

## URP 6341 (Section 3025) – Planning for Housing Affordability and Transportation Access in Gainesville

- Class Meet:** Tuesdays and Thursdays, periods 5-7, 11:45 am – 2:45 pm  
**Classroom:** FAC 202  
**Instructors:** Dr. Ruth Steiner, office Arch 458, tel. (352) 294-1492, [rsteiner@ufl.edu](mailto:rsteiner@ufl.edu), Office Hours: Mondays 3:00 – 5:00pm or by appointment.  
**Credits:** 6  
**Prerequisites:** None; however students are expected to have completed one semester of courses in Urban and Regional Planning or in other departments of the College of Design, Construction and Planning  
**Attendance:** Mandatory, on time  
**Field visits:** Required site visit for the final project (*Attendance required*)  
**References & Resources:** See “*References & Resources*” section  
**Course format:** The course will be taught in classroom based on the schedule below. All material will be posted on e-Learning at: <https://lss.at.ufl.edu/>

**Description:** This course provides students the opportunity to study and develop programs and make recommendations to the City of Gainesville on how to address some of the issues, especially transportation access and housing affordability, associated with racial and economic disparities in the community. A recent study by the University of Florida (UF) Bureau of Economic and Business Research (BEBR) and the UF Program for a Resource Efficient Community (PREC) documents the extent of racial disparity in Alachua County ([BEBR, 2018](#)). The divide between East and West Gainesville has received much attention in the planning process over the last two decades. For example, in 2003, the Metropolitan Transportation Planning Organization (MTPO) in cooperation with the City of Gainesville, Gainesville Regional Utilities (GRU), the Florida Department of Transportation and Alachua County developed Plan East Gainesville (Gainesville [MTPO, 2003](#)).

In recent years, this discussion has continued in the community. How can we provide affordable housing and transportation access to residents of the city as housing located near the University of Florida redevelops to provide housing for students and young professionals? In Fall 2018, the City of Gainesville rolled out the GNV RISE plan to develop affordable housing in the city. After significant public opposition, the plan was shelved ([Kaplan, 2018](#), [Thomas, 2018](#)). The Communities that Care Land Trust has formed in recent years to provide permanent affordable housing for residents of the community. The Gainesville Regional Transit is currently preparing a new transit

development plan and is working on long-range plans for transportation access for residents of the community. Among their efforts is the recent development of microtransit service to serve residents of unincorporated areas of East Gainesville ([Thomas, 2019](#)).

### **Course Objectives**

This course will use the City of Gainesville to explore the ideas of social justice and environmental justice to understand the opportunities for affordable housing and accessible transportation for all residents of the City.

The purpose of this course will be to understand opportunities for the city to enhance affordable housing and transportation to support the needs of low-income households in Gainesville. The issue now is: given existing conditions and the information and resources available, how can we best to identify and address the needs in the community. The class will first review and assess pertinent planning documents and support materials. The work of the studio will then turn toward outlining a proposal to address development pressures, opportunities and challenges. This activity will include developing a work plan, assessing data and planning materials, identifying opportunities and constraints, designing specific alternatives and supporting rationales, and recommending a course of action for the city to follow to address the needs for transportation access and housing affordability.

The studio will be organized as a series of exercises that eventually leads to the development of a report supporting and outlining specific recommendations as outlined above. Thus, the final product of this course will be a professional quality group report. This document will include several sections that will be developed throughout the semester by each student (individually and in groups): (1) background and inventory; (2) policy and plan review; (3) opportunities and constraints; (4) assessment of best practices; and (5) a plan outlining viable funding sources, responsible agencies, and a timeline for implementation based on assessment of planning documents and fieldwork. Each section will include both written and visual components. Students will also be required to present the final recommendations in a public meeting at the end of the semester to the community, city planners, and other interested parties.

