

**UP510: Plan Making**

Spring 2021

Tues. and Thurs. 11:00AM-12:20PM

Instructor: Hugo Sarmiento

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Office hours: By appointment

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**SYLLABUS**

**COURSE OBJECTIVES**

This course introduces students to the logic of public sector plans and the practice of making them. The course will have a special focus on planning for community resilience in the context of post-disaster recovery in Puerto Rico.

In the first part of the semester schedule, the course will consist of a series of seminars based on class readings. For the rest, and the majority, of the semester the course will shift to a workshop-based format.

**ASSIGNMENTS**

**Class discussion.** For designated sessions, two or three students will lead the class in discussion based on the assigned class readings. Students may use various discussion exercises including plenary, group discussions or any other method they choose.

**Team project assignment:** The team project is generating a set of recommendations for a strategic plan for the municipality of Loiza in Puerto Rico. The recommendations will be put together in teams – each team will focus on a specific area of planning. For example, a team can choose to focus on green infrastructure, economic development or public participation in the policy-making process. At several points in the semester, the teams will also meet with students at the University of Puerto Rico working on related issues to discuss their work and exchange ideas. In their work, all teams will address the following elements of planning for community resilience:

- Community engagement strategy (10%)
- Community vulnerability assessment (10%)
- Existing hazard mitigation plan analysis (10%)
- Plan implementation strategy (10%)
- Strategic recommendations report (25%)
- Total points (65%)

## READINGS

The readings are from a range of books, reports, and academic journals, and will be supplied in electronic format to registered students via Illinois Compass.

## COLLOQUIUM

Students will be required to attend this spring's colloquium on climate justice and urban planning. The colloquium will consist of four separate events scheduled in March. It will include guest speakers discussing their work on a range of topics, including climate-related displacement and resistance in the US, Latin America and beyond. Students will write a one-page reaction for each event.

## PARTICIPATION

Participation points will be awarded in the following manner: 5 points for participation in each of the colloquium's four events for a total of 15 points. 5 points for general participation.

## GRADING

- Class discussion – 15%
- Team project – 65%
- Participation – 20%

## COURSE OUTLINE

### Week 1

1/26 Introductions

Debrief on Puerto Rico Project.

1/28 What is a comprehensive plan?

Readings:

- Community planning: An Introduction to the Comprehensive Plan, Second Edition. Ch. 1-2.
- Martha Bayne. Puerto Rico's new land-use zoning map strikes a nerve with fed-up citizens. The World. September 6, 2019  
<https://www.pri.org/stories/2019-09-06/puerto-rico-s-new-land-use-zoning-map-strikes-nerve-fed-citizens>

Recommended:

- APA 21<sup>st</sup> Century Comprehensive Plan  
<https://www.planning.org/planning/2016/mar/substance>
- Ivis Garcia. Four Plans for Shaping the Future of Puerto Rico. APA  
<https://www.planning.org/blog/blogpost/9170787/>

## Week 2

2/9 The plan-making process

**Guest speaker:** Ariam Torres, PhD Candidate in urban and regional planning, University of Illinois

Readings:

- Berke, P.R., D.R. Godschalk, E.J. Kaiser and D.A. Rodriguez, Chapter 9-10. In *Urban Land Use Planning*. University of Illinois Press. 2010.
- Loh, C.G. (2012). Four Potential Disconnects in the Community Planning Process. *Journal of Planning Education and Research*. 32 (1) 33-47

Recommended:

- Loh, C. G., & Kim, R. (2020). Are We Planning for Equity? Equity Goals and Recommendations in Local Comprehensive Plans. *Journal of the American Planning Association*, 1-16.

2/11 Planning in the post-disaster recovery context

Readings:

- Johnson, Laurie & Olshansky, Robert., Chapter 1. In *After Great Disasters: An In-depth analysis of how six countries managed community recovery*. Lincoln Land Institute of Land Policy. Cambridge, Massachusetts. 2017.
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Recommended:

- APA Planning for Post Disaster Recovery

### Week 3

2/16 Recovery planning in Puerto Rico

Readings:

- Rivera, Danielle Zoe. (2020). Disaster Colonialism: A commentary on disasters beyond singular events to structural violence. *International Journal of Urban and Regional Research*.
- Melendez, Edwin & Venator-Santiago, Charles. (2018). Puerto Rico Post-Hurricane Maria: Origins and Consequences of a Crisis. *Journal of the Center for Puerto Rican Studies*. Vo. 30, No. 3
- (Santos Hernandez?)

