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## UP 447, Fall 2016, 4 hours

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## Land Use Planning Workshop

Meeting Time: M,W 1:00–2:20 PM  
Meeting Location: 223 Temple Hoyne Buell Hall  
Office Hours: By appointment

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### COURSE DESCRIPTION

This workshop course focuses on planning for an urban neighborhood that has undergone depopulation. The study area is a subset of the Washington Park neighborhood in Chicago, roughly bounded by East Garfield Blvd. and East 59<sup>th</sup> Street, and South Michigan Avenue and the Dan Ryan Expressway. We will collect relevant data, make observations, review related plans and policies, and speak to stakeholders, in order to develop planning information that can help our client, the Sweet Water Foundation, in developing strategies for the neighborhood.

This is a senior, 400-level planning workshop course. This means that you are expected to work at a professional level, using your own initiative and discretion, with only minimal guidance from the instructor. You will apply concepts and skills from prior courses and work extensively in teams to compile, synthesize, and present information that will aid future planning and development efforts. Because the client does not have a clearly-articulated problem statement, a significant part of the effort will be defining the priority planning problem or problems to be addressed. This may include adjusting the boundaries of the study area.

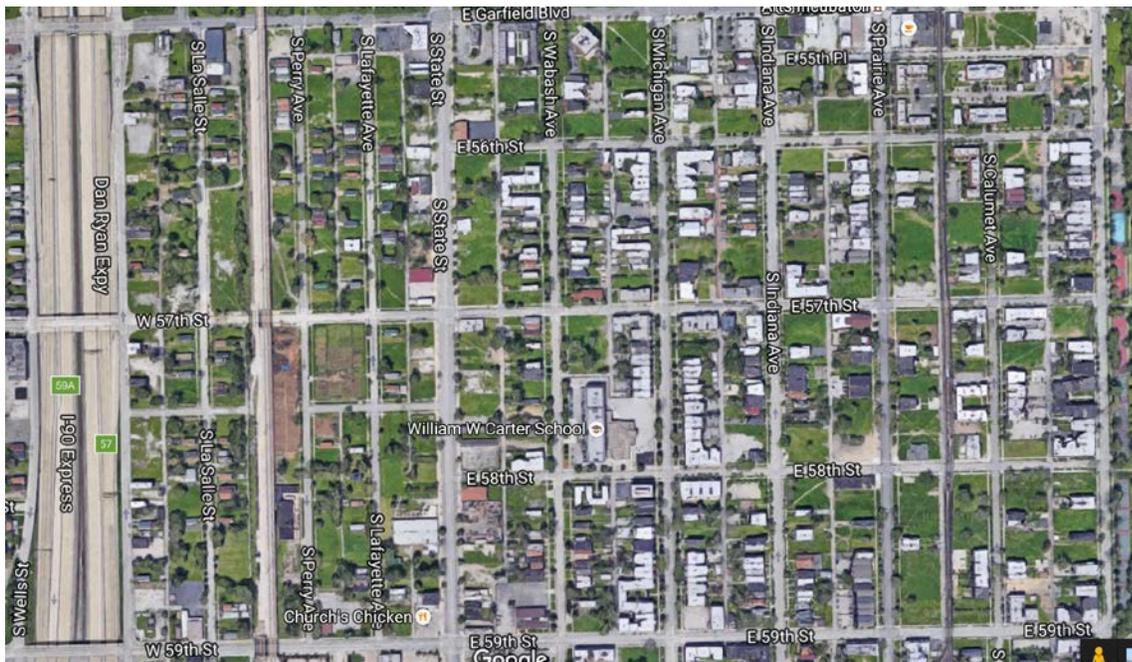
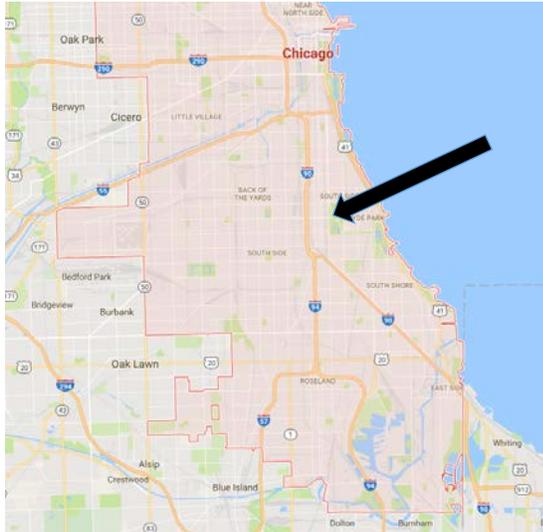
This should be a positive experience for you, as you engage in a real world problem, gain a deeper understanding of planning through practice, and seek to contribute in a meaningful way to the future of this neighborhood. In addition, because this neighborhood is representative of many parts of Chicago and elsewhere in the urban Midwest, you should gain insights that can help you in future planning practice in a variety of locations.