### **Structure of the Course:**

The purpose of this course is for students to complete an urban planning project. Thus, this course will focus on doing planning rather than learning about doing planning. This course will be run as a workshop with students actively involved in developing the agenda and the products for the course. The instructor will act as the project manager on this planning project and the students will be the project team. Thus, students will participate in making decisions as a group on the roles taken in the group. The instructor will provide a basic structure and a set of requirements for each of the assignments, which will require some combination of written, visual, and oral presentations. The class meeting times will be used for sharing information and for members to coordinate activities, work on aspects of the project, and review progress.

### **Student Responsibility and Grading:**

The most important requirements for the course are CLASS ATTENDANCE and CLASS PARTICIPATION. Because much of the work in this class is accomplished during class

meetings, your attendance and participation are extremely important. You will be allowed one unexcused absences from class during the semester. With your second unexcused absence, your grade may be lowered by one grade. Additional absences above the second unexcused absence may justify expulsion from the class and a failing grade.

The class is currently scheduled to meet on Tuesdays and Thursdays from 11:45 am - 3:45 pm. Because this class does involve significant group work, additional meeting times may be required to complete the course assignments.

The final product of this course will be a report that documents the plans of this studio for addressing the needs for transportation access and affordable housing. While the East side of Gainesville will be the primary focus of the course, we may need to consider the broader community to understand the nature of these relationships. The question we will seek to answer for community leaders is, "What does the City of Gainesville need to do to provide transportation access for the residents of the community?" This document will include several sections that will be developed throughout the semester: (1) background and inventory; (2) policy and plan review; (3) opportunities and constraints; (4) assessment of best practices applicable to the area; and (5) final recommendations. This document will include both written and visual presentations for each of these sections. Students will also be required to present the final plan in a public meeting at the end of the semester.

Each student will prepare four assignments and then work together in a group to produce the final document. Because it can sometimes be difficult to separate individual effort from the overall group effort, each student will also be required to keep a journal of all of their work in the course. The journal will do as the title suggests, log the activities in which each student engages throughout the semester. Thus the journal should include the observations of the student, documentation of telephone calls, class discussion, and interviews, draft ideas used to develop the conceptual design, notes from attending meetings, and all other items related to the project. The group participation portion of the grade will include participation in activities that the group determines necessary to gather information for the use in the preparation of the draft, final report, and presentation. Examples include scheduling speakers, preparing drawings, interviewing experts, and other activities to support the development of a plan to address transportation access and housing affordability.

Grades will be based on the four assignments, the journal, and the final report and presentation. The final document will be completed in two parts: a draft of the background, policy and plan review, and the opportunities and constraints will be required following completion of that section of the course. The final report will be required at the end of the course.

<u>Assignment 1</u> : Background and Inventory (group)	10%
<u>Assignment 2</u> : Policy and Plan Review (group and individual)	10%
<u>Assignment 3</u> : Opportunities and Constraints (individual)	10%
<u>Assignment 4</u> : Assessment of applicable Best Practices with proposed infill concepts for the area (group)	5%

Written Draft of Background, Policy and Plan Review, and Opportunities and Constraints	10%
<u>Assignment 5</u> : Final Report and Presentation	35%
Group Participation*	10%
Individual Notebook	10%

\*A portion of this grade will be based on input from other members of the class. The rest will be based upon class participation and observations of the instructor about the participation of each student in the overall group effort.

We expect that all graduate students should be able to accomplish the basic requirements for the course—a “B” grade, but do not hesitate to mark lower when the student does not meet a minimal standard for graduate-level work. “A” grades require performance beyond the minimum or average—e.g., quality, depth, synthesis of ideas, originality or creativity. Meeting deadlines matters too! Even though deadlines differ individually, each must be honored or the grade will be lowered accordingly. The University of Florida allows us to give the following grades: “A”, “B+”, “B”, etc.

