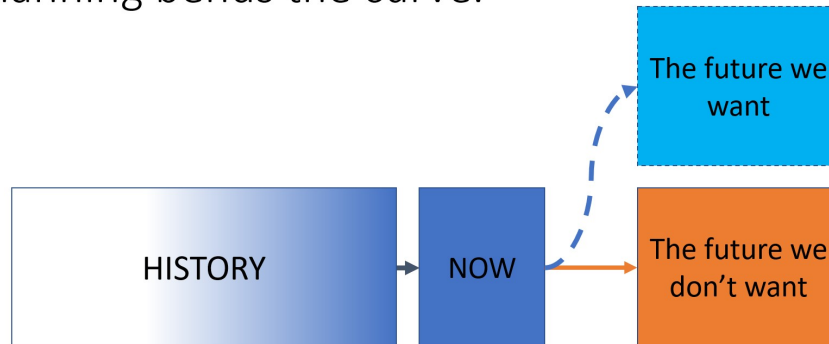


Planning bends the curve.



Class sessions: Tuesday and Thursday, 11:00 AM-12:20 PM, 227 Temple Buell Hall.
Office hours: Rolf: Wednesday, 2:00-4:00. [Sign up on Calendly](#) for a 25-minute appointment in person (M220 TBH) or on Zoom. If these times don't work for you or you need longer, email to arrange.
Vinisha: Tuesday, 12:30-1:30pm TBH | DURP TA Office. Please email if you'd like to meet at a different time.

Planners are agents of change in neighborhoods, cities, regions, and nations. UP 501 introduces ideas about how that change process has worked in the past, still works today, and needs to evolve so that the field can respond to the climate emergency while also making communities more democratic, equitable, and inclusive. My goal for the course is that it will provide a firm foundation in history and theory as you define yourself as a change agent and enter the field of planning.

Learning objectives

The course will have succeeded if, after taking it, you can:

- **Recall** phases of and approaches to planning practice over history, **relate** them to one another, and **evaluate** key accomplishments and shortcomings of these approaches.
- **Distinguish** similarities and differences among important planning theories and **explain** their relationship to planning practice.
- **Identify** key provisions of codes of ethical professional planning practice in the U.S., **apply** them to hypothetical or real-world situations, and **judge** their strengths and limitations.
- **Remember** and **distinguish** the elements of logic models and can **describe** the difference(s) between logic models and theories of change.
- **Create** and **depict** your own theory of change.

This class and UP 504 (Urban History and Theory) provide complementary and sometimes overlapping perspectives on how cities work and why (UP 504) and how planning developed and how it works (UP 501). Both courses are introductory, but as graduate courses they're demanding and will rarely be redundant even for students with some background in planning. We require MUP students to take them because DURP's faculty think all our students should have a common grounding in the way cities and planning work.

The class has a lot in it because it plays a central part in our program's accreditation.

We also require MUP students to take UP 501 because it satisfies accreditation requirements. The MUP degree is accredited by the [Planning Accreditation Board](#) (PAB), whose [2022 standards](#) govern what accredited programs must require all students to learn. UP 501 is meant to satisfy Standard 4.B.1.a:

“a) Planning History and Theory: The evolution and current practice of planning in communities, cities, regions, and nations; how planning has advanced and hindered the attainment of justice, equity, diversity, and inclusion; expectations about planning outcomes in different local and national contexts; conceptual models about what planning is and how it works; past and present conceptions of the future, including the relationship between planning and the future; the role of planning in responding to the global climate crisis” (2022 PAB standards, page 10).

The standards also require programs to provide a context of guiding values for our entire curriculum:

“A. Guiding Values: The Program shall address in its strategic plan its commitment to fundamental ethical and normative principles and ensure that these principles are embedded in a range of required courses, specifically:

- 1) *Equity, Diversity, Social Justice, and Inclusion*: key issues of equity, diversity, and social justice, including planners' role in expanding choice and opportunity for all persons; planning for the needs of disadvantaged groups; reducing inequities through critical examination of past and current systems; and promoting racial and economic equity.
- 2) *Sustainability, Resilience, and Climate Justice*: environmental, economic, and social/political factors that contribute to sustainable communities, reducing impacts of climate change, and creating equitable and climate-adapted futures.
- 3) *Professional Ethics and Responsibility*: key issues of planning ethics and related questions of the ethics of public decision-making, research, and client representation (including the provisions of the AICP Code of Ethics and Professional Conduct, and APA's Ethical Principles in Planning)” (PAB 2022 Standards, Page 9).

Like all our core courses and many of the department's electives, UP 501 develops knowledge and skills in a context that fully engages equity, diversity, social justice, sustainability, resilience, and climate justice. UP 501 is unique among our core courses in its attention to professional ethics and responsibility, including the [AICP Code of Ethics and Professional Conduct](#) and [APA's Ethical Principles in Planning](#).

UP 501 has two sections

Planners tell stories about the future frames the whole class. Planners use techniques (like making a map or interviewing a resident) as parts of actions (like a neighborhood conditions survey) to yield certain outputs (like a neighborhood plan) meant to lead to medium- and long-term outcomes (like stability, environmental quality, or vitality). Planners work within the context of policies that provide support for actions, politics that yield or overturn policies, and narratives or stories that build agendas and fuel campaigns. This first section includes two full-week case studies, one on racial residential segregation and the other on the global climate emergency.

Histories, theories, and ethics of planning presents a timeline in which histories and theories intertwine. Planning has histories (not just history) because people have different views about what counts as planning and which actions and agents count as plans and planners. Do you have to know how to draw to be a planner? Do you have to call yourself a planner to count as a planner? Do people who work in community development corporations, supporting affordable housing and local economic development, “count” as planners? What about friends who band together after a natural disaster to help people in their community and then decide to create a formal organization that works in coalition with other organizations to protest (and finally oust) the corrupt and ineffective ruling party?

Planning has theories (and not just theory) because people who think about planning ask so many kinds of questions. Some of these are positive (that is, they collect facts and generalize based on what they observe about urban change-making). For example: What do planners do? Who participates in decisions about urban change? Do plans work? If so, how? Some questions are interpretive, for example: Why did early professional planners think it was such a good idea to create separation in cities among groups of people (colonial administrators vs. natives, white people vs. everyone else), kinds of land uses, and modes of transportation? Some questions are normative: What *should* planners do? What *should* plans do? These normative questions overlap with professional ethics. Planning ethics as understood in the PAB accreditation guidelines are embedded in the history of professional planning practice, so we learn about planning ethics within this section.

