



Class begins on July 13, 2026, through July 31, 2026

Course: ARCH 271/RDEV 250 – People, Planet and Profit, Building Sustainable Places

Location: Online

Days: Monday, Tuesday, Wednesday, Thursday, and Friday

Time: 10 a.m. to 1 p.m.

Professor: Dr. Wayne R. Curtis (wcurtis@umd.edu)

The Professor can also be contacted directly through ELMS.

OFFICE HOURS:

Professor Curtis – Thursday 2:30 p.m. to 3:30 p.m., via Zoom or telephone.

If students need to meet outside the established office hours, an appointment will be arranged.

COURSE OVERVIEW:

The course is for students to understand the connections between urban planning, real estate development, architecture, and historic preservation. Students will be able to discuss the role each discipline plays in creating and enhancing the built environment, and in developing healthy, thriving, and sustainable communities.

This syllabus is a roadmap, not a contract, and as such is subject to change throughout the semester. Changes are typically made when a significant portion of the students on the course are not keeping pace. Alternatively, changes will be made if the subject matter is too easy or is considered no longer relevant, or there is a material content change. A decision to slow down or accelerate is made as we proceed through the semester, and enough data has been gathered through quizzes, projects, classroom participation, and other assignments to make an informed decision.

FRAMEWORK:

Depending upon the class size, teams of 2 – 5 students will be formed on the **first day** of class, and they work together for the remainder of the course for collaboration on in-class activities, which may sometimes require discussion outside of class.

The course has 4 modules focusing on each of the disciplines taught at the school, Urban Planning, Real Estate Development, Architecture and Historic Preservation. Each module will have readings, short assignments, projects, and quizzes. The final project and/or exam will combine lessons from the 4 modules into a final group project and/or exam (the latter will be derived from the four quizzes). The final project or exam is worth 25% of the final grade. When possible, the course will use case studies from local projects.

It is important to read the ‘Netiquette’ document before the start of class. Please find this on ELMS.

BE SURE YOU HAVE A WORKING CAMERA FOR THE ONLINE CLASS

SUPPLEMENTAL READING: Articles and cases from newspapers and professional business journals will be posted throughout the semester on ELMS.

REQUIRED TEXTBOOK:

While this course does not have a specific textbook, there are several reading assignments from various sources, that are in the ‘files’ section of ELMs for this course, available directly, linked or available at the library (typically in the ‘course reserves’ tab of the course’s table of contents).

There will be NO adjustments to the class schedule to accommodate students’ inability to obtain copies of the materials in a timely manner, unless relevant and legal accommodation is established at the outset of the course.

Readings will be posted as far in advance as possible, and in some instances will be in class readings, typically from newspapers or just discovered relevant newsworthy subjects.

It is imperative that you stay current with the readings and assignments, we only have three weeks of class time, including exams.

COURSE FORMAT: The course is structured to operate like a seminar, dependent upon student participation. Lectures are prepared but will not be monologues. Most online class time will be devoted to participation by students, a critical component toward assessing performance in the class. This participation is particularly important when we have guest speakers, live or previously recorded, where after introducing yourself, you direct probing questions to our guests. Obviously, there is no need to introduce yourself to a recorded presentation.

We utilize a gaming program called Kahoot to engage students, generate discussion, polls, and reinforce the lesson plan. The Kahoot exercise is part of your 'participation' grade.

Groups

Students may be assigned to a small group. In-class exercises will be in either small or large group format. All assignments will be turned in digitally on ELMS.

Students resist working in groups, yet it serves two purposes in this class and beyond. Given the size of the class, it is simply impossible to evaluate each student in depth beyond the group format. In the real world, beyond college, employers will require you to work in groups or teams to address projects and operations that simply cannot be completed by an individual alone.

Course Modules

As previously stated, the course is divided into 4 modules. In the first module, students will be introduced to the neighborhood planning process. In the second module, students will assess the real estate development market and review the roles that various stakeholders play in the process. In the third module, the class will learn about architecture, and the fourth module focuses on historic preservation and adaptive reuse of older buildings. Students may choose a site to research and present a project concept with their group/team of their own choosing for the final assignment.