**University of Florida grading scale**

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
% Range	>93	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	<60				
Grade Point	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	.67	0	0	0	0	0

**Non-Punitive Grades (not counted in GPA)    Failing Grades (counted in GPA)**

- |                    |                       |                        |
|--------------------|-----------------------|------------------------|
| W – Withdraw       | N – No grade reported | NG – No grade reported |
| U – Unsatisfactory | E – Failure           | I – Incomplete         |
| H - Deferred       | WF – Withdrew Failing |                        |

**Class Participation Considerations**

Students will be expected to be prepared for class and participate in the class discussion and deliberations. The following rules apply to the discussion in class:

- Be critical of ideas, not people
- Listen to everyone’s ideas even if you don’t agree
- Try to understand all sides of an issue
- Talk through issues, don’t try to change other’s minds
- Stay focused; stick to the subject
- Avoid overly long stories, anecdotes, or examples
- Don’t dominate the conversation; let all participate
- Remember there are no right answers; most policies involve tradeoffs.

In summary, good participation requires careful listening, responding, asking questions and making comments to others in the classroom. If you are not comfortable talking in class, make an effort to talk to the instructor during office hours.

Electronic technology (laptops, netbooks, cellphones, etc.) are a part of our daily activities. The challenge is to ensure that they take a proper role in teaching and learning. Because this course is designed to maximize participation, students should

plan to minimize the interference of technology in the classroom. Students will turn off cellphone and other hand held, tablet and other devices that are not a direct part of the educational experience in the classroom. Students can use laptops, tablets, and netbooks as long as they are used to take notes related to the class discussion. Any student who misuses technology may receive a lower or failing grade, or be kicked out of the class. The instructor reserves the right to collect and set aside technology if it distracts from what is happening in the classroom.

### **Teaching Philosophy:**

The assignments of this course and all the courses that we teach have been designed to allow students to practice the kinds of skills they will use as planning professionals. In particular, this course is designed to introduce students to how to work on urban planning problems. The exercises, and the structure of the course itself, have been designed to develop the following skills that can be important to professional practice: (1) *data collection and analysis*; (2) *verbal, written, and visual communication skills*; (3) *critical problem solving*; (4) *creativity*; and (5) *working in groups*.

During the early part of the semester, students will gather and review a variety of written information related to the area of study (such as planning documents, regulations, etc.). They will also observe the existing conditions in the area. Using this information, they will conduct an analysis to gain an understanding of the opportunities and constraints and development activity in the area. Students will develop their verbal, written, and visual communication skills throughout the semester. Each student will make at least three presentations to members of the class and invited guests who will assist in interpreting the meaning of the data and the understanding of the conceptual designs. While the instructors recognize that not all of the students are well skilled in visual representation, we will encourage you to try, and allow you to emphasize your other skills throughout the course. Each student will be asked to exercise their *critical problem solving skills and creativity* throughout the course in order to solve the problems. Students will need to challenge the assumptions of what can and cannot be accomplished in their selected areas, and they need to think broadly and creatively about how to solve some the challenges in their area. Finally, students will learn how to work in groups. Throughout the semester, students will need to organize their activities in the course to take advantage of the existing skills of course members to accomplish the agreed upon goal. At the same time, students need to feel free to develop skills in areas where they are not comfortable. Thus, the challenge becomes one of balancing the need to develop new skills with the needs of the group to complete aspects of the project efficiently.

Consistent with the expectations of professional conduct in this course, all final written assignments must be typed. In the journal, handwritten notes of meetings, interviews, observations, and other drafts of concepts will be accepted.

### **Changes**

As the course develops, we may make changes in the readings or assignments, and scheduling. If there are theories, issues, or readings that you want included in this course, please let us know. This is your course, and we will make time for any new ideas, within the limits of reason and time.

### **Student Honor Code and Academic Honesty:**

Students MUST follow the University's policy regarding cheating and the use of copyrighted materials. Please consult the graduate catalog or visit <http://www.dso.ufl.edu/stg/> for more information.

