

Section 1: Ayse Pamuk

Mondays 4:10-7:00pm, HSS 156
Office hours: MWF 1:15-2:00pm
Tel: (415) 338-7045
Email: pamuk@sfsu.edu

Section 2: Patrick McGovern

Mondays: 2:10-5pm, HSS 152
Office hours: Thurs. 1-2pm
Tel: (510) 468-9036
Email: patmcgov@landuse-planner.com

Teaching Assistant: Monique Nakagawa (mayanak@sfsu.edu)
Office hours: W 5-7pm (PSIRUS computer lab)

Course Description

The Urban Studies Senior Seminar (URBS 680) is a *practicum* in urban planning and policy that is the required capstone course for graduating URBS majors. The course is open to seniors in Urban Studies only after completing sufficient URBS core requirements. The course consists of 4-5 projects per section in which students act as consulting teams to real-world clients in the external community. The students have an opportunity to select from a wide range of projects identified through an RFP process prior to the beginning of the semester. The class meets in a workshop format, features practitioners from the community as guest speakers, and incorporates hands-on class exercises with practice-oriented readings.

The 2003 Senior Seminar class will have two sections. The first (Jan. 27) and second (Feb 3) class sessions will meet jointly. For the rest of the semester the two sections will meet separately working on separate projects. We will have a few overlapping class sessions when we have guest speakers and/or when we have a class exercise that lends itself to joint meeting.

The course is designed to teach students to solve urban planning and policy problems by combining theory, methods, substantive knowledge, and skills in the context of a client-serving project. Students have an opportunity to practice working in a team and prepare a written professional report. The students also have an opportunity to present their findings to a professional jury including the clients and URBS faculty at the end of the semester in order to learn how to deliver a professional report.

Student Learning Objectives

Students who successfully complete the requirements of this course should, at the end of the semester, be able to:

- Apply **theory** (e.g., urban theory) learned through core and disciplinary URBS courses in solving urban planning or policy problems;
- Apply **methods** (e.g., research methods, data analysis, policy analysis) learned through core URBS courses in solving urban planning or policy problems;

- Apply substantive area **knowledge** (e.g., housing, land use, law, health, poverty, sustainability) gained through elective URBS courses in solving urban planning or policy problems;
- Apply **skills** (e.g., web-page construction, PowerPoint presentation, SPSS, GIS, spreadsheets, collaborative team work) learned through URBS courses in solving urban planning and policy problems;
- Combine theory, methods, substantive area knowledge and skills in the context of client-serving projects in the external community;
- Work effectively in a team;
- Communicate findings in the form of a written and oral professional report;

Course Prerequisites and Requirements

The course requires the following:

- ✓ Willingness and commitment to work on real-world client projects;
- ✓ Professionalism in interacting with clients and continuing the tradition of productive exchange between the University and the community;
- ✓ Reliability and timeliness in delivering products to clients, to team members, and to the instructor by the due dates; and,
- ✓ Collaborative work in teams of 3-4 in and outside of the classroom.

This course requires a substantial amount of initiative to be taken by students and in synthesizing knowledge gained as an URBS major. Therefore, students must carefully examine their time commitments for Spring 2003 with their advisors before enrolling in this course. **Advisor approval is required to enroll in URBS 680.**

Team Approach

The entire semester will be focused on producing high quality **professional reports for external clients** by student teams. Presentation of the work to the clients will involve an oral presentation on April 28, and a written report delivered on May 21st. In addition, there are several written assignments throughout the semester to help students develop the final products (see dates below). Clients may also require meetings and progress reports throughout the semester as needed.

Students will have an opportunity to work in **teams of 3 or 4** introducing them to the challenges and strengths of team approach to real-world problems. At the end of the semester each student will have an opportunity to assess the nature of their approach (in a one-page individual essay) to the problem as a team and reflect on how they might approach a similar problem in the future. Students will also be asked to submit a one-page individual essay describing the effectiveness of their teamwork throughout the semester.

