

Instructor: Mary Edwards
Office Hours: Tuesday 10am-12pm, M204 Temple Buell Hall
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Class: T, TH: 2-3:20pm

Course Description:

The intent of this course is to introduce students to the various career paths open to urban studies and planning (USP) majors and to provide an overview of each of the concentration areas available to USP students. In learning about the profession and each of our concentration areas (sustainability, policy and planning, social justice and global cities), students will interact with professionals and participate in both field trips and hands-on-activities in the community. The course combines seminar and field work elements to provide students with a broad perspective of urban studies and planning, including the many roles of a planner and the variety of contexts in which they operate.

Beyond general discussions about the profession of planning, students will address a number of timely and relevant policy questions and participate in activities that include observation, attending public meetings, negotiation and facilitation, data gathering and analysis. Students will become familiar with key planning and urban studies journals—both academic and practitioner-based—and web sites that focus on both policy as well as careers in planning.

Course Objectives:

Course objectives include the following:

- To introduce incoming students to the four distinct USP concentrations available to them.
- To foster an awareness of the challenges and opportunities specific to working and planning in increasingly diverse communities.
- To enhance skills in using a variety of perspectives from which to understand communities.
- To improve understanding of the broad nature of urban planning.
- To introduce core competencies that are essential to effective practice, including problem analysis and solving, effective teamwork and collaboration and written and oral communication skills.
- To help students begin to develop a plan to guide their professional development in the field.
- To build capacity to perform analyses of urban issues, which includes a basic understanding of the kinds of information available to make planning decisions and an ability to identify and retrieve planning-related data for specific locations.
- To enhance writing and presentation skills.

Course Requirements:

The main class format will be discussion and field work. Participation and involvement is crucial for the success of the sessions. Consistent attendance is required. All readings will be posted on Compass. Additional readings (beyond those detailed below) may be posted throughout the semester.

Grading Policies:

All grading will be done fairly and consistently. Assignments are due at the beginning of class on the due date. Late homework assignments will be graded down one letter grade per day (half a letter grade if turned in after class on due date). Several of the homework assignments are in-class assignments, so if you are not in class, you will not receive credit for these assignments without a valid excuse for your absence. It is your responsibility to contact me if you miss an assignment. I will take into consideration assignments that are late due to unforeseeable circumstances.

Transformation of numerical grade to letter grade will be according to the schedule below:

A	93-100	C+	77-79.9
A-	90-92.9	C	73-76.9
B+	87-89.9	C-	70-72.9
B	83-86.9	D+	67-69.9
B-	80-82.9	D	60-66.9

The general grading rubric for assignments is as follows:

An "A" assignment demonstrates original thought and synthesis of ideas and sophisticated, cogent analysis. It is clearly written and presented.

A "B" assignment includes above average analysis with appropriate evidence to support ideas. It is clearly written and presented.

A "C" assignment shows a basic level of understanding, with analysis limited to obvious arguments. Writing is competent. It is adequate work.

A "D" assignment misunderstands or misrepresents the material or is so poorly written that it obscures the analysis. It is inadequate work.

Your final grade will be based on the following (detailed assignment guidelines will be provided):

Public Space Observation	10%	Planner Interview	20%
Public Meeting Reflection	20%	Downtown Analysis (Group)	25%
Planner Case Study	15%	Speaker Reflections/Participation	20%

Course Policies:

Honor Code: The Illinois Student Code states: “It is the responsibility of the student to refrain from infractions of academic integrity, from conduct that may lead to suspicion of such infractions, and from conduct that aids others in such infractions.” Note that you are subject to the Honor Code, as well as procedures for addressing violations to the Code, regardless of whether you have read it and understand it. According to the Code, “ignorance is no excuse.”

To meet this standard in this course, note the following: in written work, all ideas (as well as data or other information) that are not your own must be cited. While this course does not require a standard citation style or formatting, we suggest you use either APA (American Psychological Association) or MLA (Modern Language Association) formats for in-text references and your reference sections. Please consult me or a university librarian if you have questions about appropriate reference formatting. Note that ideas that require citation may not have been published or written down anywhere. While you are free—and indeed encouraged—to discuss assignments with your peers, all of your data collection, analysis, and writing should be your own. The consequence for violating these expectations may include receiving no credit for the assignment in question, and at the discretion of the instructor, may include automatic failure of the course.