Grading

The course has a total of 360 points. For a full explanation of these categories, refer to the assignments at the end of the syllabus.

| <u>Assignment group</u> | <u>Pts</u> | <u>Components</u> |
|-------------------------|------------|---|
| 1. Self-introduction | 15 | Due 8/25 |
| 2. Award-winning plans | 125 | 3 cumulative assignments, final due 10/20 |
| 3. Theory of change | 150 | 5 cumulative assignments, final due 12/12 |
| <u>Participation</u> | <u>70</u> | <u>In-class polls or pre-class discussion posts. See section below.</u> |
| Total | 360 | |

Final grade conversion: Point thresholds

| | (-) | | (+) |
|---|-----|-----|-----|
| A | 324 | 335 | |
| B | 288 | 299 | 313 |
| C | 252 | 263 | 277 |
| D | 216 | 227 | 241 |

F: Fewer than 216 points

(Examples from above: A- is between 324 and 334 points. B+ is between 313 and 323 points.)

Expectations for this course

Fully engage the course material

Read and watch

Most sessions have assigned readings or videos. On some weeks, the readings include one or two “example plans.” You shouldn’t try to read every detail in these plans. At the least, skim them and think about where they may have come from, why they were created, what their logic is, and their strengths and weaknesses as social-change documents.

Some weeks have a heavy reading load. You should always read as much as you can—reading is a skill you’ll need as a planner, and if you do it more, you’ll get better at it. But you may benefit from working with peers on a strategy to complete and remember the reading. Try this: Each person in your group should read one of the assigned readings carefully and take notes, sending those notes ahead to the others in your group. Then skim the other readings. This will prepare you for more productive conversations during the small-group discussions and participation exercises during class.

Attend

Attendance is expected from the start to the end of every session. The course involves a lot of interaction and discussion among students with different backgrounds and perspectives. So you need to show up;

otherwise you'll learn less, and other students will learn less too. If we meet online, please leave your camera on if you're OK with it, especially when we're in breakout groups. If you know ahead of time that you need to miss a session, please let the TA know. If you're having health issues, please let the TA or the instructor know as soon as you can that a health issue has kept you from attending class.

Participate

Learning is a social process and requires active participation. That means: Listen carefully. Speak respectfully. Engage in all class activities to learn and to foster your classmates' learning. This semester, I'm experimenting with iClicker. You'll use your phone or laptop in class to answer multiple-choice and short-answer questions that will be tallied anonymously. These won't be quizzes, only polls. Sometimes I'll ask about required reading to learn whether certain concepts or events warrant some discussion or explanation. To use iClicker with your device, you need to buy a software license. It costs about \$16 for six months or \$25 for a year. (This is the only cost for UP 501—all the readings are available online.) I don't know whether other instructors in Urban Planning use iClicker. Here's more info about the software: <https://answers.uillinois.edu/illinois/page.php?id=120820>. (Let me know if you have a physical iClicker remote that you'd prefer to use.)

Your participation will affect your grade. Every time you participate in a poll, you'll receive participation credit for that day. For some sessions (especially the ones with guest speakers), you'll receive participation credit for submitting questions or comments to the discussion board before the class meets. A few class sessions might not have a participation exercise, but most of them will. Here's how participating will affect your participation score:

| Percent of classes with participation | Points |
|---------------------------------------|----------|
| <50% | 0 |
| 50-59% | 10 |
| 60-69% | 20 |
| 70-79% | 30 |
| 80-89% | 40 |
| 90% or more | 70 (max) |

The point scoring system means that you need to participate in at least 80% of class sessions to earn more than a B+ in the course, even if you receive full credit (perfect grades) for all the other assignments. You need to participate in at least 90% of class sessions to earn more than an A-, even if you receive full credit for all other assignments.

If you miss a class and are concerned about your participation grade, you can make up for missed session by submitting a brief discussion board post (up to 500 words) about the day's assigned materials (deadline: no later than one week after the session you missed, unless otherwise arranged). This isn't a requirement.

Devices

You should bring your laptop or mobile phone to class so you can participate more effectively. This means using it to participate in class exercises through iClicker, pull up readings or your notes on readings, take notes, and other things that allow you to be fully present in class. Given the difficulty of disregarding distractions, please turn off or quit out of anything that might distract you. This isn't only important for your own learning. A lot of people find it hard to concentrate on class when people nearby are looking at non-class related things on their devices. If you're just bored, raise your hand and ask a question, state an opinion, or even ask to change the subject.

Turn everything in on time

We expect you to turn everything in on time: this is what professionals do, even if their products aren't perfect. The two major assignments include a series of deliverables in longer projects that we'll evaluate quickly so you can submit a timely final assignment. Each of those assignments includes at least one deliverable on which there will be an in-class peer review. The deadlines for these peer-reviewed deliverables will not be changed except in extreme circumstances. Much of your grade consists of grades for timely completion. (That means they receive full points if you turn something in on time that resembles the expected deliverable, zero points if you don't.) The cost of submitting something you're not happy with is therefore zero.

Using artificial intelligence software to complete assignments

You may use AI to help you complete any assignment. If you do, however, please document which software you used, the original version of the AI's response(s) to your prompt, the steps you went through to verify whether the AI provided a good response to the question you asked, and a short paragraph (2-3 sentences) reflecting on the pros and cons of using this AI platform. (Note: you need to document your use of stand-alone grammar checkers like Grammarly.com or the built-in software used by MS Word.)

Inclusivity and Professionalism

The Department of Urban and Regional Planning is committed to creating an environment of inclusion and opportunity that is rooted in the responsibility of practicing planners to adhere to the highest standards of professionalism and integrity while serving the public interest. Students who contribute to a learning environment that is respectful and inclusive are preparing to excel in a culture of ethical behavior as professionals. Urban planning students develop the knowledge and skills of professional planners in the classroom and in community-based projects, where they act as planners in training. Therefore, Planning at Illinois expects all students to meet the goals outlined in the American Institute of Certified Planners (AICP) Code of Ethics and Professional Conduct for planners as well as standards in the University of Illinois Student Code. For more information, go to: <https://urban.illinois.edu/about-us/our-mission/commitment-to-inclusion/>.

