

## URP 6341 (Section 04D7) – Urban Planning Project

**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: Wednesdays 2:00 – 4:00 pm or by appointment. [Office hours](#) will take place in person or via [Zoom](#).

Dr. Emre Tepe, office Arch 444, tel. (352) 294-1487, [emretepe@ufl.edu](mailto:emretepe@ufl.edu), Office Hours: Tuesday 4:00 – 6:00 pm or by appointment. Office hours will take place in person or via Zoom.

**Credits:** 6

**Prerequisites:** None; however, students are expected to have completed one semester of courses in Urban and Regional Planning or other departments of the College of Design, Construction and Planning

**Attendance:** Mandatory, on time

**Field visits:** Site visits may be required to understand the context of

**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://ufl.instructure.com/courses/459803>

**Description:** Cities have long been seen as places that cultivate arts and cultural activities. Discussions of arts and culture have often focused on organizations that provide arts and culture activities for the community, instead of focusing on the broader impacts of arts and culture in creating community, promoting individual and collective health and wellbeing and community and economic development. [Space for People, Arts, Research, and Creative Collaboration and Community \(SPARC352\)](#) “is a place-based initiative grounded in the idea that arts are at the core of vibrant and healthy communities. In partnership with community members SPARCT352 aims to develop self-sustaining community centers for learning, wellness, workforce development, and historic and cultural preservation through creativity and collaboration”. SPARC352 is a collaborative venture between the [UF Center for Arts in Medicine](#), the [UF Center for Arts, Migration, and Entrepreneurship](#), and [Shands Arts and Medicine](#) working with the [UF Office of Collaborative Initiatives](#), the City of Gainesville, including the [Cultural Affairs Division](#), and Gainesville community members.

Among the first projects for SPARC352, was a proposal to redevelop the Old Fire Station #1 in downtown Gainesville (525 S. Main St.) to provide resources to adjacent

communities and “activate the site and create a new community center – a knowledge and empowerment hub – on South Main Street”. This project is the starting point for this course. While the partners in SPARC352 had a great idea for the development of an obsolete facility, they did not have funding for the estimated \$2 million cost of renovating the building. Like good entrepreneurs, they looked for other sources of funding for their programs. They have been quite successful. First, they received a three-year, [\\$750,000 Mellon Foundation Grant](#) to support community-engaged artmaking research to advance racial equity in Gainesville. Then they received a \$1 million grant under National League of Cities (NLC)’s initiative [Improving Community Health and Resilience Through the Arts](#) One Nation/One Project initiative to create programming for violence prevention through the arts.

In this course, we are being asked to provide advice to SPARC352 about how they can use facilities and spaces to support their goal to develop an arts center (or centers) to facilitate their goal of creating spaces for health and wellness through the arts. The goal will be to think about arts-based community activities and the facilities to support them. We should consider the reuse of Old Fire Station #1 as one of the options for a space for SPARC352, but we should also understand the strategies that other communities have used to encourage community well-being through the arts and the spaces that would be supported by those strategies. For example, Alachua County is in the process of exploring the space needs for their operations in Downtown Gainesville. As a part of that process, they are exploring the use of a private-public partnership under which they would replace the old county building and other offices with a new building. Could the old county building be renovated and used for these activities, or could the new County Administration Building include public spaces for arts and wellbeing? Similarly, the City of Gainesville is working on a plan for the Power District (a redevelopment of building and lands that were formerly used for Gainesville Regional Utility operations) that could include arts and wellness programming. Finally, the School Board has been looking to renovate and reuse the building that used to be the Duval Elementary School. This school had been used as the Duval Early Learning Center until the start of COVID-19 and is currently used by local non-profits who serve students in the neighborhood and beyond. Now the School Board is looking to define how the building could be used in the future. At the core of this questions is a broader question of how the University of Florida can engage the broader Gainesville community through the arts and wellness. Although this project is focused on the SPARC352 initiative, we will engage with university partners, community organizations, and city administration to understand the impacts of proposed reuse plans on the community and beyond.

### **Course Objectives**

This course will focus on arts-and-wellness-based community and economic development to understand the connection between such programs and the spaces and facilities they use to understand their impact on surrounding neighborhoods and the broader in Gainesville community. Furthermore, we will explore how the design of these spaces creates a place for collaborations between the University of Florida and the greater Gainesville community.

The purpose of this course will be to understand opportunities for supporting the arts and cultural activities while also recognizing the needs of low-income households in the neighborhoods surrounding the downtown area. 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 studio's work 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 arts and culture activities to support community health and wellness.

