

Community Engaged Design
Urban Planning 692, Lec 003
Spring 2018
Wednesday, 9:00-11:40 am, AUP Room 183
Syllabus Prepared by Krisann Rehbein (rehbeink@uwm.edu)
Office hours: By appointment

“Community engagement” or, seeking the collaboration, input and opinions of people impacted by design decisions, is becoming a regular part of planning practice. This course is designed to give you tools to creatively engage residents in the active participation of city design. It starts with the assumption that to involve a broad range of citizen in planning, we need to democratize the language of design, use tools that help us share knowledge, and honor the unique expertise of residents.

Throughout the course, we will focus on specific tools that can be utilized with residents and clients. We will test them out, discuss them and modify as needed to meet different audience needs. We’ll consider the “stakeholders” of various projects. We’ll examine how change happens in cities and neighborhoods and the constellation of people making that change.

Part of the curriculum is based on a seven week, in-depth immersion into urban planning and analysis conducted with high school interns last summer. Created by Krisann Rehbein of the Building City Lab, the program was part of the City of Milwaukee Department of City Development Commercial Corridor Team’s community engagement strategy. Throughout the summer program, participants learned what makes a great neighborhood, how to analyze a street, and create revitalization strategies.

With extensive fieldwork, including tours, architectural analysis, and resident interviews, six high school students created a comprehensive, five-point strategy for commercial corridor revitalization from a youth perspective. The Department of City Development plans to continue the youth engagement program this summer. It is the intent that two students from this class could have the opportunity to work for the summer to facilitate the program.

This course relies heavily on your creativity. It is not reading or homework intensive, but requires that work be done collectively, during class and discussed thoughtfully. The focus of this course is on more grassroots approaches to engagement. We may have the opportunity to explore various survey tools and think about ways to communicate to a broad audience. However, the majority of the activities are focused on a more hands-on, in person approach.

Grading:

Classroom participation = 30%

Observation + documentation = 10%

Map activity adaptation = 20%

Master plan community engagement strategy = 40%

When you finish this course, you should be able to:

- Think critically and examine the forces that impact neighborhood change over time.
- Analyze the stakeholders of a given area.
- Teach others how to look at and analyze the built environment.
- Inspire others to imagine what is possible in their cities and neighborhoods.
- Use maps as a tool for generating ideas and opinions about the built environment.
- Create a thoughtful and comprehensive strategy for engaging stakeholders in the urban planning process.

Core assignments:

Observation + Documentation:

Many weeks, you'll be asked to document a condition in the built environment, document and discuss with the class. This will account for 10% of your grade.

Mapping/model engagement tool:

Working with maps and models is an engagement tool used by many creative practitioners. You'll be assigned a specific target audience, in terms of age and basic demographics and goals, and create a way to use either maps or 3-dimensional models to foster meaningful participation and information sharing. This will account for 20% of your grade.

Area Plan engagement strategy:

The City of Milwaukee Department of City Development is our partner for the final project. They have long-range area plans for the entire city, divided by region. Planners from the City seek input from residents and stakeholders as part of this long-range planning process.

The North Fondy Area Plan was published in 2004. Since that time, many changes - both positive and negative - have taken place in that community. This plan was done before the financial and real estate collapse of 2007-08. In recent years, pockets of redevelopment have sparked along the main commercial corridors: North Avenue and Fond du Lac.

As a class, we'll familiarize ourselves with the neighborhood, and current Area Plan. We'll hear from City of Milwaukee Planning Manager, Vanessa Kostner, about the goals the city has for long-range municipal planning. Finally, we'll partner with Senior Planners Monica Waugh and Kyle Gast to create a community-engagement strategy for the planning effort.

[This is a class exercise, and the City planners will review your final ideas. There is no expectation that they will use our community engagement strategy, however, they are open to our ideas.]

Week 1: January 24th

Welcome! Community engagement: the “how” and the “why”

Week 2: January 31st

Considering the “ideal” neighborhood

Week 3: February 7th

Learning from arts + culture: place-based arts engagement

Guest speaker: Adam Carr

Week 4: February 14th

Land use mapping as a tool (Field work if weather permits)

Week 5: February 21

Identifying Stakeholders + Finding true leaders

Week 6: February 28th

Goals of planning + engagement

Guest Speaker: Vanessa Kostner: Planning Manager, City of Milwaukee

Week 7: March 7th

Maps as engagement tools

Week 8: March 14th

Guided observations + Field work

Week 9: March 21st UWM SPRING BREAK

Week 10: March 28th

Ownership Matters

Week 11: April 4th

Welcome to North Fondy

Week 12: April 11th

North Fondy 2004 plan

Week 13: April 18th

Field work: walking North Fondy

Week 14: April 25th

Field work

Week 15: May 2nd

Field work

Week 16: May 9th LAST DAY OF CLASS

Final Presentations

ADDITIONAL INFORMATION:

Academic conduct The University, as an instrument of learning, is predicated on the existence of an environment of integrity. Faculty have the primary responsibility for establishing and maintaining an atmosphere and attitude of academic integrity such that the enterprise may flourish in an open and honest way. Students share this responsibility for maintaining standards of academic performance and classroom behavior conducive to the learning process. Please review Chapter UWS 14 and Faculty Document No. 1686 at: http://www4.uwm.edu/acad_aff/policy/academicmisconduct.cfm for both UWM's and our expectations of appropriate student academic conduct.

Original Work and Plagiarism: All work in this course should be your own. In written work, cite your sources for quotes, facts, and opinions, both in the body of your work and in the bibliography. Do not copy word for word unless you place the words in quotation marks. Any plagiarism will be dealt with as a serious ethical breach. If you have questions about whether you are crossing an ethical line, ASK ME. Here is a link to some good information on plagiarism from the Harvard Guide to Using Sources: <https://usingsources.fas.harvard.edu/what-constitutes-plagiarism>

Special Accommodation Students with limitations due to disability, including learning disability may request for any reasonable accommodations. Students will be allowed to complete examinations or other requirements that are missed because of a religious observance. In case of special accommodations are needed in order to meet any of the requirements of this course, please contact me as soon as possible.

Other Course Policies This course adheres to campus policies regarding students with disabilities, religious observances, active military service, incompletes, discriminatory conduct, academic misconduct, complaints about the course, grade appeals, and firearms. For details about these policies, see http://www4.uwm.edu/secu/news_events/upload/SyllabusLinks.pdf and <http://uwm.edu/secu/wp-content/uploads/sites/122/2016/12/Syllabus-Links.pdf>