COURSE SYLLABI

URSP 600: Qualitative Research Design and Methods for Planners (Sp2018)

(the course formally known as Research Design + Application)

Mondays, 7:00 - 9:40 pm – ARC 1105

Professor Ariel Bierbaum – bierbaum@umd.edu (pronouns: she/her/hers)

Office Hours (#1217): Mondays and Tuesdays by appointment

Course ELMS website: https://myelms.umd.edu/courses/1241325

Syllabus google website: https://goo.gl/UwegHa

DESCRIPTION AND OBJECTIVES

To adequately manage the wicked problems of planning, we need to grapple not only with quantifiable factors, but also with contextual variation and nuanced human experience of our places. This course explores the common practices of social science qualitative research. It pays close attention to the ways that qualitative research can generate meaningful knowledge for planning and policy-making, and to the specific research techniques that planners can use in their everyday work. The class is organized around a combination of lectures, discussion, and field exercises. Through this course, students will become familiar with the theoretical underpinnings and techniques of qualitative research. This class also addresses the uses, limitations, and ethical issues of qualitative research. Over the course of the semester, students will be able to:

● Develop research questions and designs from planning problems
● Use the tools of qualitative research
● Understand the limits and ethical issues involved in qualitative research
● Understand how qualitative research and data collection techniques are useful in planning and policy-making

MATERIALS AND APPROACHES

Readings are a combination of theory of how to approach methods, how-to materials for conducting qualitative research, and examples of studies that effectively and rigorously used qualitative methods. ***Each week, you need to consult this syllabus and the ELMS site. PDFs of readings are uploaded to ELMS in the weekly modules. Websites or online article links that are also required for the week's readings will be posted here.*** **NOTE:** Readings are subject to change. All updates will be listed at least one (1) week in advance on this syllabus and in the weekly module on ELMS.

Lectures each week augment readings to elaborate on core concepts and skills.

Discussions and exercises during class allow you to engage more deeply with the ideas raised in readings and lecture, and to practice the tools of qualitative methods in a reflective space.

Assignments will give you hands-on practice with research tools and techniques. They will also challenge you to reflect on the methods in light of larger theoretical and ethical questions of research design and planning practice.

COURSE REQUIREMENTS (ASSIGNMENTS)

Below is a summary of the assignments; links to full descriptions will be posted on ELMS and handed out in class. Late work is not accepted.

Assignment		Grade	Due
Research Exercises	1. Research question(s) and design: https://goo.gl/wisVin	10%	February 19
	2. CITI ethics training: https://goo.gl/sgZUxQ	5%	March 12
	3. Environmental observations and alternative cartography: https://goo.gl/971WsS	10%	March 26
	4. Urban soundscape: https://goo.gl/oCb5yt	15%	March 26
	5. Participant Observation: https://goo.gl/KSDkmG	10%	March 26
	6. Interview protocol and transcript	10%	April 23
	7. Data analysis and analytic memo	10%	April 23
Final Research Poster and Presentation		15%	May 7
Methods Reflection Essay		10%	May 14
Engagement		5%	Ongoing

Please familiarize yourself with the course policies at the end of this document.

COURSE OVERVIEW

Wk	Date (2018)	Topic
1	January 29	**Course Introduction and Overview** Welcome! This week is a general introduction to the course and get a sense of our individual and collective experiences with qualitative research. We will go over course goals, structure and requirements, and policies.
2	February 5	**Qualitative Research in Planning and Policy** This week we explore the basic premises of qualitative research, and explore the ways that qualitative research methods can help move policy and planning practice forward.
3	February 12	**Research Questions and Design** This week we begin to get into research practice. We'll talk about how to write research questions and design research processes that will lead us to answers.
4	February 19	**Environmental Observation and Alternative Cartographies** A place-based focus distinguishes planning practice from other related fields of policy and public administration. This week, we explore tools that are specifically designed for us to understand space and place, and will help us "read" and document the built environment, a critical skill for planners. ASSIGNMENT DUE: Research questions and design
5	February 26	**Soundscapes** Places are not only buildings, but also dynamic spaces that touch all of our senses. This week, we'll think about the sounds of places, and what we can learn by tuning into aural environments.
6	March 5	**Participant Observation** As a planner, you will spend a lot of time in public places, at meetings, and with communities. While a lot of this time is spent sharing information, some of your most important work will be observing and listening to the people and social dynamics around you. This week, we'll focus on rigorous participant observation to help build your skills.
7	March 12	**Challenges and Ethics** Engaging with communities through planning practice and research requires us to reflect on issues of power and privilege. We must grapple with who we are, where we come from, and what we are asking of people. There may be situations in which getting the best information is challenging or compromises

our ethical compass. This week, we'll think about the ethical quandaries of qualitative inquiry and explore how we manage them.

ASSIGNMENT DUE: CITI Human Subjects Training

| 8 | March 19 | **Spring Break – No class** |

Wk	Date (2018)	Topic
9	March 26	**Interviewing** Gathering useful and meaningful information from individuals requires more than just having a conversation. This week, we will focus on tools and techniques to conduct in-depth, semi-structured formal and informal interviews. **ASSIGNMENTS DUE: Environmental observations and alternative cartographies; Soundscape; and Fieldnotes**
10	April 2	**Data Analysis** Getting data through interviews and observations is the first step. But now what? This week, we talk about what to *do* with all that data, exploring rigorous and systematic ways to analyze the treasure trove of qualitative material to move towards answering your research question.
11	April 9	**Communicating Research** Having something to say is one thing. Being able to say it so people can understand what you did, how you did it, and why it's meaningful is another thing. This week, we'll talk about the visual communication of qualitative research.
12	April 16	**Workshop/Lab (final analysis and posters)** This week will be a workshop/lab to work on refining your analyses and working through your final research posters and presentations. **Guests:** 2nd year MCP students Holly Simmons and Dave Lipscomb on poster design and use of qualitative methods
13	April 23	**Reflections from the Field** Conducting qualitative research is inherently iterative and thus requires constant reflection, evaluation, and revision. This week we will read reflections from established scholars and share our own experiences, challenges, and wins. **ASSIGNMENTS DUE: Interview protocol and transcript, Data analysis and analytic memo**
14	April 30	**Researching with Community** Our process thus far has in many ways centered us - the researcher. But this is only one way to approach research questions - and your planning practice. This

		week, we will learn about community-based participatory research approaches. We will explore the similarities/differences and advantages/disadvantages of different approaches. **Guest:** Cameron Okeke, Justice Policy Center at the Urban Institute
15	May 7	**Final Poster Presentations** This final week we will celebrate our work of the semester. This class will be structured as an academic poster session and outside guests may join. ASSIGNMENT DUE: Research Poster
16	May 14	**No class** ASSIGNMENT DUE: Reflection Essay

FULL COURSE SCHEDULE WITH READING LIST

Each week, you need to consult this syllabus and the ELMS site. PDFs of readings are uploaded to ELMS in the weekly modules. Websites or online article links that are also required for the week's readings will be posted here.

NOTE: Readings are subject to change. All updates will be listed at least one (1) week in advance on this syllabus and in the weekly module on ELMS.

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1	January 29	**Course Introduction and Overview** Welcome! This week is a general introduction to the course and get a sense of our individual and collective experiences with qualitative research. We will go over course goals, structure and requirements, and policies.
2	February 5	**Qualitative Research in Planning and Policy** This week we explore the basic premises of qualitative research, and explore the ways that qualitative research methods can help move policy and planning practice forward. • Becker, Howard S. (2001) "The Epistemology of Qualitative Research." In *Contemporary Field Research: Perspectives and Formulations Second Edition*, Robert M. Emerson, ed. Pp. 317-330. • Dumas, Michael J. and Gary Anderson. (2014). Qualitative Research as Policy Knowledge: Framing Policy Problems and Transforming Education from the Ground Up. *Education Policy Analysis Archives.* Vol 22(11): 1-24.
3	February 12	**Research Questions and Design**

		This week we begin to get into research practice. We'll talk about how to write research questions and design research processes that will lead us to answers.

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- Lofland, John, et al. (2006). Chapters 1. *Analyzing Social Settings: A Guide to Qualitative Observation and Analysis.* Pp. 9-14.
- Creswell, John. 2003. Chapters 5 (selections) and 6 (selections) in *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches.* Pp. 87-93, 105-108.
- Marshall, C. and Rossman, G. B. Chapter 4: Data Collection Methods. In *Designing Qualitative Research, 3rd Edition.* pp. 105-146.

References

- Research Guide: Developing Research Questions
- The Literature Review: A Few Tips on Conducting It
- Writing with Sources: A Guide for Harvard Students
- Literature Reviews, UNC Writing Center: https://writingcenter.unc.edu/tips-and-tools/literature-reviews/
- How to Undertake a Literature Review: http://www.raulpacheco.org/2017/04/how-to-undertake-a-literature-review/
- Five Ways to Structure a Lit Review: https://patthomson.net/2016/08/29/five-ways-to-structure-a-literature-review/

Environmental Observation and Alternative Cartographies

A place-based focus distinguishes planning practice from other related fields of policy and public administration. This week, we explore tools that are specifically designed for us to understand space and place, and will help us "read" the built environment, a critical skill for planners.

- Lynch, K. (1960). Chapters 1 and 3. In *The Image of the City*. pp. 1-13, 46-90.
- Zeisel, John. Chapter 7. In *Inquiry by Design.* pp. 89-110.
- Krygier, John. (2008). Denis Wood: A Narrative Atlas of Boylan Heights. On *Making Maps: DIY Cartography.* https://makingmaps.net/2008/01/10/denis-wood-a-narrative-atlas-of-boylan-heights/
- The Hand Drawn Map Association: http://www.handmaps.org/
- https://www.theguardian.com/cities/2018/oct/05/desire-paths-the-illicit-trails-that-defy-the-urban-planners

For Your Reference

- Jacobs, A. B. (1985). Chapter 1: Starting to Look and Chapter 3: Clues. In *Looking at Cities*. Cambridge: Harvard University Press. Pp. 30-83.
- Reid, Grant. (2002). Chapters 4, 6, and 8. In *Landscape Graphics: Plan, Section, and Perspective Drawing of Landscape Spaces*. pp. 45-60, 97-113, 155-203.
- Lisa Schweitzer Urban Sketching Blog Posts: https://lisaschweitzer.com/2017/12/26/still-doing-my-station-area-

The row above for Week 4 is dated February 19.

		sketching-badly-but-hey/ and https://lisaschweitzer.com/2017/08/15/los-angeles-tod-sketching-project-sketch-1-wilshire-vermont-urbansketchers-urbansketcherslosangeles/
		ASSIGNMENT DUE: Research questions and design
5	February 26	**Soundscapes** Places are not only buildings, but also dynamic places that touch all of our senses. This week, we'll think about the sounds of places, and what tuning into an aural experience can tell us about a place. ● Poon, Linda. (2015) "What a City's 'Soundscape' Reveals About Its Character." *City Lab.* https://www.citylab.com/life/2015/09/what-a-citys-soundscape-reveals-about-its-character/405733/ ● Raimbault, M. and Dubois, D. (2005). Urban soundscapes: Experiences and knowledge. *Cities*, 22(5), pp. 339-350. ● O'Keefe, Linda.(2015). Thinking Through New Methodologies. Sounding Out the City With Teenagers.*Qualitative Sociology*, XI(1), pp. 6-32. ● Beatley, Tim. (2013). Celebrating the Natural Soundscapes of Cities. *The Nature of Cities.* https://www.thenatureofcities.com/2013/01/13/celebrating-the-natural-soundscapes-of-cities/ ● "Everyday noises may cause increased risk of heart disease, experts say" http://abcnews.go.com/Health/everyday-noises-increased-risk-heart-disease-experts/story?id=52858912
6	March 5	**Participant Observation** As a planner, you will spend a lot of time in public places, at meetings, and with communities. While a lot of this time is spent sharing information to the public, some of your most important work will be observing and listening to the people and social dynamics around you. This week, we'll focus on rigorous participant observation to help build your skills. ● Lofland, John, et al. (2006). Chapters 2-3. *Analyzing Social Settings: A Guide to Qualitative Observation and Analysis.* Pp. 15-53. ● Zeisel, John. Chapter 8. In *Inquiry by Design.* pp. 111-136.. ● Emerson, R. M., Fretz, R. I., and Shaw, L. L. (2011). Chapter 2-3. *Writing Ethnographic Fieldnotes*. Pp. 17-107. ● Briggs, Xavier de Souza. (1998). "Doing Democracy Up Close: Culture, Power, and Communication in Community Building." *Journal of Planning Education and Research,* 18: 1-13.
7	March 12	**Challenges and Ethics** Engaging with communities through planning practice and research requires us to reflect on issues of power and privilege. We must grapple with who we are, where we come from, and what we are asking of people. There may be situations in which getting the best information is challenging or compromises our ethical

		compass. This week, we'll think about the ethical quandaries that emerge in qualitative research and explore how we manage them. ● Lofland, John, et al. (2006). Chapters 4. *Analyzing Social Settings: A Guide to Qualitative Observation and Analysis.* Pp. 54-80. ● Marshall, Anne & Batten, Suzanne (2004). Researching Across Cultures: Issues of Ethics and Power [17 paragraphs]. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research*, *5*(3), Art. 39, http://nbn-resolving.de/urn:nbn:de:0114-fqs0403396. ● Lewis-Kraus, G. (January 12, 2016). The Trials of Alice Goffman. *The New York Times Magazine*. ● Goffman, Alice (2014). Preface, Chapter 1, Methodological appendix from *On The Run*. **ASSIGNMENT DUE: CITI Human Subjects Training**
8	March 19	**Spring Break – No class**

9	March 26	**Interviewing**
		Gathering useful and meaningful information from individuals requires more than just having a conversation. This week, we will focus on tools and techniques to conduct in-depth, semi-structured formal and informal interviews.
		
		● Weiss, Robert S. (1994). Chapter 1-4. In *Learning from Strangers: The Art and Method of Qualitative Interview Studies*. Pp. 1-119.
		● Jacob, Stacy A. and S. Paige Furgerson. (2012). Writing interview protocols and conducting interviews: Tips for students new to the field of qualitative research. *The Qualitative Report* 17(6): 1-10.
		● Case Example:
		   ○ Shelby, H. (2017). Why Place Really Matters: A Qualitative Approach to Housing Preferences and Neighborhood Effects. *Housing Policy Debate*.
		   ○ Shelby, H. (2017). Interview Protocol from "Why Place Really Matters" study.
		
		ASSIGNMENTS DUE: Environmental observations, soundscape write-up, fieldnotes

10	April 2	**Data Analysis** Getting data through interviews and observations is the first step. But now what? This week, we talk about what to *do* with all that data, exploring rigorous and systematic ways to analyze the treasure trove of qualitative material to move towards answering your research question. ● Saldaña, Johnny. (2012). Chapter 1. *The Coding Manual for Qualitative Researchers, 2nd Ed*. Pp. 1-40. ● Emerson, R. M., Fretz, R. I., and Shaw, L. L. (2011). Chapter 6. *Writing Ethnographic Fieldnotes*. Pp. 142-168. ● Posey, L. (2012). Middle- and Upper-Middle-Class Parent Action for Urban Public Schools: Promise or Paradox?. *Teachers College Record,* vol. 111, pp. 1-43. (*Pay attention to Findings and Appendix sections)*

		● Pacheco, Raul. (2017). Distinguishing Between Description and Analysis in Academic Writing. http://www.raulpacheco.org/2017/05/distinguishing-between-description-and-analysis-in-academic-writing/
11	April 9	**Communicating Research** Having something to say is one thing. Being able to say it so people can understand what you did, how you did it, and why it's meaningful is another thing. This week, we'll talk about the visual communication of qualitative research. ● Weiss, Robert S. (1994). Chapter 7. *Learning from Strangers: The Art and Method of Qualitative Interview Studies*. Pp. 183-206. ● Ten Simple Rules for a Good Poster Presentation: http://journals.plos.org/ploscompbiol/article?id=10.1371/journal.pcbi.0030102 ● HOW TO DESIGN AN AWARD-WINNING CONFERENCE POSTER HTTP://BLOGS.LSE.AC.UK/IMPACTOFSOCIALSCIENCES/2018/05/11/HOW-TO-DESIGN-AN-AWARD-WINNING-CONFERENCE-POSTER/ ● Qualitative Data Research Posters volume II: https://michellekrieger.wordpress.com/2015/10/14/qualitative-data-research-posters-volume-ii/ ● Designing scientific figures for color blind readers: http://www.somersault1824.com/tips-for-designing-scientific-figures-for-color-blind-readers/
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		ASSIGNMENTS DUE: Interview protocol and transcript, Data analysis and analytic memo
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15	May 7	**Final Poster Presentations** This final week we will celebrate our work of the semester. This class will be structured as an academic poster session and outside guests may also join. **ASSIGNMENT DUE: Research Poster**
16	May 14	**No class** **ASSIGNMENT DUE: Reflection Essay**

COURSE POLICIES

Communication

I will post course announcements on our ELMS course page. Please check our course page regularly and make sure your ELMS email settings are such that you receive all notifications. Ensure that the email in the ELMS system is one that you check regularly. All information – including time sensitive information will be sent via email. You are responsible for keeping your email address up to date or for redirecting or forwarding email to another address. Failure to check email, errors in forwarding email, and returned email (from "full mailbox" or "unknown user" errors for example), will not excuse you from missing University announcement, messages, deadlines, etc. Email addresses can be quickly and easily updated at www.my.umd.edu or in-person at the Student Service Counter on the first floor of the Mitchell

Building. For technical support for University email: www.helpdesk.umd.edu or call 301-405-1400.

To help ensure your success, please err on the side of over-communication. If you are having trouble completing assignments, confused about readings, need to miss class, etc., please email me so that we can set up a time to work together. I will generally respond to your emails within 48 hours during the week (Monday-Friday), but not on weekends or University holidays. 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.

Attendance and Engagement

Class is our chance to build a learning community, and your consistent presence is important. Ongoing engagement in class is core part of the experience. It is also a portion of your grade. In accordance with University policy if you are absent for a single (1) lecture due to illness or some form of personal or family emergency, this absence will be considered "excused" and I will accept a note from you attesting to the date of the illness/incident, along with an acknowledgement that the information is true. Whenever feasible, you should contact me in advance. Multiple or prolonged absences, and any absences that prevent attendance at a major scheduled grading event (such as the final presentation) will require written documentation from an appropriate health care provider/organization. You can find the university absence policy here: http://www.president.umd.edu/policies/v100g.html

I will work to create a classroom space for all of your voices and opinions. I expect that each of you will help cultivate a space of mutual respect, civility, active listening, and deep learning. The course will have opportunities to strengthen skills and contribute to class in a number of ways such as: active listening, thoughtful preparation, sharing an idea after a long pause, helping classmates, showing leadership in small groups, attending office hours, and sharing ideas through large group discussion. If you are unsure how to best use your strengths or have any concerns about your engagement, come talk with me so we can work together to ensure that you can use your skills to contribute to our learning community.

Late Work and Missed Assignments

As a general rule, late or incomplete work is not accepted. Detailed instructions for all assignments in this course are provided in advance. You can plan for the unexpected by starting all assignments early. Late or incomplete work can be made up only in serious extenuating circumstances that prohibit working on the assignment (such as death in the family, your debilitating illness or a hospitalization) and with prior arrangement with me. If you enroll in the class at any time during the drop-add period are responsible for all in-class work to date.

Technology

Laptops are discouraged during discussion and activities, but welcome for note-taking or looking at electronic copies of readings during lectures. 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 cell phones should be put on silent or turned off before coming into class, and should be stored away and out of sight.

Universal Design and Accommodations

I am committed to the principle of universal learning. This means that all spaces of learning – classroom, online, office hours – will be as inclusive as possible. If you need course adaptations or accommodations due to a disability, please consult Disability Support Services in 0126 Shoemaker Hall to make necessary arrangements. The rules for eligibility and the types of accommodations you may request can be reviewed on the DSS web site: http://www.counseling.umd.edu/DSS/receiving_serv.html.

Religious Observance

The University System of Maryland policy provides that students should not be penalized because of observances of their religious beliefs. Students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances. It is the responsibility of the student to inform the instructor of any intended absences for religious observances in advance. Notice should be provided as soon as possible but no later than the end of the schedule adjustment period. Prior notification is especially important in connection with final exams, since failure to reschedule a final exam before the conclusion of the final examination period may result in loss of credits during the semester. The problem is especially likely to arise when final exams are scheduled on Saturdays.

Academic Integrity

The University of Maryland has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards in this course. It is very important for you to be aware of the consequences of any of these acts of academic dishonesty: cheating, fabrication, facilitating academic dishonesty, and plagiarism. You can find more information here: http://www.studenthonorcouncil.umd.edu/whatis.html.

The University of Maryland is one of a small number of universities with a student-administered Honors Code and an Honors Pledge. The Honor Pledge is a statement undergraduate and

graduate students should be asked to write by hand and sign on examinations, papers, or other academic assignments. The Pledge reads: *I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.* You can read the pledge here: http://www.jpo.umd.edu/aca/honorpledge.html.

Course Evaluations

Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning and to the tenure and promotion process. You will be informed when CourseEvalUM will be open for you to complete your evaluations. You can go directly to the website (www.courseevalum.umd.edu) to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing the summary reports for thousands of courses online at Testudo.

Inclement Weather and University Closings

In the event that the University is closed for an emergency or extended period of time, I will communicate via email regarding schedule adjustments, including rescheduling of examinations and assignments due to inclement weather and campus emergencies.

Research Methods
URSP 601
Wednesdays 7:00 – 9:30
ARC 1115
Professor Casey Dawkins

Instructor Contact Information

Phone: 301-405-2158
Email: dawkins1@umd.edu
Office: 1244, Architecture Building
Office hours: By appointment

Graduate Assistant: Jinyhup Kim (jkim1223@umd.edu)

Course Description

Quantitative analysis is the craft of "painting with numbers." The researcher is an artist that applies technique, intuition, and creativity toward the investigation of a particular research question. Effective researchers learn to be explorers, designers, analysts, and communicators, often assuming all four of these roles within the span of a single research project. Researchers must also learn to be inventors. When the researcher's toolbox of techniques becomes outdated or is not well-suited to address a particular research question, the researcher must create new tools or techniques and learn how to modify these new tools to meet the demands of a changing research environment.

The purpose of this course is to introduce students to the art and science of quantitative data analysis as it is practiced in the urban and regional planning profession. Although "planning methods" consist primarily of standard statistical analysis techniques, the analytic tools employed by planners are unique in several respects:

1. Planning methods are employed to understand and craft solutions to policy problems. This has important implications, including the following:
   a. Most research conducted for planning and policy analysis is conducted in a short period of time with limited resources. Since research results are usually needed *yesterday*, analysts often rely on *back-of-the-envelope* calculations and quick methods of analysis.
   b. The research questions addressed by planners and policy analysts are value-laden, which suggests that researchers must not only *analyze* the different solutions to a particular research problem, but they must also *criticize* and *evaluate* proposed solutions using normative criteria.
   c. The research questions and problems addressed by planners and policy analysts are often *wicked* or *messy* problems that are ill-defined and complex.
   d. Planners and policy analysts simultaneously serve many different clients with a range of (often competing) interests.
2. Given the inherently spatial nature of urban issues and problems, planners often work with techniques which are uniquely designed to quantify spatial relationships.
3. Given our interest in preparing for the future, planners must often make use of specialized techniques designed to predict likely future scenarios.

4. Most local planning offices make heavy use of three common software packages: ArcGIS, Microsoft Excel, and SPSS. As such, computer implementation of the techniques discussed in class makes frequent use of these packages.

Course Objectives

This course has the following objectives:

1. Introduce students to basic concepts in applied statistics.
2. Introduce students to common data sources used in planning and policy analysis.
3. Teach students to think logically about policy problems and to employ quantitative methods when appropriate.
4. Develop a working knowledge of ArcGIS, Excel, and SPSS software packages and learn elegant methods of computation in those environments.
5. Teach students to effectively communicate their research findings.
6. Provide an introduction to specialized methods used in planning and policy analysis, particularly those methods designed to describe spatial and temporal phenomena.

The course places heavy emphasis on "learning by doing." As such, students will learn to explore, describe, analyze, and interpret quantitative data through exercises that are designed to replicate the types of projects commonly encountered by professional planners.

Grading

Your grade in the class will be determined by your performance on a class project and homework assignments. The class project consists of three graded interim reports and a final presentation which synthesizes the results of the interim reports. Several homework assignments will also be assigned to test students' knowledge of the course concepts, with students' participation in three in-class computer labs treated as a fifth homework grade. The weighted distribution of grades for each of these assignments is as follows (Refer to the course outline for due dates):

Class Project:

- Interim Report 1 (20%)
- Interim Report 2 (20%)
- Interim Report 3 (20%)
- Final Presentation (15%)

Homework:

- Homework 1: Descriptive Statistics (5%)
- Homework 2: Hypothesis Testing I (5%)
- Homework 3: Hypothesis Testing II (5%)
- Homework 4: Interpreting Regression Output (5%)
- Homework 5: Computer Lab Participation (5%)

The grading scale will be based on a plus / minus system with each assignment receiving a grade between 1 and 100 that is weighted as above. Final letter grades will be based on the following scale:

97 – 100:	A+
94 – 96.9:	A
90 – 93.9:	A –
87 – 89.9:	B+
84 – 86.9:	B
80 – 83.9:	B –
77 – 79.9:	C+
74 – 76.9:	C
70 – 73.9:	C –
67 – 69.9:	D+
64 – 66.9:	D
60 – 63.9:	D –
< 60:	F

Course Policies

Policy on Late or Missed Assignments
All work must be submitted by the due date. It is extremely important that you stay current in this course. Once you fall behind, it is difficult to get caught up, due to the pace of the course and the cumulative nature of the material.

