Community Planning Workshop   FALL 2013 3 Cr. Hrs.
MUDD 6501 / GEOG 6501-U90 / ARCH 6050
School of Architecture & Department of Geography and Earth Sciences

Professors: José L.S. Gámez (Architecture), jlgamez@uncc.edu
Janni Sorensen (Geography/Earth Sciences), jsorens2@uncc.edu
M/F 9:30 AM – 10:45 AM @
UNC Charlotte Center City Building, Room 1001

Abstract: This inter-disciplinary course builds upon the idea that community planning and design provide strategies for positive change, capacity building and the development of both physical and social capital.   The class gives students opportunities to foster community change through a focus upon community engagement, service, public interest design and planning. These activities form the basis of our participatory community planning partnerships with local community groups, agencies, and individuals. The intersection of political, economic, social, and cultural factors in planning and urban design will be emphasized, as well as the ethical role of designers and planners in working with communities.

Objectives:

i)   To introduce students to community planning/design and participatory community practices particularly as these relate to issues of sustainable development, social equity, and social space.
ii)   To encourage critical reflection on the role of neighborhoods in building, empowering, maintaining, and sustaining communities.
iii)   To gain experience with community-scale data, citizen participation, and preparing oral reports and planning documents.
iv)   To examine ethical responsibilities to *diverse* public interest*s*, to clients, to colleagues and oneself.

Methodology & Content: The CPW takes the Charlotte-Mecklenburg regional area as its focus. Projects addressed in the class will be executed in collaboration with local residents, groups, and agencies with which we have long standing relationships (this course is offered annually in the fall). Our collaborations with neighborhood partners enrich the learning experience for students, provide benefits to the community, and establish a set of research agendas.   In the past, work from the CPW has led to city-adopted neighborhood park vision plans, city sponsored neighborhood matching grants, community cleanups, and neighborhood festivals.   A review of

planning and design policies and theories will be presented in readings, seminar discussions, and workshop sessions. A wide range of skills and tools will be addressed including demographic analysis, community participation, information gathering, mapping/site analysis, design speculation and visioning, and the preparation of community plans. Major topics include neighborhood identity, collaborative planning and urban design, sustainable development, social capital and social justice in our built environments. Classroom activities include (1) **weekly reflections** and updates detailing the status of student projects, (2) **seminar discussions** led by the instructors and (3) student/faculty/community **reviews of projects**.

A significant amount of time will spent outside of class on assignments, research, neighborhood meetings, city council meetings, and presentation development.   All final documents will delivered to our community partners and relevant public agencies/organizations; therefore, work towards a high level of professional quality in your work as these documents will become **public records** of our collective work.

Required Texts:
-William Morrish and Catherine R. Brown. Planning to Stay: Learning to See the Physical Features of Your Neighborhood (Minneapolis: Milkweed Editions, 2000).
-Bryan Bell and Katie Wakeford. Expanding Architecture: Design as Activism (New York: Metropolis Books, 2008).
- Other readings on electronic course reserve (see weekly schedule below).

Grading: The majority of the semester will involve collaborative teamwork. These activities will build upon classroom instruction and extend into our partnering communities. Assignments will be evaluated upon level of completeness/comprehensiveness, level of analysis, delivery of a neighborhood action plan to our community partners, and upon overall quality. Assessment breakdown will be as follows: Review of Assignment 1: 30%; Review of Assignment 2: 30%; Participation in Class/weekly reading assignments/discussion questions: 20%; Final Report: 20%

