

# NEIGHBORHOOD PLANNING

URP 4905 (4905) ~ 3 CREDITS ~ FALL 2020

**INSTRUCTOR:** Laura Dedenbach, Ph.D., AICP  
 Lecturer & Undergraduate/Graduate Coordinator  
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**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)  
    Online delivery

**COURSE DESCRIPTION:** An overview of the neighborhood planning process.

**PURPOSE OF COURSE:**

**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 4905 Course Goals	Assessments
<p><b>Content: Demonstrate competence in the terminology, concepts, methodologies, and theories used within the discipline</b></p>	<ul style="list-style-type: none"> <li>• Describe the role of neighborhoods and neighborhood planning in the United States</li> <li>• Explain basic concepts of neighborhood planning</li> <li>• Discuss the role of neighborhoods in shaping our cities, counties, and regions</li> <li>• Identify and delineate the elements of a neighborhood</li> </ul>	<ul style="list-style-type: none"> <li>• Class assignments</li> <li>• Midterm and Final assignments</li> <li>• Class participation</li> </ul>

Gen Ed SLOs	URP 4905 Course Goals	Assessments
<p><b>Communication: Communicate knowledge, ideas, and reasoning clearly and effectively in written or oral forms appropriate to the discipline.</b></p>	<ul style="list-style-type: none"> <li>• Communicate with peers and professionals using planning terminology</li> </ul>	<ul style="list-style-type: none"> <li>• Oral communication assessment using planning information (class participation)</li> <li>• Presentations</li> <li>• Written reports</li> </ul>
<p><b>Critical Thinking: Analyze information carefully and logically from multiple perspectives, using discipline specific methods, and develop reasoned solutions to problems.</b></p>	<ul style="list-style-type: none"> <li>• Utilize class materials to analyze the critical elements of a neighborhood and create a neighborhood plan</li> </ul>	<ul style="list-style-type: none"> <li>• Class assignments</li> <li>• Midterm and Final assignments</li> <li>• Class participation</li> </ul>

**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 4905 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. In Fall 2020, the class will be completely online. The online class format will combine synchronous and asynchronous discussions, lectures, multi-media activities, practice-based activities, and electronic communications and assignments. Students should take notes for lectures, readings, videos, etc., as use of this material will be incorporated into class assignments. **Classes will be delivered live via Zoom during the regularly scheduled class time.** 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](mailto: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.**

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](http://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](mailto: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](http://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](mailto:umatter@ufl.edu), 352-392-1575, or visit [umatter.ufl.edu/](http://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/](http://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/](http://shcc.ufl.edu/).
- *University Police Department:* Visit [police.ufl.edu/](http://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](http://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/#gradingpolicies>

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
<b>Exams</b>		
Midterm Exam	100	12%
Final Exam	100	12%
<b>Neighborhood Plan Assignments</b>		
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%
<b>Final Neighborhood Plans</b>		
Porters Neighborhood Plan	200	24%
Presentations	100	12%
Introduction & Reflections	25	3%
Attendance	100	12%
<b>Total</b>	<b>835</b>	

**URP 4905 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 **Monday, December 14, 2020.**

**Please see Canvas for detailed schedule information.**

Date	Module	Readings & Assignments
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August 11, 2020



Date	Module	Readings & Assignments
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**Part 1. Foundations of Neighborhood Planning**

Week One	Course Introduction & Overview	<b>Reading:</b> Syllabus Theaster Gates, TEDTalk and "Why Beauty Matters" <b>Assignment:</b> Introduce Yourself Discussion Board Post
Week Two	What is a "Successful" Community or Neighborhood?	<b>Readings:</b> 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 neighborhood? 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	<b>Readings:</b> 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	<b>Readings:</b> 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. <b>Assignment:</b> Physical Site & Urban Design
Week Five	Neighborhood Plans	<b>Readings:</b> 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. <b>Assignment:</b> Plan & Code Analysis

**Part 2. Neighborhood Change and Revitalization**

Week Six	Understanding Neighborhood Change	<b>Readings:</b> 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	<b>Readings:</b> 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.

Date	Module	Readings & Assignments
		Data Drive Detroit. (nd). What do we know about neighborhoods? <b>Assignment:</b> Evaluating Neighborhood Dynamics
Week Eight	Field Work & Midterm	<b>Readings:</b> 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. <b>Assignments:</b> Reflection #1 Site Visit and Business Inventory  <b>Midterm Exam on October 22<sup>nd</sup></b>

### Part 3. Community Empowerment

Week Nine	Strategies for Engagement and Outreach	<b>Readings:</b> 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. <b>Assignment:</b> Develop an Outreach Strategy
Week Ten	Community Organizing, The American City, and Neighborhood Planning	<b>Readings:</b> 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	<b>Readings:</b> 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. <b>Assignment:</b> Workforce & Economic Development Needs

### Part 4. Neighborhood Partners and Institutions

Date	Module	Readings & Assignments
Week Twelve	Anchor Institutions	<b>Readings:</b> Birch, E., D.C. Perry, H.L. Taylor, Jr. (2013). "Universities as Anchor Institutions," <i>Journal of Higher Education Outreach and Engagement</i> , 17(3): 7-15. Rodin, J. (2005). "The 21st Century urban university: new roles for practice and research,," <i>Journal of the American Planning Association</i> , 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	<b>Readings:</b> Nelson, K. (2020). "Choosing neighborhood schools: why Philadelphia's middle-class parents choose neighborhood elementary schools," <i>Journal of Urban Affairs</i> , 42(4): 534-553. Owens, A. (2020). "Unequal opportunity: school and neighborhood segregation in the USA," <i>Race and Social Problems</i> , 12: 29-41. <b>Assignment:</b> Porters Neighborhood Plan Reflection #2
Week Fifteen	Final Project Presentations	<b>December 8<sup>th</sup> and 10<sup>th</sup></b>
Week Sixteen	Final Exam	<b>Monday, December 14</b>

**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.