

UNIVERSITY OF WISCONSIN-MILWAUKEE
SCHOOL OF ARCHITECTURE AND URBAN PLANNING

UP 316 – Planning for the Great Cities of America

Course Syllabus - Fall 2023

Instructor: Yaidi Cancel Martinez, PhD	Lectures: Tuesdays (pre-recorded content)
Email: ycmartin@uwm.edu	Discussions: Thursdays 9:00am-10:20am
Phone: (414) – 241-6399	Location: Online - See Canvas for details
Office hours: By appointment only*	<i>on lectures/meetings</i>
*Contact by email to set up	

Course Description

What makes a city *Great*? What are the key characteristics and assets that spur the development of cities in the United States? In this course, we will explore and analyze these questions through critical lenses. We will also examine the history of cities and how planning, design, policy and economic interests influence their development – for better or worse. The course will also incorporate current topics influencing cities including access to resources, sustainability, social justice, identity, character and quality of life.

Learning Goals

Throughout this course, students will:

1. Explore different perspectives on what makes a city ‘great’ in the context of policy, urban planning and development, social justice and quality of life.
2. Gain an understanding of the history of cities and how planners, policies, and social actors influence challenges and opportunities for growth.
3. Reflect and critique urban planning and development issues and success stories based on readings, discussions, and multimedia.

Course Requirements

This course is conducted as an online seminar with a mix of synchronous meetings and flexible learning. We will strive for a supportive and inclusive learning environment. Students must fulfill each of the following for successful course completion:

1. **Mindful participation** includes:
 - a. **Participating in activities** posted in Canvas and during meetings.
 - b. **Leading a discussion** on a current topic related to the week’s module
Lead at least 1 discussion this semester.
2. **Complete assignments** on required readings/course materials (*Minimum of 10*).
3. **Research or case-study paper** on a selected city, discuss key planning and development characteristics, prospects and challenges.
4. **Team webinar-style presentation** based on the research/case-study paper.

Students will be evaluated and graded upon completion of the course requirements. This course has no mid-term or final exams. The course is designed to facilitate student inquiry, critical thinking, engagement, and participation.

Details on the course's requirements are found below.

1. Mindful participation

Participating in the course is essential and constitutes 15% of the course grade.

Participation is more than just showing up to the discussion meetings, it means engaging in meaningful and respectful discussion with the instructor and peers, answering questions during meetings or on discussion boards, and leading a discussion at least once during the semester.

Leading a discussion

Each week, up to 3 students will be assigned to identify an event/issue or journal article related to the module under discussion. The student will provide a brief overview of the event/issue/paper to the class and lead a brief discussion on the topic. Posting the article or link and leading a discussion constitutes half of your participation grade. Students should lead a discussion at least once this semester. A sign-up sheet will be made available in Canvas. Talk with the instructor if you have questions or need assistance.

On your assigned week, please post your article and/or link to the Canvas discussion board no later than 5 pm Wednesday.

General Participation

In addition to leading a discussion at least once, these are ways a student can earn their participation grade this semester:

- ***Complete weekly required readings and course materials*** – Reading and completing weekly required materials will prepare you for class discussions, especially for our Thursday meetings. Canvas will show you what items should be completed. Canvas reports which items have been read or completed.
- ***Weekly activities*** - Please complete the activities posted on Canvas related to the course topic/module. The activities include, for example, posting a response to the week's discussion board. Details on weekly activities will be posted on Canvas.
- ***Thursday's online meetings*** – We meet online every Thursday at 9:00am. While students can log in without video/camera if experiencing bandwidth issues, the instructor strongly encourages the use of video. Please respect others while connected. Only instructor-led content may be recorded. However, students who participate with the camera, image, or voice are agreeing to have their video/audio recorded.

Cannot make it to the online class/discussion? Please contact the instructor. While the instructor promotes flexible learning, absences must be cleared before class meetings by sending an email to ycmartin@uwm.edu. Students are responsible for the content and information provided in all sessions. Please reach out to the instructor with questions or concerns.

2. Reading Assignments

Completing the assignments of each week's reading and/or multimedia materials constitutes another 20% of the course grade.

