

Course Syllabus
University of Kansas
School of Public Affairs and Administration
Urban Planning Program
Fall 2022



UBPL 741: Foundations of Compassion Critical Thinking

Instructor:

Ward Lyles, Associate Professor

OFFICE: Snow 215

COURSE MEETING: Snow 201 MW 1:00 to 2:15

EMAIL: wardlyles@ku.edu

OFFICE HOURS: *set up by email (available by Zoom, phone or in person as is safe)*

Course Schedule

The following schedule is subject to change. Notification will be provided as soon as possible regarding any changes.

1. Reflection and professional practice (Weeks 2-3)
2. Approaching relationships with compassion (Weeks 4-5)
3. Logic and ethics in asking applied research questions (Weeks 6-7)
4. Critiquing and designing applied research projects (Weeks 8-9)
5. Getting and analyzing data responsibly (Weeks 10-11)
6. Communicating applied research and applied research critiques (Weeks 12-13)

***** ALL items under the days are to be done BEFORE class that day *****

Course Introduction Week

Sept. 7 – Sept 14

Learning objectives:

Upon completion of the module, you will be able to:

- Begin to understand and articulate core concepts related to what it means to be a public service professional, engaging in continual learning, and applying care in a professional setting
- Establish and reflect on practices in support of your professional life.

W 9/7

Course Overview and Class Expectations

- Before class complete the survey (the survey is available in Course Documents on Blackboard)
- Look over class expectations and come with any ideas for modifications

- Read Tools of the Trade from Planning Magazine (in Course Documents; full article that Planning Mag excerpt also available if interested)

M 9/12 Personality Type Review

- Complete one of the free online Meyers-Briggs tests and be ready to share your personality type with your teammates on Wednesday. A couple of sites at which you can take the test and learn how to interpret your results are:
(<http://www.16personalities.com/free-personality-test> and <http://www.truity.com/test/type-finder-research-edition>)

W 9/14 Social Identities Worksheet and Personality Type Review Continued

- Complete the Social Identities Worksheet (in Blackboard Course Documents; have your notes ready for class.)

****** Tues 9-13 Team Visual Glossary and Online Material due 5:00pm on BB ******

Module 1: Reflection and professional practice

Sept. 19 – September 1

Learning objectives:

Upon completion of the module, you will be able to:

1. Explain the general features and terminology of diversity, equity, and inclusion and anti-racism
2. Explain the role of emotions, biases, tribes, and power in shaping how we interact with others
3. Explain the differences between racist, assimilationist, and anti-racist ideas and actions
4. Begin to identify and examine the role of emotions, biases, tribes, and power in planning
5. Cultivate inner skills for compassionate planning

Topics to be covered in Module 1 include:

- Deep Diversity and Anti-Racism
- Emotions, Biases, Tribes, and Power
- Racist, Assimilationist, Anti-Racist
- Inner Skills for Compassionate Planning

Readings for Visual Glossary and Online Materials

- Choudhary, Shakil. Deep Diversity: Overcoming Us vs. Them. 2015. Chapter 1 (highly recommend whole book)
- Kendi, Ibram. How to be an Anti-Racist 2019. Chapters 1 and 2 (highly recommend whole book)
- Schon, Donald. The Reflective Practitioner. Chapters 1 and 2 (recommend also Chapters 7 and 9)

M 9/19 Deep Diversity and Anti-Racism Discussion

- Complete Choudhary, Kendi, Schon readings.
- Look through other teams' visual glossaries and examples from internet as team

- W 9/21 Emotions, Bias, Tribes, and Power in AICP Code of Ethics**
- Read AICP Code Ethics Section A: Principles to Which We Aspire (<https://www.planning.org/ethics/ethicscode.htm>); also available on Blackboard in Module 1 folder
 - Have notes ready on Section A of the AICP Code of Ethics to show where you see connections to Emotions, Bias, Tribes and Power and Racist/Assimilationist/Anti-Racist ideas.
 - If not able to attend discussion, submit notes to Ward via email

****** Mon 9-26 Assignment 1 due 8:59 am on BB ******

- M 9/26 Emotions, Bias, Tribes, and Power in Planning Education**
- Read *Teaching Equity and Advocacy Planning in a Multicultural “Post-racial” World* by Lung-Amam, Harwood, Sandoval, and Sen
 - Read *Commentary: Diversity in Urban Planning Education and Practice* by Sweet and Etienne
 - For both readings, pick a quote of less than three sentences and write it down on a notecard/small slip of paper that you can share with your teammates and class. Then, for each quote, on the back of the slip of paper write a question related to the quote you feel would prompt good in-class discussion.
 - If not able to attend discussion, submit notes to Ward via email