The team formation process will take into account student preferences. Following the presentation of projects in class on Feb. 3rd by the clients, each student will have an opportunity to express his/her preference as it relates to

his/her career goals and aspirations. We will review student preferences, form teams, assign teams to one of the two sections and confirm team membership by the third week.

Teams are responsible in developing a scope-of-work in consultation with each client and with the instructors by Feb. 24th. This is an important milestone established to ensure the timely completion of subsequent work. Each team will also do some background research about the client's problem and develop a framework in approaching the particular type of problem at hand. Through this process, students will learn to approach new problems and how to best solve them for their future clients.

Readings

The following books will be available at the SFSU Bookstore. All of the articles will be on e-reserve.

Recommended books

Bardach, Eugene (2000). *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*. New York: Chatham House Publishers.

Doyle, Michael and Straus, David (1993) *How To Make Meetings Work* New York: Berkley Books.

Iacofano, Daniel (2001) *Meeting of the Minds: A Guide to Successful Meeting Facilitation*, Publisher: MIG Communications, Berkeley.

Grading

Timely completion of assignments	10%
Preliminary work schedule (2/17)	
Scope of Work (2/24)	
Brief background/issue paper (3/10)	
One page team progress report (4/7)	
Presentation to jury (4/28)	15%
Final Report (5/21)	50%
Self-evaluation of senior seminar experience & evaluation of team effectiveness	10%
Class participation	15%
Total	100%

Spring 2003 Projects and Clients for Student Consideration

Spring 2003 Senior Seminar students will consider the following projects for selection. A project descriptions handout will be distributed on Jan. 27. Students should review each project prior to hearing presentations by “clients” on Feb. 3rd.

- Project: “Emeryville Park Avenue District Plan Update”
 - a. Preservation of architecturally significant buildings
 - b. Desirability of funding a parking garage
 - c. Land uses to permit with Planning Director approvalClient: City of Emeryville
Contact: Diane Murrell, City Planner, dmurrell@ci.emeryville.ca.us
Web site: www.ci.emeryville.ca.us/building/building.html

- Project: “Urban Land Institute Local Smart Growth Best Practices”
Client: Urban Land Institute San Francisco District Council
Contact: Gary Binger, Director, garybinger@yahoo.com
Web site: smartgrowthcalifornia.uli.org/csgi_ComMem_Main_L1_list.html

- Project: “Community Development Financial Institution Economic Development & Housing Hot Zone Study”
Client: Northeast Community Federal Credit Union
Contact: Michael Chan, President of the Board macppnec@yahoo.com
Web site: www.necfcu.org

- Project: “San Francisco Gang-Free Communities Initiative”
Client: San Francisco Juvenile Probation Department
Contact: David Mauroff, Gang-Free Initiative Manager, david.mauroff@sfgov.org
Web site: http://www.ci.sf.ca.us/site/juvprobation_index.asp

- Project: “Guide to Mission District Resources”
Client: Mission Community Council
Contact: Kyle Fiore, Coordinator, kylefiore@aol.com

- Project: “Analysis of April 2001 Board of Supervisors Redistricting”
Client: Chinese American Voters Education Committee
Contact: David Lee, Executive Director, cavec1@aol.com
Web site: <http://cemaweb.library.ucsb.edu/cavec.html>

- Project: “The Family Support Strategic Plan”
Client: San Francisco Starting Points Initiative
Contact: Yolanda Jenkins, Director, yolanda@dcyf.org
Web site: <http://www.sfstartingpoints.org/>

- Project: “The First Steps Report”
Client: San Francisco Starting Points Initiative
Contact: Anika Toussant
Web site: <http://www.sfstartingpoints.org/>

- Projects: "Employment Opportunities & Career Advancement in San Francisco"
 - a. What career paths exist for lower-income individuals in San Francisco?
 - b. How have skills demanded by SF's employers shifted in the recent economic downturn?