Attendance Policy
I realize that extenuating circumstances often preclude students from attending every class. If you are absent from class, you are still responsible for ensuring that all assignments are completed by the due date.

Special Needs of Students
If you need course adaptations or accommodations due to a disability, please consult Disability Support Services in 0126 Shoemaker Hall to make necessary arrangements. The rules for eligibility and the types of accommodations a student may request can be reviewed on the DSS web site at http://www.counseling.umd.edu/DSS/receiving_serv.html.

Religious Observances
The University System of Maryland policy provides that students should not be penalized because of observances of their religious beliefs. Students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances. It is the responsibility of the student to inform the instructor of any intended absences for religious observances in advance. Notice should be provided as soon as possible but no later than the end of the schedule adjustment period. Prior notification is especially important in connection with final exams, since failure to reschedule a final exam before the conclusion of the final examination period may result in loss of credits during the semester. The problem is especially likely to arise when final exams are scheduled on Saturdays.

Academic Integrity
The University of Maryland has a nationally-recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards in this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit http://www.studenthonorcouncil.umd.edu/whatis.html.

Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University as well as to the tenure and promotion process. You will be informed when CourseEvalUM will be open for you to complete your evaluations. You can go directly to the website (www.courseevalum.umd.edu) to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing the summary reports for thousands of courses online at Testudo.

Course Readings

Required:
> Kenneth J. Meier, Jeffrey L. Brudney, and John Bohte. 2014. *Applied Statistics for Public and Nonprofit Administration, 9th Edition*. Cengage Learning: Stamford, CT.

Other assigned course readings will be posted on the ELMS (Canvas) course page. Students are required to read all assigned readings *prior* to the class in which the readings are assigned. Remember to check ELMS frequently for assigned supplemental readings.

Software

Microsoft Excel, ArcGIS, and SPSS are the primary software packages used in this class. These programs are installed on the lab computers.

NOTE: The class assumes prior exposure to Microsoft Excel, and the Excel exercises will focus primarily on building more advanced data analysis skills. If you have not been exposed to Excel or your Excel skills are outdated, please refer to the introductory material provided to you in the URSP Bootcamp. If you feel that you need additional practice in Excel, please consult Professor Dawkins early in the semester.

ELMS

ELMS (*Canvas)* will be an important component of this course. ELMS is an online environment created for use by University of Maryland students and faculty, accessible at elms.umd.edu. Each course is assigned a separate page and is accessible only by the course instructor and the students enrolled in the course. This system provides a convenient way to post readings, announcements, and assignments. You are responsible for any announcement or assignment posted on ELMS, regardless of whether the announcement or assignment was discussed in class, so check ELMS often! All files and material for URSP 601 can be accessed from the "Files" tab on the left-hand side of the URSP 601 ELMS page.

Tentative Course Outline and Weekly Reading List

Readings followed by "**E**" can be accessed from the ELMS (Canvas) course page. Due dates for all assignments are in *italicized* text. It is *important* that assignments be submitted by the beginning of class when the assignments are due, because we will discuss the answers to the assignments in class on the due date.

Week 1: Wednesday, August 29   Course Introduction and Overview
                                   Distribute Class Project and Interim Report 1

Week 2: Wednesday, Sept. 5   Conceptualization, Measurement, Data Types and Sources

Overview of the U.S. Census and ACS

Reading:	ACS Handbook (**E**) Meier, Brudney, and Bohte (2006), Ch. 2

Week 3: Wednesday, Sept. 12   GIS Lab

Week 4: Wednesday, Sept. 19   Descriptive Statistics
Distribute Homework 1

Reading: Meier, Brudney, and Bohte (2006), Ch. 4-6

Week 5: Wednesday, Sept. 26   Excel Lab
Homework 1 Due

Week 6: Wednesday, Oct. 3   Probability, Sampling, and Estimation
Introduction to Hypothesis Testing
Interim Report 1 Due
Distribute Interim Report 2

Reading: Meier, Brudney, and Bohte (2006), Ch. 7,8, 10-12

Week 7: Wednesday, Oct. 10   Hypothesis Testing II, Introduction to SPSS
Distribute Homework 2

Reading: Meier, Brudney, and Bohte (2006), Ch. 13

Week 8: Wednesday, Oct. 17   SPSS Lab

Week 9: Wednesday, Oct. 24   NO CLASS: ACSP CONFERENCE
(Work on hypothesis testing example problems and Interim Report 2)

Week 10: Wednesday, Oct. 31   Categorical Data Analysis / Measures of Association
Homework 2 Due
Distribute Homework 3

Reading: Meier, Brudney, and Bohte (2006), Ch. 14,15

Week 11: Wednesday, Nov. 7   Multivariate Regression I
Homework 3 Due
Distribute Interim Report 3
Interim Report 2 Due

Reading: Meier, Brudney, and Bohte (2006), Ch. 17,20,21

Week 12: Wednesday, Nov. 14   Multivariate Regression II
Distribute Homework 4

Reading: Meier, Brudney, and Bohte (2006), Ch. 18

Week 13: Wednesday, Nov. 21   NO CLASS: THANKSGIVING BREAK

Week 14: Wednesday, Nov. 28   Prediction, Forecasting, and Simulation
Homework 4 Due

         Reading: Wang and Hofe (2007), Ch. 3 (**E**)
Meier, Brudney, and Bohte (2006), Ch. 19

Week 15: Wednesday, Dec. 5   Interim Report 3 Q&A

Week 16: Wednesday, Dec. 12   Course Wrap-Up
Class Project Presentations
Interim Report 3 Due

URSP 604: The Planning Process (Sp2018)

Tuesdays, 4:00 - 6:40 pm – ARC 1105

Professor Ariel Bierbaum – bierbaum@umd.edu (pronouns: she/her/hers)

Office Hours (#1217): Mondays and Tuesdays by appointment

Course ELMS website: https://myelms.umd.edu/courses/1241326

Syllabus google website: https://goo.gl/mrMnLa

DESCRIPTION AND OBJECTIVES

What is planning? Who are planners? What do planners do? What do they know?

Planning is inherently interdisciplinary, touching multiple policy domains in simultaneous, complex, and often-conflicting ways. What binds practice and thought is the primacy of place and a commitment to the public interest. But even these concepts are contested. At what scale should we plan? Is there a singular public interest? Facts are often elusive and truths are multiple. Ethical issues arise and evolve constantly. A planner's personal history, approach, and values become central in managing their professional processes, procedures, and practices. And all of this is happening in the context of rapidly changing demographics in urban, suburban, and rural communities.

This course is a first step to take on these big issues and conundrums. We will grapple with questions such as: What are different substantive arenas and approaches to planning? How do political, economic, and institutional contexts matter to planning? How do we meaningfully work with, plan for, and engage with others (especially those different from us)? What are the sets of tools we can learn to facilitate a productive, meaningful, and fair planning process, even in situations of conflict?

Through readings, large- and small-group discussions, guest speakers, case examples, and your assignments, we will grapple with historical, political, and personal dimensions of planning practice. The course is less focused on actually doing planning and policy analysis. Rather, the course turns our attention to learning through case examples about the range of methods and tools available to planners, the tradeoffs inherent in choosing some over others, and the political and personal dynamics different processes create.

The larger aim is to understand these elements (and their limitations) in relationship to a broader set of political systems and structures, with attention to race and class power dynamics in the United States. The course has four main objectives:

- Orient students to the breadth of planning processes and issues in the field
- Build critical analysis skills of the advantages/disadvantages of different approaches to engaging the public
- Build students' capacity for reflective practice
- Expose students to a range of career pathways

MATERIALS AND APPROACHES

Readings provide background, context, and case illustrations of the themes for each class. They serve as the jumping off point for our discussions and learning. ***Each week, you need to consult this syllabus and the ELMS site. PDFs of readings are uploaded to ELMS in the weekly modules. Websites or online article links that are also required for the week's readings will be posted here.*** **NOTE:** Readings are subject to change. All updates will be listed at least one (1) week in advance on this syllabus and in the weekly module on ELMS.

Discussions and exercises during class allow you to engage more deeply with the ideas raised in readings and lecture.

Assignments will allow you to engage with the material in a more applied way. They are structured to support your development as a reflective practitioner and build critical thinking about our modes of planning and public engagement.

COURSE REQUIREMENTS (ASSIGNMENTS)

Below is a summary of the assignments; links to full descriptions will be posted on ELMS and handed out in class. Late work is not accepted.

Assignment	Grade	Due
Autobiographical Cartography: https://goo.gl/AeeCEU	15%	Feb 6
Professional Development Plan: https://goo.gl/SqEDAh	20%	March 13
Public Meeting Attendance and Engagement Policy Memo: https://goo.gl/VUcfDQ	20%	April 24
Essay: Philosophy of Ethical and Reflective Practice	20%	May 15
Presentation: Philosophy of Ethical and Reflective Practice	5%	May 15
Weekly Discussion Questions	10%	weekly

Class Engagement	10%	Ongoing
Planning in Pop Culture (up to 3)	Extra 1% ea	Ongoing

<u>Please familiarize yourself with the course policies at the end of this document.</u>

COURSE OVERVIEW

Wk	Date (2018)	Topic
1	January 30	**Introduction and Overview** Welcome! This week is a general introduction to the course, and we will go over course goals, structure and requirements, and policies.
2	February 6	**Reflective Practice: Starting with Ourselves** One way to think about planning is as a way of storytelling. But who are the storytellers? In this first substantive class, we will each share our own story, exploring our individual histories and path to where we each sit today. **Assignment Due: Autobiography**
3	February 13	**Reflective Practice: Future Possibilities for Planning and MAPP - Workshop with Dance Exchange** **Note:** Class meets in the Kibel Gallery on the 1st Floor of ARCH This workshop will move us to a collective exploration of the future of planning and the School of Architecture, Planning and Preservation.
4	February 20	**What Do Planners Need to Know?** Planning is multidisciplinary, multisector, and multiscalar. These complexities planning interesting, challenging, and sometimes overwhelming! This week, we will try to hone in on what specific skills and knowledge practitioners need to have to manage all of that complexity.
5	February 27	**Federal Legal Context of Zoning, Subdivision, and Growth Mgmt.** **Guest: Jeffrey Zyontz, Legislative Atty, Montgomery County Council** Most planning practice is at least in part (if not wholly) structured by a legal framework that manages the relationship between public and private interests. This week, Jeffrey Zyontz will join us to talk about the federal and constitutional framework of planning.
6	March 6	**State (MD) Legal Context of Zoning, Subdivision, and Growth Mgmt.** **Guest: Jeffrey Zyontz, Legislative Atty, Montgomery County Council** Most planning practice is at least in part (if not wholly) structured by a legal framework that manages the relationship between public and private interests. This week, Jeffrey Zyontz will join us to talk about the Maryland state framework of planning.

7	March 13	**Planning Strategies for Long-Range Planning** **Guest: Uri Avin, Research Professor, National Center for Smart Growth** Planning is inherently future-oriented, and many planners focus on long-range planning, setting the framework for regions and states 25 to 50 years out. This week, we will learn about a set of tools and frameworks for this kind of long-range forecasting and planning. **Assignment Due: Professional Development Plan**
8	March 20	**Spring Break – No Class**
9	March 27	**Defining the "Public Interest" and Engaging Community** This week launches us into the latter half of the semester, where we will focus on different strategies and issues in public participation and engagement. We will focus on the diverse definitions of community and grapple with the complexity of public engagement, inclusion, and participation in the transformation of places.
10	April 3	**Capacity/Knowledge-Building and Participatory Research** **Guest: Dr. Marccus Hendricks, Assistant Professor, URSP-MAPP** One approach to participation is co-constructing questions and collecting data together. This kind of approach challenges dominant ideas about planning expertise. It builds the capacity of planners and community members to engage in place in new ways. This week, Dr. Hendricks will join us to share his experience working with communities in Houston on stormwater infrastructure management.
11	April 10	**Participatory Design and Planning** **Guest: Roger Paden, Lyttonsville resident** Public meetings and charrettes are the bread and butter of public agency-driven planning processes. This week, we will learn about this kind of process. Roger Paden will share his experiences on the receiving end of a participatory planning process in his neighborhood facilitated by Montgomery County planners.
12	April 17	**Consensus Building** Popular in environmental management and planning, consensus building and conflict negotiation offer an alternative way into dialogue and building agreement. This week we will learn about the nuts and bolts of this kind of

		approach and (potentially) learn from someone who has facilitated these kinds of processes.
13	April 24	**Morals and Professional Ethics in Planning** The planning profession is governed by a code of ethics. But what does this mean in practice? This week we will engage with our formal code of ethics and also work through the challenges of embodying this in our practice. **Assignment Due: Public Mtg Attendance + Engagement Policy Memo**
14	May 1	**City Planning for Racial Equity** **Guest: Eric Shaw, Director of DC Planning** What does reflective practice look like in action? How do public sector planners manage multiple and competing priorities, and maintain their own ethical and moral compass? This week, Eric Shaw the Director of the Washington, DC Office of Planning will join us to share his story of planning in cities across the country.
15	May 8	**Implementation, the Limits of Planning and Reflective Practice Revisited** Planning matters - or we wouldn't all be here. But it also has its limits, some of which are institutional or organizational, others are political, and still others are personal. This week, we will discuss what happens after planning (implementation), reflect on the limits of our work, and revisit questions of reflective practice.
16	May 15	**Final Presentations/Workshop: Developing a Collective Vision for Planning** In this final week, we will come together and through brief presentations of your philosophies, we will build a collective vision for ethical and reflective planning practice. **Assignments Due: Philosophy of Ethical and Reflective Practice (Essay AND Presentation)**

FULL COURSE SCHEDULE WITH READING LIST

Each week, you need to consult this syllabus and the ELMS site. PDFs of readings are uploaded to ELMS in the weekly modules. Websites or online article links that are also required for the week's readings will be posted here.

NOTE: Readings are subject to change. All updates will be listed at least one (1) week in advance on this syllabus and in the weekly module on ELMS.

Wk	Date (2018)	Topic
1	January 30	**Introduction and Overview** Welcome! This week is a general introduction to the course, and we will go over course goals, structure and requirements, and policies.
2	February 6	**Reflective Practice: Starting with Ourselves** ● Butler, Tamika (Executive Director of the Los Angeles County Bicycle Coalition) (2016). "Planning While Black." Keynote speech at the NACTO annual meeting: http://nacto.org/2016/10/25/tamika-butler-planning-while-black/ ● Tamika Butler, Can you Care as a Consultant? https://tooledesign.com/insights/2019/02/can-you-care-as-a-consultant/ **Assignment Due: Autobiographical Cartography**
3	February 13	**Reflective Practice: Future Possibilities for Planning and MAPP - Workshop with Dance Exchange** ● Lerman, Liz. "Hiking the Horizontal" ● Dance Exchange: http://danceexchange.org/ ● Waterlines abstract ● Waterlines film ● Waterlines Journal blog post ● One Community and its River ● [skim] Creative Placemaking paper
4	February 20	**What Do Planners Need to Know?** ● Alexander, E. (2005). What do Planners Need to Know? Identifying Needed Competencies, Methods, and Skills. *Journal of Architectural and Planning Research, 22*(2), 91-106. ● Forester, John. (1989). Chapters 1, 2. In *Planning in the Face of Power*. Pp. 3-24. ● Ramasubramanian, etal. (2018). Chapter 2 Planning Challenges and the Challenges of Planning. In *Essential Methods for Planning Practitioners: Skills and Techniques for Data Analysis, Visualization, and Communication*. pp. 15-37. E-Book available under COURSE RESERVES on ELMS.

		● Agyeman, Julian. "Storying Institutions: Understanding why things are as they are." http://julianagyeman.com/2014/05/storying-institutions-understanding-things/
5	February 27	**Federal Legal Context of Zoning, Subdivision, and Growth Mgmt.** **Guest: Jeffrey Zyontz, Legislative Atty, Montgomery County Council** ● Levy, P. M. (2011). Chapter 5. In *Contemporary Urban Planning 10th Edition.* Pp. 68-90. ● "The Michigan town where only Christians are allowed to buy houses": https://www.theguardian.com/us-news/2018/feb/09/christians-only-town-bay-view-michigan ● U.S. Constitution -- Bill of Rights (1st -- 10th Amendments) https://www.archives.gov/founding-docs/bill-of-rights-transcript ● U.S. Constitution -- 14th Amendment: https://www.archives.gov/founding-docs/amendments-11-27 ● Commerce Clause (1887): https://www.law.cornell.edu/wex/commerce_clause ● Euclid v. Ambler: https://supreme.justia.com/cases/federal/us/272/365/case.html ● Koontz v. St. Johns: https://www.supremecourt.gov/opinions/12pdf/11-1447_4e46.pdf ● Kelo v. New London: https://supreme.justia.com/cases/federal/us/545/469/ **Note – reading legal cases can be challenging. As preparation for participating in class, pull out the following key pieces of information for each case as you read:* ● Process that brought the case to the case (what happened in lower courts) ● Basic facts of the case and what is in dispute ● Specific issue being decided by the court ● Conclusion ("holding") of the court ● Reasoning the court used to get to their conclusion
6	March 6	**State Legal Context of Zoning, Subdivision, and Growth Management** **Guest: Jeffrey Zyontz, Legislative Atty, Montgomery County Council** ● [same as last week!] Levy, P. M. (2011). Chapter 5. In *Contemporary Urban Planning 10th Edition.* Pp. 68-90.. ● Terrapin Run: https://law.justia.com/cases/maryland/court-of-appeals/2008/44a07-2.html ● Litz v. MDE: http://caselaw.findlaw.com/md-court-of-appeals/1723751.html *Not required but for your own edification you could skim this course from the State of Maryland:*

		● State of Maryland Planning Commission Education Course materials: http://www.mdp.state.md.us/YourPart/PlanCommCourseMaterials.shtml
7	March 13	**Planning Strategies for Long-Range Planning** **Guest: Uri Avin, FAICP, Research Professor, National Center for Smart Growth** ● Ramasubramanian, etal. (2018). Chapter 4 Planning Grand. In *Essential Methods for Planning Practitioners: Skills and Techniques for Data Analysis, Visualization, and Communication*. pp. 79-86. E-Book available under COURSE RESERVES on ELMS. ● Avin, U. (2007). Using Scenarios to Make Urban Plans. In *Engaging the Future: Forecasts, Scenarios, Plans and Projects*. Lewis D. Hopkins and Marisa A. Zapata (eds.). pp. 103-134. ● Avin, Uri and Dembner, Jane (2001). Getting Scenario Building Right. *Planning Magazine*. ● Avin, Uri. (2012). Tools for Building Scenarios. *Planning Magazine*. **Assignment Due: Professional Development Plan**
8	March 20	**Spring Break – No Class**
9	March 27	**Defining and Engaging Community** ● Williams, Raymond (1976). "Community" In *Keywords*. ● Bennett, Tony, etal. (2005). "Community" In *New Keywords*. ● Fraser, Nancy. (1990). Rethinking the Public Sphere: A Contribution to the Critique of Actually Existing Democracy. *Social Text*. No. 25/26, pp.56-80. ● Arnstein, S. (1969). A Ladder of Citizen Participation. *Journal of the American Institute of Planners*, 35:4, 216-224. ● Quick, K. S. and Feldman, M. S. (2011). Distinguishing Participation and Inclusion. *Journal of Planning Education and Research*. 31(3), pp. 272-290. ● What is authentic city? https://bedrosian.usc.edu/bookclub/authenticities/ ●
10	April 3	**Capacity/Knowledge-Building and Participatory Research** **Guest: Dr. Marccus Hendricks, Assistant Professor, URSP-MAPP** ● Berke, et al. (2011). Building Capacity for Disaster Resiliency in Six Disadvantaged Communities. *Sustainability,* 3. pp. 1-20. ● Hendricks, et al. (2018). The development of a participatory assessment technique for infrastructure: Neighborhood-level monitoring towards sustainable infrastructure systems. *Sustainable Cities and Society*, 38, pp. 265-74.

		• Sustainability Panel: A&M Faculty and environmental activists from Housing discussed injustices in landscape development. from http://tejasbarrios.org/panel-am/ • Collins, Kevin and Ison, Raymond (2006). Dare we jump off Arnstein's ladder? Social learning as a new policy paradigm. In: Proceedings of PATH (Participatory Approaches in Science & Technology) Conference, 4-7 June 2006, Edinburgh.
11	April 10	**Participatory Design and Planning** **Guest: Roger Paden, Lyttonsville resident** • Briggs, X. (1998) Doing Democracy Up Close: Culture, Power, and Communication in Community Planning. *Journal of Planning Education and Research.* Vol 18. Pp. 1-13. • Lennertz, Lutzenhiser, and Failor. (2008) An Introduction to Charrettes. *Planning Commissioners Journal* No. 71. • Cohen, Josh (2017). Five Ways Planners Get Charrettes Wrong: https://nextcity.org/daily/entry/how-to-hold-charrettes-successful-planning • Greater Lyttonsville Sector Planning, Montgomery County Planning webpage - Outreach, community meetings, public hearings, etc: http://montgomeryplanning.org/planning/communities/area-1/greater-lyttonsville/greater-lyttonsville-plan-meetings-outreach/ • Luttrell, C. (2017)."Silver Spring Residents Object To Lyttonsville Redevelopment." *SilverSpring Patch.* http://patch.com/maryland/silverspring/silver-spring-residents-object-lyttonsville-redevelopment#a-1b05e957-045f-4605-853e-18db0bd987d0 • The Bridge - Lyttonsville video https://vimeo.com/232023048
12	April 17	**Consensus Building** • Susskind, L. E. and Cruikshank, J. L. (2006). Chapter 2 and Part 2. In *Breaking Robert's Rules: The New Way to RunYour Meetings, Build Consensus, and Get Results.* Pp. 18-40, 169-190. • *Negotiating from the Margins: The Santa Clara Pueblo Seeks Key Ancestral Lands.* Harvard Kennedy School Case #2021.0.
13	April 24	**Morals and Professional Ethics in Planning** • Forester, J. (1999). On the Ethics of Planning: What Profiles of Planners Can Teach Us about Practical Judgment and Moral Improvisation. In *The Deliberative Practitioner.* Pp. 221-241. • American Planning Association Ethical Principles: https://www.planning.org/ethics/ethicalprinciples.htm • American Institute of Certified Planners Code of Ethics and Professional Conduct: https://www.planning.org/ethics/ethicscode.htm

		Assignment Due: Public Mtg Attendance + Engagement Policy Memo
14	May 1	**City Planning for Racial Equity** **Guest: Eric Shaw, Director of DC Planning** ● Thomas, J. M. (2012). "Social Justice as Responsible Practice." In Sanyal, B., Vale, L. J. and Rosan, C. D. (eds.). *Planning Ideas that Matter: Livability, Territoriality, Governance, and Reflective Practice.* Pp. 359-385. ● Shelterforce "The Answer: Is it time to bury racially loaded planning and development terms?" ● Mr. Shaw's biography https://planning.dc.gov/biography/eric-d-shaw
15	May 8	**Implementation, the Limits of Planning and Reflective Practice Revisited** ● Ramasubramanian, etal. (2018). Chapter 7 Implementation. In *Essential Methods for Planning Practitioners: Skills and Techniques for Data Analysis, Visualization, and Communication.* pp. 129-141. E-Book available under COURSE RESERVES on ELMS. ● Kinder, K. (2016). Introduction, Chapters 1, 4, 5. In *DIY Detroit: Making Do in a City without Services.* Minneapolis: University of MN Press. Pp. 1-42, 97-142. ● Tasan-Kok, et al. (2016). "Float like a butterfly, sting like a bee": Giving voice to planning practitioners, *Planning Theory & Practice,* 17:4, 621-651.
16	May 15	**Final Presentation and Workshop: Developing a Collective Vision for Planning** **Assignments Due: Philosophy of Ethical and Reflective Practice (Essay AND Presentation)**

COURSE POLICIES

Communication

I will post course announcements on our ELMS course page. Please check our course page regularly and make sure your ELMS email settings are such that you receive all notifications. Ensure that the email in the ELMS system is one that you check regularly. All information – including time sensitive information will be sent via email. You are responsible for keeping your email address up to date or for redirecting or forwarding email to another address. Failure to check email, errors in forwarding email, and returned email (from "full mailbox" or "unknown user" errors for example), will not excuse you from missing University announcement, messages, deadlines, etc. Email addresses can be quickly and easily updated at www.my.umd.edu or in-person at the Student Service Counter on the first floor of the Mitchell Building. For technical support for University email: www.helpdesk.umd.edu or call 301-405-1400.

To help ensure your success, please err on the side of over-communication. If you are having trouble completing assignments, confused about readings, need to miss class, etc., please email me so that we can set up a time to work together. I will generally respond to your emails within 48 hours during the week (Monday-Friday), but not on weekends or University holidays. 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.

Attendance and Engagement

Class is our chance to build a learning community, and your consistent presence is important. Ongoing engagement in class is core part of the experience. It is also a portion of your grade. In accordance with University policy if you are absent for a single (1) lecture due to illness or some form of personal or family emergency, this absence will be considered "excused" and I will accept a note from you attesting to the date of the illness/incident, along with an acknowledgement that the information is true. Whenever feasible, you should contact me in advance. Multiple or prolonged absences, and any absences that prevent attendance at a major scheduled grading event (such as the final presentation) will require written documentation from an appropriate health care provider/organization. You can find the university absence policy here: http://www.president.umd.edu/policies/v100g.html

I will work to create a classroom space for all of your voices and opinions. I expect that each of you will help cultivate a space of mutual respect, civility, active listening, and deep learning. The course will have opportunities to strengthen skills and contribute to class in a number of ways such as: active listening, thoughtful preparation, sharing an idea after a long pause, helping classmates, showing leadership in small groups, attending office hours, and sharing ideas

through large group discussion. If you are unsure how to best use your strengths or have any concerns about your engagement, come talk with me so we can work together to ensure that you can use your skills to contribute to our learning community.