A Note on Projects:
- What you will encounter this term is, for example, a project that spans the first half of the semester and that will be addressed through a series of "steps." The "steps" for this project are cumulative and each builds upon others. Therefore, while one part of the assignment may precede another, students will be expected to revise and update work as they move forward over the course of the semester.
- Some "steps" may not be obvious but we will guide you as best we can through regular "desk crit" feedback and discussion as a group. The feedback is only as good as the issues that are raised—meaning that our feedback is going to be based upon the information, data, and analysis that each of you bring to us in the class. This is a situation in which you will get back as much as you put in—be proactive, be thorough, and be thoughtful in your work so that we may be able to do the same.
- The final half of the semester will involve a second project (design focused) with a sequence of steps that also build toward a full project.
- Each student will be expected to participate and to engage all discussion sessions; these discussion and reflection sessions will build upon weekly readings and in-field experiences. Therefore, students will be required to examine each week's set of readings BEFORE we meet as a class; students will also submit a brief written analysis of the week's readings prior to class each week.
- Since we will be working in a **reciprocal relationship** with community partners who are equal participants in our community planning activities, they must be treated as collaborators equal in every way to your teammates and student colleagues in class. This means not only be respectful of our community partners' schedules but also **open to learning from the local knowledge** that they posses.

Classroom Activities:
Classroom time will be spent doing a variety of activities including (1) weekly reflections and updates detailing the status of student projects, (2) short presentations by the instructors to provide the larger context and (3) student/faculty/community reviews and discussion.

Typically, one session each week will be used for discussion of readings and reflection on how "theory" informs our projects. **Weekly reading reflection assignments will be due by 8pm on the Thursday evening of each week.** These weekly reading reflection assignments will form the basis for our initial discussions and, therefore, are an important part of the class. It will be important to raise challenges, opportunities, contrasts, and overlaps found in your on-going work with community partners as they relate to weekly readings.

While this is a workshop in which a portion of class time will be dedicated to the review and development of group based work, a **<u>significant amount of time will spent outside of class on assignments</u>**. Students will be required to participate in community meetings, presentations, and research tutorials (such as a census tutorial) outside the timeframe of the specific class itself. As a member of a team, you will each need to be flexible, communicative and accountable.

Since our work will involve community partners whose needs and schedules cannot be easily predicted, our schedule of activities is likely to change. The schedule and reading list that we have planned for the semester is tentative and we will revise it as needed.

Census Tutorial:
The best way for students to arrange their census tutorials is to plan for a "small group" meeting with Lareese Hall, one of the University's librarians. You may reach her via email: lhall62@uncc.edu

 One person from each group should be the contact person who facilitates communication. Have your "point person" send specific initial questions to Lareese prior to your initial meeting.

COMMUNITY PLANNING WORKSHOP – Assignments Overview
Fall 2013

This document contains an outline of the process students should follow in the community planning workshop this semester. Because each of the teams will be working on different types of projects, the descriptions below are general and more detailed instructions will be given to each team as the semester progresses. Students are expected to spend a significant amount of time outside of class in the neighborhoods documenting, observing, engaging community representatives, and collecting data. Community liaisons will help establish your team's initial contacts with community partners and will help maintain on-going schedules, appointments, and communication (each team will be assigned a community liaison in the second week of the term).

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1. Weekly Readings and Reflections: Each week, students will be required to read a set of essays that will form the background to our in-class discussions. In order to spur thoughtful discussion, each student will be required to write a two-page (maximum) review of the readings that will <u>include specific references</u> to terms, themes, issues, and/or topics raised by the authors as well as specific questions and comments that arise from the student's analysis of the texts.

More importantly, these weekly reflections provide an opportunity to link "theory" to "practice"—to link national, regional, and sometimes global issues to local needs on the ground in your work. Reflect upon the challenges and opportunities that you see in the work that you engage with your community partners. And, look for instances in which the local circumstances that you, your team and community partners face present cases that challenge or reinforce the work found in the authors you are reading.

The two-page limit will require that students strategically summarize the readings in order to identify key information that they wish to address or that they would like the class to discuss. In other words, this <u>two page limit requires that these weekly reflections not be "reports" describing what the authors said</u>; instead, they will be careful reviews of major issues, themes, terms, and/or topics as they apply to our specific case studies in Charlotte or the work that we are taking on in the class. Students should also reference on-going research into example neighborhood plans, census information, local planning policy, etc., when appropriate.

While these weekly reflections are not formal research papers, students will be required to properly cite the authors that they mention. These assignments will be due by 8pm on Sunday nights prior to the following week's discussion.

