

Tuesdays 4:10-6:55pm, Room HH 201  
Office hours: MW 4-5pm, T 2-3pm and by appt. (call 338-1178 to schedule)  
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Digital Information Virtual Archive (DIVA)  
<http://diva.sfsu.edu/users/Ayse.Pamuk/courses/seminar>

Jacob Schultz, Lead Guest Practitioner for the Senior Seminar, Program Officer at Bay Area LISC, [JSchultz@lisc.org](mailto:JSchultz@lisc.org)

### **Course Description**

The Urban Studies and Planning Senior Seminar (USP 680) is a *practicum* in urban planning and policy that is the required capstone course for graduating Urban Studies majors. The course is open to seniors in Urban Studies only after completing sufficient Urban Studies degree core requirements (see prerequisites in SFSU Bulletin and below). The course this fall will consist of 4-5 projects (to accommodate up to 20 students in this section) in which students act as consulting teams to real-world clients in the external community. Students will have an opportunity to select from a range of projects identified through an invitation only RFP process prior to the beginning of the semester. Projects will get adopted by the third week of classes. 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 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 DUSP faculty at the end of the semester in order to learn how to deliver a professional report. In addition, there are brief and frequent individual writing assignments (see deadlines under "grading") that will help in preparing the final written report.

USP 680 is a community service learning (CSL) designated course. This designation provides a procedure for recording the number of hours served each semester on student's Official Transcript. The benefits of having the hours recorded is tremendous since it helps SFSU students further with future employers or admission to graduate programs.

An innovative aspect of this particular fall 2009 offering of the Senior Seminar is the partnership (building on an earlier successful spring 2006 pilot partnership) with Bay Area LISC. LISC is a national nonprofit intermediary organization which was established in 1980. Headquartered in New York City, there are 33 regional LISC offices nationwide, a rural program, and several national programs. Bay Area LISC (<http://www.bayarealisc.org/>) was established in 1981 and provides financing, training and a range of technical assistance to community

development organizations in San Francisco, Oakland, Richmond and San Jose. It is explicitly LISC's goal to develop partnerships that assist community development organizations and create pathways for students to learn about and potentially enter the field of community development.

Jacob, Schultz, Program Officer at Bay Area LISC, will serve as Lead Guest Community Development Practitioner and will assist student project teams as they develop their scope of work and develop research designs in collaboration with Professor Pamuk. He will be available to help these teams implement their plans and also give occasional lectures. He will meet with student teams working on projects and help students with their projects. He will serve as a liaison between community clients, the instructor of record, and the students as needed throughout the semester in close consultation with Ayse Pamuk. He will give feedback to student project teams throughout the semester and assist Professor Pamuk in evaluation of student work.

### **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 USP and social science interdisciplinary courses in solving urban planning or policy problems;
- Apply **methods** (e.g., research methods, data analysis, policy analysis) learned through core USP courses in analyzing urban planning or policy problems;
- Apply **substantive area knowledge** (e.g., housing, land use, poverty, sustainability) gained through elective USP courses in solving urban planning or policy problems;
- Apply **analytical skills** (e.g., Creation of PowerPoint presentation with Microsoft PowerPoint, data analysis with SPSS, spatial analysis with ArcGIS, database creation and management with Microsoft Excel) learned through USP courses in communicating and analyzing of 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**

Pre-requisites: USP 400, 492, 493, 480 or 658; USP 603 and 604. Concurrent enrollment in these courses are not allowed.

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 Urban Studies major. Therefore, students must carefully examine their time commitments for Fall 2009 with their advisors before enrolling in this course.

### **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 Dec. 1, and a written report delivered on Dec. 15. In addition, there are brief and frequent individual 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 Sep. 1<sup>st</sup> by selected 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, 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 Sep. 29<sup>th</sup>. 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. Additional documents will be placed on DIVA.

