

UP510 Plan Making- Silverwood Neighborhood Urbana – Fall 2022

Department of Urban and Regional Planning

Instructor: Prof. Magdalena Novoa, mnovoa@illinois.edu

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Office Hours: By appointment

Time T TH: 2.00-3.20 pm

Room: TBH 223

Land Acknowledgement

We begin this class by acknowledging that the University of Illinois at Urbana-Champaign occupies the lands of the Peoria, Kaskaskia, Piankashaw, Wea, Miami, Mascoutin, Odawa, Sauk, Mesquaki, Kickapoo, Potawatomi, Ojibwe, and Chickasaw Nations. These lands were the traditional territory of these Native Nations prior to their forced removal; these lands continue to carry the stories of these Nations and their struggles for survival and identity. These Nations remain in relationship with these lands, and as a land-grant institution, the University of Illinois has a particular responsibility to acknowledge these relationships, its role in their dispossession, and its duty to facilitate their restoration.

Description:

This workshop course focuses on neighborhood planning, revitalization processes, and community organizing. The course introduces students to the process and strategies of supporting and working with communities at a neighborhood level while gaining practical knowledge about the economic, social, physical, environmental, and cultural characteristics of neighborhoods to foster a sense of place and sense of community. Neighborhood collaborative planning represents a particular kind of role for professional planners that is centered on a reflexive practice and positions planners as facilitators and negotiators of planning processes whose main task is to enhance community conditions to critically empower residents in improving their living environments.

This semester we will focus on Silverwood neighborhood, encompassed by Silver and Vawter Streets in southern Urbana and we will partner with the community organization, Silver Hearts, and the Krannert Center for Performing Arts. Students, working in teams, will focus on different areas already identified by the community and will apply skills and concepts from prior courses to collect, assess, analyze, and present information and proposals that can help the neighborhood to foster a sense of place and a sense of community. The course will offer ample space to contribute and support a local community organization in a variety of ways within a collaborative and hands-on learning environment.

It is important to note that one of the main characteristics of this course is that it is organic, flexible, and open in nature and that many of the goals and tasks will emerge from the learning process, our observations of the neighborhood, and the engagement with Silver Hearts and other community residents.

This syllabus is subject to change

Potential tasks might include:

- Supporting Silver Hearts in developing a report about their organization, including their history, activities, programming, funding, and recommendations.
- Exploring and analyzing food insecurity in the neighborhood and developing proposals to address this issue.
- Working with the Krannert Center for the Performing Arts and Silver Hearts planning and proposing cultural and arts programming in the neighborhood and bringing community to the KCPA.
- Economic development assessment needs survey and proposals
- Exploring possibilities and developing recommendations to addressing violence and developing stronger connections between the neighborhood and the schools where children attend.
- Exploring possibilities for funding and developing a financial plan for Silver Hearts.

Course objectives:

- Become familiar with the principles and models of neighborhood planning.
- Gain a deeper understanding of community organization and engagement tools.
- Apply skills and concepts learned in previous courses to gain a deeper knowledge of planning through practice.
- Engage with the local community and other meaningful actors to develop useful proposals at a neighborhood level.
- Develop autonomy and organizational skills in the development of projects.
- Improve the ability to work in teams.

Course format

In the first part of the semester, the course will consist of a series of seminars to introduce students to neighborhood planning and grassroots organizing to reflect together on the principles and challenges of working with communities on a neighborhood level. For the rest of the semester, the course will be based on a workshop and hands-on format. Based on individual interests, students will be organized into teams and work on tasks identified with Silver Hearts and other community members, organizations, and institutions. Thus, students must be prepared to meet in the neighborhood rather than on Campus.

<i>Formal Graded Assignments</i>	<i>Due Dates</i>	<i>Points</i>
Reflexive memo (I)	T Sept 13	10
Workplan (T)	T Sept 20	11
Weekly updates (T)	Weekly	14
Neighborhood profile and area assessment(T)	T October 4	15
Mid semester group assessment & adjustment memo (T)	T October 20	10
Asset mapping and engagement strategies (T)	T Nov 1	15
Final report & presentation (T)	Th Dec 1	25
TOTAL		100

Your course grade will be determined by your successful completion of the components below and your active participation in this course. Course grades will be assigned on an absolute scale (A, B, C...) and will be determined by a criterion-based scale. For example, generally an A+ 98 – 100; A 94 – 97; A- 91 – 93; and so on.

