

# GSD 001122 SECOND SEMESTER CORE URBAN PLANNING STUDIO 2013 SYLLABUS



From participation with over pedestrian bridge options, Minneapolis, MN

Spring 2013, Location: Gund Trays :Time: Tu/Th 2-6pm; Gropius Room available 2-4pm

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Web Site: <http://my.gsd.harvard.edu/course/gsd-01122/2013/spring>

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## 1. BASIC TIMETABLE OF DEADLINES

Please read in conjunction with the one page class schedule.

	Tuesday*	Thursday*
<b>Week</b>	<b>Urban Observation</b>	
1	Jan 29/31: Introduction	Site Tour in Malden
2	Feb 5/7: Observe/Participate	<b>Ex 1: Urban Observation DUE</b>
	<b>Engage</b>	
3	Feb 12/14: Examine methods	<b>HW 1: Participation Options DUE</b>
4	Feb 19/21: Refine options	Participation events
5	Feb. 26/28: Hold events	Participation events
6	March 5/7: Reflect	<b>Ex 2: Engage DUE:</b>
	<b>Plan to Implement</b>	
7	March 12/14: Plan	<b>HW 2: Vision/outline DUE</b>
8	March 26/28: Report	<b>HW 3: Precedents/Text for writing workshop DUE:</b>
9	April 2/4: Implement	<b>HW 4: Implementation grid/stakeholder map DUE:</b>
10	April 9/11: Finish	<b>Ex3: Plan to Implement DUE/ Discuss qual methods site visit assignment</b>
	<b>Present, Report, Exhibit</b>	
11	April 16/18: Coordinate	
12	April 23/25: Exhibit	
13	April 30: Present	<b>Ex 4: Presentation/Exhibition at time TBA + Review</b>

\* Note check-in meetings will occur most days in slots of 30-60 mins.

**There will be additional out-of-class tutorials on InDesign (managing big documents) and Sketchup (two sessions in a sequence). These are optional but recommended.**

## 2. COURSE AND PROJECT AIMS

### OVERVIEW

In the first semester core you learned the basics of plan making in several places. This semester you engage with one place in a real project that allows you to interact with the public, explore specific topics, and present work in a way that is relevant to those who are not planners.

In 2010 the Metropolitan Area Planning Commission (MAPC) prepared a master plan for the City of Malden, based on some years of study and an extensive visioning process conducted largely in 2007. Our current project is to focus on implementing the master plan ideas in downtown Malden (Malden Square), including the proposal to demolish the 1970s Government Center building. This is the second part of a three-phase process, which is funded through a federal Sustainable Communities grant.

Phase 1: In the fall of 2012 a team of students working with Ann Forsyth prepared a background report and compiled data. The report and data are fully accessible to the students in this class.

Phase 2: This semester the studio will engage with the public and explore key topics in order to develop a consensus plan to implement, and culminate in a public forum and exhibit.

Phase 3: In the summer the MAPC will take the work from the previous two steps and prepare a plan (the “Blueprint”).

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### COURSE AIMS

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By the end of the course students will be familiar with a number of dimensions of plan making and implementation:

- Specific concerns and strategies related to **district-scale planning** in the context of city and regional goals.
- Approaches for **involving diverse groups** of the public in planning—identifying problems, outlining opportunities, and proposing solutions.
- Methods for generating **alternative options** across a variety of planning topics.
- Strategies for **plan implementation** including time frames, financing, and institutional issues.
- **Representing plan ideas** through multiple methods.
- How the physical and master **planning process** can reflect, mediate, and highlight community values, public goals, and private markets.
- Advanced **skills** in data management, planning analysis, graphical representation, participatory planning and design, project management, report production, and planning implementation strategies.

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### SUSTAINABLE COMMUNITIES PROJECT AIMS (I.E. PROJECT SCOPE)

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The Sustainable Communities scope of work for Malden Square is available on iSites. Direct quotes from that document reflect some of the project’s key goals:

1. “Develop a more detailed vision for the redevelopment of the Government Center site in Malden Square.... “
2. “[Provide] research on existing conditions and the local commercial and residential markets [in Malden Square].”
3. “Include recommendations for how to achieve [goals from the 2010 master plan relevant to the area].” Key areas include: “providing more retail options and support of local businesses, ensuring that shopping destinations are well maintained and accessible, relocating municipal offices, creating a connection from the MBTA to downtown shopping, and establishing educational and job opportunities for citizens of all ages and abilities through training and education to support local development.”
4. “Launch an extensive public planning process to explore how best to re-knit the urban fabric through the removal of Government Center and making the downtown area a more desirable and accessible location for businesses, residents and visitors.”
5. “Business owners and traditionally under-represented populations will be key partners in the visioning process.”
6. “Produce a blueprint for implementation.” [This final part will be developed by MAPC in phase 3.]

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## CLIENTS AND CONSTITUENCIES

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In any project, planners must be responsive to a number of different constituencies, balancing sometimes divergent needs and aspirations. As a funded project, this course has a number of important constituencies:

- The Department of Housing and Urban Development (HUD), EPA, and DoT have funded the Metropolitan Area Planning Council through a Sustainable Communities Regional Planning Grant ([http://portal.hud.gov/hudportal/HUD?src=/program\\_offices/sustainable\\_housing\\_communities/sustainable\\_communities\\_regional\\_planning\\_grants](http://portal.hud.gov/hudportal/HUD?src=/program_offices/sustainable_housing_communities/sustainable_communities_regional_planning_grants)).
- At the state level, Malden is one of 24 “gateway communities” which are mid-sized cities with lower than average educational attainment and education.
- The Metropolitan Area Planning Council is a key sponsor of the project. Planner Manisha Bewtra is the main contact there. She will prepare the “blueprint” from the materials in phases 1 and 2.
- The City of Malden is the direct sponsor, through the Mayor’s office. Kevin Duffy is the point person from that office. However, a number of other agencies are involved including the Department of Engineering, Planning, and Waterworks and the Malden Redevelopment Authority.
- Various other parties have interests in the downtown including residents, nonprofits, businesses, and other employers (e.g. the state Department of Education).

