I. Course Description

This course explores principles, ethics, practice, and the business case for planning sustainable and racially equitable urban communities. Learning how to manage resources for both current and future generations, students will gain greater understanding of the importance of integrating environmental, economic, social, and institutional efficiency in making the St. Louis region more competitive. This course will be viewed through a racial equity lens that is informed by what is driven by equity: intentional, just, and fair inclusion. Students in this course will focus on community capitalism aimed at ensuring that the health and social wellbeing are inclusive for all people. Students will learn to integrate and utilize trauma-informed approaches, cultural competence, and Anti-Bias/Anti-Racism practices to help lead to better decision-making and creating solutions aimed at reducing adverse impacts on the environment, preventing gentrification, improving the welfare of people, and shaping urban areas and neighborhoods into healthier, robust, and more equitable communities. This course will prepare the student to be a transformational leader that is better equipped for sustainable urban planning and community development. Students will be able to learn from real-time opportunities from the instructor’s professional practice in planning and community development engagements with the City of Ferguson, City of St. Louis, and throughout the St. Louis region.

II. Course Text

- *Advancing Equity Planning Now*, Edited by Norman Krummholz and Kathryn Wertheim Hexter, 2018

III. Literature

- *Gravois-Jefferson Historic Neighborhoods Plan*, 2018
- *Forward Through Ferguson: A Path Toward Racial Equity*, 2015
- *Plan for a Prosperous, Healthy, Vibrant St. Louis Region*, One STL, 2013
- *City of St. Louis Sustainability Plan*, 2012
IV. Learning Outcomes

This course has several major learning outcomes:

- Students will learn to how assess communities and disaggregate data by analyzing local St. Louis area neighborhoods and communities and what interventions are needed to address disparities.
- Students will learn the skills needed to better engage communities of color, youth, and traditionally underrepresented people.
- Students will develop marketable professional expertise and community leadership skills.
- Students will enhance their critical thinking and communication skills: ability to do research and analyze key issues – to communicate them in written and oral presentations.

V. Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
<th>Key Dates</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Course Introduction: Planning and Sustainability</td>
<td>Advancing Equity Planning Now, Chapter 10 - The Future of Equity Planning in the United States</td>
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<td>2</td>
<td></td>
<td>Sustainability Principle 1: Environmental</td>
<td>One STL Plan for a Prosperous Healthy Vibrant St. Louis Region, Pages 47-49</td>
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<td>3</td>
<td></td>
<td>Sustainability Principle 2: Economic</td>
<td>Advancing Equity Planning Now, Chapter 7 - The Opportunity Challenge: Jobs and Economic Development</td>
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<td>4</td>
<td></td>
<td>Sustainability Principle 3: Social</td>
<td>Advancing Equity Planning Now, Chapter 3 – Economic Diversity in Low-Status Communities</td>
<td>Reflection assignment – students to write a 2 to 3-page paper on sustainability and equity from their perspective. They will define sustainability and equity in terms of planning communities?</td>
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<td>5</td>
<td></td>
<td>Sustainability Principle 4: Institutional</td>
<td>Advancing Equity Planning Now, Chapter 2 - The Evolution of the Community Development Industry: A Practitioner’s Perspective</td>
<td>Groups organized for community assessments and research paper discussion preview</td>
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<tr>
<td>6</td>
<td></td>
<td>Disaggregating Data</td>
<td>Advancing Equity Planning Now, Chapter 6 – Equity</td>
<td>Reflection assignment due</td>
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<td>Planning in a Fragmented Suburban Setting: The Case of St. Louis</td>
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<td>7</td>
<td>Gentrification</td>
<td>Advancing Equity Planning Now, Chapter 2 – Growth with Displacement: A Test for Equity Planning in Portland</td>
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<td>8</td>
<td>Obesity and health disparities impacted by the built environment</td>
<td>City of St. Louis Sustainability Plan, Page 133-154</td>
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<td>9</td>
<td>Protecting and enhancing the quality of water, air, land, and biodiversity in order to maintain a healthy population, economy, and ecosystem</td>
<td>One STL Plan for a Prosperous, Healthy Vibrant St. Louis Region, Pages 96-102</td>
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<td>10</td>
<td>Preserving and improving the quality and impact of public spaces and assets</td>
<td>City of St. Louis Sustainability Plan 33-78</td>
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<td>11</td>
<td>Racial Equity Lens</td>
<td>Forward Through Ferguson: A Path Towards Racial Equity, Pages 61-62 and 158-160</td>
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<td>12</td>
<td>Building Safe and Trauma-Informed Communities</td>
<td>Forward Through Ferguson: A Path Towards Racial Equity, Pages 104-105</td>
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<td>13</td>
<td>Strengthening Anti-Bias and Cultural Competence</td>
<td>Forward Through Ferguson: A Path Towards Racial Equity, Pages 98-100</td>
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<td>14</td>
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<td>The 10 to 15-page research papers are due</td>
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<td>15</td>
<td>Community Engagement and Empowerment</td>
<td>Advancing Equity Planning Now, Chapter 11 – Public Participation Geographic Information Systems: A Model of Citizen Science to Promote Equitable Public Engagement</td>
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<td>16</td>
<td>COMMUNITY ASSESSMENTS</td>
<td>Neighborhoods and communities in the St. Louis region will be selected</td>
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<td>Group projects due and presentations</td>
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Class Assignments and Descriptions