Getting in touch outside class: Emails, office hours, other appointments

Vinisha should be your first point of contact for (a) letting us know about your class attendance and (b) clarifying and brainstorming about assignments. If needed, you're welcome to schedule office hours with Rolf to discuss assignments. Please use the Canvas inbox function to email Vinisha or Rolf about the class. Office hours for both Vinisha and Rolf are listed elsewhere on this syllabus.

University of Illinois rules, guidelines, and resources**Academic Integrity**

Every student is expected to review and abide by the Academic Integrity Policy: <https://studentcode.illinois.edu/article1/part4/1-401/>, which is part of the [Student Code](#). Academic dishonesty includes such things as cheating, inappropriate use of university equipment/materials, fabrication of information, plagiarism (presenting someone else's work from *any* source as your own), and so on. All forms of academic dishonesty will be considered a serious offense of university policy. 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. Students committing any form of academic dishonesty will be reported to their home department, the College of Fine and Applied Arts or Graduate College, and to the Senate Committee on Student Discipline. Any student who violates the university academic integrity policy may result in a failing grade for this course.

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, we understand the impact that struggles with mental health can have on your experience at Illinois. Significant stress, strained relationships, anxiety, excessive worry, alcohol/drug problems, a loss of motivation, or problems with eating and/or sleeping can all interfere with optimal academic performance. We encourage all students to reach out to talk with someone, and we want to make sure you are aware that you can access mental health support at McKinley Health Center (<https://mckinley.illinois.edu/>). Or the Counseling Center (<https://counselingcenter.illinois.edu/>). For urgent matters during business hours, no appointment is needed to contact the Counseling Center. For mental health emergencies, you can call 911.

Students with Disabilities

To obtain disability-related academic adjustments and/or auxiliary aids, students with disabilities must contact the course instructor and the as soon as possible. To ensure that disability-related concerns are properly addressed from the beginning, students with disabilities who require assistance to participate in this class should contact Disability Resources and Educational Services (DRES) and see the instructor as soon as possible. If you need accommodations for any sort of disability, please make an appointment to see the instructor or the TA or see one of us during our office hours. DRES provides students with academic accommodations, access, and support services. To contact DRES you may visit 1207 S. Oak St., Champaign, call 333-4603 (V/TDD), or e-mail disability@illinois.edu. <http://www.disability.illinois.edu/>.

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 can be found at <https://police.illinois.edu/em/>. 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/>.

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.

Course at a glance

| Section | Week | Topic | Tuesday | Thursday | Due (Fridays) | |
|---|-------------------------------------|---|---|--|--|------------------|
| Planners tell stories about the future | 1 (8.21) | Planning is about the future | What's planning? | The future | 1: Self-introductions | |
| | 2 (8.28) | Living through our stories | Our many stories | Planning is about storytelling | | |
| | 3 (9.4) | Logic models & theories of change: | Logic models & theories of change | Narratives about the climate emergency | | |
| | 4 (9.11) | Climate action & racial equity plans | Climate action plan conversation | Narratives about segregation | 2a: Pick your plan | |
| | 5 (9.18) | + intro, assignment 2 | Racial Equity Plan conversation | How do plans work? Narrative to outcome | | |
| Histories of & theories about planning practice | 6 (9.25) | Intro to planning history | The unplanned city | 19 th century roots | | |
| | 7 (10.2) | From 1900 to 1930 | The City Beautiful and its critics | Colonizers, plans, and control | 2b: Draft plan evaluation pts 1-2 | |
| | 8 (10.9) | 1940s and 50s: Rebuilding & decolonization | Peer review session | Making suburbs, re-making cities | | |
| | 9 (10.16) | 1960s and 70s: challenges to "rational" plans | Incrementalism / Advocacy planning | The ladder of participation | 2c: Final plan evaluation all parts | |
| | 10 (10.23) | Planning ethics | AICP code & APA principles of ethics | International ethics comparisons | 3a: Video abstract Monday 10/23 | |
| | 11 (10.30) | 1980s & 90s: Adjusting to market logics | Neoliberalism and public economics | Strategic planning | 3b: Draft storyboard | |
| | 12 (11.6) | | Communicative planning & consensus building | | | |
| | 13 (11.13) | Progressive and insurgent planning | Progressive planning | Insurgent planning | 3c: First cut of video | |
| | 14. Fall Break Week (11.19 – 11.27) | | | | | |
| | | 15 (11.27) | The just city | The just city | Peer reviews of video drafts | 3d. Peer reviews |
| Wrap-up | 16 (12.4) | Course wrap-up | Course wrap-up | No class | | |
| | 17 (12.11) Finals wk | No class | | Assignment due: 3e (video final) Due Tues. 12/12 | | |

Course calendar and required readings

All readings are in pdfs available on Canvas and linked in the syllabus.

Part 1: Introduction and the future

Week 1 (8/22-24): *What's Planning? / The future*

- Tuesday: Introductions
 - No required readings
- Thursday: The Future
 - Myers, Dowell. 2007. "Promoting the Community Future in the Contest with Present Individualism," pp. 59-78 in Lewis D. Hopkins and Marisa A. Zapata, eds., *Engaging the Future: Forecasts, Scenarios, Plans, and Projects*, Cambridge, Mass.: Lincoln Institute for Land Policy.
 - Solnit, Rebecca. 2016. "Hope is an embrace of the unknown." *The Guardian*, July 15, and available at <http://rebeccasolnit.net/essay/hope-is-a%E2%80%8Bn-embrace-of-the-unknown%E2%80%8B-rebecca-solnit-on-living-in-dark-times/>. Also available by PDF on Canvas 2g.

