

No More Waiting for Superman: Teaching Guerilla Urbanism and Reflexive Practice

THE COMMUNITY PLANNING WORKSHOP AS GUERRILLA 101

Through this paper, we illustrate how “guerrilla” or “do-it-yourself” (DIY) approaches to design and urbanism have been integrated into our inter-disciplinary course, the Community Planning Workshop. We describe how the classroom environment can foster an appreciation for DIY approaches, how a guerilla understanding brings the social and the physical

into focus, and how grassroots strategies have transformational impacts upon students and their understanding of the roles of design professions in helping foster sustainable community change.

Our workshop builds upon literature that frames neighborhood planning and design as strategies to make existing community assets operational (Kretzmann and McKnight 1993). Because we emphasize a community-led process in which students engage with residents who *plan for themselves* (Baum 1997; Checkoway 1984), our approach aims to match students’ need to learn with the pressing needs of our most challenged neighborhoods (Reardon 1998). We consciously choose this setting in order to encourage students to see design as a transformational activity (Friedman 2002) that addresses power dynamics and inequality (Dalton 1986). While these issues can be raised in a variety of settings, we believe that the integration of a DIY approach into a hands-on seminar allows for a richer learning experience for the students (Elwood 2004; Lee and Breitenberg 2010)—one that encourages a form of reflexive practice that is open to “guerilla” activities.

In this sense, our workshop provides students opportunities to put *design research into action*—to actively engage in the critical evaluation of theory through specific case studies involving local residents. This teaching strategy allows us to position the workshop as a space of “reciprocal engagement” in which our students “can prepare *for the world, in the world*” (Cantor 2010, 6-8) while sharing their skills with communities in need (Brooks et al. 2002). This arrangement allows students to transfer skills while also

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challenging them to question *what they think they know* in light of local knowledge that they encounter (Corburn 2003; Fischer 2000; Rosaldo 1993). By emphasizing “bottom-up” concerns, we aim to instill in our students an understanding that designers must understand and appreciate the diverse constituencies that make up metropolitan centers (Chettiparamb 2006).

In the remainder of this paper, we will illustrate how we’ve built our pedagogical framework upon the notion that the “nexus between conceptual and operational understanding” is best articulated through public scholarship (Freestone, Thompson, and Williams 2006). This discussion points to the strengths of hands-on learning environments in the development of critically reflective practitioners and in addressing the dual dilemma (Cuff 1992; Mitchell 2008) that often plagues studio-based curricula.

We then provide an overview of the Community Planning Workshop at the University of North Carolina—Charlotte. Through a principal project—a neighborhood action plan—the workshop aims (1) to challenge students to engage and understand multicultural contemporary cities while challenging their own preconceptions of who and what make up the public, (2) to introduce the idea that design can serve to catalyze an inclusive public realm, and (3) to develop reflexive student practitioners who critically assess and adapt their growing knowledge base (theory) in order to enable the DIY, guerilla, or grassroots practices of local residents. We continue with a discussion of the experiences of students in our most recent iteration of our course (2011) as represented through weekly written reflections. These comments illustrate the struggles and the learning moments that students encounter as they work with their community partners. We conclude with a discussion of the workshop environment, which, we posit, provides an appropriate venue for introducing students to the idea that they are not alone in shaping the world around them.

GUERRILLA ECOLOGIES, DIY POPULISM AND PUBLIC SCHOLARSHIP

For many people, the recent trend in “do it yourself” design activities may seem to be an outcome of the recent economic downturn. For others, the DIY movement may stem from an interest to be able to create, craft, and control aspects of everyday life that appear threatened in an increasingly globalized and corporatized landscape. It is clear that DIY activities have gained a new level of visibility and, to some extent, this can be measured by the number of museum exhibitions and web-based resources that have emerged recently.¹ Academic discourse, however, has addressed grassroots urbanism for decades through critiques of mainstream planning raised by Chase, Kaliski and Crawford (1999), Michele De Certeau (1980), Henri Lefebvre (1974), and Guy Debord (1967).² In a sense, guerilla ecologies now include a variety of both mainstream and marginal practices.

