Overview

DUSP offers 11.360 (Community Growth and Land Use Planning) every other year as a public service to communities in Greater Boston. The course is designed to help a community facing a planning challenge related to growth and change, as well as to train DUSP students interested in working in local government. The course offers a chance for students to work with a local government client on a project with a broad community impact. As part of the course, students run public meetings and hold stakeholder meetings with community groups and other stakeholders in developing a planning study for a geographic region.

The students in 11.360 act as a consulting team to the community partner, with a variety of skill sets. As a place-based and policy-based project, the most salient skills are:

- Urban design and architecture;
- Policy analysis and development;
- Strategic planning and stakeholder analysis;
- Social and environmental justice; and
- Understanding of local political issues.

The final product is a report to the client with actionable, realistic implementation steps, as well as a final public meeting to allow for community reaction and feedback to the planning study. While it is not expected that the partner agency will implement all of the recommendations in the study, it is hoped that, based on public feedback and political feasibility, some of the implementation steps occur.

The work of Community Growth and Land Use Planning is designed to consider racial and social justice. In 2019, the course focused on a corridor in Arlington, MA, as an area of the town that could benefit from additional housing production in order to provide opportunities for people at a variety of income and wealth levels to live in Arlington. It also looked at some urban design opportunities in this corridor in order to provide access to quality public spaces for the residents of public and subsidized housing nearby. For the 2021 version of 11.360, we intend to
focus on production of mixed-income housing in a gentrifying community. The production goals will be connected to actual sites on the ground, both individual lots in low-income and minority areas of the city as well as larger publicly owned sites with the potential for significant housing development.

Medford Project

Transit Stations are Identified as Blue Dots in this Environmental Justice Map from the Commonwealth of Massachusetts (Source: http://maps.massgis.state.ma.us/map_ol/\text{ej}.php)

This practicum will explore ways to implement the City of Medford’s Housing Production Plan, developed under GL c. 40B and approved by the City Council in 2021. That plan provides a strategy to expand below-market housing inventory with a focus on increasing housing development near transit and developing a strategy for housing production on city-owned parcels.
The class will develop policies and plans on two implementation steps:

1. **Exploring mixed-income housing opportunities on City-owned sites to achieve equity and housing production goals**: There are City-owned parcels – primarily farther from transit-that are underutilized and have potential for housing development. The students will explore massing and design alternatives for each site, and develop an initial development budget, outlining possible sources and uses, along with number and type of units that might be produced. Developing these sites may also require changes to City codes.

2. **Analyzing and recommending changes to the city’s zoning ordinance and subdivision regulations to unlock development potential on small lots near transit**: After 25 years of planning and design, the Green Line Extension (GLX) will be opening two stations serving neighborhoods in Medford in 2021. These stations are in Ball Square (in Somerville but just over the Medford line) and in Medford Hillside at Tufts University. In addition, there is an existing commuter rail station in West Medford. All three of these stations provide opportunities to connect minority and low-income areas of Medford to the rest of the Boston region. However, the addition of new transit also brings with it the challenge of potential gentrification and increased housing costs.

**Anti-Racist Statement**

This class will focus on how to balance the realities of local control with efforts to produce a fair housing market with choices for all. We will look at efforts to counter racial and economic distortions in the market through providing additional financing and land use tools. In doing so, we will try to provide voice to systematically marginalized voices in our society, and counter the institutional racism and class discrimination that exist in the financial markets and political systems.

**Land Acknowledgement Statement**

MIT acknowledges Indigenous People as the traditional stewards of the land, and the enduring relationship that exists between them and their traditional territories. The land on which we sit and the land we will study is the traditional unceded territory of the Wampanoag Nation. We acknowledge the painful history of genocide and forced occupation of their territory, and we honor and respect the many diverse indigenous people connected to this land on which we gather from time immemorial.