Week 2 (8/29-31): *Discussion / Introduction to the future*

- Tuesday: Our many stories With special guests Andrew Greenlee and Colleen Chiu-Shee
 - Required: View at least 3 other students' self-introduction video submissions to the Canvas discussion board; each student's assignment will be posted by the end of Friday in Week 1.
- **Read at least two of the following four articles:**
 - García, Ivis, April Jackson, Stacy A. Harwood, Andrew J. Greenlee, C. Aujean Lee & Benjamin Chrisinger. 2020. "Like a Fish Out of Water: The Experience of African American and Latinx Planning Students." *Journal of the American Planning Association*, DOI: 10.1080/01944363.2020.1777184
 - Yeo, H. T., Mendenhall, R., Harwood, S. A., & Huntt, M. B. (2019). Asian international student and Asian American student: Mistaken identity and racial microaggressions. *Journal of International Students*, 9(1), 39-65.
 - Chen, C. Y., & Razek, N. A. (2016, April). Acculturation and sense of belonging: Engagement patterns for Indian graduate students in the United States. In *Allied Academies International Conference. Academy of Educational Leadership. Proceedings* (Vol. 21, No. 1, p. 13). Jordan Whitney Enterprises, Inc.
 - Shi, L., & Chiu-Shee, C. (2023). Taught in America I: How Does an American Planning Education Serve Mainland Chinese Students?. *Journal of Planning Education and Research*, 0739456X221148197.
- Thursday: Planning is about storytelling, with guest speaker Dr. Sarah Gelbard
 - Gelbard, S. B. (2023). "Did You Hear? Mavericks Is Closing!" Punk Refusal of Gentrified Endings. *GeoHumanities*, 9(1), 211–229. <https://doi.org/10.1080/2373566X.2023.2180418>
 - Sandercock, Leonie. 2003. "Out of the closet: The importance of stories and storytelling in planning practice." *Planning Theory & Practice*, 4(1), 11-28.

Week 3 (9/5 and 7): *Logic models & theories of change / Segregation narratives*

- Tuesday: Logic models and theories of change
 - Alex Redcay. "Logic models, theory of change, and program evaluation." <https://www.youtube.com/watch?v=qU2mrSJ3Ef0>

- Anderson, Andrea A. 2009. *The Community Builder's Approach to Theory of Change: A Practical Guide to Theory Development*. On-line at http://www.theoryofchange.org/pdf/TOC_fac_guide.pdf
- Thursday: Segregating Chicago on purpose: Narratives and mechanisms
 - Nightingale, C. H. (2012). "Camouflaging the Color Line," pp 295-331 in *Segregation: A global history of divided cities*. University of Chicago Press.
 - Hannah-Jones, Nikole. June 24, 2020. *What is Owed?* *New York Times*, available online, <https://www.nytimes.com/interactive/2020/06/24/magazine/reparations-slavery.html>
 - Rothstein, Richard. 2017. "Racial Zoning," Chapter 3 in *The Color of Law*, pp. 39-58. New York: Liveright Publishing Corp.

Week 4 (9/12 and 14): Racial Equity planning / Climate narratives

- Tuesday: Can planners undo racial apartheid? With special guests Marisa Novara, Vice president of Community Impact, Chicago Community Trust.
 - Metropolitan Planning Council. 2017. "The Cost of Segregation." Chicago: MPC. Available at <https://www.metroplanning.org/costofsegregation/cost.aspx>.
 - Metropolitan Planning Council. 2018. "Our Equitable Future: A Roadmap for the Chicago Region." Chicago: MPC. Available at <https://www.metroplanning.org/uploads/cms/documents/cost-of-segregation-roadmap.pdf>.
- Thursday: Climate Narratives (note: These are short, and the first four resources are not on the Canvas site)
 - Hayhoe, Katharine. 2016. "How do we know this climate change thing is even real?" <https://www.youtube.com/watch?v=m50bYJX2i6I> . One of her early videos in the series "Global Weirding." They're all short and worth looking at.
 - Moore, Patrick. 2015. "What they haven't told you about climate change." <https://www.youtube.com/watch?v=RkdbSxyXftc> . This video has been viewed millions of times. I do not endorse the presenter's views.
 - Solnit, Rebecca & Roshi Joan. 2023. "What If We're Telling the Wrong Stories About the Climate Crisis?" Originally published in *Tricycle* and reprinted in full at <https://www.upaya.org/2023/07/rebecca-solnit-roshi-joan-what-if-were-telling-the-wrong-stories-about-the-climate-crisis/>.
 - Wallace-Wells, David. 2017. "The Uninhabitable Earth." *New York Magazine*, July, <http://nymag.com/intelligencer/2017/07/climate-change-earth-too-hot-for-humans.html>.
 - Chapman, D. A., Lickel, B., & Markowitz, E. M. (2017). Reassessing emotion in climate change communication. *Nature Climate Change*, 7(12), 850.

Week 5 (9/19 and 21): Racial equity planning / How do plans work?

- Tuesday: Policy and action, with special guest Josh Lathan, AECOM.
 - AECOM, with the support of Arredondo, Zepeda & Brunz and K Strategies in collaboration with the Office of Environmental Quality & Sustainability, City of Dallas (2020). *Dallas Comprehensive Environmental and Climate Action Plan*. City of Dallas.
 - Review the progress so far under this plan at <https://www.dallasclimateaction.com/cecap>. Use the dashboard to select "More on" for progress on any topic.
- Thursday: How do plans work?
 - No new required readings; reflect on our conversations about the *Dallas Comprehensive Environmental and Climate Action Plan* and MPC's "Our Equitable Future"

Part 2: Histories of planning

Week 6 (9/26 and 28): *The informal city / 19th century precedents*

- Tuesday: The informal city
 - Roy, Ananya. 2005. "Urban informality: Toward an epistemology of planning." *Journal of the American Planning Association*, 71(2), 147-158.
 - Wiese, Andrew. 1999. "The other suburbanites: African American suburbanization in the North before 1950." *The Journal of American History*, 85(4), 1495-1524.
 - Roberts, Andrea. 2017. "Documenting and preserving Texas freedom colonies." *Texas Heritage*, 2 (June), 14-19.
 - Note: If you'd like to view the Texas Freedom Colonies Atlas: <https://tamu.maps.arcgis.com/apps/MapSeries/index.html?appid=48f89e0f870c4400a990682a09cf919f>.
- Thursday: 19th century precedents
 - Peterson, Jon A. 2003. "Sanitary Reform and Landscape Values, 1840-1900," *The Birth of City Planning in the United States, 1840-1917*. E-book, Baltimore: Johns Hopkins University Press, 2003, 29-54. <https://hdl.handle.net/2027/heb05838.0001.001>
 - Watch any or all these videos on Seneca Village, New York: Vox Media, January 20, 2020, "The lost neighborhood under New York's Central Park" (<https://youtu.be/HdsWYOZ8iqM>, 8:15).
 - Hall, Peter. 1992. "The Seers," Chapter 3 in *Urban and Regional Planning*, 3d ed., pp 30-62. London: Routledge.

