

Fall 2024

F 9:00am-11:45 am in Dept - AUP 345

Inclusive Design: Service Learning course

Architecture 601/801 UP692/692G

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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.

This year, we will have three distinct projects/clients for architecture and urban planning students to make sure you are able to get experience most relevant to your career aspirations and interests. The focus of this semester is: **Public Space Engagement.**

As our primary Architecture client, we're lucky to work at the Frederick Law Olmsted designed Lake Park with the advocacy group, Friends of Lake Park. There is a 1960's building that serves as a warming station and offices of the organization. They are interested in potentially renovating - or eventually replacing - the building to meet volunteer and community needs. Throughout the semester, we'll have the opportunity to hear from our client about their needs, observe how the building and surrounding spaces are used, engage users and other stakeholders and - ultimately - propose design solutions.

For our Urban Planning client, we have the unique opportunity to partner with the Department of City Development on their plan for The West Side of Milwaukee. Our efforts will focus on recommendations for public art, including identifying opportunities for artists, identifying stakeholders and creating recommendations based on funding sources. If we are successful, our recommendations could be included in the City's updated plan for the West Side.

Finally, we have a client on campus that offers us a great opportunity to engage with fellow students and understand how projects get approved on a large campus.

Our class will focus on a few tools used for getting user and stakeholder feedback in the design process, including: Observation, Interview, Guided Tours, How do we solicit and consider our client's needs? We will design ways to engage others in the conversation about what they need from our design intervention and how we can foster a sense of involvement in the process. How do we look beyond the immediate client and engage with the ultimate users of a place?

Our goal is to literally engage people - residents, neighbors, park users, volunteers, County park staff and other stakeholders - in our outreach and designs. We will find our own creative and meaningful ways to solicit feedback and incorporate the needs of our users into our final designs.

Our project will require teams with a mix of skills. We may need researchers, SARUP ambassadors, renderers, writers, Zoom experts, designers, model builders, wood workers and project managers. Regardless of your interests and strengths, we'll find a way to use them on these projects.

Throughout the class, we may have opportunities to meet practitioners who work at the intersection of Engagement + Public Space. You will hear directly from some of the best practitioners in the country of what I'll call "community engaged" 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.

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

Grading:

Classroom participation = 20%

Written reflections + Observations = 20%

Project #1: Client engagement + preliminary design ideas (group project graded on individual participation) = 20%

Project #2: Client engagement + preliminary design ideas (group project graded on individual participation) = 20%

Project #3: Client engagement + preliminary design ideas (group project graded on individual participation) = 20%

In this class, we will simultaneously be working with multiple clients in teams of students. Most of the lectures and guest speakers will be helpful for everyone, although they may more directly relate to one project or the other.

There is NO final exam for this class.

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

- Build skills in teamwork, research and facilitation.
- Learn techniques to communicate with a client to understand their needs.
- Consider how spaces are designed to meet the needs of various ages and needs.
- Understand how decisions get made and approvals are made in public projects.
- Conduct research on how to take a design idea from planning to implementation.
- Engage stakeholders in the design process.
- Take design ideas from concept to realization.
- Present your ideas to a real client for feedback.

CORE ASSIGNMENTS:

Classroom Participation: 20%

The bulk of our class time will be spent working collaboratively on projects and participating in group discussions. You are expected to actively participate in group discussion and engage in group work.

Written Reflections/Org. research/Observations: 20%

In addition to your classroom participation, you will be asked to give written reflections 4 times throughout the semester. These reflections will be AT LEAST one page in length. Late assignments will be accepted but will not be eligible for the full 10 points.

REFLECTIONS:

Reflection #1: Lake Park Observations

Visit Lake Park near the playground and warming station twice, and spend about 30 minutes each time. It is ideal if you visit at different times a day and one of the days is a weekend. Grab a seat and observe how people are using the space.

At this point, you do not have to ask anyone questions or engage users of the space. You will simply record your own observations of the design of the space and how people are using it.

On your reflection, please include the following:

- Day/time of visit
- Count of people using the space
- (If applicable) diagram of how people are moving around and using the space
- Note the location where you were when making observations
- Notice the ways people are accessing the site (ie: on foot, in a car, etc).
- Write text about your key observations and take-aways.
- In your observations, resist the urge to go straight to design solutions.

(Due September 20th)

Reflection #2: Plan to engage Lake Park stakeholders

As part of our ongoing class discussions, we'll discuss strategies and tools to engage park users and stakeholders at Lake Park. For this assignment, you'll turn in your plan, questions and notes about other strategies you'll employ to get feedback that will inform next steps for the project.

