

**Fall 2019**

**Wednesdays: 9:00 - 11:40**

**Room 185**

**Inclusive Design: Service Learning course**

**Architecture 390/UP 692**

**Krisann Rehbein, Adjunct Associate Professor**

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**773-301-9645**

Objectives:

Through this course, we will explore ideas about what makes a city vibrant and family-friendly and discuss what role young people themselves have in creating that vision. Using Historic Mitchell Street on the south side of Milwaukee as our focus, we will investigate ways to create tangible improvements for the businesses, property owners and customers of this diverse and historic “main street”.

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, five Milwaukee high school students created a comprehensive, five-point strategy for commercial corridor revitalization from a youth perspective. The program was led by recent SARUP Architecture graduate, Joseph Creer.

Our class has the opportunity to realize some of the visions the teens proposed. The outcome of the semester is a series of projects that have direct applicability to the Historic Mitchell Street commercial corridor and take the concepts proposed by the teens in summer and put them into ACTION.

This course relies heavily on your creativity and requires that work be done collectively, during class and discussed thoughtfully.

**Grading:**

Classroom participation = 30%

Observation and documentation = 10%

Project #1 = 15%

Project #2 = 15%

Final community improvement project = 30%

There is NO final exam for this class.

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

- Consider how spaces are designed to meet the needs of various ages and needs.
- Conduct research on how to take an urban design idea from planning to implementation.
- Utilize tools to engage young people in the design process.
- Engage stakeholders in the design process.
- Take design ideas from concept to realization.

## **Core assignments:**

### Classroom Participation:

The homework for this class will primarily consist of reading and neighborhood observations (described in detail below). Coming to class prepared and ready to discuss the assigned topic is critical to your success in this course.

### Observation + Documentation:

Many weeks, you'll be asked to document a condition in the built environment, document and discuss with the class. Your documentation will be submitted the Tuesday before class, via email to the instructor, as either a series of images or a journal entry. We may share these in class or not, depending on the topic. These observations will add up to a literacy about the place you live and study. This will account for 10% of your grade.

### Projects:

The bulk of work for this class will build on suggestions by teenagers employed by the Department of City Development through the Earn + Learn summer youth internship project. We want to move beyond the "idea phase" of youth engagement and put some of their ideas into action. Each project will include elements of design and research. Many will require you to visit the neighborhood and talk with stakeholders, call City officials to determine how to move a project to completion.

The intention is to do three projects, each accounting for 15% of your grade. Depending on time, we may do less and the percentages will adjust accordingly.

### Office hours:

I don't have official office hours but am available after class on many Wednesdays. I'm also happy to meet for coffee if you have anything you'd like to discuss. You can also call/text: 773-301-9645

## Arch 390/UP 692

### BASIC WEEK-BY-WEEK SCHEDULE

#### **Week 1: September 4th**

##### ***Welcome! Reviewing the work of the DCD summer interns***

Guest Speaker: Joseph Creer

In the first week, we'll discuss the framework for the course, do introductions and learn about the origins of the projects we're doing over the course of the semester.

#### Homework:

**Read:** Article: "No Loitering, No Skateboarding, No Baggy Pants" by Alexandra Lange in Curbed  
<https://www.curbed.com/2017/12/7/16746468/design-parks-skateboarding-teens>

#### ***Observation/Documentation:***

Sign inspiration: Take photos of three signs you think are helpful, well-designed and/or delightful.

#### **Week 2: September 11th**

##### ***Exploring neighborhood identity***

Lecture: The Geography of Childhood

#### **Week 3: September 18th**

##### ***Marrying Past + Present: telling a complete story***

Guest speaker: Adam Carr; Deputy Director, Milwaukee Neighborhood News Service

#### **Week 4: September 25th**

##### ***Arts Engagement and the role of Artists in revitalization***

Guest Speaker: Demitra Copoulos - Milwaukee artist and resident of Mitchell Street

NOTE: Meet on Mitchell Street

#### **Week 5: October 2nd**

##### ***Placemaking and Commercial Corridors***

Lecture: Examples of small-scale placemaking by architects

#### **Week 6: October 9th**

##### ***Focus on Facades: Preserving the look of historic corridors***

Guest Speaker: Natanael Martinez; Commercial Corridor Manager, City of Milwaukee

#### **Week 7: October 16th**

##### ***Building and business owners: getting to know the stakeholders***

Guest Speaker: Nancy Bush; Executive Director for the Mitchell Street BID

[October 17th @ 5:00 - Mitchell Street BID Board meeting. Students with projects ready should plan to attend to present your progress.]

