operates.

In this project, Food Justice students will research best practices for executing school-based food security assessments and work with SBP to develop a survey assessment tool that will provide a comprehensive assessment of the state of food (in)security at the individual school level, including qualitative and quantitative data. Students will consider what metrics should be used to determine the state of food (in)security in each school; how to assess the experiences of food insecure students and families including services accessed, remaining needs, etc.; and potential options for providing services that do not conflict with existing school nutrition programs.

There are 3 main deliverables. First, a literature review of best practices for school-based food security assessments. Second, students will create an assessment tool that can be administered later in the year. Third, students will be asked to develop an overview of school-based food assistance programs and/or a review of best practices for evaluating impact of such programs.
Everett Community Growers
Evaluating the Future of ECG through Urban Food Stories
Contacts: Kathleen O’Brien krobrien@challiance.org
Emily Nink emilynink@gmail.com
(414) 828-7312

Partner Profile: Everett Community Growers (ECG) works for food justice and health equity in Everett. By creating spaces across the city for growing food and engaging community gardeners, ECG is working to improve food access, build community among diverse members, include marginalized voices in public processes, and green underutilized spaces. Currently ECG runs three community gardens, including one site that donates all produce to a local food pantry.

Project Description: A team of up students will work with Emily Nink and Kathleen O’Brien to evaluate ECG’s programs with special regard to mission alignment. Students will assemble and analyze program evaluations from community gardeners, and will review ECG’s application materials and other operational documents to assess the effectiveness of program delivery with respect to ECG’s mission. Furthermore, students will work with ECG leaders and community members to gather preliminary information intended to inform research questions for a potential Community Food Assessment (CFA) in 2017. This aspect of the project—consisting of conversations/focus groups with community members—will also help to define ECG’s role in the Everett food system and the upcoming CFA. Ideally, students with Spanish proficiency or program evaluation background would be especially interested in and beneficial to this project.

Please see www.everettcommunitygrowers.wordpress.com and http://arcg.is/1xNh11R for more information.
Boston Area Gleaners
Assessing Needs, Opportunities, and Potential for Expanding Distribution of Gleaned Produce
Contacts: Matthew Crawford coordinator@bostonareagleaners.org
Laurie “Duck” Caldwell director@bostonareagleaners.org
Rebecca Fennel development@bostonareagleaners.org
(781) 894-3212

Partner Profile: Boston Area Gleaners, Inc. is a 501(c)(3) non-profit organization dedicated to rescuing surplus farm crops for people in need. We distribute high quality, local produce to food pantries and meal programs by working closely with farmers, providing volunteer labor to harvest what would otherwise be plowed under. Our goal is to build a reliable supply chain of surplus produce from local farms to people in need.

Project Description: Boston Area Gleaners currently distributes produce to communities in seven counties in Eastern Massachusetts. Given that the organization’s gleaning totals are outpacing the current capacity of their partner agencies, they are looking to expand their distribution program. Boston Area Gleaners would like to identify communities in greater need of fresh produce as well as agencies within those communities that could accept fresh produce. The organization is also looking for opportunities to collaborate with new agencies that want to start new distribution models that provide a wider reach to those who need access but may not qualify according to current poverty measures; examples may include low-cost farmers markets and processing and job training programs that can utilize large volumes of surplus.

Students will identify communities with greater need of access to high quality, local produce, as well as look at how well the organization is serving communities. The groups’ skills will influence the project methodology; however, this project will likely include meta-analysis of current data, reports, and publications on food deserts and food access in the region; an inventory of food access agencies/projects working in communities with high need; and may also include interviews of “end users” (staff at the current or potential partner agencies and/or produce recipients). Guiding questions for this project include:

• Based on current distribution data, how well does Boston Area Gleaners currently serve local communities?
  o Assessing impact may take on a storytelling aspect that could be used in the organization’s development efforts

• Where is the greatest need in eastern MA for access to low-or-no-cost fresh produce?
  o Current food deserts, regions of eastern and central MA where there is need, and other deprived microclimates within our food shed

• What are some other mechanisms that currently have some success in serving these areas? Can Boston Area Gleaners develop partnerships with them in order to increase their own distributive reach?
  o Agencies currently running food distribution programs
  o Community-based grassroots initiatives that may be “under the radar”

The deliverable for this project will be a report focusing on the organization’s impact in its current distribution as well as potential for expansion of distribution models and geographies.
Tufts Academic Integrity and Code of Conduct

You will be responsible for following Tufts Academic Integrity Policy and the Student Code of Conduct. Both of these are found on the Student Affairs - Publications web site. Please read these carefully! Note this site also describes the Student Judicial Process that describes your rights as a student at Tufts and the process to follow if you feel these have been violated. Plagiarism will not be tolerated. Tufts faculty are required to report any instance of plagiarism to the Dean’s office - at that point, we have no control over the situation. Please read and review Preventing Plagiarism on the Tufts Academic Resources Center site to understand the various types of plagiarism, including those you may not be aware of. If you have ANY questions, please contact either instructor early in the semester before you write any assignments. Otherwise we will assume you clearly understand the plagiarism guidelines.

Style Guidelines

All written work must be consistent with the style guidelines of one of the two major style guides used at UEP - the Chicago Manual of Style (MLA) or the Publication Manual of the American Psychological Association (APA). Both provide clear guidelines for referencing and citing other works. You may buy either of these - they will be a useful long-term reference. The Purdue Online Writing Lab also has extremely good guidance to both styles.

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Tufts Accessibility Services office.
## Tentative schedule

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topic</th>
<th>Other notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sept. 6</td>
<td>Temporal and Spatial Contexts of Food Systems and Movements</td>
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<tr>
<td>2</td>
<td>Sept. 13</td>
<td>Projects Discussion</td>
<td>Guests: Project Partners</td>
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<tr>
<td>3</td>
<td>Sept. 20</td>
<td>Theoretical Lenses - Critical Race Theory, Gender, Feminism, and White Spaces</td>
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<tr>
<td>4</td>
<td>Sept. 27</td>
<td>The Foundation: American Planning and Food</td>
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<td>5</td>
<td>Oct. 4</td>
<td>Current Policy and Planning Tools 1</td>
<td>Guest: Jennifer Rushlow</td>
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<td>6</td>
<td>Oct. 11</td>
<td>Current Policy and Planning Tools 2 - City and State Food Strategies</td>
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<tr>
<td>7</td>
<td>Oct. 18</td>
<td>Access and ‘Food Deserts’</td>
<td>Oct. 19 – Check in with Julian for group project</td>
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<tr>
<td>8</td>
<td>Oct. 25</td>
<td>Current Programming: Public Schools, Nutrition Assistance (SNAP, WIC), and Health Impact Assessments</td>
<td>Guest: TBA</td>
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<tr>
<td>9</td>
<td>Nov. 1</td>
<td>Urban and Rural Transitions</td>
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<td></td>
<td>Nov. 8</td>
<td>NO CLASS</td>
<td>Friday schedule on Tuesday</td>
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<tr>
<td>10</td>
<td>Nov. 15</td>
<td>Food Sovereignty in the Global North and Global South</td>
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<tr>
<td>11</td>
<td>Nov. 22</td>
<td>Food Workers, Farmworkers, Migration, and Gender</td>
<td>Nov. 21 or 23 – Check in with Julian for group project</td>
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<tr>
<td>12</td>
<td>Nov. 29</td>
<td>Autotopography, Food Trucks, and Place Making</td>
<td>‘Aha’ Chapter paper due Nov. 29</td>
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<tr>
<td>13</td>
<td>Dec. 6</td>
<td>Project Presentations</td>
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Your weekly forum is due each Friday by 5:00pm.
There will be no weekly forum due on November 11.
Class 1. September 6
Temporal and Spatial Contexts of Food Systems and Movements

In this class we first review the course of 13 classes, then, in the second half of the class, we review the history and context of the food movement from mainstream to radical perspectives. This is intended to give you a brief reminder of where things stand as regards some of the key food justice issues.

Required Readings


Institute for Agricultural and Trade Policy. (2013). Principles of Food Justice. (PDF)

Class 2. September 13
Projects Discussion

Each of the project leaders who you will be working for this semester will first introduce their projects and then spend some time helping your group think about and begin to map out ways of approaching your work including a) issue/research definition, b) literature/data needs, c) interviewing (where appropriate) d) group-project leader contact and check-ins, e) group member roles and f) possible group meeting times.
Class 3. September 20
Theoretical Lenses - Critical Race Theory, Gender, Feminism, and White Spaces

This class introduces a variety of lenses from which we will approach food justice topics throughout the semester. After the class video and a brief presentation on ‘critical’ research, reading groups will summarize their texts and open discussion will follow.

In Class Video: https://www.youtube.com/watch?v=HRhttgj-vA4 Alison Hope Alkon, Assistant Professor, University of the Pacific, Stockton, CA.


Required Readings by Group:

GROUP A


GROUP B


GROUP C


GROUP D


Class 4. September 27
The Foundation: American Planning and Food

This class builds an understanding of the current context for food systems planning within the planning field. It situates food justice within the context of the American Planning Association. 2007. “Policy Guide on Community and Regional Food Systems,” which has sections on ‘Food Systems and Equity’ and ‘Native and Ethnic Food Cultures’

Required Readings:


Recommended Readings


Cadij, J., & Alkon, A. (2014). One day, the white people are going to want these houses again: Understanding gentrification through the North Oakland farmers market. In S. Zavestoski and J. Agyeman (eds), Incomplete streets: Processes, practices and possibilities (154-175). London: Routledge. (PDF)
Class 5. October 4
Current Policy and Planning Tools I

This class offers a consideration of various tools at the planner and policy maker’s disposal for addressing food systems issues. These include zoning (which our guest speaker will talk about), licensing, food policy councils, community food assessments, food hubs/regional food infrastructure, health impact assessments, collaboration/community dialogue facilitation, networking, monitoring and evaluation, green infrastructure/inter-agency collaboration with landscape designers, etc.

Guest speaker: Jennifer Rushlow, Senior Staff Attorney, CLF Massachusetts

Jennifer will discuss urban agriculture regulation and planning in two major cities in New England (Boston and Burlington), and show processes at different stages of development.

Required Readings


Recommended Readings

**Class 6. October 11**  
**Current Policy and Planning Tools 2 - City and State Food Strategies**

This class looks at how some cities and states are currently addressing the food system through declarations, food action plans, food strategies and urban food policy plans. In what ways is a space for food-based policy making being created and what roles can planners take? Where are issues of equity either included or lacking in these public documents? What will be necessary to realize the goals stated in these documents?

**In Class Exercise: SWOT Analysis of Seattle Food Action Plan and Massachusetts Local Food Action Plan**

**Required Reading**

This first reading will serve as a framework for considering what is possible in municipal and state food plans with respect to food justice. The next two readings offer examples of city and state food plans and will be used for SWOT analysis.


→ Please focus on the Plan Summary (p. 1-10); Introduction (p. 11-19); Food Access, Security, and Health (p. 118-137); and one additional section of choice.


**Recommended Readings**


Bohn, K., & Viljoen, A. (2011). The edible city: Envisioning the continuous productive urban landscape (CPUL). *FIELD, 4*(1), 149-161. (PDF)
Class 7. October 18
Access and ‘Food Deserts’

Contrary to what many economists might tell us, food deserts aren’t simply a market abnormality but are created through a combination of industrial location, city planning, and racist mortgage lending practices.

Required Readings


Clifton, K. J. (2004). Mobility strategies and food shopping for low-income families a case study. Journal of Planning Education and Research, 23(4), 402-413. (PDF)


Recommended Readings


Class 8. October 25
Current Programming: Public Schools, Nutrition Assistance (SNAP, WIC), and Health Impact Assessments

What food justice issues are embedded in nutrition assistance programs, and how have these shifted over time? How prescriptive should public assistance programs be? Do we see a lack of cultural competencies embedded in the framework of these programs?

Guest Speaker: TBA

Required Readings


Class 9. November 1
Urban and Rural Transitions

How do urban and rural food insecurities and access issues play out? How are they similar and how are they different (and what does this mean when trying to plan for food justice)? Who is affected? How can planners take into account rural-urban relationships and value each, when working in food systems planning?

Required Readings


November 8 – NO CLASS (Friday schedule on a Tuesday)
*Please note, there is no forum post due this week.
Class 10. November 15

Food Sovereignty in the Global North and Global South

Does ‘food sovereignty’ as both a concept and a movement fundamentally differ in the Global North and the Global South? What is the relationship or tension between A) communities taking control of their food system to create democratic and just production and access frameworks through things like land takeovers and guerrilla farming and B) the role of the cities, local governments, legal frameworks and private ownership in granting access to resources ‘legitimately?’ In what ways can the planner liaise between these groups, facilitating relationships that foster legal rights/ownership to land (i.e. facilitate city policy change, legal representation for community groups etc.)?

There are three required readings for all students. Additional required readings will be assigned by groups. Each reading group will summarize their texts and open discussion will follow.

Required Readings

ALL GROUPS


GROUP A


GROUP B

GROUP C
(2011). “Local Food and Community Self-Governance: An Ordinance to protect the Health and Integrity of the Local Food System in the Town of ____________, ____________ County, Maine.” (PDF)


GROUP D


Recommended Readings


Class 11. November 22
Food Workers, Farmworkers, Migration, and Gender

What can the planner or policy maker do to ensure justice and equity for farm and food workers, in a globalized marketplace? Advocate for labor halls? Facilitate discussions between unionizers and policy makers? How should the planner or policymaker speak on behalf of this population?

In Class Video: Harvest of Dignity (29 mins) http://pic.tv/harvest/video/harvest-of-dignity/

Required Readings


Recommended Readings

Farmworker Advocacy Network/NC Council of Churches Harvest of Dignity Study Guide
Class 12. November 29
Autotopography, Food Trucks, and Place Making
(‘Aha’ Chapter due today)

To what extent can agriculture and food be used by low income communities, people of color and immigrants to create authentic places and streetscapes?

Required Readings


Flores, A. (2010, May). *Portland Food Carts: Twitter Me This: Taco Trucks and Cupcakes- Gentrification, Evolution or Something in Between?* PowerPoint presentation at the APA Contesting the Streets Conference, Los Angeles, CA. (PDF)


Details to follow.
Overall Approach and Course Framework:

Students will analyze city revitalization initiatives in communities of color from a social justice perspective. Redevelopment is supposed to revitalize low-income neighborhoods experiencing disinvestment by changing their institutional structures and intervening in their markets, all to encourage financial investment, facilitate physical upgrades to infrastructure and buildings, and improve their overall economic and social conditions. Hence, redevelopment is an economic development tool used by government, now usually by city government, to spur relatively quick social and economic change in a given area deemed in need of such change. Redevelopment, as a concept and practice, is surrounded by controversy and debate stemming from earlier efforts to change communities of color neighborhoods through large federally-funded urban renewal projects, even though now it is generally locally-funded through public-private projects. This course examines the main debates surrounding redevelopment in communities of color and considers those debates within a social justice framework, to familiarize future practitioners with this always-important and controversial and now changing field within planning. The course first develops that framework, to frame debates surrounding redevelopment in the context of economic, political, institutional and social forces shaping communities of color via redevelopment. To supplement the more conceptual aspects of the course, practical applications related to redevelopment policy and programs are also emphasized, highlighted by guest lectures, and case studies.

