Global Seminar
ENVD 3009-821 SOCIAL URBANISM: LEARNING FROM URBAN UPGRADING PRACTICES IN MEDELLIN COLOMBIA.

Seminar / study abroad — 3 credits

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Schedule: June 30 to August 11, 2019
International Partners:
Universidad Nacional de Colombia in Medellín, Department of Architecture

Overview

In the 1990s, as the United States was bombing Baghdad, Medellín was the most dangerous city in the world. Since 2003, the city has undergone an internationally renowned urban transformation, part of a nationwide peace process. Implemented under three consecutive mayor administrations (03-07, 08-11, 12-14), the city, now perceived as an entirely different place with a homicide rate ten times lower, is seen as an example of how to engage with conflict and violence thru spatial and urban policies. Today the city's spatial practices have become the model to intervene in cities where a large concentration of informal settlements and challenges of scarcity of resources exist.

This course debates theoretical considerations of informal settlements. The course surveys design and planning tools to intervene in these areas. The course combines seminar, discussions. Formal and informal talks will introduce concepts, analytical techniques, and site planning models. Five short exercises will provide practice in various planning and design techniques.

The key idea of the course is to complement the studio work by reviewing theoretical concepts and practical tools developed to intervene in an urban environment in the developing world. Specifically, the course would create an examination of concepts of Social Urbanism and its practical applications in the context of the city of Medellin. The social urbanism strategy uses specific urban projects to inject investment into targeted areas in a way that cultivates civic pride, participation, and greater social impact. Medellín application of these ideas transfers into projects as Proyecto Urbano Integral or integral urban projects. Students would have the opportunity to visit and receive lectures about these projects and also to meet the architects and planners that were part of this process.

Project Goals

The proposed course will examine challenges of growth and development in the contexts of urban informality in the city of Medellin and also explore how those local practices relate to global concerns. The course intends to:

- Map and understand ways in which informal settlements have historical growth
- Envision trajectories based on current development patterns and proposed projects.
- Understand the context in which state intervention happens in contexts of urban informality.
- Explore alternative designs and urban and policy strategies to those set up in current plans for the study area.
- Benefit from inter-disciplinary and cross-cultural debate/work, to effectively address the challenges related to formal and informal interaction; and
- Develop criteria and design solutions and communication skills that make the proposals relevant for decision makers, the community, institutions, and other stakeholders.

The course concentrates on developing the knowledge and expertise to provide students the skills to analyze and plan in the spaces of urban informality.

Background + Agenda

The Medellin approach to informal settlements has been celebrated as one of the best models in the world, and it is also perceived as one of the leading cities in Latin America in improving the quality of life of informal dwellers. Alejandro Echeverri explains that the tenure of Mayor Sergio Fajardo between 2003 and 2007 was key to this process, when under the umbrella of education his political campaign 'Medellin the most educated,' social and urban infrastructure were introduced as ways to improve the quality of life of poor communities in Medellin.

A key urban design instrument was an evolution of what is known as Urban Upgrading projects in Medellin this new method was the Proyectos Urbanos Integrados PUI (integrated urban projects). Five PUIs executed by the municipality of Medellin from 2003 to 2011. They focus on transportation infrastructure, public buildings and public space in critical locations within informal neighborhoods. The PUI Nor-eastern alone had more than two hundred individual physical projects. A large measure of this projects' effectiveness is the state's ability positively to modify the physical public structure of a neighborhood where the state had not previously had any meaningful presence.

Urban Upgrading - or slum improvement as - in low-income urban communities is a package of basic services: clean water supply and adequate sewage disposal to improve the well-being of the community. In most cases included the legalizing and 'regularizing' the properties in situations of insecure or unclear tenure. Upgrading customarily provides a package of improvements in streets, drainage, solid waste, street lighting, and electricity. Upgrading benefit informal settlement dwellers as they reach improvements in healthy and secure living environment without being displaced. The investments they have already made to their properties remain and are enhanced - this is significantly better than removing them to costlier alternatives that are less acceptable to them. Recognizing title and security of tenure makes a positive contribution to both the economic prospects of the poor, as well as to the national economy. Experience has shown that slum upgrading projects are associated with social and economic benefits that are particularly high. For example, in a recently upgraded area of El Mezquital, Guatemala, infant mortality rates fell by 90 percent and crime by 43 percent. Regularization of land tenure results in significant private investment in these communities – SIGUS estimates that for each $1 of public funds expended in upgrading informal areas is corresponded by an additional US$7 of private investment making upgrading an effective for of urban development in economic terms.

