

Tuesdays and Thursdays
2:00 PM – 3:20 PM
Remotely via Zoom

Professor Mary Edwards
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Office Hours: By appointment via email (mmedward@illinois.edu)

Course Description

The intent of this course is to introduce students to the various career paths open to urban studies and planning (USP) majors and to introduce core competencies that are critical to effective practice. In learning about the profession, students will interact with professionals and participate in activities that strive to provide them with key skills to enhance their ability to collaborate, facilitate, negotiate, engage constituents and organize for change. The course combines lectures and interactive elements to provide students with a broad perspective of urban studies and planning, including the many roles of a planner and the variety of contexts in which they operate.

Beyond general discussions about the profession of planning, students will address a number of timely and relevant policy questions and participate in activities that include observation, negotiation and facilitation and engaging communities. Students will become familiar with key planning and urban studies journals—both academic and practitioner-based—and web sites that focus on policy as well as careers in planning.

Course Objectives

Course objectives include the following:

- To introduce incoming students to the four distinct USP concentrations available to them.
- To foster an awareness of the challenges and opportunities specific to working and planning in increasingly diverse communities.
- To enhance skills in using a variety of perspectives from which to understand communities.
- To improve understanding of the broad nature of urban planning.
- To introduce core competencies that are essential to effective practice, including effective teamwork, negotiation and collaboration and written and oral communication skills.
- To help students begin to develop a plan to guide their professional development in the field.
- To enhance writing and presentation skills.

Assignments, Grading, and Attendance

The main class format will be lecture and discussion. Participation and involvement is crucial for the success of the sessions. Consistent attendance is required. All readings will be posted on Compass. Additional readings (beyond those detailed below) may be posted throughout the semester.

Grading Policies:

Assignments are generally due at the end of the day on the due date. Late homework assignments will be graded down one letter grade per day (half a letter grade if turned in after class on due date). Several of the homework assignments are in-class assignments, so if you are not in class, you will not receive credit for these assignments without a valid excuse for your absence. It is your responsibility to contact me if you miss an assignment. I will take into consideration assignments that are late due to unforeseeable circumstances.

Transformation of numerical grade to letter grade will be according to the schedule below:

A	93-100 %	C+	77-79.9%
A-	90-92.9%	C	73-76.9%
B+	87-89.9%	C-	70-72.9%
B	83-86.9%	D+	67-69.9%
B-	80-82.9%	D	60-66.9%

The general grading rubric for assignments is as follows:

An “A” assignment demonstrates original thought and synthesis of ideas and sophisticated, cogent analysis. It is clearly written and presented.

A “B” assignment includes above average analysis with appropriate evidence to support ideas. It is clearly written and presented.

A “C” assignment shows a basic level of understanding, with analysis limited to obvious arguments. Writing is competent. It is adequate work.

A “D” assignment misunderstands or misrepresents the material or is so poorly written that it obscures the analysis. It is inadequate work.

Your final grade will be based on the following assignments (detailed assignment guidelines will be provided):

Plan Evaluation/Analysis	100 points	Midterm Exam	100 pts
Negotiation Reflection	100 pts	Planner Case Study	100 pts
Speaker Reflections (4@25)	100 pts	In Class Assignments (4@25)	100 pts
Participation/Engagement	100 pts	Writing Across Audiences	100 pts

Course Policies and Student Resources

Our Tuesday course sessions will be delivered via remote instruction using Zoom at our designated time of 2-3:20pm. Later in the semester, I hope to offer the option of meeting outside. These in-person opportunities for engagement will be communicated in class as the semester progresses. Please note that in person engagement is always optional.

Student Conduct: 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 in class in the Department of Urban and Regional Planning, students agree to be responsible for maintaining a respectful environment in all DURP activities, including classes, projects, and extracurricular programs. We will be governed by the University Student Code. See Student Code Article 1—Student Rights and Responsibilities, Part 1. Student Rights.

