

## UP 546 Land Use Policy and Planning

### SYLLABUS

**Class Meetings:** Tuesdays & Thursdays, 9:30 AM – 10:50 AM  
Location: 223 Temple Buell Hall

Instructor: Arnab Chakraborty PhD, AICP  
Professor of Urban and Regional Planning  
[arnab@illinois.edu](mailto:arnab@illinois.edu), 217-244-8728

Office Hours: Thursdays, 11:00 AM to 12:00 PM or by appointment (TBH M230 or Online; for online, please email in advance for Zoom link)

### PURPOSE AND GOALS

This course aims to explore ideas underlying land use policy and planning, primarily in the United States, both from theoretical and applied perspectives. While techniques for practice of land use planning will be covered, the main focus will be examining why and when land use interventions are appropriate. The course is intended primarily for graduate students in Urban and Regional Planning, but is also open to graduate students with appropriate background and interests from Geography, Information Science, RST, Law, Landscape Architecture, Civil and Environmental Engineering, and relevant social sciences. The course assumes that all students have some basic knowledge of local land use planning processes and tools.

The course objectives are to understand the following:

1. values and ideas that underlie the practice of land use planning. We will look at a range of values, laws, and interest that drive land use policy and planning. Land use planning has various purposes, and each has its proponents. Public debates about land use planning typically echo the themes covered in this course.
2. variety of approaches to land use policy and planning. We will explore a range of strategies, theories, administrative structures, regulatory and non-regulatory approaches, geographic scope, and jurisdictional scope of land use policy programs. Readings will explore U.S. and international applications, and research on efficacy. Exposure to the wide array of possibilities will help you be more creative in devising solutions to land use dilemmas.
3. the present and future of land use. Readings will cover a range of topics that implicate land use policies including affordable housing, the sharing economy, and climate change. We will also look at urban models to predict future land use. Discussions will critically examine research papers, consider practical applications, and imagine future possibilities for the field.

Land use policy is a broad field and this course does not promise to be a comprehensive exploration of all aspects of land use policy. Rather, the focus will be to stimulate thought and provide you with additional intellectual tools to make you a more knowledgeable and creative professional and/or researcher.

## COURSE ORGANIZATION

### Schedule Overview

Tuesdays		Thursdays		
8-23	Course Overview and Introductions	8-25	Social Values	
8-30	Legal Values and Property Rights	9-1	Economic Values	
9-6	Environmental Values	9-8	Land Use and Informality	
9-13	Land Use in the Global Context	9-15	<i>Integrative Review Session</i>	<i>Reflective Essay due Friday 9/16 at 5pm</i>
9-20	<i>Discussion of Essays</i>	9-22	Local Government and The Land Use Planning Process	
9-27	The General Plan	9-29	NO CLASS (IL-APA)	
10-4	Zoning and Subdivision Regulations	10-6	<i>Review and Work Session</i>	<i>Property Memo Due Friday 10/7 at 5pm</i>
10-11	State, Regional, and Local Growth Management	10-13	Federal Lands and Federal Power	
10-18	Smart Growth and New Regionalism	10-20	Measurements and Analysis I: Urban Structure	
10-25	Measurements and Analysis II: Policy Impacts	10-27	<i>Review and Work Session</i>	<i>Plan(s) Review Memo Friday 10/28 at 5pm</i>
11-1	Land Use and the Future: Scenario Planning	11-3	NO CLASS; Asynchronous Activity: Urban Models and Planning Support Systems	
11-8	NO CLASS (Election Day)	11-10	Housing Affordability and Zoning Reforms	
11-15	Land Use and Climate I	11-17	Land Use and Climate II	
11-22	NO CLASS (Fall Break)	11-24	NO CLASS (Fall Break)	
11-29	Land Use in an Autonomous Future	12-1	Smart Cities and the Sharing Economy	
12-6	<i>Integrative Review Session*</i> and Course wrap-up			<i>Final Essay due Monday 12/12 at 5pm</i>

A detailed list of readings assignments to be completed prior to each session is included later in the syllabus. Readings include journal articles, book chapters, professional reports, and actual plan or policy documents. PDF of all readings will be either provided through Canvas or are linked in this syllabus.

