



CEP 200
Introduction to Community, Environment, and Planning
Autumn 2020

Asynchronous remote learning
<https://canvas.uw.edu/courses/1396185>

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Office Hours:

See Canvas

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See Canvas

COURSE DESCRIPTION

In this course, you will be introduced to the subject areas and methods of the Community, Environment and Planning (CEP) major. CEP is an innovative undergraduate major that prepares students for lives of civic leadership and engagement through a curriculum that emphasizes collective practice and professional skills, personal and ethical development, and *active* student participation in the learning process. As a major, our aim is to **provide an education fully lived, not passively taken**. This is, of course, a tall order in a time of pandemic and remote learning, but we are going to try to accomplish it as gracefully as possible!

In particular, we will look at the three dimensions of CEP – Community, Environment, and Planning – and how they intersect in the world and in the classroom. We will do this in several ways. First by exploring the foundational ideas that inform these subjects through readings, discussions, and exercises; second by practicing the values and methods they inspire in the class itself; and third, we would typically be extending our classroom work to the “real world” through service learning, but that is unfortunately not a feasible goal this quarter. However, we do recommend that you explore courses with this option in the future, either in CEP or elsewhere. Through this process, we hope to accomplish four overarching class goals:

1. Introduce you to the primary subject areas (Community, Environment, Planning) and the philosophy and methods of participatory learning that define the CEP major.
2. Inspire you to participate in civic work within your own communities through leadership, volunteerism, and other forms of engagement.
3. Provide you with many of the basic skills and processes required to be a successful participant and leader in a variety of civic and community settings.
4. Practice becoming an active participant in your own learning by providing you with skills that will help you be a successful learner at the UW and beyond.

Although this course is designed to introduce you to the subject areas and methods of the CEP major, we do not assume that you will eventually choose to major in CEP. Rather, the topics in this course are broadly applicable, and we have designed the class to serve a wide variety of intellectual interests and academic paths. Our hope is that the ideas and methods we discuss in this class prove useful to you no matter what direction you eventually take in your education. Keith has taught in all the College of Built Environments departments and in the Comparative History of Ideas department in the College of Arts and Sciences, as well as in the School of Urban Studies at UW-Tacoma, so he is happy to talk about various pathways through the University. Liam, a senior CEP major, also has a wide range of academic experiences and is happy to share with you as well. So don't hesitate to talk to us!

COURSE ORGANIZATION

This course is organized around several themes, all related to the concept of planning as a framework for social and civic action. We begin by laying the foundation for our work by learning to **actively listen**, **deliberate**, and **facilitate**. Next we turn to questions about **community** and, closely related, **democracy** and processes of **civic participation**. From there we discuss two substantive areas: the **environment** as both a setting for and subject of civic action and **planning** as a form of civic action at both the local and regional level. Near the middle of the quarter, we take a break from our schedule to focus on your own **educational plans**. This section is scheduled to help you with registration for winter classes.

The general weekly pattern for our asynchronous course is this:

- Do the readings/screenings early in the week
- Watch the mini-lecture that will be posted by Wednesday at noon
- Post your reading responses/assignments/discussion questions by Wednesday at midnight
- Participate in student-led facilitation (5 spread across the quarter)
- Interact with your small group members by Friday at midnight
- Watch the wrap-up commentary when it is posted

COURSE REQUIREMENTS

This course has mid-term and final papers in lieu of exams. Students' grades will be based on their performance in and completion of the following activities.

- 1. Small group discussions/activities (30%)** – You will have reading assignments, discussions, and/or activities for most classes; these will serve as the primary mode of engagement between you and your classmates. The prompts for the reading assignments are posted on Canvas; you will post your initial responses to your small, randomized group **by midnight on Wednesday** and respond to the members of your group **by midnight on Friday**. Canvas will also randomly assign a group leader, who has the job of encouraging participation and organizing/posting a recorded Zoom meeting if your group would rather talk to one another than post on the discussion boards (this is highly encouraged and extra credit will be given!).
- 2. Student Facilitation (20%)** – In teams of about 10, all students will be required to facilitate one discussion/activity during the quarter. Students will sign up for their session early in the second week, and should meet with Liam prior to their facilitation time to plan their class activities. **NOBODY can successfully lead a class without lots of preparation**; the more prepared a facilitator is the better the discussion goes. The structure will be as follows, and is designed to minimize your time on Zoom!
 - a) All 10 facilitators will meet with Liam on a Zoom session the week before their facilitation.
 - b) In pairs, facilitators will schedule a Zoom session with a group of students that will be generated by Canvas to do the activity/discussion.
 - c) The facilitators will do a recorded wrap-up session with Keith on Zoom, which all students will watch.