Team members will receive the same grade for team assignments

Assignments:

- Neighborhood reflexive memo: 10 pts

Team assignments:

- Workplan: 11 pts
- Weekly updates posts: 14 pts
- Mid semester group assessment & workplan adjustment: 10 pts

Incremental assignments towards final project (55 pts in total)

- Neighborhood profile and area study analysis: 15 pts
- Neighborhood asset mapping and engagement strategies: 15 pts
- Final report and presentation (Including strategic recommendations and implementation plan). 25 pts

Course Policy

Attendance

The knowledge and skills you will gain in this course highly depend on your participation in class activities. Because of that, **attendance to class is expected**. I plan to track class attendance to help me understand how and when students are engaging in the course. If you are unable to attend class because you are ill or have a valid reason, contact me by email in advance of the absence.

COVID-19 Policy

Following University policy, all students are required to engage in appropriate behavior to protect the health and safety of the community. Students are also required to follow the campus COVID-19 protocols.

Students who feel ill must not come to class. In addition, students who test positive for COVID-19 or have had an exposure that requires testing and/or quarantine must not attend class. The University will provide information to the instructor, in a manner that complies with privacy laws, about students in these latter categories. These students are judged to have excused absences for the class period and should contact the instructor via email about making up the work.

Students who fail to abide by these rules will first be asked to comply; if they refuse, they will be required to leave the classroom immediately. If a student is asked to leave the classroom, the non-compliant student will be judged to have an unexcused absence and reported to the Office for Student Conflict Resolution for disciplinary action. Accumulation of non-compliance complaints against a student may result in dismissal from the University.

Please refer to the University of Illinois Urbana-Champaign's [COVID-19 website for further information on face coverings](#). Thank you for respecting all of our well-being so we can learn and interact together productively.

Academic Integrity

Please be aware of the university guidelines regarding academic integrity, which can be found in the Student Code (<http://studentcode.illinois.edu/>). The standard for this class is that any work submitted by a student is solely, entirely, that particular student's own work. Students caught cheating—including the use of undeclared outside sources (including the net) will receive an F for the course. While you may study with other students, the submission of others' ideas as your own is academically dishonest. All forms of academic dishonesty will be considered a serious offense of university policy. Students committing any form of academic dishonesty will be reported to their home department, the College of Fine and Applied Arts, and to the Senate Committee on Student Discipline.

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Diversity and inclusion:

The Department of Urban and Regional Planning (DURP) is committed to creating an environment of inclusion and opportunity that is rooted in the very goals and responsibilities of practicing planners. Conduct that interferes with the rights of another or creates an atmosphere of intimidation or disrespect is inconsistent with the environment of learning and cooperation that the program requires. By enrolling a course in the Department of Urban and Regional Planning, students agree to be responsible for maintaining a respectful environment in all DURP activities, including lectures, discussions, labs, projects, and extracurricular programs. We will be governed by the University Student Code. Please see the Student Code Article 1— Student Rights and Responsibilities for further details.

Request for Special Accommodations:

To obtain disability-related adjustments and/or auxiliary aids, students with disabilities must contact the course instructor and Disability Resources and Educational Services (DRES) as soon as possible. To contact DRES, you may visit 1207 S. Oak St., Champaign, call 217.333.4603, email disability@illinois.edu or go to the DRES website at <http://disability.illinois.edu/>.

Please also schedule a private meeting with one of the course instructors to discuss your needs and requirements. All accommodations will try to be met once the student makes a request. Please note accommodations are not retroactive to the beginning of the semester but begin the day the student contacts their instructors with a current letter of accommodation from DRES.

Counseling Center

The Counseling Center is committed to providing a range of services intended to help students develop improved coping skills in order to address emotional, interpersonal, and academic concerns. The Counseling Center provides individual, couples, and group counseling. All of these services are paid for through the health services fee. The Counseling Center offers primarily short-term counseling, but they do also provide referrals to the community when students could benefit from longer term services.

Schedule and Required Readings

This is a tentative schedule that will change based on class and community discussions.

Week 1: Introduction to neighborhood planning.

Tuesday August 23: Welcome and overview of the class.

Thursday August 25: What is neighborhood planning and why does it matter?