2. *Affordable Housing and the role of Habitat for Humanity in low income neighborhoods*

For the past several years, the community planning workshop has partnered with a number of neighborhoods in Charlotte to create comprehensive neighborhood plans. These partnerships go beyond typical service learning and extend into what is often described as "public or civic scholarship"—in other words, these partnerships form the basis for reciprocal learning and research opportunities in which we (university actors) engage community partners on an equal, mutually beneficial, and scholastic platform upon which new publically accessible knowledge can be created. These plans help document existing conditions and establish visions and programming for the neighborhood on a variety of issues such as building social capital, addressing crime, and improving infrastructure. In several of these neighborhoods, one consistent stakeholder has been Habitat for Humanity. Habitat has played different roles in different neighborhoods from rehabbing relatively new foreclosed properties in Windy Ridge to building a large number of new infill housing in Reid Park. This semester we want to further explore the role of Habitat in providing affordable home ownership in low-income neighborhoods and their role in helping address neighborhood wide issues such as quality of place, neighborhood attachment, and improved public spaces. Students will be split up into groups that will be assigned one particular neighborhood. The project will consist of the following phases:

1) Phase One: Telling the neighborhoods' stories through maps
The assignment is to document and diagram the existing physical, social, and other contextual conditions in the neighborhood taking a starting point in housing and, in particular, the impacts of Habitat for Humanity. The objective is to understand both the assets and constraints of the neighborhood, as well as the neighborhood space, through the documentation of environmental conditions in 2-dimensional form (maps, diagrams, etc.). The maps will be informed through research focused on the City of Charlotte's policies relevant (planning documents relevant to the neighborhood in particular but also broader policy statements) to affordable housing and through analysis of data on social characteristics such as census data and the Quality of Life Study (UNCC Urban Institute). This part of the project should also be informed by literature including journal articles, web sites and case studies.

Mapping the Neighborhood

A Place (only physically) Divided

This map shows the existing fabric of Graham heights with streets, parcel lines, houses, churches, parks, factories, railroad, and topography.
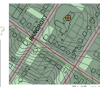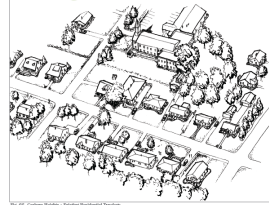
Fig. 11, Graham Heights Physical Properties 2013 CPW Study (basemap produced in ArcGIS)

IMAGINING A NEW RESIDENTIAL TYPOLOGY
Backyard Homes in Graham Heights

why ? why increase existing neighborhood intensity?

Fig. 6C, Graham Heights - Existing Residential Typology

2) Phase Two: Small scale neighborhood design project
Based on the analysis in Phase 1 and input from our community partners (neighborhood associations, Habitat for Humanity), students will select a site (or sites) in their assigned neighborhood, which will become the focus of a neighborhood based design intervention. This design proposal should be grounded in thorough reflections on the connections of the site and its use to the surrounding neighborhood as well as to contextual constraints (both local and national such as housing policies, the suburbanization of poverty, foreclosures, surrounding land uses, local zoning, etc.). The design must reflect needs and opportunities identified in Phase 1, must be drawn from input of community partners, and must be developed to communicate ideas to a broad audience (for example, to both local residents and planning officials as well as design professionals). The design should also include recommendations for implementation strategies (sites and overall design topic must be approved by instructors before work is initiated).

3) Final report
Phase one and two will be merged into a coherent report that includes an introduction and a reflective section detailing what was learned, the process, community engagement, the "vision" for change, and remaining questions that need further research. In addition to final report, the work must also be translated into display boards for final review and community presentations. Copies of both the final report and presentation boards will be provided to our community partners.

UNDERSTANDING DENSITY & INTENSIFICATION
Redevelopment and Incremental Infill

Density and Affordable Housing :
A common perception is that high density and affordable housing will increase traffic, overcrowding and crime, strain public services and infrastructure, lower property values, and undermine community character. However there are several disadvantages to low density development. For example, in highly populated regions, low density can create an imbalance of housing, jobs and services, increasing vehicle mileage, traffic congestion and air pollution.

