Cover Sheet: Request 15407

URP 4XXX - Neighborhood Planning

Info

Process	Course|New|Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Laura Dedenbach laurajd@ufl.edu
Created	11/2/2020 4:22:58 PM
Updated	12/5/2020 3:56:07 PM
Description of request	I am requesting the creation of a new permanent course, Neighborhood Planning. This course is being taught in Fall 2020 as URP 4905. Neighborhood Planning would be available for students seeking the undergraduate minor in Urban and Regional Planning.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	DCP - Urban and Regional Planning (SLAP) 15060000	Ruth Steiner	I have asked for a minor clarification for the placement in the curriculum that we can address after this is discussed at the college level.	11/2/2020
No document changes					
College	Approved	DCP - College of Design, Construction and Planning	Abdol Chini		11/10/2020
URP 4XXX Syllabus.doc					11/10/2020
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			11/10/2020
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 15407

Info

Request: URP 4XXX - Neighborhood Planning
Description of request: I am requesting the creation of a new permanent course, Neighborhood Planning. This course is being taught in Fall 2020 as URP 4905. Neighborhood Planning would be available for students seeking the undergraduate minor in Urban and Regional Planning.
Submitter: Laura Dedenbach laurajd@ufl.edu
Created: 11/3/2020 9:39:10 AM
Form version: 2

Responses

Recommended Prefix
Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

> Response:
> URP

Course Level
Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).

> Response:
> 4

Course Number
Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.

> Response:
> XXX

Category of Instruction
Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.

> Response:
> Advanced

• 1000 level = Introductory undergraduate
• 2000 level = Introductory undergraduate
• 3000 level = Intermediate undergraduate
• 4000 level = Advanced undergraduate
• 5000 level = Introductory graduate
• 6000 level = Intermediate graduate
• 7000 level = Advanced graduate
• 4000/5000= Joint undergraduate/graduate
• 4000/6000= Joint undergraduate/graduate

*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Council)

Lab Code
Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:
None

Course Title
*Enter the title of the course as it should appear in the Academic Catalog. There is a 100 character limit for course titles. *

Response:
Neighborhood Planning

Transcript Title
Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).

Response:
Neighborhood Planning

Degree Type
Select the type of degree program for which this course is intended.

Response:
Baccalaureate

Delivery Method(s)
Indicate all platforms through which the course is currently planned to be delivered.

Response:
On-Campus

Co-Listing
Will this course be jointly taught to undergraduate, graduate, and/or professional students?

Response:
No

Effective Term
Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective

term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.

Response:
Fall

Effective Year
Select the requested year that the course will first be offered. See preceding item for further information.

Response:
2021

Rotating Topic?
Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.

Response:
No

Repeatable Credit?
Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
No

Amount of Credit
Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
3

S/U Only?
Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:
No

Contact Type
Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:
Regularly Scheduled

Weekly Contact Hours
Indicate the number of hours instructors will have contact with students each week on average throughout the duration of the course.

Response:
3

Course Description
Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 500 characters or less. See course description guidelines.

Response:
An overview of the neighborhood planning process situated within the larger city planning framework.

Prerequisites
Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.
Courses level 3000 and above must have a prerequisite.
Please verify that any prerequisite courses listed are active courses.

Response:
URP 4000

Completing Prerequisites on UCC forms:

• Use "&" and "or" to conjoin multiple requirements; do not used commas, semicolons, etc.
• Use parentheses to specify groupings in multiple requirements.
• Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
• Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
• "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.
• If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)

Example: A grade of C in HSC 3502, passing grades in HSC 3057 or HSC 4558, and undergraduate PBH student should be written as follows: HSC 3502(C) & (HSC 3057 or HSC 4558) & UGPBH

* *

Co-requisites
Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

Response:
N/A

Rationale and Placement in Curriculum
Explain the rationale for offering the course and its place in the curriculum.

Response:
Neighborhood Planning will increase our offerings as part of the undergraduate minor in Urban and Regional Planning. Neighborhood planning has existed within the framework of city planning in the United States since the founding of the profession in 1909. The course provides instruction in the history of neighborhood planning, the physical design of neighborhoods, neighborhood plans and community engagement, as well as pressing issues facing our neighborhoods such as gentrification and social equity.

Course Objectives
Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.

Response:
The course objectives and goals are as follows:

1. Demonstrate competence in the terminology, concepts, methodologies, and theories used within the discipline: Students will be able to - Describe the role of neighborhoods and neighborhood planning in the United States; Explain basic concepts of neighborhood planning; Discuss the role of neighborhoods in shaping our cities, counties, and regions; Identify and delineate the elements of a neighborhood.

2. Communicate knowledge, ideas, and reasoning clearing and effectively in written or oral forms appropriate to the discipline. Students will be able to -   Communicate with peers and professionals using planning terminology.

3. Analyze information carefully and logically from multiple perspectives, using discipline specific methods, and develop reasoned solutions to problems. Students will be able to - Utilize class materials to analyze the critical elements of a neighborhood and create a neighborhood plan.

Course Textbook(s) and/or Other Assigned Reading
*Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned. Please provide specific examples to evaluate the course and identify required textbooks. *

Response:
Theaster Gates, TEDTalk and "Why Beauty Matters"
Galster, G.C. (2019). "The meaning of neighborhood" in Making Our Neighborhoods, Making Our Selves. University of Chicago Press: Chicago. pp. 20-46. (Course Reserves)
Talen, E., S. Menozzi, & C. Scheafer, C. (2015). "What is a great neighbohood? An analysis of APA's top-rated places," Journal of the American Planning Association, 81(2): 121-141.
American Planning Association. "Great Places in America: 2019 Great Neighborhoods" and "Great Places with an Eye for Equity."

Frank, K., L. Dedenbach, K. Larsen, & T. Redden (2018). Porters Neighborhood Report Executive Summary.

Frank, K., L. Dedenbach, K. Larsen, & T. Redden (2018). Neighborhoods as Community Assets: The Porters Community.

Wilson, B.B. (2018.) "A short history of community-driven design" in Resilience for All. Island Press: Washington. pp. 15-28.

Talen, E. (2019). "Design debates" in Neighborhood. Oxford University Press: New York, NY. pp. 75-121.

Rohe, W.M. (2009). "From local to global: one hundred years to neighborhood planning". Journal of the American Planning Association 75(2): 209-230.

Sirianni, C. (2007). "Neighborhood planning as collaborative democratic design", Journal of the American Planning Association, 73(4): 373-387.

Pfeiffer, D. & S. Cloutier. (2016). "Planning for happy neighborhoods." Journal of the American Planning Association, 82(3): 267-279.