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## 3. DELIVERABLES IN BRIEF

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The course has a number of deliverables. There are four exercise assignments, three of which are conducted in groups. We will form different groups for each activity and students will get to vote on their preferences. There are also some homework assignments that build toward the exercises. They will be done in groups except where noted.

1. Urban Observation (**due week 2; individual, 5%**) - summary of site observations covering different times and locations, expressed in words, diagrams, and images.
2. Engagement (**due week 6; in groups, 25%**) - participation process for a specific group or issue, including the design, conduct, and documentation.
  - Interim activity (total **5% extra**): Homework 1: Participation options (due week 3)
3. Plan to Implement (**due week 10; in groups, 30%**) - illustrated chapter or element of the downtown plan focused on implementing a big vision.
  - Interim activities (total **15% extra**): Homework 2: Vision/outline (due week 7); Homework 3: Precedents/writing (due week 8, individual); Homework 4: Implementation/stakeholder diagrams (due week 9)
4. Present/Report/Exhibit (**due week 13; in groups, 20%**)

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## 4. LOGISTICS

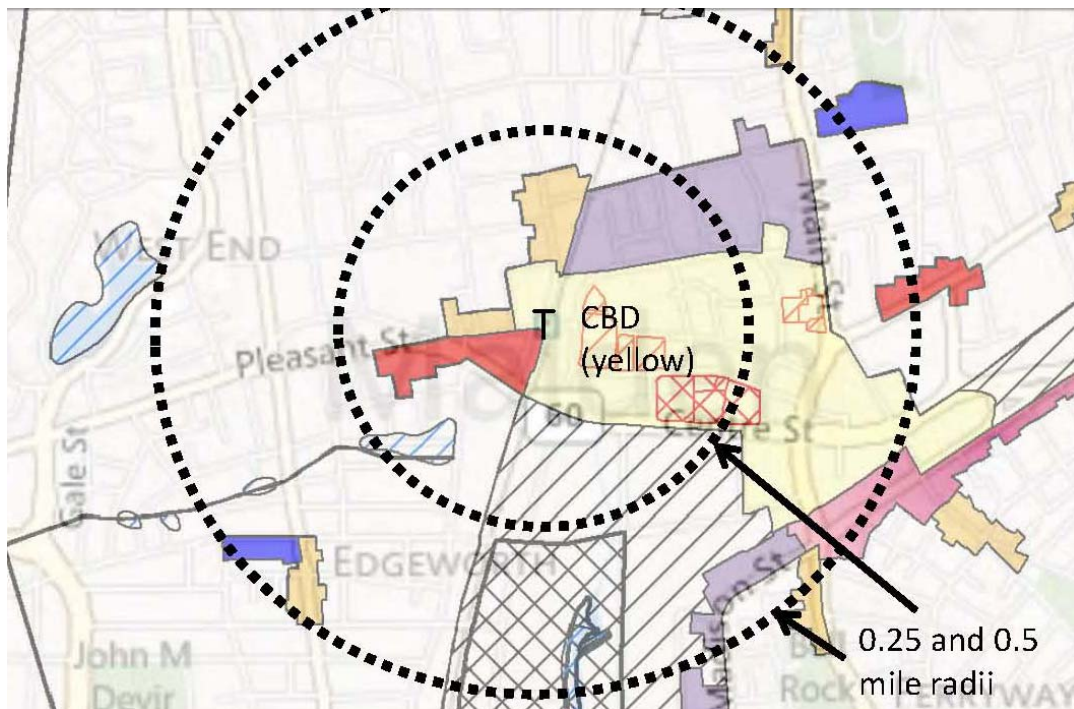
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### STUDY AREA

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The planned demolition of Malden Government Center is an impetus for the plan. Proponents hope that any replacement will allow better links between the T-Station and the downtown area. Thus the study area centers around Malden T station and the adjacent Malden Government Center but extends beyond it to broadly encompass the Central Business District and the area within a quarter mile of the T-station (see following map).



Map overlaid on 2012 zoning map  
([https://imageserv3.team-logic.com/mediaLibrary/181/Zoning\\_Map\\_6\\_30\\_2012\\_reduced.pdf](https://imageserv3.team-logic.com/mediaLibrary/181/Zoning_Map_6_30_2012_reduced.pdf))

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#### REFERENCES

Any planning project begins with a literature search for previous and available reports. Key resources will be:

- Metropolitan Area Planning Council. 2010. *City of Malden Master Plan*. Malden: City of Malden. [https://imageserv3.team-logic.com/mediaLibrary/181/Malden\\_Master\\_Plan\\_FINAL\\_072010\\_1.pdf](https://imageserv3.team-logic.com/mediaLibrary/181/Malden_Master_Plan_FINAL_072010_1.pdf)
- Malden Square Planning Project. Background Report. 2012 (synthesized information prepared by Ann Forsyth and others).

There will be one reference text which will be in the library and the Harvard Coop.

