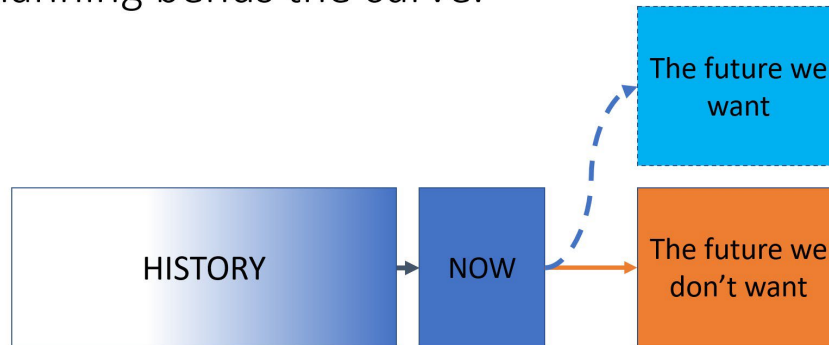# UP501 / Planning History and Theory / Fall 2024

Professor: Rolf Pendall (to email, use the Canvas inbox function)

TA: Sydni Brantley, sydnilb2@illinois.edu

Planning bends the curve.

Class sessions: Tuesday and Thursday, 12:30–1:50 PM, 227 Temple Buell Hall.

Office hours:

- Prof. Pendall: Tuesday, 2:30-4:30. M220 Temple Buell Hall. Sign up on Calendly for a 25-minute appointment in person or online; if you need longer, email to arrange.
- Sydni: Tuesday, 11:00AM-12 noon on Zoom; if you need another time, email.

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) ([https://www.planningaccred-itationboard.org/](https://www.planningaccreditationboard.org/)), whose 2022 standards ([https://www.planningaccreditationboard.org/wp-con-tent/uploads/2022/06/2022Stds.pdf](https://www.planningaccreditationboard.org/wp-content/uploads/2022/06/2022Stds.pdf)) 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 parts

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. *(Note: One of our speakers can't join us until October, so this session is out of the usual sequence.)*

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 1,350 points. For a full explanation of these categories, refer to the assignments at the end of the syllabus.

Assignment group	Pts	Components
1. Self-introduction	90	Due 8/30
2. Award-winning plans	400	3 cumulative assignments, final due 10/25
3. Theory of change	500	5 cumulative assignments, final due 12/17
Discussion prompts	360	20 points each. Complete 18 out of 26 prompts for full credit.
Total	1,350	

Final grade ranges: A+ = 1311–1350 | A = 1256–1310 | A- = 1215–1255 | B+ = 1176–1214 | B = 1121–1175 | B- = 1080–1120 | C+ = 1041–1079 | C = 986–1040 | C- = 945–985 | D+ = 906–944 | D = 851–905 | D- = 810–850 | F = 0–809 |

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. To submit timely discussion prompts (see next section), you will need to complete at least some of the reading or watching at least two days before the class session for which it is assigned.

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.

Turn in discussion prompts

To prepare for class, you're asked to turn in prompts on at least 18 of the 26 sessions with reading and/or viewing assignments. One of these is required. The prompts are due before midnight two days before the class session for which the reading/viewing is assigned. This will allow me to review your questions in time to plan the class session effectively. **Discussion prompts may not be generated by AI (Large Language Models, LLMs).** See section below on AI.

Attend and participate

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.

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.