Client: San Francisco Department of Human Services
Contact: Kevin Stange, Policy Analyst, Kevin_Stange@ci.sf.ca.us
Web site: <http://www.ci.sf.ca.us/dhs/>

- Project: "Community Standards for Design and Blight in the Fruitvale commercial district in Oakland"
Client: Unity Council
Contact: Jenny Kassan, Main Street Manager, jkassan@unitycouncil.org
Web site: <http://www.unitycouncil.org/>

- Project: "Unmet Housing Needs of Low-Income Asian Households in the San Francisco Bay Area"
Client: ASIAN Inc.
Contact: Tom Dapice, Housing Dev. Specialist, tom_dapice@hotmail.com
Web site: <http://www.asianinc.org>

Course Outline

Week 1

- 1/27 **Introduction to course and classmates.** Student expectations from class. Career goals and aspirations as graduating URBS majors. Examples from previous senior seminar classes. What have you learned from your internship experience that is applicable in this class? An example of a client-oriented project just completed for the San Francisco Head Start Program by Ayse Pamuk *Children Under 5 Years of Age in Poverty in San Francisco, 2000.*
(Note: Sections 1 & 2 will meet jointly 4-6pm in HSS 156)

Handouts: 1) Syllabus; 2) Project Descriptions

Week 2

- 2/3 **In-class presentation of projects by clients.**
(Note: Sections 1 & 2 will meet jointly 2-5pm in HSS 152, 5-7pm in HSS 156)
- “Emeryville Park Avenue District Plan Update” (3 projects) City of Emeryville, Diane Murrell, City Planner
dmurrell@ci.emeryville.ca.us
(2-2:30pm)
 - “Urban Land Institute Local Smart Growth Best Practices” Urban Land Institute San Francisco District Council, Gary Binger, Director, garybinger@yahoo.com
(2:30-3pm)
 - “Starting Point Initiative projects” (2 projects), Yolanda Jenkins, Director, yolanda@dcyf.org
(3-3:30pm)
 - “San Francisco Department of Human Services projects” (2 projects)
Kevin Stange, Policy Analyst, Kevin_Stange@ci.sf.ca.us
(3:30-4pm)
 - “San Francisco Gang-Free Communities Initiative” San Francisco Juvenile Probation Department, David Mauroff, Gang-Free Initiative Manager, david.mauroff@sfgov.org
(4-4:30pm)
 - “Community Standards for Design and Blight in the Fruitvale commercial district in Oakland, Unity Council, Jenny Kassan, Main Street Manager, jkassan@unitycouncil.org
(4:30-5pm)
 - “Housing Needs of Asian households in San Francisco” ASIAN Inc. Tom Dapice, Housing Development Specialist, tom_dapice@hotmail.com

(5-5:30pm)

- “Community Development Financial Institution Economic Development & Housing Hot Zone Study” Northeast Community Federal Credit Union, Michael Chan, President of the Board
macppnec@yahoo.com
(5:30-6pm)
- “Guide to Mission District Resources” Mission Community Council, Kyle Fiore, Coordinator, kylefiore@aol.com
(6-6:30pm)
- “Analysis of April 2001 Board of Supervisors Redistricting” Chinese American Voters Education Committee, David Lee, Executive Director, cavec1@aol.com
(6:30-7pm)

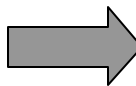
Handouts: Individual handouts brought to class by senior seminar class clients.

Suggested Reading

- Iacofano, Case Studies, pp. 107-131

Week 3

2/10 **Finalizing teams. How to Prepare Scope of Work and Background documents—An Introduction.**



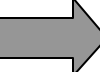
One page write-up due on project preferences (first, second, and third choices) and how it relates to your career goals and aspirations. (due on 2/6 via email to pamuk@sfsu.edu with a cc to patmcgov@landuse-planner.com). Teams will convene, will designate a team communications director, and start scheduling first meeting with clients and start working on the project.

Suggested Readings

- Iacofano, Management Team Members, pp. 34-37.
- Doyle & Straus (1993) “Chapter 1: Why Meetings are Important?” pp. 3-18; “Chapter 2: What Goes Wrong at Meetings?” pp. 19-37; Chapter 10: How to Plan your Meeting” pp. 156-158; Chapter 15: How to Put it All Together: The Agenda” pp. 201-211).