Galster, G.C. (2019). "The origins of neighborhood change" in Making Our Neighborhoods, Making Our Selves. University of Chicago Press: Chicago. pp. 49-81. (course reserves)

Mallach, A. (2008). Managing neighborhood change: a framework for sustainable and equitable revitalization. Montclair, NJ: National Housing Institute.

Chapple, K. & Zuk, M. (2016). "Forewarned: the use of neighborhood early warning systems for gentrification and displacement", Cityscape, 18(3): 109-130.

Cohen, M. & Pettit, K.L.S. (2019). "Guide to measuring neighborhood change to understand and prevent displacement." National Neighborhood Indicators Partnership.

Data Drive Detroit. (nd). What do we know about neighborhoods?

Hwang, J. & R.J. Sampson. (2014). "Divergent pathways of gentrification: racial inequality and the social order of renewal in Chicago neighborhoods," American Sociological Review, 79(4): 726-751.

Meck, S. (2005). "Site visits: purpose, planning and practice." Zoning Practice. American Planning Association.

Mandarano, L. (2015). "Civic engagement capacity building: an assessment of the citizen planning academy model of public outreach and education," Journal of Planning Education and Research, 35(2): 174-187.

Chang, C. TEDGlobal 2012. Before I die I want to …

Orofino, A. TEDGlobal 2014. It's our city. Let's fix it.

Garcia, I., A. Garfinkel-Castro, & D. Pfeiffer. (2019). Planning with Diverse Communities. American Planning Association.

Schrock, G. (2014). "Connecting people and place prosperity: workforce development and urban planning in scholarship and practice." Journal of Planning Literature, 29(3): 257-271.

Grodach, C. (2010). "Art spaces in community and economic development: connections to neighborhoods, artists, and the cultural economy." Journal of Planning Education and Research, 31(1): 47-85.

Birch, E., D.C. Perry, H.L. Taylor, Jr. (2013). "Universities as Anchor Institutions," Journal of Higher Education Outreach and Engagement, 17(3): 7-15.

Rodin, J. (2005). "The 21st Century urban university: new roles for practice and research,: Journal of the American Planning Association, 71(3): 237-249.

University of Florida. (2017). Strategic Development Plan. Read Phase I, II, and III Reports and Executive Summary.

Nelson, K. (2020). "Choosing neighborhood schools: why Philadelphia's middle-class parents choose neighborhood elementary schools," Journal of Urban Affairs, 42(4): 534-553.

Owens, A. (2020). "Unequal opportunity: school and neighborhood segregation in the USA," Race and Social Problems, 12: 29-41.

Weekly Schedule of Topics
Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.

Response:
Part 1. Foundations of Neighborhood Planning
Week 1: Course Introduction and Overview
Week 2: What is a "successful" community or neighborhood?

Week 3: Introducing neighborhood project (will vary each year)
Week 4: Physical design of neighborhoods
Week 5: Neighborhood plans
Part 2. Neighborhood Change and Revitalization
Week 6: Understanding neighborhood change
Week 7: Evaluating neighborhood dynamics
Week 8: Field work and Midterm Exam
Part 3. Community Empowerment
Week 9: Strategies for engagement and outreach
Week 10: Community organizing, The American City, and neighborhood planning
Week 11: Workforce and economic development planning for strong neighborhoods
Part 4. Neighborhood Partners and Institutions
Week 12: Anchor institutions
Week 13: Schools as essential components of good neighborhoods
Week 14: Final project presentations
Week 15: Final exam

Grading Scheme

List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades. If participation and/or attendance are part of the students grade, please provide a rubric or details regarding how those items will be assessed.

Response:

100% to 93%	A
< 93% to 90%	A-
< 90% to 87%	B+
< 87% to 84%	B
< 84% to 80%	B-
< 80% to 77%	C+
< 77% to 74%	C
< 74% to 70%	C-
< 70% to 67%	D+
< 67% to 64%	D
< 64% to 61%	D-
< 61% to 0%	E

Assignments
    Points Possible Approx. % of Total Grade

Exams
Midterm Exam 100 12%
Final Exam 100   12%

Neighborhood Plan Assignments
Physical Site & Urban Design   50   6%
Plan & Code Analysis   40   5%
Evaluating Neighborhood Dynamics   40   5%
Site Visit and Business Inventory   40   5%
Develop an Outreach Strategy   20   2.4%
Workforce & Economic Development Needs   20   2.4%

Final Neighborhood Plans
Neighborhood Plan 200   24%
Presentations   100   12%
Introduction & Reflections   25   3%
Attendance 100   12%
Total   835

Rubrics are provided for each assignment. Each assignment with rubric is created in Canvas. Attendance is required and taken at the beginning of each class. Attendance is then recorded in Canvas.

Instructor(s)
Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.

Response:
Laura Dedenbach, Ph.D, AICP, Lecturer, Department of Urban and Regional Planning

Attendance & Make-up
Please confirm that you have read and understand the University of Florida Attendance policy.
A required statement statement related to class attendance, make-up exams and other work will be included in the syllabus and adhered to in the course. Courses may not have any policies which conflict with the University of Florida policy. The following statement may be used directly in the syllabus.

• Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Response:
Yes

Accomodations
Please confirm that you have read and understand the University of Florida Accommodations policy.
A statement related to accommodations for students with disabilities will be included in the syllabus and adhered to in the course. The following statement may be used directly in the syllabus:

• Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Response:
Yes

UF Grading Policies for assigning Grade Points
Please confirm that you have read and understand the University of Florida Grading policies.
Information on current UF grading policies for assigning grade points is require to be included in the course syllabus. The following link may be used directly in the syllabus:

• https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Response:
Yes

Course Evaluation Policy
Course Evaluation Policy
Please confirm that you have read and understand the University of Florida Course Evaluation Policy.
A statement related to course evaluations will be included in the syllabus. The following statement may be used directly in the syllabus:

• Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/public-results/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

* *

Response:
Yes

NEIGHBORHOOD PLANNING

URP 4XXX ~ 3 CREDITS ~ FALL 2021

INSTRUCTOR: Laura Dedenbach, Ph.D., AICP
Lecturer & Undergraduate/Graduate Coordinator
Department of Urban and Regional Planning
Office: Architecture 466
Email*:* laurajd@ufl.edu

OFFICE HOURS: Tuesdays from 2:00p to 4:00p or by appointment
By phone or Zoom (a link for Zoom is posted on the Canvas homepage)
Sign-up for office hours appointments through the Canvas calendar

CLASS MEETING TIMES: Tuesdays   Period 4   (10:40a – 11:30a)
Thursdays   Periods 4-5   (10:40a – 12:35p)

COURSE DESCRIPTION: An overview of the neighborhood planning process.