Week 7 (10/3 and 5): *1900-30: Establishment of the profession & Colonial exports*

- Tuesday: From City Beautiful to City Practical, U.S. planning jettisoned social reformers
 - Peterson, Jon A. 2003. "City Beautiful Planning: A Transitional Art, 1905-1909," *The Birth of City Planning in the United States, 1840-1917*. E-book, Baltimore: Johns Hopkins University Press, 2003, 199-223. <https://hdl.handle.net/2027/heb05838.0001.001>
 - Peterson, Jon A. 2003. "The Social Progressive Challenge," *The Birth of City Planning in the United States, 1840-1917*. E-book, Baltimore: Johns Hopkins University Press, 2003, 227-245. <https://hdl.handle.net/2027/heb05838.0001.001>
 - Flanagan, Maureen A. 1996. "The City Profitable, the City Livable: Environmental Policy, Gender, and Power in Chicago in the 1910s." *Journal of Urban History*, 22(2), 163-190.
- Thursday: Colonizers, plans, and control
 - King, Anthony D. 1978. "Exporting 'Planning': The Colonial and Neo-Colonial Experience." *Urbanism Past & Present*, Winter 1977-78, No. 5, pp. 12-22. <https://www.jstor.org/stable/44403550>
 - Sen, S. (2010). Between dominance, dependence, negotiation, and compromise: European architecture and urban planning practices in colonial India. *Journal of Planning History*, 9(4), 203-231.

Week 8 (10/10 and 12): *Peer reviews / The 1950s: Remaking the metropolis with "rational" plans*

- Tuesday: Award-winning plans: Conversation on parts 1 and 2
 - Reading: Peer-review assignments TBA
- Thursday: The 1950s: Remaking the metropolis with "rational" plans.
Everyone should read:
 - Brooks, Michael P. 2002. Section Introduction & "Centralized Rationality: The Planner as Applied Scientist," *Planning Theory for Practitioners*, pp. 80-96. Chicago: Planners Press.

Readings will be assigned to groups of students among the following:

- Akimoto, F. (2009). The birth of 'land use planning' in American urban planning. *Planning Perspectives*, 24(4), 457-483.
- Mehra, D. (2013). Planning Delhi ca. 1936–1959. *South Asia: Journal of South Asian Studies*, 36(3), 354-374.
- Madanipour, A. (2006). Urban planning and development in Tehran. *Cities*, 23(6), 433-438.
- Davies, H. W. E. (1998). Continuity and Change: the evolution of the British planning system, 1947-97. *The Town Planning Review*, 135-152.

Week 9 (10/17 and 19): The 1960s and 70s: Challenging “rational” plans

- Tuesday: Incrementalism and advocacy planning as responses to irrational excess
 - Lindblom, Charles. 1959. The Science of “Muddling Through.” *Public Administration Review*, 19, 2: 79-88.
 - Thomas, J. M. (1994). Planning history and the black urban experience: Linkages and contemporary implications. *Journal of Planning Education and Research*, 14(1), 1-11.
 - Davidoff, Paul. 1965. “Advocacy and Pluralism in Planning.” *Journal of the American Institute of Planners*, 31: 596-615.

Optional readings

- Thomas, June Manning. 2019. “Socially responsible practice: The battle to reshape the American Institute of Planners.” *Journal of Planning History*, 18(4), 258-281.
- Brooks, Michael P. 2002. “Centralized Non-Rationality: The Planner Confronts Politics,” *Planning Theory for Practitioners*, pp. 97-106. Chicago: Planners Press.
- Brooks, Michael P. 2002. “Decentralized Rationality: The Planner as Political Activist,” *Planning Theory for Practitioners*, pp. 107-118. Chicago: Planners Press.
- Thursday (flexible session held at your convenience): Comparing international codes of ethics and conduct with the AICP code. We won’t meet in the classroom this day but you’re free to meet there in your groups if you prefer. Required readings:
 - American Institute of Certified Planners. 2021. AICP Code of Ethics and Professional Conduct <https://www.planning.org/ethics/ethicscode/>
 - American Planning Association. 1992. Ethical Principles in Planning. <https://www.planning.org/ethics/ethicalprinciples/>.

One of these will be assigned to you for discussion and comparison with your peers; feel free to read others.

- Canadian Institute of Planners, Code of Professional Conduct and Statement of Values (read both)
- UK Royal Town Planning Institute, Code of Professional Conduct
- Planning Institute of Australia Code of Professional Conduct
- India Town Planning Institute Code of Professional Conduct

Week 10 (10/24 and 26): Professional planning ethics

- Tuesday: The code of ethics of professional planning in the U.S. With special guest Jim Peters, MUP and FAICP, former ethics officer for AICP. Please review both of these:
 - American Institute of Certified Planners. 2021. AICP Code of Ethics and Professional Conduct <https://www.planning.org/ethics/ethicscode/>
 - American Planning Association. 1992. Ethical Principles in Planning. <https://www.planning.org/ethics/ethicalprinciples/>.
- Thursday: Participation in planning
 - Arnstein, Sherry R. 1969. “A Ladder of Citizen Participation.” *Journal of the American Institute of Planners* 35:4, 216-224, DOI: 10.1080/01944366908977225.
 - Read at least one of the following:

- Contreras, Santana. 2019. "Using Arnstein's Ladder as an Evaluative Framework for the Assessment of Participatory Work in Postdisaster Haiti." *Journal of the American Planning Association*, DOI: 10.1080/01944363.2019.1618728
- Vidyarthi, Sanjeev, Charles Hoch, and Carlton Basmajian. 2013. "Making sense of India's spatial plan-making practice: Enduring approach or emergent variations?." *Planning Theory & Practice* 14.1: 57-74. DOI: <https://doi.org/10.1080/14649357.2012.750682>