**Attendance**

My attendance philosophy for this first in-person semester following the arrival of COVID-19 is *flexibility*. If you aren’t feeling well, or are thinking you may have had exposure to COVID, please take some time away from the classroom. I am not going to keep any formal attendance or downgrade anyone for taking time for their physical and mental health. If you expect to be out for more than one class, or there is a reason why the class is expecting your presence and you can’t make it, please let me know. We will work it out.
Similarly, if there are classes that conflict with religious observations – as I know there are for the Jewish High Holidays – I don’t expect attendance. Again, please try to let me know if you’ll miss more than one class, or if your attendance was expected for some reason.

Having said all that, it will be very helpful to have as many people engaged in this class as possible – after all, it is a practicum. Whether that engagement is in class, or via email, or Zoom, is what I am flexible about. In the end it’s having a good process with the partner organization and producing a good final product that matters.

If there is an assignment due on a day you will not be in class, please submit it by that class. If that is not possible, let me know and we can work something out.

Inclusive Classroom
MIT values an inclusive environment. I hope to foster a sense of community in this classroom and consider this classroom to be a place where you will be treated with respect. I welcome individuals of all backgrounds, beliefs, ethnicities, national origins, gender identities, sexual orientations, religious and political affiliations – and other visible and nonvisible differences. All members of this class are expected to contribute to a respectful, welcoming, and inclusive environment for every other member of the class. If this standard is not being upheld, please feel free to speak with me.

Special Accommodations
MIT is committed to the principle of equal access. Students who need disability accommodations are encouraged to speak with Disability and Access Services (DAS), prior to or early in the semester so that accommodation requests can be evaluated and addressed in a timely fashion. If you have a disability and are not planning to use accommodations, it is still recommended that you meet with DAS staff to familiarize yourself with their services and resources. Please visit the DAS website for contact information.

If you have already been approved for accommodations, class staff are ready to assist with implementation. Please inform me and I will oversee accommodation implementation for this course.

Grading
I am interested in making sure you have the right base for your future work. For this reason, I am not planning to be particularly difficult graders. My goal is for you to do all of the assignments in good faith and participate in class, and for you to receive constructive feedback. In that way, you will hopefully achieve the goals laid out above.

Having said that, I have a breakdown of how your grade will be determined for the class:
1. 20% of your grade will be based on active class participation (see above about how this does not mean attendance in class per se);
2. 30% of your grade will be based on completing three professional memos; and
3. 50% of your grade will be based on the final group report.

On each assignment (other than class participation) my rubric will be as follows:

- 50% effort (Did you put enough time into the assignment?);
- 25% general understanding (Do you understand the concepts being measured in the assignment?)
- 25% accuracy (Are your answers correct or partially correct?)

A note on group projects- I know some feel it is unfair to base part of an individual’s grade on a group assignment. To the extent possible, I will try to differentiate between team members’ performance and therefore reduce that concern. However, as with real-world projects, often a group is evaluated as a group. Please reach out to me directly if you have concerns about a group effort any time during the semester.

Safe and Equitable Learning Environment:
MIT as an institution is dedicated to providing a safe and equitable learning environment for all students, as am I and all the teaching assistants. Discrimination, sexual assault, and harassment are not tolerated by the Institute. You are encouraged to report any incidents to the Title IX Office. This is important for the safety of the whole MIT community. Violence Prevention & Response’s hotline, 617-253-2300, provides 24/7 confidential support. Please visit https://titleix.mit.edu for more information on reporting options and other resources. Also, please note that teachers and TA’s are “mandatory reporters,” which means that if we hear reports of sexual assault or certain other incidents, we are obligated to follow up as per MIT policy.

Academic Integrity
In this course, I will hold you to the high standard of academic integrity expected of all students at the Institute. I do this for two reasons. First, it is essential to the learning process that you are the one doing the work. I have structured the assignments in this course to enable you to gain a mastery of the course material. Failing to do the work yourself will result in a lesser understanding of the content, and therefore a less meaningful education for you. Second, it is important that there be a level playing field for all students in this course and at the Institute so that the rigor and integrity of the Institute’s educational program are maintained.

Violating the Academic Integrity policy in any way (e.g., plagiarism, unauthorized collaboration, cheating, etc.) will result in official Institute sanction. Possible sanctions include receiving a failing grade on the assignment or exam, being assigned a failing grade in the course, having a
formal notation of disciplinary action placed on your MIT record, suspension from the Institute, and expulsion from the Institute for very serious cases.