- Steiner, Frederick and Kent Butler, eds. 2006. *Planning and Urban Design Standards: Student Edition*. New York: Wiley.

Two readings on participation are available online. These are core resources. A number of others are listed at the end of the syllabus.

- Nick Wates Associates. Community planning handbook: methods. <http://www.communityplanning.net/methods/methods.htm>.
- People and Participation.net: <http://www.peopleandparticipation.net/display/Involve/Home> (you need to register but it's free)

Two books are **recommended**. They are available online in second hand and in eBook editions for about \$5 each and are worth it as investments. They are also on reserve in the library.

- Booth, W., G. G. Colomb, and J. M. Williams. 2008. *The Craft of Research*. Chicago: University of Chicago Press. Recommended.
- Turabian, K. 2007. *A Manual for Writers of Research Papers, Theses, and Dissertations*. Chicago: University of Chicago Press. Recommended.

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## TEAM COORDINATION

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Students will work in teams for most of the exercises—and the teams will be reorganized at each stage though allocation will be through a voting process to match student preferences to available options (i.e. we hope to give you a team you want to be in).

When working in teams you are expected to self-organize. The following activities are evidence of well-organized teams.

- Constructing a work plan for the team that includes tasks, times, and responsible team members.
- Scheduling team meetings outside of class at least once a week and making sure all team members know about them.
- Having an agenda prepared for each meeting.
- Making notes at each meeting about what team members have promised to do. We recommend that you keep all notes and agendas on a system such as Dropbox or Google docs.
- Keeping an eye out for uneven workloads and reallocating tasks as needed.
- Checking email messages frequently (Instructors will often communicate by email).
- Generally keeping things running along and making sure decisions get made.

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## OTHER

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### CONTACTING THE COORDINATOR AND INSTRUCTORS

**Ann** has lots of office hours in 309 Gund—about 4 times as many as is typical—Mondays 3-5 pm; Wednesdays 3-5 pm; Fridays 12-2 pm; Sundays 2-4 pm. To sign up for office hours go to <http://annforsyth.net/>, click on the “office hours” link on the top right, and follow the instructions (online sign up using Google calendar). You can also just turn up at office hours but may need to wait. If you just pop by outside office hours I’m typically busy with other work and will just ask you to sign up for the next available slot. There is a great deal of advice for students at <http://annforsyth.net/for-students/>. It may answer your question.

**Kathryn** will be available for office hours from 1 to 2 pm on Tuesdays and Thursdays and can be available by appointment at other times if necessary ([kmadden@maddenplanning.com](mailto:kmadden@maddenplanning.com)).

Dan will have office hours also at from 1 to 2 pm Tuesdays and Thursdays.

Two additional instructors will have office hours for the class. **Bobby Pietrusko** will have one hour per week dedicated to this class at a time TBA. **Wendy Sarkissian**, visiting for 3 weeks in February, will have office hours by appointment Monday to Friday for the period she is in Cambridge.

### ACADEMIC INTEGRITY

You are expected to adhere to high standards of academic integrity as outlined in university policy: <http://courses.dce.harvard.edu/~phils4/honesty.html>. Pay particular attention to the resources on plagiarism at the bottom.

### ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Students needing academic adjustments or accommodations because of a documented disability must present their Faculty Letter from the [Accessible Education Office](#) (AEO) and speak with me (Ann) by the end of the second week of the term. Failure to do so may result in my inability to respond in a timely manner. All discussions will remain confidential, although faculty members are invited to contact AEO to discuss appropriate implementation.



### TECHNOLOGY IN THE CLASSROOM

A planning studio differs from an architecture studio in that it involves a mix of lectures, workshops, and discussions (typically in small groups). When you are in **lecture and workshop** components of the class you are expected to be fully present. For that reason anyone who wishes to use an electronic device during lecture and workshop time, unless directed to by an instructor, will need to meet with Ann outside of class and explain why it is absolutely necessary. Such devices include phones, laptops, tablets, and other gadgets capable of connecting to the internet or phone system. Unless you have explicit permission from Ann you will need to turn off and store such devices at those times.

To learn more about why this is useful please see Professor Stephen Chew's five terrific short videos on metacognition: <http://www.samford.edu/how-to-study/>

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## 5. GRADING SUMMARY

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### ASSIGNMENTS

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The final product of the class is a report. However, there are a number of interim products due in PDF (or Word, if explicitly asked for) on the iSites dropbox at the beginning of class on Thursdays (and they may also be due in paper in class). They are described later in this handout.

### TIMELINESS

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You are expected to produce exercises on time. Many are part of team projects. They are due in iSites **before** the class session on the day they are due and may also be due in paper in class (see assignments). Short illnesses, family events, etc. should be dealt with using the flexibility of being in a team.

Late homeworks and assignments are docked marks on the following schedule:

- 1 hour late -5%
- Up to 5 hours late -10%
- Up to 24 hours late -15%
- Up to 48 hours late -20%
- And 10% for every day or part of a day after that.

Assume you will be sick some time; an illness of a day or two is not an excuse for a late paper. Those with religious holidays that make it impossible to hand in something need to inform Ann Forsyth in writing at least a week in advance. If you do have a significant illness that incapacitates you for **several weeks** you need to inform Ann Forsyth ASAP and provide appropriate documentation from a medical professional.

Finally, there is an extra credit assignment worth 5%. It can replace your worst 5% of your grade. If you want to replace an assignment worth, say, 10% the extra credit assignment will be the grade for half of it and the other half will be prorated from the original grade.