Week 11 (10/31 and 11/2): 1980s and 1990s: Adjusting to market logics

- Tuesday: Planning failures and the rise of neoliberalism
 - Moore, Terry. 1978. "Why allow planners to do what they do? A Justification from Economic Theory." *Journal of the American Planning Association*, 44 (4): 387-398.
 - Additional readings TBA
- Thursday: Strategic planning (incrementalism revisited?)
 - Readings TBA

Week 12 (11/7 and 9): 1980s to the present: From participation to equity planning

- Tuesday: Communicative planning and consensus building
 - Forester, John. 1989. Planning in the Face of Conflict: Mediated Negotiation Strategies in Practice. Chapter 6 in *Planning in the Face of Power*. Berkeley University of California Press, pages 82-103.
 - Innes, Judith E. 1996. "Planning through consensus building: A new view of the comprehensive planning ideal." *Journal of the American Planning Association*, 62(4), 460-472.
- Thursday: Planning within progressive city governments
 - Zapata, M. A., & Bates, L. K. (2015). Equity Planning Revisited. *Journal of Planning Education and Research*, 35(3), 245–248. <https://doi.org/10.1177/0739456X15589967>
 - Corburn, J., Curl, S., Arredondo, G., & Malagon, J. (2015). Making Health Equity Planning Work: A Relational Approach in Richmond, California. *Journal of Planning Education and Research*, 35(3), 265–281. <https://doi.org/10.1177/0739456X15580023>
 - Leão Marques, E. C. (2023). Continuity and Change of Urban Policies in São Paulo: Resilience, Latency, and Reanimation. *Urban Affairs Review*, 59(2), 337–371. <https://doi.org/10.1177/10780874211043845>

Week 13 (11/14 and 16): Challenging "city hall" and changing the rules of the game

- Tuesday: Can radicals be planners? Guest: Marc Doussard
 - Fainstein, Norman I. and Fainstein, Susan S. 1979. "New debates in urban planning: the impact of Marxist theory within the United States." *International Journal of Urban and Regional Research*, 3(1-3), 381-403.
 - Doussard, M. (2015). Equity Planning Outside City Hall: Rescaling Advocacy to Confront the Sources of Urban Problems. *Journal of Planning Education and Research*, 35(3), 296–306. <https://doi.org/10.1177/0739456X15580021>
- Thursday: Insurgent planning as a response? Guests: Ariam Torres Cordero, Ph.D., and Prof. Magdalena Novoa
 - MirafTAB, Faranak. 2009. Insurgent Planning: Situating Radical Planning in the Global South. *Planning Theory*, 8(1): 32-50
 - Novoa, M. (2022). INSURGENT HERITAGE: Mobilizing Memory, Place-based Care and Cultural Citizenships. *International Journal of Urban and Regional Research*, 46(6), 1016–1034. <https://doi.org/10.1111/1468-2427.13143>
 - Torres Cordero, Ariam. 2023. "Bomba planning." Reading forthcoming.

Optional homework

- Lecture by Prof. Miraftab (link in Canvas)
- Planning Theory Journal, [Interview with Faranak Miraftab](#). Podcast.
- Beard, Victoria. 2003. Learning Radical Planning: The Power of Collective Action. *Planning Theory*, 2, 1: 13-35.

Fall (Thanksgiving) Break (11/21-25)

Week 14 (11/28-30): The just city / Peer reviews

- Tuesday: The Just City
 - Fainstein, Susan. 2014. "The Just City." *International Journal of Urban Sciences*, 18(1), 1-18, DOI: 10.1080/12265934.2013.834643.
- Thursday: Peer review session on draft videos

Week 15 (12/5): Course wrap-up

- Tuesday: Course review
 - Re-read the syllabus

Assignment 1: Self-introductions (Due: Friday of first week.)

Each student will produce a 5-6 minute video in which you tell a few things about yourself. Upload the video to the Discussion board.

Here's the rubric containing a list of everything the video should include.

Grading rubric

| Criterion | Pts |
|---|------------|
| Name clearly stated in the video and included in the file name for the video | 1 |
| Pronoun preference included* | 1 |
| Student clearly names their hometown, state or province, and country, as well as the place where they've either lived the longest or where they feel most at home | 2 |
| Student names at least one positive and one negative thing about the place where they've lived the longest or where they feel most at home | 2 |
| Student explains how they got interested in planning | 2 |
| Student identifies three things they like to do | 2 |
| Student can be clearly seen and heard in video | 2 |
| Video was at least 5 and no more than 7 minutes long | 1 |
| Video was submitted on time | 2 |
| Total | 15 |

*[Sharing your pronouns can help build an inclusive classroom and community.](#) You may say in the video that you prefer not to share your pronouns.

Assignment 2: What makes plans and planning award-worthy?

| Date | Deliverable | Points |
|-------|--|------------|
| 9/15 | 2a. Pick your plan and post to the UP 501 discussion board on Canvas | 10 |
| 10/6 | 2b. First draft submission to Canvas discussion board | 30 |
| 10/20 | 2c. Final submission | 85 |
| | Total points for this assignment | 125 |

For this assignment, you will work with a partner of your own choosing. If you need help finding a partner, please ask the TA for suggestions.

The assignment aims to ground you with better knowledge about the following, all of which align with the course objectives:

- the impact planning is expected to have.
- behaviors and structures available to bring about sound planning outcomes.
- the potential for methods of design, analysis, and intervention to influence the future.
- key issues in equity, diversity, and social justice.

In the assignment, you'll assess a plan that has received a [National Planning Award](#) from the American Planning Association. (No exceptions.) Every year, the American Planning Association convenes a jury to identify, from among hundreds of submissions, a limited number of National Planning Excellence Awards and a larger number of National Planning Achievement Awards (see <https://planning.org/awards/2022/> for the most recent ones).

This is a cumulative project with three deliverables. Deliverable 2a. Pick a plan and name your partner

The national planning awards each year include both “forward-looking” and “backward-looking” examples. For this project, please choose a forward-looking example—that is, something most planners would recognize as a “plan” rather than as a “best practice” or a “completed project.” We want you to develop a reasoned assessment of whether and how the plan could come true; the examples that look backward are generally already done. For example, the 2019 National Planning Excellence awards include two (Northeast False Creek Plan, <https://planning.org/awards/2019/falsecreek/>, and Kauai County General Plan <https://planning.org/awards/2019/kauai/>) that are good candidates because they're forward-looking. Three others are applicable because they look backward or honor pioneers. Many of the topic-specific examples from the National Planning Achievement Awards will also work well (plans for economic development planning, environmental planning, resilience, transportation, and other topics). It will be harder to work with the award-winners with highly specific measures and programs (some of the “best practice” awards), but if any of these is especially appealing to you, please consult with either of us. Please scan other years of past awards to find good candidates.

