

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA  
ACADEMIC SENATE

GENERAL EDUCATION COMMITTEE  
REPORT TO  
THE ACADEMIC SENATE  
GE-061-156

URP 4040 - Placemaking, Theories, Methods and Practices

General Education Committee

Date: 10/25/2017

Executive Committee  
Received and Forwarded

Date: 10/25/2017

Academic Senate

Date: 11/01/2017  
First Reading

BACKGROUND:

This is a new General Education course.

RESOURCES CONSULTED:

Faculty  
Department Chairs  
Associate Deans  
Deans  
Office of Academic Programs

DISCUSSION:

The GE Committee reviewed the ECO for this course and found it to satisfy the GE SLO's and other requirements of GE Area C4.

RECOMMENDATION:

The GE Committee recommends approval of GE-061-156, URP 4040 - Placemaking, Theories, Methods and Practices.

Prepared By (your name)	Courtney Knapp	
Subject Area	URP	
Catalogue #	4040	
Course Title: (Enter Course Title: up to 100 Characters Maximum)	URP 4040 Placemaking: Theories, Methods, and Practices (3)	
Units	3	
C/S #	C5	
Component	Lecture and Discussion	
Instruction Mode (make <b>bold</b> all that analyze)	Fully Asynchronous Hybrid with Synchronous Component <b>Asynchronous</b> Component Face to Face Fully Synchronous	Asynchronous Local <b>Hybrid with</b> Web Assisted Synchronous Local
Grading Basis	Graded only	
Repeat Basis	May be taken only once	
Cross-listed course (w/another dept.)		
Dual-listed course (grad/u.g.)		
Major or service course (make bold all that analyze)	<b>Major course</b>	Service course

I. Catalog Description

URP 4040 Placemaking: Theories, Methods, and Practices (3)

What are the physical, social, and cultural factors that contribute to the development of great urban places? This course introduces students to mainstream and critical placemaking theories, methods, and practices. The course will draw from the humanities, including philosophy, history, aesthetics/ critical theory, and literature to ground students’ theoretical understanding of ‘space, ‘place,’ and social belonging. Special attention is paid to the placemaking contributions of historically marginalized people and communities, including communities of color, immigrants, women, and LGBTQIX people.

II. Required Background or Experience

Completion of Are A (A1, A2, A3) and lower division courses of area C (C1, C2, C3)

III. Expected Outcomes

By completing this course, students will be able to:

1. Identify, evaluate, synthesize and communicate key issues related to placemaking, public space, the arts, and cultural planning in 21<sup>st</sup> century cities.
2. Synthesize contributions of the humanities disciplines to critical discussions of space, place, and social belonging.

3. Explore placemaking research methodologies, analysis, and visual representation techniques in individual and group settings.
4. Analyze placemaking theories and research methods to a real world project through a series of community-based fieldwork assignments, including ethnographic and qualitative experiments.
5. Synthesize learning through short and long writing exercises that culminate in a final college-wide presentation.

**Explain how the course meets the description of the GE SubArea(s). Please select appropriate outcomes according to the GE Area/SLO mapping.**

This Placemaking course fits within Area C: The Humanities because it helps student understand the interconnections between space, culture, identity, and urban design. URP 4040 draws from the humanistic fields of philosophy, art, history, aesthetics/ semiotics, and critical theory ground students' critical knowledge of space, place, and social belonging. . Special attention is paid to the placemaking contributions of historically marginalized people and communities, including communities of color, immigrants, women, and LGBTQIX people. This attention requires one to look at professions and social movements that fall outside of mainstream urban planning or urban design, and pull in examples from the visual and performing arts, architecture, and public history.

B: As a General Education sub-area C4 course, also discuss how the course addresses the following associated GE Student Learning Outcomes:

Ia: Write effectively to various audiences.

This course will require students to write individual and group papers that address academic as well as professional planning and design audiences. The individual academic exercises will include a short public space ethnography paper and a case study-based benchmarking assignment. Individual writing for planning and design professionals will include a "Placemaker Profile" interview and essay. Additionally, students will work in teams to research, write, and publish longer community-based Placemaking reports.

Ib: Speak effectively to various audiences.

Students participate in class discussions and individual and group presentations based on their in-class activities and group placemaking research. Members of the College of Environmental Design will be invited to attend final presentations, affording the students an audience comprised of planners, landscape architects, architects, and artists.

Ic: Find, evaluate, use, and share information effectively and ethically.

Students will explore a range of qualitative and design-based research methods, including library research, fieldwork, and practitioner interviews. These methods will inform the development of several written and creative projects. The ethical considerations associated with human subject research (including interviewing and ethnography) will be discussed. Additionally, the ethical dimensions of 'placemaking' as a tool for social and cultural analysis and change will be covered.

Id: Construct arguments based on sound evidence and reasoning to support an opinion or conclusion.

