Fall 2020
Wednesdays: 9:00 - 11:40
ON-LINE Course
Inclusive Design: Service Learning course
Architecture 390/UP 692
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Objectives:
This fall, we are going to use the skills you’ve acquired as architecture and urban planning students to directly help community-based clients. The projects are real and meet an immediate need. The credits you earn from this course meet your Service Learning requirements for graduation.

Through this course, we will explore ideas about what makes a city vibrant and family-friendly and discuss what role community members themselves have in creating that vision.

Our clients for this project range in geography and scale. On the near north side, we’re working with the Historic King Drive Business Improvement District (BID). Through this partnership, we will investigate ways to create tangible improvements for the businesses, property owners and customers of this diverse and historic urban “Main Street”.

With extensive fieldwork (either in-person or virtual), including tours, architectural analysis, and resident interviews, we will look at the history of King Drive, the current business situation and analyze the building stock and streetscape.

On the south side, we will do similar work for the Corisol Corridor - the 13th Street BID at the intersection of Oklahoma and 13th. Both of these projects will have a mix of architecture and urban planning.

Also on the south side, we’re partnering with Arts@Large, a not for profit that works in collaboration with communities and schools to deliver arts education to kids. They recently rehabbed and moved into a historic Cream City Brick building on 5th street in Walkers Point and are looking for ways to activate a County-owned parcel in front of the building, and plans for a green roof that can serve as a community space.

Finally, we’re partnering with the Parkside School of the Arts on the western edge of Humboldt Park in Bay View. The late 1960’s building has an interior courtyard that is unused. The school has long wanted to activate it but, in the age of Covid-19, creating outdoor learning space is even more critical.

Each of these projects will require teams with a mix of skills. We’ll need researchers, SARUP ambassadors, renderers, writers, Spanish speakers, Zoom experts, designers and project managers. Regardless of your interests and strengths, we’ll find a way to use them on these projects.

Throughout the class, we’ll meet architects and designers who work in collaboration with communities as a central part of their practice. Because much of the class will be held on Zoom, we have access to people from out of town whom we otherwise wouldn’t be able to hear from directly. This is one time where the technology is creating an opportunity.
You will hear directly from some of the best practitioners in the country of what I’ll call “community engaged” or inclusive design. I hope they will inspire you to think of how your skills can be utilized to better the world around you and how you can create a career that focuses on this type of work, should you choose. Part of your responsibility is to research their work and come to the presentations with questions.

As a general format, we’ll meet with guest speakers and our community partners and clients as a larger group. We will then break up into project teams for the majority of the class to do project-specific work.

While there is much we lose in the transition to virtual education, there is also much to be gained. Your education and experience in this class is my top priority and I honestly believe it will be better in this format. We have easy access to many more people than we would in a traditional classroom setting, and that will be particularly important in a class like this that focuses on a wide and diverse group of people and experiences.

This course relies heavily on your creativity and requires that work be done collectively, during class and discussed thoughtfully.

**Grading:**

Classroom participation = 30%
Project #1 = 20%
Final community improvement project = 50%

There is NO final exam for this class.

**When you finish this course, you should be able to:**

- Consider how spaces are designed to meet the needs of various ages and needs.
- Conduct research on how to take an urban design idea from planning to implementation.
- Engage stakeholders in the design process.
- Take design ideas from concept to realization.
Core assignments:

**Classroom Participation:**
The bulk of our class time will be spent working collaboratively on projects and participating in group discussions. Many weeks, we will have a guest speaker, either from one of our community partners or a national leader in community-based or “inclusive” design. As part of your participation, you will need to research a bit about each speaker and have questions or comments prepared in advance.

There are situations where you may be asked to lead part of a session, or give a tutorial to one of your classmates on a particular architectural or urban planning skill.