Today, the global urban planning approach to dealing with poverty and its consequences on inhabitants' quality of life are understood more as a compilation of strategies than as a single-minded approach. This approach is reflected in different sectors of the Millennium Development Goals (MDGs) (Payne 2005). The MDGs, which has become developed as a multi-practice approach. One key element, however, distinguishes the new Latin American urban upgrading approaches from those in other geographies: an emphasis on the quality of spatial strategies as key to making all other guidelines possible (Hernández 2010).

Today in Latin America, a new set of urban upgrading practices are capturing the imagination of those interested in improving the living conditions of people who live in informal settlements all over the world. The projects that receive publicity in architectural magazines (Roth 2011; Jodidio 2010), exhibitions (Lepik and Museum of Modern Art 2010), policy recommendation publications (Rojas et al. 2010) to name a few, present a new phase of policies and projects engaging with the problematic of urban informality. Specifically, this new phase examines ways in which urban upgrading projects, for the first time, are taking marginalized communities' rights into account. This phase and proliferation of publications and publicity also reflect a rebirth in the belief that physical urban practices are key to improving the living conditions in these communities.

This course explores the history and evolution of such ideas about upgrading and urban design. It also provides a firsthand experience by visiting those experiences in the City of Medellin, one of the most studied cities regarding the successful use of the practice.

Course General Objectives
Pedagogically, the course aims to develop students' skills and capabilities to:

- Carry out fieldwork, including observation, gathering information, interviews;
- Develop communication skills;
- Work in multi-disciplinary teams;
- Understand the nuances of a non-familiar urban context;
- Identify challenges, opportunities, and possible interventions;

- Assess the feasibility of the proposals based on social equity and sustainability concepts;

Classes, Grading, and Evaluation

Students are graded on the basis of active participation, commitment, teamwork, quality of presentation and submitting the exercises on time. Progress during the abroad experience and striving for improvement will be credited.

Readings provide a context for course lectures and are also intended to expose students to the ideas of key urban design theorists on the topics presented.

Work for the course will include readings, course participation, and five (one per week) presentations that relate to the five units of the course. Grading for the course will be done in the following percentages:

Part I,	Medellin, Development History	20%	
Part II,	Understanding Informal settlements		15%
Part III,	Improving informal settlements: Urban Upgrading		20%
Part IV,	Community Planning	20%	
Part V,	Planning Communication		15%
	Participation	10%	

This course work as complement of ENVD 3009-820 THE MEDELLIN PRACTICUM/STUDIO: PLANNING INFORMALITY (6 credits). The theoretical exploration of the course would complement the practical uses of the practicum/studio. Regarding logistics, the seminars would be dictated in the facilities of Universidad Nacional de Colombia in Medellín, Department of Architecture.

> **ENVD 3009-820 THE MEDELLIN PRACTICUM/STUDIO: PLANNING INFORMALITY** (6 credits): is a hands-on planning studio that collaborates directly with the community of Manantiales helping them to prioritize projects and ideas to elaborate a community development plan that can use by the community members to engage in conversation with state officials.

Course time: As a seminar this course has a total of 3 credits. The total course time is 37.5 hours the course is divided into five modules (one per week) each module would be comprised of 7.5 hours/week. See the course schedule for estimated distribution of time. A detail day/hour/schedule would be distributed to students one month before departure.

Course Schedule

This course debates theoretical aspects of informal settlements and survey design and planning tools to intervene in these areas. The course combines seminar, discussions. Formal and informal talks will introduce concepts, analytical techniques and site planning models. Short exercises, as well as a major projects, will provide practice in various planning and design techniques.

Week 1   Medellin, Development History

Objective: Understanding of the history of Medellin urban development,

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Format: Lectures with local academics and visit to key historical places Including the town of Santa Fe de Antioquia (45 min away from the city).

Pedagogical Goals:
- Understand the history of the city
- Identify potential futures for the city
- Understand the relationship between formal and informal areas in the city of Medellin.

Deliverables: Individually students produce a reflection paper on the readings, lectures, and visits of the week choosing a site on the city and presenting its history and how it relates to the theme of the practicum.