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### GRADING CRITERIA

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**Homeworks/Exercises:** We typically grade in two ways. First we check that you've done all parts of the assignment using criteria taken directly from the assignment descriptions, particularly the "deliverables".

Second we assess how well you completed the work, using the following matrix.

	<b>Very good (High Pass)</b>	<b>Good (Pass)</b>	<b>OK (Low Pass)</b>	<b>Needs Work (Not Passing)</b>
Overall	Hits on almost all of basic content (what this is depends on the assignment) + Memorable	Hits on almost all of the basic content + Interesting to read/view	Hits on some basic content	Hits on a small amount of basic content (one item) and/or numerous digressions/errors
Argument	Argument (text, graphic) is coherent, well organized, relevant to the task, interesting, adequately justified, and memorable—engages the reader/viewer with a lively mind; Implementable	Argument is coherent, well organized, relevant to the task, interesting, with adequate justification	Argument is fairly coherent, relevant to the task, and well organized with some evidence and qualifications	Some confusion/vagueness/parts that don't make sense/missed the point
Sources	Sources are cited (using author/date page); used critically*	Sources are cited; some are used critically	Some sources are missing	Sources are not cited
Writing	Writing largely free from errors; competently executed; memorable	Perhaps (but not necessarily) some writing errors, but none critical for comprehension	More than a few writing errors that may impede comprehension	Many careless writing errors that may impede comprehension
Graphics	Competently executed; memorable	Perhaps some problems with execution but conveys a message well	Some confusions or problems with execution that affect comprehension	Many careless errors

\*Critical use of sources reflects consciousness of the sources of evidence and methods used in the source and whether they can answer a question appropriately.

This link is also helpful in providing a more global view of grading:  
<http://isites.harvard.edu/fs/html/icb.topic58474/GradingPapers.html>

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### GRADING NUMBERS

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The GSD uses an unusual grading approach: The grade of "Pass" is the standard mark for recognizing satisfactory work. "Distinction" and "High Pass" are reserved for work of clearly exceptional merit. "Low Pass" indicates a performance that, although deficient in some respects, meets minimal course standards" (<http://www.gsd.harvard.edu/#/gsd-resources/registrar/grading/grades.html>). To make it easier for students to track their progress, we will assign numerical grades that can then be converted to the GSD system. **The numerical grades only convert to the GSD system, not a letter grade system.**

- High pass 90%+
- Pass 75%+
- Low pass 65%+

For example if you get 80% for a medium assignment (worth 17.5% of the grade) and a 90% for a short assignment worth 10% then your average will be  $(17.5\% \cdot 80\% + 10\% \cdot 90\%) / (17.5\% + 10\%) = 84\%$  or a pass. Distinctions are only given sometimes, at the very end of semester, for exceptional work as a whole.

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### WHAT WE PROMISE IN RETURN

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If students do the work described in this syllabus in a timely manner, we promise to return work promptly with comments and/or to return marked up grade sheets. We will also give you opportunities for feedback about the course including a mid-semester evaluation. We will share the results of the evaluation with you.



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## 6: ASSIGNMENTS IN DETAIL

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Note, assignments are due **BEFORE** the class session on the day they are due on iSites. Many also need to be brought to class in paper format. All will be made available to the class collectively.

While group members often receive the same grade this is not guaranteed. We will check-in a number of times about workload issues.

**Note because your materials will be ultimately used by someone else to develop the final report it is absolutely crucial that you cite every source, even for things you don't quote directly. If sources, with page numbers or direct URLs, are missing your work will need to be discarded and redone. See end of the syllabus for information about archiving and metadata protocols.**

In addition, many assignments are in groups. We will reallocate those groups for each major phase (engagement, planning, and presentation) based on voting by students about their preferences.

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### EX 1: URBAN OBSERVATION (ASSIGNED WEEK 1, DUE WEEK 2, INDIVIDUAL) 5%

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#### BIG IDEA

This assignment is intended to capture your first impressions of the study area, and for the instructors to learn about your individual interests and skills. Students will visit the specified focus areas, record overall observations, and identify potential topics for investigation during the semester. The assignment results in an annotated map with these observations.

#### WHAT MAKES THIS EXERCISE IMPORTANT

This is a short exercise to introduce you to Malden and to ensure the class as a whole has looked at different parts of the downtown at different times of the day and week. Later exercises will use fairly systematic data collection techniques related to specific topics. This first exercise is specifically designed to let you gain more general impressions.

#### OVERVIEW OF EXERCISE

Sign up to visit one focus area within Malden Square for a total of at least 2 hours (a sign-up sheet and map will be available in class to make sure a range of places and times are being observed). We want the class to cover as many different times of the day and week as possible and observe a range of different places. Each time slot/place combination will be covered by two students. You can stay longer or go back if you like but it is not required.

#### MATERIALS

- Map for recording observations. You can create a different one for presentation.
- Notebook or sketchbook.
- Camera.
- Laser measure or some way to assess dimensions such as pacing.

#### PROCEDURE

- Stay at least 2 hours total.
- First, walk around your focus area and familiarize yourself with overall patterns of streets, blocks, and buildings and its relation to the larger Square and surroundings. Record field notes on a base map and in your notebook/sketchbook. **Measure the widths of key elements using a measuring device or your own pace—you don't need to measure everything but get a sense of some key dimensions like how wide the street and sidewalks are.**

- Within your specific focus area, choose a location where you can stay and observe for 30 minutes to see patterns over time.
- You should take photographs or may choose to develop detailed sketches for use in the assignment and in the future.
- Summarize your impressions in words, diagrams, and sketches. The emphasis should be on insight, not artistic technique.