Academic Integrity: The UIUC Student 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. Ignorance is not a defense.” 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. Plagiarism is an extremely serious offense and will not be tolerated, as it violates the trust between students and faculty. Violation of any plagiarism guidelines will be taken quite seriously and will result in a failing grade at the very least.*

Zoom camera use: When we meet over Zoom, I encourage use to use video when possible.

Health and Safety in the Classroom: Following University policy, all students are required to engage in appropriate behavior to protect the health and safety of the community, including wearing a facial covering properly, maintaining social distance (at least 6 feet from others at all times), disinfecting the immediate seating area, and using hand sanitizer. Students are also required to follow the campus COVID-19 testing protocol.

Students who feel ill must not come to class. In addition, students who test positive for COVID-19 or have had an exposure that requires testing and/or quarantine must not attend class. The University will provide information to the instructor, in a manner that complies with privacy laws, about students in these latter categories. These students are judged to have excused absences for the class period and should contact the instructor via email about making up the work.

Students who fail to abide by these rules will first be asked to comply; if they refuse, they will be required to leave the classroom immediately. If a student is asked to leave the classroom, the non-compliant student will be judged to have an unexcused absence and reported to the Office for Student Conflict Resolution for disciplinary action. Accumulation of non-compliance complaints against a student may result in dismissal from the University.

Student Resources:

Accommodations: To obtain disability-related academic adjustments and/or auxiliary aids, students with disabilities must contact the course instructor and the Disability Resources and Educational Services (DRES) as soon as possible. To contact DRES, you may call 333-4603 (V/TDD), or e-mail a message to disability@uiuc.edu. <http://www.disability.illinois.edu/>.

Student Assistance: The Student Assistance Center serves as the first point of contact for students who call, email, or walk in to the Office of the Dean of Students. The Assistant Deans help students understand university policies and procedures, educate them about and connect them to campus resources, and support students in crisis. Students visit the Student Assistance Center regarding a broad range of issues which may be impacting their academic performance including those related to health/mental health, course attendance issues, questions about where to go on campus to seek different services, options for withdrawing from the university, or because they need help and just aren't sure where to go. The Student Assistance Center helps students find their way! <http://odos.illinois.edu/community-of-care/student-assistance-center/>

Sexual Misconduct and Reporting: The University of Illinois is committed to combating sexual misconduct. Faculty and staff members are required to report any instances of sexual misconduct to the University's Title IX and Disability Office. In turn, an individual with the Title IX and Disability Office will provide information about rights and options, including accommodations, support services, the campus disciplinary process, and law enforcement options.

A list of the designated University employees who, as counselors, confidential advisors, and medical professionals, do not have this reporting responsibility and can maintain confidentiality, can be found here: wecare.illinois.edu/resources/students/#confidential. Other information about resources and reporting is available here: wecare.illinois.edu.

Emergency Response: Emergency response recommendations can be found at the following website: <http://police.illinois.edu/emergency-preparedness/>. I encourage you to review this website and the campus building floor plans website within the first 10 days of class. <http://police.illinois.edu/emergency-preparedness/building-emergency-action-plans/>

Weekly Schedule of Themes and Due Dates

Week 1 (Jan. 26, 28)

Readings:

Planning Ethics

AICP Code of Ethics and Professional Conduct

Grant, Jill, 2005. Rethinking the public interest as a planning concept. *Plan Canada* 45(2): 48-50.

Week 2 (Feb. 2, 4)

Readings:

Planning Across Sectors: Roles and Skills

Greenlee, A, MM Edwards and J Anthony. 2015. Planning Skills: An Examination of Supply and Local Government Demand, *Journal of Planning Education and Research*, 35 (2) 161-173.

Fox-Rogers, Linda and Enda Murphy. 2014. Self-perceptions of the Role of the Planner. *Environment and Planning B: Planning and Design*, 43: 74-92.

