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 examine questions around “what types of places/spaces foster creativity?”. Specifically, we’ll partner with the Milwaukee Public Schools and Arts@Large to design arts integrated classrooms and K12 makerspaces. Specifically, we’ll partner with specific teachers and schools to reimagine how art and creativity are fostered in educational settings.

Our class will begin with an exploration of the characteristics of creative spaces. We’ll design our idealized creative spaces. After we’ve explored our own creativity, we will design ways to engage others in the conversation of what makes a space feel creative and fosters making and creativity?

For Urban Planning students, we’ll explore how these concepts can be applied at the scale of the city. We’ll look at examples of how other artists, architects, planners and placemakers are using creative interventions to engage people in the places we live. Our project will be to create a series of engagement tools that can be used in community outreach events.

Our goal is to literally engage people - teachers, students, school administrators and other stakeholders - in our designs. We will find our own creative and meaningful ways to solicit feedback and incorporate the needs of our users into our final designs.

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 some 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 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.

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. I will also ask you to reflect on the content of each guest speaker and email me a short reflection.

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.

Projects will include:
- Creation of one engagement tool or strategy
- Completion of one classroom design
- Details of relevant furniture, etc, for your design
- One short research project about an architectural, art or design practice that does creative engagement
- Creation of a set of strategies using the Mobile Design Box kits (Urban Planning students)

Required + Recommended Texts:
Required:
The Space: A Guide for Educators by Rebecca Louise Hare & Dr. Robert Dillon

Recommended:
The Design of Childhood: How the Material World Shapes Independent Kids by Alexandra Lange
The Third Teacher by CannonDesign

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 3rd
Welcome! Engaging students and teachers
Our first class will provide an overview of the semester and give a preview of how we will approach the work of design in the space of a K12 school.

Week 2: September 8th + 10th
Guest Speaker: Eddie Merma; Founder + Director of Sculpture School Vermont
Discussion + Activity: Focus on tools for engagement: Designing creative spaces for young people (role play activity)

Week 3: September 15th + 17th
Guest Speaker: Aimee Eckmann; Practice Leader, Principal, FAIA, ALEP, LEED AP BD+C Perkins + Will
Discussion + Activity: Public space/modeling design exercise

Week 4: September 22nd + 24th
Guest Speakers: Randi Wagner & Steve Vande Zande Arts Integration Support Teachers Office of Academics, Department of Curriculum & Instruction, Milwaukee Public Schools
Discussion + Activity: Ideal classroom model building with recycled pieces

Week 5: September 29th + October 1st
Guest Speaker: N/A - virtual activity = Miro Board of creative spaces
Discussion + Activity: Book - The Space: discussion and review of key points

Week 6: October 6th + 8th
Guest Speaker: Maya Byrd-Murphy; Chicago Mobile Makers
Discussion + Activity: Creating an engagement tool

Week 7: October 13th + 15th
Guest Speaker: Katherine Darnstadt; Latent Design
Discussion + Activity Project Brief

Week 8: October 20th + 22nd
Guest Speaker: Alex Gilliam; Public Workshop + Tiny WPA
Project work

Week 9: October 27th + 29th
Guest Speakers: Andres + Marya Spont-Lemus; Mobilize Collective
Project work

Week 10: November 3rd + 5th
Project work
Week 11: November 10th + 12th  
*Project work*

Week 12: November 17th + 19th  
*Project work*

Week 13: November 24th + 26th  
**NO CLASS: THANKSGIVING BREAK**

Week 14: December 1st + 3rd  
*Final presentation prep*

Week 15: December 8th + 10th  
**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: [http://www4.uwm.edu/acad_aff/policy/academicmisconduct.cfm](http://www4.uwm.edu/acad_aff/policy/academicmisconduct.cfm) 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](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 [http://www4.uwm.edu/secu/news_events/upload/SyllabusLinks.pdf](http://www4.uwm.edu/secu/news_events/upload/SyllabusLinks.pdf) and [http://uwm.edu/secu/wp-content/uploads/sites/122/2016/12/Syllabus-Links.pdf](http://uwm.edu/secu/wp-content/uploads/sites/122/2016/12/Syllabus-Links.pdf)

**Syllabus Links**

1. **Students with disabilities.** Notice to these students should appear prominently in the syllabus so that special accommodations are provided in a timely manner. [http://uwm.edu/arc/](http://uwm.edu/arc/)
2. **Religious observances.** Accommodations for absences due to religious observance should be noted. [https://www4.uwm.edu/secu/docs/other/S_1.5_ACCOMMODA_OUS_BELIEFS.pdf](https://www4.uwm.edu/secu/docs/other/S_1.5_ACCOMMODA_OUS_BELIEFS.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/](http://uwm.edu/active-duty-military/)

4. **Incompletes.** 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://www4.uwm.edu/secu/docs/other/S_31_INCOMPLETE_GRADES.pdf](https://www4.uwm.edu/secu/docs/other/S_31_INCOMPLETE_GRADES.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://www4.uwm.edu/secu/docs/other/S_47_Discriminatory_conduct_Policy.pdf](https://www4.uwm.edu/secu/docs/other/S_47_Discriminatory_conduct_Policy.pdf)

6. **Title IX/Sexual Violence.** Title IX is a federal law that prohibits sex discrimination in education programs 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/academic-misconduct/](https://uwm.edu/deanofstudents/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%2021-10.%20Smoke%20And%20Tobacco-Free%20Campus%20Policy.pdf](https://apps.uwm.edu/secu-policies/storage/other/SAAP%2021-10.%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

13. **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. Furthermore, please notify the professor if you are comfortable doing so. This will enable them to provide any resources that they may have and can connect you to the Dean of Students as well.