**POSSIBLE QUESTIONS TO CONSIDER WHEN OBSERVING (THOUGH FEEL FREE TO CONSIDER OTHERS)**

- Record the specific day and time when you are observing
- Where are people located? Are they alone or in groups? What kinds of people (age, gender, apparent purpose e.g. shopping?)
- What kind of movement occurs (motorized vehicles, bicycles, people, animals)?
- What kinds of buildings are in evidence (appearance, uses, scale, height, entries)?
- Are there unbuilt areas? What are they like?
- How is the width of the street right-of-way used—consider the space from building face to building face?
- How are buildings used—in the first floor and upper floors? How much can you tell about this?
- What are the markers of different eras of development – landmarks, historic places, scale of development, etc.?
- How is the area different than your preconceptions?

**DELIVERABLES**

- After your site visit, summarize your observations on two to three 11\*17 sheets. This will include at least one annotated map of your observations complemented by other types of representation, which synthesize and advance your field notes.
- **Somewhere in the deliverables and in your presentation you should identify three things that you think work well and three things that you think could be improved. Consider how the community engagement process (Ex. 2) could help test and verify your own impressions with people who live, work, and regularly use the Square.**
- We will discuss your impressions in class so be ready to pin up—the materials don't need to be highly polished but they should be legible to support your case.

**ADDITIONAL GRADING CRITERIA**

- All parts of the exercise done—observation, checklist/data, map, comparison with checklist/data, things that work/need help.
- Insight/reflection.
- Clarity.

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**EX 2. ENGAGEMENT (ASSIGNED WEEK 3, DUE WEEK 6, GROUP) 25%**

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**BIG IDEA**

You will: refine a process, engage with the public about the planning process in ways appropriate to different groups, document the outcomes of this process, and reflect on what you learned (for the project and yourself). The teams will be based on the participation strategy selected for Homework 1 outline below. Your observations and insights into the study area as well as your review of previous reports will serve as launching points for discussion.

**WHAT MAKES THIS EXERCISE IMPORTANT**

This is a great opportunity to engage with different constituencies to **gather opinions** about Malden's redevelopment. The preparation work done to identify groups and engagement opportunities, as well as

the earlier 2007 visioning work, means you can speed up the typical process. **This is not the end of the participation/engagement process but it's an important step.** In Exercise 3 you will likely collect some more information from people—filling gaps in the data. In Exercise 4 you'll use an engagement process to obtain feedback about your ideas.

### POPULATIONS

The populations you'll be working with will be finalized in the first week of class but will likely include an intercept survey of residents, workers, and shopper; door-to-door interviews with business owners; phone/personal interviews with developers; an event at the senior center (in English, Mandarin, and Cantonese); activities with the teen center; an online survey using the city's social media capacity; a safety audit with police and community leaders; activities with Arab residents (women's group, mosque); and work with other immigrant communities that is still being defined.

### PROCEDURE

- Based on your strategy and in consultation with faculty, you will travel to the site to engage with the public.
- **The important questions to be answered include: what works about the downtown, what are the limitations or challenges there, how would people like to see it improved, and what do people see in terms of specific opportunities for the Government Center site?**
- You need to be respectful and entirely present during these sessions; dress appropriately.
- Plan ahead by agreeing on some talking points; be clear about what the expected outcomes of these sessions are (data, relationships, anecdotal information, etc.); how will you introduce this project and your roles?
- Before meeting with your constituency, your team should clarify roles so that someone is documenting the conversation or input (flip charts, notes, laptop, etc.), someone is capturing images if appropriate, and one or more are moving the process forward. You also need to coordinate with the ambassadors for translation.
- Anticipate what you will do if the process veers away from our plan: what will you do if someone dominates the conversation or gets off topic? How will you handle complaints? How will you explain the current study in light of all the previous studies?

### EXERCISE DELIVERABLES

1. Design and carry out a participation exercise in a group.
2. Document the activities thoroughly.
3. Archive all artifacts using the data archiving protocol for the class.
4. Present big findings to the group as a whole orally and in a summary document of 2-4 pages reflecting on the implications for the various topics in Exercise 3.

### ADDITIONAL GRADING CRITERIA

1. All parts of the exercise including documentation and archiving completed.
2. Imagination.
3. Respectfulness.
4. Effective team work—using time efficiently, balancing skills well, communicating within the team and with the instructors/class as a whole.
5. Relevance to the larger project.

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### HW 1. PARTICIPATION OPTIONS (DUE WEEK 3, GROUP) 5%

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#### BIG IDEA

This exercise is meant to help you design a participation strategy to meet the needs of the constituencies you have been allocated. The actual process is a separate exercise (see previous section).

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**To design/negotiate a participation process from scratch takes months. We have worked during fall to identify the key groups for participation, methods to use, contacts for arranging activities, and to obtain permits for activities.** This homework is to refine the options.

#### **DELIVERABLES**

- Building on the investigations to date, revise a refined participation strategy for your population/issue. How does your strategy deal with: inclusion, representativeness, balance (gender, age, ethnicity, role (e.g. resident, businessperson)), language and culture, and reliable recording/documentation? As different groups are looking at different topics you may not reach every group in a particular exercise but are you covering enough bases? This may involve alternatives to discuss in class
1. Describe the basic idea and the specific steps.
  2. Also explain why your approach is appealing and relevant to both the larger project and the local people.
  3. Finally outline where this came from (a specific source, a class lecture, etc.).

