

# Spring 09

## UP 478-S Community Development Workshop: Racial and Spatial Inequality in N Champaign and E St Louis, Illinois CRN 51173

Tuesday and Thursday 2-5pm in Rm 223 TBH  
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*Go to the people. Live among them. Learn from them. Love them. Start with what you now. Build on what they have. Chinese poem*

### *Race, Space and Inequality*

This workshop course engages students in a dialogue with poor people of color living in marginalized urban spaces in N Champaign, E St Louis and S Chicago, Illinois. It aims to discern how social movements of marginalized communities contest formal planning practices that reproduce spatial inequalities in one of these places. Specific projects will map how local residents experience formal planning projects that aim to remediate toxic Brownfields, provide affordable public housing, public transport, community food gardens and safe public parks. It introduces democratic planning processes as a tension between the analytical and deliberative practices of socially situated residents and un-situated professionals. Students will debate representatives from these different planning cultures and map their outcomes in specific fields.

### *Grade*

Meaningful participation in class debates, mapping field trips, and client meetings is key component of the course experience and grade. Ideally, this includes:

- Planning and participating in one field trip or client meeting every week.
- Initiating and promptly sustaining dialogues via site visits, telephone calls, e-mail and using “webboard” for extended discussion.

Students with special needs or concerns that may prevent adequate participation should arrange alternate activities with the instructor by no later than the second week of class.

### *Texts*

Prescribed texts, maps and suggested readings are found at my CITES netfiles

<https://netfiles.uiuc.edu/kensalo/Community%20Food%20Gardens>

<https://netfiles.uiuc.edu/kensalo/Public%20Parks,%20Race%20and%20Criminal%20Justice>

<https://netfiles.uiuc.edu/kensalo/Toxic%20Tours>

### *Field Trips*

You are required to participate in one Friday-Saturday field trip and two one-day afternoon/evening tours of the North End of Champaign or East St Louis, IL. We will walk to the North End in Champaign and drive to East St Louis which is 180 miles southwest of campus. All accommodations (transport, lodging and most meals) will be arranged by the East St. Louis Action Research Project (ESLARP) at <http://www.eslarp.uiuc.edu/>. The two weekend trips to ESL will be on February 27 & 28 and April 10 & 11. The weekend trips begin at 6am on Friday and end around 9pm on Saturday. The walking tours to N Champaign will be arranged.

### **Deadlines**

The collaborative nature of this course necessitates strict adherence to reciprocal obligations and project deadlines. Late assignments and unexcused absences from meetings will be penalized as per the University regulations: [http://www.admin.uiuc.edu/policy/code/rule\\_34.html](http://www.admin.uiuc.edu/policy/code/rule_34.html). If you miss class or a client meet, it is your responsibility to catch-up before the next meeting.

### **Communication and Academic Dishonesty**

In addition to class discussions, we will communicate by email, telephone and web postings. Everyone must commit to promptly responding to email messages and webboard posts.

Academic dishonesty and inappropriate use of university equipment/materials, fabrication of information and plagiarism (presenting someone else's work from any source as your own) is a serious offense reportable to the department head, FAA Dean and Senate Committee on Student Discipline: [http://www.uiuc.edu/admin\\_manual/code/rule\\_33.html](http://www.uiuc.edu/admin_manual/code/rule_33.html)). Any guilty student will receive a failing grade for this course.

### **Final Grade**

The final grade is based on the following project activities:

Field Trips	30%
Progress Reports	20%
Poster Presentations	50%

### *Project Phases*

#### **Project planning – Weeks 1-5**

During this phase students meet with community clients in order to define the theme and remit of their proposed project activities. Activities could include gathering information on trends in:

- Regional Economic and Household Income
- Racial Demographics and Types of Housing
- Quality of Physical Environment ( Community Food Gardens and Toxic Waste Sites)
- Health Profile and Disease Epidemiology Map of Neighborhood
- Poverty, Health and Safety Profile of Neighborhood
- Residents Perceptions of Community Health and Safety
- Forms and Types of Property Ownership

- Circulation and Transportation Linkages)

### **Framing - Weeks 6-9**

During this phase students will work to develop an analytical frame through which to best represent or map their clients' perspective of the problem and its solution. This requires students to negotiate what scale, projection and style of representation best expresses their clients' perspective of the problem and prospective solution. What constitutes a "good" frame will emerge only after iterative debates between students and their clients on

- Land Use Planning and Zoning Practices
- Human Development, Job Creation and Business Opportunities
- Individual and Community Health and Safety
- Community Organizing Tools and Resources

### **Week 10 Spring Break**

### **Producing a Plan – Weeks 11-15**

In this phase the key issue is to produce a plan in collaboration with clients. This phase will involve an intense and iterative dialogue with community clients to create a stable, yet flexible plan in support of community development objectives.

Student will present a draft of the plan at a neighborhood summit at the end of week 12.

- Background
- Planning Process
- Vision of the Plan
- Projects/Programs and Implementation Strategies

After the summit, the students will revise the draft to account for resident input gathered at the summit and turn the individual reports into one planning document (draft) by the end of week 13.

### **Presenting Final Products – Week 16**

In this phase students will work to finalize their products for presentation at self-organized Community-University symposium