Week schedule

Readings:
Brand, Peter, and Julio Davila. "Aerial cable-car systems for public transport in low-income urban areas: lessons from Medellin, Colombia."
Echeverri, Alejandro, and Francesco Orsini. 2011. "Informalidad y Urbanismo Social En Medellín." Cátedra UNESCO De Sostenibilitat De La UPC 12: 11–24.
Alcaldia de Medellin. 2012. Medellin Laboratory: An Exhibit on Ten Ongoing Practices. Medellin: Mesa Ediciones
Samper, Jose. 2010. **The Politics of Peace Process in Cities in Conflict**: The Medellin Case as a Best Practice. Theses MIT: 30-46.
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http://www.nytimes.com/slideshow/2013/01/18/travel/20medellin.html
http://www.nytimes.com/2007/07/15/world/americas/15medellin.html?pagewanted=all
http://www.nytimes.com/1989/09/25/world/in-the-drug-war-medellin-is-a-reluctant-fighter.html

Week 2   Understanding Informal settlements

Objectives: Identify key themes in the literature about the process of the informal city.
Format: Lectures by planning professional in Medellin and visit the main informal settlements in Medellin.

Pedagogical Goals:
- Understand the scale of the phenomena of urban informality
- Identify key themes in the literature about informal settlements
- Learn from hands-on experiences on the process of informal city creation.
- Understand needs and misconceptions about informal settlements

Deliverables: In groups develop a presentation that links key themes in the literature of informal settlements with a specific place visited in Medellin.

Readings:
Mehrotra, Rahul (2006), 'Post-Planning in Mumbai', in Darryl D'Monte (ed.), Mills for sale: the way ahead (Mumbai: Published by J.J. Babha for Marg Publications on behalf of the National Centre for the Performing Arts), 60-73.
Roy, Ananya. 2005. "Urban Informality: Toward an Epistemology of Planning." Journal of the American Planning Association. 71 (2): 147-158.
Perlman, Janice E. 1986. "Six misconceptions about squatter settlements". Development. (4): 40-44.

Week 3   Improving informal settlements: Urban Upgrading

Objectives: Urban upgrading is understood as one of the tools to deal with the problems presented by informal settlements. Students would get familiarized by global practices of urban upgrading of informal settlements.

Format: Medellin presents a record sites of the most innovative forms of urban upgrading in the word, lectures by planners and architects that develops those projects and guided visits to those urban upgrading projects would complement.

Pedagogical Goals:
- Understand the key components of an urban upgrading project
- Visualize Link urban upgrading to community participation
- Critically apprise the role of planning in developing informal communities

Deliverables: analytical paper
In groups of two students will choose one urban upgrading projects in Medellin, and evaluate each project with the follow components:
- Urban form change
- Cost economic factors
- Community development
- Participation
- Project Impact
- Planning process

Each project would develop a matrix that evaluates the success of each project and would present conclusion that can be applied in the area of Manantiales de Paz.

Readings:
Leguía, Mariana. "Latin America at the Crossroads." Architectural Design 81, no. 3 (2011): 8-15.
Patel, Sheela, d'Cruz, Celine, and Burra, Sundar (April 2002), 'Beyond evictions in a global city: people-managed resettlement in Mumbai,'Environment and Urbanization, 14 (1), 159-172.
Brillembourg, Alfredo, and Adriana Navarro-Sertich. "From Product to Process: Building on Urban-Think Tank's Approach to the Informal City." Architectural Design 81, no. 3 (2011): 104-109.

Wekesa, Benson W., Gerald S. Steyn, and FAO Fred Otieno. "A review of physical and socio-economic characteristics and intervention approaches of informal settlements." Habitat international 35.2 (2011): 238-245.

Abbott, John. "An analysis of informal settlement upgrading and critique of existing methodological approaches." Habitat International 26.3 (2002): 303-315.

Echeverri, A., and F. Orsini. "Informality and social urbanism in Medellin." Medellin: Environment, Urbanism and Society. Medellin: URBAM-Universidad EAFIT (2012): 132-156. https://issuu.com/urbameafit/docs/medellin_environment_urbanism_socie

Week 4

Objectives: Planning in informal settlements presents unique challenges. Students will get accounted with tools for community participation. Using participatory tools students will develop an understanding of the important role of helping communities in determining their own futures.

Format: Lectures and visit to the planning department of Bello and Medellin.