While DIY efforts offer unique opportunities for citizen-based action, often communities that are the most at risk are also the least able to mobilize and act toward making urban spaces more vibrant, safe, or sustainable. It is not uncommon to hear of a neighborhood group or a not-for-profit organization





whose efforts have resulted in a community garden; but, in many neighborhoods recently hit by the foreclosure crisis, mobilization efforts are hampered on a number of fronts: low rates of ownership inhibiting physical alterations of the landscape, absentee landlords who fail to maintain properties, high turnover in residential profiles, the challenges of low-wage employment—a list that seems to have no end.

Our workshop engages communities such as these as a way of helping rebuild both social and physical landscapes. However, our efforts run the risk of being perceived as co-opting local efforts, which can complicate (if not quash) grassroots expression. Additionally, “unsanctioned” interventions challenge conventional planning and design practices as well as municipal efforts to provide equitable access and to guarantee public safety. Issues such as these raise complex questions for design students. Our initial answer is to encourage students to think of themselves not as designing or planning *for* the neighborhoods in which they are working; instead, we ask students to design and plan *with* them (see Table 1). To do so, our students often must initially help organize and partner with a constituency that can lead a neighborhood-based planning process at some later stage (Jones 1990; Reardon 2009). This has, in recent years, meant that our students have engaged inter-disciplinary skills of community activism and organizing as first steps towards neighborhood empowerment (Kretzmann and McKnight 1993; Merrett 2000; Reardon 1998).

By partnering with community agents, the class is strategically positioned to pursue scholarly activities while addressing civically meaningful challenges (Cole and Foster 2001; Wiewel and Lieber 2008; Wilson et al. 2008). Thus, the class provides opportunities to foster real community change through a focus on both *process* (projects that originate with the needs of community partners, community organizing as an integral part of the process, and empowerment as an explicit goal for the partnership) and *product* (a usable plan that is written with residents as its main audience and with an emphasis on resident implementation—on DIY activities).

THE REFLEXIVE PRACTITIONER AND THE DUAL PARADOX OF THE ACADEMIC SETTING

In order for design professions to gain an appreciation for Do-It-Yourself design or planning efforts, it is necessary that students become reflexive in ways not typically addressed in the academy. Reflexive practice is not a new goal; in fact, the often referenced “Boyer Report” (1996) emphasized the importance that reflexivity held for professional architectural education:³

The education of students about the scientific, social, aesthetic, political, and environmental foundations of architecture, should not be about teaching disembodied skills and facts. The standards should stress active inquiry and learning by doing, rather than the accumulation of facts from texts, required lectures, or design problems handed ready-made to students. Further, students should be partners in extending the knowledge base of the profession through reflective practice. Learning to define problems, asking the right questions, and weighing alternative approaches must be at the heart of architecture study (Boyer and Mitgan 1996, 72).

This echoes earlier work focused upon the reflexive practitioner. In his research focused upon architectural education, Donald Schon (1987) pointed out that design education occurred in a collaborative and demonstrative manner. The learning environments proposed by Boyer and Schon, among others, require critical engagement with both an intellectual and a professional milieu. However, in many cases, this leads to the *practice of professional skills* and situations in which “practice defines the questions and teachers and students struggle together to craft the answers” (Baum 1997, 26). As the architectural educator Dana Cuff (1992) has illustrated, design exercises are “composed for didactic reasons, so complex problems are simplified, variables are isolated for study, and a series of educational experiences are coordinated” (65). The academic setting, thus, often removes problems from contextual constraints in order to clarify and focus upon specific issues within a coordinated set of complex learning experiences. This combination of factors distances the classroom from the community beyond, which limits the capacity of design education to address questions of social change. One unintended result is a dual paradox: (1) intellectual distancing enables a form of reflexivity limited typically to an individual student’s problem-solving skills; and (2) the problem-solving skills of students remain too limited to be applicable in environments increasingly characterized by diverse and often competing constituencies.