(Due October 4th)

Reflection #3: Client engagement take-aways

Write about what you and your teammates learned about design/the design process/education and creativity from meeting with your clients. What engagement strategies worked and what didn't? Specifically, record what you learned that will help move our design of Lake Park site forward.

Recap/record the results of your Lake Park visitors and stakeholder engagement:

- How did the engagement go? What worked well? What would you do differently in the future?
- What are the big takeaways for the project design?
- How can we best present this information to our client?

(Due October 25th)

Reflection #4: Documenting your design process

Using either text, a diagram, sketches or a mix, document your design process from research, client/user engagement, observations and deliverables. Speak with your group to include realistic deliverables for the overall project as well as explaining your own individual contribution to the group.

(Due November 15th)

Project Work (total 60% of grade)

All project work assignments will be due at the end of the semester. We will have a check-in at mid-term to assess your progress to that point and make sure you are on the path to success.

Project #1: Lake Park

In small project teams, we will analyze the usage around the “warming station” at the historic, Frederik Law Olmsted designed Lake Park. Our specific aim is to improve the experience of the volunteers and create an environment that would entice new volunteers. Our work will be two-fold: 1) collecting data to understand the needs of users and 2) designing some solutions that could enhance user experience.

These designs might fall into a few categories:

- Public space enhancements in/around the park and warming station
- Renovation of the existing building
- Replacement of the existing building

Project #2: Vogel Hall charrette

Again working in small teams, we will observe the dynamics on the lawn in front of Vogel Hall and do a charrette to come up with some preliminary design solutions. This project builds on a previous concept created by Community Design Solutions. Using that design as a starting point, we’ll explore what elements of the space could potentially be designed and built by students. The project outcome will be a design concept for placemaking enhancements on the site.

Team will produce 2 ways of communicating the project idea, those could be renderings/collages/3d model or physical model. The mode of representation will be up to the group to best convey your ideas. Up to 3 precedent or inspiration images should also be included. Projects will be presented to the class via a shared Google slide presentation.

Project 3: West Side Plan public arts strategy

Our third client for the semester is the Department of City Development planning department. We will partner with them to create a public arts strategy for the West Side Area Plan. As a larger group, we will collectively do the following tasks as part of the overall strategy plan: research cities that have public art plans, discuss their process and any key takeaways, identify overall typologies and examples, identify key sites and public properties and assets - with examples and possibly come up with a strategy for how to engage residents, artists and other stakeholders in the selection process for public art.

Note on final projects:

The semester is fluid. We have a lot of projects and enough work to keep everyone busy fulfilling our client requests. The nature of the final projects may change, but we will work together to make sure we have an agreed upon work plan and outcomes for each of you.

Recommended Texts:

[Dream Play Build: Hands-on Community Engagement for Enduring Spaces and Places](#) by James Rojas and Jahn Kamp; 2022 Island Press

Office hours:

I don't have official office hours but am generally available Monday/ Wednesdays and after class on Friday. My office is room 399 Community Design Solutions. I'm also happy to meet virtually or for 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 6th

Welcome! Expectations

Guest speaker: Project 1 kick-off Anne Hamilton; Friends of Lake Park

Assignment: watch William H. Whyte documentary + write commentary on Canvas or via email w/ attached doc and on Canvas by mid-week

Week 2: September 13th

Interviews + Observations

Intro to the Project

Guest Speaker: Project 2 kick-off Monica Waugh-Smith, AICP; Senior Planner for the City of Milwaukee

Assignment: Conduct Lake Park observations and write reflection to be turned in.

Week 3: September 20th

[Reflection #1 Due]

Guest Speaker: Maria Grina, PLA, ASLA, Technical Manager with [Site Design Group](#)

Additional Guest Speaker: Gabe Yaeger; Director of Placemaking & Events, DTLA Alliance

Assignment: Read Chapters 1 + 2 of Dream, Play, Build and be prepared to discuss it in the next class.

Week 4: September 27th

Team work day: We will work on your strategies to engage stakeholders at Lake Park - OR - possible volunteer day at Lake Park [TBD]

Week 5: October 4th

[Reflection #2 Due]

Team work day: We will work on your strategies to engage stakeholders at Lake Park - OR - possible volunteer day at Lake Park [TBD]

Assignment: outside of class time, work with your team to meet with the Lake Park stakeholders you've been assigned to. (3 weeks to complete)

Week 6: October 11th

Project #3: Vogel Hall Lawn

Guest Speaker: Laurie Marks PhD, ED of the UWM Center for Student Experience & Talent

Assignment: outside of class time, work with your team to meet with the Lake Park stakeholders you've been assigned to.