### THE PLANNING PROBLEM

Our primary client is the Sweet Water Foundation (<http://sweetwaterfoundation.com/>), run by Emmanuel Pratt. The SWF focuses on urban agriculture and aquaponics as a way to catalyze urban economies by using the natural environment as the foundation. The SWF runs a variety of programs around urban agriculture and sustainable construction, including urban farming, a produce market, youth training programs, and a variety of educational experiences for area youth. Currently, the SWF is leasing several parcels of vacant land from the City for purposes of urban agriculture. As the operation has grown, Emmanuel Pratt has begun to think of how agriculture and sustainable building practices could be used to regenerate the neighborhood: development from the bottom up, rather than seeking a large catalyzing investment (such as the Obama library) from the outside. This is where we come in. At a minimum, we will collect data, analyze relevant plans and policies, and lay an informational foundation that can help SWF to begin to develop plans and strategies for the neighborhood. If possible, we will try to develop planning frameworks, alternatives, and strategies that could begin to articulate the vision that SWF has for the area.

In part, SWF's activities dovetail with the City's plans for depopulated neighborhoods. Chicago's Green Healthy Neighborhoods Plan, approved in 2014, includes Washington Park in its plans for re-purposing vacant land for affordable green housing and urban agriculture, along with opportunities for training and transitional employment. Because the City is supportive of the efforts of SWF, they will function as a secondary client for our work.

In addition to the Green Healthy Neighborhoods Plan, some current planning initiatives are potentially relevant to our work: the new Neighborhood Opportunity Bonus Program, Adjacent Neighbors Land Acquisition Program, Large Lot Program, and possibly the Industrial Corridor Program. Finally, there was a prior planning effort in 2009, when LISC Chicago's New Communities Program prepared a Quality of Life Plan for Washington Park.



The goals of our client are very general: to use sustainable, locally-based technologies to economically regenerate the neighborhood, and he has specifically asked us to provide land-use planning advice. That is why this is a Land Use workshop. Because the goals are so general, much of our work will involve using our analysis to define the priority planning problem or problems. Based on our definition of the priority planning problems, we will then outline planning frameworks or actions for addressing them.

## COURSE FORMAT AND SCHEDULE

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A tentative schedule is included below. Most classes will consist of teamwork. All students are expected to attend every class session, in order to communicate with the other groups or have team meetings with the instructor. Because the schedule and work plan are subject to change, some class sessions may involve rearranging our work plans or revising priorities. If you are not able to attend a class session, please notify the instructor via email in advance.

As stated above, because this is a senior workshop, you are expected to take the initiative. You will learn by doing, and you will learn from each other. The instructor will not be delivering new knowledge to you. In fact, this will also be a learning experience for the instructor; this project will be a joint adventure for us all.

### **Products**

Although every class product is not yet precisely specified, you should expect to contribute to the course in the following ways:

#### Group Data Report(s)

The first part of the semester will consist of basic research and data collection. It will involve at least one data report and one presentation. Depending on availability and relevance of various sources of information, we may adjust teams and have more than one product. The final products will likely be due around Week 7 of the semester.

#### Group Plan Report(s)

The second part of the semester will involve converting the research into planning strategies and recommendations for planning actions. It will involve at least one full report—synthesizing the historical, qualitative, and quantitative information collected over the semester and providing recommendations and strategies for achieving the goals of the client—and associated presentation. There may also be intermediate reports and presentations. The final products will be due by Week 15 of the semester.

#### Planning Memos

Each student will submit three individual planning memos spread over the semester. These will be a way of documenting progress as well as synthesizing various aspects of the semester’s work. The exact topics and timing of the memos will be determined during the semester.

#### Participation

Each student will be expected to participate in group work and in class discussions

### **Schedule, milestones (subject to revision)**

<b>Week</b>	<b>Date</b>	<b>Task/Topic</b>	
1	Aug 22	Intro to neighborhood, organize initial teams Skype guest: Kathleen Dickhut	Read Green Healthy Neighborhoods plan
2	Aug 29	Research tasks	<i>Friday Field Trip Sept 2</i> Read Perry Market District Read "Sustainable Community Development"
3	Sept 7 (no class Mon.)	Research tasks	Read Quality of Life Plan Read Garfield Corridor Plan
4	Sept 12	Research tasks	
5	Sept 19	Research tasks	<i>Possible Field Trip</i> to other relevant neighborhoods
6	Sept 26 (no class Weds.)	Research tasks	
7	Oct 3	Present research reports	

8	Oct 10	Define planning problems, create new teams	
9	Oct 17	TBD	
10	Oct 24	TBD	
11	Oct 31 (no class Weds.)	TBD	
12	Nov 7	TBD	
13	Nov 14	TBD	
	(Break)	TBD	
14	Nov 28	TBD	
15	Dec 5	Final presentation	

## RESEARCH TOPICS AND INFORMATION SOURCES

Research and data tasks are likely to include:

- Create GIS base map
- History of neighborhood, and relationship to rest of city
- Historic properties
- Relevant city programs and policies
- Spatial and economic context
- Socio economic data (age, gender, race, income, housing costs, etc.) (use Social Explorer)
- Crime
- Land uses
- Building occupancy
- Footprints, floor area
- Commercial inventory
- Housing inventory
- Access to grocery stores
- Access to health care services
- Access to transit
- Accessibility of jobs and housing (bus routes, jobs-housing data, etc.)
- Employee origin-destination data
- Building permit data
- Infrastructure
- Parcel ownership
- Basic research on examples of urban agriculture as a catalyst for economic development
- Review of other similar areas/projects in Chicago

Here are some starting points for information sources:

The City of Chicago website has pages explaining the Green Healthy Neighborhoods Plan, Neighborhood Opportunity Bonus Program, Adjacent Neighbors Land Acquisition Program, Large Lot Program, and the Industrial Corridor Program.

The City has good GIS resources, generally listed

here: <http://www.cityofchicago.org/city/en/depts/doi/provdrs/gis.html>

Data can be downloaded from the data portal: <https://data.cityofchicago.org/>

The County also has GIS data:

<https://datacatalog.cookcountyil.gov/browse?q=ccgisdata&sortBy=relevance&utf8=%E2%9C%93>

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One important use for the County data is because, although the City lists city-owned parcels (<https://data.cityofchicago.org/Community-Economic-Development/City-Owned-Land-Inventory/aksk-kvfp/data>) , you need the County GIS parcel map in order to find them on a map.

We will also continue to use sources at the City of Chicago (primary contact: Kathleen Dickhut), as well as other contacts we develop. We will try to develop a contact at the local Alderman's office. The nearby DuSable Museum might be a useful source of general history (you can also find a brief history at the Encyclopedia of Chicago, by the Chicago Historical Society, <http://www.encyclopedia.chicagohistory.org/pages/1321.html>) . We will probably want to look at some relevant projects in similar areas, such as: The University of Chicago Place Lab run by Theaster Gates; and The Plant, a vertical farm at 1400 West 46th that runs tours.

In addition, we will post useful documents in a shared Box folder. As of now, I have posted the 2009 Quality of Life Plan, a couple of draft conceptual planning documents by Emmanuel Pratt, the ULI Garfield Corridor plan, and a paper entitled "Sustainable community development: integrating environmental, economic, and social objectives".

## GRADING

You are expected to rise to the occasion and be creative and entrepreneurial in seeking new sources of information and new avenues of investigation. Enthusiasm and initiative will be recognized by means of good grades. Conversely, students who just go through the motions and put in minimal effort will be graded accordingly.

The instructor will make the final decisions on grades, but each grade involving group work and class participation also will be informed by peer evaluation.

Grading will be as follows:

- Participation - 10%
- Group data presentation and report(s) - 20%
- Group plan presentation and report(s) - 40%
- Three memos - 30%

In fairness to all students, ten percent of the grade, per half-week, will be deducted for late assignments. No exceptions can be made without a written medical excuse from a doctor and a proposed new deadline.

Attendance at each scheduled class session is an expectation, unless cleared with the instructor ahead of time. Up to two excused absences will not affect your grade; additional absences will affect your participation grade, and significant additional absences may also affect your group project grades.

The general grading rubric is as follows:

- An assignment at the A level demonstrates original thought and synthesis of ideas, sophisticated, cogent analysis, and is clearly written or presented. Outstanding work.
- An assignment at the B level presents acceptable analysis with appropriate evidence to support the ideas and is clearly written or presented. Good work.
- An assignment at the C level shows a basic level of understanding, with analysis limited to the most obvious arguments. Writing is understandable. Adequate work.
- An assignment at the D level misunderstands or misrepresents the material, or is so poorly written or presented as to obscure the analysis. Inadequate work.

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## COURSE POLICIES

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

**Academic Integrity:** The UIUC Student Code (<http://www.admin.illinois.edu/policy/code>) requires all students to support academic integrity and abide by its provisions, which prohibit cheating, fabrication, plagiarism, and facilitation of these and related infractions. According to Section § 1-401, “students have been given notice of this rule by virtue of its publication” and “regardless of whether a student has actually read this rule, a student is charged with knowledge of it.” The provisions of the Student Code are applicable to this course. *In written work, all ideas (as well as data or other information) that are not your own must be cited.*

**Diversity:** The Department of Urban and Regional Planning (DURP) is committed to creating an environment of inclusion and opportunity that is rooted in the very goals and responsibilities of practicing planners. Conduct that interferes with the rights of another or creates an atmosphere of intimidation or disrespect is inconsistent with the environment of learning and cooperation that the program requires. By enrolling a course in the Department of Urban and Regional Planning, students agree to be responsible for maintaining a respectful environment in all DURP activities, including lectures, discussions, labs, projects, and extracurricular programs. We will be governed by the University Student Code. Please see the *Student Code Article 1—Student Rights and Responsibilities* for further details (<http://admin.illinois.edu/policy/code>)..