**Projects:**
We will break up into teams and work directly with clients on projects. At the mid-point of the project - which may or may not fall at mid-term, based on the needs and schedule of the client - we will assess your progress. At this point, we may adapt teams based on how much work is needed and the type of work needed.

For your grade, you will be assessed for your individual contribution within your team. You will be responsible for communicating with both myself and your teammates if you feel there isn’t enough work for you.

**Office hours:**
I don’t have official office hours but am available after class on many Wednesdays. I’m also happy to meet virtually or for socially-distanced coffee if you have anything you’d like to discuss. You can also call/text: 773-301-9645
Arch 390/UP 692
BASIC WEEK-BY-WEEK SCHEDULE

Week 1: September 2nd
Welcome! Getting to know Historic King Drive
Guest Speaker: Deshea Agee; Executive Director of the Historic King Drive Business Improvement District (BID)

In the first week, we’ll discuss the framework for the course, do introductions and learn about the origins of the projects we’re doing over the course of the semester.

Week 2: September 9th
Guest Speaker: Erin Dentice; Parkside School of the Arts (MPS)

Week 3: September 16th
Guest Speaker #1: Sean Kiezbak; Arts@Large [9:30]
Guest Speaker: Catherine Baker; Landon Bone Baker Architects [10:30]

Week 4: September 23rd
TENT Guest Speakers: Leif and Amy - 13th Street BID
Guest Speaker: Andres Spont-Lemus; Cargo Collective

Week 5: September 30th
Guest Speaker: Walmer Saavedra; Human Scale

Week 6: October 7th
Guest Speaker: Katherine Darnstadt; Latent Design

Week 7: October 14th
Guest Speaker: Fo Wilson; BlkHaus Studio

Week 8: October 21st
Guest Speaker: Jess Zimbabwe; Plot Strategies

Week 9: October 28th
Guest Speaker: Norman Teague; Norman Teague Designs

Week 10: November 4th
Project work

Week 11: November 11th
Guest Speaker (9:00): Alex Gilliam; Public Workshop

Week 12: November 18th
Guest Speaker: Damon Rich; Hector Design
Project work

Week 13: November 25th
NO CLASS: THANKSGIVING BREAK

Week 14: December 2nd
Final presentation prep

Week 15: December 9th
FINAL PRESENTATIONS

Academic conduct The University, as an instrument of learning, is predicated on the existence of an environment of integrity. Faculty have the primary responsibility for establishing and maintaining an atmosphere and attitude of academic integrity such that the enterprise may flourish in an open and honest way. Students share this responsibility for maintaining standards of academic performance and classroom behavior conducive to the learning process. Please review Chapter UWS 14 and Faculty Document No. 1686 at: https://uwm.edu/deanofstudents/conduct/academic-misconduct/ for both UWM’s and our expectations of appropriate student academic conduct.

Original Work and Plagiarism: All work in this course should be your own. In written work, cite your sources for quotes, facts, and opinions, both in the body of your work and in the bibliography. Do not copy word for word unless you place the words in quotation marks. Any plagiarism will be dealt with as a serious ethical breach. If you have questions about whether you are crossing an ethical line, ASK ME. Here is a link to some good information on plagiarism from the Harvard Guide to Using Sources: https://usingsources.fas.harvard.edu/what-constitutes-plagiarism

Special Accommodation Students with limitations due to disability, including learning disability may request for any reasonable accommodations. Students will be allowed to complete examinations or other requirements that are missed because of a religious observance. In case of special accommodations are needed in order to meet any of the requirements of this course, please contact me as soon as possible.