Course Webpage:

Syllabus, assignments, project descriptions, and readings will be available on ELMS. We want to promote a "paperless" environment. Grades will be posted on ELMS. Please allow at least 72 hours after submission of assignments for feedback.

COURSE GOALS AND LEARNING OBJECTIVES

A student who successfully completes this class will be able to critically evaluate and apply relevant areas of sustainable practice as it pertains to planning, real estate development, architecture, and historic preservation. Students will gain insight into sustainability strategies in the areas of design, planning, and public policy. Students will develop their own philosophies and visions of sustainability by analyzing and evaluating case studies, videos, and lectures, domestically and internationally.

Students will be able to demonstrate an ability to collaborate in order to bring about a successful outcome. Students will collaborate in small groups in class and in discussion forums to observe analyze and propose recommendations for assorted projects and begin to understand how professionals in planning, real estate development, architecture, and historic preservation can work together to promote the development of sustainable environments.

Students will develop an understanding of how theories on sustainable development from different disciplines are applied to real world situations. Students will also gain experience in negotiating the different political, cultural, and economic dimensions that various stakeholders bring to a community-based project.

Student Learning Goals

1. Acquire knowledge and integrate ideas, theories, methods, practices, and applications
2. Communicate clearly and effectively in both written and oral forms
3. Demonstrate analytical and critical thinking skills
4. Demonstrate social, ethical, and moral responsibility (in part through service learning)
5. Understand and apply differing cultural and political perspectives
6. Use information technology to acquire and interpret knowledge, and to solve problems
7. Demonstrate knowledge, intellectual skills, and applied learning in chosen fields of study

Student Learning Objectives and Outcomes:

1. Students will demonstrate effective written and oral communication skills
2. Students will demonstrate critical thinking and critical thinking skills
3. Students will demonstrate ethical understanding and reasoning

4. Students will demonstrate basic computer skills
5. Students will demonstrate competency in their academic majors and/or concentrations

COURSE METHODOLOGY: The course is formatted like a seminar and is highly dependent upon student participation. Lecture materials will be prepared, but the lectures are not monologues, and class time will be devoted to participatory activities such as small-group exercises, large-group discussions, and, when possible, guest speakers. During the lectures and guest speakers, you should participate by asking questions and offering observations. If you are not able to attend class due to illness or other unavoidable circumstances, please notify us by e-mail. Unexcused absences may affect your grade. **Participation means 1) attending class; 2) being prepared; 3) actively engaging in the material by asking and answering questions; 4) being polite and respectful to your classmates and guests. Please read the materials on netiquette in 'files.'**

SECTION III - UNIVERSITY POLICIES AND RESOURCES:

Course Related Policies: <http://www.ugst.umd.edu/courserelatedpolicies.html>. These policies were developed by the Office of Undergraduate Studies and approved by the University of Maryland Senate. You should be aware of these policies as they govern many aspects of this class.

To receive academic accommodation for an excused absence:

1. The student must notify the instructor in a timely manner. The notification should be provided either prior to the absence or as soon afterwards as possible. In the case of religious observances, athletic events, and planned absences known at the beginning of the semester, the student must inform the instructor during the schedule adjustment period. All other absences must be reported as soon as is practical.
2. The students must provide appropriate documentation. The documentation must be provided by writing to the instructor by the means specified in the syllabus.
 - a. For medically necessitated absences: Students may, once per semester, provide a self-signed excuse as documentation of an absence from a single class (e.g., lecture, recitation, or laboratory session) that does not coincide with a major assessment or assignment due date. For all other medically necessitated absences, students must provide documentation from a physician or the University Health Center, upon the request of the course instructor.
 - b. For all other absences students must provide verifiable documentation upon request (e.g., religious calendar, court summons, death announcement, etc.).
3. Providing false information to University officials is prohibited under Part 9(h) of the Code of Student Conduct (V-1.00(B) University of Maryland Code of Student Conduct) and may result in disciplinary action.
4. **Students must notify faculty members regarding any excused absence in a timely manner. The notification may be prior to class or as soon after the absence as possible. In the case of religious**

observances, athletic events, and planned absences known at the beginning of the semester, the student must inform the instructor during the schedule adjustment period.