Devices

You should bring your laptop or mobile phone to class so you can participate more effectively. This means using it to 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

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 to complete assignments

You may use generative AI large language models (LLMs) from such companies as OpenAI, Mistral, Anthropic, Meta, Google, and others for submissions in this class **other than discussion prompts**, under the following conditions:

1. Include an acknowledgments section in your main submission indicating which LLMs you used and how you used them. (For example, you might indicate that you wrote a prompt asking for an outline, then wrote the submission based on the outline, then turned to the LLM for copy editing suggestions before editing your work based on those suggestions.) In this acknowledgment, include the disclaimer that all large language models still make up incorrect facts and fake citations and that the author remains responsible for any errors.
2. Submit an extra document entitled "Appendix AI" containing the complete copied-pasted record of your prompts and the responses you received (i.e., the "conversation") along with the date of each conversation, highlighting any text that you cited directly in the body of the assignment.
3. Within the body of your submission:
    a. Provide a footnote or endnote at the end of any paragraph whose content paraphrases material generated by the LLM with a cross-reference to the page of Appendix AI where the original information can be found.
    b. Use quotation marks wherever you directly quote the LLM's output.
4. To receive a passing grade, each submission may not exceed 20% words that directly quote LLM output. (That is, if your assignment has 1000 words and 250 of the words quote the LLM, your assignment will receive a failing grade.)
5. You will be penalized for using a generative AI model without acknowledgement, consistent with the Academic Integrity Policy cited elsewhere in this syllabus and in the Student Code.

Discussion prompts must not be generated by LLMs. You are required to engage directly with the readings, videos, and other assigned materials and use your own creativity to develop good discussion prompts rather than asking an LLM to provide summaries. I acknowledge that this part of the policy is impossible to enforce, so you're on the honor system to abide by it.

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

Sydni 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 Sydni or Rolf about the class. Office hours for both Sydni 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

Syllabus launch version, August 24, 2024

- 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 the following website: https://police.illinois.edu/em/planning/emergency-response-guide/. I encourage you to review this website and the campus building floor plans website within the first 10 days of class. Temple Buell Hall's floor plan is at https://police.illinois.edu/wp-content/uploads/floor-plans/u0339.pdf.

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 (Friday except where noted)
Planners tell stories about the future	1 (8.26)	Planning is about the future	What's planning?	The future	1a: Self-introduc-tions
	2 (9.2)	Living through our stories	Planning is about storytelling	Our many stories	
	3 (9.9)	Logic models + theories of change / Climate action plans	Logic models & theories of change	Narratives about the climate emergency	
	4 (9.16)	Climate action plans / Unplanned city	Climate action plan conversation	The unplanned city	2a: Pick your award-winning plan
Histories of & theories about planning practice	5 (9.23)	Roots	19th century roots	No class: ILAPA conference	
	6 (9.30)	City beautiful, practical, colonial	The City Beautiful and its critics	Colonizers, plans, and control	
	7 (10.7)	1940s and 50s: Rebuilding & decolonization	The 1950s: Remaking the metropolis with "rational" plans	Incrementalism / Advocacy planning	2b: Draft plan evaluation pts 1-2
	8 (10.14)	Peer reviews + Planned segregation	Peer review session	Narratives about segregation	
	9 (10.21)	1960s and 70s: challenging "rational" plans	Racial Equity Plan conversation	The ladder of participation	2c: Final plan evaluation all parts
	10 (10.28)		Planning within progressive city governments	Communicative planning & consensus building	3a: Video abstract Due Monday 10/28
	11 (11.4)	Planning ethics	AICP code & APA principles of ethics	International ethics comparisons	3b: Draft story-board
	12 (11.11)	Challenges to state-led planning from right & left	Neoliberalism and public economics	Strategic planning	
	13 (11.18)		Radical planning	Insurgent planning	3c: First cut of video
	14. Fall Break (11.23 - 12.1)				
	15 (12.2)	The just city	The just city	Peer reviews of video drafts	3d. Peer reviews
Wrap-up	16 (12.9)	Course wrap-up	Course wrap-up	No class	
	17 (12.16) Finals week (No classes)			Assignment due: 3e (video final) Due Tues. 12/17	

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 (8/27 and 8/29): What's Planning? / The future

- Tuesday: Introductions
  - o No required readings
- Thursday: The Future
  - o 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.
  - o 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-em-brace-of-the-unknown%E2%80%8B-rebecca-solnit-on-living-in-dark-times/. Also available by PDF on Canvas 2g.