Fundamental to the academic work you do at MIT is an expectation that you will make choices that reflect integrity and responsible behavior. Honesty is the foundation of good academic work. Do trust the value of your own intellect and credit others for their work. Do not copy ideas or phrases without citing them appropriately. Do not submit projects or papers that have been written for a previous class. Please review MIT’s Academic Integrity policy and related resources (e.g., working under pressure; how to paraphrase, summarize, and quote; etc.) and contact me if you have any questions about appropriate citation methods, the degree of collaboration that is permitted, or anything else related to the Academic Integrity of this course.

Student Support
Undergraduate Students: Student Support Services (S3)

If you are dealing with a personal or medical issue that is impacting your ability to attend class, complete work, or take an exam, you should contact a dean in Student Support Services (S3). S3 is here to help you. The deans will verify your situation, provide you with support, and help you work with your professor or instructor to determine next steps. In most circumstances, you will not be excused from coursework without verification from a dean. Please visit the S3 website for contact information and more ways that they can provide support.

Website: https://studentlife.mit.edu/s3

Graduate Students: GradSupport

As a graduate student, a variety of issues may impact your academic career including faculty/student relationships, funding, and interpersonal concerns. In the Office of Graduate Education (OGE), GradSupport provides consultation, coaching, and advocacy to graduate students on matters related to academic and life challenges. If you are dealing with an issue that is impacting your ability to attend class, complete work, or take an exam, you may contact GradSupport by email at gradsupport@mit.edu or via phone at (617) 253-4860.

Website: https://oge.mit.edu/development/gradsupport/

Assignments and Deadlines

There are two categories of assignments in this class. The first are three professional memos that you will write individually. The second is the final report – by which I mean the draft report, the final report, and the presentations you give to our local partners.
Professional Memos
There will be three professional memos along the way. For each of them, a memorandum format should be used with the recipient being the Mayor of Medford.

The memos should be short (2-3 pages) and written in a professional format. Footnotes should be minimized and references should use a Chicago inline system where you note the author, year and page number like this:

(Seidman 2004, 18)

Please try to avoid using too much academic jargon in your writing for this class. You should write as if the reader is a practicing planner or financial expert.

Topics are as follows (subject to some refinement):

1. **Memorandum #1**: What are some of the information you noted in the site walks and in gathering initial data that seems important as we work to promote fair and adequate housing in Medford? What do we need to be careful to factor in to our work?

2. **Memorandum #2**: Choosing one subject specialty (zoning, equity, design, mobility or funding) what are some of the initial things you have noticed about the sites that should be addressed. Talk about both existing strengths and existing weaknesses.

3. **Memorandum #3**: What worked well in the initial public presentation? What didn’t work as well? Were there surprising perspectives or was the feedback generally what you expected? How might you change course in your work based on what you heard?

Final Report
The final report format is open to some flexibility. In the past, the format was a magazine-length report with illustrations and text. Some examples can be found here:

However, I am open to alternatives, such as a web-based publication or a shorter physical report and a web page with deeper dives. This will be part of what we explore with our partners and each other over the course of the semester. I will expect the effort going into the final report to be equivalent to a 100 to 130-page color document.

Deadlines
Assignments are due by the close of business on the day noted. Please post them before 5 pm. that day so you can get on with your weekend. As mentioned above, I understand the extraordinary circumstances in which we find ourselves. On the other hand, in the professional planning setting, missing deadlines is not generally advisable.

If you need an extension on an assignment, please let me know well in advance of that day if possible. I am happy to make exceptions for good cause on a limited basis, as long as there isn’t an ongoing problem with getting the work done. In general, I believe in getting each assignment done and moving on to the next one.
Writing help
The Writing and Communication Center (WCC) offers free one-on-one professional advice from communication experts with advanced degrees and publishing experience. The WCC can help you further develop your oral communication skills and learn about all types of academic and professional writing. You can learn more about the WCC consultations at http://cmsw.mit.edu/writing-and-communication-center and register with the online scheduler to make appointments through https://mit.mywconline.com. Please note that the WCC hours are offered on Monday-Friday, 9:00 a.m.-6:00 p.m., and fill up fast.