Late Work and Missed Assignments

As a general rule, late or incomplete work is not accepted. Detailed instructions for all assignments in this course are provided in advance. You can plan for the unexpected by starting all assignments early. Late or incomplete work can be made up only in serious extenuating circumstances that prohibit working on the assignment (such as death in the family, your debilitating illness or a hospitalization) and with prior arrangement with me. If you enroll in the class at any time during the drop-add period are responsible for all in-class work to date.

Technology

Laptops are discouraged during discussion and activities, but welcome for note-taking or looking at electronic copies of readings during lectures. 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 cell phones should be put on silent or turned off before coming into class, and should be stored away and out of sight.

Universal Design and Accommodations

I am committed to the principle of universal learning. This means that all spaces of learning – classroom, online, office hours – will be as inclusive as possible. If you need course adaptations or accommodations due to a disability, please consult Disability Support Services in 0126 Shoemaker Hall to make necessary arrangements. The rules for eligibility and the types of accommodations you may request can be reviewed on the DSS web site: http://www.counseling.umd.edu/DSS/receiving_serv.html.

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The University of Maryland is one of a small number of universities with a student-administered Honors Code and an Honors Pledge. The Honor Pledge is a statement undergraduate and graduate students should be asked to write by hand and sign on examinations, papers, or other academic assignments. The Pledge reads: *I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.* You can read the pledge here: http://www.jpo.umd.edu/aca/honorpledge.html.

Course Evaluations

Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning and to the tenure and promotion process. You will be informed when CourseEvalUM will be open for you to complete your evaluations. You can go directly to the website (www.courseevalum.umd.edu) to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing the summary reports for thousands of courses online at Testudo.

Inclement Weather and University Closings

In the event that the University is closed for an emergency or extended period of time, I will communicate via email regarding schedule adjustments, including rescheduling of examinations and assignments due to inclement weather and campus emergencies.

URSP 605: Introduction to History and Theory of Planning (Fall 2018)

Tuesdays, 4::00 - 6:40 pm – ARC 1105

Professor Ariel Bierbaum – bierbaum@umd.edu (pronouns: she/her/hers)

Office Hours (#1217): Tuesdays and Wednesdays by appointment

Course materials on [ELMS website](#) in weekly modules   **Syllabus [GoogleDoc](#)**

OVERVIEW

This course is structured as an intellectual history of the planning field. We focus on key historical conjunctures in U.S. history and Anglo-American planning traditions. By studying planning thought in its historical context, we cultivate an appreciation for the ways in which planning is a reflection of societal values, our collective definitions of problems of place, and normative visions of the future.

Theory is useful because it provides frameworks to make visible the otherwise-invisible expectations, assumptions, and judgments that shape our professional norms, decisions, and actions. In this way, the course aims to cultivate your skills as to be a "reflective practitioner," who is attentive to these tacit theories that you and others carry.

Understanding planning practice and theory as culturally- and collectively-constructed challenges us to consider the ways that historic and current inequities in the distribution of power shape our places. What are the appropriate roles of government, non-governmental organizations, market actors, and individuals? How is planning expertise a reflection of or a force against the inequitable distribution of power? How does planning incorporate ideas of racial and social justice?

We will examine these and other questions by reading seminal texts and learning about critical moments in the development of the field of planning. The goal is to place our current practice in its historical and intellectual context. To that end, each week we will identify the ways that the traces of historical thought are evident in contemporary practice.

LEARNING OBJECTIVES

By the end the semester, students will be able to:

- Outline the major intellectual threads of planning since the Industrial City
- Describe the ways that issues of power have informed planning practice and outcomes
- Articulate the influence these major threads have had on contemporary planning practice

- Apply concepts of the different threads of planning thought to current planning challenges and practice

MATERIALS AND APPROACHES

Readings are a combination of historical accounts and seminal writings of planning theory. On par with graduate coursework, you will have 100-150 pages of reading per week. PDFs and links to required readings are uploaded to ELMS in the weekly modules section and listed here. **NOTE:** Readings are subject to change. All updates will be listed at least one (1) week in advance on this syllabus and in the weekly module on ELMS.

Lectures augment readings and explore the historical contexts and moments that contributed to the development of modern planning.

Discussions and activities during class create space for you to grapple with the ideas presented, and to connect history and theory to your current experiences with place and planning.

Assignments allow you to use research, writing, presentation, and design as analytical tools to deepen your understandings of planning and the role that history and theory play in practice.

COURSE REQUIREMENTS

You will work in groups (of 3 to 4 students) to produce a change-over-time study of one of six particular places in the region. Your study will include archival/primary-source research, visual documentation, mapping, and written narrative. The idea is for you to become experts on your particular site and be able to relate the site, its history, and its development to wider urban/metropolitan issues and to the broader trajectories of planning thought and practice. A full description of the assignment is posted on ELMS/Google and will be handed out in Week 2.

Assignment	Grade	Due Date
Initial visual documentation + timeline pin-up presentation	20%	October 23rd
Historical and theoretical narrative	25%	December 11th
Final presentation	25%	December 11th
Peer review assessments	20% (10% each)	October 30th December 14th
Course Engagement	10%	Ongoing

As per the course policies, late work is not accepted. If you are having trouble completing an assignment by the deadline, you must meet with me in person to go over the assignment(s) and set a schedule for finishing the work.

Please read the course policies and available student resources at the end of this document.

COURSE SCHEDULE

Wk	Date (2018)	Topic
1	August 28	**Introductions** Who are we? Why are we here? What will we cover this semester and how will we do that?
2	September 4 **Review assignment Sign-up for teams**	**Whose history? Why theory?** How do we tell an inclusive and honest history of Anglo-American planning – as a field and a professional practice? What are the current issues confronting planning? How can an historical lens and tools of theory help us better understand contemporary issues in practice? *Readings* ● Sandercock, Leonie. 1998. "Introduction: Framing Insurgent Historiographies for Planning," pp. 1-33 (you can skim pp. 21-27- the discussion of the essays in the book) ● Andrea Roberts (2015) Critical Sankofa Planning-Mobilizing Texas Freedom Colony Memories http://notthatbutthis.com/2015/06/critical-sankofa-planning-mobilizing-texas-freedom-colony-memories/ ● John Friedmann (1987). Chapter 1 The Terrain of Planning Theory AND Chapter 2 Two Centuries of Planning Theory. In *Planning in the Public Domain*. Princeton University Press. Pp. 19-85. ● Michael Brooks (2002). Chapter 2 Planning Practice and Planning Theory. In *Planning Theory for Practitioners*. Chicago, IL: Planners Press American Planning Association. Pp. 21-32.
3	September 11	**Housing, health, and poverty management in the Progressive Era** The genealogy of modern planning is traced to the ills of the industrial city. This era also saw the rise and fall of Reconstruction in the South, following the end of the Civil War and an evolution of race relations in the U.S. What challenges did industrialization create? What were the underlying assumptions about space, human behavior, and inequity during this era? What were methods and tools to know, understand, and manage these challenges? How did these tools reinforce or challenge these underlying assumptions? What modes of planning were happening in other parts of the country? *Readings* ● Peter Hall (2014). Chapter 2 The City of Dreadful Night. In *Cities of Tomorrow: An Intellectual History of Urban Planning and Design Since 1880 4th Edition.* Oxford: Wiley Blackwell. Pp. 13-48.

		- Susan Marie Wirka (1996). The City Social Movement: Progressive Women Reformers and Early Social Planning. In Sies, M. C. and Silver, C. (eds.). *Planning the 20th Century American City*. Baltimore: Johns Hopkins University Press. Pp. 55-75. - W. E. B. DuBois (1899/1973). Chapters 1 The Scope of this Study, Chapter 2 The Problem, Chapter 5 The Size, Age, and Sex of the Negro Population, Chapter 6 Conjugal Condition. In *The Philadelphia Negro: A Social Study*. Published for the University of Pennsylvania. Pp. 1-9, 46-72. - James C. Scott (1998). Cities, People, and Language. In *Seeing Like a State*. pp. 53-83. - Andrea Roberts. (2017). The Farmers Improvement Society and the Women's Barnyard Auxiliary of Texas: African American Community Building in the Progressive Era. *Journal of Planning History*, Vol. 16(3) 222-245
4	September 18	**No class -- Yom Kippur**
5	September 25 **Guest: Cindy Frank, MAPP Librarian**	**Utopian alternatives and design interventions: From Garden Cities to New Urbanism** Planning (at least in part) stems from a desire to create spatial order, yielding a strong legacy of design and visionary imagination. What were some prominent utopian visions developed in response to the challenges of the industrial city? What were the advantages and disadvantages of utopian designs? What are current "living" examples of these utopian visions? *Readings* - Christine Boyer (1986). Chapter 3 In Search of Spatial Order AND Chapter 5 Functional Requirements of a City Plan. In *Dreaming the Rational City: The Myth of American City Planning*. The MIT Press. Pp. 33-56, 83-113. - Larry Lloyd Lawhon (2009). The Neighborhood Unit: Physical Design or Physical Determinism? *Journal of Planning History*, *8*(2), 111–132. - Daphne Spain. 2001. "Men Build Chicago's Skyline, Women Redeem the City," ch. 7 in D. Spain, How Women Saved the City. pp. 205-235. - Excerpts from Olmstead, Howard, and Le Corbusier, Wright, Lynch, Whyte. (1996). In LeGates, R. T. and Stout, F. (eds). *The City Reader 3rd Edition*. Pp. 302-330, 424-436. - Congress for New Urbanism Charter (2001). - Peter Marcuse (2000). The New Urbanism: The Dangers So Far. *disP-The Planning Review*, 36(140) 4-6. *Supplemental Readings*

		● Robert Fishman (1982/2016). Urban Utopias in the Twentieth Century. In Fainstein, S. S. and DeFilippis, J. (eds.) *Readings in Planning Theory 4th Edition*. Pp. 23-50. ● Robert Fishman (2012). Chapter 3 New Urbanism. In Sanyal, B. et al (eds). *Planning Ideas that Matter.* Cambridge, MA: MIT Press. Pp. 65-89.
6	October 2	**The modernist city, scientific management, and "rational" approaches to planning** The professionalization of planning gained traction in the middle of the 20th century, in part influenced by advances in the fields of systems thinking and public administration. At the same time, planning approaches were deeply influenced by visions of technological advancement in the modernist city, perhaps best embodied by Robert Moses' work in New York City. What are planning problems? What are different approaches to making decisions in the face of complexity? What are the limitations of these approaches? *Readings* ● James Scott. (1998/2016). Authoritarian High Modernism. In Fainstein, S. S. and DeFilippis, J. (eds.) *Readings in Planning Theory 4th Edition*. Pp. 75-93. ● Robert Caro (1975). Chapter 36 The Meat Ax, Chapter 37 One Mile, and Chapter 38 One Mile (Afterward). In *The Power Broker*. New York: Vintage Books. Pp. 837-894. ● Eric Avila. (2014). "Nothing But a Bunch of Mothers": Fighting the highwaymen during Feminism's Second Wave. In *Folklore of the Freeway: Race and Revolt in the Modernist City.* ● Jane Jacobs (1961/2016). The Death and Life of Great American Cities. In Fainstein, S. S. and DeFilippis, J. (eds.) *Readings in Planning Theory 4th Edition*. Pp. 94-109. ● Charles Lindblom (1959). The Science of Muddling Through. *Public Administration Review*, *19*(2), 79–88. ● Edward C. Banfield (1959). Ends and Means in Planning. *International Social Science Journal*, XI(3). *Supplemental Readings* ● Excerpts from Marshall Berman *All that's Solid Melts into Air.* *In-class Viewings* ● Jane Jacobs vs. Robert Moses - excerpt from American Experience: New York: A Documentary Film by Ric Burns (through 23:02): https://www.youtube.com/watch?v=AUeuQT6t7kg ● Moses+ power -- excerpt from American Experience: New York: A Documentary Film by Ric Burns (through 7:40): https://www.youtube.com/watch?v=r7UlM-AgIOg

7	October 9 **Guest: Dr. Willow Lung-Amam, Assistant Professor, Urban Studies and Planning Program**	**Race, ethnicity, and gender in the suburbs** While the history of suburban development dates earlier, the post-World War II era saw a building boom enabled by government policy. What were the policy and planning technologies that formed suburbs? How are these spaces raced, classed, and gendered? What are other stories of suburban development that challenge our dominant understanding? *Readings* ● Dolores Hayden. (1981/1996). What Would a Non-Sexist City Be Like? Speculations on Housing, Urban Design, and Human Work. In LeGates, R. T. and Stout, F. (eds). *The City Reader 3ʳᵈ Edition*. Pp. 448-463. ● Sonia Hirt (2014). The Promises and Paradoxes of Residential Zoning. In *Zoned in the USA: The Origins and Implications of American Land-Use Regulations.* pp. 178-185. ● Willow Lung-Amam. (2013). That "Monster House" is My Home: The Social and Cultural Politics of Design Reviews and Regulations. *Journal of Urban Design* 18, 2: 220-241. ● Christopher Silver (1997). The Racial Origins of Zoning in American Cities. In Manning Thomas, June and Marsha Ritzdorf (eds.) *Urban Planning and the African American Community: In the Shadows.* Thousand Oaks, CA: Sage Publications. ● George Lipsitz (2007). The Racialization of Space and the Spatialization of Race: Theorizing The Hidden Architecture of Landscape. *Landscape Journal,* 26:1-23. ● Frances Gabe and her self-cleaning house
8	October 16	**Neglected cities, community development, and the emergence of advocacy and equity planning** The suburbs and the city are in many ways two sides of the same coin. What were the federal, state, and local interventions to address conditions in cities? How were these efforts connected to suburbanization? What were the planning responses? What assumptions about poverty, race, class, and space drove these interventions? What are the traces of these efforts in present-day urban planning and policy-making? *Readings* ● Mindy Thompson Fullilove (2001). Root Shock: The Consequences of African American Dispossession. *Journal of Urban Health: Bulletin of the New York Academy of Medicine*, 78(1). ● Alice O'Connor (2008). Chapter 2: Swimming against the Tide: A Brief History of Federal Policy in Poor Communities. In J.

DeFilippis & S. Saegert (Eds.), *The Community Development Reader*. New York: Routledge. pp. 11–29.
- Arianna Herriott (2017). 8 Black Panther Party Programs That Were More Empowering Than Federal Government Programs. *Atlanta Black Star*. http://atlantablackstar.com/2017/05/18/8-black-panther-party-programs-empowering-federal-government-programs/ [READ + WATCH]
- Matthew J. Countryman (2007). Don't Buy Where You Can't Work. In *Up South: Civil Rights and Black Power in Philadelphia.* Pp. 83-119.
- Arnstein, S. R. (1969). A ladder of citizen participation. Journal of the American Institute of planners, 35(4), 216-224.
- Paul Davidoff (1965/2016). Advocacy and Pluralism in Planning. In Fainstein, S. S. and DeFilippis, J. (eds.) *Readings in Planning Theory 4th Edition*. Pp. 427-442.
- Norman Krumholz (1982). A Retrospective View of Equity Planning: Cleveland 1969-1979.

Supplemental
- Lakeland Community Heritage Project, Prince George's County: https://mith.umd.edu/research/lakeland/

9	October 23	**Shifting the scales of planning: Regionalism vs. Localism**
		Some have argued that regions are a better scale than neighborhood or city to fulfill the promises of planning. How does shifting scales shift how we think about problems and interventions in spatial management? What are the trade-offs of thinking about neighborhood and local interventions versus region-wide strategies?
	Initial visual documentation + timeline pin-up	
		Readings
	Mid-semester peer assessment due Oct 30th	- Daniel Christian Wahl (2017). Design and Planning for People in Place: Sir Patrick Geddes (1854–1932) and the Emergence of Ecological Planning, Ecological Design, and Bioregionalism. https://medium.com/@designforsustainability/design-and-planning-for-people-in-place-sir-patrick-geddes-1854-1932-and-the-emergence-of-2efa4886317e
		- Myron Orfield (1998). Metropolitics: A Regional Agenda for Community and Stability (executive summary).
		- Angela Glover Blackwell and Radhika K. Fox. (2004). Regional Equity and Smart Growth: Opportunities for Advancing Social and Economic Justice in America.
		Supplemental Readings
		- Robert Yaro (2012). Metropolitanism: How Metropolitan Planning Has Been Shaped by and Reflected in the Plans of the Regional Plan Association. In *Planning Ideas that Matter.* pp. 153-178.
		- Ansley Erickson (2012). Building Inequality: The Spatial Organization of Schooling in Nashville, TN after Brown. *Journal of Urban History*, *38*(2), 247–270.

10	October 30	**The neoliberal city** Urban governance shifts in the 1970s and 80s, moving to a reliance on privatization, public-private partnerships, and deregulation. What are the main theoretical ideas that drive this policy turn? How are cities, space, and issues of the public interest managed in this context? What is the role of planners? ● John R. Logan and Harvey L. Molotch (1987/2002). The City As Growth Machine. In Fainstein, S. S. and Campbell, S. (eds.) *Readings in Urban Theory*. Oxford: Blackwell Publishing. Pp. 199-238. ● Jason Hackworth (2007). Chapter 1 The Place, Time, and Process of Neoliberal Urbanism AND Chapter 4 The Public-Private Partnership. In *The Neoliberal City: Governance, Ideology, and Development in American Urbanism*. Ithaca: Cornell University Press. Pp. 1-14, 61-78. ● Richard Florida. (2003). Cities and the Creative Class. *City & Community*. pp. 3-19. ● Doug Smith (2018) Business improvement districts are 'anti-homeless,' new UC Berkeley report says. *LA Now* ●
11	November 6 Team meetings with Prof B.	**The unsettled matter of gentrification and displacement** Ruth Glass coined the term "gentrification" in 1969. Since then volumes have been written in academic and popular literature about the process. What are the debates over its definition, catalysts, and impacts? Is gentrification an unmitigated problem? Are there opportunities in the process? ● Loretta Lees, Tom Slater, and Elvin Wyly (2008). Chapters 1-3 in *Gentrification*. pp. 2-126.
12	November 13 Team meetings with Prof B.	**Planning for shrinking cities** Most planning theory thus far assumes that cities are growing or that growth is a desirable and achievable goal. But what about places that are shrinking and experiencing persistent decline? How can planners use their tools in this alternative context? What is still applicable and what loses salience? ● Annegret Hasse, et al. (2014). Conceptualizing Urban Shrinkage. *Environment and Planning A,* vol 46, pp. 1519-1534. ● Dewar, Margaret, Christina Kelly, and Hunter Morrison. 2012. Planning for better, smaller places after population loss: Lessons from Youngstown and Flint. In M. Dewar and J. M. Thomas (eds). City After Abandonment. Philadelphia, PA: University of Pennsylvania Press, pp. 296-316.

		• In-class viewing: *The New Metropolis: Episode 1 A Crack in the Pavement.* • Discussion questions for week!
13	November 20 Team meetings with Prof B.	**Balancing economics, equity, and environment** Planning in the public interest requires addressing economic, environmental, and social issues. What are the approaches to achieving balance across these domains? What are the underlying assumptions that drive these approaches? What are the tensions and challenges inherent in trying to achieve this balance? • Scott Campbell (1996/2016). Green Cities, Growing Cities, Just Cities? Urban Planning and the Contradictions of Sustainable Development. In Fainstein, S. S. and DeFilippis, J. (eds.) *Readings in Planning Theory 4ᵗʰ Edition*. Pp. 215-240. • Julian Agyeman , Robert D. Bullard & Bob Evans. (2002). Exploring the Nexus: Bringing Together Sustainability, Environmental Justice and Equity. *Space and Polity,* vol 6, no. 2. • *This is Smart Growth.* (2006). from Smart Growth Network. • UN Sustainable Development Goals: https://sustainabledevelopment.un.org/index.php?menu=1300
14	November 27	**Focusing on process: Communicative action planning** In more recent years, planning theorists have turned more attention to process. What are the underlying assumptions about space and cities in these approaches? How do they reinforce or shift our understandings of the public interest? What are the limitations of these approaches? • Judith Innes (1995). Planning Theory's Emerging Paradigm: Communicative Action and Interactive Practice. *Journal of Planning Education and Research,* 14(3), 183-189. • Karen Umemoto (2001). Walking in Another's Shoes: Epistemological Challenges in Participatory Planning. *Journal of Planning Education and Research*, *21*(1), 17–31. • Leonie Sandercock (2001). When Strangers Become Neighbors: Managing Cities of Difference. *Planning Theory and Practice*, 1(1), 13-30. • Lisa Schweitzer (2016). Restorative planning ethics: The therapeutic imagination and planning in public institutions. *Planning Theory* 15(2): 130-144.
15	December 4	**New possibilities in planning: Radical planning and beyond** What are other ways of knowing and planning places? How do these ways of knowing challenge our dominant narrative and understanding of

		planning? How can we think about social and racial justice in the context of planning practice? ● Faranak Miraftab (2009). Insurgent Planning: Situating Radical Planning in the Global South. *Planning Theory,* vol 8, no. 1. ● Sandercock, Leonie. (2004). Towards a planning imagination for the 21st century. *Journal of the American Planning Association,* 70, no. 2: 133-141. ● Elizabeth Sweet (2018). Cultural Humility: An Open Door for Planners to Locate Themselves and Decolonize Planning Theory, Education, and Practice. *eJournal of Public Affairs, 7(2).* ● Thomas Abbot, Roxana Aslan, Riley O'Brien, and Nathan Serafin. (2018). Embrace Abolitionist Planning to Fight Trumpism. *Progressive City.* ● Deshonay Dozier (2018). A Response to Abolitionist Planning: There is No Room for "Planners" in the Movement for Abolition. *Progressive City.* ● Lisa Bates, et al. (2018). Race and Spatial Imaginary: Planning Otherwise...*Planning Theory and Practice*, 19(2), 254-288.
16	December 11 Final presentation and report due Final peer assessment due December 14th	**Final presentations**

COURSE POLICIES

Communication

I will post course announcements on our ELMS course page. Please check our course page regularly and make sure your ELMS email settings are such that you receive all notifications. Ensure that the email in the ELMS system is one that you check regularly. All information – including time sensitive information will be sent via email. You are responsible for keeping your email address up to date or for redirecting or forwarding email to another address. Failure to check email, errors in forwarding email, and returned email (from "full mailbox" or "unknown user" errors for example), will not excuse you from missing University announcement, messages, deadlines, etc. Email addresses can be quickly and easily updated at www.my.umd.edu or in-person at the Student Service Counter on the first floor of the Mitchell Building. For technical support for University email: www.helpdesk.umd.edu or call 301-405-1400.

To help ensure your success, please err on the side of over-communication. If you are having trouble completing assignments, confused about readings, need to miss class, etc., please email me so that we can set up a time to work together. I will generally respond to your emails within 48 hours during the week (Monday-Friday), but not on weekends or University holidays. 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.

Attendance and Engagement

Class is our chance to build a learning community, and your consistent presence is important. I will work to create a classroom space for all of your voices and opinions. I expect that each of you will help cultivate a space of mutual respect, civility, active listening, and deep learning. The course will have opportunities to strengthen skills and contribute to class in a number of ways such as: active listening, thoughtful preparation, sharing an idea after a long pause, helping classmates, showing leadership in small groups, attending office hours, and sharing ideas through large group discussion. If you are unsure how to best use your strengths or have any concerns about your engagement, come talk with me so we can work together to ensure that you can use your skills to contribute to our learning community.

Ongoing engagement in class is core part of the experience. It is also a portion of your grade. Whenever feasible, you should contact me in advance if you will miss class. Multiple or prolonged absences, and any absences that prevent attendance at a major scheduled grading event (such as the final presentation) will require written documentation from an appropriate health care provider/organization. You can find the university absence policy here: http://www.president.umd.edu/policies/v100g.html

Late Work and Missed Assignments

As a general rule, late work is not accepted. Detailed instructions for all assignments in this course are provided in advance. You can plan for the unexpected by starting all assignments early. Late or incomplete work can be made up only in serious extenuating circumstances that prohibit working on the assignment (such as death in the family, your debilitating illness or a hospitalization) and with prior arrangement with me. If you enroll in the class at any time during the drop-add period are responsible for all in-class work to date.

Technology

Laptops are discouraged during discussion and activities, but welcome for note-taking or looking at electronic copies of readings during lectures. 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 cell phones should be put on silent (not vibrate) or turned off before coming into class, and should be stored away and out of sight.

Universal Design and Accommodations

I am committed to the principle of universal learning. This means that all spaces of learning – classroom, online, office hours – will be as inclusive as possible.

If you need course adaptations or accommodations due to a disability, please consult Disability Support Services in 0126 Shoemaker Hall to make necessary arrangements. The rules for eligibility and the types of accommodations you may request can be reviewed on the DSS web site: http://www.counseling.umd.edu/DSS/receiving_serv.html.

Religious Observance

The University System of Maryland policy provides that students should not be penalized because of observances of their religious beliefs. Students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances. It is the responsibility of the student to inform the instructor of any intended absences for religious observances in advance. Notice should be provided as soon as possible but no later than the end of the schedule adjustment period. Prior notification is especially important in connection with final exams, since failure to reschedule a final exam before the conclusion of the final examination period may result in loss of credits during the semester. The problem is especially likely to arise when final exams are scheduled on Saturdays.

Academic Integrity

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In the event that the University is closed for an emergency or extended period of time, I will communicate via email regarding schedule adjustments, including rescheduling of examinations and assignments due to inclement weather and campus emergencies.

STUDENT AND ACADEMIC RESOURCES ON CAMPUS (SELECT)

Self-Care

We all have lives that are full -- with school, extracurriculars, work, family, friends, and other obligations. With all of that - especially if you are new to graduate school - it's easy to feel overwhelmed. Remember to take care of your basic needs so you feel your best: get enough sleep, choose healthy foods, get outside, do some exercise, limit your screen time - whatever it may be to keep yourself healthy, balanced, and happy. If you need some help, don't hesitate to ask me or other faculty and use the services listed below.