## **FORMAT AND EXPECTATIONS**

UP546 is designed as a seminar. This means that we are going to learn and discuss the material together. The instructor will provide occasional brief lectures to provide background information only. Students are expected to do most of the talking. The instructor's main role is to provide some context for the topic and then to intervene when necessary to prompt discussion, to referee, or to bring the discussion back to the theme of the day. Expect to read an average of approximately 120 pages per week. You will be expected to complete all the assigned readings, turn in your written reactions in advance, and participate in discussions. Student contributions will consist of the following:

**Reading reactions (30% of the final grade):** Prior to the sessions for which readings are assigned, you will submit written reactions to that day's readings. These are expected to be a very brief synthesis (about 150-250 words) of *your* reactions to the overall set of readings for the session (i.e. do not submit summaries of readings or write reactions to every individual piece of reading). Ideas for what you might address include: what you like/dislike about the readings; identify some aspect of the readings that made an impression on you (new fact, enlightening observation, new twist to an old idea, writing style, etc.); or note something you did not understand. You may also include one or two questions you would like to discuss in the class. For full credit, please submit your reactions by 11:59 pm of the day before the class session on designated Canvas Discussion Board ("Reading Reactions"). [**\*\*Please note: It is okay if you miss submitting occasional reading reactions, but please make sure that you miss no more than five.**]

**Participation in class discussions (25% of the final grade):** One of the most important parts of this course is your participation. You need to complete the assigned readings and come prepared to offer your opinions, critiques, confusion, excitement, or further questions. To begin the discussion, the instructor may randomly call on one or two students to share their thoughts on each reading. This initial "ice-breaker" should then stimulate open discussion [please don't just agree with the first speaker's comments!]. Some sessions will involve other interactive activities or guest speakers. Your participation grade will be based on your demonstration of knowledge, thoughtful and relevant contributions, and ability to engage others. The course may also offer a field trip opportunity later in the semester. Plans will be shared in advance and organized to maximize convenience and attendance.

**Essays and Memos (40% of the final grade):** Four deliverables – two brief essays and two brief memos – are due at designated points during the semester. The essays will integrate some themes covered during that portion of the course, and offer an opportunity to explore a topic in greater depth. You should be able to draw significantly on your *reading reactions* for these, including reusing your own prior writing. A goal would be to synthesize relevant ideas and to extend them to address questions that may be of interest to you. You are encouraged to refer to additional articles, plans, and studies in your essays. Each essay is expected to be about 1,000 to 1,500 words plus references and any graphics. Additional guidance for essays will be discussed in class. Additionally, you will write two brief memos – three-to-five pages in length – summarizing your research on a property and a land use plan or policy. Prompt for the memos will be provided at a later date.

**Current events/discussion co-lead (5% of the final grade):** Each student will be assigned one-to-two class sessions to serve as discussion co-lead with the instructor. Discussion co-leading is intended to be a low effort and engaging experience. The assigned student will be responsible for submitting a current news item related the session's topic. "Current" is defined as something preferably published within the last two years. For example, you may find a news article that provides an update regarding a policy under discussion or that presents a controversy or difficult issue in a community with respect to the session's topic(s). The article/link(s) should be shared through the designated Canvas Discussion Board ("Current

Events”) at least one day in advance. During the last-third of the class session, the instructor will invite the student to co-facilitate a discussion on the shared article.

## READING ASSIGNMENTS

### 1. August 23: Course Overview

Logic of this course, introductions, and syllabus review.

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## PART I: VALUES

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### 2. August 25: Land Use and Social Values

deNeufville, Judith I. 1981. Land Use, A Tool for Social Policies. PP. 31-47 in J.I. deNeufville, ed., *The Land Use Policy Debate in the United States*. Plenum Press, New York and London.

Jackson, Kenneth T. 1985. “Home Sweet Home,” Chapter 3 (pp. 45-72) in *Crabgrass Frontier*, Oxford University Press.