Students will be required to complete a minimum of 10 assignments throughout the semester. The assignments are, for example, answering one or two questions about each week's required readings/materials and submitting your written responses in Canvas. This may include providing key takeaways of the topic in question, a comparison of readings when applicable, or your views related to the topic (for example, what did you learn? What was most impactful?).

Please complete the assignment for the week by Thursday 10pm.

3. Research/case-study paper

The research/case-study paper constitutes 35% of the course grade. Students will choose a city not featured in the course that meets the size/population criteria for a city. The student will discuss key planning and development characteristics, prospects and challenges of the selected city. Students should discuss through the research what makes the selected city 'great' (or not great) in the context of policy, urban planning and development, and quality of life.

The student will develop the paper throughout the course and complete specific sections as described next. The final product will be turned in to Canvas on November 23rd. This process will allow the student to work independently on the research topic while receiving feedback from the instructor on the topic and content – rather than waiting until the last minute to produce a paper!

Important dates for deliverables:

September 19	City selection is due
October 3	An outline is due
November 16	The final version must be turned to Canvas.

The final paper must include:

1. Cover (including your name, title of the paper, course code and date)
2. Introduction and background on history, planning and development of the selected city
3. Discussion of key planning and development characteristics, prospects and challenges
4. An argument about why the selected city is great or not
5. Conclusion
6. References (APA-Style)

The final paper should be limited to a **minimum of 10 pages** but **no more than 15 pages** (excluding cover page, references, and figures and tables if you choose to add such). Use double-spaced, Times New Roman 12 pt. Font.

4. Team Webinar-style presentation

Presentation and Q/A discussions constitute 30% of the course grade. The instructor will assign students into groups of 2 or 3 to collaborate and present a comparison of key planning and development characteristics of their researched cities and findings about the prospects, challenges and perspectives on whether the cities are great (or not so great).

The presentation will go in hand with the research/case-study paper but adds an element of comparison and collaboration in presenting findings.

Each group will be assigned based upon the city's location and the presentation date will be also assigned by the instructor. **Students may opt to record their presentation** and post it on the assigned discussion board and dropbox in Canvas by the assigned presentation date.

Students are encouraged to use Microsoft PowerPoint, Canva, Loom or other presentation media that can be supported during our meetings. At the end of the presentation, the student will lead a short discussion Q/A on the topic. Students should to prepare 2-3 questions to guide a discussion (this also applies to recorded presentations). The instructor may have additional questions. The presentation and discussion should be no longer than 15 minutes.

A rubric with details on how the presentation will be graded will be posted in Canvas.

Due dates for the live webinar and the alternative recorded presentations are shown on page 15 of the syllabus and in Canvas.

Summary of Evaluation and Grading

Course evaluation will be based on:

Participation (including leading a discussion)	15%
Reading assignments (10)	20%
Research/case-study paper	35%
Webinar presentation	30%

For each required coursework, students will be evaluated according to the percentage above.

The grading scale for the course is:

<u>Grade</u>	<u>Percent</u>
A	93% and above
A-	92% - 89%
B	83% - 88%
B-	79% - 82%
C	69% - 78%
D	55% - 68%
F	54% and below

Statement of time investment during the course: On average, students should spend 48 hours per credit per semester on activities in online sessions/meetings and outside of meetings (e.g, readings, assignments, research, projects). For this 3-credit course, students are expected to spend approximately 144 hours spread throughout the 16 weeks of the course. Please note that the average time investment presented here is an estimate and students are assessed based on their performance rather than the time put into the course.

Other Important Items

Reasonable accommodations

Students with limitations due to a disability may request any reasonable accommodations. You can get more information at the [Accessibility Resource Center](#) to better understand the nature of reasonable accommodations.

The University of Wisconsin Milwaukee supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12) requires that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities are a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the Accessibility Resource Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

Students will be allowed to complete assignments or other requirements that are missed because of religious observance, illness, family emergencies, or other circumstances. If special accommodations are needed to meet any of the requirements of this course, please contact the instructor as soon as possible.

COVID-19

In response to the COVID-19 pandemic, it is important to be mindful of challenges and promote self-care. If you are experiencing symptoms related to COVID-19, taking care of someone that is ill, or facing challenges, please do not hesitate to contact the instructor to make reasonable accommodations. Go to the [UWM COVID-19 website](#) for up-to-date information.