Our engagements with local communities are intended to overcome this dual dilemma by addressing issues of public import as both scholars and emerging professionals through research, critical speculation, and active partnerships (Latham 2003). Student actions in specific neighborhoods reinforce their academic learning experiences in ways that introduce the richness of real constraints and opportunities. Students are, therefore, pushed to become agents of “guerilla” change—they are asked to look beyond designing for the status quo and to think beyond well-organized constituencies, municipalities, or developers. They are asked to foster the grassroots actions of local residents and, as a result, the students are forced to challenge their preconceived notions of appropriate design activities.⁴ In this way, our workshop provides a venue for hands-on, civically engaged learning that fosters a “pragmatic value” that designers must develop if they are to be effective multicultural practitioners (Sletto 2010, 404).

GUERRILLAS IN SPACE: LEARNING FROM WINDY RIDGE

The case study-based model of our Community Planning Workshop provides opportunities to test theories, to identify their limits, and to rebuild those theories through the specificity of unique contexts. In this way, we avoid a noncritical practicum while also avoiding a forum for unchecked postulations. In fact, the challenges that characterize some of our neighborhoods serve to prompt critical reflection upon design as both research and as restorative practice. The following story of our partnership with the Windy Ridge neighborhood (one of a total of total of six neighborhoods we have partnered with over the past 3 years) illustrates the role of our workshop as teaching environment shaped by “reflection in action” (Brocato 2009).





Windy Ridge, like many neighborhoods, has felt the impacts of the national economic downturn; however, this is a subdivision that has been impacted exceptionally hard by the foreclosure crisis in Charlotte, NC. In fact, Windy Ridge was one of two neighborhoods used to illustrate what the Atlantic Monthly Magazine (March 2008) speculated would become our nation's future "slums"; in this sense, Windy Ridge was thrust into the spotlight as emblematic of the national real estate debacle. The reason—only 5 years after developers started construction in 2002—was that 81 of Windy Ridge's 132 homes had lapsed into foreclosure and, by 2008, many had been through foreclosure three or more times. At its worst in 2007, dozens of homes were vacant, windows were smashed, doors kicked in, vandals had ripped copper wire from walls, and drug users had invaded empty houses. As Charlotte's planning director Debra Campbell noted, "within five years we're reaching the need for revitalization strategies that used to take a neighborhood 25 years to reach" (quoted in Chandler and Mellnik 2007).

Windy Ridge, therefore, provided a very timely (albeit unfortunate) opportunity for our workshop to explore factors contributing to the foreclosure crisis that continue to challenge our cities. Specific factors include public policy, civic culture, development and land-use regulations, and the clustering of low-income neighborhoods. As the semester began, we emphasized the point that we (faculty and students) were not going in to "fix" Windy Ridge; rather, our task was to see community residents as active agents in a partnership. Using basic readings from anthropology, sociology, and ethnography (Crane and Angrosino 1992; Emerson, Fretz and Shaw 1995; Schatzman and Strauss 1972), we introduced students to the processes involved in getting to know communities and community organizing. The students began by taking responsibility for the logistics involved with holding small public meetings such as "flyering" the neighborhood to invite participation, securing and setting up meeting spaces, and arranging to provide childcare for the children of attendees.

During this time, students began collecting information descriptive of the neighborhood as they simultaneously built the community capacity necessary to engage in a design process later. This included gathering information available from public sources such as aerial photographs, homeownership patterns, crime data, local zoning and land use, and transportation routes and connectivity to name a few. However, we treated this data as both incomplete and possibly incorrect. By characterizing this information as "what we think we know," students began to recognize that their outside research was only one layer of information that required resident feedback. This was one way of introducing students to the value of other forms of knowledge that cannot be found on the Internet, in books, or on campus. Local knowledge, or the knowledge found only in the experiences of residents, provides a way not only to enhance what the students are learning but also to help assess, critique, and reconstruct in more responsive forms the seemingly "neutral representational languages of the profession such as maps, charts, diagrams, etc." (Fischer 2000).