### 3. August 30: Land Use and Legal Values; Property Rights

Platt, Rutherford. Land Use and Society. Chapter 7: Property rights: The owner as planner, pp. 209-235  
Island Press, Washington, DC.

Freyfogle, Eric. 2007. *On Private Property: Finding Common Ground on the Ownership of Land*, Beacon Press, Boston. Introduction (pp. vii-xxi); Chapter 1 – Correcting the Half-Truths (pp. 1-28); Chapter 4 – Property’s Functions and the Right to Develop (pp. 84-104).

[Case Law summaries for quick review: APA Planning and Law Division Foundational Land Use Law Cases – David Gert, Matt Norchi, and Evan Seeman, 2018]

### 4. September 1: Land Use and Economic Values

Alonso, William. "A Theory of The Urban Land Market." *Papers in Regional Science* 6.1 (1960): 149-157.

Molotch, Harvey. "The city as a growth machine: Toward a political economy of place." *American journal of sociology* 82.2 (1976): 309-332.

Alterman, R. (2012). Land use regulations and property values: The 'Windfalls Capture' idea revisited. *Chapter in: 'The Oxford Handbook of Urban Economics and Planning'*(Nancy Brooks, Kieran Donaghy, and Gerrit-Jan Knaap, eds.) pp, 755-786.

### 5. September 6: Land Use and Environmental Values

Design with nature. Ian McHarg, John Wiley & Sons, 1992 (originally 1969), Chapter 8: A response of values, pp. 79-94; Chapter 13: The metropolitan region, pp. 153-162

Ethical Land Use: Principles of Policy and Planning. Timothy Beatley, The Johns Hopkins University Press, Baltimore, MD, 1994. Chapter 2: The nature of ethical discourse about land use, Chapter 3: Utilitarian and market perspectives about land use, pp. 18-53

Wilson, B., & Chakraborty, A. (2013). The environmental impacts of sprawl: emergent themes from the past decade of planning research. *Sustainability*, 5(8), 3302-3327.

#### **6. September 8: Land Use and Informality**

Roy, A. (2005). Urban informality: toward an epistemology of planning. *Journal of the American Planning Association*, 71(2), 147-158.

Biderman, C. (2008). Informality in Brazil: Does urban land use and building regulation matter. *Journal: Land Lines*, 20, 14-19.

Wu, F., Zhang, F., & Webster, C. (2013). Informality and the development and demolition of urban villages in the Chinese peri-urban area. *Urban Studies*, 50(10), 1919-1934.

#### **7. September 13: Land Use in the Global Context**

Liu, Yansui, Fang Fang, and Yuheng Li. "Key issues of land use in China and implications for policy making." *Land Use Policy* 40 (2014): 6-12.

Light, Matthew A. "Different ideas of the city: Origins of metropolitan land-use regimes in the United States, Germany, and Switzerland." *Yale J. Int'l L.* 24 (1999): 577.

Gordon, Peter, and Wendell Cox. "Cities in Western Europe and the United States: do policy differences matter?" *The Annals of Regional Science* 48.2 (2012): 565-594.

#### **8. September 15: Integrative Review Session**

This session will be an integrative review and discussion on topics covered in the previous module. No new readings are assigned. You are encouraged to share some cross-cutting thoughts and questions about the whole module in advance through the discussion board. The session will also offer students an opportunity to discuss questions about the upcoming essay deliverable.

\*\*\*Reflective Essay due Friday 9/16 at 5pm\*\*\*

#### **9. September 20: Essay Discussions**

Students will be invited to share some highlights from their Essay 1. No formal preparation or presentations are expected. The goal is to hear about - and learn from - different interests and approaches.

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### **PART II: LAND USE POLICIES**

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#### **10. September 22: Local Government and The Land Use Planning Process**

Platt, R., Chapter 8: The Patchwork of Local Governments pp. 236-259. Land Use and Society., Island Press, Washington, DC.

Fulton, W. Chapter 4: The Structure of Planning Decision Making; Part 1: Local Governments pp. 67-79, Chapter 5: The Structure of Planning Decision Making; Part 2: Other players in the planning process pp. 81-99, In *The Guide to California Planning*. Solano Press. 2005.