Students in Need

Any student who faces challenges securing their food, housing, or technology, or is struggling with mental, physical, or emotional health, and believes this may affect their performance in the course is urged to contact the Dean of Students (dos@uwm.edu) for support. Please notify the instructor if you are comfortable. Also, please check the following resources that may provide additional support such as UWM's [Mental Health website](#) and [University Counseling Services](#).

Academic honesty and integrity

The University of Wisconsin-Milwaukee has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and the respect for others' academic endeavors.

Appropriate academic conduct is key to your success. Please review the rules relating to student academic misconduct procedures which are specified in Chapter UWS 14 and Faculty Document No. 1686 at the [UWM Dean of Students website](#).

All work in this course should be your own.

Always cite sources. Plagiarism is unacceptable.

In any written work and presentation materials, the student must cite sources for quotes, facts, and opinions (other than yours), both in the body of their work and in the bibliography/references section. Properly cite sources and place word-for-word quotes in quotation marks. Any plagiarism is a serious breach of ethics.

Course Policies

This course adheres to campus policies regarding students with disabilities, religious observances, active military service, incompletes, discriminatory conduct, academic misconduct, complaints about the course, and grade appeals. For details about these policies, see UWM's [Syllabus Links](#).

Reading Materials

No textbook is required for this course. Readings and other course materials are built upon various resources including academic articles, book chapters, videos, and online resources. Required weekly materials and supplemental (optional) materials are available in Canvas.

Required readings or videos are marked with a star (*).

Useful Resources

A set of useful web-based resources relevant to the course are listed below.

- **SARUP Resource Center** - <https://uwm.edu/sarupresourcecenter/>
- **American Planning Association** - <https://www.planning.org/>
- **Association of Collegiate Schools of Planning** - <https://www.acsp.org/>
- **Bloomberg CityLab** - <https://www.bloomberg.com/citylab>
- **Planetizen** - <https://www.planetizen.com/>
- **Smart Cities Dive** - <https://www.smartcitiesdive.com/>
- **Urban Land Institute** - <https://uli.org/>
- **UWM Center for Economic Development** - <https://uwm.edu/ced/>

Course Schedule

Week	Module	Theme	Date	Class/Meeting
1	1	Intro: The Many Roles of Urban Planning in Shaping Cities	Sept. 5	1.1. Introduction to the Course
			Sept. 7	1.2. <i>Discussion</i> : Urban Planners' Skills and Influence
2	2	Key Components of a City – What Factors Make a City Great?	Sept. 12	2.1. Key Components of a City
			Sept. 14	2.2. <i>Discussion</i> : Placemaking in Urban Planning
3	3	Evolution of Cities and Urban Planning	Sept. 19	3.1. Major Movements in Planning and Design
			Sept. 21	3.2. <i>Discussion</i> : What Has Changed? Looking at Cities Beyond Urban Design
4	4	Key Factors Influencing Urban Development	Sept. 26	4.1. The Pillars of Development: Policy, Economics and People
			Sept. 28	4.2. <i>Discussion</i> : What Factors Promote Equitable Development in Cities?
5	5	Urban Development & Characteristics: <u>Cities of the East</u>	Oct. 3	5.1. New York, NY & Washington, DC
Oct. 5			5.2. <i>Discussion</i> : What are Key Similarities and Differences Between New York and DC?	
6			5.3. Boston, MA & Philadelphia, PA	
			Oct. 12	5.4. <i>Discussion</i> : Perspectives on Historic Preservation and Urban Renewal
7	6	Urban Development & Characteristics: <u>Cities of the West</u>	Oct. 17	6.1. Los Angeles, CA & San Francisco, CA
			Oct. 19	6.2. <i>Discussion</i> : Housing and Transportation, A Tale of Two Californian Cities
8			Oct. 24	6.3. Seattle, WA & Portland, OR
			Oct. 26	6.4. <i>Discussion</i> : Progressive and Sustainable?