**Week 8: October 23rd**

*Project work*

**Week 9: October 30th**

*Project work*

**Week 10: November 6th**

*Project work*

**Week 11: November 13th**

*Project work*

**Week 12: November 20th**

*Project work*

[November 21st Mitchell Street BID Board meets @ 5:00. All students with relevant projects should plan to attend.]

**Week 13: November 27th**

**NO CLASS: THANKSGIVING BREAK**

**Week 14: December 4th**

*Final presentation prep*

**Week 15: December 11th**

**FINAL PRESENTATIONS**

**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](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](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>

## Syllabus Links

1. *Students with disabilities.* Notice to these students should appear prominently in the syllabus so that special accommodations are provided in a timely manner. <http://uwm.edu/arc/>
2. *Religious observances.* Accommodations for absences due to religious observance should be noted. [https://www4.uwm.edu/secu/docs/other/S\\_1.5\\_ACCOMMODA\\_OUS\\_BELIEFS.pdf](https://www4.uwm.edu/secu/docs/other/S_1.5_ACCOMMODA_OUS_BELIEFS.pdf)
3. *Students called to active military duty.* Accommodations for absences due to call-up of reserves to active military duty should be noted.  
Students: <http://uwm.edu/active-duty-military/>  
Employees: <https://www.wisconsin.edu/ohrwd/download/policies/ops/bn9.pdf>
4. *Incompletes.* A notation of "incomplete" may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantiated cause beyond the student's control, has been unable to take or complete the final examination or to complete some limited amount of term work.  
[https://www4.uwm.edu/secu/docs/other/S\\_31\\_INCOMPLETE\\_GRADES.pdf](https://www4.uwm.edu/secu/docs/other/S_31_INCOMPLETE_GRADES.pdf)
5. *Discriminatory conduct.* Discriminatory conduct will not be tolerated by the University. It poisons the work and learning environment of the University and threatens the careers, educational experience, and well-being of students, faculty, and staff.  
[https://www4.uwm.edu/secu/docs/other/S\\_47\\_Discrimina\\_duct\\_Policy.pdf](https://www4.uwm.edu/secu/docs/other/S_47_Discrimina_duct_Policy.pdf)

6. *Title IX/Sexual Violence.* Title IX is a federal law that prohibits sex discrimination in education program or activities, and UWM policy prohibits such conduct (see Discriminatory Conduct, above). This includes sexual violence, which may include sexual harassment, sexual assault, relationship violence, and/or stalking in all educational programs and education-related areas. UWM strongly encourages its students to report any instance of sex discrimination to UWM's Title IX Coordinator([titleix@uwm.edu](mailto:titleix@uwm.edu)). Whether or not a student wishes to report an incident of sexual violence, the Title IX Coordinator can connect students to resources at UWM and/or in the community including, but not limited to, victim advocacy, medical and counseling services, and/or law enforcement. For more information, please visit: <https://uwm.edu/sexual-assault/>.
7. *Academic misconduct.* Cheating on exams or plagiarism are violations of the academic honor code and carry severe sanctions, including failing a course or even suspension or dismissal from the University.<http://uwm.edu/academicaffairs/facultystaff/policies/academic-misconduct/>
8. *Complaint procedures.* Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department or academic unit in which the complaint occurred or to the appropriate university office responsible for enforcing the policy. [https://www4.uwm.edu/secu/docs/other/S\\_47\\_Discrimina\\_duct\\_Policy.pdf](https://www4.uwm.edu/secu/docs/other/S_47_Discrimina_duct_Policy.pdf)
9. *Grade appeal procedures.* A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school in which the course resides or in the case of graduate students, the Graduate School. These procedures are available in writing from the respective department chairperson or the Academic Dean of the College/School.[https://www4.uwm.edu/secu/docs/other/S\\_28\\_Grade\\_Appe\\_by\\_Students.pdf](https://www4.uwm.edu/secu/docs/other/S_28_Grade_Appe_by_Students.pdf)
10. *LGBT+ resources.* Faculty and staff can find resources to support inclusivity of students who identify as LGBT+ in the learning environment. <http://uwm.edu/lgbtrc>
11. *Smoke and Tobacco-Free campus.* UWM prohibits smoking and the use of tobacco on all campus property.[https://www4.uwm.edu/secu/docs/other/S\\_49\\_Smoke\\_Toba\\_Free\\_Policy.pdf](https://www4.uwm.edu/secu/docs/other/S_49_Smoke_Toba_Free_Policy.pdf)
12. *Final Examinations.* Information about the final exam requirement, the final exam date requirement, and make-up examinations.  
[https://www4.uwm.edu/secu/docs/other/S\\_22\\_Final\\_Examinations.pdf](https://www4.uwm.edu/secu/docs/other/S_22_Final_Examinations.pdf)