URP 6931: Narratives of Place

SPRING 2023 (Online)

3.0 CREDIT HOURS

CLASS MEETINGS: There are no required class meetings for online students. Students will be required to diligently keep pace with the weekly, readings, lectures, and assignments. Try to complete each reading, lecture, and video in the order that it appears in the schedule. Late submission of assignments will have points deducted, please review the point deductions in the grading policy section. I will hold optional evening town hall meetings throughout the semester.

INSTRUCTOR: Mark Davison, PhD

EMAIL: Course Canvas Email

OFFICE HOURS: I can meet with you by appointment at times that work for both of our schedules. Just send an email through our Canvas class site so we can find a mutually agreeable time. These meetings can be via Zoom or telephone. Most questions regarding readings or assignments can be solved via email. Feel free to reach out to me anytime.

COURSE WEBSITE: UF Canvas – https://elearning.ufl.edu/

COURSE DESCRIPTION: Social, political, and economic power shapes the built environment; however, the historic environment fosters senses of place, and can constitute, sustain, or cause the destruction of collective and personal identities. The stories told about place influences the way sites are remembered, protected, and the way the past is communicated. This course offers a broad, yet selective, study of the ways heritage sites and landscapes have been narrated. Through readings, videos, and projects students will critically analyze the landscapes of power, contested landscapes, and the formulation of new meaning and memory at historic sites.

Importantly, students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint, or belief.

LEARNING OBJECTIVES: At the conclusion of this course, you should be able to:
• connect to the role of the historic preservation process to the protection and interpretation of the larger built environment
• understand how the sites of typically marginalized groups have been interpreted and reinterpreted over time.
• develop a professional capacity and framework for interpreting historic sites beyond the grand narrative.
• develop your own perspective on planning and preservation theory.

- Students will strengthen critical thinking, presentation and verbal communication skills, evaluation and argumentation skills, and written communication skills that will be important in professional practice.

- Students will explore "key issues in equity, diversity, and social justice that emphasize preservationists and planners' role in expanding choice and opportunity for all persons, plan for the needs of the disadvantaged,
reduce inequities through critical examination of past and current systems and disparities,
and promote racial and economic integration" (PAB, 2017, p. 11).

HOW THIS COURSE RELATES TO THE STUDENT LEARNING OUTCOMES IN THE DEPARTMENT OF URBAN AND REGIONAL PLANNING: This course will allow students to demonstrate their understanding of human settlement, the interpretation of complex histories, memories, and community narratives at historic and culturally important sites, organizational/institutional structures, and policies and processes relevant to the profession of planning and historic preservation. Students will demonstrate critical thinking and professional visual, oral, and written communication skills.

TEACHING PHILOSOPHY: This course is designed to allow students to practice the kinds of skills they will use as planning and preservation professionals. Assignments have been designed to develop the following skills that will be important in professional practice: (1) critical thinking; (2) presentation (verbal communication); (3) evaluation and criticism; (4) argumentation; and (5) written communication skills. In addition, this course is designed to enable you to begin thinking from an interdisciplinary perspective about the ways in which landscape architecture, planning, architecture, and historic preservation inform our work in the built environment and collaborative innovations that are moving these related fields forward.

INSTRUCTIONAL METHODS: This is an asynchronous online course. Instruction includes reading assignments, lectures and class/online discussions, online presentations, and written assignments. Writing well is a critical skill in planning. Thus, being able to effectively communicate your ideas and analysis of course material in writing will form an important component of this course. Please note, the University standard is for students to expect to study at least 3 hours for each credit hour. So, for URP 6931 you should expect to study a minimum of 9 hours per week.

COURSE COMMUNICATIONS: General questions can be posted to the Canvas class website discussion board. Private questions can be emailed to the instructor through the Canvas email.

COURSE TEXTS: All course materials are available through canvas; each weekly page contains all relevant material to the course. No book purchase is required.

COURSE ORGANIZATION:

The course consists of three modules. There are three major projects. The first is an essay describing your case study site and how you decided to select that site. It is due early in the semester. The second is a companion to your site selection. This final presentation is submitted via video. The third major project is a photo essay of a public art or memorial near your residence. Additionally, there are eight discussion board posts based on weekly readings.