5. Students must provide appropriate documentation regarding absence. For medically necessary absences, students may provide self-documentation once per semester. While faculty members may ask students for documentation of medical related absences, we ask faculty for some latitude during the COVID-19 pandemic.
6. Faculty members must provide students with accommodation for an excused absence. The accommodation may take the form of a make-up exam or another assessment that covers the same material and is at the same level of difficulty as the exam or assignment that the rest of the class completed. The makeup assessment must be timely, and it must take place at a time and place agreed on by both the instructor and the student. Having a course policy to drop the lowest grade and using that dropped grade as accommodation for an excused absence is not the best practice for ensuring fairness and timely feedback.

By university policy, students must receive timely feedback on homework, papers, exams, and other course assignments. Makeup exams and other assessments scheduled at the end of the semester, and waived exams or assessments, do not provide students with timely feedback. Such practices prevent students from making informed decisions regarding their courses, such as whether to continue in a class.

Regular attendance and participation in this class is the best way to grasp the concepts and principles and principles being discussed. However, if a class must be missed due to an illness, the policy in this class is as follows:

1. For every medically necessary absence from class (lecture, recitation, or lab), a reasonable effort should be made to notify the instructor in advance of the class. You must return to class; students must bring a note identifying the date of and reason for the absence and acknowledge that the information in the note is accurate.
2. If a student is **absent twice**, the instructor will require documentation signed by a health care professional. If not, the student grade level will be lowered by an entire letter grade (example: An A- will turn into a B-).
3. If a student is absent on days when reviews are scheduled or projects are due (see schedule) he or she is required to notify the instructor in advance, and upon returning to class, bring documentation of the illness signed by a health care professional.
4. **If a student is absent 4 times or more, the student will automatically FAIL the course (unless they can provide documentation signed by a health care professional).**
5. Students are **expected to attend all classes**.
6. Students **MUST** be on time for class. Each student is allowed 2 late arrivals (or early departures) of no more than 15 minutes throughout the semester. **The 3rd late arrival (or departure) will constitute an absence.**

Campus Safety / Inclement Weather / School Closure Policies (In person classes):

This course will not meet in the event of an emergency that causes the University of Maryland to close. University closure status can be monitored at:

http://www.umd.edu/emergencypreparedness/weather_emer/. UMD Alerts is an alert system that allows the University of Maryland to contact you during an emergency by sending text messages to your e-mail, cell phone, or pager. When an emergency occurs, authorized senders will instantly notify you using UMD Alerts, connecting you to real-time updates, instructions on where to go, what to do or not do, who to contact, and other vital information. To register for UMD Alerts, please visit: <http://alert.umd.edu/>

SECTION IV - COURSE POLICIES AND PROCEDURES:

Attendance:

Students are expected to take full responsibility for their own academic work and progress. Students, to progress satisfactorily, must meet all the requirements of each course for which they are registered. Students are expected to attend classes regularly. Consistent attendance offers students the most effective opportunity to gain command of course concepts and materials. In-class participation may be an ongoing requirement and an integral part of the work of some courses. In-class assessments may occur, sometimes without advance notice. The syllabus will specify expectations about in-class participation and its relationship to the final course grade. Except in cases where in-class participation forms a significant part of the work of the course, attendance should not be used in the computation of grades; assignment of a course grade on some basis other than performance in the course is prohibited by University policy. Recording student attendance is not required of the faculty. (source: University of Maryland Undergraduate Catalogue)

The class is on Monday through Friday, from 10:00 a.m. to 1:00 p.m., online. During this time, faculty presentations, individual feedback, group reviews, and discussions will be held. A schedule of meetings, reviews, presentation requirements, and dates will be issued with each project. Faculty presentations, group reviews, presentations, and discussions cannot be made up. Additionally, attendance offers the opportunity to learn/ from other members of the class, which working independently away does not offer. Each student is encouraged to work in the class in order to be available for informal consultation with faculty in order to develop his/her ideas in interaction with fellow students.