Readings
Reserves:
Readings will be posted on the Canvas site or available at the library. We will be reading parts of The City Reader (LeGates and Stout, 3rd edition, 2003) which can be checked out at one-hour intervals online from the MIT Library. Please don’t borrow for 14 days (or if you do, return it as soon as possible) so that other students can access it!
Course Overview, Assignment Schedule and Readings

<table>
<thead>
<tr>
<th>Date</th>
<th>Subject</th>
<th>Assignment</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>M 9/13</td>
<td>Meet with client/North Medford site walk</td>
<td></td>
<td>Wheeler in City Reader</td>
</tr>
<tr>
<td>W 9/15</td>
<td>Debrief of meeting &amp; Developing a Draft Work Plan</td>
<td>Professional Memo #1</td>
<td>Leadership in Planning (ch. 9)</td>
</tr>
<tr>
<td>M 9/20</td>
<td>South Medford Site Walk</td>
<td></td>
<td>Sample Zoning Code TBD</td>
</tr>
<tr>
<td>W 9/22</td>
<td>Neighborhood Planning: Zoning and Participation</td>
<td></td>
<td>Forester and Davidoff in City Reader; “Participatory Urban Planning”; Zoning for Sustainability (JAPA)</td>
</tr>
<tr>
<td>M 9/27</td>
<td>Land Use and Housing Equity (Jesse Benson-Kenanev)</td>
<td></td>
<td>“31 Flavors of Inclusionary Zoning”; Preserving, Protecting and Expanding Affordable Housing (ChangeLab)</td>
</tr>
<tr>
<td>W 9/29</td>
<td>Applied Urban Design (Marie Law Adams)</td>
<td></td>
<td>The Image of the City (Lynch); Whyte; Social Life of Small Urban Spaces (parts)</td>
</tr>
<tr>
<td>M 10/4</td>
<td>Using federal and state funding</td>
<td></td>
<td>Medford Five Year Consolidated Plan (skim)</td>
</tr>
<tr>
<td>W 10/6</td>
<td>Local Multimodal Mobility (Jeff Rosenblum)</td>
<td>Professional Memo #2</td>
<td>TBD</td>
</tr>
<tr>
<td>M 10/11</td>
<td>NO CLASS – INDIGENOUS PEOPLES' DAY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W 10/13</td>
<td>Followup Site Walk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M 10/18</td>
<td>Student class presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W 10/20</td>
<td>Workshop with client</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M 10/25</td>
<td>In-class working session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W 10/27</td>
<td>In-class working session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M 11/1</td>
<td>Public meeting presentation (evening) – tentative time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W 11/3</td>
<td>Class debrief</td>
<td>Professional Memo #3</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Subject</td>
<td>Assignment</td>
<td>Readings</td>
</tr>
<tr>
<td>--------</td>
<td>----------------------------------------------</td>
<td>------------</td>
<td>-----------------------------------------</td>
</tr>
<tr>
<td>M 11/8</td>
<td>Affordable Housing Finance</td>
<td></td>
<td>Andrews &amp; Panacopoulos; Pittsburgh URA; Somerville</td>
</tr>
<tr>
<td>W 11/10</td>
<td>In-class working session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M 11/15</td>
<td>Housing and economic opportunity</td>
<td></td>
<td>TBD</td>
</tr>
<tr>
<td>W 11/17</td>
<td>In-class working session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M 11/22</td>
<td>In-class working session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W 11/24</td>
<td>In-class working session</td>
<td>Draft Report</td>
<td></td>
</tr>
<tr>
<td>M 11/29</td>
<td>In-class working session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W 12/1</td>
<td>Dress rehearsal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M 12/6</td>
<td>Final adjustments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W 12/8</td>
<td>Final presentation (evening) – tentative time</td>
<td>Final Report</td>
<td></td>
</tr>
</tbody>
</table>