Objectives:

- Understand political, economic, institutional and social forces that affect the long-term
vitality of cities and communities of color in the US, with an emphasis on social justice;
• Understand historical and contemporary factors shaping efforts to revitalize communities of color and cities and the lessons learned through those efforts;
• Describe various planning theory perspectives on redevelopment, including the political economy of urban growth and sociological theories regarding urban and community revitalization; community based regeneration and progressive city policies
• Demonstrate understanding of key processes involved in urban and community revitalization planning;
• Critically assess the changing roles and importance of revitalization programs and policies, especially those targeting low income communities of color
• Demonstrate familiarity with various tools for planning and implementing urban and community revitalization strategies

In addition to the expectations for undergraduate students, graduate (PPPM 532) students will:
• Demonstrate ability to synthesize revitalization literature covered in the readings, comprehend main debates within the field, and critique various sociological theories related to revitalization.
• Conceptualize and organize a graduate seminar presentation that helps to review and critique the week’s reading and start a conversation around those readings for the class.

Course Requirements

Themes

• Social Justice outcomes from revitalization projects
• Locus of Revitalization Efforts: Downtowns, Neighborhoods, Small Towns, Rural Communities, Translocal Links
• Types of Revitalization Tools: Physical, Economic, Social/Cultural, Institutional Capacity
• Elements of Revitalization: Historic Preservation, Housing, Economic Capital, Social Capital, Cultural Capital, Recreation and Tourism, Public Space, Urban Design, Population and Demographic Change, Co-Adaptation, Translocal
• Issues of Revitalization: Racialization of space, Class inequality, Gentrification, Legal Authority (Eminent Domain), Public/Private Partnerships, Employment, Population Change and Displacement, Immigrant Integration, Co-Adaptation, Role of Neighborhood Activism
• Revitalization Strategies: Corporate Center Strategy vs. Outlying Neighborhoods, Global City Strategy and Transnational Links, Mega Projects vs. Incremental Planning, Displacement and Disruption vs Co-Adaptation, Public Housing as Redevelopment, Progressive City Politics, Bottom-up organic Revitalization and Community Based Regeneration

Activities/Assignments for Undergraduate Students:

Class discussion. Discussion of readings and presentations is essential to retaining the information
and to organizing and evaluating the information. While the class is large, active discussion is still possible.

**Neighborhood Observation assignment.** Undergraduate students will conduct an observation of a neighborhood in Eugene/Springfield and apply the observational principles and techniques presented in lecture.

**Exams.** There will be three exams that will cover readings and class lectures. Note that the final exam is on March 19th and cannot be changed. The exam cannot be given early.

**Activities/Assignments for Graduate Students:**

**Seminar Presentation**
Graduate students will be expected to prepare and make a 30-minute seminar presentation to the class, with handouts, and to submit the electronic and print materials used in the seminar. The objective of each student’s seminar presentation will be to identify key issues and debates and to critique selected literature on a particular theme related to revitalization.

**Exams.** There will be three exams that will cover readings and class lectures. Note that the final exam is on March 19th and cannot be changed. The exam cannot be given early.

**Course Assessment and Assignments:**

Each student’s grade for the class will be based on his or her demonstration of attainment of the learning outcomes for the class, as assessed on the following bases: for **undergraduates** a **recon assignment (25%)**, **three exams** (each 25%) and for **graduate students** a **seminar presentation (25%)**, **three exams** (each 25%).

**The grading scale for the class grade is as follows:**

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<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A+</td>
<td>100 &gt; x ≥ 97</td>
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<tr>
<td>A</td>
<td>97 &gt; x ≥ 94</td>
</tr>
<tr>
<td>A-</td>
<td>94 &gt; x ≥ 90</td>
</tr>
<tr>
<td>B+</td>
<td>90 &gt; x ≥ 87</td>
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<tr>
<td>B</td>
<td>87 &gt; x ≥ 84</td>
</tr>
<tr>
<td>B-</td>
<td>84 &gt; x ≥ 80</td>
</tr>
<tr>
<td>C+</td>
<td>80 &gt; x ≥ 77</td>
</tr>
<tr>
<td>C</td>
<td>77 &gt; x ≥ 74</td>
</tr>
<tr>
<td>C-</td>
<td>74 &gt; x ≥ 70</td>
</tr>
<tr>
<td>D+</td>
<td>70 &gt; x ≥ 67</td>
</tr>
<tr>
<td>D</td>
<td>67 &gt; x ≥ 64</td>
</tr>
<tr>
<td>D-</td>
<td>64 &gt; x ≥ 60</td>
</tr>
<tr>
<td>F</td>
<td>60 &gt; x</td>
</tr>
</tbody>
</table>

**A** – Outstanding performance relative to that required to meet course requirements; demonstrates a mastery of course content at the highest level.

**B** – Performance that is significantly above that required to meet course requirements; demonstrates a mastery of course content at a high level.

**C** – Performance that meets the course requirements in every respect; demonstrates an adequate understanding of course content.
D – Performance that is at the minimal level necessary to pass the course but does not fully meet the course requirements; demonstrates a marginal understanding of course content.

F – Performance in the course, for whatever reason, is unacceptable and does not meet the course requirements; demonstrates an inadequate understanding of the course content.

**Course Website**

The course website is located on the University of Oregon’s Canvas system (https://canvas.uoregon.edu/). The class syllabus, announcements and other materials will be posted on the Canvas site. Please check the course website frequently for updates. In addition, make sure that the University registrar has your correct email address throughout the semester; I will use that email address to communicate with you.

**Books:**


**Course Reader:** A course reader is available at the UO Duck Store for purchase.
<table>
<thead>
<tr>
<th>Week/Theme</th>
<th>Date</th>
<th>Topic</th>
<th>Reading/Assignments DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Introduction</td>
<td>Jan 8</td>
<td>Why do we need to revitalize neighborhoods?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jan 10</td>
<td>An overview of major themes in the field</td>
<td>Urban Fortunes Ch. 1-2</td>
</tr>
<tr>
<td>2 Theory I</td>
<td>Jan 15</td>
<td>MLK Jr. Day (no class)</td>
<td>Urban Fortunes Ch. 3-4</td>
</tr>
<tr>
<td></td>
<td>Jan 17</td>
<td>Justice and Political Economy of Place</td>
<td>Urban Fortunes Ch. 5-6</td>
</tr>
<tr>
<td>3 Theory II</td>
<td>Jan 22</td>
<td>Discussion on Urban Fortunes</td>
<td>Urban Fortunes Ch. 7 Graduate Presentation</td>
</tr>
<tr>
<td></td>
<td>Jan 24</td>
<td><strong>Exam 1</strong></td>
<td></td>
</tr>
<tr>
<td>4 History I</td>
<td>Jan 29</td>
<td>Movie: The Fillmore District</td>
<td>Anderson Ch. 1</td>
</tr>
<tr>
<td></td>
<td>Jan 31</td>
<td>The African American Experience in Eugene</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Guest: Lorna Flormoe</td>
<td></td>
</tr>
<tr>
<td>5 History II</td>
<td>Feb 5</td>
<td>Construction of the “Ghetto”</td>
<td>Weiss Ch. 4</td>
</tr>
<tr>
<td></td>
<td>Feb 7</td>
<td>Consequences of Urban Renewal</td>
<td></td>
</tr>
<tr>
<td>6 Activism in Revitalization I</td>
<td>Feb 12</td>
<td>Neighborhood Observation</td>
<td>Sandoval, G. (Immigrants and Revitalization, Introduction) Executive Summary &amp; Ch. 1</td>
</tr>
<tr>
<td></td>
<td>Feb 14</td>
<td>Mothers of East Los Angeles</td>
<td>Pardo, M. Graduate Presentation</td>
</tr>
<tr>
<td>7 Activism in Revitalization II</td>
<td>Feb 19</td>
<td>MOVIE: Dudley Street</td>
<td>Jennings, J.</td>
</tr>
<tr>
<td></td>
<td>Feb 21</td>
<td><strong>Exam 2</strong></td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Notes</td>
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<td>--------------------------------------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>8</td>
<td>Feb 26</td>
<td>Displaced Labor</td>
<td>Global Heartland: Ch. Intro-5 Graduate Presentation</td>
</tr>
<tr>
<td></td>
<td>Feb 28</td>
<td>Global Social Reproduction</td>
<td>Global Heartland: Ch. 6-conclusion Graduate Presentation</td>
</tr>
<tr>
<td>9</td>
<td>March 5</td>
<td>Guest Lecture: Lorna, City of Eugene</td>
<td>Smith, N. Lubitow Graduate Presentation Observation Due</td>
</tr>
<tr>
<td></td>
<td>March 7</td>
<td>Gentrification: From theory to practice</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>March 12</td>
<td>Transit-Oriented Development and Gentrification</td>
<td>Sandoval (NITC) Report (available on Canvas) Kirkpatrick, L.</td>
</tr>
<tr>
<td></td>
<td>March 14</td>
<td>Final Review</td>
<td></td>
</tr>
<tr>
<td></td>
<td>March 19</td>
<td><strong>Exam 3: Final exam</strong></td>
<td>Final is at 10:15</td>
</tr>
</tbody>
</table>
References


Course Policies

Missed Class Policy
If you miss a class, please arrange to get class notes from a classmate. Instructor lecture notes are not available.

Incomplete Policy
Students are expected to behave in a professional manner and to turn in all materials at the designated time. In accordance with university regulations, an incomplete will only be given when “the quality of work is satisfactory but a minor yet essential requirement of the course has not been completed for reasons acceptable to the instructor.”

Academic Misconduct
You are expected at all times to do your own work. Copying or obtaining content from other students or other persons and submitting it as your own work is grounds for failing the class. The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive)
unauthorized help on assignments or examinations without express permission from the instructor.

**Plagiarism**
Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas, data, analyses). If there is any reasonable question about whether an act constitutes academic misconduct, it is the student’s obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at: [http://library.uoregon.edu/guides/plagiarism/students/index.html](http://library.uoregon.edu/guides/plagiarism/students/index.html)

**Make up Exams: Midterm Exam**
Students who miss one of the first two exams will receive a grade of zero for that exam unless there is a legitimate reason for missing that exam (e.g. serious illness or family emergency). If one of those two exams is missed for a legitimate reason, the final exam weight will be increased by the amount of the exam missed. This must be arranged prior to the scheduled exam time.

**Make up Exams: The Final Third Exam**
Students must take the final third exam to receive a grade in the course.

**Discrimination**
All students are expected to adhere to University of Oregon policies related to discrimination based upon ethnicity, gender, and sexual orientation.

**Documented Disability**
If you have a documented disability and anticipate needing accommodations in the course, please make the necessary arrangements. You may contact Accessible Education Center (formerly Disability Services) at 541-346-1155. Also, please contact the instructor early in the semester so that your learning needs are appropriately met.

**Inclusion Statement**
The School of Architecture and Allied Arts is a community that values inclusion. We are committed to equal opportunities for all faculty, staff and students to develop individually, professionally, and academically regardless of ethnicity, heritage, gender, sexual orientation, ability, socio-economic standing, cultural beliefs and traditions. We are dedicated to an environment that is inclusive and fosters awareness, understanding, and respect for diversity. If you feel excluded or threatened, please contact your instructor and/or department head. The University Bias Response Team is also a resource that can assist you. Find more information at their website at [http://bias.uoregon.edu/index.html](http://bias.uoregon.edu/index.html) or by phoning 541-346-2037.
The Course:

This is an urban planning skills building course that can be counted toward the group process professional competency area in the MUP curriculum. It introduces students to literature, case studies, and applied exercises focusing on planning skills relevant to negotiations, public participation, and community organizing. The course emphasizes how these skills can be incorporated into an equity planning framework to empowerment disenfranchised communities and promote social justice. Course content and activities include: readings, lectures, discussions, simulation exercises, and fieldwork.

During the semester we will discuss the assigned readings, participate in simulation exercises, and do other activities. Everyone should be prepared to participate on a weekly basis.

If you have any questions during the semester, bring them to my attention. I will be available during office hours and by appointment. Also, you may contact me using e-mail.

Course Objective:

The course objectives for URP577 are listed below. The course assignments will be used to assess student learning of the course objectives. Course assignments that assess specific course objectives are identified in the course requirements section of this syllabus.

Course Objective 1: Enhance negotiations skills used in urban planning practice, with an emphasis on strategies to apply those skills to reduce race, class, gender and other forms of inequality.

Course Objective 2: Expand the understanding of the role public participation plays in urban planning practice, with an emphasis on empowering race, class, gender and other disenfranchised groups.

Course Objective 3: Introduce core community organizing principles and their application to urban planning practice, with an emphasis on empowering race, class, gender and other disenfranchised groups.

Required Text and Required Reserve Readings:

The required texts are available at the University Medical Bookstore and are part of the e-books collection on the UB libraries website:


3) Required Reserve Readings are available on UBLearns.
Course Requirements:

**Positional Bargaining Paper:** On **February 16** the paper will be discussed. The paper is due on **March 2** [course objective 1].

**Microaggressions in Local Planning Discourse Assignment:** On **March 9** the assignment will be discussed. There is a group and individual component to this assignment. Each group will attend a meeting of local planning and civic organizations, create a PowerPoint, and present a summary of the findings from the fieldwork. After the presentations, each student will write a paper that identifies the forms of microaggressions found in local planning discourse and make recommendations to address this problem. The PowerPoint presentations will take place on **May 4**. The student papers are due on **May 11**. [course objectives 1, 2 & 3].

**Discussion Boards:**
Students will contribute to discussion boards (DBs). DB#1 opens **February 2** is due **February 16**. DB#2 opens **March 16** is due **March 30** [course objectives 1, 2 & 3].

**Simulations:**
Students will participate in simulations on the following dates: **February 9, February 16, March 16, and May 11** [course objectives 1, 2 & 3].

**Community Organizing Roundtable:** On **March 2** the roundtable will be discussed. On **March 13** the roundtable will take place. [course objective 2].

**Grading Policy:** Your grade will be based on the following (100 points possible for the semester):

- Positional Bargaining Paper 20%
- Microaggressions in Local Planning Discourse Assignment 40%
- Discussion Boards 10%
- Simulations 20%
- Community Organizing Roundtable 10%

**Grading Scales:**

<table>
<thead>
<tr>
<th>GRADE</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>96-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-95.99</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.99</td>
</tr>
<tr>
<td>B</td>
<td>84-86.99</td>
</tr>
<tr>
<td>B-</td>
<td>80-83.99</td>
</tr>
<tr>
<td>C+</td>
<td>77-79.99</td>
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<tr>
<td>C</td>
<td>70-76.99</td>
</tr>
<tr>
<td>D</td>
<td>60-69.99</td>
</tr>
<tr>
<td>F</td>
<td>0-59.99</td>
</tr>
</tbody>
</table>

**Academic Integrity:**

Students are expected to approach the course with seriousness and integrity. It is important to complete assignments on time, attend class regularly, and foster a collegial learning environment. Plagiarism and other instances of academic misconduct will result in a failing grade on a respective assignment, exam, or paper. Students should refer to the *University at Buffalo Graduate Catalog* for clarification on the University’s policies and procedures.

**Accommodations for Disabilities:**

If you have a disability (physical, learning, or psychological) that impacts your course work please contact the Accessibility Resources Office (ARO), 60 Capen Hall, (716) 645-2608. ARO will provide
you with information and review appropriate arrangements for reasonable accommodation (such as recruiting note-takers, readers, or extended time on assignments). You must bring requests for accommodations for a disability to the professor’s attention within the first two weeks of class.

**Writing Centers:**

The University at Buffalo has a number of writing center where students can get assistance with essays, term papers, and thesis projects. Students should contact one of the following if they would like to access these campus resources:

- Contact the Graduate Student Association (GSA) about their Editorial Assistance Program. For information about this program go to the GSA office in 310 Student Union, (716) 645-2960; gsaedit@buffalo.edu; https://ubgsaedit.wixsite.com/esa-editorial.
- International students can contact the English Language Institute. The English Language Institute is located at 320 Baldy Hall; (716) 645-2077; elibuffalo@buffalo.edu; http://www.buffalo.edu/english-language-institute.html.