All assignments, both written and oral, require students to structure their ideas with a core thesis that includes a discussion of key points and evidence to substantiate their arguments.

IIb: Analyze major literary, philosophical, historical or artistic works and explain their significance in society.

The course will integrate the humanities, including philosophy, history, aesthetics/ critical theory, and literature to ground students' theoretical understanding of 'space, 'place,' and social belonging in a humanistic frame. Through a series of creative research assignments and activities, participants establish connections between historical placemaking activities and those that define this interdisciplinary field today. Special attention will be paid to the placemaking contributions of historically marginalized people and communities, including communities of color, immigrants, women, and LGBTQIX people. This attention requires one to look at professions and social movements that fall outside of mainstream urban planning or urban design, and pull in examples from the visual and performing arts, architecture, and public history.

II d: Integrate concepts, examples, and theories from more than one discipline to identify problems, construct original ideas, and draw conclusions.

Students draw on concepts, examples, and theories from a variety of disciplines in the humanities and social sciences, including urban planning, art, landscape design, history, philosophy, aesthetics, and critical theory.

IIIa: Analyze the historical development of diverse cultures and the role they play in shaping core institutions and practices of individuals and societies.

A key theme in this course will be social diversity and everyday cultural landscapes. Through fieldwork, case study research, and class discussions, students will explore how cultural and ethnic communities enact public space differently through their ordinary social and spatial interactions. The course will also examine placemaking through a social equity lens, exploring themes such as disability, accessibility, and mobility in public space, the effects of the privatization of public space on historically marginalized communities, and public space as sites for democratic action and social justice organizing.

#### Instructional Materials

The course will draw from several pertinent academic texts, including:

#### History

Cronon, William (1992): A Place for Stories: Nature, History, and Narrative, *The Journal of American History*, Vol. 78, No. 4, pp. 1347-1376.

Hayden, D. (1995). *The Power of Place: Urban Landscapes as Public History*. Cambridge, Mass.: MIT Press.

#### Philosophy

Young, I. M. (2011). *Justice and the Politics of Difference*. Princeton University Press.

Glissant, É. (1997). *Poetics of relation*. University of Michigan Press.

#### Semiotics/ Cultural Studies

Hall, S. (Ed.). (1997). *Representation: Cultural representations and signifying practices* (Vol. 2). Sage.

#### Literature (memoir)

Baldwin, James, Excerpts from Notes of a Native Son (pgs. 63-84) from Baldwin, J. (1998). *Collected essays*. New York: Library of America.

Lipsitz, George. Introduction: Bill Moore's Body (Pgs. vii- xx) in Lipsitz, G. (1998). *The possessive investment in whiteness: How white people profit from identity politics*. Philadelphia: Temple University Press.

Silko, Leslie Marmon. Chapter 14 (81-86), Chapter 43 (233-236), Chapters 59 + 60 (307-319) in Silko, L. M. (2010). *The turquoise ledge: [a memoir]*. New York: Viking.

Anzaldúa, Gloria. "The homeland, Aztlan" (Pgs. 23-35) in Anzaldúa, G. (1999). *Borderlands: The new mexitza = La frontera*. San Francisco: Aunt Lute Books.

Sloan, Aisha (2013). *Detroit/ Fawlanionese* (Pgs. 11-27) in *Coming of Age in a Theatre of Black and White*. Walcott, Rinaldo.

#### Critical Race and Ethnic Studies

McKittrick, Katherine and Woods, Clyde. Introduction: No One Knows the Mysteries at the Bottom of the Ocean (Pgs. 1-13) McKittrick, K., & Woods, C. A. (2007). *Black geographies and the politics of place*. Toronto, Ont: Between the Lines/South End Press.

Kidd, S. A., & Evans, J. D. (June 01, 2011). Home Is where You Draw Strength and Rest: The Meanings of Home for Houseless Young People. *Youth & Society*, 43, 2, 752-770/773.

Levitt, Peggy. Chapter 4: The ties that change: relations to the ancestral home over the life cycle (pgs. 312-335/340) In Levitt, P., & Waters, M. C. (2002). *The changing face of home: The transnational lives of the second generation*. New York: Russell Sage Foundation.

Polakit, Kasama and Schomberg, Yexsy. "Finding a Place Called Home: Homemaking as Placemaking for Guatemalan immigrants in South Florida" (pgs. 141-152/154) in Rios, M., Vazquez, L., & Miranda, L. (2012). *Diálogos: Placemaking in Latino communities*. London: Routledge.

Mirabal, N. R. (2009). Geographies of Displacement: Latina/os, Oral History, and The Politics of Gentrification in San Francisco's Mission District. *The Public Historian*, 31, 2, 7-31.