Student learning will also be assessed by a reflection paper, practitioner interview, research paper, class participation, and a community assessment group project.

Reflection Assignment – 15% grade

- Students will apply learning by sharing the impacts of sustainability principles on their own lives. Students will share this reflection in a 2 to 3-page paper.

Interview a Sustainability Professional – 15% grade

- Students will interview a local professional who is using sustainability and equity in their career. Students are required to interview a person from the provided list or get pre-approval for the person they would like to interview from the instructor. Students are encouraged to find creative ways to present their interviews, including video, pictures, graphics, or other media.

Research Paper - 25% grade

- Based on coursework covered, students will research a local community and identify a sustainability challenge the community is addressing. Students will provide an overview of demographic data and key existing conditions to provide solid background information for perspective of the community. Students will then address any interventions needed to improve desired outcomes. This will be an up to 10 to 15-page paper.

Class Participation - 10% of grade

- Students will be expected to actively participate in class. It is imperative that you regularly attend, come prepared, and actively engage. Your participation is vital to our collaborative understanding of planning sustainable urban communities. Participation will be evaluated by class attendance, appropriate participation in class discussion

Community Assessment Group Project - 35% of grade

- Students will work in a team to review community assessments of local neighborhoods and communities addressing issues of environmental, economic, social and institutional efficiency. The geographies will be determined by the instructor. Students will be prepared to submit a PowerPoint presentation to the class on what interventions are needed to help achieve sustainable and equitable communities.
VI. Resources for Students

1. **DISABILITY RESOURCES:** If you have a disability that requires an accommodation, please speak with instructor and consult the Disability Resource Center at Cornerstone (cornerstone.wustl.edu). Cornerstone staff will determine appropriate accommodations and will work with your instructor to make sure these are available to you.

2. **WRITING ASSISTANCE:** For additional help on your writing, consult the expert staff of The Writing Center (writingcenter.wustl.edu) in Olin Library (first floor). It can be enormously helpful to ask someone outside a course to read your essays and to provide feedback on strength of argument, clarity, organization, etc.

3. **THE UNIVERSITY’S PREFERRED NAME POLICY FOR STUDENTS,** with additional resources and information, may be found here: registrar.wustl.edu/student-records/ssn-name-changes/preferred-name-policy/preferred-name-policy-student/.

4. **ACCOMMODATIONS BASED UPON SEXUAL ASSAULT:** The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb (kim_webb@wustl.edu), Director of the Relationship and Sexual Violence Prevention Center. Ms. Webb is a confidential resource; however, requests for accommodations will be shared with the appropriate University administration and faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Coordinator. If you would like to speak with the Title IX Coordinator directly, Ms. Kennedy can be reached at (314) 935-3118, jw kennedy@wustl.edu, or by visiting her office in the Women’s Building. Additionally, you can report incidents or complaints to Tamara King, Associate Dean for Students and Director of Student Conduct, or by contacting WUPD at (314) 935-5555 or your local law enforcement agency.

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-8761 or visiting the 4th floor of Seigle Hall.

5. **BIAS REPORTING:** The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and
Support System (BRSS) team. See: brss.wustl.edu

6. MENTAL HEALTH: Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See: shs.wustl.edu/MentalHealth