#### **RESOURCES**

- <http://www.peopleandparticipation.net/display/ProcessPlanner/Home>
- <http://www.communityplanning.net/methods/methods.php>
- [Also list at end of syllabus](#)

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### **EX 3. PLAN TO IMPLEMENT (ASSIGNED WEEK 7, DUE WEEK 10, GROUP) 30%**

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#### **BIG IDEA**

Many plans have been made for the city, including the downtown area. Based on your observations, the Phase 1 Report and your public engagement, have these been effective? For this exercise, groups will consider how to orchestrate change in Malden Square, by promoting a clear vision around a topic area and identifying the key implementation strategies that will resonate with the various constituencies. Such strategies may include ongoing community involvement activities. In this process, you must consider the interests of elected public officials, department heads, property owners, other civic and business leaders, and anyone else not at the table.

Teams will be formed to prepare a vision and implementation strategy around one element, including:

1. Economic Development ( including ethnic businesses)
2. Government Center (including options for demolition, redesign, relocation of government offices)
3. Urban Design Principles/TOD (including zoning and design guidelines)
4. Transportation and Downtown Connections (including Complete Streets)
5. Housing Balance (including affordable housing)
6. Redevelopment Opportunities (apart from Government Center)
7. Natural Systems and Open Space

#### **WHAT MAKES THIS EXERCISE IMPORTANT**

This is where you can be creative in preparing implementable ideas for making Malden a better place! The 2010 master plan has done the heavy lifting in terms of ideas for the whole city—you can focus in on making the downtown area even better. The city would welcome imaginative new ideas as long as they come with a realistic strategy for implementing them.

#### **DELIVERABLES**

- An illustrated chapter in MS Word (for layout in the next phase) and images formatted for easy layout in a report and boards. The chapter needs to:

- Be clearly written,
- Conform to the style sheet,
- Have sources that are adequate (i.e. extensive) and clearly listed, and
- Provide high-quality illustrations need to be available and have captions and credits.

#### **ADDITIONAL GRADING CRITERIA**

- The team will;:
  1. Complete all parts of the exercise.
  2. Demonstrate a thorough knowledge of the topic including its national/international context, local issues (from participation and other data), and relevant planning approaches.
  3. Produce a well-written and illustrated document, understandable by a lay audience.
  4. Show effective team work—using time efficiently, balancing skills well, communicating within the team and with the instructors/class as a whole.
  5. Create a document with appropriate content
    - Providing a clear vision.
    - Reflecting an understanding of local community needs identified in the participation process and elsewhere.
    - Outlining coherent implementation strategies relevant to the constituencies.
    - Demonstrating that you have taken advantage of opportunities for cross team coordination (for example joint recommendations).

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#### **HW 2. BIG VISION/CHAPTER OUTLINE (DUE WEEK 7, GROUP) 5%**

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##### **BIG IDEA**

The best way to create a big vision is to generate alternatives. The teams will develop and present up to three concepts and outline the structure of a narrative report.

##### **DELIVERABLES**

Teams will create:

1. Big vision concept diagram or diagrams e.g. a map, a conceptual diagram (one sheet per concept up to a maximum of three, 11x17), including key points for each concept.
2. Outline of a narrative report (one to three pages, 8.5x11).

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#### **HW 3. PRECEDENTS (DUE WEEK 8, INDIVIDUAL) 5%**

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##### **BIG IDEA**

Each student will select a precedent area to study. These include other places noted for good planning or design. They can be gateway communities or others. The list of areas will be finalized in class based on relevant issues and areas. Student will also learn how to comment on each other's ideas.

##### **DELIVERABLES**

For each area students will find or develop the following and **bring three copies to class** on the day it is due:

##### **TEXT**

- A basic description of the project (its context and components).
- A summary of published assessments/critiques of the project.
- An overall summary statement of its strengths, weaknesses, and key lessons.

##### **GRAPHICS**

- Map or aerial photo to a scale with a north arrow (preferably facing up). We will provide the class with a standard scale.

- For built environment related topics provide at least a few ground level images; for more policy-oriented topics provide at least one graph or chart.
- Lay out graphics and text on 3 to 4 11\*17 inch sheets, or twice that many 8.5\*11 inch sheets--it doesn't need really fancy formatting but should be nicely laid out. Cite sources including sources for photographs!

#### **NOTE ON FINDING DATA**

Sources of data include:

- Avery index of architectural periodicals—includes planning. This may have professional literature on the subject.
- Google AND Yahoo the topic, the municipality, the designer
- Use Google scholar to find published assessments; newspapers are another source
- Use Google Earth, Google Street View (a feature in Google maps), and Live Search Maps (<http://maps.live.com/>)
- Flickr has good tagging; Google images are worth investigating; the library subscribes to several news service photo files that can be useful.

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#### **HW 4. IMPLEMENTATION GRID/STAKEHOLDER DIAGRAM (DUE WEEK9, GROUP) 5%**

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##### **BIG IDEA**

Policies and physical plans need to be implemented if change is to happen. Goals and objectives must be clear, leading to a series of specific action steps. Priorities are set with a clear understanding of the roles and responsibilities of each stakeholder and involved party. If costs are involved, then funding is identified. Some actions involve changing laws or instituting guidelines or other policies. Without the political will of engaged constituencies, many plans will fail, so the strategy must address multiple interests.

##### **DELIVERABLES**

Each group will seek out a particularly good example of graphics that illustrate implementation strategies, including matrices, diagrams, flow charts, network charts, phasing plans, among other.

The homework submittal will include:

- At least one page from your investigation of outside/exiting implementation grids/stakeholder maps—some are very long and we don't need them all.
- Your own graphic representation of your implementation strategy/ stakeholder map for Malden on 8.5\*11 or 11\*17 inch paper.