Other 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, grade appeals, and firearms. For details about these policies, see https://uwm.edu/secu/syllabus-links/

Syllabus Links

2. Religious observances. Accommodations for absences due to religious observance should be noted. https://apps.uwm.edu/secu-policies/storage/other/SAAP%201-2.%20Accommodation%20Religious%20Beliefs.pdf
3. Students called to active military duty. Accommodations for absences due to call-up of reserves to active military duty should be noted. Students: http://uwm.edu/active-duty-military/
4. **Incomplete**. A notation of "incomplete" may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantiated cause beyond the student's control, has been unable to take or complete the final examination or to complete some limited amount of term work. [https://apps.uwm.edu/secu-policies/storage/other/SAAP%201-13.%20Incomplete%20Grades.pdf](https://apps.uwm.edu/secu-policies/storage/other/SAAP%201-13.%20Incomplete%20Grades.pdf)

5. **Discriminatory conduct.** Discriminatory conduct will not be tolerated by the University. It poisons the work and learning environment of the University and threatens the careers, educational experience, and well-being of students, faculty, and staff. [https://apps.uwm.edu/secu-policies/storage/other/SAAP%205-1.%20Discriminatory%20Conduct%20Policy.pdf](https://apps.uwm.edu/secu-policies/storage/other/SAAP%205-1.%20Discriminatory%20Conduct%20Policy.pdf)

6. **Title IX/Sexual Violence.** Title IX is a federal law that prohibits sex discrimination in education program or activities, and UWM policy prohibits such conduct (see Discriminatory Conduct, above). This includes sexual violence, which may include sexual harassment, sexual assault, relationship violence, and/or stalking in all educational programs and education-related areas. UWM strongly encourages its students to report any instance of sex discrimination to UWM's Title IX Coordinator (titleix@uwm.edu). Whether or not a student wishes to report an incident of sexual violence, the Title IX Coordinator can connect students to resources at UWM and/or in the community including, but not limited to, victim advocacy, medical and counseling services, and/or law enforcement. For more information, please visit: [https://uwm.edu/sexual-assault/](https://uwm.edu/sexual-assault/)

7. **Academic misconduct.** Cheating on exams or plagiarism are violations of the academic honor code and carry severe sanctions, including failing a course or even suspension or dismissal from the University. [https://uwm.edu/deanofstudents/conduct/academic-misconduct/](https://uwm.edu/deanofstudents/conduct/academic-misconduct/)

8. **Complaint procedures.** Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department or academic unit in which the complaint occurred or to the appropriate university office responsible for enforcing the policy. [https://apps.uwm.edu/secu-policies/storage/other/SAAP%205-1.%20Discriminatory%20Conduct%20Policy.pdf](https://apps.uwm.edu/secu-policies/storage/other/SAAP%205-1.%20Discriminatory%20Conduct%20Policy.pdf)

9. **Grade appeal procedures.** A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school in which the course resides or in the case of graduate students, the Graduate School. These procedures are available in writing from the respective department chairperson or the Academic Dean of the College/School. [https://apps.uwm.edu/secu-policies/storage/other/SAAP%201-10.%20Grade%20Appeals%20by%20Students.pdf](https://apps.uwm.edu/secu-policies/storage/other/SAAP%201-10.%20Grade%20Appeals%20by%20Students.pdf)

10. **LGBT+ resources.** Faculty and staff can find resources to support inclusivity of students who identify as LGBT+ in the learning environment. [http://uwm.edu/lgbtrc/](http://uwm.edu/lgbtrc/)

11. **Smoke and Tobacco-Free campus.** UWM prohibits smoking and the use of tobacco on all campus property. [https://apps.uwm.edu/secu-policies/storage/other/SAAP%2010-8.%20Smoke%20and%20Tobacco-Free%20Campus%20Policy.pdf](https://apps.uwm.edu/secu-policies/storage/other/SAAP%2010-8.%20Smoke%20and%20Tobacco-Free%20Campus%20Policy.pdf)

12. **Final Examinations.** Information about the final exam requirement, the final exam date requirement, and make-up examinations. [https://apps.uwm.edu/secu-policies/storage/other/SAAP%201-9.%20Final%20Examinations.pdf](https://apps.uwm.edu/secu-policies/storage/other/SAAP%201-9.%20Final%20Examinations.pdf)