Retention of Student Work:

University regulations require the professor to retain all examinations for a period not less than one academic year. The School of Architecture does reserve the right to retain certain projects for use in publicity, display, or other official uses such as accreditation. In addition, projects may be retained for archival reasons or in cases of grade disputes. In the event that any student work is retained, faculty

members will make every accommodation to allow the student to document that work (photograph or otherwise make reproductions) for use in personal portfolios.

IT Resources and Computer Lab Etiquette:

The IT Group Technology Solutions Center (TSC) is a valuable resource for computing related information and inquiry for all students and faculty of the school. Please direct questions and concerns for IT services, equipment, and report any and all service problems/outages to the TSC either in person at their office space or via email at TSC@umd.edu. The Digital Media Lab (DML) upstairs and the Digital Research Lab (DRL) downstairs and the Document Output Center (DOC) are public IT facility areas available to all students that must be shared by all students across the school and maintained in a professional manner through appropriate student conduct for the beneficial use of all. The DOC is a facility provided for the support of academic mission of the school relating to student media input/output. The equipment provided is available for student use of the “pay-for-print” system. Students must prepay for all output in the facility. While quiet and constructive communication between students in the lab is encouraged, visits by other students outside the class during class time are not allowed. Students must respect the work and workspace of others at all times. NO FOOD OR DRINK is allowed in computer labs or IT facilities at any time.

SECTION V – GRADING

Individual projects will contain specific criteria for grading (i.e., in projects preliminary reviews, daily assignments, etc., figure into the project grade). Specific grading criteria for each project will be understood to reflect the issues outlined in the Program and under the sections titled *Learning Outcomes/Course Goals*. No matter how “beautiful” or “creative” the individual student project may appear if it fails to meet the learning outcome requirements set forth in the rubric for each project, if the project is incomplete, or if the project fails to meet the specifications of the program brief, then students may expect an unsatisfactory evaluation. Students should pay close attention to the section titled, Studio Quality Standards, for further insight into grading expectations.

SECTION V – LATE SUBMISSION

The short length of our class (six weeks) does not easily provide for late submissions of assignments or tests unless specific accommodation is in place for the student. We will review requests for extensions on a case-by-case basis. The policy for late work is that it will be reduced by 10% for each day late, or one letter grade. For example, an assignment turned in a day late cannot receive a grade better than a B, and by day three, a D.

Grade Scale:

University of Maryland School of Architecture, Planning, & Preservation

Final Grade Cutoffs									
+	97.00%	+	87.00%	+	77.00%	+	67.00%	+	
A	94.00%	B	84.00%	C	74.00%	D	64.00%	F	<60.0%
-	90.00%	-	80.00%	-	70.00%	-	60.00%	-	

Attached are the final grade cutoffs by numerical range. Below is the University standard of letter grading on the Plus/Minus scale.

In Fall 2005, the University Senate voted to adopt a policy for plus/minus grading, which was approved by the President. A slight revision to the policy was passed by the Senate and approved by the President in Fall 2011. Beginning with implementation in Fall 2012, plus/minus grading is the University's new official grading policy. Under the policy, quality points for each letter grade from A through D will reflect plus and minus components of the grade, as shown below. The plus/minus system will apply to both undergraduate and graduate courses.

Letter	Quality Points	
A+	4.0	denotes excellent mastery of the subject and outstanding scholarship.
A	4.0	
A-	3.7	
B+	3.3	denotes good mastery of the subject and good scholarship.
B	3.0	
B-	2.7	
C+	2.3	denotes acceptable mastery of the subject and the usual achievement expected.
C	2.0	
C-	1.7	
D+	1.3	denotes borderline understanding of the subject. These grades denote marginal performance, and they do not represent satisfactory progress toward a degree.
D	1.0	
D-	0.7	
F	0	denotes failure to understand the subject and unsatisfactory performance.