### **Help for Student/Accommodations for Students with Disabilities**

The instructor will respect the needs for accommodations for students with disabilities consistent with the University's policy on such accommodations. Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter that must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester. I am happy to provide reasonable accommodations for students who register with the DRC, and ask that students inform the instructor of any request no later than the end of the second week of the course.

At times students may experience periods of increased stress when challenges related to decisions, goals and relationships arise. Often these experiences are accompanied by thoughts and emotions that produce sadness, anxiety, frustration, anger and confusion. If you are experiencing excessive stress in your life that are affecting your ability to meet the deadlines for this course, please speak to the instructor or contact the Counseling and Wellness Center (<http://www.counseling.ufl.edu/cwc/Default.aspx>; (352) 392-1575) to make an appointment or contact the University Police Department at 352-392-1111 or 911 for emergencies.. If you observe or know of anyone in distress, please reach out to U Matter, We Care ([www.umatter.ufl.edu](http://www.umatter.ufl.edu)), 352-294-CARE (2273) or #UMatterUF

### **College of Design, Construction and Planning – Spray Painting Policy:**

Spray painting, or the use of any other sort of aerosol spray, is not allowed in the Architecture Building, Rinker Hall and in Fine Arts C, except within the spray booth found in Room 211 of Fine Arts C. Students found in violation of this policy will be referred to the Dean of Students for disciplinary action.

### **References & Resources**

#### **Readings:**

You will not have any specific textbook. However, like all good practitioners, you should identify publications and authoritative websites that will assist you in completing this project. We have identified the following sources that will be helpful in the course and have request that the Architecture and Fine Arts Library order them:

Sanchez, T. W. \* Brenman, M. (2007) *The Right to Transportation*. Chicago, IL: The American Planning Association.

Krumholz, N. & Hexter, K. W. (2018) *Advancing Equity Planning Now*. Ithaca, NY: Cornell University Press.

Pereira, R. H., Schwanen, T., & Banister, D. (2017). Distributive justice and equity in transportation. *Transport reviews*, 37(2), 170-191.

Transportation Equity Caucus. (n. d.) Statement of Principles. Retrieved on August 12, 2019 from: <https://equitycaucus.org/about-equity-caucus/statement-of-principles>

National Low-Income Housing Coalition. (n. d.) Working to End Homelessness and Housing Poverty. Retrieved on August 12, 2019 from: <https://nlihc.org/>

### **Web Resources**

- University of Florida (Library homepage): <http://www.uflib.ufl.edu>
- VPN connection (Off campus access):  
<https://connect.ufl.edu/it/wiki/Pages/glvpn.aspx>
- Library Tools and Mobile Apps (smart phones, RSS feeds, etc.):  
<http://www.uflib.ufl.edu/tools>

### **Computer & Software Resources**

#### **1. Canvas (e-Learning)**

This course will be taught in the classroom. The course will be supplemented with online support provided by e-Learning in Canvas. The Canvas system will be used to post all course materials - lectures, assignments, readings, grades, and other materials. Canvas can be accessed at <http://lss.at.ufl.edu>

*\*For issues with technical difficulties for E-learning in Canvas, please contact the UF Help Desk at: [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu) or (352) 392-HELP - select option 2 or <https://lss.at.ufl.edu/help.shtml>*

*\*\* Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.*

#### **2. Software**

Students are required to have a computer. The software expected to be used in this class for presentation and visualization needs include: **ArcGIS 10.5, Sketchup Pro 2017, GIMP or Photoshop, Microsoft Word, Microsoft Powerpoint.**

It's best to have this software installed on your computer. You can obtain the software as follows:

- ArcGIS Desktop - Request a Student Copy at  
[http://www.geoplan.ufl.edu/software/student\\_license.php](http://www.geoplan.ufl.edu/software/student_license.php)

- SketchUp Make 2017 - Downloads for free at <http://www.sketchup.com/download/all>
- Gimp 2.8.18: for image/ photo editing - Downloads for free at <http://www.gimp.org/>
- Microsoft Office (Word, Powerpoint) - Downloads for free at <http://www.it.ufl.edu/gatorcloud/free-office-365-downloads/>
- Google Earth – Download for free at <http://www.google.com/earth/index.html>

This software is also available in UF Apps at <https://apps.ufl.edu/>.