Low, S. M., Taplin, D., & Scheld, S. (2005). *Rethinking urban parks: Public space & cultural diversity*. Austin: University of Texas Press.

Rios, M. and Vasquez, L. (2012). *Diálogos: placemaking in Latino communities*. New York: Routledge.

Urban Planning and Design

Loukaitou-Sideris, A., & Soureli, K. (January 01, 2012). Cultural Tourism as an Economic Development Strategy for Ethnic Neighborhoods . *Economic Development Quarterly*, 26,1, 50-72..

Arefi, M. (2014). *Deconstructing Placemaking : Needs, Opportunities, and Assets*. Abingdon, Oxon: Routledge.

Bertone, P. E. (Ed.). (2009). *Archaeologies of Placemaking : Monuments, Memories, and Engagement in Native North America*. Walnut Creek, CA, USA: Left Coast Press. Retrieved from <http://www.ebrary.com>

Fleming, R. (2007). *The Art of Placemaking: Interpreting Community Through Public Art and Urban Design*. London: Merrell.

V. Minimum Student Materials [boiler plate language below may be of use, but feel free to delete and substitute instructional language of your own choosing.]

Course Textbooks, access to the internet, transportation to group project sites

VI. Minimum College Facilities [boiler plate language below may be of use, but feel free to delete and substitute instructional language of your own choosing.]

Computer Labs, Library, Course management software (e.g. Blackboard)

VII. Course Outline

Element	Associated Methods (explored through activities)
Understanding ‘Place’	Site Assessment: Circulation, connectivity, programming, servicing, landscaping,
Place, Identity, and Belonging	Place Assessment: Uses + Activities, Comfort + Image, Access + Linkages, Sociability
Philosophical Foundations of Place and Belonging	
Contested Histories of Place	Archival Workshop
Memories of Place: Drawing from Literature	Memoir/ Autobiography
Streets as Places	Complete Streets Assessment
Public Space and Social Diversity	Public Space Ethnography
Public Space, Arts, and Culture	Interviews
Economics of ‘Place’	
Creative Economies	BLS and Census Analysis: Characterizing Creative Economies
Cultural Tourism and Heritage Planning	Benchmarking
Critical Placemaking	
Art, Culture, and Social Change	
Engaging Youth	

Building Capacity	
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VIII. Instructional Methods [boiler plate language below may be of use, but feel free to delete and substitute instructional language of your own choosing.]

A variety of instructional methods will be used to help students achieve expected course outcomes. They include the following:

1. Lecture
2. Discussion of assigned reading
3. Small group activities
4. In class and online presentations
5. Student feedback on in class and online presentations

There may be a course management component (e.g. Blackboard) to this course. If so, students will be expected to check the course management site regularly, contribute to online discussions, and get course information and submit course work through the site.

IX. Evaluation of Outcomes

Learning outcome	Assessment tools	
	Individual	Group
Identify, evaluate, synthesize and communicate key issues related to placemaking, public space, the arts, and cultural planning in 21 <sup>st</sup> century cities.	QU(10-12)- IC, DIS-14- IC, CP- IC, SP (3)	ACT- 14- IC, CP- IC, TP
Synthesize contributions of the humanities disciplines to critical discussions of space, place, and social belonging.	QU(10-12)- IC, DIS-14- IC, CP- IC, SP (3)	ACT- 14- IC, CP- IC, TP
Explore placemaking research methodologies, analysis, and visual representation techniques in individual and group settings.	DE- 3, SP (2)	ACT (10-12), DIS- IC, DP, TP
Analyze placemaking theories and research methods to a real world project through a series of community-based fieldwork assignments, including ethnographic and qualitative experiments.	DIS, ACT- 10-12, IC	ACT (10-12), DIS- IC, DP, TP
Synthesize learning through short and long writing exercises that culminate in a final college-wide presentation	SP (1)	DP, TP

**Public Space Ethnography:** Students complete ethnographic research on a public space of their choice, and use analytical readings (discussed in this class or elsewhere) to help them assess the extent to which the space is truly ‘public.’ Potential sites include parks, plazas, sidewalks, town or city “commons,” markets, beaches, or another ‘public’ space of your choice. Students may focus on a nontraditional space (e.g. a mall or transit station), but must use the readings covered in class to argue why the place should be considered a “public” space. 4-5 pages, plus graphics.

**Benchmarking Assignment:** Students compile case study research related to a placemaking topic of their choice. Final products include a benchmarking matrix and a 2-3 page policy memorandum which highlights “better practices” in the topic area studied by the student.



**Placemaker Profile:** Students identify and interview a “placemaker” whose work they find inspiring or compelling. Students are expected to take interview notes, selectively transcribe interview passages, and assess their subject’s “practice story” through a critical lens informed, in part, by course readings. Interview transcript plus 6-8 pages of analysis.