Course Schedule (Continued)

Week	Module	Theme	Date	Class/Meeting
9	7	Urban Development & Characteristics: <u>Cities of the Great Lakes</u>	Oct. 31	7.1. Detroit, MI & Cleveland, OH
			Nov. 2	7.2. Discussion: Shrinking Cities: Challenges and Opportunities
Nov. 7			7.3. Chicago, IL & Milwaukee, WI	
Nov. 9			7.4. Discussion: Revitalization by the water: Opportunities? Displacement?	
10				
11	8	Urban Development & Characteristics: <u>Cities of the South</u>	Nov. 14	8.1. Atlanta, GA & Houston, TX
			Nov. 16	8.2. Discussion: Planning for growth and resilience – Sprawl and climate change
12	9	First Cities: <u>Tribal Nations</u>	Nov. 21	9. A Deeper Look into The First Cities of America
			Nov. 23	Off: Thanksgiving Day - No Meeting
13	10	Student Presentations	Nov. 28	10.1. Webinar Block 1
			Nov. 30	10.2. Webinar Block 2
14			Dec. 5	10.3. Webinar Block 3
			Dec. 7	10.4. Webinar Block 4
15	11	Looking at Cities Beyond 'Great'	Dec. 14	11. Discussion: Lessons Learned and Wrap-up

Detailed Course Schedule

Module 1: Intro - The Many Roles of Urban Planning in Shaping Cities

Week 1

Sept. 5 - Lecture: Introduction to the Course

Sept. 7 - Discussion: Urban Planners' Skills and Influence

Readings and Resources

* Bureau of Labor Statistics (2022). Urban and Regional Planners: What They Do. *Occupational Outlook Handbook*. <https://www.bls.gov/ooh/life-physical-and-social-science/urban-and-regional-planners.htm#tab-2>

* Miller E. (2019). Assessing the Preparation of Undergraduate Planners for the Demands of Entry-Level Planning Positions. *Journal of Planning Education and Research*. P. 1-12

American Planning Association (2022). What Skills Do Planners Need?

<https://www.planning.org/choosingplanning/skills/>

Cantwell M. (2020). How Systemic Racism Shaped the Ecosystems of U.S. Cities. *Science AAAS*. <https://www.science.org/content/article/how-systemic-racism-shaped-ecosystems-us-cities>

Assignment #1 – Due Sept. 12

Optional Assignment (The City and You) – Due Sept. 12

Module 2: Key Components of a City – What Factors Make a City Great?

Week 2

Sept. 12 – Lecture: Key Components of a City

Sept. 14 – Discussion: Placemaking in Urban Planning

Readings and Resources

* Savitch (2010). What Makes a City Great? An American Perspective.

* Localeur (2017). What Factors Make a City Great?

* Bahera (2017). Reimagining Contemporary Urban Planning with Placemaking.

Moreira S. (2021). What is Placemaking? *ArchDaily*. <https://www.archdaily.com/961333/what-is-placemaking>

Madrecki (2017). Can We Design Cities for Happiness? Ted Talk.

Assignment #2 – Due Sept. 14

Module 3: Evolution of Cities and Urban Planning

Week 3

Sept 19 – Lecture: Major Movements in Planning and Design

Sept. 21 – Discussion: What Has Changed? Looking at Cities Beyond Urban Design

Readings and Resources

* Kashef M., Shafie M. (2020). Multifaceted Perspective on North American Urban Development. *Frontiers of Architectural Research*. 9. P. 467-483

*Reece, J. (2018). In Pursuit of a Twenty-first Century Just City: The Evolution of Equity Planning Theory and Practice. *Journal of Planning Literature*. 33(3) p.299-309

Birch E., Silver C. (2009). One Hundred Years of City Planning's Enduring and Evolving Connections. *Journal of American Planning Association*. 75(2) p.113-122

Gerken (2000). Ten Successes That shaped the 20th Century American City

Calthorpe P. (2017) 7 Principles for Building Better Cities. *Ted Talk*

City selection for case study/research paper – Due Sept. 19

Assignment #3 – Due Sept. 21

Module 4: Key Factors Influencing Urban Development

Week 4

Sept. 26 – Lecture: The Pillars of Development

Sept. 28 – Discussion: What Factors Promote Equitable Development in Cities?

Readings and Resources

* Moga S. (2017). The Zoning Map and American City Form. *Journal of Planning Education and Research*. 37(3) p.271-285

* Drummond J. et al (2018). Equitable Development Guidelines. CUNY Institute for State and Local Governance. P 5-57. **Focus on the Equitable Development Snapshot.**

Ahrend, R. (2017). Building Better Cities: Why National Urban Policy Frameworks Matter. *OECD Observer*

Jones H. (2009). Equity in Development: Why is It Important and How to Achieve it. *ODI*.