- W 9/28 Political Values and the Cups**
- Watch Dr. Nalbandian’s three videos at: <http://www.goodlocalgovernment.org/videos/>
 - Read Dr. Nalbandian’s case study

Module 2: Approaching relationships with compassion

September 20th – October 3rd

Learning objectives:

Upon completion of the module, you will be able to:

- Understand and articulate core concepts related to: emotional and social intelligence, love and compassion in professions, and the potential role of mindfulness and compassion in planning
- Envision personal transformation in support of professional growth, effectiveness, and fulfillment.
- Articulate a model of professional leadership suited to enhancing your profession’s effectiveness

Topics to be covered in Module 2 include:

1. Emotional intelligence
2. Social Intelligence
3. Love
4. Relational Care
5. Compassion
6. Emotional labor
7. Leadership

Readings for Visual Glossary/RAP

- Goleman, Daniel, Richard Boyatzis, and Annie McKee. Primal Leadership. 2013. Parts One
- Worline, Monica and Jane Dutton. Awakening Compassion at Work. 2017. Part One

M 10/3 Module 2 Concepts Discussion/RAP

- Complete Goleman and Worline readings and come prepared for concept discussions and/or RAP

W 10/5 Love, Compassion, and Relationships

- hooks, bell. all about love: New Visions. William Morrow Press. 2001. Introduction (Grace: Touched by Love)
- Makransky, John. Learning to Love as We are Loved.
- Lyles and White, Who Cares, JAPA 2019.
- Reflect on Makransky's three modes of care; come with notes to help you tell an anecdote or story about a time you experienced or observed each mode of care in a work or school setting

M 10-10 No Class Fall Break

W 10/12 Leadership – Emotionally Intelligent Organizations

- Goleman, Daniel, Richard Boyatzis, and Annie McKee. Primal Leadership. 2013. Part Three
- Mastracci, Sharon, Meredit Newman, and Mary Guy. Emotional Labor: Why and How to Teach It. 2010.
- Reflect on best and worst work environments you have had to date; come with at least three words or phrases describing each work setting; also come with an anecdote or two to share about the work settings.

Module 3: Logic and ethics in asking applied research questions

October 17th – October 31st

Learning objectives:

Upon completion of the module, you will be able to:

1. Explain the general features and terminology of quantitative social science research
2. Restate the necessary conditions for establishing causality in relationships between and among variables
3. Complete Institutional Review Board training to understand basic principles and practices of ethical research on human subjects

Topics to be covered in Module 2 include:

1. Research
2. Knowledge
3. Purposes of research
4. Epistemology

- 5. Justice
- 6. Human subjects

7. Ethics in research

Readings for Visual Glossary and Online Materials

- Dane, F. C. (2011). *Evaluating research: Methodology for people who need to read research*. Los Angeles; London; New Delhi; Singapore; Washington D.C., Sage Publications, Inc. (pp. 1-12)
- “Ethical Issues in Community Interventions” *The Community Toolbox*
- Corburn, Jason. "Bringing local knowledge into environmental decision making: Improving urban planning for communities at risk." *Journal of Planning Education and Research* 22, no. 4 (2003): 420-433.

M 10/17 Module 3 RAP/Concept Discussion

- Complete Dane, Community Toolbox, and Corburn readings and come prepared for RAP and concept discussion

W 10/19 Research and Knowledge

- Think of a topic you have found interesting in one of your other classes this semester
- Write and bring to class a paragraph (4-5 sentences) outlining a research question you’d want to investigate on the topic and how some of the concepts in your visual glossary might apply

****** Sat 10-22 Assignment 2 due 11:59 pm on BB ******

W 10/24 Knowledge(s)

- Castleden et al. 2012. “I spent the first year drinking tea’: Exploring Canadian university researchers’ perspectives on community-based participatory research involving Indigenous peoples” *The Canadian Geographer*
- Simpson, L.B. 2017 *As We Have Always Done*. Intro and Chapter 9.
- Come prepared with three quotes or ideas from the readings that challenge or expand on the way Dane and Corburn write about knowledge.