PURPOSE OF COURSE: The purpose of this course is to provide students with an overview of neighborhood planning situated within the larger city planning framework.

REQUIRED TEXTS AND MATERIALS: All required readings and course materials are posted to the course's Canvas webpage and through Course Reserves. Students should complete all readings in preparation for each class meeting.

COURSE GOALS AND/OR OBJECTIVES: The following table describes the UF General Education student learning outcomes (SLOs) and the specific course goals of URP 4905. By the end of the course, students will be able to:

Gen Ed SLOs	URP 4XXX Course Goals	Assessments
Content: Demonstrate competence in the terminology, concepts, methodologies, and theories used within the discipline	- Describe the role of neighborhoods and neighborhood planning in the United States - Explain basic concepts of neighborhood planning - Discuss the role of neighborhoods in shaping our cities, counties, and regions - Identify and delineate the elements of a neighborhood	- Class assignments - Midterm and Final assignments - Class participation

Gen Ed SLOs	URP 4XXX Course Goals	Assessments
Communication: Communicate knowledge, ideas, and reasoning clearing and effectively in written or oral forms appropriate to the discipline.	• Communicate with peers and professionals using planning terminology	• Oral communication assessment using planning information (class participation) • Presentations • Written reports
Critical Thinking: Analyze information carefully and logically from multiple perspectives, using discipline specific methods, and develop reasoned solutions to problems.	• Utilize class materials to analyze the critical elements of a neighborhood and create a neighborhood plan	• Class assignments • Midterm and Final assignments • Class participation

TEACHING PHILOSOPHY: Through new knowledge and new experiences, we can develop new ways of seeing. Students and instructors are co-producers of knowledge and together we can create new understanding.

EXPECTATIONS: Students can expect from me: enthusiasm for the course and the field of planning, engaging lectures, application of knowledge through classroom activities and fieldwork, organized and neat course materials, and availability to meet outside of class. I expect students to approach the course with enthusiasm and an open mind. I also expect students to come to class prepared to actively participate in our class discussions and activities. The University standard is for students to expect to study at least 3 hours for each credit hour. For example, URP 4XXX is a 3-credit course. Therefore, you should expect to study 9 hours per week outside of class.

INSTRUCTIONAL METHODS: This course is based on lectures, discussion of assigned readings, viewing of multi-media materials, activities during and outside of class, and student research and writing outside of class. My lecture slides will be posted in the corresponding weekly modules on Canvas. Students are expected to take adequate class notes.

If there are issues, ideas, or readings that you want to bring into the course, please share. You are encouraged to invest some of your time into finding relevant materials of interest and leading discussion on those new ideas.

COURSE RECORDING VIA ZOOM: Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or

video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

COURSE COMMUNICATIONS: We will use Canvas, UF's e-learning system, as our online "homebase".   It is your responsibility to check Canvas regularly for announcements related to the course. Readings and changes to the syllabus will be posted on Canvas with appropriate notice. You are also encouraged to download the Canvas App and allow notifications, so that you receive announcements and assignment due dates.

To login to Canvas you will need to provide your GatorLink User Name and Password. If you are new to Canvas or have any problems using Canvas, please contact the Help Desk at 392-HELP.

Please send emails to laurajd@ufl.edu. All e-mail correspondence must originate from your ufl.edu. I will answer your email as quickly as possible but please allow up to 24 hours for a reply during the week, and 48 hours for a reply on weekends.   Proper email etiquette is expected.

COURSE POLICIES

ATTENDANCE POLICY: Attendance is mandatory and is part of your class grade. Attendance will be taken at the end of each class and entered into Canvas. Absences for reasons of illnesses, religious holidays, serious family emergencies, special curricular requirements, military obligations, court-imposed legal obligations, or participation in official university activities, as described in the Undergraduate Catalog are excused. Please inform me of your absence as early as possible and be prepared to provide appropriate documentation. Students are expected to follow UF's Attendance Policies and procedures published in the Academic Regulations of the Undergraduate Catalog. You are responsible for contacting a classmate to obtain notes on the materials covered.

Four (4) or more unexcused absences is considered excessive. After four (4) unexcused absences, I reserve the right to prohibit further class attendance and subsequently assign a failing grade.

If you encounter an emergency or illness that may cause a prolonged absence, you should contact the Dean of Students Office (202 Peabody Hall, 392-1261) for assistance.

PERSONAL CONDUCT POLICY: Above all else, the classroom is a place of respect for people and ideas. You are expected to treat your fellow classmates, the instructor, guests, and others with respect and politeness. Students engaging in disruptive behavior will be asked to leave the class and will be marked absent for the day.

ASSIGNMENT POLICY: All Assignment due dates will be posted on Canvas at the beginning of the semester. **ALL ASSIGNMENTS ARE DUE BY THE POSTED DUE DATES IN CANVAS.** Assignments must be submitted through Canvas. *Late work will not be accepted*. **It is your responsibility to ensure that your assignments have been successfully uploaded to Canvas.** See the Note on Computer or Canvas Problems below.

> *Notice:* Certain activities require attendance at events that occur outside of our normal class meeting time. **Review the schedule carefully.** If you have valid reasons for being unable to attend these activities (e.g., team practice schedule, work, another class), then it is your responsibility to inform me of the conflict at the beginning of the semester or as soon as you know of the conflict. Accommodations for alternate assignments may only be made in advance of an assignment.

MAKE-UP/ASSIGNMENT EXTENSION POLICY: Missed deadlines for unexcused reasons will result in a zero. If you are sick or have an emergency that prevents you from submitting an assignment at the scheduled time, it is your responsibility to contact me as soon as possible. Documentation of the illness or emergency will be required. If you need to schedule an extension, please email me with a detailed explanation. Extension will be given at my discretion. Scheduling extensions is the responsibility of the student.

All assignment deadlines are posted in Canvas at the beginning of the semester. If you know that you will have excused absences, it is your responsibility to communicate any deadline conflicts well in advance, per UF Attendance Policies.

If you have a serious emergency or life event, please contact the Dean of Students Office (www.dso.ufl.edu), and they will contact all of your instructors so that you do not have to provide documentation of the emergency/death in order to make-up coursework. We will work together to create a schedule for make-up coursework upon your return.