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 university community and community leaders, 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 instructors will function as the project managers 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 instructors 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 crucial. You will be allowed one unexcused absence 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 11:45 am – 2:45 pm. Because this class involves 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 affordable housing and accessible services. While the old Fire Station and surrounding area will be the course's primary focus, 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 community need to do to develop arts and culture that supports the health and wellness 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 section. 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 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. We will also explore the use of a credit statement for each of the assignments. Increasingly when your professors and other publish in academic journals, they are asked to make a statement about the contributions of each of the authors. 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%

Assignment 5: Final Report and Presentation	35%
Group Participation*	10%
Individual Notebook/Contribution	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 instructors 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 do not agree
- Try to understand all sides of an issue
- Talk through issues, do not try to change other’s minds
- Stay focused; stick to the subject
- Avoid overly long stories, anecdotes, or examples
- Do not 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, try to talk to the instructors during office hours.

Working in a group requires the organization of activities involving all group members. The following reference will be helpful in facilitating effective group work:

## **Resources on Systems Thinking**

- Donella Meadows, [Leverage Points: Places to Intervene in a System](#) & [Dancing with Systems](#)
- [From Banks & Tanks to Caring & Cooperation: A Strategic Framework for a Just Transition](#), Movement Generation

## **Levels of Involvement in Decision-Making Processes**

- [Detailed Description of the Levels of Involvement in Decision-Making Processes](#)
- [Factors to Consider in Choosing a Level of Involvement](#)

Electronic technology (laptops, tablets, 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 handheld, tablet and other devices that are not a direct part of the educational experience in the classroom. Students can use laptops, tablets, and other devices 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 instructors reserve the right to collect and set aside technology if it distracts from what is happening in the classroom.

## **Use of Reference Material**

In written work, the format of all references should follow the format of used by the Journal of the American Planning Association (JAPA) and based upon Publication Manual of the American Psychological Association, Sixth Edition (2010) (see also, <http://www.apastyle.org/>), and The Chicago Manual of Style, 16th Edition (see also, <http://www.chicagomanualofstyle.org/home.html>). This method is called the author-date system. Citations should appear in the text as follows: (Giuliano & Hanson, 2017) when using an idea from the text; or (Hanson, 2017: 10) when using a specific quote on the indicated page (in this case, page 10). A good source of information on the APA format can be found on the website of the Writing Center at the University of Wisconsin – Madison: <http://writing.wisc.edu/Handbook/DocAPA.html>, under the “Frequently Asked Questions” about the APA Style at: <http://www.apastyle.org/learn/faqs>, and through the “Style Guide Resources” link on the UF Library page (<http://www.uflib.ufl.edu/tutorials/research.html>). Students from departments other than Urban and Regional Planning may use a commonly accepted format for citations from their own field; please discuss this option with the instructors before using other citation formats in assignments.

## **Assistance for Writing Papers**

The online resources to assist you in writing are extensive. The Dial Center for Written and Oral Communication (<http://cwoc.ufl.edu>), the University Writing Program (<https://writing.ufl.edu>), and the Smathers Library (<http://www.uflib.ufl.edu/tutorials/research.html>) at the University of Florida can assist you in different aspects of writing. You can use the Writing Center to get one-on-one

help on every area of composition from basic grammar and mechanics to topics like essay organization, style, and argument. The Dial Center provides assistance on oral communications through their Public Speaking Lab. Library Support (<http://cms.uflib.ufl.edu/ask>) provides a variety of resources on conducting research through a variety of methods (e.g., chat, text, email, and phone).

Many other universities offer online handbooks on writing. The following are particularly useful: the University of North Carolina at Chapel Hill (<http://writingcenter.unc.edu/handouts/>), the University of Wisconsin (<https://writing.wisc.edu/handbook/>), and Purdue University (<http://owl.english.purdue.edu/>). The following handouts is particularly helpful while editing papers; <http://writing.wisc.edu/Handbook/CommonErrors.html> and <https://writing.wisc.edu/handbook/style/>. The online handbooks described above discuss many aspects of writing papers. Students at the graduate level should be prepared to write a critical argument rather than simply describe relationships. If you have any questions about what is expected at the graduate level, please see the instructors.

### **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 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 to solve those 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, readings, or speakers that you want included in this course, please let us know. This is your course, and we will make time for 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 instructors 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 instructors when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester. We are happy to provide reasonable accommodations for students who register with the DRC and ask that students inform the instructors 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 one (or both) of the instructors 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**



### **Textbook:**

Davarian L. Baldwin (2021) *In the Shadow of the Ivory Tower: How Universities Are Plundering Our Cities*, Bold Type Books, ISBN: 9781568588919.

### **Readings:**

In addition to the required textbook, we have identified the following sources that will be helpful in the course and have requested that the Architecture and Fine Arts Library order them:

American Planning Association (APA). (n. d.) Knowledge Center, Applied Research, Arts, Culture & Creativity. Retrieved on August 16, 2022, from <https://planning.org/research/arts/> (Note that you will need to create an account to access reading materials. If you are not yet a member of APA, please plan to take advantage of the free membership for students.)