Support and Counseling Services

Counseling Center   https://www.counseling.umd.edu/ | 301-314-7651

Health Center and Medical Health Services   https://www.health.umd.edu/ | 301-314-8180

University of Maryland Chaplains   http://thestamp.umd.edu/memorial_chapel/chaplains

Accessibility and Disability Services   https://www.counseling.umd.edu/ads/

Office of Civil Rights + Sexual Misconduct   https://ocrsm.umd.edu/ | 301-405-1142

Office of Diversity and Inclusion   https://diversity.umd.edu/

Office of Student Conduct   http://osc.umd.edu/OSC/Default.aspx

Graduate Student Ombuds Office   https://www.gradschool.umd.edu/about-us/ombuds-office

Graduate Student Legal Aid Office   http://umddepartments.orgsync.com/org/gradlegalaid/home

Libraries and Research

McKeldin Library https://www.lib.umd.edu/

Special Collections and University Archives, Hornbake Library https://www.lib.umd.edu/special

School of Architecture, Planning, and Preservation Library - Cynthia Frank, Librarian cfrank@umd.edu https://www.lib.umd.edu/architecture

Graduate Student Writing Center https://www.gradschool.umd.edu/graduate-school-writing-center

English Editing for International Graduate Students https://gradschool.umd.edu/graduate-school-writing-center/english-editing-international-graduate-students

University of Maryland, College Park
Urban Studies and Planning Program
Fall 2018

URSP688L Recent Development in Urban Studies: Planning Technologies

Instructors:

Binbin Peng
(bpeng91@umd.edu)
1219C Preinkert Field House
Office hours: Wednesdays, 3 – 5 pm

Zhenpeng Zou
(zhenpengzouor@gmail.com)
1219B Preinkert Field House
Office hours: Thursdays, 1 – 3 pm

Lectures/Labs: Thursdays 4:00 – 6:40 pm
Location: Architecture Building, Room 0111

Course Description

Technological progress in the last three decades has had tremendous influences on both practice and research in the field of planning. Emerging technologies for communications, computing, and visualization continue to change, on a fundamental level, how we plan, develop, manage, and analyze cities. Digital information systems are routinely applied to help collect, process and analyze data; communicate the impacts of urban development; engage the public; and inform public officials. Planning professionals and urban analysts of all kinds, therefore, are increasingly expected to adopt new technologies in order to effectively work in the field.

Given the ubiquity of Geographic Information Systems in contemporary planning, there will be a major focus on developing analytical and visual GIS skills using ArcGIS software packages. Hands-on experience will be emphasized in this class to help students acquire practical skills and firsthand experience, so that students may apply their skills to assignments and projects in other classes in the program and future work after completing the program. Students are also encouraged to create high-quality products (e.g. ArcGIS online) on the internet through the course work, so that they can include them in a portfolio of technology projects to demonstrate to potential employers.

Topics and technologies to be discussed include the following: map projections and coordination systems, census data analysis, thematic map making, spatial database structure, data input and editing, vector geoprocessing, raster data analysis, spatial analysis, shortest path and network analysis, and geostatistics.

PALS components

What is PALS? This course is part of the PALS program at UMD. PALS (Partnership for Action Learning in Sustainability) is a campus-wide action learning initiative that blends customized coursework, faculty expertise, and student ingenuity to tackle challenges facing Maryland communities. Targeting one community each year, PALS courses allow students to apply classroom concepts and critical thinking skills on sustainably-focused, real-world projects within a community. Administered by the National Center for Smart Growth at the University of Maryland (UMD), the PALS mission is to provide high-quality, low-cost assistance to local governments while creating an active and valuable learning experience for UMD graduate and undergraduate students.

For more information, visit the PALS website: http://smartgrowth.umd.edu/pals.html

URSP688L for the Harford County. This year, PALS starts a partnership with Harford County, MD. This course will offer an introduction to several basic technologies necessary for contemporary planners, as well as the conceptual knowledge to evaluate the utility of various technologies that support the planning process. With a strong emphasis on acquiring practical skills, the course will provide hands-on experience, fundamental concepts, and real-world applications in urban planning technologies. Then students will work with the Harford County on two projects: (1) Creating a visitor map for the county; and (2) Mapping streambank roads and understanding road deterioration. Project (1) will prepare layers of geospatial data to be used by i-School for creating a visitor map app. Project (2) will build data inventory for further in-depth studies on determining factors of streambank road deterioration.

Ultimately, students are expected to apply different combinations of planning technologies that they learned in the class to demonstrate and visualize analytical results from the PALS projects. Students will engage in conversations with County staff throughout the project. They will also identify relevant policy implications based on the analysis results.

PALS covers your travel expenses. Because of the PALS connection, travel in a personal vehicle and meal expenses related to the Harford County are covered by a PALS budget. With the approval of the instructor, students are also able to rent and get reimbursed for a University van for carpools. More information is provided on the PALS website.

Presentations. Some students may be asked to present their work to the Harford County after the end of the semester at a special PALS event.

Interaction with the Harford County staff. The instructor will coordinate interaction between student teams and the county staff as needed or may delegate such coordination to students. Either way, you must respect the county staff's time by consolidating requests for information or live interaction time.

Learning Objectives

- Identify the state of technology integration within planning practice.
- Understand the rationale and advantages for using GIS technologies in planning.

- Gain working understanding of fundamental GIS concepts.

- Experience firsthand usage of a wide range of GIS technologies.

- Obtain ability to spatially think and conduct spatial analysis, using ArcGIS and internet.

- Apply GIS in urban planning and related fields.

Required Text and Workbook

ESRI (Law, M, and Collins, A). 2018. Getting to Know ArcGIS Desktop. Fifth Edition for ArcGIS 10.6. Redlands, California: ESRI Press. ISBN-13: 978-1589485105
ISBN-10: 1589485106

This ESRI publication serves as the main "workbook" for the majority of lab exercises to be completed by students in this class. This book is required, and copies will be available in the university's bookstore.

Additional Reading Materials

Other assigned readings will be distributed in class as handouts.

Software and Other Requirements

We will be using ArcGIS 10.6 during class and this version of the software is available in Architecture labs. Because we are using a classroom in Architecture labs, you will be required to save your work to an external hard drive or flash drive. Please bring a drive to every class. The instructor will make available a One-Year Educational edition of ArcGIS 10.6 for use on personal computers upon request.

* Previous versions of the textbook (e.g. Getting to Know ArcGIS Desktop Fourth Edition) and the ArcGIS software (10.1 – 10.5) may fulfil most tasks of the course. However, the latest version of textbook and software are strongly recommended due to compatibility issues with different versions of ArcGIS.

Requirements and Grading

Labs and assignments   40%
(All the labs in digital copies must be submitted by the due dates; late labs will receive reduced credit.)

Participation   20%
> **Class Discussion:** The class will have both in-class and outside class discussion, which will engage students to have the underlying knowledge, concepts, skills and techniques in different ways: in-class part is crucial since instructors and student can interact directly to have deeper discussions and reinforce the learning process. Outside class part will share and engage the conversation with peers in the class without time and location constraints.

Quizzes: are used to help you reflect on what you have learned for the lecture and make sure you understand the core materials. Quiz review sheets will be provided by the instructor prior to the Quiz dates.

Mini-GIS project   10%

Mini-GIS project is a preparatory part, carries a weight of 10% of your final grade. It is a chance to apply GIS skills learned in this course to collect data of the Harford County that you will use for the final project. The project is intended to further students' understanding of how GIS can be used to analyze a variety of issues and to provide recommendations for the Harford County for further study and action. This project can also advance students' skills in processing and analyzing geospatial data. It is an opportunity for you to get more feedback from the instructors and staff at Harford County, and is intended to be a step toward assembling your final project.

Final Project Presentation and Report   30%

All students are required to conduct a final project that should be a team project with 3 – 4 members. Each team will choose one of the two PALS projects. Each group should use a combination of multiple GIS techniques that you learned from the class. Using a variety of technologies learned from the class, students are required to collect their own data, process and manipulate data, conduct an analysis on issues mainly in the field of urban planning, and create maps to present data. Each team member will work on all aspects of the project, including data collection, assembly, consolidation, spatial analysis, data visualization, and interpretation. Please be prepared to describe in detail the designated roles that each team member will take and how the team will coordinate to accomplish the tasks. Using ArcGIS Online is highly encouraged.

Computing Facilities:

Architecture Computer Resources Center, Architecture Building, Room 0111 (PC lab) and Room 1115 (MAC lab).

Course Outline

(Note: Readings marked by ** are *recommended* but not required.)

1. August 30

    Lecture: Course   Overview;   Introduction   to   GIS

    Exercise: Warm-up exercise (in class)

    Lab #1:   ArcMap basics; make a simple map of DC area (Due September 6)

    Readings: ESRI, chapters 1 – 4

              ESRI. (n.d.). What is GIS. https://www.esri.com/en-us/what-is-gis/overview

              ** Nedovic-Budic, Z. 2000. "Geographic Information Science Implications for Urban and Regional Planning." *Journal of the Urban and Regional Information Systems Association,* Vol. 12, No. 2, pp. 81-93.

2. September 6

    Lecture: Map scale, coordinate systems, projections, and symbols

    Exercise: Projection exercise (in class, due September 13)

    Lab#2:   Map symbols and map projections (ESRI, chapters 3c, 6 & 7) (Due September 13)

    Readings: ESRI, chapters 3c, 6 & 7

              ** Dana, P. H. "Coordinate Systems Overview." *NCGIA Core Curriculum in GIScience*. http://www.csiss.org/learning_resources/content/giscc/giscc_contents.html

3. September 13

    Lecture: Making sense of the census and finding related data Exercise: Using Census data (in class, Due September 20)

    Lab#3:   Use Census data to study urban neighborhoods (Due September 20) Readings: U.S. Census Bureau. "SF3 Technical Documentation".

         http://www.census.gov/prod/cen2000/doc/sf3.pdf

              U.S. Census Bureau. "What Are TIGER/Line Files and How Are They Used? http://www.census.gov/geo/www/tiger/

              U.S. Census Bureau. "Census Questionnaires (2000 and 1990)". http://www.census.gov/dmd/www/2000quest.html

              U.S. Census Bureau. "Frequently Asked Questions". http://www.census.gov/dmd/www/refroom.html

              Tiger file geography http://www.census.gov/geo/maps-data/data/tiger.html

              U.S. Census Bureau. "American Community Survey". http://www.census.gov/acs/www/guidance_for_data_users/guidance_main/ Handbook for ACS data users http://www.census.gov/acs/www/guidance_for_data_users/handbooks/

4. September 20

    Quiz #1

Proposal #1: mini-GIS project proposal (see ELMS for requirements, due on
Oct 11)

Lecture: Classification schemes and thematic mapping

Lab#4:   Making effective maps
(ESRI, chapters 8, 9, & 10) (Due September 27)

PALS: Meeting with Greg Pizzuto, Executive Director of Visit Harford

Readings: ESRI, chapters 8, 9, & 10
Kent, R. B. and R. Klosterman. 2000. "GIS and Mapping: Pitfalls for Planners." *Journal of the American Planning Association*, Spring, Vol. 66, No. 2, pp. 189-198.
Color Brewer 2.0 – Color Advice for cartography http://colorbrewer2.org (click on the links that say "Learn More") Chang, Ch 11: Data Exploration pages 209-228

5. September 27

Lecture: GIS data structure; 3D visualization; discussion of Final project proposal.

Lab#5:   Working with attribute data in GIS (ESRI, chapters 15 – 17)
(Due October 4)
3D analysis (Due October 4)

PALS: Meet Jeff Stratmeyer, Chief Engineer for Public Work at Harford County

Readings: ESRI, chapters 15 – 17
** Jacobson, C. R. "Fundamentals of Data Storage." *NCGIA Core Curriculum in GIScience*. http://www.csiss.org/learning_resources/content/giscc/giscc_contents.html
** Yeung, A. K. "Data Organization and Structure." *NCGIA Core Curriculum in GIScience*. http://www.csiss.org/learning_resources/content/giscc/giscc_contents.html

6. October 4

Quiz #2

Lecture: Data input and editing

Exercise: Geocoding locations of Bank of America (in class, Due October 11)

Lab#6:   Creating and editing data; address-matching (Due October 11)
(ESRI, chapters 12 – 14)

PALS: Team building and brainstorming

Readings: ESRI, chapters 12 – 14 (selected pages/sections used for the lab)
** Huxhold, W. E. *An Introduction to Urban Geographic Information Systems,* chapter 5 ("Geographic Base Files"). New York: Oxford University Press.
** Drummond, W. J. 1995. "Address Matching -- GIS Technology for Mapping Human Activity Patterns." *Journal of the American Planning Association,* Vol. 61, No. 2, pp. 240-251.
Cui, Yue. "A systematic approach to evaluate and validate the spatial accuracy of farmers market locations using multi-geocoding services." *Applied Geography* 41 (2013): 87-95.

7. October 11

Lecture: Spatial analysis using GIS

Lab#7:   Analyzing feature relationships (ESRI, chapters 18 – 19)
        (Due October 18)
PALS: **mini-GIS project proposal (Due) and discussion**
Readings: ESRI, chapters 18 – 19 (selected pages/sections used for the lab)
            ** Batty, M. and Y. Xie. 1994. "Modelling inside GIS. Part 1: Model Structures,
            Exploratory Spatial Data Analysis and Aggregation. *International Journal of
            Geographical Information Systems,* Vol. 8, No. 3, pp. 291-307.
            Camara, G., Monteiro, A.M., Fucks, S.D., and M.S. Carvalho, 2000, "Spatial Analysis
            and GIS: A Primer," n.d.
            [www.dpi.inpe.br/Gilberto/tutorials.spatial_analysis/spatial_analysis_primer.pdf]
            Pratt, Monica, December 2003, "What Do You Want to Know? Beginning Spatial
            Analysis," [www.esri.com/news/arcuser/1003/files/sa101.pdf

8. October 18
    Quiz #3
    Lecture: Path analysis and network applications
    Lab #8:   Network Analysis & Sustainability (Due October 25)
    PALS: Initial data exploration

9. October 25
    PALS: Working session for the PALS project (in class).

10. November 1
    Lecture: GIS models and modeling
    Exercise: GIS models (in class)
    Lab #9:   Making maps on the Internet (Due November 8)
    PALS: **Prepare for mini-GIS presentation (In class, November 8)**

11. November 8

    Lecture: Recent Development in Visualization and ArcGIS Online
    Lab: Final project preparations; students' discussion of project ideas
    PALS: **Mini-GIS presentation (In class)**

12. November 15
    Lecture: Guess Lecturer: James Graham
            GIS and transportation planning
            GIS Manager
            Department of Transportation (DDOT)
    Lab: Final project preparations; students' discussion of project ideas
    PALS: Working session for the final deliverables;

Final Proposal Due on November 20th (Monday).

Academic Integrity

The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit http://www.shc.umd.edu.

CourseEvalUM

Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University as well as to my tenure and promotion process. CourseEvalUM will be open for you to complete your evaluations for fall semester courses beginning in early December. You can go directly to the website (www.courseevalum.umd.edu) to complete your evaluations. I will alert you to the opening date when it becomes available. By completing all of your evaluations each semester, you will have the privilege of accessing the summary reports for thousands of courses online at Testudo

URSP 705 + URSP 706 Summer Community Planning Studio

COURSE SYLLABUS
St. Petersburg Education Abroad 2018 Urban Redevelopment Studio
Summer 2018

ARCH 478P Special Topics in Architecture; Urban Redevelopment Studio (3 credits)
ARCH 678P Advanced Special Topics in Architecture; Urban Redevelopment Studio (3 credits)
ARCH 408S Special Topics – Architecture Design Studio (6 credits*)
ARCH 608S Graduate Special Topics Design Studio (6 credits*)
RDEV 689Y Current Topics in Real Estate Development; Guided Real Estate Development Project (3 credits)
URSP 705 + URSP 706 Summer Community Planning Studio 1 + Summer Community Planning Studio 2 (6 credits*)

Course Meeting Times and Location(s):
The course will be based at St. Petersburg State University in St. Petersburg, Russia from July 8 – August 3. Students enrolled in ARCH 408 or ARCH 608 and URSP 705 + URSP 706 will spend an additional 8 evenings in studio at the School of Architecture, Planning, and Preservation*. See schedule below for detailed information.
http://www.testudo.umd.edu/

UMD FACULTY:
Madlen Simon, Associate Dean for Academic Affairs and Outreach and Associate Professor, Architecture
mgsimon@umd.edu

Tanya Bansal, Assistant Clinical Professor, Real Estate Development Program
tbansal@umd.edu

Margaret McFarland, Guest Instructor, Founding Director, Real Estate Development Program

St. Petersburg Higher School of Economics FACULTY:
Leonid Limonov, Professor, Academic Director, Urban Development and Governance Graduate Program limonov@leontief.ru

St. Petersburg State University of Architecture and Civil Engineering Faculty:
Vladimir Linov, Associate Professor, School of Architecture
vladimir.k.linov@gmail.com

SECTION I - COURSE INFORMATION:
Faculty Office Location and Office Hours:
Faculty will be available by appointment during regularly scheduled studio hours.

Communication Policy:

Course communications will generally be in-person during the Education Abroad program. Cell phones will be used for emergency communications as well as for general communications when the group is not together. Students will be required to provide their cell phone numbers for emergency contact. Faculty will provide cell phone numbers to students and may be reached by text and talk. Procedures for emergency communications will be established and students will be familiarized with these procedures during predeparture orientation. The ELMS Canvas site, ARCH408 Custom, will be used for posting course information and grading (US students only). The GoogleDrive folder will be used for posting course materials and submitting assignments.

Course Communication for Announcements:
Announcements will generally be made during regular studio hours. Students should regularly check email for announcements outside of studio hours. Urgent announcements will be made by text message or phone.

Emergency Protocol:
In case of emergency while abroad in Russia, students and faculty will communicate by cell phones. All students should join the Facebook group MAPP in St. Petersburg. If cell phone service is down, then students and faculty will meet in a designated emergency location, the lobby of your hostel. If the hostel is inaccessible, the alternate emergency location will be the studio classroom. Please use Facebook CheckIn in case of an emergency that shuts down phone communications.

Course Webpage:
ELMS Canvas will be used extensively for some course communications. Although ELMS Canvas is typically used to communicate with students and disseminate course materials, that is not completely feasible in this program that brings together students from University of Maryland and students from two Russian universities that likely do not have access to that online resource. Course materials will be posted on ELMS Canvas and may also be disseminated in person during this Education Abroad course. Grades will be posted on ELMS Canvas.

Required / Recommended Texts / Technology:
Recommended Technology:
- Laptop computers with software specific to student's own discipline(s) for word-processing, spreadsheets, GIS, drawing, modeling, image-processing, and rendering.
- Mobile phones (bring or obtain in Russia) for communicating with Program Director and fellow students while in Russia.
- Camera or smart-phone equipped with camera.
- Studio supplies appropriate to student's discipline(s), including sketchbook and writing/drawing implements for everyone.

Required reading to complete in advance of program:

- Brook, Daniel. *A History of Future Cities*. Norton. 2013. A comparative study of Westernization and modernity in four world cities including St. Petersburg. (see writing assignment)

Required reading during the program:

- Berens, Carol. *Redeveloping Industrial Sites: a guide for architects, planners, and developers.* https://umaryland.on.worldcat.org/search?databaseList=638&queryString=redevelopment+of+industrial+sites#/oclc/540644068 (ebook will be available here on July 1st or soon thereafter)

Recommended reading:

- Kaganov, Grigory, *Images of Space: St. Petersburg in the Visual and Verbal Arts*, March 1997. This book is about the spatial imagination as it has manifested itself in one of the most beautiful and historically important cities in the world. The subject is not the buildings, trees, and rivers of St. Petersburg, but the spaces between them: space as a conceptual interval, not as emptiness. Emptiness and space are not synonyms, the author argues. One way or another, space is formed and shaped into a structure that can be perceived, but emptiness has no distinct articulation or content. Interpreting the unique space of Petersburg since its founding in Russian and Soviet art, this richly illustrated book analyzes the changes of "spatial conception" that were inwardly linked with the development of Russian culture and that manifested themselves in poetry and prose, in architecture and fashion, in interior design and painting.
- Bertaud, Alain, "Socialist Cities without Land Markets", *Journal of Urban Economics*, 41 (1), pages 137-151. 1997. Good, landmark article that explains the current land use pattern in Russia.
- Howland, Marie and Anna Katkhanova, "Post-Soviet Land Privatization and Change in the St. Petersburg Industrial Belt", *Environment and Planning C: Government and Policy*, 18 (3), pp. 271- 283, 2000. Study of shifting land uses in the St. Petersburg Industrial belt.
- Lincoln, Bruce W. *Sunlight at Midnight: St. Petersburg and the Rise of Modern Russia*. Basic Books, 2000. Lincoln Bruce calls his fascinating chronicle a biography of St. Petersburg. Surely, few cities have more deserved such lavish attention. Called "Russia's only door to Europe," the throbbing metropolis has reminded visitors of Venice, Amsterdam, Paris, even London. Indeed, some wag joked that St. Petersburg was unlike any other city because it resembled all of them. But the city Osip Mandelstam called "transparent" possesses a cultural complexity, a history so gnarled and deep that one can advance no theory about it without accepting its opposite. Bruce's story captures the city at its extremes: its imperial opulence and its starving children frozen in the snow. An epic introduction to one of the world's premier cities.

SECTION II – COURSE DESCRIPTION,

GOALS AND EXPECTATIONS

Course Description:

This course will be an interdisciplinary, inter-cultural studio, joining together US and Russian students and faculty with a range of disciplinary backgrounds including architecture, urban planning, real estate development, and historic preservation. Students will collaborate in teams bringing multiple perspectives to the work. The focus of the studio will be the redevelopment of a formerly industrial area to incorporate it into the urban fabric of St. Petersburg.

Industrial area to the north and east of Finlandsky Railway Station. Image from GoogleEarth

This studio project is a real challenge facing the city of St. Petersburg. We anticipate the opportunity to present the studio's proposals to interested city officials.

The studio has 7 different course names and numbers associated with it, but will be taught as one unified studio-format course. Students registering for 3 credits will spend 4 weeks in Russia. Students registering for 6 credits will spend 4 weeks in Russia plus an additional two weeks completing their coursework during evening classes back at the University of Maryland. US students will register for one of the following course options:

ARCH 478S/678S (3 credits) Interdisciplinary studio-format elective course focusing on the issues of urban redevelopment, including site and market analysis, land use planning, urban

design, real estate finance, historic preservation, adaptive reuse, architectural design, and healthy sustainable communities.

ARCH 408/608 (6 credits): Topical architectural design studio with concentration on the issues of urban redevelopment, including site and market analysis, land use planning, urban design, real estate finance, historic preservation, adaptive reuse, architectural design, and healthy sustainable communities (includes additional 2 week post-program component.

RDEV 689Y (3 credits) Interdisciplinary studio-format elective course focusing on the issues of urban redevelopment, including site and market analysis, land use planning, urban design, real estate finance, historic preservation, adaptive reuse, architectural design, and healthy sustainable communities.

URSP 705 (4 credits) Interdisciplinary studio-format elective course focusing on the issues of urban redevelopment, including site and market analysis, land use planning, urban design, real estate finance, historic preservation, adaptive reuse, architectural design, and healthy sustainable communities.

URSP 705 + 706 (6 credits) Planning studio with concentration on the issues of urban redevelopment, including site and market analysis, land use planning, urban design, real estate finance, historic preservation, adaptive reuse, architectural design, and healthy sustainable communities (includes additional 2 week post-program component)

Course Methodology:
This will be a studio course, which students can opt to take for 3 (4 for URSP 705) elective credits for the four weeks in St. Petersburg or, for 6 topical architectural design studio credits with an additional two weeks of study in College Park, following the education abroad component. Students will work in international, interdisciplinary teams in this active learning experience, that will be taught by both US and Russian faculty from various disciplines engaged in the study of the built environment. The international/interdisciplinary format is intended to challenge both US and Russian students' assumptions, to offer a variety of perspectives, to encourage peer-to-peer teaching, and to prepare students for a future in global practice. Students are expected to participate in all scheduled course meetings and other activities, to contribute their own disciplinary expertise to their teams and to the studio as a whole, to bring an open-minded attitude to class, to listen and speak with respect for diverse cultures and viewpoints, and to serve as ambassadors for their country in their interactions both in and out of the classroom.

We will tackle the project in a series of steps:
　　1. Analysis Phase
　　2. District Proposal Phase
　　3. Focus Site Proposal Phase
　　4. Presentation Phase
　　5. Design Development, Report Completion, & Exhibition Phase (for 6-credit courses only, at UMD)

Course Goals / Learning Outcomes:
- Learn about the neo-classical and baroque architecture and urban design of St. Petersburg
- Become familiar with the planning and architecture of the post-revolution and Soviet era city
- Gain awareness of the problems and challenges facing emerging market economies
- Learn about the challenges of historic preservation in a context where the historic city is both extensive and faces tremendous pressure to modernize
- Analyze a specific real-world urban design/planning/preservation/re-development problem in St.Petersburg and generate concepts for addressing the problem
- Gain cultural competencies essential to global practice
- Learn how the various disciplines contribute to the urban redevelopment process
- Form working relationships across borders
- Develop abilities to collaborate on diverse teams
- Enhance oral communication and presentation skills
- Enhance critical thinking and analytical skills

Grading Procedures:
The project will be undertaken in a series of assignments. Each assignment will be graded in order to give students an understanding of their performance at steps along the way. All of the assignments will be completed in teams. Each student will contribute their own disciplinary expertise to the team's work. If issues arise with team collaboration, students should bring them to the instructor's attention promptly so they can advise and assist with negotiating and resolving conflicts. The team coursework will be graded by a group of course instructors from the participating institutions. The process component of the US students' grades will be determined by the two instructors from the University of Maryland.