Rigolon, Alessandro. 2019. Nonprofits and park equity in Los Angeles: a promising way forward for environmental justice, *Urban Geography*, 40:7, 984-1009, DOI:

Optional:

Perlstein, Andrew and Leonard Ortolano. 2015. Urban Growth in China: Evolution in the Role of Urban Planners. *Journal of Planning Education and Research*, 35, 4: 435-443.

Misra, Tanvi. November 10, 2016. When Nonprofits are the New City Leaders. *citylab.com*.

Dunning, Claire. 2019. How the Rise of Urban Nonprofits has Exacerbated Poverty. *Washington Post*, September 24.

Week 3 (Feb. 9, 11)

Readings:

Understanding Plans

Hoch, C. 2012. Making Plans (in *The Oxford Handbook of Urban Planning*, Weber, R. and R. Crane, eds)

Benjamin Schneider, CityLab University, *Zoning Codes*, August 2019
<https://www.bloomberg.com/news/articles/2019-08-06/how-to-understand-municipal-zoning-codes>

Week 4 (Feb. 16, 18)

Readings:

Understanding Local Government

Emily Jarvis and Catherine Andrews. 2016. *Understanding State and Local Government*. Washington DC: @govloop.com

Huberfeld N, Gordon SH, Jones DK. Federalism Complicates the Response to the COVID-19 Health and Economic Crisis: What Can Be Done? *J Health Polit Policy Law*. 2020 Dec 1;45(6):951-965.

Week 5 (Feb. 23, 25)

Readings:

Planning Across Boundaries

Sotomayor, Luisa and Amrita Danieri. 2018. The Dilemmas of Equity Planning in the Global South: A Comparative View from Bangkok and Medellin. *Journal of Planning Education and Research*, Vol. 38 (3): 273-288.

UN-Habitat. 2020. *World Cities Report: The Value of Sustainable Urbanization*.

Week 6 (Mar. 2, 4)

Readings:

Planning for Sustainability

Foss A. Divergent responses to sustainability and climate change planning: The role of politics, cultural frames and public participation. *Urban Studies*. 2018;55(2):332-348.

International Council for Local Environmental Initiatives, ICLEI-Local Governments for Sustainability. 2009. *Sustainability Planning Toolkit*.

Institute for Sustainability, Energy and Environment. *Illinois Climate Action Plan*. 2020.

Optional:

City of Boston, Climate Action Plan, 2019 Update.

Saitta, Dean. 2018. Wrestling with Growth, Equity and Sustainability, *Planetizen Blog Post*.

Baxamusa, Murtaza. 2016. Why Climate Change Action Cannot Succeed Without Social Equity, *San Diego UrbDeZine*.

Week 7 (Mar. 9, 11)

Readings:

Planning for Justice

Carmon, Naomi Fainstein, Susan (Eds.), *Policy, Planning, and People: Promoting Justice in Urban Development* (Philadelphia: University of Pennsylvania Press, 2013). Ch. 1-The Profession of Urban Planning and its Societal Mandate, Naomi Carmon.

American Planning Association. 2019. *Planning for Equity: Policy Guide*.

All-in Cities Policy Tool Kit (selected excerpts)