- **XF**-denotes failure due to academic dishonesty.
- **S** is used to denote satisfactory performance by a student in progressing thesis projects, orientation courses, practice teaching etc. S grades are not included in computation of cumulative averages.
- **W** indicates withdrawal from a course in which the student was enrolled at the end of the schedule adjustment period. This mark is not used in any computation of quality points or cumulative average totals at the end of the semester.
- **Pass-Fail** - See a description of the grade and the University's policy in the Undergraduate Catalog. This link will take you to the main catalog page; type pass-fail in the search box at the top right of that page to see the relevant information.

Source: <http://faculty.umd.edu/teach/gradevalue.html>

Your grade will be based on your performance in four areas: Quizzes, Projects, Class Participation and Final presentations. Quizzes will be posted on Thursdays and due on the following Tuesdays, giving students 5 days to complete them. The assignments listed above will be weighed as follows:

Quizzes: 45 points

Syllabus quiz and ice breaker	5 pts.
Quiz 1	10 pts.
Quiz 2	10 pts.
Quiz 3	10 pts.

Individual Projects: 35 points

Project 1	35 pts.
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Final Exam: 50 pts.

General Participation: (class participation, group work, class exercises) 40 pts.

TOTAL 160 points

Semester Calendar (subject to change)

Week	Days:	Tasks:	Assignment Release/Due Dates:
	<p>Module 1: Urban Planning</p> <p>July 13 - 16</p> <p>Monday</p>	<p>Personal and academic goals, outline course objectives, and approach</p> <p>Introductions (Ice Breaker: Who you are, where are you from, what do you want from this course, and what one thing you wish to share that will surprise us?)</p> <p>Opening Lecture: Urban Planning Presentation.pptx</p> <p>Read Kevin Lynch: Chapter 1- "Image of the City" (Summer2026.pptx)</p> <p>Release Project 1 (see files for rubric)</p> <p>Citizen Jane : Battle for the City (available streaming)</p> <p>Watch and Discuss the Citizen Jane movie, in class</p> <p>Citizen Jane: Battle for the City:</p> <p>See module – Streaming section</p> <p>Lecture: Housing Planning Lecture Summer 2025</p> <p>Housing Planning Lecture (editSpring2026)</p> <p>Discussion: Jane Jacobs and Kevin Lynch</p> <p>Kahoot on Urban Planning</p> <p>Lecture: Suburban Sprawl Smart Growth</p> <p>Housing Power Point</p> <p>Demographic Overview – CA to Texas</p>	<p>Syllabus Quiz and Ice Breaker released</p> <p>Quiz 1</p>