Grading Criteria:
Critical book review and key points memo and reflection essay will be individual projects. The other projects will be completed in teams and grades will be based upon the team's achievements in relation to the criteria established for each assignment. The plus/minus grading system will be used.

Grade Scale:
The University of Maryland's Grade Scale will be used for all grade calculations. Source: http://faculty.umd.edu/teach/gradevalue.html

LTR Q.P. CRITERIA
A+ 4.0 Denotes mastery of the subject and scholarship that dramatically exceeds expectations. The student or team has met and significantly exceeded all requirements for an A grade.

A 4.0 **Denotes excellent mastery of the subject and outstanding scholarship.** ARCH XXX
Qualifiers: *Outstanding* - The student or team demonstrates outstanding understanding of and

ability to apply the course material. Presentation is extensive, highly detailed, thorough, highly insightful, well-reasoned, extensively documented with outstanding visual/verbal expression. Oral presentation quality is outstandingly professional.

A- 3.7 **Denotes excellent mastery of the subject and outstanding scholarship.** ARCH XXX Qualifiers: *Exceptional* - The student or team demonstrates excellent understanding of and ability to apply the course material. Presentation is extensive, highly detailed, thorough, insightful, welll-reasoned, and visual/verbal expression is excellent. Oral presentation quality is highly professional.

B+ 3.3 **Denotes good mastery of the subject and good scholarship.** ARCH XXX Qualifiers: *Superior -* The student or team demonstrates a superior understanding of and ability to apply the course material. Presentation is thorough, well reasoned, and very well-written and/or crafted. Oral presentation is highly capable.

B 3.0 **Denotes good mastery of the subject and good scholarship.** ARCH XXX Qualifiers: *Good* - The student or team demonstrates good understanding of and ability to apply the course material. Presentation is complete, well-reasoned, and well-written and/or well-crafted. Oral presentation is capable. *(Minimum GPA for Graduates in Major)*

B- 2.7 **Denotes good mastery of the subject and good scholarship.** ARCH XXX Qualifiers: *Average* - The student demonstrates good understanding of and ability to apply the course material. Presentation is reasonably complete, well-reasoned, and/or well-written or well-crafted. *Oral presentation is reasonably capable. (Minimum grade for Graduate Credit)*

C+ 2.3 **Denotes acceptable mastery of the subject.** ARCH XXX Qualifiers: *Suitable* - The student demonstrates acceptable understanding of and ability to apply the course material. Visual/verbal and oral presentation quality is acceptable.

C 2.0 **Denotes acceptable mastery of the subject.** ARCH XXX Qualifiers: *Acceptable* - The student or team demonstrates an acceptable level of understanding of and ability to apply the course material. Presentation covers the relevant material acceptably and verbal/visual expression is acceptable. Oral presentation is acceptable. *(Minimum GPA for Undergraduates in Major).*

C- 1.7 **Denotes acceptable mastery of the subject.** ARCH XXC Qualifiers: *Borderline Acceptable* - The student or team demonstrates a minimal level of understanding or and ability to apply the course material. Presentation covers the relevant material minimally and verbal/visual expression is minimally acceptable. Oral presentation is minimally acceptable. *(Minimum grade for Undergraduate Credit)*

D+ 1.3, D 1.0, F 0.0 **Denotes borderline understanding of the subject, marginal performance, and it does not represent satisfactory progress toward a degree.** ARCH XXX Qualifiers: *Marginal -* The student or team demonstrates some understanding of an ability to apply the

course material. Presentation covers some of the relevant material. Visual/verbal presentation does not meet acceptable standards. Oral presentation is not suitably effective.

F 0.0 **Denotes failure to understand the subject and unsatisfactory performance.** ARCH XXX Qualifiers: *Failing* - The student or team does not demonstrate understanding of and ability to apply the course material. Presentation does not effectively cover the relevant course material. Visual/verbal presentation fails to meet minimal standards. Oral presentation is ineffective.

I INC **Incomplete** -- Due to illness or a family emergency. Incomplete Contract is to be signed by student and instructor.

Final Grading Computation:
Specific grading criteria will be articulated in each assignment, quiz, and examination statement.

4 week course:
Critical Book Review and Key Points Memo 10 points
Team Analysis 25 points
Team District Proposal 25 points
Team Focus Site Proposal 25 points
Presentation 10 points
Reflection Paper 5 points
Final Grade = sum of above 100 points
4 week + 2 week course
Critical Book Review and Key Points Memo 10 points
Team Analysis 25 points
Team District Proposal 25 points
Team Focus Site Proposal 25 points
Presentation 10 points
Reflection Paper 5 points
Schematic design of selected building/adaptive reuse (ARCH students) or Report (URSP) 40 points
Team design and production of exhibit 10 points
Final Grade = sum of above 150 points

Course Schedule:

Pre-departure
- Monday April 23, 6:00 - 7:00pm Pre-departure meeting #1 at UMD
- Friday July 6, 12:00 - Critical Book Review and Key Points Memo due 5pm (upload to Google Drive).

Weekend 1
- Saturday July 7, Departure, spend night on airplane (or individual travel arrangements)
- Sunday July 8, Arrival in St. Petersburg, Arrival Meeting at Pulkovo Airport 1:30-3:30pm, hostel checkin, and on-site orientation

Week 1 – ANALYSIS PHASE
In this phase, students will visit and learn about the site within the context of the city of St. Petersburg. They will work in teams to document and analyze the site and its surrounding context. This will include information about physical conditions, social, and economic factors. Teams will conduct analysis from the multiple perspectives of architecture, planning, and real estate development. Students will prepare text and diagrams to to be incorporated into the final presentation and report. There will be lectures and field trips during this week. The phase will conclude with a presentation and critique of the site analysis, followed by a SWOT analysis to identify strengths, weaknesses, opportunities, and threats in the district.
The team' analysis will be evaluated and graded.

- Monday July 9, 9:00am - 6:00pm (1 hour lunch break)
  - morning: introduction to the course, participants, and project, presentation of site information by Russian students, discussion
  - afternoon: orientation to St. Petersburg, city walk
  - evening: studio dinner, tentative location Khachapuri I Vino http://hachapuriivino.ru/
- Tuesday July 10, 9:00am - 6:00pm (1 hour lunch break)
  - morning: site visit, information-gathering
  - afternoon: site information-gathering and analysis
- Wednesday July 11, 9:00am - 6:00pm (1 hour lunch break)
  - morning: lecture, Development Process in the US, Tanya Bansal; work on site analysis
  - afternoon: lecture, Real Estate Market & Development Process in St. Petersburg, Vladislav Fadeev
- Thursday July 12, 9:00am - 6:00pm (1 hour lunch break)
  - morning: work on analysis
  - afternoon: work on analysis
- Friday July 13, 9:00am - 6:00pm (1 hour lunch break)
  - morning: complete analysis section of report
  - afternoon: analysis due, presentation and critique, SWOT analysis

Weekend 2 – explore St. Petersburg and surroundings in group tours & free time
- Saturday July 14 morning visit to Hermitage Museum at 10am, afternoon free
- Sunday July 15 depart hostel at 9am for 11am tour of Peterhof Palace and Gardens, 4pm return to St.Petersburg by hydrofoil

Week 2 – DISTRICT PHASE
This phase will focus on the creation of a proposal for the planning, urban design, and development of the district. Based upon analysis, student teams will explore options for the physical redevelopment of the district. Teams will create goals and objectives for the new community, broadly considering the identity of the redeveloped district and its connections to surrounding areas and the city as a whole. Team members will bring their expertise to the many factors involved in community development, including land uses, transportation, density, urban

form, public space, sense of place, development costs and process, phasing, sustainability, etc. Teams will consider themes, such as arts and innovation, that have spurred redevelopment of industrial districts around the world. The course text, Redeveloping Industrial Sites: a guide for architects, planners, and developers, along with lectures and exploration of St. Petersburg, will inform this phase of the project. The product of this phase will be a plan, with short-term, medium term, and long-term objectives for redeveloping the site as a mixed-use district. The plan will likely include market-related and demography-related ideas, policies, land use, landscape and urban design concepts, zoning and other regulatory suggestions, and financing ideas and tools. The plan will include drawings and text and may include physical and digital models. The phase will conclude with a presentation and critique of the teams' plans for the district. At the conclusion of the presentation, teams will work together to develop a single, shared plan for the district. The team plans and the single plan will be documented for the report. The team plans will be evaluated and graded.

- Monday July 16, 9:00am - 6:00pm, (1 hour lunch break)
  - morning: lecture/team work session
  - afternoon: lecture/team work session
- Tuesday July 17, 9:00am - 6:00pm, (1 hour lunch break)
  - morning: lecture/team work session
  - afternoon: lecture/team work session
- Wednesday July18, 9:00am - 6:00pm, (1 hour lunch break)
  - morning: lecture/team work session
  - afternoon: lecture/team work session
- Thursday July 19, 9:00am - 6:00pm, (1 hour lunch break)
  - morning: lecture/team work session
  - afternoon: lecture/team work session
- Friday July 20, 9:00am - 6:00pm (1 hour lunch break)
  - morning: district proposals due, presentation and critique
  - afternoon: all-group work session to produce single, shared district plan

Weekend 3
- Friday evening approx.11:00pm Depart St. Petersburg on Red Arrow train, spend night on sleeper train
- Saturday July 21 Arrive Moscow, check in to Matreshka Hotel near Red Square, tour Moscow in group and pairs/small groups, spend night in Moscow
- Sunday July 22 Tour Moscow, depart approx. 7pm on high-speed Sapsan train, spend night in St.Petersburg

Week 3 – FOCUS SITE PHASE
During this phase, each student team will select a focus site and create a proposal for its development. The work product will include detailed physical, market-related, and demography-related ideas, land use, landscape and urban design concepts, streetscapes, zoning and other regulatory suggestions, and financing ideas and tools with detailed pro-forma. These concepts will be presented in the form of drawings, digital and physical models, renderings showing

human experience, diagrams, and text. The phase will culminate with a presentation and critique. Team focus site proposals will be evaluated and graded.

- Monday July 23, 9:00am - 6:00pm, (1 hour lunch break)
  - morning: lecture/team work session
  - afternoon: lecture/team work session
- Tuesday July 24, 9:00am - 6:00pm, (1 hour lunch break)
  - morning: lecture/team work session
  - afternoon: lecture/team work session
- Wednesday July 25, 9:00am - 6:00pm, (1 hour lunch break)
  - morning: lecture/team work session
  - afternoon: lecture/team work session
- Thursday July 26, 9:00am - 6:00pm, (1 hour lunch break)
  - morning: lecture/team work session
  - afternoon: lecture/team work session
- Friday July 27, 9:00am - 6:00pm (1 hour lunch break)
  - morning: lecture/team work session
  - afternoon: focus site assignment due, presentation and critique

Weekend 4
- Saturday July 28 - Sunday July 29, free weekend for exploring St. Petersburg or traveling in Russia (note, Education Abroad requires US students to remain in Russia during the entire duration of the program)

Week 4 – PRESENTATION PHASE
During this phase, student teams will complete the sections of the report that document their work in the first three phases, they will prepare a visual presentation of the work, and they will learn and practice oral presentation skills. The week will culminate in a presentation and critique of the analysis, district proposal, and focus site proposals.

- Monday July 30, 9:00am - 6:00pm (1 hour lunch break)
  - morning: lecture/team work session
  - afternoon: lecture/team work session
- Tuesday July 31, 9:00am - 6:00pm (1 hour lunch break)
  - morning: lecture/team work session
  - afternoon: lecture/team work session
- Wednesday August 1, 9:00am - 6:00pm (1 hour lunch break)
  - morning: lecture/team work session
  - afternoon: lecture/team work session
- Thursday August 2, 9:00am - 6:00pm (1 hour lunch break)
  - morning: work in studio to complete presentation
  - afternoon: presentation to program faculty and guest critics
- Friday August 3, 9:00am - 6:00pm (1 hour lunch break)

- o   morning: presentation to city officials
- o   afternoon: presentation due for evaluation and grading, de-briefing session, farewell dinner, last night in St. Petersburg

Weekend 5
- •   Saturday August 4 return to US, program ends for students in 3 or 4 credit course
- •   Sunday August 5, students in 6 credit course spend night at home in University of Maryland area

Weeks 5 & 6 - **Design Development, Report Completion, & Exhibition Phase** (2 weeks of work at UMD for 6-credit courses only, reflection paper due for all)
During this phase, students enrolled in the architecture studio courses will further develop design proposals and students enrolled in the planning studio will complete the report. Together, students will prepare exhibition materials. The phase will culminate in a presentation and exhibit.
- •   Monday August 6, 7:00pm - 9:30pm at School of Architecture, Planning, & Preservation
- •   Tuesday August 7, 7:00pm - 9:30pm
- •   Wednesday August 8, 7:00pm - 9:30pm
- •   Thursday August 9, 7:00pm - 9:30pm
- •   Friday August 10, 5:00pm, Reflection Paper due (upload to Google Drive)
- •   Monday August 13, 7:00pm - 9:30pm
- •   Tuesday August 14, 7:00pm - 9:30pm
- •   Wednesday August 15, 7:00pm - 9:30pm complete presentation materials and report
- •   Thursday August 16, 7:00pm - 9:30pm, review of student work, coursework due for evaluation and grading, hang exhibit in Linear Gallery
- •   Friday August 17 - Friday September 14, exhibit of student work in Linear Gallery

Post-Program
- •   Monday September 19, 6:00 - 7:00pm exhibit reception showcasing the work of program participants to a School and campus audience

Late and Incomplete Work:
Late work will not be accepted. Students have a responsibility to their team members to complete assigned work on time. Incomplete work will be accepted and grading will reflect degree of completion.

Concerns About Grades:
Students are encouraged to speak to Professors Simon and Bansal whenever they have questions or concerns about grades. If grading errors are brought to our attention, they will be corrected. The faculty are happy to work with students to develop strategies to improve performance and work towards achieving excellent grades.

SECTION III - UNIVERSITY POLICIES AND RESOURCES:
Course Related Policies: http://www.ugst.umd.edu/courserelatedpolicies.html. These policies were developed by the Office of Undergraduate Studies and approved by University of Maryland Senate. You should be aware of these policies as they govern many aspects of this class.

Academic Accommodations for Students Who May Experience Sexual Misconduct
The University of Maryland is committed to providing support and resources, including academic accommodations, for students who experience sexual or relationship violence (as defined by the University's Sexual Misconduct Policy). To report an incident and/or obtain an academic accommodation, contact the Office of Civil Rights and Sexual Misconduct (OCRSM) at 301-405-1142. If you wish to speak confidentially, contact Campus Advocates Respond and Educate (CARE) to Stop Violence at 301-741-3555. Disclosures made to faculty are not confidential and must be reported to the Office of Civil Rights and Sexual Misconduct (OCRSM). For more information visit www.ocrsm.umd.edu.

SECTION IV - COURSE POLICIES AND PROCEDURES:
Attendance:
Students are expected to take full responsibility for their own academic work and progress. Students, to progress satisfactorily, must meet all of the requirements of each course for which they are registered. Students are expected to attend classes regularly. Consistent attendance offers students the most effective opportunity to gain command of course concepts and materials.

In-class participation may be an ongoing requirement and an integral part of the work of some courses. In-class assessments may occur, sometimes without advance notice. The syllabus will specify expectations about in-class participation and its relationship to the final course grade.

Except in cases where in-class participation forms a significant part of the work of the course, attendance should not be used in the computation of grades; assignment of a course grade on some basis other than performance in the course is prohibited by University policy. Recording student attendance is not required of the faculty. (source: University of Maryland Undergraduate Catalogue)

The course policy will be consistent with that stated in the "Syllabus, Attendance, Absences, and Assessment" section of the Undergraduate Catalog. Regular attendance is essential to successful completion of the coursework, because students will work in teams to complete the assignments that make up the project and to present the final products of the course. Students are expected to participate in all scheduled course meetings and field trips except in cases of excused absence. Absence from class makes it impossible for the team to work together to successfully complete the assignments. This failure to successfully complete coursework would adversely affect grades. Unexcused absences may also adversely affect the process component of the student's grade.

Regular attendance and participation in this class is the best way to grasp the concepts and principles being discussed. However, in the event that a class must be missed due to an illness, the policy in this class is as follows:

1. For every medically necessary absence from class or other scheduled course activity, a reasonable effort should be made to notify the instructor in advance of the class. When returning to class, students must bring a note identifying the date of and reason for the absence, and acknowledging that the information in the note is accurate.
2. If a student is absent more than 3 times, the instructor may require documentation signed by a healthcare professional.
3. If a student is absent on days when tests are scheduled or papers are due *[or other such events as specified in the syllabus]* they are required to notify the instructor in advance, and upon returning to class, bring documentation of the illness, signed by a healthcare professional.

Accommodations for religious observances will be made in accordance with University of Maryland policy (see link in box above).

In case of inclement weather that results in campus closing, class will be cancelled.

In lieu of final exams, student performance will be assessed on the basis of assignments and team presentations. Because presentations are done in teams, it will not be possible to reschedule to accommodate a student's absence. In case of excused absence from a presentation, student's grades will be adjusted so that they are not penalized.

Academic / Studio Culture Policy:
Studio culture is an ever-changing presence in architectural education and the profession, and it is important to talk about how greatly it impacts our lives, not only in the classroom or the office, but on a day-to-day basis. (from: *Studio Culture: Stories and Interpretations* A Product of the 2015-2016 AIAS Advocacy Advisory Group) The Architecture Program's Academic/Studio Culture Policy was developed jointly by students and faculty and provides a framework for respectful engagement. Information on policy can be found online at: http://arch.umd.edu/sites/arch.umd.edu/files/attached_files/AStudioCulturePolicy_0.pdf

Retention of Student Work:
University regulations require the professor to retain all examinations for a period not less than one academic year. The School of Architecture does reserve the right to retain certain projects for use in publicity, display, or other official uses such as accreditation. In addition, projects may be retained for archival reasons or in cases of grade disputes. In the event that any student work is retained, faculty members will make every accommodation to permit the student to document that work (photograph or otherwise make reproductions) for use in personal portfolios

IT Resources and Computer Lab Etiquette:
The IT Group Technology Solutions Center (TSC) is a valuable resource for computing related

information and inquiry for all students and faculty of the school. Please direct questions and concerns for IT services and equipment and report any and all service problems/outages to the TSC either in person at their office space or via email at TSC@umd.edu. The Digital Media Lab (DML) upstairs and the Digital Research Lab (DRL) downstairs and the Document Output Center (DOC) are public IT facility areas available to all students that must be shared by all students across the school and maintained in a professional manner through appropriate student conduct for the beneficial use of all. The DOC is a facility provided for the support of academic mission of the school relating to student media input/output. The equipment provided is available for student use of the "pay-for-print" system. Students must prepay for all output in the facility. While quiet and constructive communication between students in the lab is encouraged, visits by other students outside the class during class time are not permitted. Students must respect the work and work space of others at all times. NO FOOD OR DRINK is permitted in the computer labs or IT facilities at any time.

Sustainability:
The University of Maryland and the faculty of Architecture believe that sustainability is a big part of the built environment. We encourage you to adopt sustainable practices during this course. Consider the use of materials, printing/plotting efficiency and the energy consumption of your travel and actions on the broader environment and your personal impact on the built environment. For further information visit the Campus Sustainability at the University of Maryland: http://www.sustainability.umd.edu/

Architecture Student Handbook:
Please also find other important and complementary information you need to familiarize with in the Student Handbook at: http://arch.umd.edu/arch/architecture

SECTION V – STUDIO COURSE POLICIES

Authorship of Work:
All design projects, drawings, models, etc., submitted by students enrolled in architectural design studios must be entirely the product of the individual student. Students may not receive any drawing, model making, etc., assistance from fellow students, students in other stages of the architecture program, spouses, significant others, relatives, friends, acquaintances or employees. Students who fail to meet this requirement will be subject to University policies concerning Academic Dishonesty. Faculty members will define the parameters for group work and team projects in the context of specific projects. Separate guidelines exist for thesis students working in the final stages of project development.

Studio Quality Standards:
Assignments are to be completed on time and with a level of quality that reflects the pre-professional degree program. Late and incomplete work is contrary to the standards of professional practice. Significant due dates and project work product expectations will be outlined in each project statement. Students are responsible for successfully responding to the requirements of each project. In instances where extreme or mitigating circumstances

intervene, students are responsible for notifying the faculty member in charge of this course so that appropriate accommodations might be made. Student work shall be well drawn and crafted. To assist students in meeting this standard, the following seven-point guideline has been established:

1) The project must be complete. You must have performed all aspects of the assignment to the specified level of detail, within the indicated time frame.
2) The project must be in the correct format. This includes specified sheet size, material and media. This also includes all graphic conventions, labeling, and lettering. Never put extraneous graffiti on your drawings or models.
3) The project must be neat and clean. There should be no smudges, extra ink/pencil marks, wrinkled or torn edges, grease stains and / or food marks.
4) The project must be well crafted. This means crisp, clean corners, accurate and error free drawings, as well as a consistent level of detail and graphics.
5) The project must have the appropriate line quality. You should graduate line weights for emphasis and strive for clarity, sharpness and blackness. Keep your pencils sharp and your pens clean.
6) The composition of the graphic presentation must be clear and readable. To be considered readable and clear, your presentation should always be done with the following points in mind:
a) All orthographic views, particularly plan views, should be oriented in the same direction. Convention generally dictates that north be up.
b) Correspondence from drawing to drawing should always be maintained.
Consider the hierarchy of drawings, views and diagrams in conveying your ideas on the basis of importance. This is perhaps the first and most significant distinction between presentation and working drawings.
c) You should use Profile, Value Rendition, Poche, and Mosaic, or other proven techniques to differentiate space from solid form, and circulation from program areas.
7) All submitted projects must demonstrate an accurate and thorough understanding of the theoretical issues covered in this course, as well as an understanding through application of the methods, skills, and material introduced in previous support courses.

Final Reviews / Juries / Critique:
At the conclusion of each project, and at various points throughout the design process, an open forum of criticism will be conducted in order to facilitate studio discourse. Juries are an important part of the learning process. Failure to attend and participate in these sessions will result in an inferior grade. Students will be expected to attend their peers' reviews, take notes, make diagrams, and participate fully in discussions. Appropriate dress (business attire, or business casual attire) is recommended. A longstanding tradition in Architectural Education and Professional Practice, criticism is one of the most important tools an architect uses to rigorously develop a project. Inexperienced students often assume, erroneously, that favorable comments about their work are personal endorsements of them as people (conversely, the same students will also be inclined to assume that unfavorable comments about their work are intended as personal assaults upon their character). These assumptions are gross misunderstandings of the

role of criticism. Criticism is not personal. It is always directed towards the establishment of a critical discussion investigation of the *Why*, *How* and *What* of any problem, and its primary goal is to improve the understanding and quality of design and the design process.

- *Why?* Generally examines the formulation and validity of the beginning Architectural Idea /Concept.
- *How?* Generally examines the Design Process and Methods being employed. (i.e.,appropriateness, consistency, etc.).
- *What?* Generally examines the Specific Product (i.e., architectural form and space, which embodies the architectural idea, and the concerns of architectural principles, formal order, structure, light, sequence/movement, etc.).

The goal of self, peer and faculty criticism is to stimulate and augment your intellectual and professional growth. History has demonstrated that great architects have furthered their development by actively giving and receiving criticism.

Studio Decorum:
1. INJURIES OR ACCIDENTS – should be reported immediately to Campus Security – 405– 3333. If you, or a friend, have been injured do not attempt to go to the student health center alone, either summon help from Campus Security or ask for assistance from a fellow student. Studio first aid boxes are available; be sure to acquaint yourselves with the location and contents of these.
2. Visitors are not permitted in studio during class hours. Strangers in studio should be asked to identify themselves and their business. Generally, this can be accomplished in a friendly and helpful manner. But, should the person in question appear suspicious, you owe it to yourself and your fellow students to notify Campus Security at once, particularly during off hours!
3. When you leave your work area, be sure that all articles of value are either properly secured or removed from the studio. The University assumes no responsibility for theft or vandalism of your personal property. Laptops should be properly secured.
4. Smoking is forbidden in the Architecture Building at all times.
5. The use or possession of alcoholic beverages and/or illegal drugs is strictly forbidden in the building at all times.
6. Radios, CD players, iPods, and other audible devices are to be used in conjunction with headphones at all times. The use of speakers in studio is forbidden at all times.
7. No televisions, DVD Players, etc., are permitted in the studio. Recent studies have confirmed both the personal safety, physical, and intellectual challenges that are associated with multitasking. While in studio, students are encouraged to focus on the tasks at hand. Watching DVDs, YouTube videos, playing digital games, etc., can be detrimental to your performance and distracting to those around you. See: *New York Times*, "The Mediocre Multitasker," (http://www.nytimes.com/2009/08/30/weekinreview/30pennebaker.html?scp=4&sq=multitasking &st=cse) *NPR*, "Multitasking May Not Mean Higher Productivity" (http://www.npr.org/templates/story/story.php?storyId=112334449)
8. Personal desk areas should be kept as neat as possible at all times. Note: you should not

place anything of value on the floor, it is liable to be mistaken for garbage by the cleaning staff. Prior to desk critiques, students should organize their desk areas and provide a seat for their critic.

9. Aerosol paint, glue, or other aerosol media may not be used in or outside the building. Painted models (paint obscures poor craft) are forbidden in ARCH 400.

10. The use of X–Acto knives or similar cutting devices will be conducted with the utmost care for personal safety, university owned furnishings and room finishes. All cutting must be done on surfaces designated expressly for that purpose and provided by the individual student. Used blades should be safely and properly disposed of in the red containers provided throughout the studio area.