### **Recommended books**

Bardach, Eugene (2005). *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*. Washington, D.C.: CQ Press.

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

Dunlap, Louise. (2007). *Undoing the Silence: Six Tools for Social Change Writing*. Oakland, CA; New Village Press.

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

Pamuk, Ayse (2006) *Mapping Global Cities: GIS Methods in Urban Analysis*. Redlands, CA: ESRI Press.

### **Grading**

Writing assignments (individual)	
Project preferences essay (9/9)	5%
Preliminary work schedule (9/22)	5%
Scope of Work (10/6)	5%
Brief background/issue paper (10/20)	5%
Research design write-up (10/27)	5%
Preliminary research findings (11/3)	5%
PPT presentation of results-to-date (11/10)	10%
PPT Presentation to jury (12/1)	15%
Final Report (12/15)	20%
Self-evaluation of senior seminar experience & evaluation of team effectiveness (12/15)	10%
Class participation	15%
Total	100%

## Fall 2009 Projects and Clients for Student Consideration

Fall 2009 Senior Seminar students will consider the following 5 projects from 5 organizations for selection. A project descriptions handout will be distributed on August 25th. Students should review each project (and organization web sites) prior to hearing presentations by “clients” on Sep. 1<sup>st</sup>.

1. Project: Analysis of "Under-utilized" sites in San Francisco's Chinatown  
Client: Chinatown CDC Planning Department  
Website: <http://www.chinatowncommunitydevelopmentcenter.org>  
Contact: Cindy Wu, Community Planning Manager, [cwu@chinatowncdc.org](mailto:cwu@chinatowncdc.org)
2. Project: Pedestrian Lighting Analysis for the Excelsior District Commercial Corridor  
Client: Excelsior Action Group  
Website: <http://eagsf.org/>  
Contacts: Cristy Johnson, Executive Director, [cristy@eagsf.org](mailto:cristy@eagsf.org)  
Eric Brewer-Garcia, Project Director, [eric.epc@gmail.com](mailto:eric.epc@gmail.com)
3. Project: Study of Grocer Need and Preference in San Francisco's Visitacion Valley  
Client: Visitacion Valley Business Opportunities for Merchants (VVBOOM)  
Web site: <http://vvboom.vvcdc.org/>  
Contact: Nick Wolff, [sf.vvboom@gmail.com](mailto:sf.vvboom@gmail.com)
4. Project: Analysis of Perceptions of 3<sup>rd</sup> Street in San Francisco's Bayview  
Client: Bayview Business Resource Center  
Web site: <http://www.rencenter.org/>  
Contact: Kenneth Bazile, Project Manager, [kbazile@rencenter.org](mailto:kbazile@rencenter.org)
5. Project: Evaluation of Commercial Corridor Revitalization Program  
Client: Bay Area LISC  
Website: [http://www.bayarealisc.org/bay\\_area](http://www.bayarealisc.org/bay_area)  
Contact: Anna Jennett, Assistant Program Officer, [AJennett@lisc.org](mailto:AJennett@lisc.org)

## **Course Outline**

Week 1

8/25 **Introduction to course and classmates.** Student expectations from class. Career goals and aspirations as graduating Urban Studies majors. Examples from previous senior seminar classes.

Handouts: 1) Syllabus; 2) Survey of students; 3) Project Descriptions

Week 2

9/1 **Client presentations**

4:10-4:30 **Chinatown CDC project**  
(Cindy Wu)

4:30-4:50 **Excelsior Action Group project**  
(Cristy Johnston, Eric Brewer)

4:50-5:10 **VVBOOM project**  
(Nick Wolff)

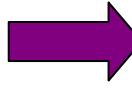
5:10-5:30 **break**

5:30-5:50 **Bayview Business Resource Center**  
(Kenneth Bazile)

5:50-6:10 **Bay Area LISC**  
(Anna Jennett)

Week 3

9/8 No class – State Budget Campus Closure.



