

Department of Urban and Regional Planning

University of Illinois at Urbana-Champaign

## **UP510 Plan Making**

Day/Time: MW/10:30 AM – 11:50 AM  
RM 223, Temple Buell Hall

Instructor: Arnab Chakraborty  
Office Hours: Wed 2:00 PM – 3:30 PM  
TBH RM M230  
[arnab@illinois.edu](mailto:arnab@illinois.edu)

TA: Andrew McMillan  
Office Hours: Thu 11:00 AM – 12:30 PM  
TBH RM 227  
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### **COURSE DESCRIPTION**

This course focuses on making and using plans. Our goal is to understand how plans navigate the messiness of uncertainty, incompletely defined situations, and political differences, and identify lessons that help us cope with such situations in our own practice. In this class, we will start with the local government landscape in which most planners practice irrespective of their specialization. We will examine the structures from which plans get their legitimacy, explore common tools that planners employ, and assess how plan as an artifact influence planning and development processes. We will see how plans are organized – hierarchically and topically – and the benefits and limitations of dominant approaches. As we do so, we will interact with practitioners and hear about their experiences and what plan making means to them.

By the end of this course you may expect to have:

1. An understanding of the local government context in which plans are made and used
2. Knowledge of local planning tools such as comprehensive plans and zoning
3. Engagement and visioning techniques
4. Skills in evaluating plans
5. And a better appreciation of the value of well-made plans

### **PREREQUISITES**

None. This class is designed for urban planning graduate students. If space permits, students from related fields interested in urban planning practice are welcome to take it.

### **READINGS**

Readings are from a range of books, reports, and academic journals, and will be supplied in electronic format to registered students via Illinois Compass.

### **ORGANIZATION:**

This course is built around weekly cycles of learning and activities. You are expected to read the assigned readings for a particular week prior to that Monday's class meeting. You are expected to post brief reactions to assigned readings on Illinois Compass Discussion Board and actively participate in the class. Typically, on Mondays the instructor will open with a lecture or commentary about that week's topic. This will be followed by a discussion of the readings. Wednesday's sessions will focus on activities including discussion with a visiting practitioner, project work, fieldwork, or skill training.

## DELIVERABLES

*Reading reactions:* One set of required readings are assigned for most weeks. You are expected to complete these readings and submit a brief reaction to the overall set of readings on a designated Compass Discussion Board page prior to that week's first meeting (i.e. by 10:30 AM on Mondays). Your reaction may not be more than 250 words in length and may include, for example, something you like or dislike about the readings; some aspect of the readings that made an impression on you (new fact, enlightening observation, new twist to an old idea, writing style, etc.); or something you did not understand. You may also include questions that you would like to ask. Please do not submit reading summaries or write reactions to every individual piece of reading. Please submit your reaction by copying the text directly into the Compass textbox and use week number as the subject (do not attach files). Late submission of reading reactions will not receive credit.

*Projects: Memos, Reports, and Presentations:* There will be two major projects in this course - one individual and one team. The projects will involve interim tasks and deliverables in the form of group activities and memos, and will culminate in final reports and a presentation. The course also includes a number of standalone memos and activities designed to develop specific skills. Share of final grade for each of these components are included below. Detailed expectations and grading rubric will be shared when introducing the projects. The due dates for all deliverables are listed on the course outline. Unexcused delays will be penalized by 10% of the total score for every 24-hour delay.

## ASSIGNMENTS AND GRADING

Your grade for this course will be based on the following breakdown:

- Briefing memo → 5%
- Project #1 (breakdown below) → 25%
  - Two memos → 10% (5% each)
  - Report → 15%
- Project #2 (breakdown below) → 30%
  - Memo → 5%
  - Presentation → 10%
  - Report → 15%
- Reading reactions → 25%
- Class participation → 15%

Final course grade will be based on the following distribution: 100-97 points = A+, 96.9-94 = A, 93.9-90 = A-, 89.9-87 = B+, 86.9-84 = B, 83.9-80 = B-, 79.9-77 = C+, 76.9-74 = C, 73.9-70 = C, 69.9-67 = D+, 66.9-64 = D, 63.9-60 = D-, and 59.9 - 0 points = F

## CLASS POLICIES

*Attendance:* Attendance is mandatory and will be taken in all sessions. Your active and interested participation in the class counts towards your grade. Unexcused absences will be factored in the participation component of the grade, and may affect other components. Request for excusing absences should be made in advance, if possible. If you miss a task

during your absence, it is your responsibility to explore and make adequate alternate contributions.