URSP 708: Community Planning Studio - Syllabus

Fall Semester 2018

Instructors: Katrina Durbak & Robert Duffy

Introduction

Following nearly three decades of visioning, planning, grass roots advocacy, public discord, political change and legal and financial challenges, the Purple Line is now in the early phases of construction. When completed in 2022, the 16 mile light rail line could be transformative for the Washington metro region, Prince George's and Montgomery Counties and the communities that will be served by its twenty one (21) stations. For the first time, Maryland's Metro rail and bus lines, MARC commuter rail and northeast regional Amtrak lines will have a unique circumferential connection which is projected by 2040 to carry 74,000 passengers daily. Transit Oriented Development (TOD) opportunities will be enhanced along the Purple Line corridor and within close proximity to many of the stations. In addition, the $2.65 billion dollar project will have State and national significance due to the unique public – private partnership that has been formed for project financing, construction, maintenance and management.

While the Purple line will provide many transportation, economic and environmental benefits, further research, planning, community engagement, strategies and public and private investment will be necessary to ensure the project results in a sustainable future for all.   As construction proceeds over the next five years, the State of Maryland, Prince George's and Montgomery Counties, University of Maryland, and the communities served by the Purple Line will have unique opportunities to address collaboratively and proactively. Specifically, those opportunities, some of which can conflict with each other (e.g. 4, 5 and 6) will include:

1. Activate construction management practices and programs to mitigate environmental, neighborhood and business impacts and ensure timely and responsive communication.
2. Expand community outreach and engagement that continues to build trust and relationships with the community both during and after construction.
3. Review and update of plans, policies and zoning to effectively guide growth and change along the corridor and for each station area.
4. Ensure that housing affordability and diversity is a priority for both existing and future residents and that strategies are in place to address potential displacement.
5. Pursue sustainable economic development that includes not only the creation of new jobs and businesses but also retains small businesses.
6. Preserve and embrace the unique cultural, social and economic diversity that defines many of the neighborhoods served by the stations.
7. Provide for walkability and alternative forms of accessibility and connectivity between the stations and the surrounding neighborhoods.
8. Advocate for the highest level of design quality as part of the built and landscape environment of each station and future TOD.

Purple Line Route and Course Study Area

Figure 1 (below) defines the Purple Line route that extends 16.2 miles from Bethesda in Montgomery County to New Carrollton in Prince George's County. The twenty-one (21) Purple Line stations are identified, including connecting Metro, MARC and Amtrak rail service.

**Figure 1: Purple Line Route, Stations and Study Area**
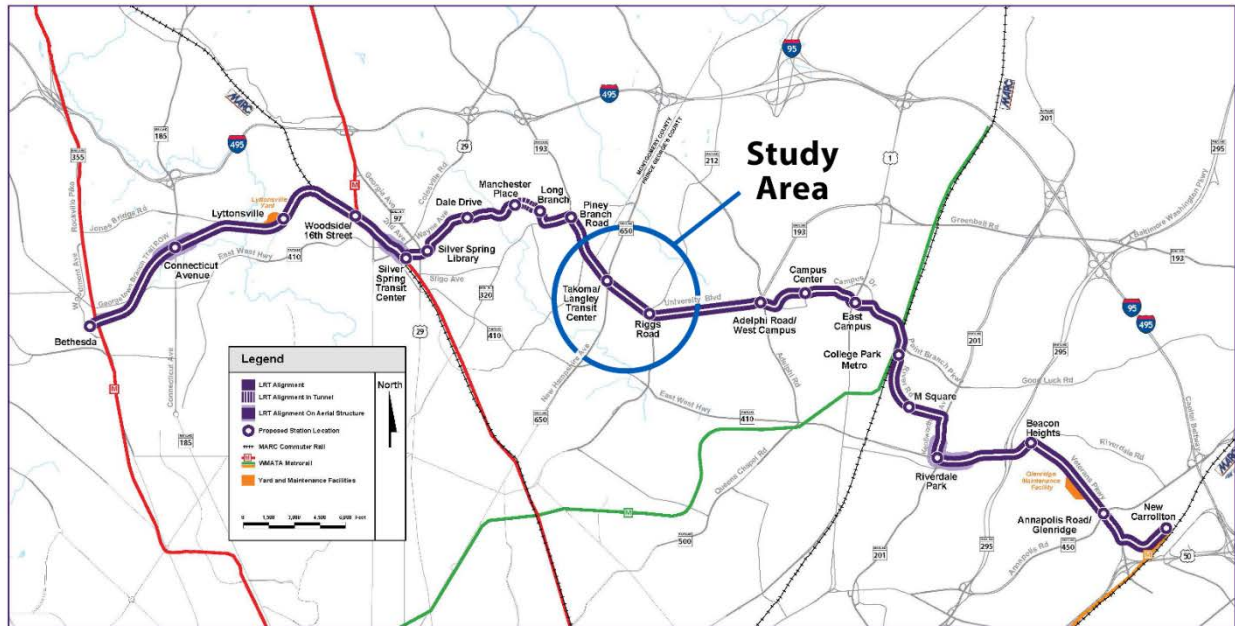
This course will focus on the Purple Line study area along University Boulevard (MD 193) within the unincorporated Langley Park neighborhood of Prince George's County and the incorporated City of Takoma Park within Montgomery County (See Figure 2, Page 3).   In 2009, both counties adopted "Takoma Langley Crossroads" sector plans for their portions of the study area. Two Purple Line stations will serve the Study Area: Takoma – Langley Transit Center station at the intersection of New Hampshire Avenue and University Boulevard; and the Riggs Road station located at the intersection of University Boulevard and Riggs Road. The Purple Line station areas will present major opportunities for course research and planning.

Purple Line Client and Stakeholders

The Purple Line Corridor Coalition (PLCC), through the National Center for Smart Growth (NCSG), will serve as the client for the work completed during this course. Formed in 2013, the PLCC "is an innovative public-private-community collaboration working to leverage transit investment" that will "create opportunities for all who live, work and invest" in the Purple Line corridor. Supported by staff from the National Center for Smart Growth (NCSG), the PLCC plays a unique role as a convener, collaborator, researcher and educator. Students will have the opportunity to both interact with and present their work to staff and representatives of the PLCC.

During the course, students will also have the opportunity to meet and consult with a wide range of public, non-profit, community-based, and private stakeholders. These stakeholders have played key roles in the Purple Line's history, planning, zoning, construction, financing and management. They will include County government planning, transit, housing and economic development authorities, Purple Line advocacy and community partners, and local community and business leaders. Many of these stakeholders will also be invited to attend student presentations to provide valuable feedback. The specific stakeholders that will serve as resources for the class will be identified in week two of the course. The course faculty will facilitate and schedule presentations by and contacts with the stakeholders.

Figure 2: Study Area
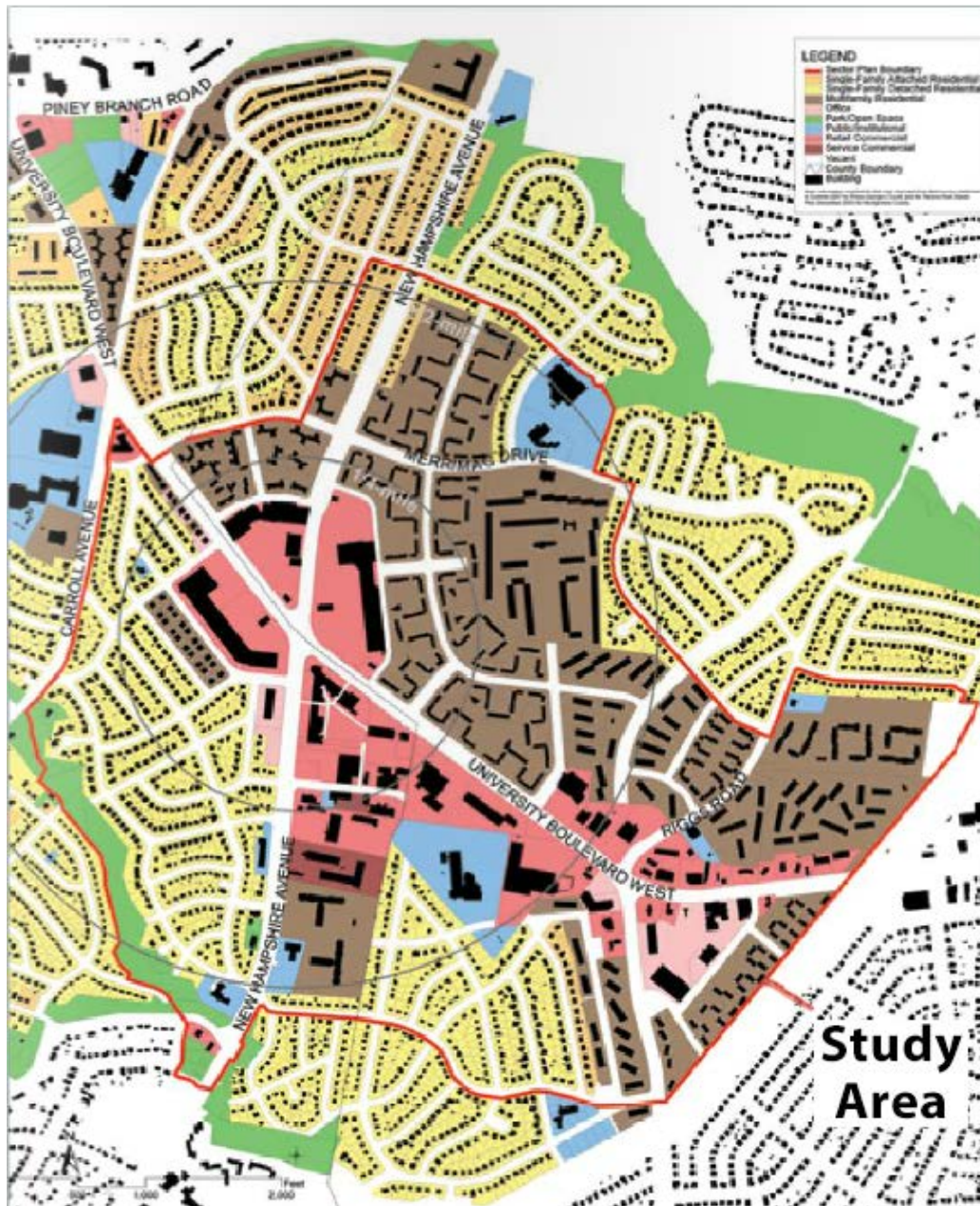
Couse Objectives

This course will provide students with an opportunity to draw on their skills and knowledge of urban planning, developed throughout their studies to date, and apply them to a real-world situation, with the ability to help shape current approaches to local planning and policies. The course will investigate the historical and ongoing issues of the Purple Line development and impacts on the surrounding communities, including specific plans and planning approaches that have been developed. We will engage with local stakeholders and strive to understand the situation and the continuing challenges – the stories, policies, and unintended consequences – that brought us to where we are and that are shaping decisions moving forward.

This course will provide students with a real-world challenge – to dive into issues and deliver constructive and meaningful recommendations within a short time frame – while also creating an opportunity to question the ongoing processes at play. Students will present a final presentation and report to the PLCC, through the NCSG, local stakeholders and decision-makers. Throughout the course, students will be challenged to reflect on decisions and approaches to planning, as well as to question assumptions.

During the course, students will have:

- Learned the basic history of the Purple Line development
- Analyzed data of conditions on the ground and projections of future demographics, land use, housing, transportation, economies
- Critically analyzed comprehensive and sector plans and local planning station area and related efforts
- Worked with a team to produce a robust picture of the situation on the ground, including geospatial data, analysis of local plans, and future projections
- Studied national examples of transit-centered redevelopment, to identify planning efforts, planning and development management tools, specific actions, and drivers that lead to success
- Worked with a team to develop recommendations on a real-world project
- Prepared and delivered professional presentations and a final report to local stakeholders and decision-makers
- Understood different approaches to effective public engagement and participation in the planning process
- Learned the basic concepts and steps of scenario planning

The course deliverable will be a composite report to the PLCC through the NCSG, the client.

Course Schedule

Class meets Tuesdays and Thursday at 7:00-9:00PM

Week	Date	Topics	Assignments
1	T 8/28	Introduction and Overview of course Overview of Purple Line corridor	Review syllabus
	R 8/30	Overview of Study Area and Current Assessment Assignment	
2	T 9/4	Meet with PLCC on Purple Line and Takoma Park – Langley Park Study Area	Current Assessment Assignment
	R 9/6	Case studies; public engagement	
3	T 9/11	Case studies; public engagement	
	R 9/13	Case studies; teams work on assignment	
4	T 9/18	Teams work on assignment	
	R 9/20	Teams work on assignment	
5	T 9/25	Teams work on assignment	
	R 9/27	Teams work on assignment	
6	T 10/2	Teams work on assignment	Take-home Midterm Exam assigned
	R 10/4	Presentation to class	Community Assessment Presentation
7	T 10/9	Presentation to stakeholders	Community Assessment Presentation
	R 10/11	Discuss stakeholder comments; case studies	Take-home Midterm DUE
8	T 10/16	Case studies	Community Assessment Report DUE; Team and self-evaluation DUE
	R 10/18	Scenario planning	Assign Action Strategy Report
9	T 10/23	Scenario planning	
	R 10/25	Teams work on assignment	
10	T 10/30	Teams work on assignment	
	R 11/1	Teams work on assignment	
11	T 11/6	Teams work on assignment	
	R 11/8	Teams work on assignment	
12	T 11/13	Teams work on assignment	Take-home Final Exam assigned
	R 11/15	Presentation to class	Action Strategy Presentation
13	T 11/20	Thanksgiving week	NO CLASS
	R 11/22	THANKSGIVING	NO CLASS
14	T 11/27	Presentation to stakeholders	Action Strategy Presentation
	R 11/29	Discuss comments from stakeholders	
15	T 12/4	Finalize report	Action Strategy Report DUE
	R 12/6	Last day of class	Take-home Final DUE
16	M 12/10		Final compiled report DUE; Team and self-evaluation DUE

Office Hours & Faculty Contact Info.
Course faculty will hold office hours every Thursday evening, directly before class, at 6:00-7:00PM.
Students may also contact faculty via email.

Please use Katrina Durbak as your primary point of contact: kdurbak@umd.edu

Course Requirements, Student Conduct, Assignments, and Grading

Students are required to attend all classes, having completed assignments and assigned readings, prepared to participate. Some classes will provide time for students to work with their teams on group assignments. Students are required to come to class even on days when class time will be devoted to teamwork, unless explicitly stated otherwise. Classes dedicated to teamwork may also include informal presentations between groups to share data, to share findings from interviews with stakeholders, and to discuss aligning recommended actions.

The course will be structured around two main assignments, which will be done in teams. The two assignments will be a Community Assessment and an Action Strategy. The Community Assessment will include analysis of demographic, housing, and economic data as well as urban form, political and financial factors, and past and current plans and processes. The Action Strategy will build on the first assignment and consideration of local context and challenges to develop a set of recommendations for tangible next steps to address needs facing the community within and around the Purple Line Study Area. The student teams will also meet with local stakeholders to help inform their understanding of the local issues and their recommendations. The individual team reports will be compiled together into a final deliverable for the client at the end of the course.

Course faculty will divide the class into teams for each assignment. Each team will work together to prepare their report and presentation. At the end of each assignment, students will have the opportunity to evaluate themselves and each other.

Grades will be determined by the following breakdown.

Assignment	Percentage of Grade
Community Assessment Report & Presentation	40%
Midterm	10%
Action Strategy Report & Presentation	40%
Final	10%

Assignments are due by the beginning of class on the due date. Late assignments lose 5% per day.

For each of the main assignments, 90% of the grade will be based on the team's report and presentation and will therefore be the same for all team members. The remaining 10% of the grade for each student will be based on the evaluation of their team members as well as their self-evaluation.

There is no justification for the presence of cell phones or the interruption of class due to cell phones. Please turn your phones off and keep them out of sight. Please refrain from using your laptop, cell phone, or other electronics to access information unrelated to the course.

If students have disabilities that need to be accommodated or if students should encounter any unforeseen issues, please contact the Course Faculty as soon as possible to help resolve any items.

Students are obliged to adhere to the University of Maryland Code of Student Conduct.

URSP 603 Land Use Planning: Concepts and Techniques

Graduate - Fall 2018 - Mondays 7-9:40PM - ARC #1105
Dr. Marccus D. Hendricks, Ph.D., MPH
Office Hours: By Appointment, ARC #1228, mdh1@umd.edu

Summary

IMAGINE . . . shortly after starting your first job as a professional planner, the planning director calls you into her office. "I want us to create a first class comprehensive plan. It should meet the highest standards of the profession, yet be feasible for us to formulate and implement with our limited resources. We must have the commitment of the city council and all-important stakeholders to the plan when we finish, so that we can implement it; thus the process must be participatory from the start. I want you to tell me in detail how to go about creating such a plan, and then I want you to be in charge of our community effort to do it. Can you do that?"

You reply, "I certainly can. I know what constitutes a good plan. I know the principles of good plan making. I know where to start, and the specific steps to take, the information needs that must be met, the key people to get involved, and how to choose methods to fit our situation. I have the skills to apply what I know and facilitate the creation of the plan as a community-wide process; in fact, I helped create such a plan for a modest sized community as part of my professional graduate education."

That scenario incorporates your objectives in this course. By the end of this course, you should be able to articulate a clear vision of what constitutes an effective local comprehensive plan and be able to describe a range of possible plan formats. You should be able to specify the components of a complete comprehensive planning program, and know where a plan fits into such a program. You should have developed a dependable sense of judgment for assessing the validity, effectiveness, feasibility, strengths and weaknesses of various plan-making methods and plan formats. Most of all, you should have learned how to go about formulating a plan in a professional manner, appropriate to the community context, and should have internalized that knowledge by actually making a plan for a small hypothetical city.

More specifically, we will be learning analysis and syntheses skills; oral, graphic, and written communication skills; skills for working effectively as a member of a planning team and with community stakeholders. We will be learning how to describe and assess existing and emerging community conditions; how to formulate a vision and goals; how to translate projections of economic and population change into their land use implications for land, location, and community services; how to determine the suitability of land and locations for various land uses; how to apply computer technology to specific plan-making tasks such as map presentations, land suitability analyses, and the drawing of plans; how to design a future urban regional form that meets the community's objectives, accommodates the future population and economy, and incorporates community aspirations for a quality of life; and how to outline a development management program that will bring about such a future.

We are emphasizing this cooperative learning and application exercise approach for two reasons. First, the course is aimed at "higher order" skills such as application of methods, evaluation of plans and other products, synthesis of information and values, and creation of plans, rather than mastery of facts or theories. Secondly, public sector planning practice typically involves working in groups to define issues, solve problems, or make plans; this is a good place to begin developing the skills you need for professional practice.

Required Books, etc.

Course website: **elms.umd.edu**
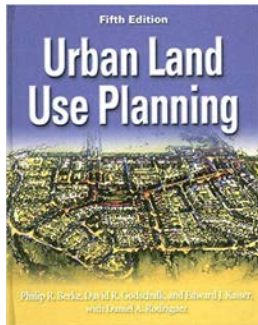
Urban Land Use Planning (ULUP-5)

Philip R. Berke, David R. Godschalk, and Edward J. Kaiser, with Daniel A. Rodriguez

Fifth edition (2006).

ISBN # 978-0252030796

All other readings will be made available through the course elms page (elms.umd.edu); URSP 603; Select "Files".

Evaluation

1. Assignment 1: Vision Statement and Policy Framework (10%)
2. Assignment 2: Area-wide Land Policy Plan (20%)
3. Assignment 3: Community-wide Land Use Design & Illustrative Small Area Plan (20%)
4. Assignment 4: Development Management Plan (10%)
5. Assignment 5: Complete Plan (20%)
6. Participation: Including miscellaneous exercises, general classroom participation, and class-room simulations, such as public hearings (20%)

Attendance/participation: To successfully participate, outside reading must be completed before class. Readings provide the historical and current state of knowledge in this area. Try your best to not miss class. We only meet once a week and the semester is short. When in class, ENGAGE, ASK QUESTIONS, SPEAK UP and PARTICIPATE. Excessive absences will impact final grades.

Grades:

Final Grade Cutoffs									
+	97.00%	+	87.00%	+	77.00%	+	67.00%		
A	94.00%	B	84.00%	C	74.00%	D	64.00%	F	<60.0%
-	90.00%	-	80.00%	-	70.00%	-	60.00%		

Final letter grades are assigned based on the percentage of total assessment points earned. To be fair to everyone I have to establish clear standards and apply them consistently, so please understand that being close to a cutoff is not the same this as making the cut (89.99 ≠ 90.00). It would be unethical to make exceptions for some and not others.

Campus Policies

It is our shared responsibility to know and abide by the University of Maryland's policies that relate to all courses, which include topics like:

- Academic integrity
- Student and instructor conduct
- Accessibility and accommodations
- Attendance and excused absences
- Grades and appeals
- Copyright and intellectual property

Please visit http://www.ugst.umd.edu/courserelatedpolicies.html for the Office of Undergraduate Studies' full list of campus-wide policies, http://apps.gradschool.umd.edu/Catalog/policy.php?the-academic-record for the Graduate School general policies, and follow up with me if you have questions.

Course Policies

Class starts promptly at 7. Be respectful of your classmates and don't interrupt by being late. Please consider graduate school as a job – tardiness reflects poorly on you. Dr. Hendricks must be informed of absences and tardiness. No cheating or plagiarism. Suspected cases will be dealt with through department and university channels.

University of Maryland Disability & Accessibility Policy and Procedures

The University of Maryland is committed to creating and maintaining a welcoming and inclusive educational, working, and living environment for people of all abilities. The University of Maryland is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the University, or be subjected to discrimination. The University of Maryland provides reasonable accommodations to qualified individuals. Reasonable accommodations shall be made in a timely manner and on an individualized and flexible basis. Discrimination against individuals on the grounds of disability is prohibited. The University also strictly prohibits retaliation against persons arising in connection with the assertion of rights under this Policy.

Any student who has a disability that may prevent the fullest expression of abilities should contact me personally as soon as possible so that we can discuss accommodations necessary to ensure full participation and to facilitate the educational opportunity.

Get Some Help!

You are expected to take personal responsibility for you own learning and success. This includes acknowledging when your performance does not match your goals and doing something about it. Everyone can benefit from some expert guidance on time management, note taking, and exam preparation, so I encourage you to consider visiting http://ter.ps/learn and schedule an appointment with an academic coach. Sharpen your communication skills (and improve your grade) by visiting http://ter.ps/writing and schedule an appointment with the campus Writing Center. Finally, if you just need someone to talk to, visit http://www.counseling.umd.edu.

Everything is free because you have already paid for it, and everyone needs help… all you have to do is ask for it.

Schedule

The following schedule is subject to change. Notification will be provided as soon as possible regarding any changes.

The course is divided into six modules:

I.   Conceptualizing a model for land planning
II.   Creating a Community Vision and Policy Framework
III.   Preparing an Area-wide Land Policy Plan
IV.   Creating a Community-wide Urban Land Use Design
V.   Making a Development Management Plan
VI.   Presenting a Plan to the Community, and course summary

Week 1 (8/27)   Intros and Syllabus; Course outline, objectives, and requirements;

Week 2 (9/3)   No Class: Labor Day

PART I: CONCEPTULIZING A MODEL FOR LAND PLANNING

These sessions introduce fundamental concepts that shape a practitioner's model of land use plan making. They include the emerging Smart Growth and Sustainable Development movements and other concepts of good urban form and process; the land planning and development "game"; the evolving intergovernmental context for land use and environmental planning; principles of good plans and concepts of plan formats and participatory plan-making processes; and the purposes served by local government planning programs--intelligence, advance planning, operating the public-private development management system, and problem solving.

Week 3 (9/10)   1. The planning arena and the ecology of land use/ environmental/transportation/infrastructure planning.

2. Visions of Sustainable Urban Form
- ULUP-5, Part 1, "Conceptual Framework for Land Use Planning," including Chapter 1, "Framing the Local Land Use Planning Process," Chapter 2: Shaping Plans through the Sustainability Prism Model."
- Berke, Philip. 2008. "The Evolution of Green Community Planning, Scholarship, and Practice," Journal of the American Planning Association, 74 (4): 393-407.

PART II: CREATING A COMMUNITY VISION AND POLICY FRAMEWORK

This section of the course covers various aspects of formulating a community vision and general policy framework, including (1) eliciting issues and opportunities, (2) community visioning, (3) setting goals and objectives, and (4) formulating land use development and environmental policies linked to the goals and objectives, and then integrating them into a "vision statement" and "policy framework" plan. Students will review and discuss examples of visions, goals and objectives, and policies in a sample of plans. There will be an in-class simulation of a community "issues, opportunities, and visioning" meeting for a community.

Week 4 (9/17)   **3. History and Types of Land Use Plans**
- Kaiser, Edward and David Godschalk. 1995, "Twentieth Century Land Use Planning: A Stalwart Family Tree," Journal of the American Planning Association, 61, 3, 1995, pp. 365-85.
- American Planning Association 2011. "ch.4. Role and Status of the Comprehensive Plan in Sustaining Places, in Sustaining Places: The Role of the Comprehensive Plan American Planning Association - Sustaining Places Task Force Interim Report, pp. 35-43.
- American Planning Association 2011. "ch. 5. Planning Scale and the Vertical Integration of Plans," in Sustaining Places: The Role of the Comprehensive Plan American Planning Association - Sustaining Places Task Force Interim Report, pp. 45-55.

4. Plan Quality Evaluation: What Makes a Good Plan?
- ULUP-5, Chapter 3, "Criteria for evaluating plan quality."
- Ryan, Brent. 2011. Reading Through a Plan: A Visual Interpretation of What Plans Mean and How They Innovate, Journal of the American Planning Association, 7, 4, pp. 309-327.
- Bunnell, Gene and Edward Jepson. 2011. The Effect of Mandated Planning on Plan Quality, Journal of the American Planning Association, 77, 4, pp. 338-353.
- Baer, W. C. (1997). General plan evaluation criteria: An approach to making better plans. Journal of the American Planning Association, 63(3), 329–344.