COMPUTER OR CANVAS PROBLEMS POLICY: If you have computer or Canvas problems that prevent you from submitting an assignment, you have the ability to receive an extension if you follow these steps:

- Immediately contact the Help Desk (392-HELP (4357) or helpdesk@ufl.edu) to report the problem and receive a ticket to document the problem. I can only extend the submittal deadline if you have contacted the Help Desk ahead of the assignment deadline and received a ticket. The Help Desk is available by phone and email 24 hours a day, 7 days a week.

- After contacting the HelpDesk and receiving a ticket, contact me, prior to the assignment due time, and let me know there is a problem.

- If you are having a computer problem (hardware, software), describe the problem to me and we'll work out a plan. Examples of an extension-worthy issue: "I dropped my computer in the parking lot and now it won't turn on." Examples of situations that are not extension-worthy: "I went home this weekend and left my computer behind." "I went to [insert your location here] and there was no internet connection." "My roommate

disconnected our wi-fi router." Plan ahead; practice time-management; be resilient by backing up your work frequently to a back-up drive, jump drive, or the cloud.

- If Canvas or the UF Network is experiencing an outage that prevents you from submitting an assignment on time, I will receive a notice from UF IT about the outage. The assignment deadline will be revised accordingly. Students will not be penalized for system or network outages.

UF POLICIES

UNIVERSITY POLICY ON ACCOMMODATING STUDENTS WITH DISABILITIES: Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.disability.ufl.edu) by providing appropriate documentation. Once registered, students will receive an accommodation letter, which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Students submitting an accommodation letter must also schedule a meeting with me to discuss and develop a plan to ensure that access needs are met.

UNIVERSITY POLICY ON ACADEMIC MISCONDUCT: As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: "*We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Student Honor Code.*" You are expected to exhibit behavior consistent with this commitment to the UF academic community. On all work submitted for credit at the University of Florida, the following pledge is either required or implied: *"On my honor, I have neither given nor received unauthorized aid in doing this assignment."*

You will complete all work independently unless given explicit permission to collaborate on course assignments. We will be using TurnItIn, a plagiarism detection program. Plagiarism is a serious offense and will result in an honor code violation and potential failure of the course. Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information, please read the Student Honor Code and Student Conduct Code.

> **Important:** Any use, access, or handling of technology (e.g., cell phone, smart watch) during an exam will result in an honor code violation and potential failure of the course.

> **Important:** Any requests for extra credit (beyond that given in class) or special exceptions to course grading policies will be interpreted as an honor code violation (i.e., asking for preferential treatment) and will be handled accordingly.

NETIQUETTE: COMMUNICATION COURTESY: All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. Please read the UF Netiquette Guide for Online Course.

COURSE EVALUATIONS: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/."

MATERIALS AND SUPPLIES FEE: None

HEALTH & WELLNESS RESOURCES

Resources available on-campus for students include the following:

- *U Matter, We Care:* If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit umatter.ufl.edu/ to refer or report a concern and a team member will reach out to the student in distress.

- *Counseling and Wellness Center:* Visit counseling.ufl.edu/ or call 352-392-1575 for information on crisis services as well as non-crisis services.

- *Student Health Care Center:* Call 352-392-1161 for 24/7 information to help you find the care you need, or visit shcc.ufl.edu/.

- *University Police Department:* Visit police.ufl.edu/ or call 352-392-1111 (or 9-1-1 for emergencies).

- *UF Health Shands Emergency Room / Trauma Center:* For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; ufhealth.org/emergency-room-trauma-center.

A PERSONAL NOTE: If you are feeling overwhelmed, don't be afraid to reach out or try to go it alone. Please contact me or someone at UF's Counseling and Wellness Center. I genuinely care for your wellbeing, and there are many resources available on campus to assist you.

GRADING POLICIES

Grades will be based on evidence that students have completed assigned reading, attended and participated actively in all class discussions and activities, completed all assignments, and completed both in class and outside of class activities throughout the semester. All completed tasks will be evaluated based on content, critical thinking, and communication. Details of each assignment, including rubrics, are posted on the Canvas site. **Please note that "A" grades**

require performance beyond the minimum or average – e.g., quality, depth, synthesis of ideas, originality, or creativity.

Information on current UF grading policies may be found at:

https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/#gradingpoliciestext

The following table outlines the point-accruing components of the course. The total points earned will be summed and divided by the total points in the course: 1,000

Assignments	Points	Approx. % of Total Grade
Exams		
Midterm Exam	100	12%
Final Exam	100	12%
Neighborhood Plan Assignments		
Physical Site & Urban Design	50	6%
Plan & Code Analysis	40	5%
Evaluating Neighborhood Dynamics	40	5%
Site Visit and Business Inventory	40	5%
Develop an Outreach Strategy	20	2.4%
Workforce & Economic Development Needs	20	2.4%
Final Neighborhood Plans		
Porters Neighborhood Plan	200	24%
Presentations	100	12%
Introduction & Reflections	25	3%
Attendance	100	12%
Total	835	

URP 4XXX GRADING SCALE: All grades will be posted directly into the Canvas gradebook. Any discrepancies with points displayed in the gradebook should be pointed out to me. **There is no curve for this course and grades will not be rounded up.** *Any requests for extra credit (beyond that given in class) or special exceptions to these grading policies will be interpreted as an honor code violation (i.e., asking for preferential treatment) and will be handled accordingly.*

Points	Grade
100% to 93%	A
< 93% to 90%	A-
< 90% to 87%	B+
< 87% to 84%	B
< 84% to 80%	B-
< 80% to 77%	C+
< 77% to 74%	C
< 74% to 70%	C-
< 70% to 67%	D+
< 67% to 64%	D
< 64% to 61%	D-
< 61% to 0%	E

STUDY AND SUCCESS TIPS:

- Read the material before you come to class. Take notes. Interact with your notes and materials early and often.

- Engage your classmates and study as actively as possible.

- Do not fall behind or procrastinate your studies. You cannot cram the night before and expect to do well.

- Check Canvas announcements/emails daily. I will post important and helpful information as announcements or emails.

- Have a positive attitude! Planning is an exciting and dynamic profession! You are learning knowledge and skills that will help you be a more engaged member of your community.

COURSE SCHEDULE

FINAL EXAM: Final Exam on **TBD**

Please see Canvas for detailed schedule information.