- d) Finally, a written summary and reflection of the facilitation will be submitted to the instructors no later than one week following their facilitation date.
3. **Individual Study Plan (15%)** – An Individual Study Plan (ISP) is a core element of the CEP major and a very useful tool for you as you chart out your own educational path. ISPs are due Week 7, before you register for winter courses. Instructions for the ISP are on the course website.
 4. **Mid Term Essay (15%)** – A mid-term essay will be **due week 5** with detailed instructions on Canvas. 3 to 5 pages, 12-point font, 1” margins, double-spaced.
 5. **Final Paper (20%)** – A final paper will be due the last week of the quarter. A prompt will be posted on the Week 7 Canvas page. 6 - 8 pages, 12-point font, 1” margins, double-spaced.

<i>Item</i>	<i>Weight</i>	<i>See course website for details</i>
Small group discussions/activities	30%	Active participation in Canvas discussions and activities
Facilitation	20%	Facilitate 1 class session and submit a facilitation reflection
Individual Study Plan	15%	Complete and submit a preliminary Individual Study Plan w/ educational goals and strategies (10%) and class list/schedule (5%).
Mid Term Essay	15%	Complete 3-5 page essay, due week 5
Final Essay	20%	Complete 6-8 page paper on an approved topic related to course materials due week 11
Total	100%	Grade on UW 4.0 scale

INSTRUCTOR RESPONSIBILITIES

Instructors play several vital roles in the class and can be relied upon to provide the following:

1. A safe and effective learning environment: Our first job is to develop the learning environment for the course. This means outlining the structure of the course and putting in place the basic elements (calendar, readings, assignments) that will help students learn. While students play a central role in defining the nature of the learning through discussion and facilitation, we will also play an active role in making sure that online interactions are productive and effective. As a community, the class should also help maintain these standards through self-regulation. If a student feels these standards are not being met then he or she should speak to one of the instructors so that we can find ways to resolve the problem. **If you find that your learning is being negatively impacted by something about the class, you should not hesitate to discuss this with the instructors.**
2. Timely feedback, advice, and instruction on course assignments and other course requirements: Students should expect instructors to provide timely and considered feedback on all course assignments and projects. Instructors will also be available to answer questions, provide advice and information, and otherwise aid the students in their learning.
3. Assigning final credit for the course: The lead instructor will be responsible for assigning final course credit and determining the student’s final course grade. If students have questions, concerns, or disagreements about a grade or the assessment process, they should discuss them with the lead instructor.

WEEKLY SCHEDULE

This course combines classic and contemporary readings from geography, journalism, public health, sociology, and urban design/history/planning with other media, including documentary film and podcasts. It is organized into three modules – Community, Environment, and Planning – each of which includes a variety of small group discussions and activities outside your home. **Everything is available on Canvas and any changes to the schedule will be communicated there as well.**

Week 1

Course Intro/Icebreaker

Module 1: Community

Week 2 – Deliberation and Dialogue

Read

- Parker, “Teaching against idiocy”
- Barr, “Notes on dialogue”
- Hale et al, “How to Get People (Students) to Actually Participate in Virtual Meetings (Classes)”

Watch

- Oluo, “Talking about Race and Racism”

Listen

- *Nice White Parents*, episode 1

Write/Discuss

- Reading assignment #1

Week 3 – What is Community?

