

## URBAN ISSUES SYMPOSIUM

ROOM: See weekly course outline; sites will rotate

TIME: Thursday 4 – 7:00 pm

### I. COURSE DESCRIPTION

The Urban Issues Symposium is an interdisciplinary project based course that prepares students to work with communities and organizations within the contexts of urban/community development, public health (broadly defined), and policy intervention. The goal is to prepare students from multiple disciplines to comprehensively approach neighborhood issues and projects in order to improve community wellbeing—physical, environmental, economic, etc. Students work in teams to respond to actual requests for proposals (RFPs) for community-based projects in the St. Louis region. Each team prepares a collaborative proposal in response to the RFP with which they are working. In addition, students make a formal oral presentation of their proposals in a session that is open to the public. Faculty members and outside speakers lecture on multidisciplinary aspects (positive and negative) of neighborhood intervention and development, such as neighborhood collaborative planning and asset building, design, social issues, environment and health, gentrification, private-public partnerships, the place of government and nonprofits, and the role of the University as a community institution.

### II. TEXT/REQUIRED READINGS

All texts should be on reserve at each library. If the text cannot be located, please contact the appropriate faculty member from your school.

Building Communities from the Inside Out. Kretzman, J., and McKnight, J., ACTA Publications. (Should be in the bookstore and is used as a resource)

Place Matters. Dreier, University Press of Kansas (should be in bookstore)

Planning and Diversity in the City: Redistribution, Recognition and Encounter. Ruth Fincher and Kurt Iveson, Palgrave MacMillan (NOT in bookstore – obtain on your own)

The Possessive Investment in Whiteness. Lipsitz, G., Temple University Press. (should be in bookstore)

### III. ORGANIZATION OF THE COURSE

Students in the class will divide into interdisciplinary “teams” to work on 5 projects selected for this semester’s class. The teams will consist of a mix of students from the different disciplines and schools participating in the course. These include: architecture, urban planning, law, public policy, social work, and public health.

Course changes: The topics and assignment due dates in the course schedule are subject to change at the discretion of the instructors. However, if any changes are made to due dates, every effort will be made to give students significant advanced notice.

Exceptions: Reasonable requests for exceptions to these policies, procedures and expectations can and should be discussed with instructors as soon as possible. Reasonable accommodations are possible when exceptional circumstances apply.

#### IV. ROLE OF INSTRUCTORS AND STUDENTS

Each of the instructors comes from a different discipline and is affiliated with one of the different schools that put students into this course. Each instructor has a project or projects for the students/course that is particular to them, was developed by them, and/or was proposed to them. As such, each instructor has a project for which they are the over-riding contact. In addition, each instructor is meant to be a resource to each group in their particular area of expertise.

Students are expected to approach the projects in a professional manner as though they are submitting a professional-grade presentation and proposal for the development and/or completion of the project. Instructors are NOT meant to be part of a team, or to do any level of work for the students. Rather, instructors are meant to be a resource to the students for information, expertise, or perspective.

Guest speakers in the class are meant to provide real-world perspective and information that will be useful both generally, and in relation to all of the groups and projects in the class.

Class time of varying amounts will be provided each week to the students so they can work on their projects to some extent in class.

This is a 3 credit hour course. This credit level reflects the fact that you will be EXPECTED to meet and/or otherwise undertake and complete class-related work outside of classroom hours. This includes outside meetings with your group, outside meetings with “project champions”, and outside meetings with other project-related individuals or groups.

Due to the information and activities provided and conducted in class, your class attendance is VITAL. Absence from more than one class session will result in a full letter reduction in your final grade. Absence from more than two class sessions will result in a failing grade for the course. Should special circumstances require your absence from class, you may be excused from the above policy, but all such absences MUST be approved by your *faculty advisory* prior to class time.

Students who believe that due to the impact of a disability they may need academic accommodations to meet the requirements of this or any other class are encouraged to contact the disability coordinator. Shannon Stinebaugh, Assistant Dean of Student Activities and Leadership, is the disability coordinator for the School of Law. Dean Stinebaugh’s office is in room 103 of Student Services, and she can be reached by e-mail at [stinebsm@slu.edu](mailto:stinebsm@slu.edu), or by phone at 977-2728. Confidentiality will be observed in all inquiries. **Washington Univ. Students** contact the class faculty advisor or the student affairs director.

Information on assignments and grading criteria follows below. NOTE: all written assignments, as well as the final project, are expected to meet the highest professional standards. This means things like, but not limited to, typos, poor grammar, incomplete sentences, etc. will result in major grade reductions.

Class Atmosphere: Instructors will strive to create a climate for learning and sharing characterized by intellectual and cultural diversity and a respect for each other and the contributions each person makes to class. We are committed to insuring a positive learning environment for all students. We ask that you make a similar commitment. Class behavior, actions, or comments to the contrary will not be tolerated.