Pedagogical Goals:

- Understand tools of community participation
- Identify different ways to community with multiple stakeholders
- Evaluate success of the planning process in the context of informal settlements

Deliverables: in a single group student will prepare a planning process to be developed as part of the project in the practicum part of the course.

Readings:

Beardsley, J., Werthmann, C. 2008. "**Improving Informal Settlement. Ideas from Latina America.**" *Harvard Design Magazine* 28. Cambridge, Mass.: Harvard Graduate School of Design: 31-34

Choguill, Marisa B. Guaraldo. "A ladder of community participation for underdeveloped countries." *Habitat International* 20.3 (1996): 431-444.

Manzo, Lynne C., and Douglas D. Perkins. "Finding common ground: The importance of place attachment to community participation and planning." *Journal of planning literature* 20.4 (2006): 335-350.

Butterfoss, Frances Dunn. "Process evaluation for community participation." *Annu. Rev. Public Health* 27 (2006): 323-340.

Risler, J. Ares, P. (2013). Manual de Mapeo Colectivo: resursos cartograficos criticos para procesos territoriales colaborativos. Iconoclasitas. Buenos Aires. http://www.iconoclasistas.net/post/manual-de-mapeo-colectivo-en-pdf/

Week 5

Objectives: Develop skills to communicate with different stakeholders planning products
Format: In course workshop, web and digital publishing.
Pedagogical Goals:
- Develop presentation skills
- Understand language and techniques to communicate with different stakeholders

Deliverables: In group develop a communication strategy for all key stakeholders identified. The format of the communication technique can be multimedia (video, web, app)

Readings:
Al-Kodmany, Kheir. "Visualization tools and methods in community planning: from freehand sketches to virtual reality." *Journal of Planning Literature* 17.2 (2002): 189-211.
Snyder, Ken. "Tools for community design and decision-making." *Planning support systems in practice*. Springer Berlin Heidelberg, 2003. 99-120.
Jones, Bernie. Neighborhood planning: A guide for citizens and planners. Amer Planning Assn, 1990.
Wates, Nick. The Community Planning Handbook: How people can shape their cities, towns & villages in any part of the world. Routledge, 2014.

Week 6   Reflection Week

Objectives: Demonstrate that proficiency in themes of upgrading
Format: In course paper reflection presentation in PWP

Deliverables:in groups of two students would present an analisis of a selected theme on the literature that has benn explore in Medelllin.

A final document would compile all the abroad experience and the reflection on the process.

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Berger, Alan. 2006. **Drosscape: Wasting Land in Urban America.** New York: Princeton Architectural Press
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        --. 1996. **Taking measures : Across the American Landscape.** MacLean, A. photographs. New Haven : Yale University Press
Fabricious, D. 2008. **"Resisting Representation."** Harvard Design Magazine 28. Cambridge, Mass.: Harvard Graduate School of Design: 4-17
Gandelsonas, M. 1999**. X-Urbanism: Architecture and the American City**. New York: Princeton Architectural Press
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        --. 2006. **Deccan Traverses: The Making of Bangalore's Terrain**. New Delhi : Rupa
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Rehabilitar la Montaña (http://issuu.com/universidadeafit/docs/rehabitar-monta__a)
Senseable City Guide to Medellin. SA+P
Taller de Bordes: Repensando los Bordes Urbanos de Medellin
 Negotiating Stronger Public-Private-Community Partnerships in Barrio Upgrading

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FIGURE

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INFRASTRUCTURE

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COURSE NOTES/REGULATIONS
THE STANDARD LETTER-NUMBER GRADE EQUIVALENCY IS AS FOLLOWS:

93-100%	**A**
90-92%	**A-**
88-89%	**B+**
83-87%	**B**
80-82%	**B-**
78-79%	**C+**
73-77%	**C**
60-69%	**C-**
59% or bellow	**F**

NARRATIVE DESCRIPTIONS OF THE FACULTY EXPECTATIONS FOR GRADES ARE AS FOLLOWS:

"A"   The student exceeds, in an exemplary manner, all primary objectives for the course. Work and effort are consistently at a very high level, and the student demonstrates resourcefulness in the execution of assignments, strong leadership qualities, and participation in course culture. The student is able to demonstrate enhanced skills, sound critical thinking ability, and a high level of initiative and self-direction.

Above proficient: project work is above and beyond expectations; threaded together a very good argument and did something innovative. Not just regurgitated.