There are many benefits to and higher density development and "smart growth". Smart growth refers to land use development practices that promote efficient use of land and existing urban infrastructure; an alternative to sprawl.

Benefits of High Density & Affordable Multifamily Housing: High density development can enhance a community's character, increase affordable housing, spur economic development, reduce costs, reduce vehicle travel and pollution and preserve farmland and open space.

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Attendance: The quick pace and applied nature of this course necessitates strict adherence to attendance, preparation, and deadlines. No absences are allowed except in the case of medical or family emergencies, and these must be verified by a note from hospital or registrar. We will make every effort to stick to the course schedule, but variations are inevitable (including assignment deadlines and requirements). If you miss class, it is your responsibility to find out what happened. Two unexcused absences will constitute grounds for being dropped from the class. The class (students and instructors) will develop a "code of conduct" early in the semester to establish an inclusive, respectful atmosphere in the class/groups. We invite students to visit, call or e-mail us as often as they need. Most course related problems can be resolved if they are jointly addressed by instructors and student early in the semester. Students with special needs–factors that might interfere/conflict with a student's successful completion of the course should tell the instructor as soon as possible.

Mobile Phones: All mobile phones must be switched off (or set to vibrate for family emergencies). A ringing mobile phone in class counts as an absence.

Religious Holy Days:
Students whose religious beliefs prohibit class attendance or the completion of specific assignments on designated dates may request an excused absence. If the student notifies the instructor of the classes to be missed due to religious holy days by the 15th calendar day of each semester (eighth calendar day for summer terms), the student will be excused. (See the class schedule for specific dates.) Eligible religions are those whose places of worship are exempt from property taxation.

The grading scale is as follows:
A Outstanding – meets and exceeds stated requirements of the course; exhibits significant improvement, development, and/or intellectual growth over the course of the term; exhibits creative and/or research efforts from which both the instructor and students may learn; all work turned in on time and presented in a professional manner.
B Good – meets the stated requirements of the course; exhibits good improvement, development, and/or intellectual growth over the course of the term; exhibits a good measure for student emulation; and all work is turned in on time and well presented.
C Marginal – fails to meet most requirements of the course and the work is of a caliber marginally acceptable at the graduate level.
U Unsatisfactory – fails to meet the requirements of the course (the work is significantly incomplete, late, and/or of a caliber unacceptable at graduate level).

Academic Integrity: The Department of Geography and the School of Architecture fully support the UNC Charlotte Code of Academic Integrity. It is expected that each student will be aware of the UNC-Charlotte Code of Academic Integrity and will comply with both the intent and the specifics of that code. All codes of ethical research and design activities will shape the background for this course. If you have questions regarding such issues, please review the UNC-Charlotte Code of Academic Integrity and adhere to the following definition of plagiarism, which can be found on:
http://www.plagiarism.org/learning_center/what_is_plagiarism.html:

"According to the Merriam-Webster Online Dictionary, to "plagiarize" means:

• to steal and pass off (the ideas or words of another) as one's own
• to use (another's production) without crediting the source
• to commit literary (or design, in the case of this course) theft
• to present as new and original an idea or product derived from an existing source.

In other words, plagiarism is an act of fraud. It involves both stealing someone else's work and lying about it afterward."

Schedule Overview and Readings (subject to change if needed)*

Weeks 1 through 6 are "mapping" and analysis focus

Weeks 7 through 12 are the "design" focus.

Weeks 13 and 14 are for finalizing a report.

Last 2 weeks of semester guest lectures by Dustin Reed
(preparation for ULI Hines Competition—MUD only)

Week 1 (August 19/23)

Seminar (M): Introduction & Overview of the CPW
Introduction, Overview of class and community engagement, data gathering, and planning.
Handout first set of readings as pdf's. Pre-survey of students perception of neighborhood planning.

Seminar (F): "Affordable Housing Assignment" begins; "Assign" census tutorials to be completed by Sept. 6; discussion of weekly readings assignments begin.

Required Readings:

Reardon, Kenneth (2009). Neighborhood Planning for Community Development and Renewal. An Introduction to Community Development. London: Routledge, 266-283.