Assignment #4 – Due Sept. 28

Module 5: Urban Development and Characteristics – Cities of the East Week 5

Oct. 3 – Lecture: New York, NY & Washington, DC

Oct. 5 – Discussion: What are Key Similarities and Differences Between New York and DC?

Readings and Resources

* Schwartz A. (2019) New York City's Affordable Housing Plans and the Limits of Local Initiative. *Cityscape: A Journal of Policy Development and Research*. 21(3). P.355-383.

* Howell K. (2016). Preservation from the Bottom-up: Affordable Housing, Redevelopment, and Negotiation in Washington, DC. *Housing Studies*. 31(3). P. 305-323

Anvi N. (2019). Bridging Equity? Washington, DC's New Elevated Park as a Test Case for Just Planning. *Urban Geography*. 4(40). P.488-505.

Tang J. (2016) Can We Develop Communities for the People Who Already Live in Them? *Greater Washington*.

Outline for case study/research paper – Due Oct. 3

Assignment #5 – Due Oct. 5

Week 6

Oct. 10 – Lecture: Boston, MA & Philadelphia, PA

Oct. 12 – Discussion: Perspectives on Historic Preservation and Urban Renewal

Readings and Resources

* Ryberg S. (2012). Historic Preservation's Urban Renewal Roots: Preservation and Planning in Midcentury Philadelphia. *Journal of Urban History*. 39(2). P. 193-213

*Jennings J. (2004). Urban Planning, Community Participation, and the Roxbury Master Plan in Boston. *Annals of the American Academy of Political and Social Science*. 594(1). P.12-32.

* Meehan J. (2015). Reinventing Real Estate: The Community Land Trust as a Social Invention in Affordable Housing. *Journal of Applied Social Science* 8(2) **Read sections "the CLT as a Social Invention" (p. 114-116) and DSNI (p. 125-130)**

Adler B. (2013). Edmund Bacon Biography. *Journal of the American Institute of Architects*

Centennial Parkside (2019). Solar Energy as a Pathway to Sustainable Development – A Community-Driven Vision in Philadelphia. *Video*

Assignment #6 – Due Oct. 12

Module 6: Urban Development and Characteristics – Cities of the West

Week 7

Oct 17 – Lecture: Los Angeles, CA & San Francisco, CA

Oct. 19 – Discussion: Housing and Transportation, A Tale of Two Californian Cities

Readings and Resources

* Gabbe CJ (2019). Changing Residential Land Use Regulations to Address High Housing Prices: Evidence from Los Angeles. *Journal of the American Planning Association*. 85(2). P. 152-164

*Blanchard S. and Waddell, P. (2017). Assessment of Regional Transit Accessibility in the San Francisco Bay Area of California with Urban Access. *Transportation Research Record*. Issue 2654. P: 45-54

Meck S and Retzlaff R. (2018), The Emergence of Comprehensive Urban Design Planning in the United States: The Case of the San Francisco Urban Design Plan. *Journal of Urban Design*. 23(1). P: 94-122

Nahlik M and Chester M. (2014). Transit-Oriented Smart Growth Can Reduce Life-Cycle Environmental Impacts and Household Costs in Los Angeles. *Transport Policy*. 35. Pages 21-23 only.

Assignment #7 – Due Oct. 19

Week 8

Oct. 24 – Lecture: Seattle, WA & Portland, OR

Oct 26 – Discussion: Progressive and Sustainable?

Readings and Resources

*Seattle Planning Commission (2020). Evolving Seattle's Growth Strategy.

* City of Portland (2017). The Portland Plan: Progress Report.

City of Seattle (2017). Moving the Needle: Environmental Progress Report

Hughes J (2019). Historical Context of Racist Planning: A History of How Planning Segregated Portland. *City of Portland Bureau of Planning and Sustainability*.