Once you choose the plan you want to analyze, please do additional online research to find and download the pertinent example. If you have trouble finding it, please use the discussion board to get suggestions from your classmates and/or let them know you haven't found it.

Grading Rubric: Full points for your timely upload to the Canvas of

- the name of the plan
- the website where you found plan document(s)
- the name of your partner

Deliverable 2b. This deliverable is a draft of the following:

1. Summarize the example you chose. In about 1000 to 1500 words, with specific references to the example,
 - a. Provide a brief overview of the place the plan was made for

- b. Identify the entity that made the plan
 - c. Describe the plan-making process, including but not limited to technical studies, citizen participation, surveys, and so on.
 - d. For *short- to medium-term plans* and/or plans with *limited scopes*, describe the goal(s) of the plan, the actions the plan proposes to accomplish those goals, and the intervening outputs and outcomes anticipated to result from the action.
For *comprehensive and long-term plans*, describe the entire work at a general level (list all the goals, provide one or two examples of actions to get to some of these goals) and then select (a) one goal, (b) the outcomes meant to advance that goal, and (c) the actions meant to achieve those outcomes. If you have questions about whether you should narrow or broaden your assessment, please check with the TA.
2. Develop a logic model diagram and caption to illustrate part 1d, including
- a. A “boxes and arrows” diagram depicting the pathway from actions to outputs to outcomes to goal.
 - b. An extended caption of about 500 words that narrates your diagram.

In addition, this deliverable will be evaluated (but not graded) using the same quality criteria as Deliverable 2c.

Deliverable 2c. Final draft

This deliverable consists of any revisions you wish to make to deliverable 2b plus the following:

3. Assess the persuasive power of the example’s storytelling. The question of persuasive power assumes audience. Invent a representative of one important audience (any stakeholder group, or elected officials) who you think could be swayed (persuaded) by this plan. Then, in 1000 to 1500 words, explain how each of the following elements of the plan could help and/or harm the planners’ case with the audience you identify:
- a. logical structure
 - b. use of language
 - c. diagrams and/or photos
 - d. maps
 - e. appendices and supportive materials
4. Critique and recommendations: Will the example work, and what could make it better? In this last part, write the following in 800-1200 words:
- a. Critique of political legitimacy (Part 1c): Will the technical analysis and stakeholder and public engagement in the plan-making process provide the political support and legitimacy for people to take the plan seriously?
 - b. Critique of logic (Part 1d and Part 2): How probable is it that the actions anticipated, if undertaken well, will yield the anticipated outcomes and support the plan’s goals?
 - c. Critique of persuasion (Part 3: Does the plan deliver enough persuasive power to sustain political support?
 - d. Recommendations: What changes to the plan-making process, the plan document, and the implementation phase could make it likelier that this place will achieve the goals stated in the plan?

Grading rubrics for Deliverables 2b and 2c

| | | 2b | 2c | | |
|--|--|----|----|---|----|
| | | P | C | B | A |
| All of these: Names, date, report title, UP 501, pagination, spell-checked | | 3 | 5 | 5 | 5 |
| Part 1 | Discusses all the following | | | | |
| | • Description of the place | 3 | 1 | 2 | 3 |
| | • Entity that made the plan | 3 | 1 | 2 | 3 |
| | • Plan-making process | 3 | 1 | 3 | 5 |
| | • Goals stated | 3 | 1 | 1 | 1 |
| | • Actions stated | 3 | 1 | 2 | 3 |
| | • Outputs and outcomes stated | 3 | 1 | 1 | 1 |
| At least 1000 and no more than 1500 words | | 3 | 4 | 4 | 4 |
| Part 2 | Includes all the following | | | | |
| | • Boxes & arrows diagram | 3 | 1 | 3 | 5 |
| Part 3 | • Caption of no less than 450 and no more than 550 words | 3 | 1 | 3 | 5 |
| | Discusses all the following | | | | |
| | • Representative audience | | 1 | 2 | 3 |
| | • Logical structure | | 1 | 2 | 3 |
| | • Use of language | | 1 | 3 | 5 |
| | • Diagrams and/or photos | | 1 | 3 | 5 |
| | • Maps | | 1 | 2 | 3 |
| | • Appendices and other supportive materials | | 1 | 2 | 3 |
| At least 1000 and no more than 1500 words | | | 4 | 4 | 4 |
| Part 4 | Summary | | | | |
| | • Technical analysis & engagement (political legitimacy) | | 1 | 3 | 5 |
| | • Logic | | 1 | 3 | 5 |
| | • Persuasive power | | 1 | 3 | 5 |
| | Recommendations | | 1 | 3 | 5 |
| At least 800 and no more than 1200 words | | | 4 | 4 | 4 |
| Maximum points | | 30 | | | 85 |

- P (Present): Element is present (Deliverable 2b only). Full points will be awarded if all the required elements are included.
- Fair (C): Summary of evidence and arguments without providing critique or synthesis; weaknesses in grammar, paragraph structure, or topic sentences. Little or no use of images even when they would help.
- Good (B): Clear and straightforward writing, easy to follow, a few rough spots in grammar or expression. Good use of images where called for.
- Excellent (A): Insightful critique and synthesis with deep use of sources; introduction of non-required material. Flowing prose with strong, active writing style, excellent organization of ideas into paragraphs and sections. Excellent and integrated use of references to text and images where called for by assignment.