Read

- Kitto, “The Polis”
- Tönnies, “Gemeinschaft and Gesellschaft”
- Lyon, “The Concept of Community”
- Jacobs, “Looking at Cities”
- Yesler Terrace intro

Watch

- *Even the Walls* (Kuck and Maydani, 2015)

Explore/Write/Discuss

- Reading Assignment #2/Neighborhood Walk #1

Facilitation #1

- Community/Yesler Terrace

Week 4 – Decline/Resurgence of Community

Read

- Putnam, interview on *Bowling Alone*
- Dunkelman, “The Transformation of American Community”
- Loeb, “Making Our Lives Count,” from *Soul of a Citizen*
- Taylor, “Until Black Women are Free, None of Us Will be Free”

Listen

- Antibody, episode 3: Combat

Write/Discuss

- Reading Assignment #3

Facilitation #2

- Future of Community

Ongoing work

- Assign Mid-term essay (due next Friday)

Module 2: Environment

Week 5 – Environmental history is not neutral

Read

- Taylor, “American Environmentalism - The Role of Race, Class and Gender in Shaping Activism: 1820-1995”
- Krohe, “Environmental (In)justice” (or another article by a contemporary planner)

Watch

- Duwamish River: Cleanup & Health Impact Assessment videos

Write/Discuss

- Reading Assignment #4

Facilitation #3

- Reflecting on Environmental History and Moving Forward

Ongoing Work

- Mid-term Essay due Friday @ midnight

Week 6 – Environmental Policy (and a touch of design)

Read

- Carson, *Silent Spring* (excerpts)
- “Origin of the EPA”
- Hough, “Urban Ecology”
- Aronoff, “With a Green New Deal, Here’s What the World Could Look Like for the Next Generation”

Watch

- IPCC 5th Assessment Synthesis Report
- Greta Thunberg @ 2019 UN Climate Summit

Explore/Write/Discuss

- Reading Assignment #5/Neighborhoods Walk #2

Week 7 - Intermezzo: planning your education

Read

- Senge, “Schools that Learn”
- Sale, “A Mind Lively and at Ease”

Watch

- CEP students discussing their ISPs

Write/Discuss

- Draft ISP Discussion

Module 3: Planning

Week 8 – Planning & Community

Read

- Hall, “City of Theory”
- Diers, *Neighbor Power* (excerpts)

- Thomas, “The Minority Race Planner”

Write/Discuss

- Reading Assignment #6

Facilitation #4

- Planning Community

Ongoing work

- Begin intervention portfolio
- Final essay prompt

Week 9 – Planning & Environment

Read

- Howard, *Garden Cities of To-morrow* (excerpts)
- Thrush, “City of the Changers - Indigenous People and the Transformation of Seattle’s Watersheds”
- Owen, “Green Manhattan”
- Schell et al, “The ecological and evolutionary consequences of systemic racism in urban environments” (summary required; entire article optional)

Watch

- The Bullitt Center: A Living Building

Write/Discuss

- Reading Assignment #7

Week 10 – Planning & Public Health

Read

- Engels, “The Great Towns”
- Dannenberg, “The Impact of Community Design and Land-Use Choices on Public Health: A Scientific Research Agenda”
- Klinenberg, *Palaces for the People* (excerpts)
- Two articles from Planetizen’s COVID coverage: <https://www.planetizen.com/tag/covid-19>

Explore/Write/Discuss

- Reading Assignment #8

Facilitation #5

- Planning for Health

Ongoing work

- Wrap/share intervention portfolio

Week 11 – Explore & Intervene

No reading

Explore/Intervene

- Neighborhood Walk #3
- Reflect & Redesign

Ongoing work

- Final essay due Friday @ midnight

OTHER INFORMATION

Academic Honesty

The University takes the offenses of cheating and plagiarism very seriously. Cheating is taking advantage of the work of others. Plagiarism is representing the work of others as your own without giving appropriate credit. If you are unsure, there is probably something wrong. Just ask me if there is a concern.

Resources and Accommodations

Everyone deserves to have their needs met and your experience in this class is important to us. If you have already established accommodations with **Disability Resources for Students (DRS)**, please communicate your approved accommodations to me at your earliest convenience so we can discuss your specific needs in this course.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 206-543-8924 or uwdrs@uw.edu or disability.uw.edu. DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DRS. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.

Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at **Religious Accommodations Policy** (<https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/>). Accommodations must be requested within the first two weeks of this course using the Religious Accommodations Request form (<https://registrar.washington.edu/students/religious-accommodations-request/>).