Week 2 (9/3 and 9/5): Discussion / Introduction to the future

- Tuesday: Planning is about storytelling (with special guest Prof. Magdalena Novoa, Dept. of Urban & Regional Planning)
  - o Novoa, Magdalena. 2021. "Gendered nostalgia: grassroots heritage tourism and (de) industrialization in Lota, Chile." *Journal of Heritage Tourism* (2021), online first. https://doi.org/10.1080/1743873X.2020.1867561
  - o Sandercock, Leonie. 2003. "Out of the closet: The importance of stories and story-telling in planning practice." *Planning Theory & Practice,* 4(1), 11-28.
  - o Supplementary readings: See Canvas site
- Thursday: Our many stories (with special guests Profs. Andrew Greenlee and Colleen Chiu-Shee, Dept. of Urban & Regional Planning)
  - o View at least 4 other students' submissions to the Canvas discussion board; each student's assignment will be posted by the end of Friday in Week 1.
  - o Chiu-Shee, C., & Shi, L. (2023). Navigating Cultural Difference in Planning: How Cross-Border Adaptation Nurtured Cosmopolitan Competence Among US-Taught Chinese Practitioners. *Journal of the American Planning Association*, online first. https://doi.org/10.1080/01944363.2023.2290499
  - o García, I., Jackson, A., Harwood, S. A., Greenlee, A. J., Lee, C. A., & Chrisinger, B. (2021). "Like a fish out of water" the experience of African American and Latinx planning students. *Journal of the American Planning Association*, *87*(1), 108-122.

  Also recommended:

  - o Yeo, H. T., Mendenhall, R., Harwood, S. A., & Huntt, M. B. (2019). Asian international student and Asian American student: Mistaken identity and racial microaggres-sions. *Journal of International Students*, *9*(1), 39-65.

- o 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.

Week 3 (9/10 and 9/12): Logic models & theories of change / Climate narratives

- Tuesday: Logic models and theories of change
  - o Alex Redcay. "Logic models, theory of change, and program evaluation." https://www.youtube.com/watch?v=qU2nrSJ3Ef0
  - o 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: Climate Narratives (note: These are short, and the first three resources are not on the Canvas site)
  - o 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.
  - o 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.
  - o 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.
  - o Chapman, D. A., Lickel, B., & Markowitz, E. M. (2017). Reassessing emotion in climate change communication. *Nature Climate Change,* 7(12), 850.

Week 4 (9/17 and 9/19): Climate action planning / Informal city

- Tuesday: Policy and action, with special guest Josh Lathan, AECOM.
  - o 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.
  - o Review the progress so far under this plan at https://www.dallasclimate-action.com/cecap. Use the dashboard to select "More on" for progress on any topic.
- Thursday: The informal city
  - o Wiese, Andrew. 1999. "The other suburbanites: African American suburbanization in the North before 1950." *The Journal of American History,* 85(4), 1495-1524.
  - o 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://www.thetexasfreedomcoloniesproject.com/atlas
  - o Huchzermeyer, M. & Kornienko, K. (2024). Unsettling the Formal–Informal Binary: The Right to Development and Self-Determination in the Harry Gwala Settlement Trajectory in Ekurhuleni, South Africa. In Appelhans, N., Rawhani, C.,

Huchzermeyer, M., Oyalowo, B., & Sihlongonyane, M.F. (Eds.), *Everyday Urban Practices in Africa: Disrupting Global Norms* (pp. 137–154). Routledge. https://doi.org/10.4324/9781003382911