Checkoway, B. (1984). Two Types of Planning in Neighborhoods. Journal of Planning Education and Research. Vol. 3: 102-109.

Morrish, W. and C. R. Brown (2000). Planning to Stay: Learning to See the Physical Features of Your Neighborhood. Minneapolis: Milkweed Editions, 7-22.

Reference Material:
Review previous Neighborhood Action Plans (on Moodle)

Week 2 (August 26/30)

Workshop (M): Mapping (What do we think that we need to know?) Mapping, what to draw/map (cultural, economic, physical data), how to draw/map, why to draw/map; time to work. Instructors will introduce tools such as "windshield surveys", census/demographics, foreclosure rates, owner/renter, Strengths and Weaknesses (SWOT Analysis) to support group work.

Seminar (F): Planning, City as Growth Machine, Uneven Development
Charlotte's context, Neighborhood Planning; Affordable housing

Required readings:

Molotch, H. (1976). The City as a Growth Machine: Toward a Political Economy of Place. The American Journal of Sociology, Volume 82, Number 2 (September) 309-332.

Graves, B. and H. Smith (2003). The Corporate Construction of a New South City: Great Banks Need Great Cities. Southeastern Geographer 43 (2): 185-206.

Balcot, H. (2006). Civic Culture as Policy Premise: Appraising Charlotte's Civic Culture. Journal of Urban Affairs 30 (4): 389-417.

Krumholz, Norm (2004). From the reluctant hand: Privatization of public housing in the U.S. Chapter 5 in the affordable Housing reader

Readings to support group projects:

Charlotte Neighborhood Quality of Life Study 2010 and Business Corridor Benchmarking Analysis. UNC Charlotte: Urban Institute.

Week 3 (September 2/6):

Labor Day (M): Holiday-UNC Charlotte Closed

Seminar (F): Census tutorials to be completed by this date.

Required Readings:

Newman & Ashton (2004) Neolibral urban policy and new paths of neighborhood change in the American city. Chapter 23 in The affordable housing reader.

Davidoff, P. (1965). Advocacy and Pluralism in Planning. Readings in Planning Theory. Cambridge, MA: Blackwell Publishers, 305-322.

Krumholz, N. (1982). A Retrospective View of Equity Planning: Cleveland 1969-1979. Journal of the American Planning Association (Spring): 136-152.

Week 4 (September 9/13)
Workshop (M): Mapping Updates

Seminar (F): Affordable Housing Policy in the American Context

First Community Meeting to be completed by Week 4

Required Reading:
Alice O'Conner (2008). Swimming Against the Tide. A Brief History of Federal Policy in Poor Communities, in The Community Development Reader (chapter 2) edited by DeFilippis and Saegert. Routledge.

Rohe, Zandt and McCarthy (2002). The Social benefits and costs of homeownership: a critical assessment of the research. Chapter 15 in the affordable housing reader.

Week 5 (September 16/20)

Workshop (M): Mapping Updates

Seminar (F): Discussion Topics: Neighborhood as the site for community organizing
Reflecting on community meetings – future steps (visioning, action plans, capacity building)

Required readings:

Walters, *Designing Community,* "Planning, Urban Design and Citizen Power: Community Participation in Planning from 19th Century Anarchist Roots to Today" pp. 65-80

Beard, V. (2003). Learning Radical Planning: The Power of Collective Action. *Planning Theory*, 2, 1: 13-35.

Cuff, D. (1989). Mirrors of Power: Reflective Professionals in the Neighborhood. The Power of Geography: How Territory Shapes Social Life. Unwin Hyman, 331-349*.*

We encourage groups to watch "Streets of Hope" Video on course reserve in Atkins
Visit and Explore cityLAB's website: http://www.citylab.aud.ucla.edu/
Review links to example neighborhood plans (in the resource links below).

Week 6 (September 23/27)

Workshop (M): Affordable Housing Assessment Review

Seminar (F): City and Neighborhood Form & Policy

Required Readings:

Talen, E. (2002). Help for Urban Planning: The Transect Strategy. Journal of Urban Design, Vol. 7 (3) 293-312.

