

Tuesdays and Thursdays
2:00 PM – 3:20 PM
Architecture Room 120

Professor Mary Edwards
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217-333-3211 (Office)

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 Canvas. 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	150 pts
Negotiation Reflection	100 pts	Planner Case Study	100 pts
Speaker Reflections (4@25)	100 pts	In Class Assignments (4@25)	100 pts
Film Review	100pts	Participation/Engagement	100 pts
Writing Across Audiences	150 pts		

Course Policies and Student Resources

With the exception of Week 1 and some classes with guest speakers, class sessions will take place in Room 120 in the Architecture Building.

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 when possible 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/>

Wellness:

This site <https://wellness.illinois.edu/> will help you decide what kind of assistance you might need and how to get connected to services for **mental health, wellness, access, and accommodation**. The resources on this website reflect many different approaches, ranging from personal counseling to forming groups to address issues in your school or work environment.

- **Mental health** refers to services that help you address issues that you would like to feel better about psychologically, including being in crisis.
- **Wellness** refers to services that help you with habits related to maintaining your well-being.
- **Access and accommodation** refer to services that facilitate equal opportunity if you are a person with disabilities.

Services can be **confidential or non-confidential**. A confidential service means that any information you share is protected by health care laws and cannot be shared without your permission outside of the resource except in specific cases. For example, counseling and medical care are typically considered confidential, whereas participating in a wellness workshop is not but your participation would be protected by education laws. Access and accommodation services are also confidential.

Weekly Schedule of Themes and Due Dates

Week 1 (Jan. 18, 20)	Course introduction
Week 2 (Jan. 25, 27) Readings:	Planning Across Sectors: Roles and Skills Miller, EV. 2019. Assessing the Preparation of Undergraduate Planners for the Demands of Entry-Level Planning Positions, <i>Journal of Planning Education and Research</i> . Greenlee, A, MM Edwards and J Anthony. 2015. Planning Skills: An Examination of Supply and Local Government Demand, <i>Journal of Planning Education and Research</i> , 35 (2) 161-173. Fox-Rogers, Linda and Enda Murphy. 2014. Self-perceptions of the Role of the Planner. <i>Environment and Planning B: Planning and Design</i> , 43: 74-92.
Week 3 (Feb. 1, 3) Readings:	Understanding Plans Hoch, C. 2012. Making Plans (in <i>The Oxford Handbook of Urban Planning</i> , Weber, R. and R. Crane, eds) Benjamin Schneider, CityLab University, <i>Zoning Codes</i> , August 2019 https://www.bloomberg.com/news/articles/2019-08-06/how-to-understand-municipal-zoning-codes
Week 4 (Feb. 8, 10) Readings:	Understanding Local Government The Civic Federation. 2021. <i>An Inventory of Local Governments</i> . (Please review pages 1-65)
Week 5 (Feb. 15, 17) Readings:	Planning Across Boundaries Sotomayor, Luisa and Amrita Daniere. 2018. The Dilemmas of Equity Planning in the Global South: A Comparative View from Bangkok and Medellin. <i>Journal of Planning Education and Research</i> , Vol. 38 (3): 273-288. UN-Habitat. 2020. <i>World Cities Report: The Value of Sustainable Urbanization</i> .
Week 6 (Feb. 22, 24) Readings:	Planning for Sustainability Vock DC. 2021. Climate Migrants Are on the Move. Which cities need to plan for population booms? <i>Planning Magazine</i> Barth, B. 2021. How to Overcome Local Pushback on Climate Action. <i>Planning Magazine</i> . Flint, A. 2021. Boston Takes on Climate Change. <i>Planning Magazine</i> .

Feiden, W. 2018. Building Sustainability and Resilience into Local Planning Agencies. *American Planning Association-PAS Memo*.

Lu Liao, Mildred E. Warner & George C. Homsy. 2020. When Do Plans Matter?, *Journal of the American Planning Association*, 86:1, 60-74.

Week 7 (Mar. 1, 3)

Planning for Justice

Readings:

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

Solomon, A. 2019. Justice for All. *Planning Magazine*.

Metropolitan Planning Council. 2017.

The Cost of Segregation.

Our Equitable Future: A Roadmap for the Chicago Region.

Week 8 (Mar. 8,10)

Ethics and the Planner

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 9 (Mar. 15,17)

Spring Break

Week 10 (Mar. 22, 24)

Readings:

Engaging the Community

Ward Lyles & Stacey Swearingen White (2019) Who Cares?, *Journal of the American Planning Association*, 85:3, 287-300, DOI: [10.1080/01944363.2019.1612268](https://doi.org/10.1080/01944363.2019.1612268)

Toderian, Brent and Jillian Glover. 2014. 10 Lessons in More Engaging Citizen Engagement, *Planetizen Feature*.