The choice of Windy Ridge illustrates how a specific case study can be instructive. Very briefly, students uncovered unique characteristics in Windy Ridge that raised questions about urban design and development processes. For example, initial student findings pointed out that the neighborhood was surrounded by industrial land uses and an active rail line on all but one side; more importantly, four previous Superfund sites turned up within this industrial landscape—one within 1,000 feet of resident homes. Anecdotal evidence also emerged indicating that many of Windy Ridge's residents were Section 8 recipients who had been recruited from local public housing or apartment complexes. The high numbers of these residents created a situation in which this neighborhood had virtually become a *de facto* form of suburban public housing.

These findings combined to feed our discussions and our analysis in class. This led us to frequently put the neighborhood through what we called "the mom test" (would your mom let you live here?). As one might guess, Windy Ridge repeatedly failed this test thus prompting countless teachable moments about the overlooked red flags and the *city as a growth machine* (Molotch 1976), on the one hand, and readings, on the other hand, focused upon spatial justice (Beard 2003; Campbell 1996; Russell 2009, Sandercock and Attili 2009).

As the semester neared its end, students moved toward a strategy stage of visioning and implementation. The limitations of the short span of a semester meant that this process had to be limited in scope but open-ended so that work could continue in future workshops or other venues. To be effective, the students focused their energy on the immediate needs of strengthening the neighborhood association, addressing crime and creating a future public space with a playground. This focus also involved programming activities that would help maintain the momentum of the neighborhood association in the absence of the students. To this end, the students researched model programs and developed cookbook/recipe style action plans (Reardon 2009) so that neighborhood residents could take on projects with limited outside support.

Our work has continued in Windy Ridge (we have participated with the community for more than three years), and their grassroots efforts have led to a number of successes. For example: action plans for a "gang prevention" project, including presentations in the neighborhood, a cookout/movie night for kids and a visit for 15 youth to UNC Charlotte's campus were all implemented successfully; neighborhood organization meetings have continued and built enough momentum to secure a city-sponsored \$25,000 Neighborhood Matching Grant, which focused on landscape improvements and security issues; and the neighborhood has maintained strong partnerships that led to the successful deployment of an AmeriCorps Vista volunteer. In these ways, our Community Planning Workshop has fostered a circle of interconnected relationship building, rich teaching opportunities, and ongoing research. One result has been what reporter David Perlmutter (2010) has called a "neighborhood reborn"—a description that contrasts with those in the press that brought this neighborhood to the nation's attention.



TRANSFORMATIONAL THIRDSACES

We see our Community Planning Workshop as an action-based research environment similar to what Nancy Cantor (2010) of Syracuse University calls a “third space of engagement,” which helps to develop student’s abilities to adapt to changing circumstances and to reflectively respond to complex challenges (Brooks 2002). In our model, we have come to rely on two types of “third spaces”: the hybrid classroom setting and the embedded learning environment of the living urban context. Our hybrid workshop moves between seminar and studio formats to address the complexities found in our case study settings. This framework gives students opportunities to foster real community change through a focus on *process* (assignments that involve community organizing and empowerment as explicit goals), *product* (a usable plan that is written with residents), and a sustained *partnership* that lasts beyond the semester. This framework provides necessary educational, research, and collaborative opportunities that are made operational through the lens of public scholarship.