Mallach, A. (2008). Managing Neighborhood Change: A Framework for Sustainable and Equitable Revitalization. Report published by the National Housing Institute (Montclair, NJ)
www.nhi.org/pdf/ManagingNeighborhoodChange.pdf

Week 7 (September 30 - October 4)

Workshop (M): ==Introduce: Community Design Assignment==

Seminar (F): Public Interest Design

Required Readings:

Kretzmann, J.P. and J. L. McKnight (1993). Introduction. Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets, Evanston, IL: Institute for Policy Research, 1-11.

Participartory Design Chapters in Expanding Architecture, pages 56-90.

Enhancing Family and Community Through Interdisciplinary Design. Expanding Architecture: Design As Activism (New York: Metropolis Books, 2008) 264-273.

==**Week 8 (October 7/11)**==

==**Fall Recess (M): Oct. 7 & 8 –Fall Recess Dates (No Classes on Monday)**==

==**(F): School of Architecture Field Trip Week**==

Week 9 (October 14/18)

Workshop (M): Fieldwork/Site Visits/In-class team sessions

Seminar (F): Neighborhood, Gender and Identity, Defensible Space, Territory, and Identity

Required Readings:

Housing for the 98% Chapters in Expanding Architecture, pages 146-183.

Gilbert, M. R. (2000). Identity, Difference, and the Geography of Working Poor Women's Survival Strategies. Gendering the City: Women, Boundaries and Visions of Urban Life. Lanham, MD: Rowman & Littlefield Publishers, p. TBA

Lawson, L. and J. Sorensen. (2010). When Overwhelming Effort Meets Underwhelming Prospects: Sustaining Community Open Space Activism in East St. Louis. Insurgent Public Space .London: Routledge, p. TBA.

Oscar Newman, Creating Defensible Space, HUD (available online) pp. 1-126
http://www.huduser.org/Publications/pdf/def.pdf

Week 10 (October 21/25)

Workshop (M): Work in teams/Desk Crits

Seminar (F): Comprehensive Planning, Bringing Back the Big Picture, the Planning Process and Building a Community

Required readings:

Peterman, W. (1999). Changing Urban Structure, Implications for Neighborhood Development. Neighborhood Planning and Community Development. TOWN: Sage, pp. TBA.

Alexander, E.R. (2004). Capturing the Public Interest: Promoting Planning in Conservative Times. Journal of Planning Education and Research, 22, 102-106).

Hoch, C. (1994). What Planners Do: Power, Politics, and Persuasion. Chicago, IL: Planners Press, 1-74.

Week 11 (October 28 - November 1)

Workshop (M): Work in teams

Workshop (F): Review Design Charette Assignment

Required readings:

Russell Katz, "Finding the Balance: How to be an Architect, an Environmentalist, and a Developer," in Expanding Architecture (New York: Metropolis Books, 2009) 222-27.

Haughton, G. (1999). Environmental Justice and the Sustainable City. Journal of Planning Education and Research 18: 233-243.

Campbell, S. (1996). Green Cities, Growing Cities, Just Cities? Urban Planning and the Contradictions of Sustainable Development. Journal of the American Planning Association 62, 3: 296-312.

Week 12 (November 4/8)

Workshop (M): Begin Report/Final Assignment

Seminar (F): Suburbanization of Poverty

Required Readings TBA

Week 13 (November 11/15)

Workshop (M): Report Updates

Seminar (F): Planning Practices

Final neighborhood meeting should be wrapping up at this point in the semester.

Required readings:

Forester, J. (1989). Planning in the Face of Conflict: Mediated Negotiation Strategies in Practice. Planning in the Face of Power. Berkeley University of California Press, 82-103.

Talen and Ellis, "Beyond Relativism: Reclaiming the Search for Good City Form"

John Peterson, "Mobilizing Mainstream Professionals to Work for the Public Good," in Expanding Architecture in Expanding Architecture: Design as Activism (New York: Metropolis Books, 2008) 94-103.

Sergio Palleroni, "Building Sustainable Communities and Building Citizens," in in Expanding Architecture: Design as Activism (New York: Metropolis Books, 2008) 274-79.