"B"   The student meets the expectations and learning objectives of the course. The quality of executed work is generally above average and in some ways goes beyond the requirements of the instructor. Initiative and consistency are above average. The student contributes to the course dynamics in a positive and effective manner.

"C"   Work and effort of the student are marginal, and a limited basic understanding of the learning objectives for the course is demonstrated. Initiative is weak and the student requires constant encouragement by the instructor. Contributions to the course environment are normal.
Below proficient: projects were lacking an argument and some were not doing the research adequately.

"D-F"   The student does not demonstrate the understanding, knowledge, and abilities expected of student performance at this course level. Work and/or process of the student are deficient With respect to one or more of the major course objectives. The student has not demonstrated adequate mastery of the lessons and knowledge set out in the course objectives and has an attitude of indifference to course procedures, the quality of the work, and their approach to learning.

COURSE POLICIES:
1. Getting to course late, sleeping, talking out of turn, reading, or otherwise being distracted and distracting, are not acceptable classroom activities.
2. Please do not begin to pack up at leave the classroom before the end of course.

3. If students miss a course, please get notes from a classmate rather than asking the TA or instructor for notes. Students are responsible for all information communicated in course, whether or not students are in attendance. In addition, intonation on scheduling changes, assigned work, and grades will be emailed and/or posted on Desire2Leam. Please consult Desire2Leam before contacting us with these questions.
4. All assignments must be completed on time and uploaded to Desire2Leam at the stated due date. Emailed documents will not be accepted. Written work must be checked/proofread for spelling and grammar: The quality of students writing will affect student grade.
5. Except with advance notice of an unavoidable, well-documented conflict, we will not accept late assignments. Late projects will be docked by a full letter grade per 24-hour period starting at the time it was due (e.g., a project due on Monday morning and submitted on Tuesday afternoon will be docked two letter grades). Please plan students schedule accordingly and allow extra time for unforeseen events.
6. I will not give incompletes in this course except under extremely unusual, well-documented circumstances.
7. Make-up assignments can create unfair situations among students, so they will only be permitted with advance notification and in unavoidable, extreme, and well-documented circumstances.
8. All students of the University of Colorado at Boulder are responsible for knowing and adhering to the University's policies, Rules, and regulations (see below).
9. We want students to do well in this course. If students become concerned about students grade, please see one of us immediately. Do not wait until the end of the semester, when we cannot help students. When we return written work to students with a grade, take some time to read our comments. If students have concerns, make an appointment with one of us during office hours and come to the meeting having written down student specific questions and/or comments.
10. Papers and assignments will be distributed either in a course session or on-line. We will announce when papers, assignments, and examinations will be available. To ensure student privacy examinations are returned only in course or by appointment with the instructor.

I reserve the right to alter the syllabus within reason.

Student Honor Code

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at http://www.colorado.edu/policies/honor.html and at http://honorcode.colorado.edu

Disability

If students qualify for accommodations because of a disability, please submit to student professor a letter from Disability Services in a timely manner (for exam accommodations provide student letter at least one week prior to the exam) so that student needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by e-mail at dsinfo@colorado.edu. If students have a temporary medical condition or injury, see Temporary Medical Conditions: Injuries, Surgeries, and Illnesses guidelines under Quick Links at Disability Services website and discuss student needs with student professor.

Religious Observances

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this course, if any course or assignments coincide with the student needs to make the issue with a week of the date in question See full details
at http://www.colorado.edu/policies/fac_relig.html

Classroom Behavior

Students have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Course rosters are provided to the instructor with the student's legal name. I will gladly honor student request to address students by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at
http://www.colorado.edu/policies/coursebehavior.html and at
http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code

Discrimination and Harassment

The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. The University of Colorado does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status in admission and access to, and treatment and employment in, its educational programs and activities. (Regent Law, Article 10, amended 11/8/2001). CU-Boulder will not tolerate acts of discrimination or harassment based upon Protected classes or related retaliation against or by any employee or student. For purposes of this CU-Boulder policy, "Protected classes" refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, or veteran status. Individuals who believe they have been discriminated against should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Student Conduct (OSC) at 303-492-5550. Information about the ODH, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at **http://hr.colorado.edu/dh/**

Academic Integrity

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http://www.colorado.edu/policies/honor.html and at **http://honorcode.colorado.edu**