

Tuesdays and Thursdays
2:00 PM – 3:20 PM
TBH Room 227

Professor Mary Edwards
mmedward@illinois.edu
217-333-3211 (Office)

Office Hours: Tuesday 1-2pm and 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. If you know that you will be absent from class for religious or other reasons that can be known in advance, please let me know. If you have to miss class due to sickness or family emergencies, please let me know as soon as possible. Remember that attendance/participation is about 10% of your grade, and unexcused/unexplained absences will be noted accordingly.

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. I do accept late assignments, but they will be graded down one letter grade per day. 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 Reflections	100 pts	Planner Case Study/Interview	100 pts
Speaker Reflections (4@25)	100 pts	In Class Assignments (4@25)	100 pts
International Case Studies	100 pts	Participation/Engagement	100 pts
Writing Across Audiences	100 pts		

Course Policies and Student Resources

With the exception of some classes with guest speakers and via Zoom, class sessions will take place in Room 227 in TBH.

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 University of Illinois at Urbana-Champaign Student Code should also be considered as a part of this syllabus. Students should pay particular attention to Article 1, Part 4: Academic Integrity. Read the Code at the following URL: <http://studentcode.illinois.edu/>.

Academic dishonesty may result in a failing grade. Every student is expected to review and abide by the Academic Integrity Policy: <https://studentcode.illinois.edu/article1/part4/1-401/>. Ignorance is not an excuse for any academic dishonesty. It is your responsibility to read this policy to avoid any misunderstanding. Do not hesitate to ask the instructor(s) if you are ever in doubt about what constitutes plagiarism, cheating, or any other breach of academic integrity.

Mental Health

Significant stress, mood changes, excessive worry, substance/alcohol misuse or interferences in eating or sleep can have an impact on academic performance, social development, and emotional wellbeing. The University of Illinois offers a variety of confidential services including individual and group counseling, crisis intervention, psychiatric services, and specialized screenings which are covered through the Student Health Fee. If you or someone you know experiences any of the above mental health concerns, it is strongly encouraged to contact or visit any of the University's resources provided below. Getting help is a smart and courageous thing to do for yourself and for those who care about you.

- Counseling Center (217) 333-3704
- McKinley Health Center (217) 333-2700
- National Suicide Prevention Lifeline (800) 273-8255
- Rosecrance Crisis Line (217) 359-4141 (available 24/7, 365 days a year)

If you are in immediate danger, call 911.

Community of Care

As members of the Illinois community, we each have a responsibility to express care and concern for one another. If you come across a classmate whose behavior concerns you, whether in regards to their well-being or yours, we encourage you to refer this behavior to the Student Assistance Center (217-333-0050 or <http://odos.illinois.edu/community-of-care/referral/>). Based on your report, the staff in the Student Assistance Center reaches out to students to make sure they have the support they need to be healthy and safe. Further, as a Community of Care, we want to support you in your overall wellness. We know that students sometimes face challenges that can impact academic performance (examples include mental health concerns, food insecurity, homelessness, personal emergencies). Should you find that you are managing such a challenge and that it is interfering with your coursework, you are encouraged to contact the Student Assistance Center (SAC) in the Office of the Dean of Students for support and referrals to campus and/or community resources.

Students with Disabilities

To obtain disability-related academic adjustments and/or auxiliary aids, students with disabilities must contact the course instructor as soon as possible and provide the instructor with a Letter of Academic Accommodations from Disability Resources and Educational Services (DRES). To ensure that disability-related concerns are properly addressed from the beginning, students with disabilities who require assistance to participate in this class should apply for services with DRES and see the instructor as soon as possible. If you need accommodations for any sort of disability, please speak to me after class, or make an appointment to see me or see me during my office hours. DRES provides students with academic accommodations, access, and support services. To contact DRES, you may visit 1207 S. Oak St., Champaign, call 217-333-1970, e-mail disability@illinois.edu or visit the DRES website at <http://www.disability.illinois.edu/>. Here is the direct link to apply for services at DRES, <https://www.disability.illinois.edu/applying-services>.

Disruptive Behavior

Behavior that persistently or grossly interferes with classroom activities is considered disruptive behavior and may be subject to disciplinary action. Such behavior inhibits other students' ability to learn and an instructor's ability to teach. A student responsible for disruptive behavior may be required to leave class pending discussion and resolution of the problem and may be reported to the Office for Student Conflict Resolution (<https://conflictresolution.illinois.edu>; conflictresolution@illinois.edu; 333-3680) for disciplinary action.

Emergency Response Recommendations

Emergency response recommendations and campus building floor plans can be found at the following website: <https://police.illinois.edu/em/run-hide-fight/>. I encourage you to review this website within the first 10 days of class.

Religious Observances

Illinois law requires the University to reasonably accommodate its students' religious beliefs, observances, and practices in regard to admissions, class attendance, and the scheduling of examinations and work requirements. Students should complete the [Request for Accommodation for Religious Observances](#) form should any instructors require an absence letter in order to manage the absence. In order to best facilitate planning and communication between students and faculty, students should make requests for absence letters as early as possible in the semester in which the request applies.

Sexual Misconduct Reporting Obligation

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.