*Submissions:* Most deliverables are to be submitted electronically through Illinois Compass. Please do not submit any work files via email attachments. For online submissions, please put your name in the name of the file in addition to in the actual document. You are encouraged to speak with us in the class, during office hours and via the discussion board on Compass. I encourage you to post content-related questions on the discussion board, so that your fellow students can participate and benefit from the discussions such questions generate.

*Electronic device use:* The volume of materials to be covered and the cumulative nature of the material require your consistent participation and punctuality. I discourage use of electronic devices in class, especially if they are distracting to students around you. Even for sessions marked for unstructured group activities, you are expected to arrive on time and stay for the entire duration. This course may elicit discussion of controversial topics. Please remain respectful of your peers.

### **ACADEMIC INTEGRITY**

Please be aware of the university guidelines regarding academic integrity, which can be found under Article 1, Part 4 of the student code (<http://studentcode.illinois.edu>). Academic dishonesty includes such things as cheating, fabrication of information, or plagiarism. Academic dishonesty may be reported to the student's home department, the College of Fine and Applied Arts, and to the Senate Committee on Student Discipline.

### **SPECIAL ACCOMMODATIONS**

If you have any condition, such as a physical or learning disability, which will make it difficult for you to carry out the work as outlined or which will require academic accommodations, please notify me during the first week of the course.

### **COUNSELING:**

<https://counselingcenter.illinois.edu/>.

The Counseling Center is committed to providing a range of services intended to help students develop improved coping skills in order to address emotional, interpersonal, and academic concerns. The Counseling Center provides individual, couples, and group counseling. All of these services are paid for through the health services fee. The Counseling Center offers primarily short-term counseling, but they do also provide referrals to the community when students could benefit from longer term services.

## COURSE OUTLINE

### Week 1: Course Overview (1/17)

- Introductions and expectations

Recommended Reading:

- Dalton, Linda C. "Preparing planners for the breadth of practice: What we need to know depends on whom we ask." *Journal of the American Planning Association* 73.1 (2007): 35-48.

### Week 2: Background: Property Rights, Public Interest, and the Local Planning Landscape (1/22, 1/24)

- Platt, R., Chapter 6: Property Rights: The Owner as Planner, pp. 151-172, Chapter 7: The Tapestry of Local Governments pp. 173-190. *Land Use and Society*, Island Press, Washington, DC., 2014.
- Fulton, W. Chapter 4: The Structure of Planning Decision Making; Part 1: Local Governments pp. 67-79, Chapter 5: The Structure of Planning Decision Making; Part 2: Other players in the planning process pp. 81-99, In *The Guide to California Planning*. Solano Press. 2005.

*Monday*: No Class (Post reading reactions on Compass, work on briefing memo)

*Wednesday*: Workshop – Writing a Memo (bring a draft of your briefing memo)

- Please review the 'Memos' section on Purdue's Online Writing Lab website: <https://owl.english.purdue.edu/owl/resource/590/1/>

[Deliverable 1: Briefing Memo due on 1/26 @ 5 PM]

### Week 3: The Logic of Making Plans (1/29, 1/31)

- Hopkins, L. D. Chapter 2. Plan-based actions in natural systems, pp. 16-32. Chapter 3. How plans work, pp. 33-56. In *Urban Development*. Island Press. 2001.
- Hoch, C.J. Chapter 2: Making Plans. Pages: 19-40 in Hoch, C.J., L.C. Dalton and F.S. So (eds). *The practice of local government planning*. International City and County Managers Association. 2000.

*Monday*: Why Make Plans

*Wednesday*: Introduce Project 1: Does your community need a better plan?

### Week 4: The Comprehensive Plan (2/5, 2/7)

- Fulton, W. Chapter 6: The Basic Tools, Part 1: The General Plan. Pages 103-124, In *The Guide to California Planning*. Solano Press. 2005.
- Godschalk D and D. Rouse. 2015. Sustaining Places: Best Practices for Comprehensive Plans, APA PAS Report 578. <https://planning-org-uploaded->

[media.s3.amazonaws.com/publication/online/PAS-Report-578.pdf](https://media.s3.amazonaws.com/publication/online/PAS-Report-578.pdf) and review at least two of the following “Best Practice” comprehensive plans: [Austin](#), [Norfolk](#), [Raleigh](#), and [Rock Island](#).