Date	Module	Readings & Assignments
Part 1. Foundations of Neighborhood Planning		
Week One	Course Introduction & Overview	**Reading:** Syllabus Theater Gates, TEDTalk and "Why Beauty Matters" **Assignment:** Introduce Yourself Discussion Board Post
Week Two	What is a "Successful" Community or Neighborhood?	**Readings:** Galster, G.C. (2019). "The meaning of neighborhood" in Making Our Neighborhoods, Making Our Selves. University of Chicago Press: Chicago. pp. 20-46. (Course Reserves) Talen, E., S. Menozzi, & C. Scheafer, C. (2015). "What is a great neighbohood? An analysis of APA's top-rated places," Journal of the American Planning Association, 81(2): 121-141. American Planning Association. "Great Places in America: 2019 Great Neighborhoods" and "Great Places with an Eye for Equity."
Week Three	The Porters Neighborhood	**Readings:** Frank, K., L. Dedenbach, K. Larsen, & T. Redden (2018). Porters Neighborhood Report Executive Summary. Frank, K., L. Dedenbach, K. Larsen, & T. Redden (2018). Neighborhoods as Community Assets: The Porters Community.
Week Four	Physical Design of Neighborhoods	**Readings:** Wilson, B.B. (2018.) "A short history of community-driven design" in Resilience for All. Island Press: Washington. pp. 15-28. Talen, E. (2019). "Design debates" in Neighborhood. Oxford University Press: New York, NY. pp. 75-121. **Assignment:** Physical Site & Urban Design
Week Five	Neighborhood Plans	**Readings:** Rohe, W.M. (2009). "From local to global: one hundred years to neighborhood planning". Journal of the American Planning Association 75(2): 209-230. Sirianni, C. (2007). "Neighborhood planning as collaborative democratic design", Journal of the American Planning Association, 73(4): 373-387. Pfeiffer, D. & S. Cloutier. (2016). "Planning for happy neighborhoods." Journal of the American Planning Association, 82(3): 267-279. **Assignment:** Plan & Code Analysis
Part 2. Neighborhood Change and Revitalization		
Week Six	Understanding Neighborhood Change	**Readings:** Galster, G.C. (2019). "The origins of neighborhood change" in Making Our Neighborhoods, Making Our Selves. University of Chicago Press: Chicago. pp. 49-81. (course reserves) Mallach, A. (2008). Managing neighborhood change: a framework for sustainable and equitable revitalization. Montclair, NJ: National Housing Institute.

November 2, 2020

Date	Module	Readings & Assignments
Week Seven	Evaluating Neighborhood Dynamics	**Readings:** Chapple, K. & Zuk, M. (2016). "Forewarned: the use of neighborhood early warning systems for gentrification and displacement", Cityscape, 18(3): 109-130. Cohen, M. & Pettit, K.L.S. (2019). "Guide to measuring neighborhood change to understand and prevent displacement." National Neighborhood Indicators Partnership. Data Drive Detroit. (nd). What do we know about neighborhoods? **Assignment:** Evaluating Neighborhood Dynamics
Week Eight	Field Work & Midterm	**Readings:** Hwang, J. & R.J. Sampson. (2014). "Divergent pathways of gentrification: racial inequality and the social order of renewal in Chicago neighborhoods," American Sociological Review, 79(4): 726-751. Meck, S. (2005). "Site visits: purpose, planning and practice." Zoning Practice. American Planning Association. **Assignments:** Reflection #1 Site Visit and Business Inventory **Midterm Exam on October 22nd**

Part 3. Community Empowerment

Date	Module	Readings & Assignments
Week Nine	Strategies for Engagement and Outreach	**Readings:** Mandarano, L. (2015). "Civic engagement capacity building: an assessment of the citizen planning academy model of public outreach and education," Journal of Planning Education and Research, 35(2): 174-187. Chang, C. TEDGlobal 2012. Before I die I want to … Orofino, A. TEDGlobal 2014. It's our city. Let's fix it. Garcia, I., A. Garfinkel-Castro, & D. Pfeiffer. (2019). Planning with Diverse Communities. American Planning Association. **Assignment:** Develop an Outreach Strategy
Week Ten	Community Organizing, The American City, and Neighborhood Planning	**Readings:** Rocha, E. (1997). "A ladder of empowerment." Journal of Planning and Education Research, 17:31-44. Fisher, R. & J. DeFilippis. (2015). "Community organizing in the United States." Community Development Journal, 50(3): 363-379. Garden, P. & C. Jang-Trettien. (2020). "There's money to be made in community": real estate developers, community organizing, and profit-making in a shrinking city." Journal of Urban Affairs, 42(3): 414-434. McKnight, J. (2017). "Asset-based community development: the essentials." ABCD Institute.
Week Eleven	Workforce and Economic Development Planning for Strong Neighborhoods	**Readings:** Schrock, G. (2014). "Connecting people and place prosperity: workforce development and urban planning in scholarship and practice." Journal of Planning Literature, 29(3): 257-271. Grodach, C. (2010). "Art spaces in community and economic development: connections to neighborhoods, artists, and the cultural economy." Journal of Planning Education and Research, 31(1): 47-85.

Date	Module	Readings & Assignments
		Assignment: Workforce & Economic Development Needs

Part 4. Neighborhood Partners and Institutions

Date	Module	Readings & Assignments
Week Twelve	Anchor Institutions	**Readings:** Birch, E., D.C. Perry, H.L. Taylor, Jr. (2013). "Universities as Anchor Institutions," Journal of Higher Education Outreach and Engagement, 17(3): 7-15. Rodin, J. (2005). "The 21st Century urban university: new roles for practice and research,: Journal of the American Planning Association, 71(3): 237-249. University of Florida. (2017). Strategic Development Plan. Read Phase I, II, and III Reports and Executive Summary.
Week Thirteen	Thanksgiving Break	
Week Fourteen	Schools as Essential Components of Good Neighborhoods	**Readings:** Nelson, K. (2020). "Choosing neighborhood schools: why Philadelphia's middle-class parents choose neighborhood elementary schools," Journal of Urban Affairs, 42(4): 534-553. Owens, A. (2020). "Unequal opportunity: school and neighborhood segregation in the USA," Race and Social Problems, 12: 29-41. **Assignment:** Porters Neighborhood Plan Reflection #2
Week Fifteen	Final Project Presentations	
Week Sixteen	Final Exam	

<u>Disclaimer:</u> This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.