**READINGS AND ASSIGNMENTS**

**February 2: Introduction to the Course**  
**Assigned Readings:**  
- Fisher et. al. Ch 1  
  **Other Activities:**  
- Discussion board #1 Opens

**February 9: People and Interests**  
**Assigned Readings:**  
- Fisher et. al. Ch 2 & 3  
**Other Activities:**  
- In-Class Simulation #1

**February 16: Objective Criteria and Mutual Gain**  
**Assigned Readings:**  
- Fisher et. al. Ch 4 & 5  
**Other Activities:**  
- In-Class Simulation #2  
- Post to discussion board #1 by 11am  
- Positional Bargaining Paper Discussed

**February 23: NO CLASS**  
**Other Activities:**  
- Attend Ann Forsyth’s Clarkson lecture on February 21
March 2: Power Games
Assigned Readings:
- Fisher et al. Ch 6, 7 & 8
Other Activities:
- Community Organizing Roundtable Discussed
- Positional Bargaining Paper Due by 11am

March 9: Microaggressions and Urban Planning
Assigned Readings:
Other Activities:
- Microaggressions in Local Planning Discourse Assignment Discussed

March 16: Monopoly Simulation
Assigned Readings:
- Fisher et al Conclusion and Ten Questions People Ask about Getting to YES.
Other Activities:
- In-Class Simulation #3
- Discussion board #2 Opens

March 23: SPRING BREAK – NO CLASS
March 30: Advocacy and Public Participation in Planning

Assigned Readings:
- Walls Ch 1

Other Activities:
- Post to discussion board #2 by 11am

April 6: NO CLASS

Other Activities:
- Work on the microaggressions in local planning discourse assignment

April 13: Community Organizing Roundtable

Assigned Readings:
- Walls Ch 2, 3, 4, 5, 6, 7, 8

Other Activities:
- Community Organizing Roundtable

April 20: NO CLASS

April 27: Community Benefits Agreements

Assigned Readings:

May 4: Microaggression in Local Planning Discourse Group Presentations

Assigned Readings (to cover for May 11 simulation):

Other Activities:
- Microaggressions in local planning discourse group presentations
May 11: NIMBY Simulation

Other Activities:

- In-Class Simulation #4
- Microaggressions in Local Planning Discourse Paper Due
Course Description:

This course examines the relationship between urbanization and spatial inequality in the U.S.—the spatial dynamics of urban growth, levels and causes of spatial inequality, and the implications of spatial inequality particularly for low-income households and communities. Topics include concentrated poverty, residential segregation, immigrant neighborhoods, access to opportunities (employment, food), transportation, residential mobility, and environmental justice. The course concludes with a discussion of the role of planning in bringing about spatial justice.

Students will gain a better understanding of these issues through lectures/guest speakers, reading and discussing the scholarly literature, and by analyzing two different neighborhoods in Los Angeles with attention to the role of policies and programs in promoting and/or reducing spatial inequities.

Format and Course Requirements:

There are four parts to the course: (1) lectures/discussions, (2) readings, (3) neighborhood assessment/presentations, and (4) final presentations. The lectures and readings are listed below by topic and date. A summary of the assignments and their due dates are included in the table.

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 (by April 6)</td>
<td>E-mail instructor with topic, neighborhoods, and the names of the students in group</td>
</tr>
<tr>
<td>April 11</td>
<td>Memo and presentation to justify (a) topic (why is it important?) and (b) neighborhood selection</td>
</tr>
<tr>
<td>April 18</td>
<td>Memo and presentation on the results of the windshield/walking survey</td>
</tr>
<tr>
<td>April 25</td>
<td>Memo and presentation on the characteristics of your neighborhoods and how they are similar to or different from each other.</td>
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<tr>
<td>Date</td>
<td>Assignment</td>
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<tr>
<td>May 2</td>
<td>Memo and presentation on changes in the characteristics of your neighborhoods and whether these are similar to or different from each other</td>
</tr>
<tr>
<td>May 9</td>
<td>Memo and presentation on how your neighborhoods are similar to or different from each other with respect to your topic of interest (Part 1, secondary data)</td>
</tr>
<tr>
<td>May 16</td>
<td>Memo and presentation on how your neighborhoods are similar to or different from each other with respect to your topic of interest (Part 2, secondary data)</td>
</tr>
<tr>
<td>June 4</td>
<td>Memo and presentation on how your neighborhoods are similar to or different from each other with respect to your topic of interest (Primary data)</td>
</tr>
<tr>
<td>June 8</td>
<td>Term paper</td>
</tr>
<tr>
<td>June 11</td>
<td>Final presentation (putting it all together)</td>
</tr>
</tbody>
</table>

**Grading:**

Final grades will be determined as follows: Memos/presentations (5% each for 35%), final paper (40%), final presentation (15%), class attendance, class participation (10%).

At the end of the quarter you will be asked to evaluate your own contributions to the group project as well as the contributions of others in your group.

Late assignments will be graded down 1/3 of a grade. Exceptions to this policy will be made only due to illness and with a note from a medical professional.

**Plagiarism:**

All class assignments are expected to be original work submitted by individual students; or, if directed by the instructor, by students working in a team. Plagiarism includes, but is not limited to, the use of another person’s work (including words, ideas, designs, or data) without giving appropriate attribution or citation. This includes, but is not limited to, representing, with or without the intent to deceive, part or all of an entire work obtained by purchase or otherwise, as the student’s original work; the omission of or failure to acknowledge the true source of the work; or representing an altered but identifiable work of another person or the student’s own previous work as if it were the student’s original or new work.
Lecture Topics and Readings:

Session 1, April 1: Introduction to Course and Assignments

Session 2, April 4: Income Inequality


Supplementary Reading


Session 3, April 9: Spatial Inequality


Session 4, April 11: Presentation—Justification of Topic and Neighborhoods

Session 5, April 16: Racial Residential Segregation


**Session 6, April 18: Presentation—Windshield/Walking Survey**

**Session 7, April 23, Immigrant Neighborhoods**


**Additional Reading**


**Session 8, April 25: Presentation—Current Neighborhood Characteristics**

**Session 9, April 30: Spatial Access to Employment**


**Session 10, May 2: Presentation—Neighborhood Change**

**Session 11, May 7: Gentrification**


**Session 12, May 9: Presentation—Analysis of Topic of Interest (secondary data)**

**Session 13, May 14: Transportation**


**Session 14, May 16: Presentation—Analysis of Topic of Interest (secondary data)**

**Session 15, May 21: Neighborhood Effects**


**Supplementary Reading**


**Session 16, May 23: Environmental Justice**


Polakovic, Gary (2001). “Poor and Minority Enclaves Are Cutting through the Haze; Pollution: Communities with more toxic emitters find legislative support. Latino lawmakers leading the effort say the issue is justice,” *Los Angeles Times*, December 11, B1

**Session 17, May 30: Access to Healthy Food**


Supplementary Reading


Session 18, June 4: Presentation—Analysis of Topic of Interest (primary data)

Session 19, June 6: Spatial Justice


Session 20, June 11: Final Presentations
URP 508: Race, Class, Gender and the City  
Spring Semester 2018

Instructor: Professor Henry Louis Taylor, Jr.  
Class Time: Monday, 2:00 to 4:40 PM  
Room: 402  
Office Hours: 5:00 – 7:00 Mondays or by appointment

**COURSE DESCRIPTION**

*Race, Class, Gender and the City* seeks to deepen understanding of the role played by the neoliberal metropolitan city-building process in producing underdeveloped neighborhoods and communities, which contribute to undesirable social, economic, political and cultural outcomes among people of colour, especially blacks and Puerto Ricans. It is particularly interested in understanding the intersectionality among underdeveloped neighborhoods, education, employment and racial, social and gender inequity. Operating within this framework, the course seeks to understand the societal mechanism that keep these structure of inequality and injustice in place, as well as to outline a strategy for recreating, redesigning and regenerating underdeveloped neighborhoods and transforming the neoliberal metro-city into a just place.

*Race, Class, Gender and the City* situates urban development within the political economy of place, and seeks to understand how the pro-growth governing coalition and structural racism, individual racism, sexism, classism and market dynamics interact to produce undesirable city building outcomes. The course is taught from an urban and regional planning perspective and privileges the interaction between race and space in understanding gender and class dynamics in urban society. It will be divided into three segments. The first segment outlines the conceptual framework used to examine race, gender, class and metropolitan city building. The second explores the impact of city building on residential segregation and underdeveloped neighborhoods by examining the industrial city and why and how it was supplanted by the modern metropolitan city, later conceptualized as the neoliberal city. In the final segment, the regeneration of underdeveloped neighborhoods within a neoliberal metropolitan city context will be discussed.

**Learning Objectives:**

1. Knowledge of the role that neoliberal metropolitan city building plays in the creation of underdeveloped neighborhoods and perpetuation of racial, gender and class inequality injustice.

2. The role of market dynamics in destabilizing neighborhood development in communities of colour.

3. Knowledge of the types of intervention strategies that *equity planning* can use in the redesign, recreation and reconstruction of underdeveloped neighborhoods.

**Student Evaluation**

**Examinations:** There will be a midterm and final examination. Both examinations will be take home, and students must turn them in on Friday morning by 12:00. Late examiners may receive a 20% penalty. Electronic submissions are not allowed. The midterm examination is viewed as a formative evaluation. Students that do poorly on it must meet with the professor to discuss ways to improve their performance.

**Project:** The final project will be evaluated on the basis of (1) the quality of the final written report, and (2) the final classroom presentation.
Grading: Grading in this class is on the “curve” system and the actual grade on the “A – F” system will be based on this competitive system.

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Midterm Examination</td>
<td>30</td>
</tr>
<tr>
<td>Final Examination</td>
<td>40</td>
</tr>
<tr>
<td>Class discussions</td>
<td>10% Bonus</td>
</tr>
<tr>
<td>Team Projects</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>110</strong></td>
</tr>
</tbody>
</table>

The student’s individual grade on the project will be based on (1) the total project grade and (2) the individual project participation grade. The student’s individual grade on the project will be a combination of their participation grade and the project grade.

Grading of classroom discussion:

10% -- student consistently raises his/her hand to answer classroom questions or to comment on issues. Responses to questions are typically insightful and show insight into the readings.

5% --- student will answer if called upon. Comments are somewhat insightful and somewhat adds to the classroom discussion, and occasionally shows an understanding of their readings.

0% --- student never volunteers to answer questions and their comments lack insight, contributes little to the classroom discussion, and does not show insight into the readings

Required Reading:


Electronic Readings: these are found on the share drive.

Course Outline:

Week One-January 29th: Introduction: Race, Class, Gender and the City

Part One: Understanding the Race, Class, Gender & the City

Week Two—Feb. 1: Thinking About Race, Class, Gender and the City

Readings:
1. Sharon Smith, “A Marxist case for intersectionality

Week Three—Feb. 12: the Social Construction of Race, Class, & Gender

Readings:
1. Eduardo Bonilla-Silva, “Rethinking Racism”
2. Brian Obach,” Demonstrating the social construction of race”
Part Two: Rise of the Neo-Liberal City

Week Four—Fed. 19th: The Industrial City
Readings:
1. Taylor, “Historical roots of the housing crisis”

Week Five—Feb. 26th: Rise of the Modern Metropolitan City 1.0
Readings:
1. Theodore Hershberg, “A tale of three cities”

Week Six—March 5th: The Neoliberal Metro-City 2.0
Readings:
1. Newman, Ashton, “Neoliberal urban policy…”
2. Joe Berridge, “The creative city”
3. Glaesar, Gottlieb, “Urban Resurgence…”

1. Hefetz, Warner, “Beyond the Market…”
2. Eugenie Birch, “Downtown in the New American City”

Week Eight—March 19th: Spring Recess

Week Nine: March 26: Mid-Term Examination

Part Three: The Asymmetrical Planning Paradigm and Building the Just Metropolis

Week Ten—April 2: Gentrification: Dispossession, Displacement and Suburban Restructuring 3.0?
Readings:
2. Schaffer, Smith, “the Gentrification of Harlem?”

Week Eleven—April 9: The Underdeveloped Neighborhoods
Readings:
1. Robert Silverman, Dawn of the Dead City”
2. Apgar, Calder, “The Dual Mortgage Market”
3. Taylor, Jung, Martin, “Who owns the House with the Broken Window?”

Week Twelve—April 16: The Asymmetrical Planning Process and the Just City Framework
Readings:
1. Thomas, Hwang, “Social Equity…”
2. Vanessa Watson, “The planned city sweeps the poor away…”

**Week Thirteen—April 23: The Housing Question and Neoliberal Markets**

*Readings:*
1. Apgar, Calder, “The dual mortgage market…”
2. Li Yin, “The dynamics of residential segregation…”

**Week Fourteen—April 30: Radical Community Economic Development**

*Readings:*
1. David Imbroscio, “Shaming the inside game…”
2. Gar Alperovitz, “A response to Jeff Gate’s ‘the Ownership Solution’

**Week Fifteen—May 7: Class Presentations**

**Class Project:**

In Manhattan, during the 1950 and 1960s, hundreds of blocks of tenements were torn down and thousands of residents were dispossessed, uprooted and displaced. Their working class homes were replaced with upper-income apartments and condominiums. One uprooted Puerto Rican said “they are trying to replace us with a ‘better class’ of people.” His interpretation of events posed a significant question about the remaking of Manhattan in general and what we now call, “gentrification,” in particular. Events in Manhattan, Chicago, Philadelphia and Cincinnati suggest that “gentrification” is a more complex process than the mere replacement of lower-income groups with higher income groups. The Manhattan experience suggest that the process a radical reconstruction of the actually existing population, which involves eliminating the lowest income groups, maintaining the higher income homeowning cohorts and bringing in higher-income whites, along with other middle-income racial groups. The goal is to recreate the neighborhood as a “diverse” and “inclusive” place dominated by the middle-income groups, especially the white millennials and other whites who prefer urban living over the suburban experience. The targeted population are those workers in the knowledge, information, high-tech, and tourism and hospitality industries. These are workers that Richard Florida called the creative class.

The class will explore this working hypothesis by examining the transformation of the population in three Buffalo neighborhoods that the Center for Urban Studies is currently studying. The time frame for the study will be from 1950 to 2010, and the analysis will explore changes in the racial and income composition over time in these three neighborhoods. The class will be divided into two or three groups to conduct the research. Professor Taylor will work with the students in the development of the methodology.
Course Description
In recent years, long-disinvested cities have become the site of renewed investment, population growth, and economic development in a phenomenon often described as gentrification. Nonetheless, socioeconomic inequality between races, ethnicities, genders, and places within the larger metropolitan area continue to persist, suggesting that a rising tide does not raise all boats. Planners must grapple with these issues of inequality and inequity, particularly the implementation of plans and policies that may in theory provide benefits to all, but in practice continue to accumulate benefits for a select few.
This course examines the construction of race, the making of a place, and the persistence of poverty in racialized places in the city. This course will engage in a critical discussion of the
aforementioned themes, such that the normative notions of race, capitalism, urbanism, gender, power, and space are upended to privilege more marginalized perspectives of these processes. Some of the questions we will revisit in the weekly discussions include:

- How does the city construct and stratify races across different places?
- How does race, ethnicity, and gender inform the boundaries of cities and places, and conversely, how do boundaries inform our notions of race, ethnicity and gender?
- How are spaces and places racialized? How is poverty racialized (and gendered)?
- How and why does poverty persist in the gentrifying/redeveloping city?
- What is the role of planner in acknowledging and addressing the relationship between race, place and poverty?
- What are some of the people, organizations, and movements that resist the spatialization of race and the persistence of poverty in these spaces?