	<p>July 16 - 17 Thursday</p>	<p>Washington Post, The Divided American Dream, “Far From the City, Far From Recovery,” by Jonathan O’Connell and Kathy Orton (Links to an external site.)</p> <p>https://www.washingtontimes.com/news/2017/jun/8/smart-growth-discourages-longtime-low-income-resid/</p> <p>Final Urban Planning Lecture</p> <p>End of Urban Planning beginning of Real Estate Development</p> <p>Introduction to Real Estate Development</p> <p>Lecture: Intro to Real Estate Development 080720.pptx</p> <p>Introduction to Real Estate Market Analysis</p> <p>Read Two Introductory RE chapters in ‘Assignments’</p> <p>(Miles, et. al) The principles and processes of real estate development should be studied by looking at both the people who are involved in the process and the people who are the end users of the product</p> <p>Module 2 Real Estate Analysis Details:</p> <p>Once students understand how to map or ‘read’ a neighborhood, they can begin to see opportunities to improve a neighborhood through real estate development. The first stage of the development process asks students to survey and do ‘due diligence’ research on existing patterns to determine future development options. This is called Real Estate Market Analysis. Here the student asks: <i>What boundaries define this particular neighborhood or market area? Who uses the neighborhood? What are market rents in the area? What is the future potential for this neighborhood from a development perspective?</i></p> <p>Your assignment is to select one College Park neighborhood (or College Park as a whole) and do a simple market study of neighborhood conditions and opportunities for future real estate development. Requirements: 1 map page, 3 written pages, 2 pages of charts/graphs/photos)</p>	
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		<p>1. Map: Graphically define the subject neighborhood on an 8 1/2" x 11" map - Select a clear College Park Map and indicate the boundaries for your chosen neighborhood in relation to primary roads.</p> <p>2. Neighborhood Description: Write a full paragraph narrative describing the neighborhood location, environment, amenities, and access to transportation.</p> <p>3. Market Demand and Demographics: Research the market demand for either retail, office space, or residential properties. Include types of users (seniors, students, families, professionals, etc.) and the existing supply of your property type (how many units or square feet are present in your area).</p> <p>4. Prices and Rents - Determine the current monthly prices or rents for your property type. For example, how much does it cost to rent a typical 1- or 2-bedroom apartment? How much would a retail shop tenant pay for a 1-2 story building on Route 1?</p> <p>5. Locate a Potential Site for Development - Find at least one vacant site or existing underutilized building. Explain the opportunities to develop this space into a small-scale residential, Retail or office project. Use your previous data to support your case.</p> <p>6. Include charts, graphs, and photos to visually support your research (2 pages).</p> <p>Resources</p> <p>Context - UMD Facilities Plan Lecture by Bill Mallari (in Files section of ELMS)</p> <p>https://www.collegeparkmd.gov/208/Renting-in-College-Park (Links to an external site.)</p> <p>http://reslife.umd.edu/marketstudy/ (Links to an external site.)</p> <p>https://www.neighborhoodscout.com/md/college-park/real-estate (Links to an external site.)</p> <p>https://www.zillow.com/college-park-md/home-values/ (Links to an external site.)</p> <p>https://www.loopnet.com/maryland/college-park_retail-space-for-lease/</p> <p>Overview of Real Estate Development</p> <p>Final Lecture on Real Estate Development</p>	
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		<p>contrary, some developers can without a doubt construct their vision into a particular landscape because of how that area is zoned.</p> <p>For example, if you suggested building a grocery store in Old Town, you may find out that your specific plot of land in Old Town is only zoned for Single-Family Residential Housing. You would then realize that your proposition would not actually be able to be built there, and that statement would need to be included in your paper.</p> <ol style="list-style-type: none">1. Find a zoning map for your subject property used in Project2. Be specific and highlight the exact zoning plot(s) where your original idea was proposed. <ul style="list-style-type: none">• To see zoning map, go to http://www.pgatlas.com/ <ol style="list-style-type: none">2. Once you discover what your particular area is zoned as, find a zoning description. <ul style="list-style-type: none">• Go to https://www.pgplanning.org/166/Planning-Department <ol style="list-style-type: none">3. Then, write a paragraph naming the zoning category and explain the allowable use. <ul style="list-style-type: none">• Be sure to answer this upfront question: State what you proposed in Project 2, and then answer... Is what you proposed in Project 2 actually able to be built on this specific area? <ol style="list-style-type: none">4. Submit 1-2 pages digitally including both the map and the paragraph description. You may find that two paragraphs are necessary. One talking about the zoning characteristics of your site, and one talking about your proposal from project 2 and what this zone means for your idea <p><u>Resources</u></p> <p>https://www.youtube.com/watch?v=9kVWDWMcLT4</p> <p>Also see the "Project 3 Zoning Analysis" lecture in the Files section of ELMS or in Module 3</p>	
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	<p>July 28 - 31 Tuesday</p>	<p>Resilient Urban Food Systems</p> <p>How Architecture Could Help Us Adapt to the Pandemic</p> <p>https://www.nytimes.com/interactive/2020/06/09/magazine/architecture-covid.html?smid=tw-share</p> <p>Final Lecture for Architecture</p> <p>Kahoot for Architecture</p> <p>End of Architecture and beginning of Historic Presentation</p> <p>Historic Preservation</p> <p>Historic Preservation Opening Lecture</p> <p>Beyond the Built Environment</p> <p>Lecture: Historic Preservation IntroB</p> <p>“Preservation and Social Inclusion,” Chapter 1</p> <p>Lee Bey on Chicago’s South Side – “Historic Preservation and Race”</p> <p>https://www.archdaily.com/927298/lee-bey-on-chicagos-south-side-historic-preservation-and-race</p> <p>Public Housing and Historic Preservation</p> <p>https://www.washingtonpost.com/lifestyle/magazine/why-do-so-few-public-housing-projects-receive-historic-landmark-status/2020/01/21/3090a564-30af-11ea-a053-dc6d944ba776_story.html</p>	<p>Quiz 3</p>
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	July 30	Past Future of Historic Preservation: Rise and Fall of Penn Station Final exam review	
	July 31	Final lecture and Final Exam	