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#### **EX4. PRESENT, REPORT, AND EXHIBIT (WEEK 13, GROUP) 20%**

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##### **BIG IDEA**

At the end of the studio the work to date is meant to be exhibited, reported, and presented for review and feedback prior to moving on to the "blueprint" phase. This is separate to the final review.

This will involve products along the lines of the following:

1. An integrated planning report in InDesign
2. A presentation/workshop/open house in Malden with mayor and council invited—we hope we can have an interactive, participatory process that can garner really useful feedback
3. A video for the exhibition and online display
4. Physical exhibition panels/posters
5. A web site
6. Clear, well documented, and well organized package of data (some of which may be available to the public)



### WHAT MAKES THIS EXERCISE IMPORTANT

You've already met a lot of constituents in earlier exercises. This is a chance to convey what you've learned to them and also get **useful feedback on your ideas**. The MAPC can use that feedback to help prepare the final plan—something they'll do over the summer. You will also have time to work on the actual design of the activities—from soup to nuts.

### DELIVERABLES

- Materials relevant to the format used by the team.

### ADDITIONAL GRADING CRITERIA

1. Teams need to complete all parts of the exercise (e.g. deliver the report).
2. Creativity.
3. Polish.
4. Appropriateness for Malden audiences.
4. Effective team work—using time efficiently, balancing skills well, communicating within the team and with the instructors/class as a whole.

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### EXTRA CREDIT ASSIGNMENT 5%

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Write a one-page press release about some aspect of the project. A press release is one page long (two pages if double spaced) and conveys the key question, how the project solves it, and provides some quotes from key players in the process. If you wish to do this assignment contact Ann about further instructions.

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## 7. PROTOCOLS

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### STYLE SHEET

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A style sheet will be distributed for both text and graphics.

### WRITING INSTRUCTIONS

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We advise students to do one of the following activities before handing in any project: (a) put the piece aside for at least a few hours and then go back and edit it for clarity, or (b) get a sympathetic friend to edit it for clarity, or (c) read it out loud and change any sentences that don't make sense.

Where you cite sources you should use the author-date-page or parenthetical reference/reference list style of citation generally used in the social sciences. For example in the text you list only the author, date and page e.g. (Goldsmith 1994, 3). You then list the full details for the source alphabetically by author's name in a reference list at the end. If you cite a web site in a short paper, I need the full URL.

All quotes quoted directly should include the page number in the citation e.g. (Goldsmith 1994, 3). **Also cite with a page number all ideas not quoted directly but coming from a specific part of a document.** Only when you refer very generally to an entire work should you merely cite the author and date, for example, (Marris 1987). **Remember, other people will use your work and they need to be able to look up ALL your sources.**

For more information see a style manual such as Kate Turabian's (2007) *A Manual for Writers of Research Papers, Theses, and Dissertations* (Chicago: University of Chicago Press) although you should

note that she shows two kinds of citation (footnote and bibliography, and parenthetical reference/reference list) and it is the second of these you need to use.

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#### FONTS AND LAYOUT

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Text for all products, including homework assignments, should typically be no smaller than Arial 10pt or Times Roman 11pt. You might use something smaller for a label or caption. You need to provide adequate margins to allow easy comprehension. Do not put too many characters on a line. Typically comprehension is easier with ragged layouts—that is don't line up both sides of text but let the spacing between characters fall more naturally.

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#### ARCHIVING/METADATA PROTOCOLS

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Note: These are very important. If we don't have materials well archived, with good metadata, we will need to discard them. Protocols will be distributed for the various assignments.

- GIS metadata instructions will be available at <http://www.planetable.org/mapcat/>
  - General data archiving is described at <http://www.gsd.harvard.edu/gis/manual/archiving/>
  - Photographs will be placed on Flickr and geocoded as exactly as possible so they can later be used by the City of Malden and integrated with their Flickr account (<http://www.cityofmalden.org/Social-Media/>). A set of Flickr Protocols will be placed on ISites.
  - Text will be prepared using the style sheet.
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## 8. WEEK-BY-WEEK SCHEDULE FOR PREPARATION

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This schedule includes major activities for which preparation is needed. There will also be check-in meetings in most sessions and lectures or workshops to provide input.

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#### URBAN OBSERVATION

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##### **WEEK 1: JAN 29/31: INTRODUCTION**

Activities: Introduction, site tour

Readings:

- Metropolitan Area Planning Council. 2010. *City of Malden Master Plan*. Malden: City of Malden. [https://imageserv3.team-logic.com/mediaLibrary/181/Malden\\_Master\\_Plan\\_FINAL\\_072010\\_1.pdf](https://imageserv3.team-logic.com/mediaLibrary/181/Malden_Master_Plan_FINAL_072010_1.pdf)
- Malden Square Planning Project. Background Report. 2012 (synthesized information prepared by Ann Forsyth and others).

##### **W.2 FEB 5/7: OBSERVE/PARTICIPATE**

**Activities: Report in on Ex 1: Urban Observation**

Readings: Steiner and Butler:

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#### ENGAGE

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##### **W.3 FEB 12/14: EXAMINE METHODS**

**Activities: Discuss HW 1: Participation Options**

Readings:

- Nick Wates Associates. Community planning handbook: methods. [http://www.communityplanning.net/methods/methods.htm.\(Selections\)](http://www.communityplanning.net/methods/methods.htm.(Selections))
  - People and Participation.net: <http://www.peopleandparticipation.net/display/Involve/Home> (you need to register but it's free).
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- Sarkissian, Wendy. 2012. Heartstorming: Putting the Vision Back into Community Visioning with Guided Imagery. Progressive Planning Magazine:  
<http://www.plannersnetwork.org/publications/magazine.html>

- Other readings from participation list to be assigned.