Readings are assigned each week and students are expected to come prepared and ready to engage in discussion. We will examine the themes of race, place, and poverty as it relates to: housing, education, public health, transportation, outdoor space and recreation, public space, food, and the carceral state. Further, this class will examine the formation of race, place, and poverty in various cities across the US from the years 1960 to the present. In taking this geographical, case-driven approach to the course, the course functions as a comparative study of how race and poverty are shaped by unique places, and how different places shape race and inequality.

In addition to the weekly case studies, students are expected to find, read and present on assigned “lens of justice” that will guide our discussions of how planners can practically and critically address the problems of race, poverty, and place. Students will present on successful examples of equity and/or advocacy planning using the lens of racial justice, environmental justice, police alternatives, tenant rights, educational equity, and feminist/intersectional justice. These framing “solutions” will hopefully provide students with practical approaches to address the inequalities that our weekly case studies will illuminate. The frameworks will help to determine the potential role of advocacy planners in the diverse city, whether that city is shrinking or gentrifying.

Students are also expected to submit questions weekly (via Canvas) that will guide our discussion, in addition to submitting four (4) five-page essays (double-spaced, 12 point font, with citations and bibliography) in response to the readings.

Class Format/Guidelines

Each student will submit one question for each week to guide the group discussions. This weekly submission of a guiding question is mandatory and part of your grade.

Assignments and Grading
Weekly Discussion Questions (submit via Canvas) (20%)
4 Response Papers, between 3 and 5 pages (40%)
Framework Presentation (20%)
Class attendance and participation (20%)

Course Readings (Penn Bookstore or Amazon, also on Course Reserve)


Course Schedule

SECTION 1: Making Racialized Places in the City

Week 1, August 29: Introduction
Week 2, September 5 – NO CLASS

Week 3: September 12 (Nationwide)
Framework: Equity planning and racial justice

Week 4, September 19 (Miami, FL):

Week 5, September 26 (Oakland, CA):

Week 6, October 3 (Bronx, NY):
Framework: Equity planning and feminist/intersectional justice

SECTION 2: Marginalizing Racialized Places

Week 7, October 10 (Los Angeles, CA)

Week 8, October 17 (Seattle, WA):
Framework: Equity planning and police abolition/alternatives

Week 9, October 24 (Philadelphia, PA)

Week 10, October 31 (Chicago, IL):
Framework: Equity planning and environmental Justice

SECTION 3: Erasing Race in Place

Week 11, November 7 (Chicago, IL):
Week 12, November 14 (New Orleans, LA):
**Framework:** Equity planning and education

Week 13, November 21 – NO CLASS THANKSGIVING

Week 14, November 28 (New York, NY):

Week 15: December 5 (Washington, D.C.):
**Framework:** Equity planning and tenant organizing/advocacy
INTRODUCTION and OVERVIEW

Social justice has moved to a central place in planning theory and practice, building on prior commitments to advocacy, equity, and deliberative planning. But moving beyond the abstraction of justice to definition, institutionalization, implementation, and practice has proved challenging. Social justice—a term coined by 19th century theologians with roots in Aristotelian ethics—is one of those ideals that is easy to extol and hard to realize in practice. And the challenge of implementation has been heightened by existing conditions of structural inequality, social fragmentation, globalization, authoritarianism, demagoguery, institutional failure, and more.

This seminar will try to work through the possibilities and challenges of social justice in planning and public policy. We will explore the idea of social justice as a normative principle, motivating precept, guide to action, and evaluative standard in the practice of planning and public policy. We will grapple with enduring questions and emerging realities in assessing the promise and pitfalls of tying practice to the elusive ideal of social justice.

Reaching a usable specification of social justice requires, first, a clear understanding of the concept of justice and, second, clarification of what is delimited, included, and excluded by qualifying justice as specifically “social.” Probing both sets of questions is a tall order but that is our task in this seminar. First, what is the meaning of justice in the context of planning and public policy? Is justice a universal principle or is it context-dependent? Is justice a process for achieving desirable outcomes? Or is justice a standard for evaluating outcomes once they are achieved? Then, what is “social” about social justice? Is social justice a subset or domain of a larger or more encompassing ideal of justice? If so, what are its substantive limits, spatial boundaries, and analytical correlates? Or, rather than a substantive domain, does the social refer to a deliberative community or a collective process within which a specification of justice can be defined and achieved—or subverted and denied? Our readings will work through these theoretical/conceptual considerations illustrated through empirical examples seeking social justice in contexts of housing, community development, the environment, transportation, diversity, inequality, and other substantive domains.

Readings and discussions will proceed along four parts in seeking answers to these and related questions (for details, see Class Schedule and Readings below).

Part I (weeks 1-2) will introduce the questions and issues raised by a commitment to social justice in the practice of planning and public policy. Why is social justice an appropriate, possible, or necessary consideration for planners and policy-makers? What is entailed in thinking about justice (and injustice) in this context? What is the problem for which social justice is the solution?
In Part II (weeks 3-7), we will examine a range of contending approaches to understanding the nature, dynamics, and requirements of justice as an ideal and a guide to practice in planning and public policy. A voluminous literature in philosophy, politics, ethics, and the social sciences has defined and conceptualized justice in disparate ways, variously focusing on the fairness of outcomes, the legitimacy of process, the integrity of deliberation, the inclusiveness of knowledge claims, and a pragmatist understanding that transcends the dualism of process and outcomes in action. Each of these understandings and approaches entails priorities and commitments that situate the ideal of social justice differently with respect to the practice of planning and public policy. This diversity of approaches and perspectives, in turn, requires clarity on what we mean by justice and awareness of the implications and requirements of the particular understanding of justice that we choose to employ as a guide to practice.

Part III (weeks 8-11) will focus on the contexts of justice: issues and considerations that pose challenges to a commitment to social justice. (How) can the ideal of social justice be advanced under conditions of structural inequality and unequal power relations? How is social justice operationalized in the context of multiculturalism and diversity, and in the face of dynamics of inclusion and exclusion, citizenship, community, and divergent understandings of the public interest? What is the appropriate spatial scale of justice in an era marked by both intensified localism and rampant globalization? What, if anything, is the role of the state in the realization of social justice?

Finally, Part IV (weeks 12-14) is devoted to case studies via in-class student presentations of research papers examining social justice in planning and public policy (more information on this below). The final class meeting will provide a summary and wrap-up discussion on what we have learned and what remains to be known.

**LEARNING GOALS AND OBJECTIVES**

By the end of the semester, you should be able to:

- Understand and evaluate a variety of answers to the question: “What is social justice?”
- Articulate a rationale for social justice as among competing requirements and goals of planning and public policy.
- Recognize the barriers to the achievement of social justice in planning and public policy and be able to identify and assess strategies for reducing those barriers.
- Research and report on a case study of planning or policy in which social justice is (or was) explicitly invoked and/or played a role in development of the case.
- Advance the theory and practice of social justice in planning and public policy.

**EXPECTATIONS AND REQUIREMENTS**

1. **Reading and active participation in seminar discussions [30%]**
   This is a graduate-level seminar, in which each seminar member shares responsibility to actively participate in the teaching and learning that we accomplish in class each week.
   Active participation requires:
   - regular class attendance
   - completing the assigned readings in full in advance of each week’s class meeting
   - engaging with other seminar members in a respectful and constructive exchange of ideas that contributes to mutual and collective learning, questioning, and growth
2. **Leading class discussion [10%]**
   Each student will be responsible to lead the seminar discussion during **one or more weeks** of the semester. This involves:
   - careful and thorough reading of the week’s materials
   - preparation of questions and topics for discussion in advance of the seminar meeting
   - a summary of relevant related literature (critiques, reviews, illustrations, examples, etc.) for presentation to seminar members
   - guiding the discussion of the week’s readings

3. **Completion of two written critical reflection papers (approx. 5 pages each) discussing and evaluating the readings assigned in Parts II and III [30%]**
   You may select any of the readings within Part II (Approaches to Justice) as the subject of your first essay, and any of the readings within Part III (Contexts of Justice) as the subject of your second essay. Your essays should not merely summarize the readings; rather, they should offer a critical assessment of, and engagement with, ideas or issues in the readings. Guidelines for preparing reflection papers will be posted on the class Sakai site and will be distributed during the first seminar meeting.

   Reflection papers are due at the beginning of the class session in which the reading is assigned and discussed. Submit your papers as an e-mail attachment (.docx or .pdf) before class or in hard copy at the beginning of the class period. Papers must be typed, double-spaced, in 12-point font and must conform to professional standards of grammar, punctuation, and citation format.

4. **Researching, writing, and oral presentation of a seminar paper [30%].**
   The paper should provide a theoretical and empirical analysis of a specific case study in which concerns of social justice played a role in the practice of planning or public policy. Data for your case study may be obtained through original research (e.g., interviews, participant-observation, etc.) or may rely on secondary sources or both. More information on this will be provided in class.

   For your guidance in planning your work, the following due dates will apply:
   - On **February 7th**, submit a one-page statement describing your selected research topic and the sources you expect to use in conducting your research.
   - Oral seminar presentations (20 minutes + 10 minutes for discussion) are scheduled for **April 11th** and **April 18th**.
   - Written papers (approx. 20 pages) are due **one week** following your oral presentation.

**ACADEMIC INTEGRITY**

Plagiarism, cheating, or any other form of academic dishonesty will not be tolerated, will result in a grade of ‘F’ for the assignment in question, and may jeopardize your continued enrollment in the program. Plagiarism includes but is not limited to the use of another’s words or ideas without proper attribution. Please familiarize yourself with the University’s policy on plagiarism and academic integrity found at the following sources:

http://academicintegrity.rutgers.edu/
http://gsnb.rutgers.edu/academic-integrity-grad-students
**REQUIRED READINGS**

The following required texts are available at the Rutgers Bookstore:


Additional required readings listed in the Class Schedule below are posted by week under “Resources” on the class Sakai site.

**CLASS SCHEDULE AND READINGS**

**PART I. INTRODUCTION**

**JANUARY 17  INTRODUCTION: SOCIAL JUSTICE THOUGHT AND PRACTICE**


   Ch. 2. “Social justics and public policy: a social policy perspective,” 33-51.

**JANUARY 24  DEFINING THE PROBLEM**


**PART II. APPROACHES TO JUSTICE**

**JANUARY 31  DISTRIBUTIVE JUSTICE**


**FEBRUARY 7  PROCEDURAL JUSTICE**

    Ch. 2. “Rawls and beyond,” 52-74.
    Ch. 15. “Democracy as public reason,” 321-337.


**FEBRUARY 14  DELIBERATIVE AND EPISTEMIC JUSTICE**


**FEBRUARY 21  PRAGMATIC JUSTICE**


Ch. 1. Richard Rorty, “Justice as a larger loyalty.”
Ch. 2. Nancy Fraser, “Abnormal justice.”
Ch. 3. Christopher Voparil, “Pragmatism’s contribution to nonideal theorizing.”
Ch. 4. Gregory Pappas, “Empirical approaches to problems of justice.”
Ch. 5. Matthew Festenstein, “Ideal and actual in Dewey’s political theory.”
Ch. 6. Ruth Anna Putnam, “Justice in context.”


**FEBRUARY 28  RESPONSIBILITY FOR JUSTICE**


**PART III. CONTEXTS OF JUSTICE**

**MARCH 7  STRUCTURAL INEQUALITY**


MARCH 14  
[NO CLASS – SPRING BREAK]

MARCH 21  
RACE, GENDER, DIVERSITY, INCLUSION, COMMUNITY


Ch. 8. Patricia Hill Collins, “Social inequality, power, and politics: intersectionality in dialogue with American pragmatism.”
Ch. 9. V. Denise James, “Pragmatism and radical social justice: Dewey, DuBois, and Davis.”
Ch. 10. Colin Koopman, “Contesting injustice: why pragmatist political thought needs DuBois.”
Ch. 11. Jose Medina, “Pragmatism, racial injustice, and epistemic insurrection: toward an insurrectionist pragmatism.”

MARCH 28  
SCALES OF JUSTICE


APRIL 4

JUSTICE IN, THROUGH OR AGAINST THE STATE


www.heritage.org/Research/Religion/hl1138.cfm

PART IV. CASES

APRIL 11

CLASS PRESENTATIONS

APRIL 18

CLASS PRESENTATIONS

APRIL 25

SUMMARY
# Seminar in Social Justice Winter 2017-2018

## School of Planning
Faculty of Architecture and Planning
Dalhousie University

<table>
<thead>
<tr>
<th>PLAN 3051/PLAN 5051</th>
<th>Topics in Community Design II: Social Justice</th>
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<tbody>
<tr>
<td><strong>Term</strong></td>
<td>Winter 2017-2018</td>
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<td><strong>Time</strong></td>
<td>Thursdays 12:30-3:30 pm</td>
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<td><strong>Location</strong></td>
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<tr>
<td><strong>Instructors</strong></td>
<td>Ren Thomas</td>
</tr>
<tr>
<td></td>
<td>Office Hours: Tuesdays 1:00-3:00pm</td>
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**Description**

This course provides opportunities to examine selected topical issues in community design. For the Winter 2017-2018 term, this will be a seminar exploring principles and theories of social justice as they apply planning practice and research. The course is designed to develop an understanding of how theoretical understandings of equity, diversity, inclusiveness, affordability, and social justice influence planning processes, plans, and policies. Students will study specific tools and strategies that municipalities, non-profit and community-based organizations, and other actors use to address complex and long-standing issues of social justice. Students will engage with and respond to a variety of guest lecturers from the region, as well as videos, films, and other resources.

CROSS-LISTING: PLAN 3051.03/PLAN 5051.03

**Objectives and Learning outcomes**

By the end of the course, students should be able to:

1. Explain the importance of social justice, social equity, diversity, inclusiveness, and affordability for planners
2. Understand how social justice considerations help shape the planning policy context, strategic directions, and processes of planning
3. Identify planning tools and processes that are used to address social justice issues
4. Express themselves through written, graphic, and oral communication

**Planning Standards Board (PSB) Competencies**

We will develop the following Professional Standards Board professional competencies:

1. History and Principles of Community Planning: history, theory, ideals and principles, concepts of community-based development
2. Plan and Policy Considerations: diversity and inclusiveness, functional integration of knowledge, developing visions and outcomes
3. Plan and Policy Implementation: engage key stakeholders, understand political climate
4. Interpersonal: integrity and trust, negotiation, collaboration and consensus building,
5. Critical Thinking: issue identification, research and analytical, innovation and creativity
6. Communications: Listening, written, oral, and graphic communication, use of information technology
7. Leadership: climate of excellence
8. Professional and Ethical Behaviour: ethical responsibilities and dilemmas

Format
Lecture and seminar 3 hours (one term)

Readings
L=Available through Library collection/e-journal databases, B=Available on Brightspace, W=Publicly available on Web

Week 1 (January 11): Introduction to Social Justice

Week 2 (January 18): Environmental Justice


Week 3 (January 25): Sustainability


Week 4 (February 1): Ethnicity and Immigration Status


**Week 5 (February 8): Gender**


**Week 6 (February 15): Community Engagement**


**Week 8 (March 1): Housing**


**Week 9 (March 8): Urban Redevelopment**


**Week 10 (March 15): Transportation Equity**


**Week 11 (March 22): Employment and Workers**


**Week 12 (March 29): Equity Plans**


**Requirements**

Students are expected to:

1. Work as individuals to prepare weekly responses to the guest lectures, videos, articles, or assigned subjects.
2. Work as individuals to lead a seminar discussion (Graduate students only) and prepare a summary paper.
3. Complete the readings and be prepared to discuss them with the seminar leaders each week.
4. Complete a research paper on a topic relevant to planning for social justice.