Barth, B. (2019) *Smart Cities or Surveillance Cities?* American Planning Association, retrieved from: <https://www.planning.org/planning/2019/mar/smartcities/>

Bureau of Business and Economic Research (BEBR) (2018). *Understanding Racial Inequity in Alachua County*. Retrieved from: <https://www.bebr.ufl.edu/economics/racial-inequity>

Democracy Collaborative. (n. d.) *Overview: Anchor Institutions*. Retrieved on August 16, 2022, from <https://community-wealth.org/strategies/panel/anchors/index.html>.

Gainesville, City of. (n.d.) *Downtown Gainesville Strategic Plan*. Retrieved on August 8, 2022, from <https://mksk.mysocialpinpoint.com/downtown-gnv>

Gainesville Community Reinvestment Area. (n. d.) *Reinvestment Roadmap*. Retrieved on August 16, 2022, from <https://gainesvillecra.com/gcra-reinvestment-roadmap/>

Markusen, A., & Nicodemus, A. G. (2014). *Creative placemaking: how to do it well*. *Community Development Investment Review*, 2, 35-42. <http://www.petkovstudio.com/bg/wp-content/uploads/2017/03/creative-placemaking-how-to-do-it-well.pdf>

Markusen, A., & Gadwa, A. (2010) *Arts and Culture in Urban or Regional Planning: A Review and Research Agenda*. *Journal of Planning Education and Research* 29(3) 379–391. <https://doi.org/10.1177/0739456X09354380>

Markusen, A., & Gadwa, A. (2010, Nov. 3) *Creative Placemaking*. A White Paper for The Mayors' Institute on City Design, a leadership initiative of the National Endowment for the Arts in partnership with the United States Conference of Mayors and American Architectural Foundation. [video}

<https://www.arts.gov/stories/video/ann-markusen-creative-placemaking-white-paper>.

Markusen, A., & Schrock G. (2006) The Artistic Dividend: Urban Artistic Specialisation and Economic Development Implications. *Urban Studies*, 43(10) 1661–1686. <https://www.jstor.org/stable/43197397?seq=1>

Markusen, A. (2006) Urban development and the politics of a creative class: evidence from a study of artists. *Environmental and Planning A*. 38 1921–1940. <https://doi.org/10.1068/a38179>

Markusen, A. (2004) Targeting Occupations in Regional and Community Economic Development. *Journal of the American Planning Association*. 70(3) 253–268. <https://doi.org/10.1080/01944360408976377>

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

North Central Florida Regional Planning Council (NCFRP). (2003). Plan East Gainesville. Retrieved from: [http://ncfrpc.org/mtpo/publications/PEG\\_final.pdf](http://ncfrpc.org/mtpo/publications/PEG_final.pdf).

Pena, J. (2021, December 21). Creative Placemaking for Community Health. <https://planning.org/blog/9227251/creative-placemaking-for-community-health/>.

Syed, C. (2021, February 27). Gainesville residents launch Community Development Corporation Program. Retrieved from: <https://www.wcjb.com/2021/02/28/gainesville-residents-launch-community-development-corporation-program/>.

University of Florida. (2017, January). Strategic Development Plan. Retrieved from [https://strategicdevelopment.ufl.edu/wp-content/uploads/docs/SDP\\_Executive\\_Summary\\_FINAL.pdf](https://strategicdevelopment.ufl.edu/wp-content/uploads/docs/SDP_Executive_Summary_FINAL.pdf)

### **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 <https://elearning.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(s) 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, Sketchup Pro, SPSS, GIMP or Photoshop, Microsoft Word, Microsoft PowerPoint.**

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

- ArcGIS Desktop - Request a Student Copy at <https://www.geoplan.ufl.edu/software/arcgis-desktop/>
- 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 <https://elearning.ufl.edu/supported-services/linkedin-learning/> 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/>

## Getting Help:

For issues with technical difficulties for Canvas, please contact the UF Help Desk at:

- <http://helpdesk.ufl.edu>
- (352) 392-HELP (4357)
- Walk-in: HUB 132

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from the Help Desk 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(s) within 24 hours of the technical difficulty if you wish to request a make-up.

## Campus Resources:

### Health and Wellness

- *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 [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.
- *Counseling and Wellness Center*: [Visit the Counseling and Wellness Center website](#) 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 the Student Health Care Center website](#).
- *University Police Department*: [Visit UF Police Department website](#) 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; [Visit the UF Health Emergency Room and Trauma Center website](#).

### Academic Resource

- *E-learning technical support*: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).
- [Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- [Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.
- [Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.
- [Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- *Student Complaints On-Campus*: [Visit the Student Honor Code and Student Conduct Code webpage for more information](#).
- *On-Line Students Complaints*: [View the Distance Learning Student Complaint Process](#).