Biggs, Dave. 2016. Why Bother with Community Engagement, *Planetizen Blog Post*.

Spivak, Jeffrey. 2019. Tips for Inclusive Public Meetings. *Planning Magazine*. March.

Week 11 (Mar. 29, 31)

Leadership Skills and Writing Across Audiences

Readings:

Reeves, Dory. 2016. Management Skills for Effective Planners: A Practical Guide. New York: Palgrave (selected excerpts)

Week 12 (Apr. 5, 7)

Facilitation and Stakeholder interviews

Stewart, D., Shamdasani, PN and Rook, D. 2007. *Focus Groups: Theory and Practice*, 2007 (Chapter 6: Conducting the Focus Group)

Sue, D. W., Alsaidi, S., Awad, M. N., Glaeser, E., Calle, C. Z., & Mendez, N. (2019). Disarming racial microaggressions: Microintervention strategies for targets, White allies, and bystanders. *American Psychologist*, 74(1), 128–142.

Richard M. Carpiano, 2009. Come take a walk with me: The “Go-Along” interview as a novel method for studying the implications of place for health and well-being, *Health & Place*, Volume 15, Issue 1, 2009,

Week 13 (Apr. 12, 14)
Readings:

Negotiation and Mediation

Fisher, Roger, William Ury, and Bruce Patton. 2011. *Getting to Yes: Negotiating Agreement Without Giving in*, 3rd edition. New York, N.Y: Penguin Books. (selected excerpts)

Week 14 (Apr. 19, 21)

Student Presentations

Week 15 (Apr. 26, 28)

Observation Skills

Readings:

Elsheshtawy, Y. 2015. Observing the Public Realm: William Whyte's "The Social Life of Small Urban Spaces" *Built Environment* Vol. 41, No. 3.

Week 16 (May 3)

Project Management

Summary Schedule of Sessions:

SESSION	WEEK	DATE	DAY	Topic
1	1	Jan 18	T	Course Introduction
2	1	Jan 20	TH	What Planners Do: Heidy Persuad, Director of Transportation Equity, CNT
3	2	Jan 25	T	What Planners Do: Valeria Loo-Kung, Equity Research Associate, BMO Capital
4	2	Jan 27	TH	Planning Across Sectors: Roles and Skills
5	3	Feb 1	T	What Planners Do: Cara Riordan, Wells Fargo Multifamily Capital
6	3	Feb 3	TH	Understanding Plans
7	4	Feb 8	T	Understanding Local Government
8	4	Feb 10	TH	Urban Planning in Film (Film Review Due)
9	5	Feb 15	T	What Planners Do: Rachael Wilson, Policy Analyst, Wisconsin Economic Dev. Corp
10	5	Feb 17	TH	Planning Across Boundaries
11	6	Feb 22	T	What Planners Do: Scott Tess, Sustainability and Resilience Officer, Urbana
12	6	Feb 24	TH	Planning for Sustainability (Plan Evaluation Due)
13	7	Mar 1	T	What Planners Do: Gabrielle Mattingly, Community Planner, City of Naperville
14	7	Mar 3	TH	Planning for Justice
15	8	Mar 8	T	What Planners Do: Cristen Hardin, Project Manager, PGAV Planners LLC
16	8	Mar 10	TH	Ethics and the Planner (Midterm Exam Due)
17	9	Mar 15	T	Spring Break
18	9	Mar 17	TH	Spring Break
19	10	Mar 22	T	What Planners Do: Daniel Tse, Planner II, Houseal Lavigne Associates
20	10	Mar 24	TH	Planners Toolkit: Engaging the community
21	11	Mar 29	T	Planners Toolkit: Leadership Skills, Teamwork and Collaboration
22	11	Mar 31	TH	Planners Toolkit: Writing Across Audiences (Planner Case Study Due)
23	12	Apr 5	T	Planners Tool Kit: Facilitation Techniques
24	12	Apr 7	TH	Planners Toolkit: Stakeholder Interviews and Walk-alongs
25	13	Apr 12	T	Planners Toolkit: Negotiation and Mediation
26	13	Apr 14	TH	Planners Toolkit: Negotiation and Mediation, continued
27	14	Apr 19	T	Student Presentations (Writing Across Audiences Due)
28	14	Apr 21	TH	Student Presentations
29	15	Apr 26	T	Planners Toolkit: Observation
30	15	Apr 28	TH	Planners Toolkit: Observation
31	16	May 3	T	Planners Toolkit: Project Management
32	16	May 5	TH	Reading Day!