ENJOY THE REST OF YOUR SUMMER

Summer 2026

***The Class Schedule and content is subject to change at the discretion of Professor Curtis, with due notice to the enrolled students. ***

Helpful Links and Semester Readings that may be included:

Urban Planning Articles/Documents:

1) The Big, Beautiful Chaos of Urban Life

<https://www.nytimes.com/2020/12/22/opinion/cities-coronavirus.html?smid=url-share>

2) In the shadow of the Monster

<https://wapo.st/3fH9QUF>

3) The Cities We Need, Sunday Review

The New York Times, May 17, 2020, Sunday Review section: "The Cities We Need" (Covid-19 coronavirus pandemic headlines) Single Issue Magazine – January 1, 2020 by [James Bennet](#) (Author), [David Leonhardt](#) (Author), [Yaryna Serkez](#) (Author), [Lora Kelley](#) (Contributor), [& 11 more](#)

- **ASIN** : B088W8D4QL
- **Publisher** : New York Times (January 1, 2020)
- **Language** : English
- **Single Issue Magazine** : 16 pages

4) The Moratorium Saved Lives

https://www.nytimes.com/2021/09/30/opinion/sunday/eviction-covid-pandemic-housing.html?unlocked_article_code=AAAAAAAAAAAAAAAAACEIPuonUktbfqohkQVUYAybSRdkhrxqAwuPSxrA1lzjzMimeVTdFyaEeBJaB9wLVbKxvat4y1HGbQ8JaMbkGAvxuy-sVd2pcdz6VmLrW0pIUP3dy7oupQmI925-KBOtorDa3Y2X8cewnmfjis0zedWi7WvfA2HYnIQdvosA1c1GqymVIkvmeapN93tR43fkiAphoF3xXNGTR4a6eW1gpM86Gbxrc9gA1R-pbPDnVltOc4LkLGx5AXROEFDgspDZht64PfY8fL639LBU_ecHhgL93CmFgKYyhBZRZVJHwPogc_k0xVJs9CQnSwquA&smid=url-share

5) Why Should We Ever Return to Living and Working So Close Together?

<https://www.nytimes.com/2020/12/22/opinion/cities-coronavirus.html?smid=url-share>

6) The Commuting principle that shaped Urban History

<https://www.bloomberg.com/news/features/2019-08-29/the-commuting-principle-that-shaped-urban-history>

7) Far from the city, far from recovery

<https://www.washingtonpost.com/graphics/business/wonk/housing/washington-dc/>

8) Misuse of \$81.7 Million targeted for the poor for Affordable Housing

<https://www.washingtonpost.com/dc-md-va/2021/10/01/dc-inspector-general-affordable-housing/>

Real Estate Development Articles/Documents

1) Owners of burned Bronx tower hold billions in real estate

<https://www.inquirer.com/business/bronx-fire-owners-firm-subsidies-20220113.html>

2) No Shelter from the Ills of Racial Bias

https://www.nytimes.com/2021/08/17/realestate/new-york-black-homeowners.html?unlocked_article_code=AAAAAAAAAAAAAAAAACEIPuonUktbfqohkQFUaBCbPUNEjowaajOTCh7oxmTrvKzKWDDxGxu8WRoiH_krKeqxufcB13yieQJUJFo4Tc8FI770VOV1xGU7vq4GYmZ8BLmJo-Y_vVD1ngtfDUO0ztGLgZDT8Ietznvjv7h7cPGO9DPSP0HAXNU0y98seAFKt3HELwK_CEvckmYUtmKd8We0pAGsIdyKivPL3Ch1hONXgbRnU6AI-X-kxSiiE1JfHqOpGKFMOFAqAGHBv4m8868deO8cVP8v_Lx0he8n5gtYBG0tEibZS9SY8TaB0KIoPdOY&smid=tw-share

3) First-time homeowners are watching their spaces crumble,

<https://wapo.st/3KmwdNz>

4) Shaping Cities

<https://www.harvardmagazine.com/2021/03/features-shaping-cities-stephen-gray>

5) Prioritizing equity in transportation and land use planning

<https://www.washingtonpost.com/dc-md-va/2021/10/01/dc-inspector-general-affordable-housing/>

6) Renovating for a New Normal

Working and schooling from home for the near future has prompted some homeowners to consider major home renovations.