The Department of Urban and Regional Planning (DURP) is committed to maintaining a learning environment that is rooted in the goals and responsibilities of professional planners. By enrolling in a class offered by the Department of Urban and Regional Planning, students agree to be responsible for maintaining an atmosphere of mutual respect in all DURP activities, including lectures, discussions, labs, projects, and extracurricular programs. See Student Code Article 1-Student Rights and Responsibilities, Part 1. Student Rights: §1-102.

Disability Services: This course will accommodate students with documented disabilities. If you do require special learning accommodations for this class, please contact me as soon as possible. You may wish to receive additional assistance from the Division of Disability Resources and Educational Services (DRES). To contact DRES, you may visit 1207 S. Oak Street, Champaign, IL, Call 333-4603 (V/TDD), or e-mail a message to: disability@uiuc.edu.

Emergency Planning: The Department of Homeland Security and the Office of Campus Emergency Planning recommend the following three responses to any emergency on campus: RUN > HIDE > FIGHT. Detailed instructions are available at: <http://police.illinois.edu/emergency/response/>. The emergency response guide can be downloaded from: <http://dps.illinois.edu/emergencyplanning/emergresponseguide.pdf>

Use of Personal Technology: If you wish to use a laptop for taking notes, that is acceptable. However, please do not use a personal device for any purpose unrelated to our class. If I see you using your laptop for other activities or if one of your peers tells me that your laptop use is a distraction, I will ask that you put it away. All cell phones should be silenced and put away. If there is a serious need to leave your cell phone on, such as a family emergency, please let me know. I will reduce participation grades for cell phone use or laptop use that is unrelated to class.

Course Themes and Readings

Week 1 (Aug. 23, 25)

Readings:

Observing the City

Lynch, Kevin. 1960. The City Image and Its Elements. (excerpt from *Image of the City*) in LeGates, Richard and Frederic Scott, 1996. *The City Reader*, 2nd Edition.

Week 2 (Aug. 30, Sept. 1)

Readings:

What Planners Do

Select excerpts from APA and Planetizen: What Planners Do.

Stephens, Josh. 2015. Planetizen. "Planners Across America" Series.

Waldon, Roger S. 2006. *Planners and Politics: Helping Communities Make Decisions*. American Planning Association, Chicago, IL. (Case Studies)

Week 3 (Sept. 6, 8)

Readings:

Planning Partnerships

Williams, Brian. 2014. Healthier, Wealthier and Wiser: Local Food Systems Provide More than One Kind of Sustenance. *Planning Magazine*, July.

Please look through the National League of Cities website on local government and Cities 101:

<http://www.nlc.org/build-skills-and-networks/resources/cities-101/city-structures/local-us-governments>

Week 4 (Sept. 13, 15)

Readings

The Planning Game

Garvin, Alexander. 2013. *The Planning Game* (Chapter 2: The Players and Chapter 3: The Rules of the Game)

Week 5 (Sept. 20, 22)

Readings:

The Plan

Hoch, C. 2012. Making Plans (in *The Oxford Handbook of Urban Planning*, Weber, R. and R. Crane, eds)

Neuman, Michael. 1998. Does Planning Need the Plan? *Journal of the American Planning Association*, 64:2, 208-220.

Week 6 (Sept. 27, 29)

Readings:

Collaborative Planning

Daniels, Tom and Jack Wright. 2015. Preserving Large Landscapes. *Planning Magazine*, November.

Week 7 (Oct. 4, 6)

Readings:

Social Justice in Practice

Thomas, June Manning. 2012. Social Justice as Responsible Practice: Influence of Race, Ethnicity, and the Civil Rights Era (in *Planning Ideas that Matter*, Sanyal, B, and Vale, L.J. and Rosan, C. D. eds)