Instruction and details for all assignments are listed below.

ASSIGNMENTS:

Your final grade will be a composite of these elements:

- 40% Discussion Post (8 posts x 50 points each) = 400 points
- 30% Case Study Presentation = 300 points
- 15% Case Study Site selection = 150 points
- 15% Photo Essay = 150 points

1000 Total points

Major Milestones or Deliverables:

- Discussion Board Post and responses (200-500 word post – followed by two 50–100-word responses)
- Week 6 - Case Study Site selection – Site identification, issues, and ideation (Approx. 1200 words)
- Week 10 – Photo Essay
- Week 15 - Case Study Presentation (visual and verbal) (12-15 minute)

Discussion Board Posts and Responses

This is a reading intensive class. It is expected that you keep up with the weekly readings, videos, and lectures, and understand the materials. If you have difficulty with the material contact the course instructor to set up a Zoom-based office hour. Over the course of the semester, you will complete eight discussion board posts, you will be graded on your level of participation and quality of contribution to the discussions. Your participation will comprise of at least three (3) posts as detailed below:

Initial Post - The first post must be a minimum of 200 words, must address the assignment question, and must be posted by the due date (please note, initial discussion board post must be made by Friday at 11:59pm)

Response Posts - You must have at least two (2) response posts to other students, and each Response Post must be approximately 50-100 words each. These must be posted by the time the assignment closes. Discussion board assignments will close three days after the initial post. Response post are due on the Monday 11:59pm following the initial post.

The tone for the posts should be one that exhibits respect for fellow colleague's ideas, and professional in nature. In short, be cool to one another. Some of the topics covered in this class are controversial. It is ok to disagree with your classmate or your instructor. It is expected that disagree intelligently and that your ideas are supported by both assigned and external readings. Proper citations and bibliographies in APA 7th are required.

Case study Assignment
The case study assignment is broken into two projects. You (or your group, depending on class size) will submit one copy of each assignment.
1. 15% Case Study Site selection (written) (week 6)
2. 30% Case Study Presentation (visual and verbal) (week 15)
You will receive feedback from you instructor and from your peers over the course of the case study assignment. If you have any difficult or concerns about the completion of the assignment reach out to the instructor as soon as possible. It is expected that your ideas are supported by both the assigned and external readings. Proper citations and bibliographies in APA 7th style are required.

Overview of Case Study Project:

You (or your group depending on class size) will identify a site of contested, history, memory, or meaning. Your site could be a cultural landscape, a whole neighborhood, a street, a single building, a monument, or even an individual street corner. It is not advisable to choose a site that is extremely large or complex, for example a city, state, or region. Your site must include a documented hegemonic narrative. It is your task to document, describe, and critically analyze the contested nature of your chosen site. All documentation, citations, and bibliography must be in APA 7th style.

 1. Case Study Site selection (week 6) (approximately 1200 words, not including bibliography)

This assignment will constitute your introduction. Choose a site of contested meaning.

- Identify and describe the physical location, organization, and the landscape/structures at the site.
- Describe the primary agencies, groups, or people currently interpreting the site.
- Describe the hegemonic narrative of the site. (Analysis of the narrative is not necessary at this stage).
- Describe your motivation for choosing the site, and how you will begin research on the counter-narrative.

Following your submittal of the assignment, we will discuss your plans and the viability of your chosen site. If it is determined that your site is not suitable for study, we will work together to determine a site that will work for your project. If you are having any trouble identifying a site for study, please contact your instructor immediately.

2. Case Study Presentation (visual and verbal) (week 15)

- Each student or group will create and present a PowerPoint on their chosen site. A video of your presentation should be recorded and uploaded to the class canvas page.
- Case study presentations should consist of 10-12 slides, not including title and bibliographic pages. The presentations must be approximately 15 minutes in length.
- All images and borrowed facts, figures, and ideas must be cited in-slide and in the bibliography.

- For the presentation you must consider several factors of the site history, memory, and preservation.

Points to consider when making your presentation. Meeting all of these points is not required, however it is expected that you provide a full analysis of the case.