Assignment #8 – Due Oct. 26

Module 7: Urban Development and Characteristics – Cities of the Great Lakes

Week 9

Oct. 31 – Lecture: Detroit, MI & Cleveland, OH
Nov. 2 – Discussion: Shrinking Cities - Challenges and Opportunities

Readings and Resources

- * Salins P. (2018). Rethinking Urban Planning in Detroit - and Beyond. *Manhattan Institute*
- * Hollander J. and Nemeth J. (2011) The Bounds of Smart Decline: A Foundational Theory for Planning Shrinking Cities. *Housing Policy Debate*. 21 (3). P:349-367.
- * Hirt S. (2005). Toward Postmodern Urbanism? Evolution of Planning in Cleveland, Ohio. *Journal of Planning Education and Research*. 25. P: 27-42
- Manning Thomas J. (1988). Racial Crisis and the Fall of the Detroit City Plan Commission. *Journal of the American Planning Association*. 54(2). P:150-161
- Krumholz N. (1982). A Retrospective View of Equity Planning Cleveland 1969-1979. *Journal of the American Planning Association*. 48(2). P:163-174

Assignment #9 – Due Nov. 2

Week 10

Nov. 7 – Lecture: Chicago, IL & Milwaukee, WI
Nov 9 – Discussion: Revitalization & Creative Placemaking - Opportunities? Displacement?

Readings and Resources

- * Experiences from the Field: Chicago Revitalization Perspectives from an Architect and an Engineer w/ Catherine Ferrari (DXU Architects) and Hector Lasalle (TGRWA Structural Engineers) – **View Video Recording**
- * Carriere M. & Shalilol D. (2021). Growing Place: Toward a Counterhistory of Contemporary Placemaking. *In: The City Creative* (Chapter 4).
- * City of Milwaukee (2018). A Place in the Neighborhood: An Anti-Displacement Plan for Neighborhoods Surrounding Downtown Milwaukee - **Executive Summary only**
- Farbstein J., Lubenau AM., Sherman D., Shibley R., Wener R. (2018). Chicago Riverwalk Phase 2 & 3. *Bruner Foundation, Inc.*
- Kamin B. (2019). Rating Chicago's Latest Wave of Parks and Public Spaces by their Three 'E's: They are Better on Entertainment and Ecology than Equity. *Chicago Tribune*.

Assignment #10 – Due Nov. 9

Module 8: Urban Development and Characteristics – Cities of the South

Week 11

Nov. 14 – Lecture: Atlanta, GA & Houston, TX

Nov 16 – Discussion: 8.2. Planning for growth and resilience – Sprawl and climate change

Readings and Resources

*City of Atlanta (2017). Downtown Atlanta Master Plan. Page 2-22 *Only*

* City of Houston (2015). Plan Houston *Final Report*

* Kimmelman M. (2017). Lessons from Hurricane Harvey: Houston's Struggle Is America's Tale. *New York Times*

Kiger P. (2015). The City with (Almost) No-Limits. *Urban Land Institute*.

Assignment #11 – Due Nov. 16** - if students haven't met the minimum (10) assignments; Extra credit for those who completed the minimum assignments.

Final Paper must be turned to Canvas – Due Nov 16

Module 9: First Cities – Tribal Nations

Week 12

Nov 21 – Lecture: A Deeper Look into The First Cities of America

Nov 23 - Thanksgiving Day - No Meeting

Readings and Resources

*Jojola T., Imeokparia T. (2015). Fitting a Square Peg into a Round Hole: The History of Tribal Land-Use Planning in the United States. *The World of Indigenous North America (Chapter 7)*. Routledge. New York.

Jojola T. (2000). Indigenous Planning and Tribal Community Planning. Planners Network

Zaferatos NC (1998). Planning the Native American Tribal Community: Understanding the Basis of Power Controlling the Reservation Territory. *Journal of the American Planning Association*. 64(4) p:395-410

Assignment #12 – Due Nov. 28** - if students haven't met the minimum (10) assignments; Extra credit for those who completed the minimum assignments.

Module 10: Student Presentations

Week 3

Nov. 28 – Webinar Block 1

Nov. 30 – Webinar Block 2

Week 14

Dec. 5 – Webinar Block 3

Dec. 7 – Webinar Block 4

Recorded Presentation Option - Due Dec. 5

Module 11: Looking at Cities Beyond Great

Week 15

Dec. 14 – Discussion: Lessons Learned and Wrap-up

No readings assigned - last day of the course!

Course Evaluation