Week 5 (9/24 and 9/26): 19th century roots / Illinois APA conference

- Tuesday: 19th century precedents
  - o 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.han-dle.net/2027/heb05838.0001.001
  - o Watch any or all these videos on Seneca Village, New York: Vox Media, January 20, 20202, "The lost neighborhood under New York's Central Park" (https://youtu.be/HdsWYOZ8iqM, 8:15).
  - o Hall, Peter. 1992. "The Seers," Chapter 3 in *Urban and Regional Planning,* 3d ed., pp 30-62. London: Routledge.
- Thursday: No class session to allow students' attendance at IL-APA conference, Champaign

Part 2: Histories of planning

Week 6 (10/1 and 3): 1900-30: Establishment of the profession & Colonial exports

- Tuesday: From City Beautiful to City Practical, U.S. planning jettisoned social reformers
  - o 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.han-dle.net/2027/heb05838.0001.001
  - o 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
  - o 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
  - o 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
  - o 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 7 (10/8 and 10): 1940s & 50s: Remaking the metropolis with "rational" plans

- Tuesday: The 1950s: Remaking the metropolis with "rational" plans.
  Everyone should read:
  - o Brooks, Michael P. 2002. Section Introduction & "Centralized Rationality: The Planner as Applied Scientist," *Planning Theory for Practitioners,* pp. 80-96. Chicago: Planners Press.

- o   Hall, Peter. 2014. "The City of Towers," in *Cities of Tomorrow: An Intellectual History of Urban Planning since 1880,* 4th ed., pp. 238-290. Wiley Blackwell.
- Thursday: Incrementalism and advocacy planning as responses to irrational excess
  - o   Lindblom, Charles. 1959. The Science of "Muddling Through." *Public Administration Review*, 19, 2: 79-88.
  - o   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.
  - o   Davidoff, Paul. 1965. "Advocacy and Pluralism in Planning." *Journal of the American Institute of Planners,* 31: 596-615.

  Optional readings

  - o   Thomas, June Manning. 2019. "Socially responsible practice: The battle to reshape the American Institute of Planners." *Journal of Planning History,* 18(4), 258-281.
  - o   Brooks, Michael P. 2002. "Centralized Non-Rationality: The Planner Confronts Politics," *Planning Theory for Practitioners,* pp. 97-106. Chicago: Planners Press.
  - o   Brooks, Michael P. 2002. "Decentralized Rationality: The Planner as Political Activist," *Planning Theory for Practitioners,* pp. 107-118. Chicago: Planners Press.

Week 8 (10/15 and 17): Peer reviews / Segregation narratives
- Tuesday: Award-winning plans: Conversation on parts 1 and 2
  - o   Reading: Peer-review assignments TBA
- Thursday: Segregating Chicago on purpose: Narratives and mechanisms
  - o   Nightingale, C. H. (2012). "Camouflaging the Color Line," pp 295-331 in *Segregation: A global history of divided cities*. University of Chicago Press.
  - o   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
  - o   Rothstein, Richard. 2017. "Racial Zoning," Chapter 3 in *The Color of Law*, pp. 39-58. New York: Liveright Publishing Corp.

Week 9 (10/22 and 24): Undoing segregation / Participation in planning
- Tuesday: Can planners undo racial apartheid? With special guest Marisa Novara, Vice president of Community Impact, Chicago Community Trust.
  - o   Metropolitan Planning Council. 2017. "The Cost of Segregation." Chicago: MPC. Available at https://www.metroplanning.org/costofsegregation/cost.aspx.
  - o   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: Participation in planning
  - o   Arnstein, Sherry R. 1969. "A Ladder of Citizen Participation." *Journal of the American Institute of Planners* 35:4, 216-224, DOI: 10.1080/01944366908977225.
  - o   Read at least one of the following:

- Contreras, Santina. 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](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 10 (10/29 and 31): 1980s to the present: From participation to equity planning

- Tuesday: 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
- Thursday: 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.