Week 5 (9/24)   **5. Visioning and Scenario Building: Formulating a Policy Framework**
- ULUP-5, Introduction to Part III, "Overview of Making Land Use Plans," and Chapter 10, "The Plan-making Process," pp. 291-300
- Chakraborty, A and A. McMillan. 2015. Scenario Planning for Urban Planners: A Practitioners Guide, Journal of the American Planning Association, 81.

6. In-Class Exercise: Work on Plan Review (Team and Plan Assignments)

Week 6 (10/1)   **7. Simulated community visioning exercise on "What Do We Want for Our Future?" Instructions will be given ahead of time**

8. Student reviews and discussion of illustrative vision statements, goals and objectives, policies, and other components of verbal policy frameworks in a sample of plans
- Work session for teams; be prepared to discuss draft vision statement/policy frameworks with instructors.

PART III: PREPARING AN AREA-WIDE LAND POLICY PLAN

This section of the course covers methods and techniques for designing a type of land use plan, called a mapped land policy plan or land classification plan. Plans of this type are especially appropriate for counties and multi-county regions, but they are also used by municipalities and could be a part of a scenario planning approach. There will be sessions to learn how to create land use suitability maps and how to draw a land policy map. In Assignment 3, student teams will use those suitability maps and the land classification map drawing approach to formulate a mapped land policy plan for the community. Plans will be presented to a group of officials and citizens at the end of this section of the course.

Week 7 (10/8)   **9. Overview of the process of designing a mapped area-wide land policy plan; determining location and space requirements**
- ULUP-5; Ch. 10, "The Plan-making Process," pp. 300-313 and Ch 11, "The Areawide Land Policy Plan" read the sections on "the overall process, pp. 315-324," "delineating policy districts for urban growth, pp. 334-343" and "bringing it all together, pp. 343-346."
- Tachieva, G. et al. 2010. Sprawl Repair Manual. Ch. 4, "Steps 3-4: Regulatory and Incentive Policy Tools." Washington, D.C.: Island Press, pp. 59-61.

10. Suitability Analysis
- ULUP-5, ch. 6, "Environmental Systems," pp. 177-192.
- Steiner. 2000. The Living Landscape, 2nd Edition. "Suitability Analysis." Ch. 5; pp. 131-159

Due: Assignment 1 – Vision and Policy Framework

Week 8 (10/15) 11. Critical Areas and Regional Open Space
- ULUP-5, Ch 11, section on "Delineating Open Space." pp. 324-333.
- Steiner. 2000. The Living Landscape. "Two Examples of Biophysical Inventory and Analysis," pp. 122-140; "Landscape Plans", pp. 176-186; "Detailed Designs," pp. 219-228.

12. Work session on area-wide land policy plan; each team should be prepared to discuss a mapped draft land policy plan with the instructor.

- Student presentations of area-wide land policy plans to local planning staff and the Mayor's Citizen Task Force. Written report of mapped land policy plan due at the end of class.

Due: Assignment 2 – Area-wide Land Policy Plan

PART IV: CREATING A COMMUNITY-WIDE URBAN LAND USE DESIGN

In contrast to the area-wide (regional scale) land policy plan, the community-wide urban land use/transportation design approach is more explicit in visualizing future urban form and more detailed in specifying locations and calculating space requirements. Each planning team will formulate a land use design for the community.

Week 9 (10/22)   **13. Overview of urban land use design and incorporation of possibly of scenarios; Siting commercial and employment centers and assessing land requirements for them.**

- ULUP-5, review Introduction to Part III and Chapter 10, "The Plan-making Process," pp. 291-300, Chap. 12, "Commercial and Employment Centers."

14. Planning residential habitats and small area plans

- ULUP-5, Chapter 13, "Residential Areas," re-read Chapter 8, "Transportation and Infrastructure Systems."
- Duany, Andres, and Elizabeth Plater-Zyberk, "The Neighborhood, the District, and the Corridor," pp. xvii-xx
- ULUP-5, Chapter 14, "Small-area Plans"

PART V. MAKING A DEVELOPMENT MANAGEMENT PLAN

The development management element is a program of actions to implement the vision statement/policy framework, area-wide land policy plan, and community urban land use/transportation design. We discuss the inclusion of a plan monitoring, evaluation, and updating program. Assignment 5 requires planning teams to formulate a simplified version of a development management program for their plan. It is presented as part of their oral presentation; a draft written version; the final written version is due as part of the overall plan.

Week 10 (10/29)   **15. Development management I: Conceptual Basis**

- *Porter, Douglas. 2008. "ch. 2: The Practice of Growth Management," in Managing Growth in America's Communities, 2nd edition, Washington, D.C.: Island Press, pp. 37-64

- *Bengston, D., J. Fletcher and K. Nelson. 2004. Public Policies for Managing Urban Growth and Protecting Open Space: Policy Instruments and Lessons Learned in the United States, Landscape and Urban Planning, 69, pp. 271-286.
- *Elliot, Donald. 2010. "chs. 2 and 7" in A Better Way to Zone: Ten Principles to Create More Livable Cities. Washington, D.C.: Island Press.
- American Planning Association 2011. "ch. 6. Sustaining the Plan through Implementation," in Sustaining Places: The Role of the Comprehensive Plan American Planning Association - Sustaining Places Task Force Interim Report, pp. 57-64.

16. Work session on land use design; teams should be prepared to discuss their draft land use designs with the instructors.

Week 11 (11/5) 17. Development Management II: Packaging & Framing
- Porter, Douglas. 2007. "chs. 3, 4 and 5," in Managing Growth in America's Communities, Washington, D.C.: Island Press, pp. 65-146.
- ULUP-5, Chapter 15, " Development Management Planning"

18. Development Management III: In-class Presentations
- You may want to assign different members of your team to review the list of references at the end of Chapter 15 in ULUP-5 and review from the list of readings for ideas about various land use management tools.
- Student teams will be assigned to present tools for one of several topics: a) equitable access to affordable housing; b) hazards mitigation; c) protection of open spaces & natural areas; and d) climate change and greenhouse gases.

Due: Assignment 3 – Communitywide Land Use Design Plan and Small Area Plan

Week 12 (11/12) **19. The Legal Context of Land Use Planning Part I –** Guest Lecturer Jeffrey Zyontz

Week 13 (11/19) **20. The Legal Context of Land Use Planning Part II**

Week 14 (11/26) **21. Work session on development management program; teams should be prepared to discuss their draft development management plans and links to land use design and small areas plans.**

- Development Management Plan: Content and implementation
- Review integration of full plan

Due: Assignment 4 – Development Management Plan

Week 15 (12/3)   **Final Presentations**

Week 16 (12/10)   **Course Wrap-up**
- Suggestions for improvements to the course; the final version of each team's complete plan, including the state of the community, vision statement and policy framework, area-wide land policy plan, community land use design, and development management program, is due in class.

Due: Assignment 5 – Complete Plan

University of Maryland at College Park

URSP 606: Economics for Planning and Public Policy

Instructor	**Chengri Ding, Ph.D.**
	Professor
Lecture	*Mondays: 4:00-6:30 PM*
	Arch #1119
Office Hours	*Mondays 1:00--3:00 PM*
Contact	*Ph: 5-6626 email: cding@umd.edu*

Prerequisite: introduction of microeconomics course, or consent of instructor.

Required Text: Arthur O'Sullivan, (2009) *Urban Economics* (7th edition), Irwin McGraw-Hill, New York, NY.

Additional Readings: assigned each week.

Brief Course Descriptions: this course focuses on theoretical and empirical understanding of urban functions, intra-metropolitan location of activities, and role of metropolitan planning in a market economy. It covers conceptual and analytical framework for studying the function and structure of metropolitan areas. It focuses on driving forces behind city growth and urbanization, market mechanism in the determination of land use and development, neighborhood theory on spatial segregation and economic understanding of urban issues (such as poverty) and policy (zoning and smart growth), and megacity phenomenon (issues, challenges and policy responses).

Evaluation:

Final Paper:	60%
Presentations:	15%
Class Participation:	25%
--	
Total:	100%

Class participation is composed of class attendance, active in class discussions, and asking and answering questions. Students are expected to demonstrate their commands of reading materials throughout the course.

Course Outline
Jan. 28
Week 1   Introduction
Course overview

Readings:
- O'Sullivan, Chapter 1

- Handout

Feb. 4
Week 2   **City Existence**

Readings:
- O'Sullivan, Chapters 2 and 3
- Glaeser, E.L., Kallal, H.D., Scheinkman, J.A., Shleifer, A. (1992). "Growth in cities". Journal of Political Economy 100, 1126-1152.
- Glaeser, E., "Are Cities Dying?" J. Econ. Perspectives, Spring 1998.

Feb. 11
Week 3   **Location of Cities**

Readings:
- Krugman, P., Chapter 1, *Geography and Trade,* the MIT press, 1991.

Feb. 18
Week 4   **City Size and City System**

Readings:
- O'Sullivan, Chapter 4
- Shunfeng Song and Kevin Honglin Zhang, Urbanisation and City Size Distribution in China. Urban Studies, Vol. 39, No. 12, 2317–2327, 2002. *http://usj.sagepub.com/content/39/12/2317.full.pdf*

Feb. 25
Week 5   **Urban Growth/Mega Cities**

Readings:
- O'Sullivan, Chapter 5
- BARNEY COHEN, Urban Growth in Developing Countries: A Review of Current Trends and a Caution Regarding Existing Forecasts, World Development Vol. 32, No. 1, pp. 23–51, 2004 http://www.iussp.org/Activities/wgc-urb/cohen.pdf

Submitting two page proposal for the final project

March 4
Week 6   **Land Rent and Urban Land-Use Patterns**

Readings:

- O'Sullivan, Chapters 6 and 7
- Brigham, E.F., the determinants of residential land values, Land Economics, 41: 325-34, 1965.

March 11
Week 7   Urban Spatial Structure

Readings:
- Bertaud, A, 2007, Urbanization in China: land use efficiency issues, http://alainbertaud.com/AB_Files/AB_China_land_use_report_6.pdf.

- Bertaud, A., Malpezzi, S., 2003. The Spatial Distribution of Population in 48 World Cities: Implications for Economies in Transition (http://alain-bertaud.com/AB_Files/Spatia_%20Distribution_of_Pop_%2050_%20Cities.pdf).
- Ding, C., 2009. Policy and Planning Challenges to Promote Efficient Urban Spatial Development During Rapid Transformation in China, *Sustainability* 1, No. 3: 384-408.

March 18-23
Week 8   Spring Break

March 25
Week 9   Project Discussion/Project presentation

April 1
Week 10   Neighborhood Dynamics

Readings:
- O'Sullivan, Chapter 8
- Ding, C., and G. Knaap, 2003, Property Values in Inner City Neighborhoods: The Effects of Homeownership, Housing Investment, and Economic Development, Housing Policy Debate, Vol. 13, Issue 4: 701-28.
- Mieszkowski, P. and E. Mills (1993) "The causes of metropolitan suburbanization," Journal of Economic Perspectives 7(3), 135-47. [e-journal]
- Ding, C. and R. Bingham, 2000, Beyond Edge City: Job Decentralization and Urban Sprawl, Urban Affairs Review, Vol. 35, No. 6, July, 880-898.

April 8
Week 11   Zoning Economics

Readings:

- O'Sullivan, Chapter 9

April 15
Week 12   Urban Housing Economics
Readings:
- O'Sullivan, Chapter 13

April 22
Week 13   Urban Transportation Economics

Readings:
- O'Sullivan, Chapters 10 and 11
- Polzin, S.E. (1999) "Transportation/land-use relationship: public transit's impact on land use," Journal of Urban Planning and Development 125, 135-81. [e-journal]

April 29
Week 14   Local Government Financing
Tiebout Model

Readings:
- O'Sullivan, Chapters 15 and 16
- Tiebout, C., A pure theory of local expenditure,
- Fischel, William A. ZONING AND LAND USE REGULATION, http://encyclo.findlaw.com/2200book.pdf
- Gramlich, E. M and D. L. Rubinfeld, 1982. Micro estimates of public spending demand functions and tests of the Tiebout and median voter hypothesis, Journal of Political Economy, Vol. 90(3), pages 536-60.

May 6
Week 15   Students working on final project

May 13
Week 16   Students Presentations
Final Paper Due

Learning Outcomes:
Through this course, students should be able to critical thinking and reasoning of issues and challenges faced by many megacities around the world and to assess socioeconomic costs and benefits of policy and planning that attempt to address them.

Online materials on self-learning on micro-economics
Utility and Choice
>Videos:
>>Utility and Diminishing Return Marginal Utility:
>>http://www.youtube.com/watch?v=QmV40KLVrMY&feature=related
>>
>>Indifference Curve and Marginal Rate of Substitution:
>>http://www.youtube.com/watch?v=3dw_wjJy1RM&feature=related
>>
>>Budget Constraints and Utility Maximization
>>http://www.youtube.com/watch?v=UyorBbMSu1k&feature=related

Demand and Elasticity
>Videos:
>>Substitution and Income Effects:
>>http://www.youtube.com/watch?v=YZxImVH5gKM&feature=related
>>
>>Price Elasticity:
>>http://www.youtube.com/watch?v=Ui7l2-4k3NY&feature=related
>>http://www.youtube.com/watch?v=P83fQr6GHZs&feature=fvwrel
>>http://www.youtube.com/watch?v=GuZUWXrj5DY&feature=fvwrel

Production and Costs
>Videos:
>>Production Theory: Part 1
>>http://www.youtube.com/watch?v=MAsGhGkckT8&feature=relmfu
>>Production Theory: Part 2
>>http://www.youtube.com/watch?v=A78lu9JDmgo&feature=relmfu
>>Production Theory: Part 3
>>http://www.youtube.com/watch?v=svHs7NtxZD0&feature=relmfu
>>Costs of Production:
>>http://www.youtube.com/watch?v=4X9THnt9ooU&feature=related

Profit Maximization and Supply
>Videos:
>>Profit Maximization:
>>http://www.youtube.com/watch?v=devjsF8shrU&feature=related

Course Policies

Academic Accommodations
If you have a documented disability, you should contact Disability Support Services 0126 Shoemaker Hall. The rules for eligibility and the types of accommodations a student may request can be reviewed on the DSS web site at

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Religious Observances
The University System of Maryland policy provides that students should not be penalized because of observances of their religious beliefs, students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances. It is the responsibility of the student to inform the instructor of any intended absences for religious observances in advance. Notice should be provided as soon as possible but no later than the end of the schedule adjustment period. Faculty should further remind students that prior notification is especially important in connection with final exams, since failure to reschedule a final exam before the conclusion of the final examination period may result in loss of credits during the semester.

Academic integrity
The University of Maryland has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism.   For more information, please visit http://www.studenthonorcouncil.umd.edu/whatis.html

Copyright Notice
You should know that "class lectures and other materials are copyrighted and that they may not be reproduced for anything other than personal use without written permission."

Course Evaluations
Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University. You can go directly to the website (www.courseevalum.umd.edu) to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing the summary reports for thousands of courses online at Testudo.

Regular and punctual attendance. The material you learn in this course will come from material you read, from information provided by the instructor, and from other students in the class; for that reason, your attendance and participation will have a direct effect on your work and, ultimately, your grade. If you miss class for any reasons, it will be your responsibility to find out what you missed and how you can make up the work. Your participation grade and the quality of your work will suffer if you miss class. You are also expected to arrive on time; if you are late, you will disrupt class, and your participation grade will again suffer.

Unexcused, or "Discretionary" Absences: discretionary absences should be viewed not as "free days" but as days you may need to deal with emergencies. You may miss two full weeks of class without substantial penalty—you will, however, lose participation and attendance points for those missed classes. For *each* unexcused absence after two weeks, your final grade will be lowered by one full letter grade.

Excused Absences: The University excuses absences for certain reasons (illness, representing the University at certain events, religious observance, and the death of an immediate family member), provided the cause of absence is appropriately documented.

Documentation Requirements to Justify an Excused Absence for Illness:
   The University's policy is to excuse class absences that result from a student's own illness. The procedure and documentation required for an illness to be an excused absence differs depending on the frequency of the absence.

   FOR A SINGLE CLASS MEETING MISSED: If you miss only one class meeting for illness, you may submit a self-signed note to the instructor (that is, a note from a health care provider is not required for a single class missed, and the Health Center will not provide written excuses for a single absence). Each note must also contain an acknowledgment by the student that the information provided is true and correct (in this way, it must follow the Code of Student Conduct or may result in disciplinary action). <u>HOWEVER, such documentation will NOT be honored as an excused absence if the absence coincides with a Major Scheduled Grading Event, such as an assignment due date.</u>   If you know you will miss class, make an effort to make arrangements in advance. Also, your documentation must be presented to the instructor **upon returning to class**.

   FOR MULTIPLE BUT NON-CONSECUTIVE MEETINGS MISSED: If you will miss more than one class meeting for a medical concern, but these will not be consecutive, you should provide documentation from a health care provider upon returning to class after the first of these absences that details future dates to be missed OR provide a note from a doctor that states specific dates missed (the note must state specific dates, rather than broadly name a time frame; that is, for example, documentation must say the student missed class on 9/12, 9/16 and 9/20 for a medical concern, rather than saying the student may have missed class repeatedly between 9/11-9/21).

   FOR MULTIPLE CONSECUTIVE (more than one in a row) MEETINGS MISSED **OR** AN ABSENCE INVOLVING A MAJOR GRADING EVENT: If you will have a prolonged absence (meaning more than one absence for the same illness) you are required to provide written documentation of the illness from the Health Center or from an outside health care provider **upon returning to class**. In cases where written verification is provided, the Health Center or outside health care provider shall verify dates of treatment and indicate the time frame that the student was unable to meet academic responsibilities. No diagnostic information need be provided on this note.

   Absence due to participation in a University Event: If your absence is not due to an illness but is, rather, due to your participation in an official University event, **you must provide documentation for this absence prior to the absence; the documentation should be an official form from the University.**

Participation -- You are expected to be prepared for class and to participate in class discussions, to be able to respond to questions posed to you, to have drafts when they are due and to do in-class writing. Your active participation will contribute to your final grade.

URSP 606: Final Project

Development of Sustainable Urban Transport for Sustainable Urban Growth
Case Studies for Institutional Factor

Guidelines

Sustainable urban growth is a central theme in contemporary metropolitan studies while sustainable urban transport is a critical element in promoting sustainable urban growth. As urban congestion is skyrocketing in many metropolitan areas, urban public transport becomes increasingly important.

Promoting the ridership of public transport is an effective way to deal with rising urban congestion, as motorization grows along with economy growth. In the world, there are mega-cities in which public transit ridership remains (relatively) high, particularly in developed countries. Those cities include New York, Tokyo, Seoul, Hong Kong, Singapore etc. There are cities like Atlanta that are predominately auto-dependent and widely viewed to be unsustainable.

Students are required to select metropolitan areas and to answer the following questions:

1) What are trends of non-motor ridership (particularly public ridership---bus and metro)?

2) What are factors that produce high non-motor ridership? Factors include exiting development patterns (urban spatial structure that will be discussed in the classes), and policies and planning that reflect the vision and choices of leadership about the future?

3) What are actions taken to promote high ridership of non-motorization? In order words, what are concrete measures in implementation of the policies and planning to promote high ridership of non-motorization?

A group project made of two students is expected. Each group is expected to pick two cities: one with high public transit ridership and the other with low ridership. City comparison in an international context is highly recommended (a team can select one USA city and one non-USA city or both non-USA cities, or both non-USA cities).

Final paper is at least 30 page long in text only (double space, times new roman font with font size of 12), excluding tables, figures, maps and references, and title page. Final papers should

be organized and written in a professional way, in which full citation and references should be fully recognized.

Final project can be conducted by individual student or a group of no more than two students. A group project should demonstrate double workload compared to individual final paper. Student presentation will be used to determine grades group projects.

Submission:

Please submit final papers (paper copy) along with electric version, as well as PPT presentations (only electric version).

The final paper should be submitted before the deadline. Any delay in submission may cause grade deduction. Oral presentations are required and failure to do so will result in the 50% reduction of final project grade, which may lead to failure of the course.

Evaluation:

The final paper is graded on the following criteria:

- Does and to what extent the final paper answer the questions expected (see above)?
- Effort level, indicated by the information/data collection, material reviewed, and length of paper
- Writing and organization of the paper

URSP 673: 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

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:

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

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?

3. *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?

4. *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?

5. *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.

<u>Course Policies, Procedures, and Expectations</u>

<u>Paper and Presentation Formatting & Tips</u>: 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!

<u>Group Work</u>: 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.

<u>Class Correspondence</u>: 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.jpo.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.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/. 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.

> Medoff, Peter and Holly Sklar, *Streets of Hope: The Fall and Rise of an Urban Neighborhood*, Boston: South End Press, 1994.

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 1nd: History and Concepts

　　O'Connor, Alice. "Swimming against the Tide: A Brief History of Federal Policy in Poor Communities."

　　In *The Community Development Reader*, edited by James DeFilippis and Susan Saegert. New York: Routledge, 2008. 9-27

　　Kingsley, G. Thomas, Joseph B. McNeely, and James O. Gibson. *Community Building: Coming of Age*. Baltimore and Washington: The Development Training Institute and the Urban Institute, 1997. Chapters 1 (Context and Convergence) and 2 (Themes of the New Community Building), 15-45.

　　Medoff, Peter and Holly Sklar. *Streets of Hope: The Fall and Rise of an Urban Neighborhood*. Boston: South End Press, 1994. Introduction and Chapter 1 (Remembering), 1-36

　　Lemann, Nicholas. "The Myth of Community Development." *The New York Times*. January 9, 1994. http://www.nytimes.com/1994/01/09/magazine/the-myth-of-community-development.html

Monday, February 8th: The Role of CBOs, Community Capacity, and Social Capital

　　Rubin, Herbert J. *Renewing Hope within Neighborhoods of Despair: The Community Development Field*. Albany: SUNY Press, 2000. Chapter 1 (Working in the Niche: The Community-Based Development Model), 1-20

　　Chaskin, Robert J. "Building Community Capacity: A Definitional Framework and Case Studies from a Comprehensive Community Initiative." *Urban Affairs Review* 36, no. 3 (2001): 291-323

　　Warren, Mark R., J. Phillip Thompson, and Susan Saegert. "The Role of Social Capital in Combating Poverty." In *Social Capital and Poor Communities*, edited by Susan Saegert, J. Phillip Thompson, and Mark R. Warren. New York: Russell Sage Foundation, 2001. 1-28

DeFilippis, James. "The Myth of Social Capital in Community Development." *Housing Policy Debate* 12, no. 4 (2001): 781-806

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

<u>Monday, February 15: Fieldtrip</u>

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

<u>Monday, February 22rd: Finding and Building upon a Community's Assets</u>

Kubisch, et al. "Strengthening the Capacities and Connections of Community Residents" and "Strengthening the Capacities and Connections of Community Institutions." In *Voices From the Field II: Reflections on Comprehensive Community Change*, edited by Anne C. Kubish, Patricia Auspos, Prudence Brown, Robert Chaskin, Karen Fullbright-Anderson, and Ralph Hamilton

Washington D.C.: Aspen Institute Roundtable on Comprehensive Community Initiatives for Children and Families, 2002. 34-60.

McKnight, John L. and John P. Kretzmann. "Mapping Community Capacity." In *Community Organizing and Community Building for Health*, second edition, edited by Meredith Minkler. New Brunswick: Rutgers University Press, 2012. 171-186.

Medoff, Peter and Holly Sklar. *Streets of Hope: The Fall and Rise of an Urban Neighborhood.* Boston: South End Press, 1994. Chapter 2 (Creating the Dudley Street Neighborhood Initiative), 37-66.

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

<u>Monday, February 29th: Community Organizing and Empowerment</u>

Rubin, Herbert J. and Irene S. Rubin. *Community Organizing and Development,* fourth edition. 2007. Chapter 10 (Activists, Organizers, and Social Change Professionals) 171-191.

Briggs, Xavier de Souza. "Organizing Stakeholders, Building Movement, Setting the Agenda." Strategy Tool #4, Community Problem Solving, 2003.

Bobo, Kim, Jackie Kendall, and Steve Max. *Organizing for Social Change*, third edition. Washington: Seven Locks Press, 2001. Chapter 11 (Developing Leadership), 118-127.

Medoff, Peter and Holly Sklar. *Streets of Hope: The Fall and Rise of an Urban Neighborhood*. Boston: South End Press, 1994. Chapter 3 (Don't Dump on Us: Organizing the Neighborhood), 67-88.

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

Medoff, Peter and Holly Sklar. *Streets of Hope: The Fall and Rise of an Urban Neighborhood*. Boston: South End Press, 1994. Chapter 4 (Planning an Urban Village), 89-114.

Briggs, Xavier de Souza. "Planning Together: How (and How Not) to Engage Stakeholders in Charting a Course." Strategy Tool #2, Community Problem Solving, 2003.

Quick, Kathryn S. and Martha S. Feldman. "Distinguishing Participation and Inclusion," *Journal of Planning Education and Research,* 31, no. 3 (2011): 272-290.

Video: *Brooklyn Matters*, New Day Films*,* 82:00, 2007.

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 Part Monday, March 14th: Spring Break

No class. Have a wonderful break!

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

Medoff, Peter and Holly Sklar. *Streets of Hope: The Fall and Rise of an Urban Neighborhood*. Boston: South End Press, 1994. Chapter 5 (Controlling the Land through Eminent Domain), 115-144.

Briggs, Xavier de Souza. "Perfect Fit or Shotgun Marriage?: Understanding The Power and Pitfalls in Partnerships." Strategy Tool #1, Community Problem Solving, 2003nerships and Leveraging Outside Resources

Medoff, Peter and Holly Sklar. *Streets of Hope: The Fall and Rise of an Urban Neighborhood*. Boston: South End Press, 1994. Chapter 5 (Controlling the Land through Eminent Domain), 115-144.