Week 7: October 18th

Vogel Lawn charrette

We'll meet at Vogel Hall to hear from stakeholders and collaboratively ideate and design.

Assignment: outside of class time, work with your team to meet with the Lake Park stakeholders you've been assigned to.

Week 8: October 25th

[Reflection #3 due]

MID-TERM CHECK-IN

Vogel Lawn design

During class time, with your team, design concepts, precedent and begin initial sketches/drawings

[NOTE: for the second half of the semester, the schedule will be more fluid to accommodate the ongoing work of Project 1 + 2 and the new work of Project 3. Look to Canvas or my weekly email for updates.]

Week 9: November 1st

Vogel Lawn design

During class time, with your team, design concepts, precedent and begin initial sketches/drawings

Week 10: November 8th

[Initial Vogel Lawn design concepts due]

Project 3: Arts Engagement Strategy

Week 11: November 15th

[Reflection #4 Due]

Week 12: November 22nd

Project 3: Arts Engagement Strategy

Week 13: November 29th

NO CLASS: THANKSGIVING BREAK

Week 14: December 6th

Project 3: Arts Engagement Strategy

Week 15: December 13th

Final presentation prep

Week 16: December 20th

FINAL PRESENTATIONS

We will present to our client and other campus stakeholders and give them both digital and print images and booklets of our work.

Diversity, Equity, and Inclusion

The Department of Urban Planning is committed to addressing systemic racism across all of its dimensions in our curriculum. Towards this goal, the Department of Urban Planning acknowledges the historical roles of urban planning in creating and replicating racial inequities in the built environment. We are committed to developing pedagogical approaches and curricular content to train urban planners on anti-racist planning strategies.

We desire to foster and reinforce an inclusive culture in which democratic principles embrace the richness of our diverse society. The Department of Urban Planning facilitates and advances respectful dialogues among participants (students, instructors, class project clients, community members, and so on) of diverse backgrounds and experiences. This course welcomes diverse backgrounds and thoughts and strives to make our community more equitable and inclusive.

UWM Policies & Resources (adapted from UWM Provost Syllabus Template, Fall 2024)

UWM Syllabus links

Secretary of the University's Syllabus Links website (<https://uwm.edu/secu/syllabus-links/>). This website contains a list of syllabus links to policies pertaining to students with disabilities, absences due to religious observation, students called to active military duty, incompletes, discriminatory conduct, Title IX, academic misconduct, complain procedures, grade appeal procedures, LGBT+ resources, and final exam policies. If you need special accommodations to meet any of the course, please contact me as soon as possible (and visit the Accessibility Resource Center (uwm.edu/arc/)). Students will be allowed to complete examinations or other requirements that are missed because of a religious observance or call to active military duty.

UWM Resources for Students (adapted from UWM Provost Syllabus Template, Fall 2024)

Support U

Any student in need, or students that face challenges that are barriers to their education, are encouraged to contact the Dean of Students (dos@uwm.edu) for support. Support U offers wrap-around holistic support for students, including basic needs, accessing the food pantry, emergency funding, case management, and connecting to resources, etc. Support U is run by the Dean of Students Office. Also see UWM's Student Health and Wellness Center website (<https://uwm.edu/wellness/counseling/>)

Tutoring / the Writing Center

If the SSC or your department offers tutoring for your course, please list details on the syllabus and encourage students to seek help before falling behind. It is helpful to normalize using tutoring by explaining that these services are for all students and often the difference between a B grade and an A grade is taking advantage of campus resources.

Students are encouraged to take advantage of free one-on-one consultations from The Writing Center (<https://uwm.edu/writing-center/>).

Syllabus Links <https://uwm.edu/secu/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/>

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%20of%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:
<https://uwm.edu/onestop/students-called-to-active-duty/> Employees:
<https://www.wisconsin.edu/ohrwd/download/policies/ops/bn9.pdf>
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://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>
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/titleix>
7. **Academic misconduct.** Cheating on exams or plagiarism are academic misconduct violations and carry severe sanctions, including failing a course or even suspension or dismissal from the University. <https://uwm.edu/deanofstudents/instructoracademic-misconduct-process/>
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>
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>
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/>
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>

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>