*Monday*: The Comprehensive Plan and its critiques

*Wednesday*: Guest: Libby Tyler

[Community and Focus Issue Overview Memo due on 2/9 @ 5 PM]

### **Week 5: Zoning, Subdivision Ordinances, and Other Regulatory Tools (2/12, 2/14)**

- Fulton, W. Chapter 7: The Basic Tools, Part 2: Zoning Ordinances and Development Codes. Pages 125-141. In *The Guide to California Planning*. Solano Press. 2005.
- Porter, D. R., Managing growth in America’s communities. Chapters 3: Managing community expansion: Where to grow, pp. 65-112, Chapter 4: Protecting Environmental and Natural Resources: Where not to grow, pp. 113-146, and Chapter 5: Supporting Growth by Managing Infrastructure Development, pp. 147-178 Island Press, Washington, DC. 2008

*Monday*: Zoning, Intended and Unintended Consequences of

*Wednesday*: TBD

### **Week 6: System of Plans (2/19, 2/21)**

- Berke, P., D. R. Godschalk, E. J. Kaiser, and D. Rodriguez. Chapter 14: Small Area Plans. In *Urban land use planning*. University of Illinois Press, 2006.
- Hack, Gary, eds. Local Planning: Contemporary Principles and Practice. Chapter 7: Planning for Urban Systems pp. 341-408 (review plans that are of interest and relevance to your project) Washington, D.C. ICMA 2009.
- Ben-Zadok, Efraim. "Consistency, concurrency and compact development: Three faces of growth management implementation in Florida." *Urban Studies* 42.12 (2005): 2167-2190.

*Monday*: Plan making in a system of plans

*Wednesday*: TBD

[Plan Overview Memo due on 2/23 @ 5 PM]

### **Week 7: Plan Assessment (2/26, 2/28)**

- Baer, William C. "General plan evaluation criteria: An approach to making better plans." *Journal of the American Planning Association* 63.3 (1997): 329-344.

- Bunnell, Gene, and Edward J. Jepson Jr. "The effect of mandated planning on plan quality: a fresh look at what makes "a good plan"." *Journal of the American Planning Association* 77.4 (2011): 338-353.
- Allred, D., & Chakraborty, A. (2015). Do Local Development Outcomes Follow Voluntary Regional Plans? Evidence from Sacramento Region's Blueprint Plan. *Journal of the American Planning Association*, 81(2), 104-120.

*Monday*: Do plans matter?

*Wednesday*: Project work

### **Week 8: The Plan Making Process (3/5, 3/7)**

- Straus, D. How to Make Collaboration Work: Powerful Ways to Build Consensus, Solve Problems, and Make Decisions. Ch.2 "Involve the Relevant Stakeholders" pp. 37-56 and Ch. 3 "Build Consensus Phase by Phase" pp. 57-80. Berrett-Koehler Publishers Inc., San Francisco 2002.
- Susskind, L. & Connie O., "Mediated negotiation in the public sector: The planner as mediator." *Journal of Planning Education and Research* 4.1 (1984): 5-15.

*Monday*: Consensus building for planners

*Wednesday*: Guest: Sam Smith

### **Week 9: Project Wrap Up (3/12, 3/14)**

*Monday*: Work session; bring draft report for peer feedback

*Wednesday*: Work session

[Report: Plan critique and synthesis, due on 3/16 @ 5 PM]

### **Week 10: Spring Break (3/19, 3/21)**

### **Week 11: Making Better Plans (3/26, 3/28)**

- Baltimore City, 2006 Master Plan (Skim):  
[http://www.baltimorecity.gov/sites/default/files/070909\\_CMPfullplan.pdf](http://www.baltimorecity.gov/sites/default/files/070909_CMPfullplan.pdf)
- Abell Foundation, Critique of Baltimore City Comprehensive Plan:  
[http://www.abell.org/sites/default/files/publications/ec\\_masterplan\\_906.pdf](http://www.abell.org/sites/default/files/publications/ec_masterplan_906.pdf)
- Berke P.R., D.R. Godschalk, E.J. Kaiser and D.A. Rodriguez, Chapter 9: State of Community Report, Pages 265-286. In *Urban Land Use Planning*. University of Illinois Press. 2010.
- Jepson Jr, E. J. and J. Weitz, <Relevant Chapters> In *Fundamentals of Plan Making*. Routledge. 2015