### **11. September 27: The General Plan**

Fulton, W. Chapter 6: The Basic Tools, Part 1: The General Plan. Pages 103-124. In *The Guide to California Planning*. Solano Press. 2005.

Meck, Stuart, FAICP. 2002. Growing Smart Legislative Guidebooks Model Statutes for Planning and the Management of Change. Chapter 7.  
<http://www.planning.org/growingsmart/guidebook/print/pdf/chapter7.pdf>. For today's class read: "The local comprehensive plan," pages 7-54 through 7-68; "Commentary: Monitoring local land markets," pages 7-92 through 7-95; "Procedures for plan review, adoption, and implementation," pages 7-194 (bottom) through 7-198; "State review and approval procedures," pages 7-200 through 7-209, including commentary; "Note 7B: Comprehensive planning requirements in state statutes," pages 7-277 through 7-281, plus table 7-5 (find your state!).

Examples for review/skim only:

- City of Champaign, <https://champaignil.gov/planning/long-range-planning/comprehensive-plan-update/>
- Chicago Metropolitan Agency for Planning: <https://www.cmap.illinois.gov/about/2040>

### **12. September 29: NO CLASS (IL-APA Conference)**

### **13. October 4: Zoning and Subdivision Regulations**

Meck S., P. Wack and M.J. Jimet, Chapter 14: Zoning and Subdivision Regulations, Pages 343-374. In Hoch, C.J., L.C. Dalton and F.S. So (eds). *The practice of local government planning*. International City and County Managers Association. 2000.

Badger, Emily and Quoctrung Bui, Cities Start to Question an American Ideal: A House With a Yard on Every Lot: <https://www.nytimes.com/interactive/2019/06/18/upshot/cities-across-america-question-single-family-zoning.html>, The New York Times: 6/18/2019

Illustrative videos:

- Zoning and Subdivision Regulations. Chicago Metropolitan Agency for Planning - (2:50), 2019 <https://www.youtube.com/watch?v=QDzbrSvZ7Xs&t=5s>
- How Zoning Laws Are Holding Back America's Cities. Institute for Humane Studies - (7:38), 2018, <https://www.youtube.com/watch?v=7pq-UvE1j1Q>

### **14. October 6: Review and Work Session**

This session will offer an opportunity to discuss readings covered in the preceding weeks as well any questions about the Property Analysis Memo exercise. No new readings are assigned. You are

encouraged to share some cross-cutting thoughts and questions about the module or the exercise in advance through the discussion board.

*\*\*\*Property Analysis Memo Due Friday 10/7 at 5pm\*\*\**

### **15. October 11: State, Regional, and Local Growth Management**

Porter, D. R., Managing growth in America's communities. Chapters 3: Managing community expansion: Where to grow, pp. 65-112, Chapter 4: Protecting Environmental and Natural Resources: Where not to grow, pp. 113-146, and Chapter 5: Supporting Growth by Managing Infrastructure Development, pp. 147-178 Island Press, Washington, DC. 2008

Landis, John D. "Fifty years of local growth management in America." *Progress in Planning* (2019): 100435.

### **16. October 13: Federal Lands and Federal Power**

Platt, Rutherford H. 2004. Chapter 11 – Land Programs: Regional, State, and Federal, The Federal Lands: Policies in Conflict; Chapter 12 -- Congress and the Metropolitan Environment; *Land Use and Society*. Island Press, Washington, D.C.

Layzer, Judith A. 2002. *The Environmental Case: Translating Values into Policy*. CQ Press, Washington, D.C. Chapter 2 – The Nation Tackles Pollution, pp. 25-51.

### **17. October 18: Smart Growth and New Regionalism**

Landis, John D. "Smart growth: introduction, history, and an agenda for the future." *Handbook on Smart Growth*. Edward Elgar Publishing, 2022. 2-25.