Handout: Clients, projects, and teams spreadsheet.

Week 4

2/17 **How to develop a scope of work for your client.** Guest speaker:
 Alex Amoroso, ABAG (**Sections 1 & 2 will meet jointly to hear the guest speaker 4-6pm in HSS 156**)

Preliminary work schedule due.


Suggested Readings

- “A Practical Guide to the Selection, Care, and Feeding of the Consultant” The Planning Center, 1999.
- Bardach (2000) “Gathering Data for Policy Research” pp. 47-70.

Handout: Preparing a scope of work

Week 5

2/24 **Workshop on client projects—Discussion: Approach to each client’s problem and peer review of scope of work.** How to develop a background section of your report.

 Team scope of work (signed & approved by client) due. Be prepared to discuss your team scope of work with a one page handout (bring enough copies to distribute in class).

Suggested Reading

- Iacofano, Group Dynamics, pp. 67-74.

Handouts: 1) Working with clients and teams; 2) Generic dimensions in working with clients; 3) Facilitation scenario for next week’s class exercise.

Week 6

3/3 Methods of Generating Ideas, Problem-Solving Strategies, Working in Teams Effectively, Holding Productive Meetings

A demonstration of the facilitation and wallgraphic techniques of brainstorming ideas in a community organization will be presented by Patrick McGovern. Please read both the Iacofano pages below and the scenario handout from the Week of 2/24 prior to class, and be prepared to participate as community stakeholders. **Sections 1 & 2 will meet jointly 4-6pm in HSS 156**

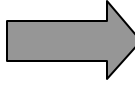
Suggested Readings

- Iacofano, The Facilitator, pp. 15-31, and Wallgraphic, 82-94. (Please read before the lecture).
- Doyle & Straus (1993) “Chapter 16: Solving Problems in Groups: The Tools” pp. 212-255).

- Bardach (2000) “Smart (Best) Practices” Research: Understanding and Making Use of What Look like Good Ideas from Somewhere Else” pp. 71-85.

Week 7

3/10 **Workshop on client projects-Discussion: Use of background information in solving your client’s problem.**



Team background reports due. Be prepared to discuss your report in class with a one page bullet list as a handout.

Week 8

3/17 **No class**- Spring Break

Week 9

3/24 **Workshop on client projects—Discussion: Implementation of the work plan.**

Start scheduling meetings in the community related to completing your work as appropriate.

Suggested Reading

- Iacofano, Facilitator roles, pp. 49-59.

Week 10

3/31 **No class**-Cesar Chavez Day Holiday

Week 11

4/7 **Workshop on client projects-Discussion: Research findings and progress reports**

Be prepared to discuss any challenges and issues you have encountered for collective problem-solving in the classroom. Also be prepared to discuss your preliminary findings, presentation, and report production strategy.



One-page team progress report due.

Handout: April 28 presentation schedule

Week 12

4/14 **Preparing Presentation Graphics in PowerPoint**

How to develop an effective oral presentation strategy including using Power Point slides in the computer lab. **(Sections 1 & 2 will meet jointly 2-7pm in the computer lab)**

Suggested Readings

- Doyle & Straus (1993) “Chapter 17: How to Make a Presentation” pp. 256-268).
- Iacofano, Closure, 98-106.

Week 13

4/21 *Alumni Panel Discussion* organized by the Urban Studies Program
(TBA—mark your calendars)

Week 14

4/28 **Presentation to a jury** of invited professionals and URBS faculty for evaluation -- practice in communicating results to professionals. This is an excellent opportunity to learn from our guests' comments.

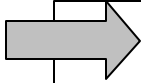
Week 15

5/12 Using presentation feedback to revise written report. Synthesis of what we learned from the presentations.

Week 16

5/12 No class session--individual meetings with students about their reports.

Senior Seminar class and Graduation Party! (TBA).



Final report due: May 21. Please provide 3 copies. I will forward one of the copies to your client, keep 1 copy on file in the Urban Studies Program Department Office. Keep a fourth copy for yourself.