Week 11 (11/5 and 7): Professional planning ethics

- Tuesday: The code of ethics of professional planning in the U.S. Guest speaker: Andy Cross, AICP, Lakota Group
    - 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: International comparisons. No class meeting; required discussion board posts. See Canvas for more.
    - 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 12 (10/31 and 11/2): 1980s and 1990s: Adjusting to market logics

- Tuesday: Planning failures and the rise of neoliberalism

- o Moore, T. (1978). Why allow planners to do what they do? A Justification from Economic Theory. *Journal of the American Planning Association 44* (4): 387-398.
  - o Kayden, J.S. (1992). Market-Based Regulatory Approaches Download Market-Based Regulatory Approaches: A Comparative Discussion of Environmental and Land Use Techniques in the United States, *19 B.C. Envtl. Aff. L. Rev.* 565 (1992), http://lawdig-italcommons.bc.edu/ealr/vol19/iss3/11
  - o Monbiot, G. (2016, April 15). Neoliberalism – the ideology at the root of all our problems. *Guardian* online, https://www.theguardian.com/books/2016/apr/15/neoliber-alism-ideology-problem-george-monbiot
- Thursday: Strategic planning (incrementalism revisited?)
  - o University of Illinois Department of Urban and Regional Planning. (2021). Strategic Plan, 2020-25
  - o Swanstrom, T. (1987). The limits of strategic planning for cities. *Journal of Urban Affairs 2*: 139-157.
  - o Fainstein, S.S. (1991). Promoting economic development urban planning in the United States and Great Britain." *Journal of the American Planning Association 1*: 22-33.
  - o Further background reading (available on Canvas site) (optional):
    - ▪ Bryson, J. M., Edwards, L. H., & Van Slyke, D. M. (2018). Getting strategic about strategic planning research. *Public management review*, *20*(3), 317-339.
    - ▪ Poister, T. H. (2010). The future of strategic planning in the public sector: Linking strategic management and performance. *Public administration review*, *70*, s246-s254.

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

- Tuesday: Can radicals be planners?
  - o Fainstein, N. I., & Fainstein, S. S. (1979). New debates in urban planning: the impact of Marxist theory within the United States. *International Journal of Urban & Regional Research*, *3*(3).
  - o Friedmann, J. 2011. The mediations of radical planning. Chapter 4 in *Insurgencies: Essays in Planning Theory*. London: Routledge, pages 60-86.
- Thursday: Insurgent planning as a response? Guest: Prof. Faranak Miraftab. *Readings subject to change*.
  - o Miraftab, F. (2009). Insurgent planning: Situating radical planning in the global south. *Planning theory*, *8*(1), 32-50.
  - o Lecture by Prof. Miraftab (link in Canvas)
  - o Beard, V. A. (2003). Learning radical planning: The power of collective action. *Planning Theory*, *2*(1), 13-35.
- Supplementary material
  - o Planning Theory Journal, Interview with Faranak Miraftab.
  - o Davy, B. (2019). Evil insurgency. A comment on the interface 'strengthening planning's effectiveness in a hyper-polarized world'. *Planning Theory & Practice*, *20*(2), 290-297.

Week 14: Fall Break (11/21-25)

Week 15 (11/28-30): The just city / Peer reviews
- Tuesday: The Just City
    - Fainstein, S. S. (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 16 (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	10
Pronoun preference included*	5
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	15
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	10
Student explains how they got interested in planning	15
Student identifies three things they like to do	15
Student can be clearly seen and heard in video	5
Video was at least 5 and no more than 7 minutes long	5
Video was submitted on time	10
Total	90

*[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?

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/2021/ for the most recent ones).

This is a cumulative project with three deliverables. The first deliverable (3a) is simply a post to the discussion board identifying the plan you're assessing and your partner. The second (3b) is also a post to the discussion board of parts 1 and 2 of the final assignment. The instructor, the TA, and selected peers will provide feedback on your discussion-board post shortly after you submit it. The third deliverable (2c) is a submitted deliverable of the full document, including any revisions you wish to make to parts 1 and 2 plus parts 3 and 4. The final deliverable should have around 4,000 words. More details about each deliverable follow.