Weekly Schedule of Themes and Due Dates

Week 1 (Jan. 17, 19)

Readings:

Course introduction

APA. 2022 Trend Report for Planners

Week 2 (Jan. 24, 26)

Readings:

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 3 (Jan. 31, Feb. 2)

Readings:

Planning Across Sectors: Roles and Skills

Miller, EV. 2019. Assessing the Preparation of Undergraduate Planners for the Demands of Entry-Level Planning Positions, *Journal of Planning Education and Research*.

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.

Week 4 (Feb. 7, 9)

Readings:

Understanding Local Government

Simon, et al. 2018. State and Local Government and Politics: Prospects for Sustainability - 2nd Edition (selected excerpts from chapters 1 and 2)

Week 5 (Feb. 14, 16)

Readings:

Planning Across Borders: International Planning Case Studies

Please see Canvas site for case study materials.

Week 6 (Feb. 21, 23)

Readings:

Planning for Sustainability

APA. 2020. Climate Change Policy Guide.

Vock DC. 2021. Climate Migrants Are on the Move. Which cities need to plan for population booms? *Planning Magazine*

Barth, B. 2021. How to Overcome Local Pushback on Climate Action. *Planning Magazine*.

Flint, A. 2021. Boston Takes on Climate Change. *Planning Magazine*.

Week 7 (Feb. 28, Mar. 2)

Readings:

Planning for Justice

APA. 2019. Planning for Equity Policy Guide

APA. 2019. Planning with Diverse Communities.

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

<https://www.planning.org/equity/voices-of-equity/>

Voices of Equity in Planning: Video series featuring planners who center equity in their work.

Week 8 (Mar. 7, 9)

Midterm Exam Due Thursday March 9

Week 9

Spring Break

Week 10 (Mar. 21, 23)

Readings:

Engaging the Community

Alegria, R. 2023. Storytelling as Authentic Engagement. APA-PAS Memo #114.

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

Understanding Plans

Readings:

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 11 (Mar. 28, 30)

Readings:

Leadership Skills and Writing Across Audiences

Levine, Jeff. 2021. *Leadership in Planning: How to Communicate Ideas and Effect Positive Change*. (selected excerpts)

Week 12 (Apr. 4, 6)

Readings:

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.

Levine, Jeff. 2021. *Leadership in Planning: How to Communicate Ideas and Effect Positive Change*. (Chapter 7, Facilitative Leadership)

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. 11, 13)

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)

Levine, Jeff. 2021. *Leadership in Planning: How to Communicate Ideas and Effect Positive Change*. (Chapter 7-facilitative leadership)

Week 14 (Apr. 18, 20)

Student Presentations

Week 15 (Apr. 25, 27)

Readings:

Observation Skills

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 2)

Project Management

Summary Schedule of Sessions:

SESSION	WEEK	DATE	DAY	Topic
1	1	Jan 17	T	Course Introduction
2	1	Jan 19	TH	What Planners Do: Evan Alvarez, Special Services Manager, MTD
3	2	Jan 24	T	What Planners Do: Scott Tess, Sustainability and Resilience Officer, Urbana
4	2	Jan 26	TH	Ethics and the Planner
5	3	Jan 31	T	Planning Across Sectors: Roles and Skills
6	3	Feb 2	TH	What Planners Do: Stephanie Brown, Urban Planner, Chastain & Associates LLC
7	4	Feb 7	T	Understanding Local Government
8	4	Feb 9	TH	What Planners Do: Heidy Persaud, Dir. of Transportation Equity, CNT
9	5	Feb 14	T	Planning Across Borders
10	5	Feb 16	TH	Planning Across Borders
11	6	Feb 21	T	What Planners Do: Gabe Lewis, Transportation Planner, CCRPC
12	6	Feb 23	TH	Planning for Sustainability (Plan Evaluation Due)
13	7	Feb 28	T	What Planners Do: Oksana Polhuy, Planner, MS Consultants, Inc.
14	7	Mar 2	TH	Planning for Justice
15	8	Mar 7	T	What Planners Do: Lorrie Pearson, Executive Director, Champaign Co. Forest Pres. Dist.
16	8	Mar 9	TH	Midterm Exam Due
17	9	Mar 14	T	Spring Break
18	9	Mar 16	TH	Spring Break
19	10	Mar 21	T	Understanding Plans
20	10	Mar 23	TH	Planners Toolkit: Engaging the community
21	11	Mar 28	T	Planners Toolkit: Leadership Skills, Teamwork and Collaboration
22	11	Mar 30	TH	Planners Toolkit: Writing Across Audiences (Planner Case Study/Interview Due)
23	12	Apr 4	T	Planners Tool Kit: Facilitation Techniques
24	12	Apr 6	TH	Planners Toolkit: Stakeholder Interviews and Walk-alongs
25	13	Apr 11	T	Planners Toolkit: Negotiation and Mediation
26	13	Apr 13	TH	Planners Toolkit: Negotiation and Mediation, continued
27	14	Apr 18	T	Student Presentations (Writing Across Audiences Due)
28	14	Apr 20	TH	Student Presentations
29	15	Apr 25	T	Planners Toolkit: Observation
30	15	Apr 27	TH	Planners Toolkit: Observation
31	16	May 2	T	Planners Toolkit: Project Management
32	16	May 4	TH	Reading Day!