9/9 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 **9/9** via email to [pamuk@sfsu.edu](mailto:pamuk@sfsu.edu)).

Week 4

9/15 **Finalizing teams. Developing a scope of work for your client.**

Teams will convene, will designate a team communications director, and start scheduling first meeting with clients and start working on the project.

Handout: Clients, projects, and teams spreadsheet.

Handouts: 1) Working with clients and teams; 2) Generic dimensions in working with clients

**How to develop a scope of work for your client**

Guest speaker: Joanne Brion, Brion & Associates, SF State Urban Studies Alumna, 1986.

Suggested Readings

“A Practical Guide to the Selection, Care, and Feeding of the Consultant” The Planning Center, 1999. (on e-reserve)

Handout: Preparing a scope of work

Week 5

9/22 **Holding Productive Meetings, Meeting Facilitation Techniques, Methods of Generating Ideas, Problem-Solving Strategies – Part I**

Guest speaker: Jacob Schultz, Bay Area LISC.



Preliminary work schedule due.

Suggested Readings

Iacofano, Management Team Members, pp. 34-37.

Doyle & Straus (1993) “Chapter 16: Solving Problems in Groups: The Tools” pp. 212-255).

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).

Iacofano, Group Dynamics, pp. 67-74.

Dunlap, "The Freewriting Tool" pp. 27-48. "The Process Tool" pp.53-79.

Week 6

9/29 no class – Pamuk at ACSP conference -- work on your projects.

Week 7

10/6 **Holding Productive Meetings, Meeting Facilitation Techniques, Methods of Generating Ideas, Problem-Solving Strategies – Part II**

Guest speaker: Jacob Schultz, Bay Area LISC.



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 share with classmates).

Client-Signed Community Service Learning Agreement Form due.

Week 8

10/13 **How to prepare background reports to contextualize your client's problem Workshop on client projects-Discussion: Use of background information in solving your client's problem.**

Guest speaker: Anna Maria Jennett, Assistant Program Officer, Bay Area LISC

Suggested Readings

Bardach (2005) "Smart (Best) Practices" Research: Understanding and Making Use of What Look like Good Ideas from Somewhere Else" pp. 91-105.

Bardach (2005) "Assembling Evidence" pp. 61-88.

Dunlap, "The Thinking Tool" pp. 87-115.

Week 9

10/20 **Preparing Presentation Graphics in PowerPoint**

How to develop an effective oral presentation strategy including using Power Point slides in the computer lab (4-7pm).



Team background reports due. Be prepared to discuss your report in class with a one page bullet list as a handout. (4-5pm)

Suggested Readings

Doyle & Straus (1993) "Chapter 17: How to Make a Presentation" pp. 256-268).

Iacofano, Closure, 98-106.

Dunlap, "The Audience Tool" pp.119-142.

Week 10

10/27 **Workshop on client projects—Discussion: Implementation of the work plan.**

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.



Handout: Dec. 1 presentation schedule  
Research design write-up due.

Dunlap, “The Feedback Tool” pp. 149-171; “The Word Power Tool” pp. 173-193.

Week 11

11/3 **Preparing PowerPoint presentation**  
computer lab (4-7pm)



Preliminary findings write-up due.

Week 12

11/10 **PowerPoint Presentation of results to date (dry run)**

Week 13

11/17 **Polishing PowerPoint presentation**  
computer lab (4-7pm)

Week 14 – Fall recess



Week 15

12/1 **Presentation to a jury** of invited professionals and DUSP faculty for evaluation -- practice in communicating results to professionals. This is an excellent opportunity to learn from our guests’ comments.

Week 16

12/8 Using presentation feedback to revise written report. Synthesis of what we learned from the presentations. (4-5pm)



**Final report due:** Dec. 15. Please provide 3 copies. I will forward one of the copies to your client, and keep 1 copy on file in Student Resource Room (HSS 268). Keep a fourth copy for yourself.