Briggs, Xavier de Souza. "Perfect Fit or Shotgun Marriage?: Understanding The Power and Pitfalls in Partnerships." Strategy Tool #1, Community Problem Solving, 2003

Kubisch, et al. "Strengthening the System of Supports" and "Strengthening the Connections between Communities and External Resources" In *Voices From the Field II: Reflections on Comprehensive Community Change*, edited by Anne C. Kubish, Patricia Auspos, Prudence Brown, Robert Chaskin, Karen Fullbright-Anderson, and Ralph Hamilton. Washington D.C.: Aspen Institute Roundtable on Comprehensive Community Initiatives for Children and Families, 2002. 61-99.

Dewar, Tom. "Aligning with Outside Resources and Power and Responses" In *Voices From the Field III: Lessons and Challenges from Two Decades of Community Change Efforts*, edited by Anne C. Kubish, Patricia Auspos, Prudence Brown, and Tom Dewar. Washington D.C.: Aspen Institute Roundtable on Community Change, 2010. 77-94.

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

Rossi, Peter H. "Evaluating Community Development Programs: Problems and Prospects." In *Urban Problems and Community Development*. Edited by Ronald F. Ferguson and William T. Dickens. Washington D.C.: Brookings Institution Press, 2011. 521-559.

Connell, James P. and Anne C. Kubisch. "Applying a Theory of Change Approach to the Evaluation of Comprehensive Community Initiatives: Progress, Prospects, and Problems." In *New Approaches to Evaluating Community Initiatives: Volume 2: Theory, Measurement and Analysis*, edited by Karen Fulbright-Anderson, Anne C. Kubisch, and James P. Connell. Washington: Aspen Institute, 1998. 15-44.

Coombe, Chris. "Participatory Evaluation: Building Community While Assessing Change." In *Community Organizing and Community Building for Health*. Edited by Meredith Minkler. New Brunswick: Rutgers University Press, 2005. 368-385.

Baum, Howell S. "How Should We Evaluate Community Initiatives?" *Journal of the*

American Planning Association, *67*, no. 2 (2001): 147-158.

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

Medoff, Peter and Holly Sklar. *Streets of Hope: The Fall and Rise of an Urban Neighborhood*. Boston: South End Press, 1994. Chapter 6 (Land and Housing Development: The Triangle and Beyond), 145-168.

Macedo, Joceli. "Housing and Community Planning." In *An Introduction to Community Development*, edited by Rhonda Phillips and Robert H. Pittman. New York, NY: Routledge, 2009. 249-265.

LaPrade, Melvin and Patricia Auspos. "Improving a Neighborhood's Residential Environment: Pathways to Physical and Social Change." In *Community change: Theories, practice, and evidence,* edited by Karen Fulbright-Anderson and Patricia Auspos. Washington D.C.: Aspen Institute Roundtable on Community Change, 2006. 141 – 194.

Julian, Elizabeth K. "Fair Housing and Community Development: Time to Come Together." *Ind. L. Rev.* 41 (2008): 555-574.

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

Medoff, Peter and Holly Sklar. *Streets of Hope: The Fall and Rise of an Urban Neighborhood*. Boston: South End Press, 1994. Chapter 7 (Holistic Development: Human, Economic, Environmental), pp. 169-202.

Blakely, Edward J., and Nancey G. Leigh. "The Local Economic Development Planning Process." *Planning Local Economic Development: Theory and Practice*. Fifth edition. Newbury Park: Sage Publications, 2013.

Cordero-Guzmán, Hector and Patricia Auspos. "Community Economic Development and Community Change." In *Community change: Theories, practice, and evidence,* edited by Karen Fulbright-Anderson and Patricia Auspos. Washington D.C.: Aspen Institute Roundtable on Community Change, 2006. 195 – 268.

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

Medoff, Peter and Holly Sklar. *Streets of Hope: The Fall and Rise of an Urban Neighborhood*. Boston: South End Press, 1994. Chapter 8 (The Power of Youth), 203-244.

Jehl, Jeanne, Martin J. Blank, and Barbara McCloud. "Education and Community Building: Connecting Two Worlds." Institute for Educational Leadership, 2001.

Gambone, Michelle A. "Community Action and Youth Development: What Can Be Done and How Can We Measure Progress?" In *Community change: Theories, practice, and evidence,* edited by Karen Fulbright-Anderson and Patricia Auspos. Washington D.C.: Aspen Institute Roundtable on Community Change, 2006. 269 – 322.

Vidal, Avis. "Faith-based Organizations in Community Development." Washington D.C.: Urban Institute Press, 2001.

Check out the following website: Harlem Children's Zone ([www.hcz.org). Browse](www.hcz.org) 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

Wheeler, Stephen, "Sustainability in Community Development" In *An Introduction to Community Development*, edited by Rhonda Phillips and Robert H. Pittman. New York, NY: Routledge, 2009. 339-351.

Green, Gary Paul and Anna Haines. *Asset Building & Community Development*. 4th edition. Thousand Oaks: Sage Publications, 2015. Chapters 14 and 15.

Film: Kennedy, Scott H. "The Garden." 2008. Watch it on the ELMS modules.

Film: Carter, Majora "Greening the Ghetto," *TED video,*18:36, February, 2006. View the talk at http://www.ted.com/talks/majora_carter_s_tale_of_urban_renewal?language=en

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

Grengs, Joe. "Community-Based Planning as a Source of Political Change: The Transit Equity Movement of Los Angeles' Bus Riders Union." *Journal of the American Planning Association 68,* no. 2 (2002): 165-78.

Schuck, Amie M. and Dennis P. Rosenbaum. "Promoting Safe and Healthy Neighborhoods: What Research Tells Us about Intervention." In *Community change: Theories, practice, and evidence,* edited by Karen Fulbright-Anderson and Patricia Auspos. Washington D.C.: Aspen Institute Roundtable on Community Change, 2006. 61 – 140.

Pollack, Stephanie, Barry Bluestone, and Chase Billingham. "Maintaining Diversity in America's Transit-rich Neighborhoods: Tools for Equitable Neighborhood Change." Dukakis Center for 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

Medoff, Peter and Holly Sklar. *Streets of Hope: The Fall and Rise of an Urban Neighborhood.* Boston: South End Press, 1994. Chapter 9 (Pathfinders), 245-288

Kubisch, Anne C. "Lessons to Improve the Design and Implementation of Community Change Efforts." In *Voices From the Field III: Lessons and Challenges from Two Decades of Community Change Efforts*, edited by Anne C. Kubish, Patricia Auspos, Prudence Brown, and Tom Dewar. Washington D.C.: Aspen Institute Roundtable on Community Change, 2010. 120-137.

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

URSP 688Z: Planning and Design in the Multicultural Metropolis

"Shared City" Mural, Belfast, Ireland (Source: http://underagreysky.com/)

Instructor: Willow S. Lung-Amam, Ph.D.
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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 difference, 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 non-U.S. examples. 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, fostering spaces that meet the needs and preferences of different racial, ethnic, and cultural groups, and promote social and economic 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 questions do increasing immigration and the co-mingling of residents of various social classes and cultures raise for 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 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. And in the final section, we will theorize just cities and students will present their own visions for how we can achieve more just urban futures.

Course Objectives

By the end of the semester, students should:

- Be familiar with trends and forces reshaping 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 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 and 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 looks 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

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

Participation: 20%
Course journal: 10%
Reading analysis: 15%
Walking tour reflection: 10%
Gentrification position paper: 20%
Just city presentation and paper: 25%
Max extra credit: 5%

Please check ELMS under each assignment for 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 difficult and sometimes personal questions, it is important that students have a safe space to reflect outside of the classroom. Please keep a handwritten or digital journal for this class in a Word file or in a physical notebook. This journal is meant to give you a chance to chance to reflect on ideas 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, and any questions, issues, or concerns that 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 ideas and course materials, activities and discussions. You may write in your journal at any time, however, you are 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 and the prompt for your first journal entry on September 5th. Any journal entries beyond the required six may be counted towards extra credit, according to the terms outlined below. While there is no specified length for a journal entry, a two to three paragraph reflection is typical. Course journals should be upload onto ELMS for midterm grading with at least three entries by October 10th at 4:00pm, and for final grading with at least six entries by **December 5th 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, seven- to 10-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 not summarize the material, but rather analyze their main arguments and methods, and try to find connected themes among the materials. The students should also introduce a relevant project or example that provides contemporary or historical context to the issues being discussed in the readings. For instance, on the week about gentrification, students' may elect to talk about a neighborhood that has successfully combatted residential or commercial displacement through the adoption of a community benefits agreement, inclusionary zoning, or other tools. Finally, the student(s) should pose no more than three questions for the class to discuss. Good questions are those that try to punch holes in the main ideas, methods, or conclusion, make connections among various readings and themes of the course, and extend the author's main concepts into the real world. Students should present **no more than five slides**. A good model is three slides to analyze the readings/movies based on their connected themes, one slide to introduce your relevant project or example, and one slide for class discussion questions. Students should post a copy of their presentation in ELMS under the assignment tab by **Wednesday at 4:00pm of the week that they presenting**, bring a copy of their presentation to class, and be prepared to introduce their

analysis to help launch our discussion. Sign-up sheets will be passed around in class.

Walking Tour Reflection: During the week of September 12th students are 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 of diverse groups' presence that you see in these communities? What are some of the ways in which the built environment and local community have responded 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 observe? Take notes about 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 below. 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 and are 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, write a **three to five-page individual reflection** including pictures on what you saw and what it tells you about the needs and desires of neighborhood residents, and social inequality within and across neighborhoods. In what ways did planners, designers, and policy makers respond or fail to respond to the needs of residents? What other forces have affect the kinds of inequalities in the built environment as well as adaptation that you observe? How do different social identities influence one's experiences of different urban places? Include reference to the readings, when appropriate. Upload your reflection on ELMS under the appropriate assignment tab by **4:00pm on Wednesday, September 19th**.

Gentrification Position Paper: For this assignment, students should analyze arguments about the "help or harm" of gentrification, and one issue related to the debate. For the first part of the paper, you should engage the following questions: 1) How do you define gentrification? Is 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) In what ways do you agree/disagree with those that suggest that there are "benefits" to gentrification and in what ways to 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 negative impacts 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 do processes of gentrification negatively or positively affect the issue?; and 2) What are some policy or planning strategies that can mitigate some of the harmful effects and/or maximize the benefits of gentrification related to your issue? This part of the paper offers you the opportunity to dig into an issue that is interesting to you, such as biking, sense of community, affordable housing, neighborhood diversity, segregation, small businesses, transit-oriented development, school equity, or food justice. The more specific the issue, the more successful you will be in finding potential policy and planning-

related solutions.

This project requires students to go beyond the class materials to do original research on the issue area that you choose. You must **cite at least two sources outside course material** in your paper. Feel free to come talk to me about resources and the issue 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 experiences with gentrification as a form of knowledge that can help to inform your argument. Your final product should be a **10 to 12-page paper** that makes a compelling argument about what gentrification is, how it impacts communities, and how to address its harms and/or maximize its benefits for those most heavily impacted. 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 24th at 4:00pm**.

Just City Paper and Presentation: This is a chance for you to synthesize what the materials in this class have meant to your own future practice, research, and/or personal and professional life. 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 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 are to 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 that you think are most important. Alternatively, you could express your ideas about spatial justice through a non-visual medium like a song, poem, or action—you may volunteer for an organization, write a play, or present your ideas in a public forum, such as a TedxUMD. Your medium should meaningfully express the ways that 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, the important qualities of the space that make it just, and at least one policy or planning action that would help to support your 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 12th at midnight**. Please also compose a **five to seven-page written paper** that engages the same questions, using the formatting guidelines discussed below. The paper should further explain the concepts that you discuss in your presentation, and make reference to class materials and/or discussion, as appropriate. All papers are should be posted on ELMS by **December 12th 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 sparked by the class to extend your learning. 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; 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 come to talk to me. The event notices posted in the course calendar will count as extra credit. To receive credit, you must write a reflection of **no more than two pages** describing the activity, its relationship to the course themes, and what you learned from it that extended your personal or professional knowledge and goals. Write ups must be posted on ELMS by **Wednesday, December 12th at midnight**. 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) cite appropriate (even images); and 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 the sheet 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 also available 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 materials, but please email me to notify me 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 syllabus 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 prior arrangements have been made, 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, taking notes, or other course-related activities. 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 or other electronics in the classroom. All non-computer electronics 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 can be directly accessed online, as indicated in the course calendar. All students should have completed assigned readings 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:

Sandercock, Leonie. *Cosmopolis II: Mongrel Cities of the 21st Century*. Continuum International Publishing Group, 2003. ISBN: 9780826464637

Lung-Amam, Willow. *Trespassers?: Asian Americans and the Battle for Suburbia.* University of California

Press, 2017. ISBN: 9780520293908

<u>Required films</u>: Unless otherwise indicated, all required films will be on reserve for viewing at Hornbake Library's Nonprint Media Services Desk and will be available for streaming on ELMS 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 and post any new readings on ELMS at least one week before class.

<u>August 29: Course Introduction and Overview</u>

   In this session, students will receive a preview to the semester and get to know each other.

<u>September 5: Of Race and Urban Space</u>

   Lipsitz, George. "The Possessive Investment in Whiteness" (Chapter 1). In *The Possessive Investment in Whiteness: How White People Profit from Identity Politics.* Temple University Press, 2006.

   Lipsitz, George. "The Racialization of Space and the Spatialization of Race: Theorizing the Hidden Architecture of Landscape." *Landscape Journal* 26, 1 (2007): 10-23.

   "Interview with john a. powell." Edited transcript. For *Race: The Power of Illusion.* California Newsreel, 2003.

   Watch on your Own: Adelman, Larry, Exec. Prod. "The House We Live In." Series Three in *Race: The Power of Illusion.* California Newsreel, 2003. This film is available UMD's digital media lab. While on campus and logged into the network, you may access it via the following link at any time: https://digital.lib.umd.edu/video?autostart=true&pid=umd:291523. To watch while off-campus, you must install Cisco's Virtual Private Network (VPN), to allow the Office of Information Technology (OIT) network to authenticate your computer. Further information about VPN and how to download and install it can be found on OIT's website https://www.itsc.umd.edu/.

   Required journal entry: Please reflect on the following questions: "What is the place that you call home? How might issues of race, class, and immigration have helped to construct this place socially and spatially and your relationship to it?"

   Event notice: Prosperity Summit. September 5-7, 2018. Washington, DC. https://prosperitynow.org/events/2018-prosperity-summit

Part I: The Emerging Multicultural Metropolis

<u>September 12: The Emerging Multicultural Metropolis in DC and Beyond</u>

"Overview", "Race and Ethnicity" (Chapter 2 / William Frey), "Immigration" (Chapter 3 / Audrey Singer) and "Income and Poverty" (Chapter 8 / Elizabeth Kneebone and Emily Garr). In "State of Metropolitan America: On the Front Lines of Demographic Transformation 2010." Report published by the Brookings Institution, Metropolitan Policy Program, 2010.

Price, Marie and Audrey Singer. "Edge Gateways: Immigrants, Suburbs, and the Politics of Reception in Metropolitan Washington" (Chapter 6). In Audrey Singer et al., eds. *Twenty-First Century Gateways: Immigrant Incorporation in Suburban America*, 137-168. Brookings Institution Press, 2008.

Assignment: Take self-guided walking tours of Langley Park and Wheaton

Event notice: "Lexington Market Walking Tour." September 15, 2018, 10:30-noon. Baltimore, MD. RSVP Required by August, 31st to achen@umd.edu.

September 19: Cities of Difference and the Politics of Reception

Sandercock, Leonie. "Introduction: A Love Song to Our Mongrel Cities" (Chapter 1) and "Mongrel Cities: How Can We Live Together?" (Chapter 4). In *Cosmopolis II: Mongrel Cities of the 21st Century.* Continuum International Publishing Group, 2003.

Harwood, Stacey, and Sang Lee. "Immigrant-friendly Community Plans: Rustbelt Efforts to Attract and Retain Immigrants." In Burayidi, Michael A, ed., *Cities and the Politics of Difference: Multiculturalism and Diversity in Urban Planning* (2015): 236-262.

Misra, Tanvi. "Adapting 'Sanctuary Cities' to the Trump Era." *CityLab.* March 15, 2017.

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 26: Segregating the City

Fullilove, Mindy. Introduction, and Chapters 1-4 (pp. 3-107). In *Root Shock: How Tearing Up City Neighborhoods Hurts America, and What We Can Do About It.* A One World, 2004.

Jackson, Kenneth T. "Federal Subsidy and the Suburban Dream: How Washington Changed the American Housing Market." (Chapter 11). In *Crabgrass Frontier: The Suburbanization of the United States.* Oxford University Press, 1985.

Watch on your Own: Freidrichs, Chad, Dir. *The Pruitt-Igoe Myth.* Unicorn Stencil, 2011.

Event notice: "Shifting the Landscape: Black Architects and Planners, 1968 to Now." Smithsonian National Museum of African American History and Culture. September 27-29, 2018. https://nmaahc.si.edu/shifting-landscape-black-architects-and-planners-1968-now

October 3: Ongoing Causes and Consequences of Segregation

Massey, Douglas S. and Denton, Nancy A. "The Continuing Causes of Segregation" (Chapter 4). In *American Apartied: Segregation and the Making of the Underclass.* Harvard University Press, 1993.

Desmond, Matthew. "Prologue" "Rat Hole" (Chapter 6) and "Out" (Part Two). In *Eviction: Poverty and Profit in the American City.* New York: Crown Publishers, 2016.

Rothstein, Richard. (2014) "The Making of Ferguson: Public Policies at the Root of its Troubles," Washington, DC: Economic Policy Institute.

Badger, Emily "The Long, Painful and Repetitive History of how Baltimore became Baltimore." *The Washington Post.* April 29, 2015.

Event notice: "Evicted." National Building Museum. April 14, 2018-May 19, 2019. https://www.nbm.org/exhibition/evicted/. Book talk and signing, September 13, 2018, from 6:30-8pm.

Event notice: "Creative Placemaking National Summit." October 5-7, 2018. University of Maryland, College Park. Themes related to equitable development and neighborhood change. https://www.cplsummit.org/national

October 10: Promoting Access to Opportunity

Orfield, Myron. "Metropolitics: A Regional Agenda for Community and Stability." *Forum for Social Economics,* 28, 2: 33-49. Springer, 1999.

Goetz, Edward G. "Sustainable Fair Housing? Reconciling the Spatial Goals of Fair Housing and Sustainable Development in the Obama Administration." In James DeFilippis, ed. *Urban Policy in the Time of Obama,* pp. 246-258.. University of Minnesota Press, 2016.

Briggs, Xavier de Souza. "Politics and Policy: Changing the Geography of Opportunity" (Chapter 14). In Xavier de Souza Briggs, ed. *The Geography of Opportunity: Race and Housing Choice in Metropolitan America,* Brookings Institution Press, 2005.

Capps, Kriston. "Ben Carson is a YIMBY Now and Everything's Confusing." *CityLab.* August 14, 2018 https://www.citylab.com/equity/2018/08/ben-carsons-new-argument-against-fair-housing-rules-its-about-nimbys/567449/

Assignment Due: Midterm course journal.

October 17: Gentrification and Its Discontents

Slater, Tom. "The Eviction of Critical Perspectives from Gentrification Research." *International Journal of Urban and Regional Research* 30, 4 (2006): 737-757.

Hyra, Derek. "Black Branding" (Chapter 4), and "Linking Processes of Political and Cultural Displacement" (Chapter 6). In *Race, Class and Politics in the Cappuccino City.* University of Chicago Press, 2017.

Howell, Kathryn. "'It's Complicated…': Long-Term Residents and their Relationships to Gentrification in Washington, DC". In Hyra, Derek and Prince, Sabiyha, eds. *Capital Dilemma: Growth and Inequality in Washington, D.C,* 255-278. Taylor and Francis, 2015.

Freeman, Lance. "Five myths about gentrification." *The Washington Post,* June 3, 2016.

Watch on your Own: Anderson, Kelly, Dir. *My Brooklyn.* 2012.

Event notice: "Intentionally Black, Intentionally Digital." October 18-20, 2018. University of Maryland, College Park. Sessions related to space, place, migration and movement. https://aadhum.umd.edu/conference/

October 24: The Neoliberal City and the Privatization of Public Space

Davis, Mike. "Fortress Los Angeles: The Militarization of Urban Space." In Michael Sorkin, ed. *Variations on a Theme Park: Scenes from the New American City,* 154-180. Hill and Wang, 1992.

Low, Setha M. "The Edge and the Center: Gated Communities and the Discourse of Urban Fear." *American Anthropologist* 103, 1 (2001): 45-58.

Banerjee, Tridib. "The Future of Public Space: Beyond Invented Streets and Reinvented Places." *Journal of the American Planning Association* 67, 1 (2001): 9-24.

Assignment Due: Gentrification position paper.

October 31: Race and Privilege in the Making of Urban Landscapes

Lung-Amam, Willow. *Trespassers?: Asian Americans and the Battle for Suburbia.* University of California Press, 2017. *Required Chapters*: Introduction, Chapter 3: "Mainstreaming the Asian Mall," Chapter 4: "That 'Monster House is my Home'," Conclusion. Other chapters are optional.

Optional Reading: Duncan, James and Nancy Duncan. "Aesthetics, Abjection, and White Privilege in Suburban New York." In Schein, Richard ed. *Landscape and Race in the United States,* 157-185. Routledge, 2006.

Happy Halloween! Dress in your best costume and bring in some tricks or treats.

Event notice: "(anti)Blackness in the American Metropolis." November 2-3, 2018. Baltimore, MD. https://blackgeographies.org/2018/08/22/urban-geography-seminar-nov-2-3/

November 7: Towards Environmental Justice

Bullard, Robert D. "Environmentalism and Social Justice" (Chapter 1). In *Dumping in Dixie: Race, Class, and Environmental Quality* (Third Edition). Boulder, CO: Westview Press, 2000.

Agyeman, Julian, and Tom Evans. "Toward Just Sustainability in Urban Communities: Building Equity Rights with Sustainable Solutions." *The Annals of the American Academy of Political and Social Science* 590, 1 (2003): 35-53.

Hill, Marc Lamont. "Preface" and "Emergency" (Chapter 6). In *Nobody:* Casualties of America's War on the Vulnerable, from Ferguson to Flint and Beyond. Atria Books, 2016.

Access online: Robertson, Campbell and Richard Fausset. "10 Years after Katrina." *The New York Times.* August 26, 2015. https://www.nytimes.com/interactive/2015/08/26/us/ten-years-after-katrina.html

Watch In Class: Lessin, Tia and Carl Deal, Dirs. *Trouble the Water.* Zeitgeist Films, 2008.

Guest Lecturer: TBD

Part III: Making a Space for Difference in City Planning and Design

November 14: Designing Equitable and Inclusive Cities and Neighborhoods

Talen, Emily. "Design that Enables Diversity: The Complications of a Planning Ideal." *Journal of Planning Literature,* 20, 3 (2016): 233-249.

Day, Kristen. "New Urbanism and the Challenges of Designing for Diversity." *Journal of Planning Education and Research* 23 (2003): 83-95.

Putnam, Robert D. "E Pluribus Unum: Diversity and Community in the Twenty-first Century." *Scandinavian Political Studies* 30, 2 (2007): 137-174.

Watch on Your Own: Bezalel, Ronit, Dir. *70 Acres in Chicago.* 2016.

November 21: No Class. Happy Turkey Day!

November 28: Urban Planning Processes and Politics

Sandercock, Leonie. "Who Knows?: Exploring Planning Knowledges" (Chapter 3). In *Cosmopolis II: Mongrel Cities of the 21st Century.* Continuum International Publishing Group, 2003.

Qadeer, Mohammed A. "Pluralistic Planning for Multicultural Cities." *Journal of the American Planning Association* 63, 4 (1997): 481-494

Harwood, Stacy Anne. 2005. "Struggling to Embrace Difference in Land-Use Decision Making in Multicultural Communities." *Planning Practice and Research* 20 (4): 355-371.

Watch on your Own: Kennedy, Scott Hamilton. *The Garden.* Black Valley Films, 2009.

December 5: Towards a Just and Diverse Urban Future

Fainstein, Susan. "Cities and Diversity: Should We Want It? Can We Plan for It?" *Urban Affairs Review* 41, 1 (2005): 3-19.

Young, Iris Marion. "City Life and Difference" (Chapter 8). In *Justice and the Politics Difference.* Princeton University Press, 1990.

Sandercock, Leonie. "City Songlines: A Planning Imagination for the 21st Century" (Chapter 9). In *Cosmopolis II: Mongrel Cities of the 21st Century.* Continuum International Publishing Group, 2003.

Assignment Due: Final course journal

December 12: 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 justice scholar. I want to develop students' skills, creativity, and courage to act as socially and environmentally responsible citizens, stewards, and leaders to build more equitable 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 urban poverty, food insecurity, and other twenty-first century challenges are complex problems that require that we work with others respectively and responsibility. This means that sometimes we will have to take charge to get things done, and at 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 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 and need opportunities to confront hard questions and apply new ideas with people beyond your peer group. Interacting with 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 courses.

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 sixth year as Assistant Professor at the University of Maryland, College Park in the Urban Studies and Planning Program. I also serve 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 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 urban inequality and diversity, social planning, and community development. I also serve as Affiliate Faculty at American University's Metropolitan Policy Center and at the University of Maryland's Consortium on Race, Gender, and Ethnicity, Department of American Studies, Asian American Studies Program, and Historic Preservation Program 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 (13 and 8), an avid gardener, and lover of fiction, long walks in Rock Creek Park, zumba and yoga. Washington, DC is the first city that I fell in love with and a place that I am proud call home.

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