**Evaluation**

<table>
<thead>
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<th>Assignment</th>
<th>Type</th>
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<th>Graduate</th>
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<tbody>
<tr>
<td>Assignment 1: Weekly Responses*</td>
<td>Individual</td>
<td>35</td>
<td>35</td>
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<tr>
<td>Assignment 2: Seminar Participation/Seminar Leadership Summary Paper*</td>
<td>Individual</td>
<td>15</td>
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<td>Assignment 3: Final Report Attendance</td>
<td>Individual</td>
<td>40</td>
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<tr>
<td></td>
<td>Individual</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>

**Total** 100 100

* In the event of a storm/blizzard requiring closure of Dalhousie University, students will complete the written responses unless there was a guest speaker scheduled. For
the seminars, a Brightspace discussion group to allow the Graduate students to post questions and lead online discussions. Undergraduates are expected to participate in their designated seminar discussion online to aid mutual learning and understanding, allowing the Graduate students to prepare their summary papers.

**Lectures and Seminars**
I expect participation of the students in all sessions. Participation includes studying the relevant literature beforehand and engaging in on-the-spot applications and discussions. Knowledge of lectures, presentations, seminars, and discussions during the class, not only of the literature, is expected to inform the assignments. Students missing more than two sessions will be required to do an extra assignment to pass the course.

**Assignments**
All assignments must submitted a) on paper in the instructors’ mailbox and b) as a .pdf on Brightspace. Hard copies will be returned with comments from the instructor. All assignments should be written in an academic style. Citations and reference list should be in APA format: https://libraries.dal.ca/content/dam/dalhousie/pdf/library/Style_Guides/apa_style6.pdf

All assignments must be delivered on time. If they are not, and up to two days of delay, ten percent (out of 100) per day will be subtracted from the mark. In the case of more than two days of delay the assignment will not be graded. “Days” include holiday and weekend days.

For Assignment 1 (Written Responses), the intention is to ensure that students understand the material and reflect on the importance or the topic in the field of planning. Written responses will be completed during class time. Students who do not complete the written response (for whatever reason) will not receive a grade on it—no exceptions. Each response is valued at 3.5 percentage points of the final grade (10 responses for a total of 35% of the final).

Detailed instructions for all assignments, including assessment criteria, are below and on p. 12-13.

**Evaluation of Assignments, Feedback**
The instructor will give directions for the study of the literature during the Lecture sessions, and feedback during the Seminar sessions. Written comments will accompany the assignment grade. If more explanation is needed, the student can make an appointment with the instructor. The instructor will give directions for the assignments during the introductory session, and will provide feedback during the Lecture and Seminar sessions.

The instructor will communicate the final grade in the official Dalhousie format by the date required by the School of Planning.
General criteria for assignments (rubric on Brightspace):

- **Structure**: Is the assignment structured and formatted as required? Do text, figures and tables complement each other?
- **Argumentation/Analysis**: Is the argumentation clear and consistent? Is there evidence of original insights, and of critical and creative approaches?
- **Writing Quality**: Is the paper clearly organized with a professional tone? Is it written to meet expectations for scholarly publications? Are literature references appropriate and correctly reported?
- **Grammar**: Is the paper easy to read and grammatically correct?
- **Citations**: Is evidence properly sourced and referenced?

Notes on University Regulations

**Academic Integrity**

At Dalhousie University, we are guided in our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect (*The Center for Academic Integrity, Duke University, 1999*). As a student, you are required to demonstrate these values in all the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity.

**What does academic integrity mean?**

At university we advance knowledge by building on the work of other people. Academic integrity means that we are honest and accurate in creating and communicating all academic products. Acknowledgement of other people’s work must be done in a way that does not leave the reader in any doubt as to whose work it is. Academic integrity means trustworthy conduct such as not cheating on examinations and not misrepresenting information. It is the student’s responsibility to seek assistance to ensure that these standards are met.

**How can you achieve academic integrity?**

We must all work together to prevent academic dishonesty because it is unfair to honest students. The following are some ways that you can achieve academic integrity; some may not be applicable in all circumstances.

- make sure you understand Dalhousie’s policies on academic integrity (see [http://www.dal.ca/dept/university_secretariat/academic-integrity/academic-policies.html](http://www.dal.ca/dept/university_secretariat/academic-integrity/academic-policies.html))
- do not cheat in examinations or write an exam or test for someone else
- do not falsify data or lab results

Be sure not to **plagiarize**, intentionally or unintentionally, for example…

- clearly indicate the sources used in your written or oral work. This includes computer codes/ programs, artistic or architectural works, scientific projects, performances, web page designs, graphical representations, diagrams, videos, and images
- do not use the work of another from the Internet or any other source and submit it as your own
- when you use the ideas of other people (paraphrasing), make sure to acknowledge the source
- do not submit work that has been completed through collaboration or previously submitted for another assignment without permission from your instructor. (These examples are a guide and not an exhaustive list.)

**Where can you turn for help?**
If you are ever unsure about any aspect of your academic work, contact your instructor (or the TA):
- Academic Integrity website (see http://www.dal.ca/dept/university_secretariat/academic-integrity.html - Links to policies, definitions, online tutorials, tips on citing and paraphrasing.
- Writing Centre (see http://www.dal.ca/campus_life/student_services/academic-support/writing-and-study-skills.html) - Assistance with learning to write academic documents, reviewing papers for discipline-specific writing standards, organization, argument, transitions, writing styles and citations.
- Dalhousie Libraries (see http://libraries.dal.ca/writing_and_styleguides.html - Workshops, online tutorials, citation guides, Assignment Calculator, RefWorks
- Dalhousie Student Advocacy Service (see http://www.dsu.ca/services/community-student-services/student-advocacy-service - Assists students with academic appeals and student discipline procedures.
- Senate Office (www.senate.dal.ca) - List of Academic Integrity Officers, discipline flowchart, Senate Discipline Committee

**What will happen if an allegation of an academic offence is made against you?**
Instructors are required to report every suspected offence. The full process is outlined in the Faculty Discipline Flow Chart (see http://www.dal.ca/dept/university_secretariat/academic-integrity.html and includes the following:
- Each Faculty has an Academic Integrity Officer (AIO) who receives allegations from instructors.
- Based on the evidence provided, the AIO decides if there is evidence to proceed with the allegation and you will be notified of the process - - If the case proceeds, you will receive a PENDING grade until the matter is resolved.
- If you are found guilty of an offence, a penalty will be assigned ranging from a warning, to failure of the assignment or failure of the class, to expulsion from the University.
- Penalties may also include a notation on your transcript that indicates that you have committed an academic offence.

To find out more about intellectual integrity, please refer to the Academic Calendar or the Academic Integrity pages of the Dalhousie website.

**Student Accessibility and Accommodation**
Students may request accommodation that result from barriers related to disability, religious obligation, or any characteristic under the Nova Scotia Human Rights Act. Students who require academic accommodation for either classroom participation or the writing of tests, quizzes and exams should make their request
to the Office of Student Accessibility & Accommodation (OSAA) prior to or at the outset of each academic term (with the exception of X/Y courses). Any accommodations must be approved by the professor at least two weeks before any assessment deadline. Please see the Dalhousie Accessibility pages for more information and to obtain Form A - Request for Accommodation.

A note taker may be required to assist a classmate. There is an honorarium of $75/course/term. If you are interested, please contact OSAA at 494-2836 for more information.

Please note that your classroom may contain specialized accessible furniture and equipment. It is important that these items remain in the classroom so that students who require their usage will be able to participate in the class.

Writing Skills and the Dalhousie University Writing Centre

Writing is an essential communication skill for planners and designers. The School of Planning emphasizes the need for clear, articulate writing.

Dalhousie Writing Centre

Writing expectations at university are higher than you will have experienced at high school (or if you are entering a master's or PhD program, the expectations are higher than at lower levels). The Writing Centre is a Student Service academic unit that supports your writing development. Make an appointment to discuss your writing. Learning more about the writing process and discipline-specific practices and conventions will allow you to adapt more easily to your field of study.

_Dalhousie Writing Centre Main_ Location (Learning Commons, Main Floor)
Monday to Thursday 10-7; Friday 10-4; Sunday 12-5
_Sexton_ (Room A108)
Wednesday 6-9 pm; Friday 9 am - 12 pm
_Black Student Advising_ (4th Floor SUB)
Monday 12-2
_Weldon Law Library_ (Basement – Room 114 F)
Wednesday 6:00-8:00

_Book an appointment:_
Email writingcentre@dal.ca or call 494-1963 or go to the Dalhousie homepage, log on to MyDal, and select the “Learning Resources” tab. You’ll see the “Writing Centre” BOOK AN APPOINTMENT button.

The Dalhousie University Undergraduate Grading Scale was approved by Dalhousie University Senate January 13, 2014. The University issues letter grades, and calculates student averages based on the grade points shown. Faculty members who use percentages to calculate final grades use the equivalency for conversion to letter grades. Faculty members submit a letter grade as a final grade. Narrative comments provide guidance in qualitative assessment.
### Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade point value</th>
<th>Percent equivalent</th>
<th>Definition</th>
<th>Notes</th>
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<tbody>
<tr>
<td>A+</td>
<td>4.3</td>
<td>90-100</td>
<td>Outstanding</td>
<td>[Exceptional to] considerable evidence of original thinking; demonstrated outstanding grasp of subject matter, some evidence of critical capacity and analytical ability; reasonable</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
<td>85-89</td>
<td>Excellent</td>
<td>[excellent, very good]</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>80-84</td>
<td>[Very Good]</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>77-79</td>
<td>Good</td>
<td>Evidence of grasp of subject matter, some evidence of critical capacity and analytical ability; reasonable</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>73-76</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>70-72</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>65-69</td>
<td>Satisfactory</td>
<td>Evidence of some understanding of the subject matter; ability to develop</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>60-64</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>55-59</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>50-54</td>
<td>Marginal Pass</td>
<td>Evidence of minimally acceptable familiarity with subject matter, critical and analytical skills (except in programs where a minimum grade of &quot;C&quot; or &quot;C+&quot; is required).</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>0-49</td>
<td>Inadequate</td>
<td>Insufficient evidence of understanding of the subject matter; weakness in critical and analytical skills; limited</td>
</tr>
<tr>
<td>FM</td>
<td>0.0</td>
<td></td>
<td>Marginal Fail</td>
<td>Available only for Engineering, Health</td>
</tr>
<tr>
<td>INC</td>
<td>0.0</td>
<td></td>
<td>Incomplete</td>
<td></td>
</tr>
<tr>
<td>P</td>
<td>Neutral</td>
<td></td>
<td>Pass</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>Neutral and no credit</td>
<td>Withdrew after deadline</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ILL</td>
<td>Neutral and no credit obtained</td>
<td>Compassionate reasons, illness</td>
<td>[Documentation must be submitted to the instructor within one week of due date].</td>
<td></td>
</tr>
<tr>
<td>TR</td>
<td>Neutral</td>
<td></td>
<td>Transfer credit on admission</td>
<td></td>
</tr>
<tr>
<td>Pending</td>
<td>Neutral</td>
<td>Grade not reported</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The **Graduate Grading Guidelines** were revised by the Dalhousie University School of Planning May 31, 2004. The following chart offers a summary of the planning regulations for graduate courses in the School of Planning. The university issues letter grades, and calculates student averages based on the grade points shown. Faculty members who use percentages to calculate final grades may use...
the equivalency for conversion to letter grades. Narrative comments are offered to indicate expectations. (Note that the chart shows the final grade scale: grades on interim assignments may fall between B- and F. A graduate student must earn at least a B- overall to pass a course. Any final score lower than B- will be converted to a grade of F.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade point</th>
<th>Percent equivalent</th>
<th>Definition</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.3</td>
<td>90-100</td>
<td>exceptional</td>
<td>exceptional work which exceeds expectations; high order original thinking, research, and critical skills; excellent capacity to analyse and synthesize; excellent grasp of subject matter; thorough understanding of the literature</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
<td>85-89</td>
<td>excellent</td>
<td>high order original thinking, research, and critical skills; excellent capacity to analyse and synthesize; excellent grasp of subject matter; thorough understanding of the literature</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>80-84</td>
<td>very good</td>
<td>strong evidence of original thinking, research, and critical skills; very good ability to analyse and synthesize; very good grasp of subject matter; very good understanding of the literature</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>77-79</td>
<td></td>
<td>high order original thinking, research, and critical skills; good ability to analyse and synthesize; familiarity with the literature</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>73-76</td>
<td>good</td>
<td>evidence of original thinking, research and critical skills; good ability to analyse and synthesize; familiarity with the literature</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>70-72</td>
<td></td>
<td>insufficient evidence of original thinking, research skills, critical skills, analytical ability, familiarity with literature; or failure to complete assignments on time or according to course specifications</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>0-69</td>
<td>failure</td>
<td></td>
</tr>
</tbody>
</table>

A grade of B- or higher is a clear pass for graduate students.  
A grade of F is a failure. The course must be repeated (if a mandatory one) or replaced.

**School Grading Policy**  
School of Planning grading policy interprets the Dalhousie Grading Scale with reference to course objectives, writing standards, and course schedules.

**School of Planning Grading Policies for Reports and Papers**  
Almost all courses require that students submit one or more written documents. Students should note the following guidelines in preparing their reports and
papers.
1. The style, composition, organization, and presentation of written work may count for up to one-third of the grade for the report or paper.
2. Spelling mistakes and grammatical errors may reduce the grade for the work.
3. Late work may be refused or discounted.
4. Plagiarism (using the words, ideas, or images of another author without full and proper acknowledgement) constitutes grounds for failure of the paper or report, and may result in disciplinary actions by the University.

**Plagiarism is a very serious academic offence and constitutes grounds for failure, suspension or expulsion.** Plagiarism may lead to academic penalties that can jeopardize your education. Dalhousie University defines plagiarism as “the submission or presentation of the work of another as if it were your own.”

Read the Policy on Intellectual Honesty contained in the University Undergraduate Calendar or on the Dalhousie web site at http://www.dal.ca/dept/university_secretariat/academic-integrity.html. Carefully read the University Statement on Academic Integrity included in this course outline.

### Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date &amp; Time</th>
<th>Activity</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Thursday January 11, 9:35-12:25</td>
<td>L</td>
<td>Introduction to social justice, course instructions</td>
</tr>
<tr>
<td>2</td>
<td>Thursday January 18, 9:35-12:25</td>
<td>L/S</td>
<td>Environmental justice</td>
</tr>
<tr>
<td>3</td>
<td>Thursday January 25, 9:35-12:25</td>
<td>L/S</td>
<td>Sustainability</td>
</tr>
<tr>
<td>4</td>
<td>Thursday February 1, 9:35-12:25</td>
<td>L/S</td>
<td>Ethnicity and immigration status</td>
</tr>
<tr>
<td>5</td>
<td>Thursday February 8, 9:35-12:25</td>
<td>L/S</td>
<td>Gender</td>
</tr>
<tr>
<td>6</td>
<td>Thursday February 15, 9:35-12:25</td>
<td>L/S</td>
<td>Community engagement</td>
</tr>
<tr>
<td>7</td>
<td>No class—Study Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Thursday March 1, 9:35-12:25</td>
<td>L/S</td>
<td>Housing and homelessness</td>
</tr>
<tr>
<td>9</td>
<td>Thursday March 8, 9:35-12:25</td>
<td>L/S</td>
<td>Urban redevelopment</td>
</tr>
<tr>
<td>10</td>
<td>Thursday March 15, 9:35-12:25</td>
<td>L/S</td>
<td>Transportation</td>
</tr>
<tr>
<td>11</td>
<td>Thursday March 22, 9:35-12:25</td>
<td>L/S</td>
<td>Employment and workers</td>
</tr>
<tr>
<td>12</td>
<td>Thursday March 29, 9:35-12:25</td>
<td>L/S</td>
<td>Equity plans</td>
</tr>
</tbody>
</table>

Assignment 1 due each week, 3:30pm!!