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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.

### **Thursday, August 25**

Introduction to the Course

### **Tuesday, August 30**

Background and Inventory

Presentation by TBD

Assignment 1: Background and Inventory handed out.

### **Thursday, September 1**

Background and Inventory

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

Presentation by Emre Tepe – Introduction to accessing secondary data and data analysis

Guest Speaker: Andrew Telles, UF Director of the Office of Collaborative Initiatives.

### **Tuesday, September 6**

Work Session – Background and Inventory

*Florida APA Conference*

Presentation by Emre Tepe – Introduction to ArcGIS pro (basic procedures for preparing GIS data)

### **Thursday, September 8**

Work Session – discussing and reviewing data gathered.

*Florida APA Conference*

### **Tuesday, September 13**

Work Session – Background and Inventory

Presentation by TBD

### **Thursday, September 15**

In-studio presentation of Assignment 1: Background and Inventory

Assignment 2: Policy and Plan Review handed out

### **Tuesday, September 20**

Policy and Plan Review – Getting Organized

Presentation by TBD

**Thursday, September 22**

Policy and Plan Review – Work Session

**Tuesday, September 27**

Policy and Plan Review- Work Session

Presentation by TBD

**Thursday, September 29**

Policy and Plan Review

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

Assignment 3: Opportunities and Constraints handed out.

**Tuesday, October 4**

Opportunities and Constraints – Getting Organized

Presentation by TBD

**Thursday, October 6**

Opportunities and Constraints – Work Session

**Tuesday, October 11**

Opportunities and Constraints – Work Session

Presentation by TBD

**Thursday, October 13**

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

Interim presentation of Individual Proposals

Assignment 4: Assessment of applicable Best Practices handed out.

**Tuesday, October 18**

Assessment of applicable Best Practices

Presentation by TBD

**Thursday, October 20**

Best Practices – Work Session

Book Assignment: Discussion of the course textbook in class.

**Tuesday, October 25**

Best Practices – Work Session

**Thursday, October 27**

In-studio presentation of Best Practices (*Assignment 4*)

Assignment 5: Final Report handed out.

**Tuesday, November 1**

Final Report – Getting Organized

Presentation by TBD

**Thursday, November 3**

Final Report – Work Session

*Instructors participating in Association of Collegiate Schools of Planning conference.*

**Tuesday, November 8**

Final Report – Work Session

**Thursday, November 10**

Final Report – Work Session

Submission deadline of the draft version of the final report is November 13, 2022

**Tuesday, November 15**

In-studio presentation of the draft version of the final report (*Assignment 5*)

Submission of the draft version of the final report

**Thursday, November 17**

Final Report – Work Session

**Tuesday, November 22**

Final Report – Work Session

**Thursday, November 24**

Thanksgiving holiday – no class.

**Tuesday, November 29**

Final Report – Work Session

**Tuesday, December 1**

Run-through of the final presentation

Individual notebooks due at 4:00 p.m.

**December 5 - 8**

Final Presentation (TBD)

**Tuesday, December 13**

Final Report due at 4:00 p.m.

**UF Policies:**

Student 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. [Click here for guidance on how to give feedback in a professional and respectful manner.](#) 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 [ufl.bluera.com/ufl/](http://ufl.bluera.com/ufl/). [Summaries of course](#)



[evaluation results are available to students here.](#)

Add/Drop policy: University policies on such matters as add/drop, incomplete, academic probation, termination of enrollment, reinstatement, and other expectations or procedures can be found in the graduate student handbook and at the Dean of Students website.

COVID related practices: We will have face-to-face instructional sessions to accomplish the student learning objectives of this course. COVID-19 has presented an ongoing challenge because of the changing federal, state and university requirements. In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions. The university recommends – but does not require – people to wear masks on campus and encourages everyone to get vaccinated and stay current with boosters to minimize COVID-related risks. Please monitor the rates of community risk using the [Center for Disease Control and Prevention \(CDC\) county-wide risk](#) and decide about the use of masks to minimize your risk.

Further, the university is monitoring the spread of monkeypox and urges people who have been exposed or who develop a rash to consult the Student Health Care Center or their private physician. For additional detail on campus policies related to COVID or monkeypox, please view the [Campus Updates](#). Please also visit [coronavirus.ufhealth.org](https://coronavirus.ufhealth.org) or the [Centers for Disease Control and Prevention website](#) for additional information on both viruses. Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.

If you are experiencing COVID-19 symptoms ([Click here for guidance from the CDC on symptoms of coronavirus](#)), follow the instructions on [when to isolate/quarantine](#). If you are isolating/quarantining and are healthy enough to participate in class, please notify your instructors in advance of class time so that we can set up a Zoom meeting for you to join the activities. Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. [Find more information in the university attendance policies.](#)