Assignment 3: Ethics, hope, future(s)

| Date | Deliverable | Points |
|-------|---|--------|
| 10/23 | 3a. High-level abstract | 10 |
| 11/3 | 3b. Draft storyboard | 20 |
| 11/17 | 3c. Presentation draft of video: Post to Discussion Board | 20 |
| 12/1 | 3d. Peer reviews of 2 other videos | 20 |
| 12/12 | 3e. Final cut of video | 80 |
| | Total points for this assignment | 150 |

This assignment focuses on ethics, hope, and future(s). There's a relationship among these:

- Ethics are situational: they guide decisions along your journey. Ethics tell you that your canoe is steering off course; you should stop, rest, and take stock; you should portage to another river; or even that you need to end the trip, go back home, and prepare for a next recreational career as a sea-kayaker.
- Hope, extending the metaphor, tells you that tomorrow will be a fine day on the river, even as you're falling asleep in a tent leaking from a driving rainstorm. It tells you that you could see something tomorrow that makes the whole trip worthwhile.
- The future, finally, is a precondition for both hope and ethics. The connection with hope is obvious: if we didn't have a sense of the future, we wouldn't hope for anything. Ethics may be situational, but we have them because we know that actions now have consequences—in the future. But hope implies uncertainty, and ethics implies that your actions will matter for the future course of events. This is why, rather than relating hope and ethics to “the future,” the assignment title refers to “future(s).”

The assignment is an individual video assignment of between 6 and 8 minutes that communicates:

- your sense of what future is most likely right now for that spatial area, and what evidence leads you to that conclusion
- your hopes for something different and why you have those hopes
- your personal theory of change: among the actions or forces that shape the future, the role you think will fit you best in the next 10 years.

The assignment is cumulative and includes five (5) deliverables, each of which is described below on the Canvas site.

Deliverable 3a. High-level abstract

For this deliverable, please write a brief abstract with a few words up to a couple sentences on each of the following:

- The spatial area where you can imagine working
- The issue you are interested in working on
- The future of that area if people don't address your issue (“business as usual”)
- The change you want to see
- Your role as a change agent

Grading rubric

Two points will be awarded for presence of the five required elements for a total up to 10 points. Late assignments will receive no points.

Deliverable 3b. Draft storyboard

For this deliverable, please develop a storyboard using PowerPoint. Use one slide for every 15 to 20 seconds of final video (aim for between 20 and 30 slides). (It can be more than that if you want, though. The more slides you use, the more we'll have to look at = less boring = more persuasive.)

The PowerPoint deck should include these sections:

1. Introduction: Yourself, the issue you want to work on, the place where you want to do the work. (.5 minute) Be sure to start with a slide that includes your name, the date, the class it's prepared for, and a title that describes the content (not just a label like: Deliverable 4b).
2. The place and issue: Describe the issue, how and why it arose in this place, and a "business as usual" scenario for the future. (2.5 minutes.)
3. The future you want to see: Describe a desirable future, even if it doesn't seem attainable. (.5-1 minute)
4. Your role as a change agent: Referring to at least two of the planning theories we discussed in the class (comprehensive/rational, equity, communicative, insurgent), describe how you envision your work in building a different future in the place for the issue (3.5-4 minutes)
5. Sources cited/end credits (15 seconds)

The **body of each slide** should describe what we'll be looking at. It might already be a map, photo, chart, or video clip. If not, it should describe the depictions you have in mind.

The **notes fields of each slide** should include (a) talking points or an outline of the words we'll hear you speak while we see what's on the slides, and (b) comments on any additional effects including music, transitions, or animation.

Deliverable 3c. Draft video

For this deliverable, please produce a draft video (that is, it must be playable as a video rather than viewable on a PowerPoint). It should build from the draft storyboard, including as much of the script and visuals as you can complete before the deadline. It will be evaluated by your peers and instructors using the rubric for Deliverable 3e.

Rubric for deliverables 3b and 3c

| Element to include | Points |
|--|-----------|
| Introduction (self-intro + summary of video) | 2 |
| Place | 4 |
| Issue | 4 |
| Future you want to see | 4 |
| Role as a change agent | 4 |
| Sources | 1 |
| No less than 6 and no more than 8 minutes* | 1 |
| Total points | 20 |

*One point awarded automatically for deliverable 3b if submitted on time.

Full points will be awarded for timely submission of the deliverable.

Deliverable 3d: Peer reviews

For this deliverable, please use the form provided on the Canvas site to evaluate the draft videos of two classmates that will be assigned before the due date for Deliverable 3c. Email the relevant assessment to each peer and upload both reviews as one document to Canvas so your instructors can evaluate it.

Grading rubric for Deliverable 3d

Each peer review will be graded (maximum of 10 points each, 20 points total) using the following rubric:

| 4 points | 6 points | 8 points | 10 points |
|---|--|---|---|
| Only a few words (“looks good”) on most of the criteria | A few summary comments but superficial; lacking suggestions about how to improve | Clear and concise suggestions, constructive feedback about what worked well + what needed more work | Thoughtful comments on the video, constructive feedback on both strengths and weaknesses, ideas for further exploration |

Deliverable 3e. Final cut

This deliverable is the final cut of your video, completing anything you were unable to finish before submitting Deliverable 3c and revising the video as recommended by the instructors and your peers.

Grading rubric, deliverable 3e

| All these correspond to excellent work (A) on each element | C | B | A |
|---|----|----|----|
| Intro information shown and spoken in the first 20 seconds of the video | 4 | 4 | 4 |
| Video is summarized immediately after the intro information in a compelling way that draws viewers in | 2 | 4 | 6 |
| Place is introduced vividly, with images and script working together to create a unified impression; abbreviated references written unobtrusively on screen | 2 | 6 | 10 |
| Issue is introduced vividly, with a "business as usual" scenario for the future, with images and script working together to create a unified impression; abbreviated references written unobtrusively on screen | 2 | 6 | 10 |
| The future the student hopes to see is presented clearly, with examples of actions that could lead to that hoped-for future if the student knows of any | 2 | 6 | 10 |
| Student's probable role as a change agent is clearly stated, with indication of what kind of work they will do and what kind of organization they think they'll work with (or that they don't know) | 2 | 6 | 10 |
| Student relates their theory of change to at least two planning theories covered in or beyond this class, with clarity and nuance (this doesn't mean "accepting" those theories; more details will be shared) | 2 | 6 | 10 |
| Sources and image credits are shown in the last 10-15 seconds of the video | 6 | 6 | 6 |
| Entire video is clearly audible | 4 | 4 | 4 |
| Video is no shorter than 6 and no longer than 8 minutes | 10 | 10 | 10 |
| Total | 36 | 58 | 80 |