- Title page with photo, title, name, (and if applicable, group number
- Introduction- should be covered by site selection project
- Major players and roles: who were the primary developer(s), designer(s), and regulator(s) of the site
- Who were/are the primary stakeholders in your project?
  - What process and methods were used to engage these stakeholders?
  - Who oversaw this process, and what were its intended outcomes?
  - Was the public invited to provide comments and input?
  - If yes, through what means? Include a table summarizing stakeholder groups and engagement methods.
- The contested meaning or memory.
  - What people or groups contest?
  - Describe the counter-hegemonic narrative.
  - By what means has the site been contested?
- Critical Analysis of the Hegemonic and Counter-Hegemonic narratives
  - What tensions are present?
  - What outlets of narrative dissemination are available and/or used?
  - How do the two narratives complement and/or contrast each other?
- Paths forward. Develop and describe creative approaches to re-communicating the narrative.
- Findings/Conclusion

Photo Essay Assignment
Public Art and Narrativity

A photo essay is a set of photographs selected to tell a story or make the viewer feel a certain emotion. The photographs may have captions or brief notes to explain their meaning. Your thesis and supporting statements should be no more than a sentence or two. The images must drive the narrative.

Directions: Create a photo essay about some form of public art, monument, or memorial in or near your town or city. Your subject can be formal or vernacular. Formality ranges from statues to community murals. Vernacular examples could include graffiti or roadside accident memorials. Finding an interesting site and developing creative ways to communicate your ideas is of paramount importance in this assignment.

Take a comprehensive view of the work. Examples of ideas to consider include the location, the meaning conveyed through the art, how it is presented, who the intended audience is, how is the work

interpreted by various groups, and how does the work fit within the urban fabric, or does it stand out from the urban fabric?

Following these steps will help you create a coherent photo essay:

1. Review the information you have collected. Look for big ideas that emerge from the evidence. Choose one big idea that you think is important. It might relate to one particular event or a system of interconnected events, such as emotional or environmental effects. Or it might concern how a specific group are affected. You can focus on local or global effects—just make sure you have a coherent idea!
2. Create a thesis statement that clearly states your big idea.
3. Create the body of your photo essay. Write four or five points that you want to make to prove your thesis statement. Select photos that will illustrate each of these points. Organize your points and the photos into an essay. If you want viewers to look at the photos in a certain order, make that clear. For example, you might number the photos or use arrows to show the "path." You may also use quotes from the sources you examined.
4. As you work, think about the photos you picked, why you picked them, why they fit in a particular order in supporting your thesis. Will someone looking at your photo essay understand how the photos relate to your thesis?
5. Create a concluding statement for your essay.

You will be graded on the following criteria, each worth 30 points for a total 150 points.

1. Include a clear thesis statement presenting a big idea thesis
2. Present four or five statements that support the thesis.
3. Provide a photo illustrating each supporting statement.
4. Include a concluding statement that is not simply a restating of the thesis.
5. Presentation, creativity, and visual appeal.

Course Policies

In written work, the format for all attributions should follow the format used by the Journal of the American Planning Association (JAPA) based upon the Publication Manual of the American Psychological Association, 7th Edition (2020). For a quick online guide to in-text citations, see: https://apastyle.apa.org/style-grammar-guidelines/citations.

LATE ASSIGNMENTS: Meeting deadlines matters! All assignments are due as indicated on the Course Schedule and on Canvas. Computer problems that arise during submission will not be accepted as an excuse for late work. All work must be completed and submitted by the designated date and time in Canvas.

Late assignments will be marked down half a grade for each day they are late (i.e., from a B+ to a B for being a day late). A day is defined as 24 hours and begins immediately from the due date and time (i.e., the assignment is due at 11:59 p.m. on Wednesday, and you submit it at 12:05 a.m. on Thursday - that

assignment is now marked down as being one day late). Information in regard to UF's grading policy can be found online at https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/.

Grade scale
A 940 and above
A- 900-930
B+ 870-890
B 840-860
B- 800-830
C+ 770-790
C 740-760
C- 700-730
D+ 670-690
D 640-660
D- 600-630
E 590 and below

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, dso.ufl.edu/drc) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

UNIVERSITY POLICY ON ACADEMIC INTEGRITY AND THE UF HONOR CODE: Academic honesty and integrity are fundamental values of the University community. UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students 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." The Honor Code (sccr.dso.ufl.edu/process/student-conduct-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

NETIQUETTE – COMMUNICATION COURTESY: All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions, and chats.
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/.