Deliverable	Points	Due
2a. Pick your plan and post to the UP 501 discussion board on Canvas	30	9/20
2b. First draft submission to Canvas discussion board	100	10/11
2c. Final submission	270	10/25
Total points for this assignment	400	

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. First draft of the first half

This deliverable consists of your first draft of parts 1 and 2 of the final assignment.

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. Rubric:

Criterion		Absent	Present
All of these: Names, date, report title, UP 501, pagination, spell-checked		0	10
Part 1: Discusses all the following:			
	Description of the place	0	10
	Entity that made the plan	0	10
	Plan-making process	0	10
	Goals stated	0	10
	Actions stated	0	10
	Outputs and outcomes stated	0	10
	At least 1000 and no more than 1500 words	0	10
Part 2: Includes all the following:			
	Boxes & arrows diagram	0	10
	Caption of no less than 450 and no more than 550 words	0	10

Deliverable 2c. Final draft

This deliverable consists of the following parts:

Part 1 (revised according to feedback on Deliverable 2b), no less than 1000 and no more than 1500 words:

    A. The place
    B. The entity that made the plan
    C. The plan-making process
    D. Goals
    E. Actions
    F. Outputs and outcomes

Part 2 (revised according to feedback on Deliverable 2b):

    A. Logic model diagram
    B. Caption of no less than 450 and no more than 550 words.

Part 3 (new): Assess the persuasive power of the example's storytelling. The question of persuasive power assumes audience. In 1000 to 1500 words:

    A. Invent a representative of one important audience (any stakeholder group, or elected officials) who you think could be swayed (persuaded) by this plan:
    B. How does the plan's logical structure help and/or harm the planners' case with this audience?
    C. How does the plan's use of language help and/or harm the planners' case with this audience?
    D. How do the plan's diagrams and/or photos help and/or harm the planners' case with this audience?
    E. How do the plan's maps help and/or harm the planners' case with this audience?
    F. How do the plan's appendices and supportive materials help and/or harm the planners' case with this audience?

Part 4 (new): 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 (refer to Part 1 of your memo): 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 (refer to Parts 1D, 1E, 1F, and Part 2 of your memo): 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 (refer to Part 3 of your memo): 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 rubric Deliverable 2c

		A: Excellent	B: Very good	C: Fair	D: Poor	F: Missing
All of these: Names, date, report title, UP 501, pagination, spell-checked		14-15	12-13	10-11	9	0
Part 1	Describes the following:					
	The place	14-15	12-13	10-11	9	0
	The plan-making entity	9-10	8	7	6	0
	The planning process	14-15	12-13	10-11	9	0
	Goals	5	4	3	2	0
	Actions	9-10	8	7	6	0
	Outputs and outcomes	9-10	8	7	6	0
	1000-1500 words*	9-10	8	7	6	0
Part 2	Includes					
	Boxes & arrows diagram	14-15	12-13	10-11	9	0
	Caption (450-1000 words)	14-15	12-13	10-11	9	0
Part 3	Discusses:					
	Audience	9-10	8	7	6	0
	Logical structure	9-10	8	7	6	0
	Use of language	14-15	12-13	10-11	9	0
	Diagrams & photos	14-15	12-13	10-11	9	0
	Maps	9-10	8	7	6	0
	Appendices	9-10	8	7	6	0
	1000-1500 words*	9-10	8	7	6	0
Part 4	Summarizes the critique including:					
	Technical analysis & engagement	14-15	12-13	10-11	9	0
	Logic	14-15	12-13	10-11	9	0
	Persuasive power	14-15	12-13	10-11	9	0
	Recommendations	14-15	12-13	10-11	9	0
	800-1200 words*	9-10	8	7	6	0

*Word counts: Full points will be given if your word count is within the range.