NEIGHBORHOOD PLANNING

URP 4XXX ~ 3 CREDITS ~ FALL 2021

INSTRUCTOR: Laura Dedenbach, Ph.D., AICP
Lecturer & Undergraduate/Graduate Coordinator
Department of Urban and Regional Planning
Office: Architecture 466
Email*:* laurajd@ufl.edu

OFFICE HOURS: Tuesdays from 2:00p to 4:00p or by appointment
By phone or Zoom (a link for Zoom is posted on the Canvas homepage)
Sign-up for office hours appointments through the Canvas calendar

CLASS MEETING TIMES: Tuesdays   Period 4   (10:40a – 11:30a)
Thursdays   Periods 4-5   (10:40a – 12:35p)

COURSE DESCRIPTION: ~~An~~ This course provides an overview of the physical, social, and cultural aspects of the neighborhood as a basic element of our cities. We will also investigate the specialization of neighborhood planning within the discipline of urban planning, including process~~es of community engagement, organizational partnerships, land use, and urban design~~.

PURPOSE OF COURSE: The purpose of this course is to provide students with an overview of neighborhood planning situated within the larger city planning framework.

REQUIRED TEXTS AND MATERIALS: All required readings and course materials are posted to the course's Canvas webpage and through Course Reserves. Students should complete all readings in preparation for each class meeting.

COURSE GOALS AND/OR OBJECTIVES: The following table describes the UF General Education student learning outcomes (SLOs) and the specific course goals of URP ~~4905~~4XXX. By the end of the course, students will be able to:

Gen Ed SLOs	URP 4XXX Course Goals	Assessments
Content: Demonstrate competence in the terminology, concepts, methodologies, and theories used within the discipline	• Describe the role of neighborhoods and neighborhood planning in the United States • Explain basic concepts of neighborhood planning • Discuss the role of neighborhoods in shaping our	• Class assignments • Midterm and Final assignments • Class participation

Gen Ed SLOs	URP 4XXX Course Goals	Assessments
	cities, counties, and regions • Identify and delineate the elements of a neighborhood	
Communication: Communicate knowledge, ideas, and reasoning clearing and effectively in written or oral forms appropriate to the discipline.	• Communicate with peers and professionals using planning terminology	• Oral communication assessment using planning information (class participation) • Presentations • Written reports
Critical Thinking: Analyze information carefully and logically from multiple perspectives, using discipline specific methods, and develop reasoned solutions to problems.	• Utilize class materials to analyze the critical elements of a neighborhood and create a neighborhood plan	• Class assignments • Midterm and Final assignments • Class participation

TEACHING PHILOSOPHY: Through new knowledge and new experiences, we can develop new ways of seeing. Students and instructors are co-producers of knowledge and together we can create new understanding.

EXPECTATIONS: Students can expect from me: enthusiasm for the course and the field of planning, engaging lectures, application of knowledge through classroom activities and fieldwork, organized and neat course materials, and availability to meet outside of class. I expect students to approach the course with enthusiasm and an open mind. I also expect students to come to class prepared to actively participate in our class discussions and activities. The University standard is for students to expect to study at least 3 hours for each credit hour. For example, URP 4XXX is a 3-credit course. Therefore, you should expect to study 9 hours per week outside of class.

INSTRUCTIONAL METHODS: This course is based on lectures, discussion of assigned readings, viewing of multi-media materials, activities during and outside of class, and student research and writing outside of class. My lecture slides will be posted in the corresponding weekly modules on Canvas. Students are expected to take adequate class notes.

If there are issues, ideas, or readings that you want to bring into the course, please share. You are encouraged to invest some of your time into finding relevant materials of interest and leading discussion on those new ideas.

COURSE RECORDING VIA ZOOM: Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

COURSE COMMUNICATIONS: We will use Canvas, UF's e-learning system, as our online "homebase". It is your responsibility to check Canvas regularly for announcements related to the course. Readings and changes to the syllabus will be posted on Canvas with appropriate notice. You are also encouraged to download the Canvas App and allow notifications, so that you receive announcements and assignment due dates.

To login to Canvas you will need to provide your GatorLink User Name and Password. If you are new to Canvas or have any problems using Canvas, please contact the Help Desk at 392-HELP.

Please send emails to laurajd@ufl.edu. All e-mail correspondence must originate from your ufl.edu. I will answer your email as quickly as possible but please allow up to 24 hours for a reply during the week, and 48 hours for a reply on weekends. Proper email etiquette is expected.

COURSE POLICIES

ATTENDANCE POLICY: **Attendance is mandatory and is part of your class grade.** Attendance will be taken at the end of each class and entered into Canvas. Absences for reasons of illnesses, religious holidays, serious family emergencies, special curricular requirements, military obligations, court-imposed legal obligations, or participation in official university activities, as described in the Undergraduate Catalog are excused. Please inform me of your absence as early as possible and be prepared to provide appropriate documentation. Students are expected to follow UF's Attendance Policies and procedures published in the Academic Regulations of the Undergraduate Catalog. You are responsible for contacting a classmate to obtain notes on the materials covered.

Four (4) or more unexcused absences is considered excessive. After four (4) unexcused absences, I reserve the right to prohibit further class attendance and subsequently assign a failing grade.

If you encounter an emergency or illness that may cause a prolonged absence, you should contact the Dean of Students Office (202 Peabody Hall, 392-1261) for assistance.

PERSONAL CONDUCT POLICY: Above all else, the classroom is a place of respect for people and ideas. You are expected to treat your fellow classmates, the instructor, guests, and others with respect and politeness. Students engaging in disruptive behavior will be asked to leave the class and will be marked absent for the day.

ASSIGNMENT POLICY: All Assignment due dates will be posted on Canvas at the beginning of the semester. **ALL ASSIGNMENTS ARE DUE BY THE POSTED DUE DATES IN CANVAS.** Assignments must be submitted through Canvas. *Late work will not be accepted*. **It is your responsibility to ensure that your assignments have been successfully uploaded to Canvas.** See the Note on Computer or Canvas Problems below.

Notice: Certain activities require attendance at events that occur outside of our normal class meeting time. **Review the schedule carefully.** If you have valid reasons for being unable to attend these activities (e.g., team practice schedule, work, another class), then it is your responsibility to inform me of the conflict at the beginning of the semester or as soon as you know of the conflict. Accommodations for alternate assignments may only be made in advance of an assignment.

MAKE-UP/ASSIGNMENT EXTENSION POLICY: Missed deadlines for unexcused reasons will result in a zero. If you are sick or have an emergency that prevents you from submitting an assignment at the scheduled time, it is your responsibility to contact me as soon as possible. Documentation of the illness or emergency will be required. If you need to schedule an extension, please email me with a detailed explanation. Extension will be given at my discretion. Scheduling extensions is the responsibility of the student.

All assignment deadlines are posted in Canvas at the beginning of the semester. If you know that you will have excused absences, it is your responsibility to communicate any deadline conflicts well in advance, per UF Attendance Policies.