M 10/26 Planning and Research Ethics

- Read AICP ethics case study and discussion questions
 - Team closest to door do case 1
 - Team closest to windows do case 2
- Come prepared with notes to help team answer discussion questions

******* Halloween Week – Ward in Canada for Association of Collegiate Schools of Planning Conference *******

Mon 10-31 and Wednesday 11-2 Research Ethics – Institutional Review Board Training

- This week, complete the CITI IRB training available at: <https://research.ku.edu/human-subjects-training>
 - Click on Access the Tutorial button

- On the next page, enter 'University of Kansas' as the institution; make sure to select Lawrence not KU Med.
- Next page, select View Courses.
- Next page, select Social & Behavioral Research – Basic Refresher
- It should take 2-4 hours and when you are done the training program will generate a .pdf that you can download and send to me as documentation.
- **Send me the .pdf by Wednesday October 9th at 5:00 pm.**

****** Sat 11-5 Assignment 3 due 11:59 pm on BB ******

MODULE 4: Critiquing and designing applied research projects

Topics to be covered in Module 4 include:

1. Research and Causality
2. Experiments, Quasi-Experiments, and Non-experimental Designs
3. Data and Levels of Measurement

Learning objectives for Module 4 include being able to:

1. Explain the general features and terminology of quantitative social science research
2. Restate the necessary conditions for establishing causality in relationships between and among variables
3. Identify, differentiate, and evaluate alternative design approaches for establishing causality in quantitative research
4. Identify independent and dependent variables and levels of measurement of variables

Mon 11-7 Module 4 RAP

- Read before class:
 - Shadish, W. R., Cook, T. D., & Campbell, D. T. (2002). Experimental and quasi-experimental designs for generalized causal inference. Boston, New York, Houghton Mifflin Company. And
 - Lewis-Beck, M. S. (1995). Data analysis: An introduction. Thousand Oaks; London; New Delhi, Sage Publications; pp. vii, 1-8

Wed 11-9 Team Application Exercise – Research Design 1

- Reading before class: Jun, M. (2006). "The effects of Portland's urban growth boundary on housing prices." Journal of the American Planning Association 72(2): 239-240
- Make notes on how well the article addresses: establishing a cause-effect relationship ($X \rightarrow Y$), temporal precedence (X before Y), controlling for other potential causes (other X s), and describing the counterfactual

Mon 11-14 Team Application Exercise – Research Design 2

- Before class: Bunnell, G. and E. Jepson. (2011). " The Effect of Mandated Planning on Plan Quality: A Fresh Look at What Makes a 'Good Plan'." Journal of the American Planning Association 77(4). Read pages 338-346.
- Make notes on how well the article addresses: defining the unit of observation; defining the population; explaining how the sample was created from the population; selecting a sample representative of the population; checking to see how representative the sample is of the population

Wed 11-16 Quant Skills Practice

- Data Entry Exercise
- Data Summary Exercise

****** Saturday 11-19 Assignment 4, 11:59pm (Due on Blackboard) ******

Thanksgiving Week – No CLASS

MODULE 5: Being Careful with Numbers

Topics to be covered in Module 5 include:

1. Measures of Central Tendency
2. Measures of Variation
3. Distributions
4. Outliers

Learning objectives for Module 5 include being able to:

1. Deepen awareness of and comfort with using measures of central tendency
2. Deepen awareness of and comfort with using measures of variation
3. Deepen awareness of and comfort with understanding distributions and outliers

Mon 11-28 Module 5 RAP

- Lewis-Beck pages 8-18

Wed 11-30 Working with Central Tendency

- No prep

Mon 12-5 Working with Variation and Distributions

- No prep

Wed 12-7 The Wide World of Planning Data

- Spend 30 to 60 minutes browsing these data sources here at KU. Come with at least two ideas of how you might use one or more of these types of data in your specialization
- <https://guides.lib.ku.edu/gis>
- <https://lib.ku.edu/data>
- <https://guides.lib.ku.edu/c.php?g=95131&p=617704>
- <http://www.ipsr.ku.edu/ksdata/>

****** Friday December 16 10:30 am to 1:00 pm – Exam Session ******

Pulling it Together – Compassion, Equity and Critical Thinking

- No preparation other than to get some rest during exam week so you can perform your best as you wrap everything up at the end of the semester
- Be prepared to think about and articulate connections across the modules, such as:

- What linkages can we make between Choudhury's EBT&P dimensions and research design, measurement, and statistics?
- What does the AICP charge to plan with compassion have to do with research design, measurement, and statistics?