Steiner and Butler:

- “Design Considerations” pp. 274-295 (safety, walkability, LEED, streetscape)
- “Visualization” pp. 336- (visualization overview, montage visualization, three-dimensional visualization, visual preference techniques)

#### **W.4 FEB 19/21: REFINE OPTIONS**

Activities: Participation events

Guests: Mitchell Silver.

#### **W.5 FEB. 26/28: HOLD EVENTS**

Activities: Joyce Rosenthal on Environmental Analysis; Participation events.

Readings: Steiner and Butler (**skim**):

- “Design Considerations” pp. 262-273 (environmental site analysis, urban analysis, scale and density)
- “Land” pp. 79-84 (Slope, relief, and aspect; soils classification and mechanics; habitat patches, corridors, and matrix).

#### **W.6 MARCH 5/7: REFLECT**

Activities: Rick Peiser on Real Estate Analysis; **Discuss Ex 2: Engage**

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### **PLAN TO IMPLEMENT**

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#### **W7 MARCH 12/14: PLAN**

**Activities: Discuss HW 2: Vision/outline**

Readings: Steiner and Butler (**skim all but read the two most relevant to your own topic**):

- “Types of Plans” pp. 6-21 (Comprehensive plans, urban design plans, regional plans, neighborhood plans, transportation plans).
- “Regions” pp. 223-226.
- “Places and Districts” pp. 227-250 (neighborhoods, neighborhood centers, historic districts, waterfronts, arts districts, industrial parks, office parks, main streets)
- “Utilities” pp. 182-193 (waste management, wastewater, stormwater runoff and recharge, water supply, wireless infrastructure overview)
- “Transportation” pp. 143-181 (sidewalks, hierarchy of streets and roads, street networks and street connectivity, vehicle turning radii, traffic calming, pedestrian-friendly streets, parking lot design, on street bikeways, multiuser trails, transit systems).
- “Traffic Impact Studies” pp. 317-319.
- “Parks and Open Space” pp 194-211 (types of parks, greenways and trails, conservation areas, playgrounds)

#### **W8 MARCH 26/28: REPORT**

**Activities: Participate in HW 3: Precedents/Text for writing workshop**

Readings: Steiner and Butler:

- “Building Types” pp. 119-137 (sections on residential types through schools)
- “Development Types” pp. 251-261 (mixed-use development, transit-oriented development, conservation development, infill development)
- “Implementation” pp. 364-374 (zoning regulation, subdivisions regulation, planned unit development, innovations in local zoning regulations)

**W9 APRIL 2/4: IMPLEMENT**

**Activities: Discuss HW 4: Implementation grid/stakeholder map**

**W10 APRIL 9/11: FINISH**

**Activities: Reflect on Ex3: Plan to Implement / Discuss qual methods site visit assignment**

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**PRESENT, REPORT, EXHIBIT**

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**W11 APRIL 16/18 [APA CHICAGO]: COORDINATE**

**Activities: Prepare for final presentation/exhibition**

**W12 APRIL 23/25: EXHIBIT**

**WEEK 13 APRIL 30: PRESENT**

**Activities: Practice presentations**

**TBA: Final presentation in Malden and more low-key presentation at GSD.**

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**9. RESOURCES FOR CLASS SESSIONS (INCLUDING PARTICIPATION)**

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**Tutorials**

Sketchup: <http://www.gsd.harvard.edu/gis/manual/sketchup101/> (to be supplemented by training sessions delivered by Paul Cote)

InDesign: To come.

**Participation**

Lasker, R. and J. Guidry. 2009. *Engaging the Community in Decision Making*. Jefferson NC: McFarland.

Sarkissian, W. and D. Hurford with Christine Wenman. 2010. *Creative Community Engagement: Transformative Engagement Methods for Working at the Edge*. London: Earthscan.

Sarkissian, W. with N. Hofer, Y. Shore, S. Vajda and C. Wilkinson. 2009. *Kitchen Table Sustainability: Practical Recipes for Community Engagement with Sustainability*. London: Earthscan.

Sarkissian, W. and W. Bunjamin-Mau with A. Cook, K. Walsh and S. Vajda(2009). *SpeakOut: The Step-by-Step Guide to SpeakOuts and Community Workshops*. London: Earthscan.

Sarkissian, Wendy. 2012. Heartstorming: Putting the Vision back into Community Visioning with Guided Imagery. *Progressive Planning* No. 193, Fall: 19-22:

<http://www.plannersnetwork.org/publications/magazine.html>

Sarkissian, W. 2007. Video as a Tool in Community Engagement. *Planning Theory and Practice* 8 (1): 98-102.

Sarkissian, W. 2005. Stories in a Park: Giving voice to the voiceless in Eagleby. Australia. *Planning Theory and Practice* 6 (1): 103-117.

Sarkissian, W. 2010. 'The Beginning of Something': Using Video as a Tool in Community Engagement. In *Multimedia Explorations in Urban Policy and Planning: Beyond the Flatlands*, eds. L. Sandercock and G. Attili. Dordrecht: Springer.

Sarkissian, W. 2010. Review of R. Lasker and J. Guidry (2009). *Engaging the Community in Decision Making*, *Journal of Planning Education and Research*, Volume 30, September.