*\*For any assistance with UF Apps contact UF Computing Help Desk. For any issue that happens to most students and can reproduced submit a feedback ticket at <http://info.apps.ufl.edu/feedback/>*

### 3. Learning software:

Use Lynda.com available for free through e-Learning.

### 4. GIS data, and Aerial imagery

- Florida Geographic Data Library (FGDL): <http://www.fgdl.org/>
- Land Boundary Information System (LABINS): <http://data.labins.org/2003/>

## **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/>. Evaluations are typically open during the last two to three weeks of the semester, but students will be given specific times when they are open. 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/>.”

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## **Course Schedule**

Listed below is a general outline of the course that includes the deadlines for the course. As the weeks pass, we will update this schedule including relevant public hearings and neighborhood meetings that we will urge you to attend. In addition, guest speakers and the instructors will occasionally present lectures throughout the semester relevant to the work of the studio. Additional reading will be assigned as we proceed throughout the semester. Thus, the schedule will become more specific as we proceed through the semester.

### **Tuesday, August 20**

Introduction to the Course

### **Thursday, August 22**

Background and Inventory

Assignment 1: Background and Inventory handed out.

### **Tuesday, August 27**

Background and Inventory

### **Thursday, August 29**

Background and Inventory

- “Understanding the community – The Basics – Census and Map Data.

### **Tuesday, September 3**

Background and Inventory - Work Session

### **Thursday, September 5**

Work Session – discussing and reviewing data gathered from field visit.

### **Tuesday, September 10**

Work Session – Background and Inventory

### **Thursday, September 12**

Florida APA Conference

### **Tuesday, September 17**

Work Session: Background and Inventory

### **Thursday, September 19**

In-studio presentation of Assignment 1: Background and Inventory

Assignment 2: Policy and Plan Review handed out.

### **Tuesday, September 24**

Policy and Plan Review – Getting Organized

**Thursday, September 26**

Policy and Plan Review- Work Session

**Tuesday, October 1**

Policy and Plan Review

*Policy and Plan Review (assignment 2)* due – in-studio presentation and class discussion.

**Thursday, October 3**

Opportunities and Constraints—Getting Organized.

Assignment 3: Opportunities and Constraints handed out.

**Tuesday, October 8**

Opportunities and Constraints – Work Session

**Thursday, October 10**

Opportunities and Constraints – Work Session

Instructors to Attend the ACSP Conference in Denver

**Tuesday, October 15**

Opportunities and Constraints – Discussion and Work Session.

**Thursday, October 17**

Opportunities and Constraints – Work Session

**Tuesday, October 22**

In-studio presentation of Opportunities and Constraints (*Assignment 3*).

Interim presentation of Individual Proposals

**Thursday, October 24**

Assessment of applicable Best Practices. Issues associated with financing development.

Assignment 4: Assessment of applicable Best Practices handed out.

**Tuesday, October 29**

Best Practices – Work Session

**Thursday, October 31**

Work Session – Best Practices.

**Tuesday, November 5**

Work Session.

**Thursday, November 7**

Work Session.

**Tuesday, November 12**

Students report – Studio progress report.

Response to recommendations/comments received on November 7.

**Thursday, November 14**

Assignment 5: Final Report handed out. Getting organized.

**Tuesday, November 19**

Final Report work session.

**Thursday, November 21**

Final Report work session.

**Tuesday, November 26**

Final Report work session.

**Thursday, November 28**

Thanksgiving holiday – no class.

**Tuesday, December 3**

Run-through of Presentation.

Individual notebooks due at 4:00 p.m.

**December 4 - 9**

Final Presentation (TBD)

**Tuesday, December 10**

Final Report due at 4:00 p.m.