Week 8 (Oct. 11, 13) Readings:	<p>How Planners Plan: Public Engagement Judith E. Innes & David E. Booper (2004): Reframing public participation: strategies for the 21st century, <i>Planning Theory & Practice</i>, 5:4, 419-436.</p> <p>Stewart, D., Shamdasani, PN and Rook, D. 2007. <i>Focus Groups: Theory and Practice</i>, 2007 (Chapter 6: Conducting the Focus Group)</p>
Week 9 (Oct. 18, 20) Readings:	<p>Cultural Consciousness Barth, Brian. 2016. Before It's Too Late. <i>Planning Magazine</i>, August/September.</p>
Week 10 (Oct. 25, 27) Readings:	<p>Sustainability in Practice Beatley, Timothy. 2012. Sustainability in Planning: The Arc and Trajectory of a Movement, and New Directions for the Twenty-First Century City. (in <i>Planning Ideas that Matter</i>, Sanyal, B, and Vale, L.J. and Rosan, C. D. eds)</p>
Week 11 (Nov. 1, 3) Readings:	<p>How Planners Plan: Ethics AICP Code of Ethics and Professional Conduct</p> <p>Wachs, M. 1989. When Planners Lie with Numbers. <i>Journal of the American Planning Association</i></p> <p>Marcuse, P. 2012. Justice (in <i>The Oxford Handbook of Urban Planning</i>, Weber, R. and R. Crane, eds)</p>
Week 12 (Nov. 8, 10) Readings:	<p>The Global City Robinson, Jennifer. 2015. World Cities or a World of Ordinary Cities?: Ordinary Cities Between Modernity and Development. (In <i>Cities of the Global South Reader</i>, Miraftab, F. and Kudva, N. eds.)</p>
Week 13 (Nov. 15, 17) Readings:	<p>Planning's Wicked Problems Rittel, H.W. and Webber, M. 1973. Dilemmas in a General Theory of Planning. <i>Policy Sciences</i>, 4: 155-169.</p> <p>Corburn, Jason. 2009. <i>Toward the Healthy City: People, Places and the Politics of Urban Planning</i>. The MIT Press, Cambridge, MA. (selected excerpts)</p>
Week 14 (Nov 22, 24)	THANKSGIVING BREAK
Week 15 (Nov. 29, Dec. 1) Readings:	<p>How Planners Plan: Using Data Stikeleather, J. 2013. How to Tell a Story with Data. <i>Harvard Business Review</i>, April 24.</p>
Week 16 (Dec. 6)	Course Wrap-up

Summary Schedule of Sessions:

SESSION	WEEK	DATE	DAY	Topic
1	1	Aug 23	T	Course Introduction
2	1	Aug 25	TH	The Social Life of Small Urban Spaces
3	2	Aug 30	T	Image of the City
4	2	Sep 1	TH	What Planners Do: Michele Plante, FAA Career Services
5	3	Sep 6	T	How Planners Plan: Understanding Local Government
6	3	Sep 8	TH	What Planners Do: Nicole Bridges, Prosperity Gardens
7	4	Sep 13	T	Public Space Observation Due + Discussion
8	4	Sep 15	TH	Walking Tour of Downtown Champaign, TJ Blakeman, C. of Champaign
9	5	Sep 20	T	What Planners Do: Evan Alvarez, MTD
10	5	Sep 22	TH	The "Plan"
11	6	Sep 27	T	What Planners Do: Shuake Wuzhati, CCPRC
12	6	Sep 29	TH	APA-IL Conference in Chicago
13	7	Oct 4	T	Walking Tour of Downtown Urbana, Kevin Garcia, City of Urbana
14	7	Oct 6	TH	What Planners Do: Mike Doyle, CUIF
15	8	Oct 11	T	How Planners Plan: Community Engagement
16	8	Oct 13	TH	FAA Arts Exchange
17	9	Oct 18	T	What Planners Do: Planning for Diverse Populations
18	9	Oct 20	TH	I-Journey Workshop: Communicating in Culturally Diverse Communities
19	10	Oct 25	T	Planners and Politics: Planner Case Study Due +Discussion
20	10	Oct 27	TH	What Planners Do: Scott Tess, City of Urbana
21	11	Nov 1	T	How Planners Plan: Ethics
22	11	Nov 3	TH	ACSP Conference
23	12	Nov 8	T	Downtown Analysis Due + Discussion
24	12	Nov 10	TH	What Planners Do: Balakrishnan Balachandran, PhD Candidate, DURP
25	13	Nov 15	T	Planning's Wicked Problems
26	13	Nov 17	TH	Planning's Wicked Problems: Urban Health
27	15	Nov 29	T	How Planners Plan: Using Data to tell Stories
28	15	Dec 1	TH	Planner Interview Due + Discussion
29	16	Dec 6	T	Course Wrap-up + Public Meeting Memo Due
30	16	Dec 8	TH	Reading Day