Recommended:

- Carlos Martin. How Hurricane Maria Exposed Puerto Rico's "Colonial Boom and Bust." Urban Institute. *Urban Wire: Neighborhoods, Cities and Metros*.  
<https://www.urban.org/urban-wire/how-hurricane-maria-exposed-puerto-ricos-colonial-boom-and-bust>

2/18 Recovery planning in Loiza

Readings:

- Hernandez Hiraldo, Samiri & Ortega-Brena, Mariana. (2006). If God Were Black and from Loiza": Managing Identities in a Puerto Rican Seaside Town. *Latin American Perspectives*, Vol. 33, No. 1, Struggle and Change in Puerto Rico. Sage Publications.
- Dieppa, Isabel et al. (2019). Turning the Tide: In Loiza, Puerto Rico, A Community Fights for its Future. *Latino USA*.  
<https://www.latinousa.org/2019/09/16/loizaerosion>

### Week 4

2/23 Planning for community resilience

Readings:

- Masterson, Jaimie et al. (2014). Ch. 3. In *Planning for Community Resilience: A handbook for reducing vulnerability to disasters*. Island Press.
- Policy guide with institutional framework

Team assignments:

2/25 Work session

## Week 5

3/2 Community engagement

Readings:

- Ladder of Citizen Participation – Organizing Engagement  
<https://organizingengagement.org/models/ladder-of-citizen-participation/>
- Innes, J. E. , & Booher, D. E. (2004). Reframing public participation: Strategies for the 21st century. *Planning Theory & Practice* , 5 (4), 419–436.  
<https://doi.org/10.1080/1464935042000293170>

3/4 Work session

## Week 6

3/9 **Guest Speaker:** Professor Martiza Barreto, Graduate School of Urban Planning. University of Puerto Rico Piedras.

Readings:

- Masterson, Jaimie et al. (2014). Ch. 4-6. In *Planning for Community Resilience: A handbook for reducing vulnerability to disasters*. Island Press.

3/11 Social and physical vulnerability

## Week 7

3/16 Assessing existing hazard mitigation plans

Readings:

- Masterson, Jaimie et al. (2014). Ch. 7. In *Planning for Community Resilience: A handbook for reducing vulnerability to disasters*. Island Press.
- Loiza's Hazard Mitigation Plan

3/18 Work session

### **Week 8 (spring break)**

3/23 Working session

3/25 No class

### **Week 9**

3/30 Plan implementation

Readings:

- Masterson, Jaimie et al. (2014). Ch. 8. In *Planning for Community Resilience: A handbook for reducing vulnerability to disasters*. Island Press.

Recommended:

- Berke, P., D. R. Godschalk, E. J. Kaiser, and D. Rodriguez. Chapter 14: Small Area Plans. In *Urban land use planning*. University of Illinois Press, 2006.

4/1 Work session

### **Week 10**

4/6 **Guest Speaker:** Professors Tisha Holmes and Will Butler, Department of Urban and Regional Planning, Florida State University

4/8 Planning for climate change

Readings:

- *Land Use Planning for Climate Adaptation: Theory and Practice* Philip R. Berke, Mark R. Stevens

### **Week 11**

4/13 Creating planning documents

Readings:

- Anderson, L. (2020). *Guidelines for preparing urban plans*. Routledge.
- Allyson Mendenhall, Claire Hempel, AICP CUD, Emily Risinger, Stephanie Grigsby, AICP, *Creating Planning Documents (PAS 589)*, American Planning Association, 2017.

4/15 Work session

**Week 12**

4/20 Work session

4/22 Work session

**Week 13**

4/27 Presentations

4/29 Presentations

**Last Week**

5/4

**May 5<sup>th</sup> Last Day of Instruction**

## STUDENT CONDUCT AND ACCESSIBILITY

**Disability Services:** This course will accommodate students with documented disabilities. Please refer to the Disability Resource Guide (<http://www.disability.illinois.edu/disability-resource-guide>) for more information and inform the instructor of any requests at the beginning of the semester.

**Academic Integrity:** The UIUC Student Code (<http://www.admin.illinois.edu/policy/code>) requires all students to support academic integrity and abide by its provisions, which prohibit cheating, fabrication, plagiarism, and facilitation of these and related infractions. According to Section § 1-401, “students have been given notice of this rule by virtue of its publication” and “regardless of whether a student has actually read this rule, a student is charged with knowledge of it.” The provisions of the Student Code are applicable to this course. *In written work, all ideas (as well as data or other information) that are not your own must be cited.*

**Diversity:** The Department of Urban and Regional Planning (DURP) is committed to creating an environment of inclusion and opportunity that is rooted in the very goals and responsibilities of practicing planners. Conduct that interferes with the rights of another or creates an atmosphere of intimidation or disrespect is inconsistent with the environment of learning and cooperation that the program requires. By enrolling a course in the Department of Urban and Regional Planning, students agree to be responsible for maintaining a respectful environment in all DURP activities, including lectures, discussions, labs, projects, and extracurricular programs. We will be governed by the University Student Code. Please see the *Student Code Article 1—Student Rights and Responsibilities* for further details (<http://admin.illinois.edu/policy/code>).

**Counseling:** <https://counselingcenter.illinois.edu/>. The Counseling Center is committed to providing a range of services intended to help students develop improved coping skills in order to address emotional, interpersonal, and academic concerns. The Counseling Center provides individual, couples, and group counseling. All of these services are paid for through the health services fee. The Counseling Center offers primarily short-term counseling, but they do also provide referrals to the community when students could benefit from longer term services.