To gauge the student’s growth relative to reflexivity, we ask them to provide weekly two-page written reflections that address the readings for the course, the issues students face in their interactions with residents, and thoughts about the design and planning as catalysts for change. As we hoped, students expressed a critical engagement both with the readings and with the emerging roles that they took on in the class. In one instance, Student A, struggled with questions of neutrality:

I started this reflection questioning when or if we should move from data collectors to “definers;” the underlining [sic] question being when do we start collecting with our plans and roles in mind. However, it seems that our roles (in the preliminary work of representing neighborhoods, setting forth ideals, and combating politics) have many complex questions attached.... For that matter, how do we plan based on “value” and economics and remain “racially neutral” (as O’Conner suggests)? How do passionately fight for a community and still remain neutral? (Student A, Weekly Reflection, 8-29-2011)

This student’s personal struggle provided a springboard into a broader class discussion focused upon the relationship of the readings (theory) to the work that the students were engaging (practice); questions of representation, knowledge production and power; and, the changing roles that students take on, as a process of neighborhood engagement unfolds. Struggles such as these, in the first weeks of the term, pointed to the fact that many students felt that the challenges they were facing were too large to address or that the multiplicity of roles that their activities raised were coupled by an almost paralyzing confusion about how to move forward. For many students, the fact that they could not simply “analyze the site” initially appeared to hinder their abilities.

As students progressed through the class, however, we witnessed shifts in their perceptions that indicated newly found footing. A few weeks later,

Student B had these comments about a string of weekly readings that he was now able to tie together:

As we were discussing the readings today and I looked at my notes, I found many statements that I feel sum up our intent as designers/planners: research findings prove that promoting equity is indeed a societal need, even when the main goal is economic development; some people expected that local poor and minority groups would resist the projects that invaded their environments, but no organized opposition developed; the main role of planners in these areas is to act gradually, in collaboration with all the participants in the regeneration game, to encourage some gentrification and medium-sized public-private projects, provided that the local residents, especially the poor among them, are among those who benefit from the revitalization process; it is important to make peace with the past in order to move into the future. (Student B, Weekly Reflection, 9-19-2011)

Even Student A seemed to overcome her frustration from earlier weeks:

The (recent) articles also helped further my thoughts about the need for an understanding and respect for history to thoughtfully plan for communities. I enjoyed reading about their process and found the ideals inspiring. Many of the articles about planning and the state of our cities can be somewhat disheartening or frustrating. They almost seem to serve as cautionary tales of disregard, greed, and a system that has lost the trust of the public. (Student A, Weekly Reflection, 9-19-2011)

We do not expect that students will emerge from our workshop as fully formed reflexive practitioners armed to save the world. We know that each individual cannot become Superman (or, as we often joke, Super-planner). Critically engaged and reflexive practitioners are what we hope that our students will *continue to become* as they move out of the academy and into professional environments. Students (it is hoped) will begin to see themselves as situated actors, or as “positioned subjects who have a distinctive mix of insight and blindness” (Rosaldo 1993, 19) and we have reason to believe that students have begun to see themselves in this light. For example, Student Z points out that:

I have also learned that planning even at its smallest scale is a process. Before this class, I could plan something over a span of a week by drawing and designing things on the computer and I said that it fit the area. I can now see how unrealistic that actually is-- when it's a process to just plan a Fall Festival, let alone design and plan something sustainable. So, now when I design things, I keep in mind the smallest things, which I believe, makes me a better designer and planner. (Student Z, Weekly Reflection, 12-14-2011)

This kind of reflexivity will augment a designer's ability to address the needs of diverse public constituencies that are increasingly unlikely to be from a similar background, cultural milieu, or economic circumstance. Our attempts





have been to have students confront their own preconceived notions of who their clients might be, of the multiple publics that their work may affect, or of the voices not yet heard. Students must be asked about the “others” for whom design is an unfamiliar practice but who must be considered as a part of the process; students must be challenged to enter an on-going dialog that requires a “border consciousness” (Anzaldúa 1987) and an ability to cross multiple cultural borders (Giroux 1991). In a sense, we aim to avoid the imbalance of the knowing technocrat leading the unknowing other; instead, we strive for “authentic help” (Freire 1996, 54)—help that is built on an understanding that grassroots empowerment, local knowledge, do-it-yourself and guerilla actions are equally as important to our learning (faculty and students) as might be our discipline-specific knowledge to community partners (Fischer 2000).