Reading:

- Rohe, W. 2009. "100 Years of Neighborhood Planning." Journal of the American Planning Association 75 (2): 209-230.
- Ward Lyles & Stacey Swearingen White (2019) Who Cares? Journal of the American Planning Association, 85:3, 287-300,

Week 2: Community organizing and reflexive practice

Tuesday August 30: Becoming a reflexive practitioner

Reading:

- Wilson, R. 2021. Reflective Planning Practice. Chapter 3, Planner as a Person.

Thursday September 1: Community organizing (no class meeting)

- [Podcast The Move- S1E5: People Before Buildings \(with Tau Tavengwa\)](#)
- **Answer question on Canvas**

Week 3: Neighborhood planning process

Tuesday September 6: Invited speaker: Lily Wilcock, Community Development, City of Urbana

Thursday September 8: Developing a workplan: Identifying issues and setting goals.

Reading:

- Wilson, R. 2021. Reflective Planning Practice. Chapter 4, Context for Planning.
- Wilson, R. 2021. Reflective Planning Practice. Chapter 5, The planning episode.

Week 4: Community asset mapping and survey

Tuesday September 13: Community asset approach to neighborhood planning

Reading:

This syllabus is subject to change

- McKnight, John L. and John P. Kretzmann. 2012. "Mapping Community Capacity." In Community Organizing and Community Building for Health, second edition, edited by Meredith Minkler. New Brunswick: Rutgers University Press. 171-186.
- Stall, Susan and Randy Stoecker. (1997). [Community Organizing or Organizing Community? Gender and the Crafts of Empowerment](#). A COMM-ORG Working Paper.

Thursday September 15: Working session

Week 5: Observing the neighborhood

Tuesday September 20: Workplan presentations

Thursday September 22: Neighborhood visit and site observation

Reading:

- Gehl, Jan and Birgitte Svarre. 2013. How to Study Public Life. Chapter 2 and 3. Washington, DC: Island Press.

Week 6: Community engagement and participatory methods

Tuesday September 27: Participatory methods

Reading:

- Bryson, J. M., Quick, K. S., Schively Slotterback, C., & Crosby, B. C. 2012. Designing Public Participation Processes. Public Administration Review, 73(1), 23–34.
- Legacy, C. (2017). Is there a crisis of participatory planning? Planning theory, 16(4), 425-442.

Thursday September 29: Working session/ Some students go to APA Illinois conference in Chicago

Week 7: Neighborhood profile and study focus areas

Tuesday October 4: Presentations of neighborhood profile

Thursday October 6: Working session

This syllabus is subject to change

Week 8: Dealing with conflict in community work

Tuesday October 11: Dealing with conflict in community work

Reading:

- Judith, Ines and Booher, David 2018. Knowledge into action: The role of dialogue. Planning in an age of complexity. Routledge.

Thursday October 13: working session

Weeks 9 through 15 will consist mainly of working on your chosen task for the neighborhood with weekly updates, a mid-term reflection, incremental assignment reports and presentations and a final report and presentation. I have proposed some topics of discussion for some of the sessions, but we will together assess whether we move forward with those sessions or not depending on the workload on each of your projects.

Week 9: The role of the arts in neighborhood revitalization

Tuesday October 18: **Mid semester groups assessment & adjustment plan due**

- [Roberto Beyoda. Placemaking and the Politics of Belonging and Dis-belonging.](#)

Thursday October 20: Working session.

Week 10: Revitalization without displacement Working sessions

Tuesday October 25:

- [Film Gentrification](#)

Thursday October 27: Working session

Week 11: Engagement strategies

Tuesday November 1: Team presentations and assignments due, Asset mapping & engagement strategies

Thursday November 3: Working session

This syllabus is subject to change

Week 12: Creating planning documents

Tuesday November 8: How to write a neighborhood planning report

- Reading: Kousoulas, Claudia. 2022. Chapter 2: Writing. Writing for Planners: A Handbook for Students and Professionals in Writing, Editing, and Document Production. Routledge

Thursday November 10: Working session

Week 13: Assessment and evaluation

Tuesday November 15: Assessing public participation

Thursday November 17: Working session

Week 14: ***Thanksgiving Break*******

Week 15: Project preparation and final presentations

Tuesday November 19: Project preparation in teams

Thursday December 1: Final Presentations