United States. Environmental Protection Agency. Development, et al. *Getting to Smart Growth: 100 policies for implementation*. International City/County Management Association (ICMA) and Smart Growth Network, 2002. (SKIM ONLY)

Seltzer, Ethan, and Armando Carbonell, Editors. 2011. *Regional Planning in America: Practice and Prospect*. Lincoln Institute of Land Policy, Cambridge MA. Chapter 7 – Knaap, Gerrit-Jan and Rebecca Lewis, Regional Planning for Sustainability and Hegemony of Metropolitan Regionalism (pp. 176-221).

### **18. October 20: Measurements and Analysis, I: Urban Structure and Infrastructure Systems**

Rodrigue, Jean-Paul. "8.2–Urban Land Use and Transportation." In *The Geography of Transport Systems* (2020), New York: Routledge, ISBN 978-0-367-36463-2

Galster, G., Hanson, R., Ratcliffe, M. R., Wolman, H., Coleman, S., & Freihage, J. (2001). Wrestling sprawl to the ground: defining and measuring an elusive concept. *Housing policy debate*, 12(4), 681-717.

Burchell, Robert W., et al. 1998. *The Costs of Sprawl -- Revisited*. Transportation Research Board, National Research Council. National Academy Press. Section 1.

### **19. October 25: Measurements and Analysis, II: Policy Impacts**

Allred, D., & Chakraborty, A. (2015). Do Local Development Outcomes Follow Voluntary Regional Plans? Evidence from Sacramento Region's Blueprint Plan. *Journal of the American Planning Association*, 81(2), 104-120.

Glaeser, E. L., & Gyourko, J. (2002). The impact of zoning on housing affordability (No. w8835). National Bureau of Economic Research.

Schwartz, Heather L., Liisa Ecola, Kristin J. Leuschner, and Aaron Kofner, Is Inclusionary Zoning Inclusionary? A Guide for Practitioners. Santa Monica, CA: RAND Corporation, 2012.

### **20. October 27: Review and Work Session**

This session will involve an integrative review and discussion of topics covered in this module. The session will also offer students an opportunity to discuss questions about the upcoming deliverable. No readings are required.

\*\*\*Plan(s) Review Memo Friday 10/28 at 5pm\*\*\*

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## **PART III – CONTEMPORARY ISSUES AND APPROACHES**

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### **21. November 1: Scenario Planning for Land Use Policy**

Klosterman, R. E. (2013). Lessons learned about planning: Forecasting, participation, and technology. *Journal of the American Planning Association*, 79(2), 161-169.

Chakraborty, A., & McMillan, A. (2015). Scenario planning for urban planners: Toward a practitioner's guide. *Journal of the American Planning Association*, 81(1), 18-29.

Goodspeed, R. Scenario planning: embracing uncertainty to make better decisions. Policy Brief, Lincoln Institute of Land Policy, 2019.

### **22. November 3: NO CLASS MEETING; Asynchronous Session: Urban Models and Planning Support Systems *[Please review readings and links and share your reactions on Canvas by Friday, November 4]***

Chakraborty, Arnab, et al. "Robust plans and contingent plans: Scenario planning for an uncertain world." *Journal of the American Planning Association* 77.3 (2011): 251-266.

Walker, Doug. *The planners guide to CommunityViz: The essential tool for a new generation of planning*. Routledge, 2017. [please review the background documentation on how Community viz works].

Review the websites (tools and applications) of the following planning support systems:

- Envision Tomorrow: <http://envisiontomorrow.org/et-intro/>
- CommunityViz - <https://communityviz.city-explained.com>
- Urban Footprint: <https://urbanfootprint.com>



- Urbansim: <https://urbansim.com>

Suggested reading (review a really influential and historical perspective that is still relevant):” Douglass B. Lee Jr. (1973) Requiem for Large-Scale Models, *Journal of the American Institute of Planners*, 39:3, 163-178, DOI: 10.1080/01944367308977851

### **23. November 8: NO CLASS (Election Day)**

### **24. November 10: Zoning, Affordable Housing, and Reforms**

Michael Manville, Paavo Monkkonen & Michael Lens; Viewpoint: It's Time to End Single-Family Zoning, *Journal of the American Planning Association* (2020)  
Also review: Comments on Manville et al. (2020): Searle et al.; Yerena; Chakraborty; Kendig; Knaap and Finio; Etienne.