CONCLUSIONS

Clearly, we are not alone in our quest to create critically engaged and reflexive practitioners. We see our efforts falling somewhere between what Dewar and Isaac (1998) describe as “liberal” and “radical” traditions within the literature of university and community relations. The liberal trend tends to promote “goals of social empowerment” such as “increasing citizen participation and informing policies that address social ills such as poverty, racism, and sexism” (336). The radical trend tends to promote the democratization of the university itself, which—as an institution of power—can be viewed as an agent “of an oppressive society” (336). This trend, then, aims to curb a university’s encroachment upon marginalized communities in which institutions often perform research. Positioned as it is between these two trends, our course requires that we (faculty and students) develop a comfort level with the unexpected changes and disruptions that lead to reformulations of processes at hand and to re-solutions to proposed outcomes. In this sense, we see learning as an iterative process in which all participating actors contribute to the production of knowledge (Web, Allen, and Walker 2002).

By framing our workshop as a venue for public scholarship, the classroom becomes an extended research environment aimed not just at “thinking” but also at “doing.” Our work with under-represented communities raises issues often overlooked in many design studios and encourages reflection, which often fails to emerge in traditional seminars. In this way, we bridge the gap between theory and practice and avoid the dual dilemma typically enabled by academic environments. As Kathleen A. Dorgan (2008) has pointed out, many researchers have found that community-engaged teaching environments foster public interest among aspiring practitioners, that they help build complex problem solving skills, and that they help empower both students and community partners. Our class’s emphasis on challenged neighborhoods helps students reflect upon the role of the design professions and upon radical planning’s transformative agenda; in this way, we address the objectives of understanding the multiple publics that make up our diverse

communities, of viewing planning and design as transformative practices, and of developing reflexive student practitioners (see Table 2). Civically engaged learning, in this way, addresses the dual dilemma that often cripples academic studies. And, scholarly engagement of this sort has the benefit of “encouraging civic imagination and creativity, and otherwise promoting a democratic way of life in a multicultural and increasingly globalized world” (Latham 2003, 2). ♦

ENDNOTES

1. For a set of representative exhibitions, see: “Spontaneous Interventions: Design Actions for the Common Good” at the 13th Venice Architecture Biennale (August 29–November 25, 2012); “The Right to the City: DIY Urbanism Reconsidered,” exhibition and symposium held Tin Sheds Gallery, Faculty of Architecture Design and Planning, University of Sydney (April 7–30, 2011); “Fringe Benefits: Cosmopolitan Dynamics of a Multicultural City,” exhibition held at the Design Exchange, Toronto, Canada (July 9–September 23, 2008).

For a set of representative Internet resources, see:

<http://www.planetizen.com/node/30577>;

<http://www.spur.org/publications/library/article/diy-urbanism>

<http://places.designobserver.com/feature/the-interventionists-toolkit/24308/>

<http://patterncities.com/archives/284>

2. We are using the original publication dates of these texts, which represent the discursive lineage of guerilla, do-it-yourself, and grassroots urbanism within academic architectural circles.
3. The Boyer Report was commissioned by the following collateral architecture organizations: American Institute of Architects, American Institute of Architecture Students, the National Architectural Accreditation Board, the National Council of Architectural Registration Boards, and the American Construction Specifications Institute
4. This approach addresses call of the American Planning Association’s code of ethics and professional conduct to represent the under-represented and marginalized.