*Monday*: Introduction to Final Project, Project work

*Wednesday*: Guest: Ben LeRoy

**Week 12: Community and Systems Analysis (4/2, 4/4)**

- Jepson Jr, E. J. and J. Weitz, <Relevant Chapters> In *Fundamentals of Plan Making*. Routledge. 2015

*Monday*: Class and field work

*Wednesday*: Class and field work

**Week 13: Planning with uncertainty (4/9, 4/11)**

- Klosterman, Richard E. "Lessons Learned About Planning: Forecasting, Participation, and Technology." *Journal of the American Planning Association* 79.2 (2013): 161-169.
- Avin, U., Chapter 6: Using Scenarios to Make Urban Plans. In Hopkins L. D. and Zapata, M. (eds.) *Engaging the future* Lincoln Institute of Land Policy. 2007.
- Chakraborty, Arnab, et al. "Robust plans and contingent plans: scenario planning for an uncertain world." *Journal of the American Planning Association* 77.3 (2011): 251-266.

*Monday*: Scenario Analysis

*Wednesday*: Class Activity

[Background Memo due on 4/7@ 5 PM]

**Week 14: Communicating Plans (4/16, 4/18)**

- Allyson Mendenhall, Claire Hempel, AICP CUD, Emily Risinger, Stephanie Grigsby, AICP, *Creating Planning Documents (PAS 589)*, American Planning Association, 2017

*Monday*: Professional communications and planning practice

*Wednesday*: Guest TBD

**Week 15: Project work (4/23 and 4/25)**

*Monday*: Preliminary review session

*Wednesday*: Preliminary review session

**Week 16: Final Presentations (4/30 And 5/2)**

*Monday*: Presentations due; Class presentations

*Wednesday*: Class presentations and Course wrap up

[Final reports and confidential assessment of team members due 5/7 at 5 PM]

### Course Outline at a Glance

<b>Week#</b>	<b>Topic</b>	<b>Monday</b>	<b>Wednesday</b>	<b>Friday</b> (submissions only)
<b>Week 1</b>	Overview	No Class - MLK Day	Introductions	
<b>Week 2</b>	Property Rights, Public Interest, and the Local Planning Landscape	<i>Reading Reactions Due</i> , No Class	Memo Writing	<i>Briefing Memo due</i>
<b>Week 3</b>	The Logic of Making Plans	<i>Reading Reactions Due</i> , Lecture: Why Make Plans	Introduction to Project 1	
<b>Week 4</b>	The Comprehensive Plan	<i>Reading Reactions Due</i> , Lecture: Comprehensive plan and critiques	Guest Lecture: Libby Tyler	<i>Community and Focus Issue Memo due</i>
<b>Week 5</b>	Zoning, Subdivision Ordinances, and Other Regulatory Tools	<i>Reading Reactions Due</i> , Lecture: Consequences of Zoning	Project work	
<b>Week 6</b>	System of Plans	<i>Reading Reactions Due</i> , Lecture: System of Plans	Guest Lecture: TBD	<i>Plan Overview Memo</i>
<b>Week 7</b>	Plan Assessment	<i>Reading Reactions Due</i> , Lecture: Do plans matter?	Project work	
<b>Week 8</b>	The Plan Making Process	<i>Reading Reactions Due</i> , Lecture: Consensus building for planners	Guest Lecture: Sam Smith	
<b>Week 9</b>	Project Wrap up	Work session, draft peer feedback	Work session	<i>Report#1 due</i>
<b>Week 10</b>	Spring Break	(No Class)	(No Class)	
<b>Week 11</b>	Making Better Plans	<i>Reading Reactions Due</i> , Lecture: Introduction to final project	Guest Lecture: Ben LeRoy	
<b>Week 12</b>	Community and Systems Analysis	Project work	Project work	
<b>Week 13</b>	Planning with Uncertainty	<i>Reading Reactions Due</i> , Lecture: Scenario Analysis	Class Activity	<i>Background Memo due</i>
<b>Week 14</b>	Communicating Plans	<i>Reading Reactions Due</i> , Lecture: Professional communication and planning practice	Guest: TBD	
<b>Week 15</b>	Project work	Preliminary review session	Preliminary review session	
<b>Week 16</b>	Final presentations	<i>Presentations due</i> ; Class presentations	Class presentations and Course wrap up	
<b>Week 17</b>	Submissions	<i>Report#2 and group work assessment due</i>		