<https://www.nytimes.com/2020/08/14/realestate/coronavirus-home-improvement.html?smid=em-share>

7) How George Floyd's death is fueling a push for affordable housing in mostly White parts of D.C.

https://www.washingtonpost.com/local/dc-politics/dc-racism-affordable-housing/2021/03/01/a37506b4-6d86-11eb-9ead-673168d5b874_story.html

Architecture Articles/Documents:

1) The Architecture of Nowhere

https://www.nytimes.com/2021/09/20/t-magazine/valerio-olgiati-architecture.html?unlocked_article_code=AAAAAAAAAAAAAAAAACEIPuonUktbfqohkQVUZAYbJGN0uoRSUhP7Ch611gnLkLS_QTjJNzu0JAs2J4UzNZLZubMcuxTndRMNENPVnYs1O=dJIHh4nTRi08NzDkY4Zi4xpMW5Bj9vh8jHBvU0_GG0KzThcr06lOC1s1eNaWW5UKbf2SFwLQp1sNAyIwHRrH8Pw6rGFOZy2sAvnqyQ8AnGkpTIXWCrPLqCB5hOd2ZbhG66gk-We9RWjq7jsfLovtbM10UUQSaOSs5tWUs69pcO8cVP7L9LHMjcMn_h7YRCQ94PcV15K80IyULaLjfVu01vDQ&smid=url-share

2) Satirical Architects, yes. Real Buildings, No

https://www.nytimes.com/2021/02/12/arts/design/superstudio-civa.html?unlocked_article_code=AAAAAAAAAAAAAAAAACEIPuonUktbfqohkSIUaASbcR8Q86RGLnvnAxvsnm2fzNjOJVDpDyKEeApaJvUfRYK4pL_0C4wOmfv4Terk-WK41ieZFI01mTwTv8pXfxM5cKHRw9dnrBCZrgcmVGLli_DOvMDS1cepynOPi50iIenCqDPKEqQApIAtjoZVmcVm4izdfuqeTLkDipQp1uwHb5t6WT4DeCGB2vLrABx_M96CBQrOvkh0A6oKHGGOWqPPru4IYw5QClnZTXhg4G1a69tUOdkfP6mXPAfWQ52Sm4CCqZN7PGnfWm9n&smid=url-share

3) Redesigning for a New Normal

https://www.nytimes.com/2020/08/14/realestate/coronavirus-home-improvement.html?unlocked_article_code=AAAAAAAAAAAAAAAAACEIPuonUktbfq4hkQFUaBybPUNEjowaajOTCh7c7nHj4JTaUUytZiuQSB0XF-kLVf619at4-2SjdRMNENPVnYs1O-dJIHh4nTRi08NzDkY4Zi4xpMW_Uzlpq5ySUPVlrjPnKzTgd746le2xtFfYaGbtXKWL1XAhcV1lsNAyIwHRrH8Pw6rGFOZy2sAvnqyQ8AnGkpTIXWCrPLqCB5hOd2ZbhG66QE-W-pRXD67jsfLovtbM10UUQSaOSs5tWUs69pcO8cVP7L9LHMgeMn9grYXDQ94PU1LF3EWK KMJJ3br6SaA7fo&smid=url-share

- 4.) What designers have been doing at home during the pandemic

<https://www.nytimes.com/2022/01/21/realestate/architect-designer-pandemic-diy.html?smid=em-share>

Historic Preservation

- 1) More cities are atoning for past transgressions of African American neighborhoods:

<https://www.washingtonpost.com/business/2022/02/10/more-cities-seek-redress-widespread-20th-century-destruction-black-neighborhoods/>