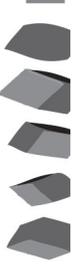


TABLE 1: THE WORKSHOP'S PLANNING PROCESS

Timeline	Design Process	Actors/Agents	Disciplines Applied	Skills
Pre-semester	Establishing partnership and negotiating expectations	Faculty, core residents, and partnership with city officials.	Political conscience Communication	Negotiation, dialog, diplomacy
Early semester	Outreach organizing and relationship building	Neighborhood liaison and workshop students work with core residents and ensure that all residents are informed and encouraged to participate.	Social planning Community Organizing Social work	Ability to see value in local cultural histories and knowledge, social mobilization, community organizing, advocacy, inclusiveness, communication
	"What we think we know"	Students research and prepare maps and document findings, which are then presented to the residents for feedback.	Planning Geography Graphic design Anthropology Sociology	Ability to hear local voices, local values and knowledge, Analysis/technical expertise, Self-awareness, introspection, sensitivity Basic design
	Adding local knowledge	Students facilitate processes that engage local knowledge and enable planning and design process.	Planning Urban design Social work Ethnography	Communication and mediation Ability to understand social and environmental injustices
Mid-term	Pulling it all together—mapping existing conditions informed by expert and local knowledge	Students work with neighborhood residents, pulling all the information together.	Planning Urban design Landscape architecture Graphic design	Analysis/technical expertise Communication and graphic design Advocacy, Ability to integrate diverse points of interest/diverse range of issues and voices
	Beginning to vision a better neighborhood	Students and residents explore and develop alternatives those that address social and physical aspects of the neighborhood.	Urban design Architecture Landscape architecture Design as activism	Creativity and urban imagination Communication and mediation Championing social and environmental justice
Final	Program development and implementation strategies	Residents prioritize what the most pressing needs are and have last say in the content of specific programs. Students research model programs and adapt to local context. Students and residents together develop strategies for implementation. Presentation with public officials	Design as activism	Communication and mediation Political savvy (While not directly engaged in the political process, students engage in discussions of timing and strategy to make real change.)
Post-Semester	<p>Commitment to not just study the neighborhood but to also create usable products and to remain engaged to support implementation</p> <p>Expanding analysis to include additional documentation of social justice and access to services; comparable analysis with other communities.</p> <p>Adding layers of understanding by interviewing local planners engaged in process and archival research</p> <p>Making policy recommendations based on all the research.</p>			

TABLE 2: COURSE OBJECTIVES AND ASSESSMENT MEASURES

Intended Outcomes (From the Syllabus)	Criteria or Target	Comparison	Assessment Methods or Tools	When/How Assessment Will Be Accomplished
<p>i) To introduce students to contemporary theory and practice in community planning and design and in participatory community practices particularly as these relate to issues of sustainable development, social equity, and social space.</p> <p>ii) To encourage critical reflection on the role of neighborhoods in building, empowering, maintaining, and sustaining communities through the experience in applying planning and design theories and methods to actual problems.</p> <p>iii) To provide students with experience in compiling and analyzing community-scale data, working with citizens, professional planners and designers, and elected officials, and preparing oral reports and technical documents.</p> <p>iv) To examine what it means for the planner and urban designer to demonstrate ethical responsibility to diverse public interests, to clients and employers, to colleagues and oneself.</p>	<p>Target is 100%</p> <p>All students would gain entry-level skills.</p>	<p>i) Review of weekly discussion questions, weekly discussions, regular “desk crits”</p> <p>ii) Previous reports against current documents; weekly discussions</p> <p>iii) On-going research, neighborhood documents</p> <p>iv) Weekly discussion questions, weekly discussions</p>	<p>i) Qualitative assessments by faculty</p> <p>ii) Weekly written discussion question assignments</p> <p>iii) Weekly discussions (seminar and desk-crit)</p> <p>iv) Participation in neighborhood-based activities and research.</p> <p>v) Final document and draft documents over the course of the term (reviewed in presentations and desk crits)</p>	<p>i) Weekly with in-class discussions, presentations, and desk-crits</p> <p>ii) Weekly with review of written reflections on readings and in-desk crits of on-going work</p> <p>iii) 3 times per session as students organize neighborhood meetings and events, collect oral feedback, and collect and compile community data</p> <p>iv) Annually in a comparative review of final documents</p>



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