Week 14 (November 18/22)

Workshop (M): Discussion

<mark>**Workshop (F): Report Due / Final Public Presentation & Discussion of "Findings"**</mark>

Week 15 (November 25/29)--Holiday: Thanksgiving

<mark>**Seminar (M): Overview of real estate valuation fundamentals; Guest Lecturer Dustin Reed**</mark>

(F): Holiday

Required readings:
Miraftab, F. 2004. Public-Private Partnerships: The Trojan Horse of Neoliberal Development? Journal of Planning Education and Research, 24, 89-101.

Sagalyn, L.B. 1997. Negotiating for Public Benefits: The Bargaining Calculus of Public-Private Development. Urban Studies, 34 (12), 1955-1970.

Krumholz, N. 1999. Equitable Approaches to Local Economic Development. Policy Studies Journal, 27:1, 83-95.

Purcell, M. 2009. Resisting Neoliberaliztion: Communicative Planning or Counter-Hegemonic

Movements? Planning Theory, 8 (2), 140-165.

Week 16 (December 2/6)-<mark>Overview of real estate valuation fundamentals; Guest Lecturer Dustin Reed</mark> **Continued**

Seminar (M & F): Real estate principals to planning theory and the emerging body of literature on public-private partnerships and neoliberal ideology in the planning domain.

Suggested Resources in Community Design:

 American Planning Association: http://www.planning.org/
 Active Living by Design: http://www.activelivingbydesign.org/
 Active Living Research: http://www.activelivingresearch.org/index.php
 Congress for New Urbanism: www.cnu.org
 Pyatok and Associates: www.pyatok.com
 Calthorpe: http://www.calthorpe.com/
 Metropolitan Design Center:
  http://www.designcenter.umn.edu/reference_ctr/resources_by_topic/rbt_housing.html
 Pratt Institute Center for Community and Environmental Development:
  http://www.picced.org/lowres/index.html
 Planetizen: Planning and Development Network: http://www.planetizen.com/

 Urban Ecology "uses urban design, land use planning and policy reform to help people plan and
  build communities that are ecologically healthy, socially just, and economically fair"
  http://www.urbanecology.org/

Suggested Resources for Neighborhood Plans:
 Baltimore Operation ReachOut SouthWest Strategic Neighborhood Action Plan:
  http://www.ci.baltimore.md.us/neighborhoods/snap/images/OROSW.pdf
 Charlottesville, Virginia Neighborhood Plans:
  http://www.charlottesville.org/default.asp?pageid=C4A1000E-C8E6-4714-A9D8-
  D482ED747AFC
 East St Louis, South End Neighborhood Plan: and South End Neighborhood Plan:
  http://www.eslarp.uiuc.edu/ntac/sendo/2003plan/southendplan.htm
 San Francisco Bay Area Neighborhood Plans by Urban Ecology:
  http://www.urbanecology.org/neighborhood.htm
 Seattle, WA Neighborhood Plans: http://www.cityofseattle.net/neighborhoods/npi/plans.htm
 St. Paul, Minn Small Areas Plans:
  http://www.govdocs.com/service/category.html?code=STPAUL_Neighborhood, for
  example:
  http://www.govdocs.com/service/docs/STPAUL/STPAUL_DeptPED/STPAUL_127/STPA
  UL_127_20010619_en.pdf
 Springfield, IL-Eastside Neighborhood Development Plan:
  http://www.springfield.il.us/Eastside%20Neighborhood%20Development%20Plan.pdf
 NY area Community Plans by PICCED: http://www.picced.org/communityplanning.php
 Vancouver, WA Neighborhood Action Plans:
  http://www.ci.vancouver.wa.us/neighborhoods/nap/nap.htm
 NeighborWorks: http://www.nw.org/network/comstrat/comstrat.asp
 Neighborhood Planning: http://www.neighborhoodplanning.org/