In Class Materials and Recordings: Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student

ACADEMIC RESOURCES:
For On-Campus URP Students: Graduate Coordinator contact information: Laura Dedenbach, laurajd@ufl.edu, 352-294-1493.
For Online URP Students: Assistant Program Director contact information: Kyle Dost, kyledost@ufl.edu, 352-294-1486.
Career Connections Center: Reitz Union Suite 1300, 352-392-1601.
Career assistance and counseling services career.ufl.edu/
Library Support: cms.uflib.ufl.edu/ask 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. teachingcenter.ufl.edu/
Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers. writing.ufl.edu/writing-studio/

Student Complaints On-Campus: sccr.dso.ufl.edu/policies/student-honor- code- studentconduct-code/
On-Line Students Complaints: distance.ufl.edu/student-complaint-process//

GETTING HELP:

For issues with technical difficulties for E-learning in Canvas, please contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
** Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from the Computing 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 within 24 hours of the technical difficulty if you wish to request a make-up.

Health and Wellness
• U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit umatter.ufl.edu/ to refer or report a concern and a team member will reach out to the student in distress.
• Counseling and Wellness Center: Visit counseling.ufl.edu/ or call 352-392-1575 for information on crisis services as well as non-crisis services.
• Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit shcc.ufl.edu/.
• University Police Department: Visit police.ufl.edu/ or call 352-392-1111 (or 9-1-1 for emergencies).
• UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; ufhealth.org/emergency-room-trauma-center.
A PERSONAL NOTE: If you are overwhelmed and feel like you just can't handle the pressure, 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.

WEEKLY COURSE SCHEDULE

WEEKLY COURSE SCHEDULE FOR SPRING 2023: The course week runs from Monday through Sunday. Readings should be completed by the date noted below during the module in which they are assigned. All Assignments are due by the time (Eastern Standard Time) and date noted on the Fall 2022 Course Schedule and Book Presentation/ Review schedule posted on our class Canvas site.
DISCLAIMER: This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change with adjustments to readings, assignments, and/or resources to enhance class learning opportunities. Such changes, communicated clearly, are not unusual and should be expected.

Week	Readings - Videos	Supplemental	Assessments

Module 1 Narrativity, Framing, and Public Consciousness			
1. 1/9-1/15	Metaphor, Memory, and The City	Video: Welcome, Introduction, and Course overview. Optional: Live Zoom Town Hall Thursday 1/12 8:00PM EST.	
2. 1/16-1/22	Memory and Preservation		Discussion post 1
Module 2: Challenging the Landscape of Power			
3. 1/23-1/29	Landscapes of Power in the Old South, Natchez and Slavery Museums	Lecture Video	Discussion post 2
4. 1/30-2/5	"Blight", Urban Renewal and the Counter-Narrative	Lecture Video	Discussion post 3
5. 2/6-2/12	Soviet Monuments in Eastern Europe	Lecture Video	
6. 2/13-2/19	Sacred and Profane Uses at Bear Lodge		Case Study Site Selection Due 2/19 11:59 PM
Module 3: Narrating Contested Landscapes			
7. 2/20-2/26	Tremé: Urban Hotspots and Gentrification	Lecture Video Optional: Live Zoom Town Hall 2/23 8:00 PM EST	Discussion post 4
8. 2/27-3/5	Taiwan Post-Colonialism and Identity		Discussion post 5

9. 3/6-3/10	Reimagining Berlin: Post-Wall Potsdamer Platz		
10. 3/20-3/26	The Blues: Narrating Vernacular Landscapes and Social Change in the Mississippi Delta	Lecture Video	Discussion post 6
11. 3/27-4/2	Contested Memories of Labor and Industrial Heritage		Discussion post 7
12. 4/3-4/9	Developing a Narrative of the Latino Vernacular		Photo Essay Due 4/9
Module 4: Conclusions			
13. 4/10-4/16	The Narrative Turn		
14. 4/17-4/23	Storytelling About Loss and Reclamation		Discussion post 8
15. 4/24-4/26	Course Conclusion		Case Study Presentation Due 4/26