- 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.
- Good (B): Clear and straightforward writing, easy to follow, a few rough spots in grammar or expression. Good use of images where called for.
- 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.

Assignment 3: Ethics, hope, future(s)

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	Points	Due
3a. High-level abstract	30	10/28
3b. Draft storyboard	60	11/8
3c. Presentation draft of video: Post to Discussion Board	70	11/22
3d. Peer reviews of 2 other videos	70	12/6
3e. Final cut of video	270	12/17
Total points for this assignment	**500**	

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:

1. The spatial area where you can imagine working
2. The issue you are interested in working on
3. The future of that area if people don't address your issue ("business as usual")
4. The change you want to see
5. Your role as a change agent

Grading: Six (6) points will be awarded for presence of each of the five required elements for a total up to 30 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. (Timings indicated here to give you a sense of how many slides you should make. You do not have to submit this draft as a video.)

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.

Rubric: Full points for timely submission of complete deliverable, where "complete" = the item or element is present in your assignment.

Element to include	Points
Introduction (self-intro + summary of video)	10
Place	12
Issue	12
Future you want to see	12
Role as a change agent	11
Sources	3
Total points	60

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) and upload it to a Mediaspace site (link on Canvas). 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: Full points will be awarded for each element submitted on time.

Element to include	Points
Introduction (self-intro + summary of video)	7
Place	14
Issue	14
Future you want to see	14
Role as a change agent	14
Sources	4
No less than 6 and no more than 8 minutes	3
Total points	70

Deliverable 3d: Peer reviews

For this deliverable, everyone is required to submit two peer reviews using a rubric on the Canvas site. Please watch the videos of your peers by going to the discussion board page and finding their video links or uploads. Use the rubric as you're watching, making notes as you go directly into the comments section so you don't miss anything. It's ok if your comments make the form spill onto the second page. **When you're done with your review, email the review of each classmate's video to that classmate, but wait until after the peer review session to upload your review to the Canvas site.**

The deadline for submitting the peer reviews for deliverable 3d is 11:59PM December 6 (the day after we have the in-class review session). If anything comes up during the conversation that makes you change your assessment, please go back to the form, edit it, email it to the classmate(s) whose review you want to revise, and upload both reviews in one document on the assignment page for deliverable 3d.

If you're in a three-person group, please do peer reviews of the other two members of your group. If you're in a four-person group, I encourage you to watch all three of the other videos, but you're only required to submit peer reviews for the two people indicated below. Each peer review will be graded (maximum of 35 points each, 70 points total) using the following rubric:

0 points	9-15 points	16-23 points	24-30 points	31-35 points
Missing	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. Maximum points: 270.

Grading rubric, deliverable 3e

	Points awarded				
	A: Excellent	B: Very good	C: Fair	D: Poor	F: Missing
Intro information shown and spoken in the first 20 seconds of the video	13-14	12	10-11	9	0
Video is summarized immediately after the intro information in a compelling way that draws viewers in	18-20	16-17	14-15	12-13	0
Place is introduced vividly, with images and script working together to create a unified impression; abbreviated references written unobtrusively on screen	31-34	28-30	24-27	21-23	0
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	31-34	28-30	24-27	21-23	0
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	31-34	28-30	24-27	21-23	0
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)	31-34	28-30	24-27	21-23	0
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)	31-34	28-30	24-27	21-23	0
Full sources and image credits presented in the last 10-15 seconds of the video	18-20	16-17	14-15	12-13	0
Video production quality: Use of visual effects (e.g., animation, embedded video clips); quality and number of images; audio quality	24-26	21-23	19-20	16-18	0
Video length: No shorter than 6 minutes, no longer than 8 minutes*	20	17	15	13	0

*A: Between 6 and 8 minutes; B: Over or under required length by no more than 30 seconds; C: Over or under required length by between 31 seconds and 1 minute; D: Over or under required length by between 1 and 2 minutes; F: Over or under required length by 2 minutes or more.