If you have a serious emergency or life event, please contact the Dean of Students Office (www.dso.ufl.edu), and they will contact all of your instructors so that you do not have to provide documentation of the emergency/death in order to make-up coursework. We will work together to create a schedule for make-up coursework upon your return.

COMPUTER OR CANVAS PROBLEMS POLICY: If you have computer or Canvas problems that prevent you from submitting an assignment, you have the ability to receive an extension if you follow these steps:

- Immediately contact the Help Desk (392-HELP (4357) or helpdesk@ufl.edu) to report the problem and receive a ticket to document the problem. I can only extend the submittal deadline if you have contacted the Help Desk ahead of the assignment deadline and received a ticket. The Help Desk is available by phone and email 24 hours a day, 7 days a week.

- After contacting the HelpDesk and receiving a ticket, contact me, prior to the assignment due time, and let me know there is a problem.

- If you are having a computer problem (hardware, software), describe the problem to me and we'll work out a plan. Examples of an extension-worthy issue: "I dropped my computer in the parking lot and now it won't turn on." Examples of situations that are not extension-worthy: "I went home this weekend and left my computer behind." "I went to [insert your location here] and there was no internet connection." "My roommate disconnected our wi-fi router." Plan ahead; practice time-management; be resilient by backing up your work frequently to a back-up drive, jump drive, or the cloud.

- If Canvas or the UF Network is experiencing an outage that prevents you from submitting an assignment on time, I will receive a notice from UF IT about the outage. The assignment deadline will be revised accordingly. Students will not be penalized for system or network outages.

UF POLICIES

UNIVERSITY POLICY ON ACCOMMODATING STUDENTS WITH DISABILITIES: Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.disability.ufl.edu) by providing appropriate documentation. Once registered, students will receive an accommodation letter, which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Students submitting an accommodation letter must also schedule a meeting with me to discuss and develop a plan to ensure that access needs are met.

UNIVERSITY POLICY ON ACADEMIC MISCONDUCT: As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: "*We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Student Honor Code.*" You are expected to exhibit behavior consistent with this commitment to the UF academic community. On all work submitted for credit at the University of Florida, the following pledge is either required or implied: *"On my honor, I have neither given nor received unauthorized aid in doing this assignment."*

You will complete all work independently unless given explicit permission to collaborate on course assignments. We will be using TurnItIn, a plagiarism detection program. Plagiarism is a serious offense and will result in an honor code violation and potential failure of the course. Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information, please read the Student Honor Code and Student Conduct Code.

Important: Any use, access, or handling of technology (e.g., cell phone, smart watch) during an exam will result in an honor code violation and potential failure of the course.

Important: Any requests for extra credit (beyond that given in class) or special exceptions to course grading policies will be interpreted as an honor code violation (i.e., asking for preferential treatment) and will be handled accordingly.

NETIQUETTE: COMMUNICATION COURTESY: All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. Please read the UF Netiquette Guide for Online Course.

COURSE EVALUATIONS: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/."

MATERIALS AND SUPPLIES FEE: None

HEALTH & WELLNESS RESOURCES

Resources available on-campus for students include the following:

- *U Matter, We Care:* If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit umatter.ufl.edu/ to refer or report a concern and a team member will reach out to the student in distress.

- *Counseling and Wellness Center:* Visit counseling.ufl.edu/ or call 352-392-1575 for information on crisis services as well as non-crisis services.

- *Student Health Care Center:* Call 352-392-1161 for 24/7 information to help you find the care you need, or visit shcc.ufl.edu/.

- *University Police Department:* Visit police.ufl.edu/ or call 352-392-1111 (or 9-1-1 for emergencies).

- *UF Health Shands Emergency Room / Trauma Center:* For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; ufhealth.org/emergency-room-trauma-center.

A PERSONAL NOTE: If you are feeling overwhelmed, don't be afraid to reach out or try to go it alone. Please contact me or someone at UF's Counseling and Wellness Center. I genuinely care for your wellbeing, and there are many resources available on campus to assist you.

GRADING POLICIES

November 2, 2020December 5, 2020

Grades will be based on evidence that students have completed assigned reading, attended and participated actively in all class discussions and activities, completed all assignments, and completed both in class and outside of class activities throughout the semester. All completed tasks will be evaluated based on content, critical thinking, and communication. Details of each assignment, including rubrics, are posted on the Canvas site. **Please note that "A" grades require performance beyond the minimum or average – e.g., quality, depth, synthesis of ideas, originality, or creativity.**

Information on current UF grading policies may be found at:

https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/#gradingpoliciestext

The following table outlines the point-accruing components of the course. The total points earned will be summed and divided by the total points in the course: 1,000

Assignments	Points	Approx. % of Total Grade
Exams		
Midterm Exam	100	12%
Final Exam	100	12%
Neighborhood Plan Assignments		
Physical Site & Urban Design	50	6%
Plan & Code Analysis	40	5%
Evaluating Neighborhood Dynamics	40	5%
Site Visit and Business Inventory	40	5%
Develop an Outreach Strategy	20	2.4%
Workforce & Economic Development Needs	20	2.4%
Final Neighborhood Plans		
Porters Neighborhood Plan	200	24%
Presentations	100	12%
Introduction & Reflections	25	3%
Attendance	100	12%
Total	835	100%

URP 4XXX GRADING SCALE: All grades will be posted directly into the Canvas gradebook.

November 2, 2020December 5, 2020

Any discrepancies with points displayed in the gradebook should be pointed out to me. **There is no curve for this course and grades will not be rounded up.** *Any requests for extra credit (beyond that given in class) or special exceptions to these grading policies will be interpreted as an honor code violation (i.e., asking for preferential treatment) and will be handled accordingly.*

Points	Grade
100% to 93%	A
< 93% to 90%	A-
< 90% to 87%	B+
< 87% to 84%	B
< 84% to 80%	B-
< 80% to 77%	C+
< 77% to 74%	C
< 74% to 70%	C-
< 70% to 67%	D+
< 67% to 64%	D
< 64% to 61%	D-
< 61% to 0%	E

STUDY AND SUCCESS TIPS:

- Read the material before you come to class. Take notes. Interact with your notes and materials early and often.

- Engage your classmates and study as actively as possible.

- Do not fall behind or procrastinate your studies. You cannot cram the night before and expect to do well.

- Check Canvas announcements/emails daily. I will post important and helpful information as announcements or emails.

- Have a positive attitude! Planning is an exciting and dynamic profession! You are learning knowledge and skills that will help you be a more engaged member of your community.