**Assignment 2 (Graduate students only) due one week after your seminar discussion, 12:30pm!!**

**Assignment 3 due April 5, 12:30pm!!**
Assignment 1: Weekly Responses
Due weekly at the end of class (3:30pm)

Write a maximum one-page response to the guest lecture, video, article or other resource discussed in class. You will be given 30 minutes during class to complete the assignment.

Assignment 1 is worth 35% of the final grade. This is an individual assignment and should be presented as a paper (maximum one page or 250 words) in length. The assignment should follow the general criteria in the Evaluation section of this syllabus (rubric on Brightspace). Each weekly response will be graded on a five-point scale.

Assignment 2: Seminar Participation/Seminar Discussion Summary Paper

Undergraduate students
Do the readings for the week so that you may participate in seminar discussions led by the graduate students. Undergraduate students will be broken into groups as appropriate, depending on the number of graduate students available to lead seminars each week. In the event of a storm/blizzard requiring closure of Dalhousie University, an online discussion will be created by the instructor, and all students are expected to participate. Participation in the seminars (during class or online) is worth 15% of the final grade.

Graduate students
Due weekly, one week after your seminar (12:30am)

Lead a discussion of the week’s readings (you will sign up for a date at the beginning of the course). It is up to you to formulate discussion questions, facilitate the discussion, and summarize the main arguments. Seminars could consider the following types of questions:

• What is the main argument proposed by an author?
• What is the tone, voice, language, etc.? Which group(s) does the author seem to represent?
• Did the author(s) discuss key techniques, tools, policies, or programs that have addressed this issue in the practice of planning?
• How is the topic defined or realized in practice? What are some challenges related to this topic in planning practice?

The summary paper is worth 15% of the final grade. Your summary of your group’s discussion should be informed by your own understanding of the topic. You may digitally record the seminar to aid or appoint a notetaker to assist you. This is an individual assignment and should be presented as a paper (maximum 5 pages or 1,250 words) in length presented in a professional format (e.g. with headings as appropriate, academic/professional literature cited in-text and included in a reference list). The assignment should follow the general criteria in the Evaluation section of this syllabus (rubric on Brightspace).

Assignment 3: Final Report
Due April 5, 12:30pm

Write a research paper on a topic discussed in the course. Some questions to address could include:

• How is the topic defined in planning literature (including peer-reviewed papers, book chapters, planning reports, and media pieces)?
• What are the theoretical implications for particular types of planning? What critical issues do scholars in the field identify?
• What are planners doing to address the issue (e.g. planning policy, plans, programs, or tools)? Are there any challenges in implementation?

Assignment 3 is worth 40% of the final grade.

**Undergraduate students**
This should be presented as a paper (maximum 10 pages or 2,500 words, double spaced) in a professional format (e.g. headings and subheadings as appropriate, academic and professional literature cited in-text and included in a reference list). The assignment should follow the general criteria in the Evaluation section of this syllabus (rubric on Brightspace).

**Graduate students**
This should be presented as a paper (maximum 15 pages or 3,750 words, double spaced) in a professional format (e.g. headings and subheadings as appropriate, academic and professional literature cited in-text and included in a reference list). The assignment should follow the general criteria in the Evaluation section of this syllabus (rubric on Brightspace).
Course Objectives:

Why is community and participation important in sustainable design and planning? Questions of sustainability are ultimately questions about scarce resources, how we use them and how they are distributed. Which means that there are often winners and losers, risks and rewards in planning for sustainability.

Designers are often a part of the decision-making process, figuring out how resources are distributed, and who benefits. At a minimum we should engage with communities to explain our decisions and designs in language that is accessible and relevant. But we can also do much better. Meaningful community engagement can help designers understand how people use and feel about the places we design. This understanding leads to new solutions and stronger designs. Community-based design and planning can also be a tool for advocacy, to promote a more equitable distribution of resources.

In this course we will examine a range of ideas about participation in design, and practice the skills needed to engage communities in meaningful and empowering ways.

Learning Outcomes:

Participation in this course provides an opportunity...
1. for exposure to examples of past community design projects;
2. to be exposed to and practice specific tools used in community design projects;
3. to practice and continue to develop the skills needed to conduct community design projects, with a special focus on group process, flexibility in design, and visual, written and oral communication with diverse groups;
4. to focus on the connections between process and product in design, including the needed time for this work, the different possible roles of professionals and community members, and the role of research and analysis in design;
5. for reflection - on your understanding of ideas such as community, sustainability and participation, and their connections to broader social, environmental and economic conditions;
6. for reflection - on your professional practice, asking yourself what aspect of the work are most appealing to you, what are the values that are important to you as designer/practitioner, and even you hope for the future of our fields.

Course Requirements:

Detailed assignment descriptions will be posted on Canvas throughout the quarter.

All Assignments should be submitted via Canvas by 11:59pm of the due date.

1. Design Notebook - Ongoing

2. Campus Asset Map - Sunday, Jan 14 10%

3. Work Plan community and questions - Friday, Feb 2 5%
   questions and methods (Group) - Friday, Feb 9 5%
   in-class presentation (Group) - Thursday, Feb 15 5%
   final work plan (Group) - Friday, Feb 16 10%

4. Introducing Yourself to Yourself - Friday, Feb 23 10%

5. Final Project in-class presentation (Group) - Thursday, Mar 15 5%
   project portfolio (Group) - Friday, Mar 23 35%

6. Learning Objectives - Friday, Mar 23 10%

7. Participation - Ongoing including in-class quizzes and sketch problems
Diversity, Accessibility and Inclusion in the Classroom:
This course, and community design practice, is made stronger through the participation of students and practitioners with a wide range of abilities, Identities, skills and experiences. As such, we’re working to make this course as accessible as possible for students with diverse learning styles, abilities, disabilities, and needs. Think about it like universal design for education. So please do not hesitate to approach us, or to consult with the Student Disability Center [sdc.ucdavis.edu] if you require particular accommodations.

Health Support: School is really important, but taking care of ourselves is more important! Student Health and Counseling Services [shcs.ucdavis.edu] provide a variety of health services, and you should consult with them if you find yourself in need of specific physical or mental health support, and for preventative care. Also take a look at the Stress Resource supplement included on the course Canvas. Anne Han is our college’s Counselor, she is available in 150 Mrak on Tuesday afternoons, Wednesday, and Thursday mornings, and speaks English and Mandarin. And while your medical diagnosis are your own stories to share or not, letting us know, in general terms, about circumstances that might impact your performance mean that we can work with you around accommodations, adjustments, and alteratives, to help you meet the requirements of the course.

UC Davis Preferred Name Policy: If you prefer and use a name other than your legal or given name you are welcome to change it in the UC Davis directory. Making this change means that your chosen name will be displayed in semi-public spaces like Canvas. Instructions for making the change can be found with the Registrar. [registrar.ucdavis.edu/records/preferred-name.cfm]

Academic Integrity: Honesty, trust and integrity are absolutely essential in this course, and in community-based practice. As such UC Davis treats any academic dishonesty violations with the utmost seriousness. Please familiarize yourself with UC Davis’ policies on academic integrity and dishonesty [sja.ucdavis.edu/files/cac.pdf]. Also take advantage of the writing and study resources on campus, including the Student Academic Success Center [success.ucdavis.edu/]. And when in doubt, unsure, if you’d just like a little clarification please ask!

Resources:
The course Canvas site has copies of the syllabus, assignments, readings, lecture slides and recordings. We will use three plans throughout the quarter as examples of different methods and approaches to community design and participation. Take some time early in the quarter to read the introductions of the plans, and get familiar with the cases.

Online Community Design Resources:
Tools and Cases:
ABCD Institute – resources.depaul.edu/abcd-institute
Community Planning – communityplanning.net
Community Tool Box – ctb.ku.edu
Spatial Agency – spatialagency.net
Tactical Technology Collective – tacticaltech.org
Universal Design Education – udeducation.org
Organizations:
1+ – theoneplus.org
Association for Community Design – communitydesign.org
Architects/Designers/Planners for Social Responsibility – adpsr.org
Asian Neighborhood Design – andnet.org
Hester Street Collaborative – hesterstreet.org
UC Davis Center for Design in the Public Interest – dipi.design
Steps of community design
Adapted from Hester, 1984

For better or worse the process of community design and planning isn’t a straight line.
Instead it’s messy and loopy, and circular, and takes a lot of time to get right, or at least good!

Listening
Setting neighborhood goals
Mapping and inventory
Introducing the neighborhood to itself
Getting a gestalt
Drawing anticipated activity settings
Letting archetypes and idiosyncrasies inspire form
Making a conceptual yardstick
Developing a spectrum of design plans
Evaluating costs and benefits before construction
Transferring responsibility
Evaluating after construction
Listening
Setting neighborhood goals
Mapping and inventory
Notes on Reading, Listening + Looking:
The texts for this course come from a variety of fields (and in a variety of media) including landscape architecture, as well as planning, geography, journalism, art and design, cultural studies, and environmental management.

• Before you start reading find out a little bit about the source. Find out a little bit about the author, and think about the audience they might be addressing.

• Read to understand the point of view of the piece. After reading ask yourself what was the story, thesis, or argument? Ask yourself what is the main idea you will take away from reading the piece?

• Also be a critical reader. After you read try to identify the tools that were used to tell the story, prove the thesis or make the argument. Think about the style of writing, the graphics, the information or data presented.

• Then try to evaluate. Ask yourself did the tools seem appropriate considering the main idea? Has the piece convinced you, do you buy the story, thesis or argument? If so what about the piece helped to convince you, if not what was missing or unclear?

• After reading and evaluating the piece, what are your questions? Are there terms you still find confusing, details that are unclear, or ideas and topics that you want to know more about?

• Finally is there something from this piece that you can use in your own work, a tool, an idea, a way of presenting information?

Course Schedule

WK 1

tu jan 9 – introductions to community design
It’s the first day so you’re not expected to have done the reading, but take some time during the quarter to go back and read through them on your own.


l.streetsblog.org/2016/09/20/justice-oriented-mobility-advocates-to-untokenize-active-transportation-movement-at-november-convening

www.teaandwater.co/insights/cities/human-urban-planning/

additional resources:


th jan 11 – community asset mapping
This week we’ll be on campus working on your first assignment.

- Berkowitz, Bill and Eric Wadud. ND. Chapter 3, Section 8. Identifying Community Assets and Resources. Community Tool Box. The Center for Community Health and Development at the University of Kansas.

fr jan 12
*Group Project Site Preference Due*

su jan 14
*Campus Asset Mapping Due*

WK2

tu jan 16 – interests and values
Who we are, where we come from, and what we value will influence our perspectives on community design, engagement and planning. Compare and contrast the different values and understanding presented in these pieces, and think about how they match or are different from your own values.

- Stall, Susan and Randy Stoecker. 2012. Community organizing or organizing community? Gender and crafts of empowerment. in James DeFilippis and Susan Sargert (eds.) The Community Development Reader, second edition, pp201-208.

choose one of:
- Purdy, Jedediah. 2016. Environmentalism was once a social-justice movement: It can be again. The Atlantic. Dec 7.

additional resources:
- Powys Whyte, Kyle. 2016. Why the Native American pipeline resistance in North Dakota is about climate justice. The Conversation, September 16.
th jan 18 – getting to know your group and community
During this first week of service start to document your impressions and reflections in your notebook.
Ask yourself: What did you see? What did it make you feel? What did it mean to you? What is one other thing it could mean?
Also start to chat with your group about how you all feel about group work: how do you like to communicate, what have been some good and not so good group experiences?


WK3

tu jan 23 – asking good questions, listening + setting goals
This week we'll continue to think about how we can ask and hear about a community's assets and interests alongside their wants and needs.

Step One: Listening
Step Two: Setting neighborhood goals
Step Three: Mapping and inventory
EHNP
Arts & Culture pp24-27.
Open Space & Recreation pp32-35.
Affordable Housing pp82-83.

th jan 25 – assets and interests in your community - service
If you are in your community this week take some time to ask questions of your partner try to think about the assets and interest in this community.
Also keep on chatting with your group and share some of your observations and ideas.

NA. ND. Important steps when building a new team. Learning & Development, Cambridge MA: MIT Human Resources. hrweb.mit.edu/learning-development/learning-topics/teams/articles/new-team
WK4

tu jan 30 – sharing + gestalt
This week we’ll look at ideas for sharing our findings, and ideas for getting groups to begin working together to explore their own engagement and understanding, and start to find commonality, or at least openly discusses differences and conflicts.

Step Four: Introducing the neighborhood to itself
Step Five: Getting to gestalt

AND
Three: Community design process. pp9-10.
Appendix 2: Workshop 1 - Developing a shared vision. pp30-32.
Four: Community vision and goals. p11.

EHNP
Arts & Culture - Objectives and Goals pp28-29.
Open Space & Recreation pp36-37.
Affordable Housing pp84-88.
Bias, Stacy. 2016. Flying While Fat.
Watch the video and skim through the text
stacybias.net/flying-while-fat-animation
Parent, Laurence. 2013. Crippling the Landscape Series 1 Québec City
www.radicalaffordances.ca/laurence-parent

th feb 1 – asking community questions - service
[no additional readings]

fr feb 2
*Community and Questions Due*

WK5

tu feb 6 – archetypes, idiosyncrasies and design
There is often a disconnect between what we hear from a community and what we actually design. This week we’ll look at ideas to translate between what we’ve heard and the design solutions we might propose.

Step Six: Drawing anticipated activity setting
Step Seven: Letting archetypes and idiosyncrasies inspire form
Step Eight: Making a conceptual yardstick

EHNP
Appendix C ppC8-C13, skim ppC14-C33.

UU
Project Briefing p4.
Briefing Event 1 + 2 p5-6
Outcomes from Scenario Planning Game and ‘Ideas Wall’ pp7-8.
Appendix B-C – Briefing Event 1 - 22nd February 2012 pp21-22.
th feb 1 – asking community questions - service
   [no additional readings]

fr feb 2
   *Questions and Methods (Group) Due*

**WK6**

**tu feb 13 – developing a spectrum**
This week we look at ways to help communities stay engaged, and understand various design possibilities and opportunities.

   **Hester**, Randolph. 1984. in Planning Neighborhood Spaces with People.
   Step Nine: Developing a spectrum of design plans
   AND
   Appendix 2: Workshop 2: Developing design concepts and guidelines. pp32-35
   **EHNP**
   Arts & Culture - Objectives and Goals pp30-31.
   Affordable Housing pp88-89.
   The Market-Walnut Corridor. pp32-38.

th feb 15
   *In-Class Presentation (Group)*

fr feb 16
   *Final Work Plan (Group)*

Over the past few weeks we’ve talked about, and practiced, lots of different tools and methods for engaging communities in design and planning processes. For the last weeks of the class we’ll think about our practice in a different way, reflecting on the different roles we might all choose to play as community design practitioners.

As you go through the readings each week think back to the first weeks of the course, and what values are expressed in each of these design practices. Think about which practices you’re drawn to, and how they match your own values, assets and interests.
WK7

tu feb 20 – environmental design + crafting, making and building
This week we’ll look at some examples and ideas for a practice that focuses on built forms and objects.