Handy, Susan, James F. Sallis, Deanne Weber, Ed Maibach, and Marla Hollander. 2008. Is Support for Traditionally Designed Communities Growing? Evidence from Two National Surveys. *Journal of the American Planning Association* 74(2):209-221.

Hirt, Sonia. 2012. Mixed Use by Default: How the Europeans (Don't) Zone. *Journal of Planning Literature* 27(4):375-393.

Illustrative video: How Minneapolis became the first to end single-family zoning. PBS NewsHour - (10:36), 2019 <https://www.youtube.com/watch?v=6mWE9UJDRLw>

### **25. November 15: Land Use and Climate I (Planning for Resilience)**

UN-Habitat. 2020. “The New Urban Agenda Illustrated.” UN-Habitat. <https://unhabitat.org/the-new-urban-agenda-illustrated>. PDF attached. **Suggested reading:** Skim through section “1.3 Environmental sustainability” (pages 28 to 44); Read subsections dealing with climate change, mitigation, adaptation and resilience

Bassett, Ellen, and Vivek Shandas. 2010. Innovation and Climate Action Planning: Perspectives from Municipal Plans. *Journal of the American Planning Association* 76(4): 435-445.

Colorado DOLA. 2016. “Planning For Hazards - Comprehensive Plan.” Colorado Department of Local Affairs. <https://planningforhazards.com/comprehensive-plan>.

Flavelle, Christopher, and John Schwartz. 2020. “Cities Are Flouting Flood Rules. The Cost: \$1 Billion.” *The New York Times*, April 9, 2020, sec. Climate. <https://www.nytimes.com/2020/04/09/climate/fema-flood-insurance.html>.

### **26. November 17: Land Use and Climate II (Navigating Resistance to Resilience)**

Anguelovski, Isabelle et al.. 2019. “Opinion: Why Green ‘Climate Gentrification’ Threatens Poor and Vulnerable Populations.” *Proceedings of the National Academy of Sciences* 116 (52): 26139–43. <https://doi.org/10.1073/pnas.1920490117>.

Knight, Chris. 2019. "Bank Blue Lining Will Reduce House Prices to Zero and No One Is Talking about It." Medium. October 18, 2019. <https://chrisknight-84513.medium.com/bank-blue-lining-will-reduce-house-prices-to-zero-and-no-one-is-talking-about-it-389e747913dd>.

Wilson, Bev. "Urban heat management and the legacy of redlining." *Journal of the American Planning Association* 86.4 (2020): 443-457.

**27. November 22: No Class, Fall Break**

**28. November 24: No Class, Fall Break**

**29. November 29: Land Use in an Autonomous Future**

Freemark, Y., Hudson, A., & Zhao, J. (2019). Are cities prepared for autonomous vehicles? Planning for technological change by US local governments. *Journal of the American Planning Association*, 85(2), 133-151.

Chatman, Daniel G., PhD Moran, Marcel, *Autonomous Vehicles in the United States: Understanding Why and How Cities and Regions Are Responding*, <https://escholarship.org/uc/item/29n5w2jk> 2019-08-01, UC Office of the President

Jeremy Crute, William Riggs, AICP, Timothy Chapin, Lindsay Stevens, AICP *Planning for Autonomous Mobility*; PAS Report 592

**30. December 1: Smart Cities and the Sharing Economy**

Albino, V., Berardi, U., & Dangelico, R. M. (2015). Smart cities: Definitions, dimensions, performance, and initiatives. *Journal of Urban Technology*, 22(1), 3-21.

Gurran, N., & Phibbs, P. (2017). When tourists move in: how should urban planners respond to Airbnb? *Journal of the American Planning Association*, 83(1), 80-92.

**31. December 6: Review Session and Course Wrap up**

This session will involve an integrative review and discussion on topics covered throughout the semester, and also offer students an opportunity to discuss questions about the upcoming essay deliverable. Students will also be able to provide feedback on the course and the instructor. No readings are assigned, but comments or questions about anything related to land use policy and planning are welcome in advance through the discussion board or during the session.