Suggested Resources for Community Organizations:
 ACORN   Association of Community Organizations for Reform - http://www.acorn.org
 BYNC   Back of the Yards Neighborhood Council - http://www.bync.org/
 Ben & Jerry's Foundation Grant Program: Support is provided to nonprofit, grassroots
  organizations throughout the United States that facilitate progressive social change by
  addressing the underlying conditions of societal and environmental problems.
  http://www.benjerry.com/foundation/guidelines.html (funding)
 Center for Community Change: http://www.communitychange.org/
 Citizen's Handbook / guide to community organizing: http://www.vcn.bc.ca/citizens-handbook/
 Civic Practice Network   A Learning Collaborative for Civic Renewal -
  http://www.cpn.org/index.html
 Comm-Org: http://comm-org.wisc.edu/news.php

Corporation for National and Community Service: http://www.nationalservice.org/ (funding for staffing)

Kids and Community (APA): http://www.planning.org/kidsandcommunity/

National Neighborhood Coalition: http://www.neighborhoodcoalition.org/

NNC National Neighborhood Coalition - http://www.neighborhoodcoalition.org/

New Voices Fellowships to Support Organizations and Promising New Leaders Committed to Social Justice: http://newvoices.aed.org/ and for additional RFPs in Civil Society, visit: http://fdncenter.org/pnd/rfp/cat_civil_society.jhtml (funding)

Peace Corps Fellows/USA Program in Applied Community and Economic Development at Illinois State University, http://www.stevensoncenter.org/pc/index.shtml or Community Development at Western Illinois University http://www.peacecorpsfellows-wiu.org (funding for staff)

Planners Network, the organization of progressive planning: http://www.plannersnetwork.org

PICO Pacific Institute for Community Organizing - http://www.piconetwork.org/

Professional Housing Resources, Inc in St Louis, MO. Increasing the capacity of community organizations to strengthen neighborhoods and build affordable housing http://www.phri-stl.org/ (training).

Sparkplug Foundation: The sponsor supports projects primarily in three areas of focus: music, education and grassroots organizing. In all areas of focus, the sponsor is interested in making one-time grants for activities which create sustainable organizing and communities http://www.sparkplugfoundation.org/ (funding).

Suggested Readings on Gender in planning:

Garber, Judith. 1995. Defining Feminist Community: Place, Choice and the Urban Politics of Difference. In Garber, Judith and Robyne Turner, eds., *Gender in Urban Research*, Urban Affairs Annual Review. No. 42. Thousand Oaks: Sage Publications (communities of place as a problematic, assumes traditional definitions of family, household, neighborhood; alternatives explored--community of choice, community of purpose).

Lennie, June 1999. Deconstructing gendered power relations in participatory planning: Towards an empowering feminist framework of participation and action. *Women's Studies International Forum,* 22, 1: 97-122.

Ritzdorf, Marsha. 1994. A Feminist Analysis of Gender and Residential Zoning in the United States. In *Women and Environment*, edited by Irwin Altman and Arza Churchman. New York: Plenum Press.

Wekerle, Gerda and Carolyn Whitzman. 1995. *Safe Cities: Guidelines for Planning, Design and Management*. New York: Van Nostrand Reinhold (focuses on violence against women and this relates to the planning and design of cities).

Other Suggested Readings:

• Alexander, E. R. 2004. Capturing the Public Interest: Promoting Planning in Conservative Times. Journal of Planning Education and Research, 22, 102-106

• Randolph T. Hester. Planning Neighborhood Space with People, Second Edition. Chapter 5, "Site Planning by Archetypes and Idiosyncrasies" pp. 135-167

• Mallach, Alan. 2008. "Managing Neighborhood Change: A Framework for Sustainable and Equitable Revitalization." Report published by the National Housing Institute (Montclair, NJ) www.nhi.org/pdf/ManagingNeighborhoodChange.pdf

• Medcoff, Peter and Holly Sklar. 1994. Streets of Hope: The Rise and Fall of an Urban Neighborhood*.* Boston: South Bay Press (experience of Dudley residents and the DSNI).

• Midwest Academy five-day training on community organizing (see training agenda on website, www.midwestacademy.com).

• Von Hoffman, Alexander. 2003. House by house, block by block: The Rebirth of America's Urban Neighborhoods. Oxford: Oxford University Press (chapter 4).