Choose at least three of:
Hester, Randolph. 1984. in Planning Neighborhood Spaces with People.
Step Ten: Evaluating costs and benefits before construction
Kéré - Architecture: Primary School – Gando, Burkina Faso
project description: kere-architecture.com/projects/primary-school-gando/
“Diébédo Francis Kéré – Architecture is awake-up call” Louisiana Channel. 2014.
channel.louisiana.dk/video/diebedo-francis-kere-architecture-wake-call-0
Heringer, Anna et al. 2013. Laufen Manifesto for a Human Design Culture.
www.toposmagazine.com/laufen-manifesto-humane-design-culture/
video: vimeo.com/85918400
Chapter 7: Engaging the Making pp
Start with Building. Alex Gilliam pp
Pallet Furniture. Lauren Elder pp

th feb 22 – werq!
The next few weeks you will be following your own work plan to complete your final projects. You are expected to work in studio unless you are in your community. If you will be in your community you need to let the TA or instructor know beforehand. Every group needs to check-in with their TA or the instructor each week.

WK8

tu feb 27 – illustrating and storytelling + community engaging and organizing
As an environmental designer you can use your illustrations, art, craft, and words to tell the story of the places and communities where you live, work and play.
This is a practice where you can share histories, assets and interests, and help to translate between these ideas and the possibilities for futures designs. You can also use all the same skills to organize with and in communities, to keep folks informed, to connect people to resources, support protest, and make sure their experiences, ideas and voice are heard by a wider audience, other professionals and decision makers.

Read Hester + choose at least two others:
Hester, Randolph. 1984. in Planning Neighborhood Spaces with People.
Step Eleven: Transferring responsibility
vimeo.com/84936829#t=205 [just a note that if you start watching the video from the beginning there is some cartoon nudity and sexual content]
www.tate.org.uk/art/how-to-start-a-movement [don’t forget to click on links and watch embedded videos etc]
www.oxfordamerican.org/item/1223-i-couldnt-make-my-films-anywhere-else [don’t forget to click on links and watch embedded videos etc]
Fathers & Families of San Joaquin. 2015. This is the community we need to create. Progressive Planning Magazine. Spring.
Demetrakas, Johanna, Haskell Wexler, Labor Community Strategy Center. 2000. Bus Riders Union. [watch at least the first 15 mins]

th feb 29 – werq!
WK9

tu mar 6 – public service + private practice + research
Sometimes community design is practiced from a distance as environmental designers make their way into public service with roles in government, in large non-profit organizations and foundations. Private firms might have their own in-house community design teams. Also environmental designers might use research to contribute to the thinking around the practice or some element of people and place that becomes part of the public conversation and design.

read Birkeland + choose two others
Chapt 11.1 Legislative environmental controls
NOVUS. 2014.
No 0. A Manifesto From the Coalface of Public Planning
No 1. Planning by Committee
publicplanners-blog.tumblr.com
1+
About us, theoneplus.org/content/about-1
FAQ for Designers, theoneplus.org/content/faq-designers
SLAB - Ho Chi Minh City Sidewalk Exhibition, slab.today/2015/02/hcmc-exhibit/
tuoiitrenews.vn/society/16835/hcmcs-sidewalk-use-should-be-model-for-urban-communities-us-professor
[read the local article, and skim through the research site]

th mar 8 – werg!

WK10

tu mar 13 – time
One thing that’s probably become clear over the course of the quarter is that community design takes time, lot’s of time. This week we’ll catch up with one of our cases to see what’s happened since the initial community engagement.

Kwong, Jessica. 2014. Open space is a key feature for future Central Subway station. San Francisco Examiner. September 8.
http://www.sfexaminer.com/open-space-is-a-key-feature-of-future-central-subway-station/

th mar 15
*In-Class Presentation (Group)*

WK Finals

fr mar 23
*Project Portfolio (Group)*
*Learning Objectives*
COURSE OVERVIEW AND OBJECTIVES

URBDP 474 introduces students to site planning as both a design activity and also as a nexus of principles and issues that are central to the profession of urban planning. The course is informed by the working definition of site planning phrased by Kevin Lynch and Gary Hack (whose book Site Planning is a required text for this course): the practical, moral and aesthetic “art of arranging structures on the land and shaping the spaces between” (p.1). Course lectures, readings, and discussion address the basic techniques and norms of good physical design as well as critical issues, regulations and policy, and their place in the historical evolution of approaches to site layout, from the early days of the industrial revolution through the advent of the automobile, the rise of “New” Urbanism, and current renewed concerns for ecological performance, health/well-being, and social inclusion. The assignments familiarize students with key tasks of site planning: site observation and analysis; basic topographical and hydrological analysis and manipulation; property subdivision; residential, mixed-use and shopping center layout; laying out roadways, parking, and pedestrian circulation; and finally site furnishing, lighting, planting and paving. More advanced students will also learn some basics of ecologically sensitive site infrastructure solutions. Lectures and readings will also include enough historical background and cases of innovative practice to enable critical thinking about current conventions and the application of technique.

GRADING

Student performance will be graded as follows:

- **Participation** in class discussion and in-class exercises: 10%.
- **Assignment #1.** Site Analysis: 15%
- **Assignment #2/Quiz.** Subdivision Revision/Markup: 10%
- **Assignment #3.** Site and Housing Typology Study: 10%
- **Assignment #4.** Residential Cluster Plan: 15%
- **Assignment #5.** Commercial Site Layout: 15%
- **Final Assignment:** 25%. Undergraduates (400-level students) are required to revise Assignment #1, the Site Analysis. Under special circumstances, with the instructor’s approval, they may choose instead to revise one of the earlier design exercises (Assignment #5 or #6). Graduates (500-level students) must both revise and add further detail to either Assignment #4 or #5, e.g. revise it according to the instructor’s comments as well as design a grading and drainage layer, or include detailed site furnishings, lighting and landscape for a portion of it.

* If you have a disability (physical, learning, or psychological) that makes it difficult for you to carry out the coursework as outlined and/or requires accommodations, such as recruiting note-takers, readers, or extended time on assignments and exams, please contact me, or Disabled Student Services, within the first week of the quarter. DSS is available at 685-1511, or at http://www.washington.edu/students/gencat/front/Disabled_Student.html, and will be able to provide you with information and review appropriate arrangements for reasonable accommodation.
FORMAT

Class sessions will be based on a series of lectures, with some time given to presentation and discussion of the readings and assignments. Most assignments will be take-home and will require students to visit off-campus sites on their own time, but some amount of class time will also be put aside for students to work together on assignments, with coaching from the instructor. One or two class field trips involving extra time outside of the normal class time may also be scheduled.

Materials needed: sketch/notebook; camera; engineering scale ruler showing 1”=20’, 1”=40’, 1”=100’, etc.; protractor; drawing pens and pencils (of your choice, but a fine and a medium felt-tip black marker, and a small selection of colored pencils is recommended); tracing paper (either 11”x17” sheets from a tablet, or cut neatly from an 11” roll of tracing paper). Tracing paper is available from the University Bookstore. Also, students are expected to obtain base maps, GIS data and aerial photographs normally available through online databases and the map library.

Use of laptops and handhelds is not permitted in class sessions. Students are expected to use and develop hand sketching and note-taking ability, both in-class and for field observation and incorporation in assignment submissions. Use of digital modeling and presentation tools (ArcMap, SketchUp, etc.) is encouraged but not necessary. These tools may not be used at the expense of the basic clarity of line drawing (e.g. as afforded by the use of variable line weights, etc.).

Readings are listed below, and are also indicated next to each topic in the Syllabus to which they relate. The readings are offered as a resource for you to read selectively, as an aid and reference to doing the assignments and understanding the related issues. Students should read those readings marked with an asterisk (*) before the class session for which they are listed, in order to best participate in class discussion and in class-time exercises. Other readings are mainly for reference use in doing assignments outside of class-time.

The prime required text for this course is available at the University Bookstore:

This book, along with the course reader and other books listed in the readings, is also available on reserve in the Built Environments Library in Gould Hall.

Students taking the course for graduate-level credit (URBDP 524) should refer frequently to:

Most of the course reader contents are also available electronically on the course website. Some further suggested readings may also be placed on reserve or distributed in class.

In addition to the chapters from Lynch & Hack listed next to each topic in the Schedule of classes, Lynch & Hack, Appendix L, lists quantitative standards that are very useful for the assignments. Also, for useful technical definitions, see Appendix A in James LaGro’s Site Analysis: Informing Context-Sensitive and Sustainable Site Planning and Design (2013), available as an e-book through UW Libraries.

Finally, two other classic (i.e. “old”) but extremely useful design references edited by Joseph De Chiara, Time-Saver Standards for Housing and Residential Development and Time-Saver Standards for Site Planning, are in the Built Environments Library reference section. For more up-
to-date standards, note that a 2nd edition of Russ’s *Site Planning and Design Handbook* (2009) is now available in the library’s reference section (does not leave the library). The course reader and reserves (both on the shelf and electronic) include chapters from the 1st edition (2002), which is similar enough for all but the most technical of purposes. An older and less complete (but still very useful) book by De Chiara, *Site Planning Standards* (1978 and 1984), is under the reserve readings for this course. Students are expected to refer to these books for help in completing the assignments for the course.

**RESOURCES**

**Materials on reserve in the Built Environments Library, Gould Hall** (not including materials in Course Reader, which is also on reserve, see next page)


*A Alternative Development Standards for Sustainable Communities: Design Workbook*. AURES PC


Burden, Dan. *Street design guidelines for healthy neighborhoods* (Sacramento, CA: Center for Livable Communities, [1999]). TE279.B87 1999


Jarvis, Frederick D. *Site planning and community design for great neighborhoods*. HD259.J37 1993


Pyatok, M. *Designing for density: ideas for more compact housing and communities*. NA9051.4.D48 1992


Schwanke, Dean et al. *Remaking the Shopping Center*. HF5430.3.S32 1994


**Course Reader Contents** (in the order provided in the copied set) (items that are also available on reserve separately have call numbers)

Russ, Thomas. H. *Site planning and design handbook* (New York, McGraw-Hill, 2002), Chapters 6, 8 and 9, “Infrastructure,” “Site Layout,” and “Vegetation in the Site Plan.” NA2540.5 .R87 2002

Untermann, Richard K. *Grade easy; an introductory course in the principles and practices of grading and drainage* ([McLean, Va.] American Society of Landscape Architects Foundation [1973]) SB476 .U57


*Greenwood Avenue Cottages* and permitting materials, and *Cottage Housing Ordinance Preliminary Proposal* (2 April 2002)
Clausen, Meredith L., “Northgate Regional Shopping Center – Paradigm From the Provinces,”
pp. 30-35, and other articles from that issue of Urban Land on trends in shopping center
development. See especially, Lassar, Terry J. “Shopping in Seattle,” pp. 42-45, 84, on
University Village.
Walker Parking Consultants, Urban Land Institute, and International Council of Shopping Centers.
Parking Requirements for Shopping Centers: Summary Recommendations and Research Study
Report. 2nd ed. (Washington, DC: ULI, 1999), Chapters 1-9, various appendices. HE336.P37
P37 1999
Urban Land Institute, and National Parking Association. The Dimensions of Parking. 4th ed.
D55 2000
Chrest, Anthony P. Parking structures: planning, design, construction, maintenance, and repair
Robinette, Gary O. Parking lot landscape development (Plano, TX.: Agora Communications,
Miscellaneous outdoor lighting specifications samples.

Also, online:
Lincoln Institute project on density: http://www.lincolninst.edu/subcenters/visualizing-ccdensity/
New Urbanist approaches to mall redevelopment: http://www.cnu.org/malls/ and
http://www.doverkohl.com/ (see “Downtown Kendall” and “Eastgate Town Center” in the
Retrofitting Suburbia section of their Portfolio)

Housing diversification: http://www.psrc.org/about/pubs#housing

Low Impact Development: Technical Guidance Manual for Puget Sound
http://www.psp.wa.gov/LID_manual.php (news on update)
## SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Topic</th>
<th>References</th>
</tr>
</thead>
</table>
| 1    | Th 1/4 | INTRODUCTION | - instructor and student interests and background  
- overview of course and syllabus  
- handout and discuss Assignment #1 |
| 2    | T 1/9 | SITE ANALYSIS AND MAPPING | - site inventory and evaluation  
- range and process of different types of site development and design  
- relation of program to design  
- importance of slope  
- learn to read a topographical map and relate it to natural systems |
|      | Th 1/11 | Site planning tour of UW campus | *Lynch & Hack, chaps.1,2,3  
Russ, pp.1-34  
*LaGro, Section 1.5, and all of Part II  
Listoken & Walker, pp.189-195  
*Untermann (in reader), pp.2-12  
Untermann & Small, pp.21-35, 183-200  
NAHB, *Land...*, chap.2  
White  
Rubensteinn, chaps.2,6 |
| 3    | M 1/15 | **Due 5:00pm:** Assignment #1a - Site Analysis I | |
|      | T 1/16 | SITE ANALYSIS CONTINUED | - on-site reconnaissance and note-taking for site analysis |
|      | Th 1/18 | DRAINAGE AND GRADING | - moving earth and water given different slopes, soil types and ground cover  
- strategies for minimizing runoff and preserving natural vegetation and habitat |
|      |      | | *Lynch & Hack, chap.8, Appendix K  
Russ, Chap. 6 (in reader)  
*Untermann (in reader), p.13ff  
Jones, et al  
Rubensteinn, chaps.7,8  
Schueler  
Untermann, “Principles...” |
| 4    | T 1/23 | **Due:** Assignment #1b - Site Analysis (Part II) | |
|      | Th 1/25 | PROPERTY SUBDIVISION AND ACCESS: ROAD AND INFRASTRUCTURE LAYOUT | - learn the basics of conventional subdivision layout  
- focus on road intersection standards and horizontal and vertical alignment principles |
|      |      | PROPERTY SUBDIVISION AND ACCESS: ECOLOGICAL AND PEDESTRIAN-FRIENDLY DESIGN | - shared/controlled access  
- green infrastructure |
|      |      | | *Lynch & Hack, chap.7 (pp.193-221), Appendix J  
Russ, Chap.8  
*Listoken & Walker, pp.293-342  
Rowe (in reader)  
Southworth & Ben-Joseph, chaps.1,2,3  
Kulash, chaps.1,2,3,4  
Rubensteinn, chap.9  
Burden  
*Girling and Kellett  
Arendt  
Alternative Development Standards |
<table>
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<tr>
<th>Week</th>
<th>Day</th>
<th>Topic</th>
<th>References</th>
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</thead>
</table>
| 5    | T 1/30 | Handout and discuss Assignment #3, Site & Housing Typology Study | *Lynch & Hack, chap.9, App. E Alexander & Reed  
Bookout, pp.3-25; case studies  
*Campoli & MacLean  
*Davis, chaps.1,2  
Fader  
*Lennertz & Qamar (in reader)  
NAHB, Land..., chap.5  
Moudon (in reader)  
Southworth & Ben-Joseph, chap.5 (pp.109-120) |
| W 1/31 |   | Due online 11:59pm: “Assignment” #2 – Subdivision Quiz |                                                                                                 |
| Th 2/1 |   | Handout and discuss Assignment #4, Residential Cluster Plan  
Review Assignment #1 Site Analyses |                                                                                                 |
|      |     | HOUSING, HOUSES AND COMMUNITIES: PRIVATE AND PUBLIC SPACES  
- residential area design, given increased public/collective responsibility for on-site environmental conservation and public amenities  
- sun angles and shadow studies | Corbett  
Greenwood Avenue Cottages (in reader)  
Jarvis  
Listoken & Walker, pp.200-205  
*Newman (in reader)  
Newman (on reserve)  
Pyatok |
| 6    | T 2/6 | Due: Assignment #3 – Site & housing typology study | *Calthorpe (in reader)  
*Southworth & Ben-Joseph, chap.5 (pp.97-109; 120-129), chap.6 |
| Th 2/8 |   | SITE VISIT: THE “ECOLOGICAL NEW URBANIST” NEIGHBORHOOD  
(exact time and location to be announced)  
To read in advance: [http://www.svrdesign.com/high-point-redevelopment/](http://www.svrdesign.com/high-point-redevelopment/) |                                                                                                 |
| 7    | T 2/13 | Handout and discuss Assignment #5, Commercial Site Layout | *Lyn"h & Hack, chap.10  
*Clausen; Gladwell; Valente & Oringer; and other articles on malls  
Schwanke  
Online: [www.cnu.org/malls/](http://www.cnu.org/malls/) |
| Th 2/15 |   | MIXED USE AND COMMERCIAL SITES: PARKING DEMAND  
- access and parking | Barton-Ashman (in reader)  
Chrest (in reader)  
Robinette (in reader)  
*Urban Land Institute (in reader)  
Walker Parking Consultants (in reader) |
<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Topic</th>
<th>References</th>
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<tr>
<td>8</td>
<td>T 2/20</td>
<td>Due: Assignment #4 - Residential cluster plan</td>
<td>* Lynch &amp; Hack, review Chaps.3, 6, 7 (pp.203-205), and 8 (pp.246-247)</td>
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<td>IN-CLASS REVIEW OF ASSIGNMENT #4</td>
<td>* Russ, Chap.9 (in reader)</td>
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<td>Th 2/22</td>
<td>SITE DETAILS: MICROCLIMATE, PLANTING, FURNISHING AND LIGHTING</td>
<td>Listoken &amp; Walker, pp.235-282</td>
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<td>Handout and discuss Final Assignment</td>
<td>Marcus</td>
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<td></td>
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<td></td>
<td>Miscellaneous outdoor lighting specifications samples</td>
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<td>9</td>
<td>T 2/27 SITE VISIT: THE NEW URBANIST SHOPPING CENTER</td>
<td>(exact meeting time and location to be announced)</td>
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<td>(catch meeting time and location to be announced)</td>
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<td></td>
<td>Th 3/1</td>
<td>Catch up; in-class consultations/work session</td>
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<td>10</td>
<td>T 3/6 Due: Assignment #5 - Commercial site layout</td>
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<td>IN-CLASS REVIEW OF ASSIGNMENT #5</td>
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<td></td>
<td>Th 3/8</td>
<td>Wrap-up; course evaluations; in-class consultations/work session</td>
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<td></td>
<td>Finals</td>
<td>W 3/14 Due 11:59pm: Final Assignment</td>
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Course Description:

The course examines the equity questions associated with urban transportation. In particular, it focuses on the complex relationships among urban spatial structure, transportation (travel patterns and transportation investments), and economic outcomes.

The course is intended to (1) provide students with an understanding of the role of transportation in improving economic outcomes for low-income and minority households and communities (2) provide an opportunity for students to draw on quantitative and/or qualitative methods to analyze a transportation equity issue in Los Angeles and (3) strengthen students' writing and presentation skills.

The readings, lectures, and class discussion will center on the following interrelated set of questions:

1. How are metropolitan areas changing? What are the implications for low-income households?
2. Is metropolitan dispersion (or "sprawl") associated with urban decline and inequality? If so, how?
3. Is there a "spatial mismatch" between low-income, inner-city residents and suburban employment opportunities? If so, how does this mismatch affect the job opportunities of inner-city residents?
4. What is the relationship between residential location, race, and travel?
5. What mode or modes of transportation best connect low-income workers to the labor market?
6. How do transportation investments and policies (e.g. TOD, parking requirements) affect low-income neighborhoods and households?
7. What is the relationship between transportation and environmental justice?
(8) Is there a transportation poverty penalty? Do low-income households pay more for transportation than higher-income households?
(9) What types of efforts have contributed to transportation equity?
(10) What is transportation equity? What types of transportation programs and policies can increase the economic opportunities of low-income families?

Format and Course Requirements:

There are 5 parts to the course: (1) lectures, (2) discussion of reading materials, (3) memos, (4) final paper and presentation, and (5) class participation.

Lectures: A complete list of the lecture topics, dates, and readings is attached.

Readings: There are required readings for each topic; required and optional readings are posted on the class web site.

Assignments: Students are required to (a) write and present short memos in preparation for a final term paper (b) write a final term paper and (c) make a short oral presentation of the final paper.

Grading: Final grades will be determined as follows: project proposal (5%), two memos (30% or 15% each), final paper (40%), final presentation (15%), and class attendance and participation (10%).

Late assignments will be graded down 1/3 of a grade. Exceptions to this policy will be made only due to illness and with a note from a medical professional.

Keep in mind that plagiarism of any form is a violation of UCLA Student Conduct Code Section 102.01--Academic Dishonesty. All class assignments are expected to be original works submitted by individual students or, if directed by the instructor, by students working in a team. See Office of Dean of Students, Academic Integrity (http://www.studentgroups.ucla.edu/dos/students/integrity/) for more information.
**Lecture Topics, Dates, and Readings**

**Introduction** (September 26)

No reading

**Urban Spatial Structure** (September 28)


**Poverty and Inequality** (October 3) [prospectus due]


**Sprawl and Inequality: Is metropolitan dispersion associated with urban decline and inequality?** (October 5)


**Spatial Access to Opportunities: What role for transportation?** (October 10 and 12)


**Automobiles (October 17 and 19) [Memo 1 due]**


**Public Transit (October 24 and 26)**

**Tentative – Guest Speaker**


Transit-Oriented Development and Gentrification (October 31 and November 2)

Guest Lecture: Anastasia Loukaitou-Sideris, Professor, Luskin School (November 2)


Parking and Housing Affordability (November 7)

Guest Lecture: Michael Manville, Professor, Luskin School


Transportation and Environmental Justice (November 9 and 14)


Is There a Transportation Poverty Penalty? (November 16) [Memo 2 due]

Tentative – Guest Speaker


Transportation Survival Strategies (November 21)


Bottom-Up Movements for Transportation Equity (November 23)


Transportation Justice (November 28 and 30)


**Final Presentations (December 7, 2:00 to 5:00)**
Urban Design and Planning 423/523 Spring 2018 (3.0)
INTRODUCTION TO URBAN DESIGN

Class Meeting Time and Place: Tuesday & Thursday 10:00-11:20am  Gould Hall 440
Instructor: Dan Abramson, PhD, Associate Professor
Office phone/voice mail: 543-2089; e-mail abramson@uw.edu
Office Hours: Gould Hall 448J; Thursdays 11:30am -12:30pm or by appointment
Course website: https://catalyst.uw.edu/workspace/abramson/44308

COURSE OBJECTIVES

This course introduces students to the discipline and practice of urban design, through a combination of classic and contemporary readings, class discussion and lectures, and hands-on exercises analyzing urban environment of Seattle. Students will become familiar with key theoretical foundations of urban design, develop their capacity to engage in critique, and evaluate urban design projects, policies and settings using arguments based on the readings and the results of their analytical exercises. The main components of the course are as follows:

- **Seminar readings, reflection and discussion**, both in-class and online
- **Design review** meeting attendance, observation and note-taking
- **Field exercises** to develop spatial, visual and graphic literacy for urban design purposes:
  - imageability studies, thematic mapping, textual and photographic "thick description" of urban environments
  - observation of social behavior in public space
- **Case study** final report synthesizing findings from these other components urban design issues in a particular case or site, and proposing appropriate design strategies or design-related policy recommendations of a level commonly associated with professional community-scale design and neighborhood planning projects.

UrbDP 523 is a required course for the Master of Urban Planning Specialization in Urban Design, and also counts towards either the core requirement or the urban design methods requirement for the Urban Design Certificate.

FORMAT

The course meets for two 80-minute seminar-style sessions each week. Class meetings feature discussions of the reading, lectures by the instructor or guest speakers, and/or presentations of field work by students. Class meetings are for discussion and interaction. Students who arrive late, leave early or absent themselves for part of the session without explanation disrupt the class, and will lose points for participation. Similarly, the use of laptops or handheld devices in class is also disruptive (despite their utility for taking notes or looking up material relevant to class discussion); no phone use in class, computers only if needed, and only for seminar support. Students are expected to read the assigned texts before the class meeting for which they are scheduled; to post their comments on the course online discussion board as prompted (https://catalyst.uw.edu/gopost/board/abramson/39630/); and to participate fully in class discussion. Comments on each of the readings must be posted to the online discussion board by 5pm on the day before those readings are scheduled to be discussed. Assignments are to be submitted to Canvas.
READINGS

The course schedule below shows the topics for each class meeting, and the relevant texts. Readings are given as references for the topics of discussion for each session. In some cases the instructor may replace or supplement these with other readings, especially if relevant to the direction of seminar discussion. Course readings include classic essays on theory, commentaries on the discipline of urban design, and writings about urban environmental research and design methodology. Readings are either provided on Canvas as web links or scanned electronic files, or are found in the main course texts:


Both are available in e-book format for limited readings/downloads/printing through UW Libraries. You may wish to purchase or borrow hardcopies of these texts for your personal use.


Other readings will also be available on reserve in the Built Environments Library.

COURSE PROJECT

In addition to discussing readings, students must complete a course project, focused on a case study, which incorporates all the assignments and exercises apart from the readings. A detailed description of the course project is provided separately.

MATERIALS AND EQUIPMENT

Digital camera; scale ruler (engineering); note/sketchbook; graph paper; colored felt-tip pens and/or pencils. Students who already have at least a rudimentary knowledge of Photoshop, and/or SketchUp or other 3-D architectural modeling software are encouraged to use that software to complete some of the exercises.

EVALUATION

Grades will be determined as follows:

5% – Case study topic proposal
10% – Participation in class discussion of readings and exercises
10% – Participation in online discussion of readings
10% – Design review observation notes
15% – “Kevin Lynch” micro- and macro-scale observation of urban environment
15% – “William Whyte” observation of social life in public space
35% – Final report on case study
COMMUNITY

Treat others as you would like to be treated. Be respectful of people and separate ideas from the people themselves. Be prepared to offer constructive critique.

Plagiarism will not be tolerated. For more information, please refer to UW guidelines, at http://depts.washington.edu/grading/pdf/AcademicResponsibility.pdf.

If you have a disability that makes it difficult for you to carry out the coursework as outlined and/or requires accommodations, such as recruiting note-takers, readers, or extended time on assignments, please contact me, or the UW Disability Services Office, within the first week of the quarter. The DSO website and contact information is at http://hr.uw.edu/dso/.

SCHEDULE

<table>
<thead>
<tr>
<th>Topics</th>
<th>Readings</th>
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<tbody>
<tr>
<td>Tuesday March 27</td>
<td>Introduction to course and to each other</td>
</tr>
<tr>
<td>Thursday March 30</td>
<td>Epistemological theories of urban design</td>
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<tr>
<td>Friday, March 31, 5:00pm – Course Project Case Study Topic Due. Submit to Canvas.</td>
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<tr>
<td>Tuesday April 3</td>
<td>Historical paradigms and the appreciation of complexity</td>
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<tr>
<td>For discussion: Think of all the urban environments you have experienced; in what ways have you seen Le Corbusier’s vision realized? In what ways Jane Jacobs’s? In what ways are the cities you know like trees? What are some examples you know of non-tree-like structures in cities?</td>
<td>Robert Fishman, “The Open and the Enclosed: Shifting Paradigms in Modern Urban Design,” <em>Companion to Urban Design</em>, pp.30-40.</td>
</tr>
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<td></td>
<td>Jane Jacobs, <em>The Death and Life of Great American Cities</em>, Ch.1 “Introduction” and Ch.3 “The uses of sidewalks: contact” (in <em>The Urban Design Reader</em>); also Ch.2 “The uses of sidewalks: safety”, Ch.9 “The need for small blocks”, Ch.10 “The need for aged buildings”, Ch.16 “Gradual money and cataclysmic money”.</td>
</tr>
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<td>Christopher Alexander, “City is Not a Tree,” <em>The Urban Design Reader</em>, pp.422-462.</td>
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</table>

In-class Exercise: “What (time) is this place?” warm-up qualitative visual analysis – photo interpretation.
### Topics

<table>
<thead>
<tr>
<th>Tuesday April 10</th>
<th>Readings</th>
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| Theory: Cognitive-perceptual bases for conceiving of urban design, and for analyzing urban space-time | K. Lynch, *The Image of the City*, Ch.1, “The Image of the Environment,” pp. 1-13 (also in *The Urban Design Reader*).  
K. Lynch, “A Walk Around the Block.”  

<table>
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<tr>
<th>Thursday April 12</th>
<th>Readings</th>
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In-class Exercise: Cognitive mapping – how city image is structured in your memory

**Sunday, April 15, 11:59pm** – Field Exercise #1 individual Walk Around the Block essay DUE to Canvas.

**Monday, April 16, 11:59pm** – Field Exercise #1 team City Image Map DUE to Catalyst dropbox.

<table>
<thead>
<tr>
<th>Tuesday April 17</th>
<th>Readings</th>
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<tr>
<td>Tuesday April 17</td>
<td>No readings; present and discuss Field Exercise #1</td>
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<tr>
<th>Thursday April 19</th>
<th>Readings</th>
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| Urban Elements, Typo-morphology and New Urbanism | Anne Vernez Moudon, “Getting to Know the Built Landscape: Typomorphology,” from *The Urban Design Reader* (1st edition only), available for this course as a separate e-reading  

**Tuesday April 24**

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<tr>
<th>Readings</th>
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For discussion: What questions would you “ask” the public places you are investigating?  

**Thursday April 26**

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<thead>
<tr>
<th>Readings</th>
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*Or*, if you are already familiar with William H. Whyte’s work, read instead: Arendt, Hannah, *The Human Condition*, Chapters 1, all of Part II, and Chaps. 24, 25, 28 and 29. Available online at Internet Archive,  
<table>
<thead>
<tr>
<th>Topics</th>
<th>Readings</th>
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<tbody>
<tr>
<td><strong>Tuesday May 1</strong></td>
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<td><strong>Thursday May 3</strong></td>
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<tr>
<td><strong>Monday, May 7, 11:59pm – Field Exercise #2 Observation of Social Life in Public Space DUE to Canvas.</strong></td>
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<tr>
<td><strong>Tuesday May 8</strong></td>
<td>No readings; present and discuss Field Exercise #2</td>
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<td><strong>Thursday May 10</strong></td>
<td><strong>NO CLASS – INSTRUCTOR AWAY AT CONFERENCE</strong></td>
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<tr>
<td><strong>Tuesday May 15</strong></td>
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| Public Process: Intervention types  
- Regulation and management  
- Design review  
- Design guidelines  
- Design charrettes  
Brenda Case Scheer, “The Debate on Design Review,” *The Urban Design Reader* (1st edition only), available for this course as a separate e-reading |
<p>| <strong>Thursday May 17</strong> | |</p>
<table>
<thead>
<tr>
<th>Topics</th>
<th>Readings</th>
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<tr>
<td><strong>Tuesday May 22</strong></td>
<td><strong>“Other” Urbanisms I: Multicultural sense of place</strong></td>
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</table>
| For discussion: how is the public realm defined and designed, multiculturally? | Margaret Crawford, selections from “Everyday Urbanism,” *The Urban Design Reader*, pp.939-976.  
| **Thursday May 24**                        | **“Other” Urbanisms II: Ecological and Resilient Urban Design**                                                                                                                                                                                                          |
| **Tuesday June 29**                       | **“Other” Urbanisms III: Urban Design in Recently, Rapidly Urbanizing Societies**                                                                                                                                                                                       |
| **Thursday May 31**                       | **LAST CLASS** – Wrap-up and in-class online evaluation – bring laptops/mobile devices!                                                                                                                                                                                   |
| For discussion: Now that the course is ended, how do you find urban design as discussed here useful or relevant to your own studies and career aspirations? |                                                                                                                                                                                                                                                                         |
| **Friday, June 8, 5pm - Final Project Due** in Canvas.                                  |                                                                                                                                                                                                                                                                         |