\*\*\* *Final Essay due Monday 12/12 at 5pm* \*\*\*

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## COURSE POLICIES AND RESOURCES

**Readings:** All readings will be available through the Canvas website or are accessible through hyperlinks on the syllabus: Some files may require VPN when off campus (<https://techservices.illinois.edu/services/virtual-private-networking-vpn/details>).

**Deadlines and grades:** Please note the deadlines for all submissions. I recommend adding these to your calendar. Late submission will incur an initial 10% penalty and additional 10% penalty for every 24 hours thereafter. Late submission penalty may be waived in certain situations, such as for sudden illness or family crisis. Please let the instructor know about any possible delays as early as possible. Final grades will be assigned as follows:

GRADE	TOTAL PTS	GRAD E	TOTAL PTS	GRAD E	TOTAL PTS
A+	98 to 100	B	84 to 87	C-	71 to 73
A	94 to 97	B-	81 to 83	D+	68 to 70
A-	91 to 93	C+	78 to 80	D	64 to 67
B+	88 to 90	C	74 to 77	D	61 to 63
				F	<60

**Counseling Center:** Resources are available on campus if you find yourself in need of mental or emotional support. The Counseling Center (<https://counselingcenter.illinois.edu/>) 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.

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

**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.

**Academic Integrity:** Please be aware of the university guidelines regarding academic integrity, which can be found under Article 1, Part 4 of the student code (<https://studentcode.illinois.edu>). Academic dishonesty includes such things as cheating, inappropriate use of university equipment/material, fabrication of information, plagiarism (presenting someone else’s work from any source as your own such as copying someone else’s post), and so on. All forms of academic dishonesty will be reported to the student’s home department and the College of Fine and Applied Arts.

**Irregular Attendance:** Class attendance is expected of all students at the University of Illinois, however instructors must reasonably accommodate a student's religious beliefs, observances, and practices in regard to class attendance and work requirements if the student informs his or her instructor of the conflict within one week after being informed of the attendance or work requirements. It is the instructor's decision as to when a student's absences become excessive and should be reported. If in the opinion of an instructor the attendance of a student becomes so irregular that his or her scholarship is likely to be impaired, the instructor may submit an [irregular attendance form](#) to the Associate Dean of the student's college. A copy is forwarded to the student, who should contact the instructor immediately to work out a solution. If irregular attendance continues without excuse, the instructor may request the student be withdrawn from the course. This request for withdrawal would result in a grade of E for the course. Extenuating circumstances will always be considered when supporting evidence is presented. See [Rule 1-501](#) and [Rule 1-502](#) in the Student Code for more information.

**Software:** Software used in this course are accessible to students through DURP Remote server: <https://static.ics.illinois.edu/remote-list/>. Software are also available from [AnyWare](#), a virtual desktop environment allowing student to access licensed software whether remote, on campus, or in class. Some software are available for free download for students ([Adobe Cloud](#), [Office 365](#)).

**Emergencies (Run > Hide > Fight):** Emergencies can happen anywhere and at any time, so it's important that we take a minute to prepare for a situation in which our safety could depend on our ability to react quickly. Take a moment to learn the different ways to leave this building. If there's ever a fire alarm or something like that, you'll know how to get out and you'll be able to help others get out. Next, figure out the best place to go in case of severe weather – we'll need to go to a low-level in the middle of the building, away from windows. And finally, if there's ever someone trying to hurt us, our best option is to run out of the building. If we cannot do that safely, we'll want to hide somewhere we can't be seen, and we'll have to lock or barricade the door if possible and be as quiet as we can. We will not leave that safe area until we get an Illini-Alert confirming that it's safe to do so. If we can't run or hide, we'll fight back with whatever we can get our hands on. If you want to better prepare yourself for any of these situations, visit [police.illinois.edu/safe](http://police.illinois.edu/safe). Remember you can sign up for emergency text messages at [emergency.illinois.edu](http://emergency.illinois.edu).

**COVID-19 POLICY** Following University policy, all students are required to engage in appropriate behavior to protect the health and safety of the community. Students are also required to follow the campus COVID-19 protocols. See here for up-to-date information: <https://covid19.illinois.edu>

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