COURSE SCHEDULE

FINAL EXAM: Final Exam on **TBD**

Please see Canvas for detailed schedule information.

Date	Module	Readings & Assignments
Part 1. Foundations of Neighborhood Planning		
Week One	Course Introduction & Overview	**Reading:** Syllabus Theaster Gates, TEDTalk and "Why Beauty Matters" **Assignment:** Introduce Yourself Discussion Board Post
Week Two	What is a "Successful" Community or Neighborhood?	**Readings:** Galster, G.C. (2019). "The meaning of neighborhood" in Making Our Neighborhoods, Making Our Selves. University of Chicago Press: Chicago. pp. 20-46. (Course Reserves) Talen, E., S. Menozzi, & C. Scheafer, C. (2015). "What is a great neighbohood? An analysis of APA's top-rated places," Journal of the American Planning Association, 81(2): 121-141. American Planning Association. "Great Places in America: 2019 Great Neighborhoods" and "Great Places with an Eye for Equity."
Week Three	The Porters Neighborhood	**Readings:** Frank, K., L. Dedenbach, K. Larsen, & T. Redden (2018). Porters Neighborhood Report Executive Summary. Frank, K., L. Dedenbach, K. Larsen, & T. Redden (2018). Neighborhoods as Community Assets: The Porters Community.
Week Four	Physical Design of Neighborhoods	**Readings:** Wilson, B.B. (2018.) "A short history of community-driven design" in Resilience for All. Island Press: Washington. pp. 15-28. Talen, E. (2019). "Design debates" in Neighborhood. Oxford University Press: New York, NY. pp. 75-121. **Assignment:** Physical Site & Urban Design
Week Five	Neighborhood Plans	**Readings:** Rohe, W.M. (2009). "From local to global: one hundred years to neighborhood planning". Journal of the American Planning Association 75(2): 209-230. Sirianni, C. (2007). "Neighborhood planning as collaborative democratic design", Journal of the American Planning Association, 73(4): 373-387. Pfeiffer, D. & S. Cloutier. (2016). "Planning for happy neighborhoods." Journal of the American Planning Association, 82(3): 267-279. **Assignment:** Plan & Code Analysis
Part 2. Neighborhood Change and Revitalization		

Date	Module	Readings & Assignments
Week Six	Understanding Neighborhood Change	**Readings:** Galster, G.C. (2019). "The origins of neighborhood change" in Making Our Neighborhoods, Making Our Selves. University of Chicago Press: Chicago. pp. 49-81. (course reserves) Mallach, A. (2008). Managing neighborhood change: a framework for sustainable and equitable revitalization. Montclair, NJ: National Housing Institute.
Week Seven	Evaluating Neighborhood Dynamics	**Readings:** Chapple, K. & Zuk, M. (2016). "Forewarned: the use of neighborhood early warning systems for gentrification and displacement", Cityscape, 18(3): 109-130. Cohen, M. & Pettit, K.L.S. (2019). "Guide to measuring neighborhood change to understand and prevent displacement." National Neighborhood Indicators Partnership. Data Drive Detroit. (nd). What do we know about neighborhoods? **Assignment:** Evaluating Neighborhood Dynamics
Week Eight	Field Work & Midterm	**Readings:** Hwang, J. & R.J. Sampson. (2014). "Divergent pathways of gentrification: racial inequality and the social order of renewal in Chicago neighborhoods," American Sociological Review, 79(4): 726-751. Meck, S. (2005). "Site visits: purpose, planning and practice." Zoning Practice. American Planning Association. **Assignments:** Reflection #1 Site Visit and Business Inventory **Midterm Exam on October 22nd**

Part 3. Community Empowerment

Date	Module	Readings & Assignments
Week Nine	Strategies for Engagement and Outreach	**Readings:** Mandarano, L. (2015). "Civic engagement capacity building: an assessment of the citizen planning academy model of public outreach and education," Journal of Planning Education and Research, 35(2): 174-187. Chang, C. TEDGlobal 2012. Before I die I want to … Orofino, A. TEDGlobal 2014. It's our city. Let's fix it. Garcia, I., A. Garfinkel-Castro, & D. Pfeiffer. (2019). Planning with Diverse Communities. American Planning Association. **Assignment:** Develop an Outreach Strategy
Week Ten	Community Organizing, The American City, and Neighborhood Planning	**Readings:** Rocha, E. (1997). "A ladder of empowerment." Journal of Planning and Education Research, 17:31-44. Fisher, R. & J. DeFilippis. (2015). "Community organizing in the United States." Community Development Journal, 50(3): 363-379. Garden, P. & C. Jang-Trettien. (2020). "There's money to be made in community": real estate developers, community organizing, and profit-making in a shrinking city." Journal of Urban Affairs, 42(3): 414-434. McKnight, J. (2017). "Asset-based community development: the essentials." ABCD Institute.

Date	Module	Readings & Assignments
Week Eleven	Workforce and Economic Development Planning for Strong Neighborhoods	**Readings:** Schrock, G. (2014). "Connecting people and place prosperity: workforce development and urban planning in scholarship and practice." Journal of Planning Literature, 29(3): 257-271. Grodach, C. (2010). "Art spaces in community and economic development: connections to neighborhoods, artists, and the cultural economy." Journal of Planning Education and Research, 31(1): 47-85. **Assignment:** Workforce & Economic Development Needs

Part 4. Neighborhood Partners and Institutions

Date	Module	Readings & Assignments
Week Twelve	Anchor Institutions	**Readings:** Birch, E., D.C. Perry, H.L. Taylor, Jr. (2013). "Universities as Anchor Institutions," Journal of Higher Education Outreach and Engagement, 17(3): 7-15. Rodin, J. (2005). "The 21st Century urban university: new roles for practice and research,: Journal of the American Planning Association, 71(3): 237-249. University of Florida. (2017). Strategic Development Plan. Read Phase I, II, and III Reports and Executive Summary.
Week Thirteen	Thanksgiving Break	
Week Fourteen	Schools as Essential Components of Good Neighborhoods	**Readings:** Nelson, K. (2020). "Choosing neighborhood schools: why Philadelphia's middle-class parents choose neighborhood elementary schools," Journal of Urban Affairs, 42(4): 534-553. Owens, A. (2020). "Unequal opportunity: school and neighborhood segregation in the USA," Race and Social Problems, 12: 29-41. **Assignment:** Porters Neighborhood Plan Reflection #2
Week Fifteen	Final Project Presentations	
Week Sixteen	Final Exam	

Disclaimer: This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.