**Final Group Placemaking Reports:** Early in the course, students will be organized into several project teams. Each team will be responsible for using methods explored in the course to analyze and make recommendations for the improvement of a local site that faces placemaking challenges. Teams will analyze site conditions, assets, and constraints; assess the local social, economic, and cultural contexts of their project site; engage users and neighbors in visioning; and analyze placemaking principles to make recommendations about future development on the sites. Typically, final team reports range between 15-20 pages, including graphic elements and appendices.

**Sketchbooks/ Class Notebooks:** Each student will be responsible for compiling a sketchbook/ notebook for the course. This book should be used to record lecture and reading notes and complete in-class activities, including sketching, mapping, ethnographic note-taking. In addition to these activities, the sketchbook should include visual and analytical impressions of 5 to 7 public spaces.

Discuss how these methods may be used to address the course and program outcomes, as appropriate. Include or attach a matrix to align the evaluation methods to the outcomes.

See attached link: [Matrix of artifacts](#)

Review of course syllabi, review of course products by faculty and accreditation teams, and consideration of comments derived from focus groups with class cohorts.

The stated learning objectives of the course meet the following General Education learning goals for C4: Humanities Synthesis Course

1. Identify, evaluate, synthesize and communicate key issues related to placemaking, public space, the arts, and cultural planning in 21<sup>st</sup> century cities.
  - Ia. Write effectively for various audiences,
  - Ic. Find, evaluate, use, and share information effectively and ethically
  - Iib: Analyze major literary, philosophical, historical or artistic works and explain their significance in society.
  - II d: Integrate concepts, examples, and theories from more than one discipline to identify problems, construct original ideas, and draw conclusions.
  - IIIa: Analyze the historical development of diverse cultures and the role they play in shaping core institutions and practices of individuals and societies
2. Synthesize contributions of the humanities disciplines to critical discussions of space, place, and social belonging.
  - Iib: Analyze major literary, philosophical, historical or artistic works and explain their significance in society.
  - II d: Integrate concepts, examples, and theories from more than one discipline to identify problems, construct original ideas, and draw conclusions.
  - IIIa: Analyze the historical development of diverse cultures and the role they play in shaping core institutions and practices of individuals and societies.

3. Explore placemaking research methodologies, analysis, and visual representation techniques in individual and group settings.
  - IIa. Analyze scientific methods and models to draw quantitative and qualitative conclusions about the physical and natural world
  - IIb. Analyze major literary, philosophical, historical or artistic works and explain their significance in society.
  - IIc. Analyze concepts, research methods, and theories pertaining to the study of culture, economics, history, politics, or society
4. Analyze placemaking theories and research methods to a real world project through a series of community-based fieldwork assignments, including ethnographic and qualitative experiments.
  - IIc. Analyze concepts, research methods, and theories pertaining to the study of culture, economics, history, politics, or society.,
  - IId. Integrate concepts, examples, and theories from more than one discipline to identify problems, construct original ideas, and draw conclusions.
  - IVa. Analyze the factors that contribute to individual well-being (such as physical, mental, nutritional, emotional, intellectual, spiritual, financial, social, or environmental),
  - IVc. Engage in communities (campus, regional, etc.) or participate in civic activities for the betterment of personal and public life.
5. Synthesize learning through short and long writing exercises that culminate in a final college-wide presentation.
  - I a: Write effectively for various audiences
  - I b: Speak effectively to various audiences.

Assessment Method	Ia	Ib	Ic	Id	IIb	IId	IIIa
Public Space Ethnography	x		x		x	x	x
Benchmarking Assignment	x		x	x	x	x	
Practitioner Profile	x		x		x	x	
Quizzes				x			x
Final Group Placemaking Reports	x	x	x	x	x	x	x
Sketchbooks/ Class Notebooks					x		x
Class discussions		x	x	x	x	x	x

*While the subject matter of each course will emphasize a particular discipline and content, each course should also demonstrate the interrelatedness of these subareas.* Placemaking is an inherently multidisciplinary field of inquiry and practice. Students will gain practice in the qualitative research (site assessment, ethnography, interviews), quantitative (demographic community profiles) and graphic design skills (final sketch books) to help them understand the interrelatedness of these multiple methods.

*Therefore, these courses shall include substantial multi-disciplinary coverage of issues so students can connect sometimes fragmented information and draw meaningful conclusions.* Course readings draw from the fields of urban planning, philosophy, history, aesthetics, and critical studies. Students will analyze their knowledge of these subfields through individual and group written assignments and a personal sketch book that is due at the end of the semester.

*Problems and issues in these sections should be examined in contemporary as well as historical*

*contexts, and include significant global and cross cultural perspectives.* Course readings explore the historical foundations of the placemaking tradition as well as multiple critical perspectives on cultural development, community, and place. Students practice articulating narratives of historical development and context through final group placemaking reports.