<https://allincities.org/toolkit>

Optional:	Carmon, Naomi Fainstein, Susan (Eds.), <i>Policy, Planning, and People: Promoting Justice in Urban Development</i> (Philadelphia: University of Pennsylvania Press, 2013). Ch. 6-Toward an Equity-Oriented Planning Practice in the U.S., Norman Krumholz. Rahman, KS. 2016. The Key to Making Economic Development More Equitable is Making It More Democratic, <i>The Nation</i> .
Week 8 (Mar. 16, 18)	Special Topics: Student Choice
Week 9 (Mar. 23, 25)	Urban Planning in Film
Week 10 (Mar. 30, Apr. 1) Readings:	Collaboration and Engaging the Community Judith E. Innes & David E. Booher. 2004. Reframing public participation: strategies for the 21st century, <i>Planning Theory & Practice</i> , 5:4, 419-436. Toderian, Brent and Jillian Glover. 2014. 10 Lessons in More Engaging Citizen Engagement, <i>Planetizen Feature</i> . Biggs, Dave. 2016. Why Bother with Community Engagement, <i>Planetizen Blog Post</i> . Spivak, Jeffrey. 2019. Tips for Inclusive Public Meetings. <i>Planning Magazine</i> . March.
Week 11 (Apr. 6, Apr. 8) Readings:	Leadership Skills and Writing Across Audiences Reeves, Dory. 2016. <i>Management Skills for Effective Planners: A Practical Guide</i> . New York: Palgrave (selected excerpts) https://www.strongtowns.org/journal/2020/2/28/does-garbage-language-infect-how-we-talk-about-cities
Week 12 (Apr. 13, 15) Readings:	Facilitation Techniques Stewart, D., Shamdasani, PN and Rook, D. 2007. <i>Focus Groups: Theory and Practice</i> , 2007 (Chapter 6: Conducting the Focus Group)
Week 13 (Apr. 20, 22) Readings:	Negotiation and Mediation Fisher, Roger, William Ury, and Bruce Patton. 2011. <i>Getting to Yes: Negotiating Agreement Without Giving in</i> , 3 rd edition. New York, N.Y: Penguin Books. (selected excerpts)
Week 14 (Apr. 27, 29)	Student Presentations
Week 15 (May 4)	Course Wrap-up

Summary Schedule of Sessions:

SESSION	WEEK	DATE	DAY	Topic
1	1	Jan 26	T	Course Introduction
2	1	Jan 28	TH	Ethics and the Planner
3	2	Feb 2	T	What Planners Do: Cara Riordan, Commercial Mortgage Pursuit, Wells Fargo Multifamily Capital
4	2	Feb 4	TH	Planning Across Sectors: Roles and Skills
5	3	Feb 9	T	What Planners Do: Daniel Tse, Planner II, Houseal Lavigne Associates
6	3	Feb 11	TH	Understanding Plans
7	4	Feb 16	T	What Planners Do: Rachael Wilson, Economic Vitality Program Manager
8	4	Feb 18	TH	Understanding Local Government
9	5	Feb 23	T	What Planners Do: Heidy Persuad, Director of Transportation Equity, CNT
10	5	Feb 25	TH	Planning Across Boundaries (Plan Evaluation Due)
11	6	Mar 2	T	What Planners Do: Kevin Kramer, Director of Economic Development, Hoffman Estates
12	6	Mar 4	TH	Planning for Sustainability
13	7	Mar 9	T	What Planners Do: Valeria Loo-Kung, Financial Analyst, LivCor
14	7	Mar 11	TH	Planning for Justice
15	8	Mar 16	T	What Planners Do: Consuelo Arguilles, Community Development Director, Village of Villa Park
16	8	Mar 18	TH	Special Topics: Student Choice (Midterm Exam Due)
17	9	Mar 23	T	Urban Planning in Film
18	9	Mar 25	TH	Urban Planning in Film
19	10	Mar 30	T	Planners Toolkit: Teamwork and collaboration
20	10	Apr 1	TH	Planners Toolkit: Engaging the community
21	11	Apr 6	T	Planners Toolkit: Leadership Skills
22	11	Apr 8	TH	Planners Toolkit: Writing Across Audiences (Planner Case Study Due)
23	12	Apr 13	T	No Class: University Break
24	12	Apr 15	TH	Planners Toolkit: Facilitation Techniques
25	13	Apr 20	T	Planners Toolkit: Negotiation and Mediation
26	13	Apr 22	TH	Planners Toolkit: Negotiation and Mediation, continued
27	14	Apr 27	T	Student Presentations (Writing Across Audiences Due)
28	14	Apr 29	TH	Student Presentations
29	15	May 4	T	Course Wrap-up (Negotiation Reflection Due)
30	15	May 6	TH	Reading Day!