## V. ASSIGNMENTS AND GRADING CRITERIA

### **Reflection paper readings assignment: 30%**

In 1-2 pages, briefly reflect on the readings assigned for the week and relate what you read to what you are hearing, learning, observing and doing in this course. As the weeks go on, use your project and the St. Louis area as bases for your reflection. How do your project and the area relate or not relate to what you read about this week? There are 6 reflection papers.

### **Final Written Project: 50%**

See “report outline” information at the end of this syllabus

### **Oral Presentation 15%**

The team prepares an oral and visual presentation of the final project. At this time the team will receive input from faculty and students and changes to the project should be expected and welcome. The presentation grade will be based on the demonstration of team cooperation, contribution and professionalism.

### **Individual and Team Contribution 5%**

By *individual and team contribution*, you will demonstrate your understanding of issues and create additional learning opportunities for other students. *Contribution* means more than “speaking in class.” It refers to a real contribution, with thoughtful and insightful comments and actions which demonstrate engagement and involvement as a responsible team and class member. You will be asked to evaluate your fellow team members, which contributes to the grade.

**VI. COURSE OUTLINE (SUBJECT TO CHANGE)**

	<b>Date</b>	<b>Topic/Theme</b>	<b>Readings</b>	<b>Assignment/comments</b>	<b>Class Location</b>
	<b>8/20</b>	<b>Overview of Affordable Housing Finance and Housing Development Law</b> <b>REQUIRED FOR LAW STUDENTS</b> <b>OPTIONAL FOR OTHERS</b>			SLU Law School Room 306
1	<b>8/27</b>	<b>Introduction to the Course</b> <ul style="list-style-type: none"> <li>• Concepts</li> <li>• Syllabus/requirements</li> <li>• Expectations</li> <li>• Team Building/Client Expectations &amp; consulting</li> </ul>	Place Matters, pgs. 1-36		SLU Law School Room 306
2	<b>09/03</b>	<b>BUS TOUR</b> <b>Route:</b> <b>25<sup>th</sup> Ward</b> <b>Habitat for Business</b> <b>Grace Hill</b> <b>Pagedale</b> <b>Maryland Heights</b>	Place Matters, pgs. 37-63	<b>First Weekly Reflection Due</b> Students submit project choices	SLU Law School Room 306
3	<b>09/10</b>	<b>Presentation of Projects by Project Champions</b>	Place Matters, pgs. 64-102 Planning and Diversity, pgs. 1-22	<b>2<sup>nd</sup> Reflection paper</b> Students receive Team Assignments Teams meet for first time	SLU Law School Room 306
4	<b>09/17</b>	<b>Working with Diverse Communities</b>	Place Matters, pgs. 103-151 Planning and Diversity, pgs. 23-48	<b>3<sup>rd</sup> Reflection paper</b>	SLU Law School Room 306
5	<b>09/24</b>	<b>Overview of Community Development, past and present</b>	Place Matters, pgs. 216-246 Planning and Diversity, pgs. 49-83	<b>4<sup>th</sup> Reflection paper</b>	SLU Law School Room 306

6	10/01	<b>The Links Between Environment and Health</b>	The Possessive Investment in Whiteness, pgs 1-104 Planning and Diversity, pgs. 84-144	<b>5<sup>th</sup> Reflection paper</b>	SLU Tegler Hall Room 104
7	10/08	<b>North St. Louis as a case study</b>	The Possessive Investment in Whiteness, pgs. 105-248 Planning and Diversity, pgs. 145-212	<b>6<sup>th</sup> Reflection paper</b>	SLU Tegler Hall Room 104
8	10/15	<b>Community Development and Housing</b>			SLU Tegler Hall Room 104
9	10/22	<b>Neighborhood Schools and Development</b>			SLU Tegler Hall Room 104
10	10/29	<b>Designing for Health</b>			Sam Fox School Wash U
11	11/5	<b>Role of the University</b>			Sam Fox School Wash U
12	11/12	<b>Presentations</b>			Sam Fox School Wash U
13	11/19	<b>Presentations LAST FORMAL CLASS MEETING</b>			Sam Fox School Wash U
14	12/3	<b>Team Meetings</b>			<b>TBD</b>
15	12/10	<b>Team Meetings</b>			<b>TBD</b>
16	12/17	<b>Final project due</b> <b>(1) ALL projects are due to your faculty advisor by 5:00 on 12/17,</b> <b>(2) All projects MUST be turned in via hard copy <u>AND</u> in electronic format. Put advance thought into how you will scan and save your project/report. If file size will allow, you must e-mail the electronic version to your faculty instructor. If file size will not allow, you must put the electronic version on a CD-ROM or other portable memory format.</b>			<b>TBD</b>