

Instructor: Mary Edwards

Class: T, TH: 2-3:20 pm

Office Hours: Tuesday and Thursday 3:30-4:30 pm, M204 Temple Buell Hall

E-mail: mmedward@illinois.edu; Tel: 333-3211.

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 introduce core competencies that are critical to effective practice. In learning about the profession, students will interact with professionals and participate in activities that strive to provide them with key skills to enhance their ability to collaborate, facilitate, negotiate, engage constituents and organize for change. The course combines lectures and interactive 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 and engaging communities. Students will become familiar with key planning and urban studies journals—both academic and practitioner-based—and web sites that focus on 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 effective teamwork, negotiation 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 enhance writing and presentation skills.

Course Requirements:

The main class format will be discussion. 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:

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):

Plan Analysis	5%	Planner Interview	20%
Public Meeting Reflection	20%	Negotiation/in Class Exercises	10%
Planner Case Study	15%	Speaker Reflections	20%
Participation/Engagement	10%		

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. 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.

Counseling Services: 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. Please note the link to our Counseling Center, <https://counselingcenter.illinois.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: This is a large class (in a small room), so all cell phones and laptops should be silenced and put away during formal lectures. There are no exams or quizzes, so you do not need to worry about notes for testing purposes. You are required to write reflections, but these are short and written notes should suffice to help you reflect on what was said. You are welcome to use your laptops during small-group work if it will help with the exercise or assignment.

Course Themes and Readings

Week 1 (Jan. 15, 17)

Readings:

Planning Ethics

AICP Code of Ethics and Professional Conduct

Grant, Jill, 2005. Rethinking the public interest as a planning concept. *Plan Canada* 45(2): 48-50.

Week 2 (Jan. 22, 24)

Readings:

Planning Across Boundaries

UN-Habitat. 2014. World Urban Forum 7- Medellin, Columbia. *Urban Equity in Development – Cities for Life*.

Sotomayor, Luisa and Amrita Daniere. 2018. The Dilemmas of Equity Planning in the Global South: A Comparative View from Bangkok and Medellin. *Journal of Planning Education and Research*, Vol. 38 (3): 273-288.

Week 3 (Jan. 29, 31)

Readings:

Planning Practice: Skills and Planners' Roles

Greenlee, A, MM Edwards and J Anthony. 2015. Planning Skills: An Examination of Supply and Local Government Demand, *Journal of Planning Education and Research*, 35 (2) 161-173.

Fox-Rogers, Linda and Enda Murphy. 2014. Self-perceptions of the Role of the Planner. *Environment and Planning B: Planning and Design*, 43: 74-92.

Week 4 (Feb. 5, 7)

Readings:

Careers in Planning

Select excerpts from APA and Planetizen: What Planners Do.

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

Perlstein, Andrew and Leonard Ortolano. 2015. Urban Growth in China: Evolution in the Role of Urban Planners. *Journal of Planning Education and Research*, 35, 4: 435-443.

Week 5 (Feb. 12, 14)

Readings:

Understanding Plans

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

Week 6 (Feb. 19, 21)

Readings:

Planning and the Role of the Nonprofit

Habitat for Humanity International, Annual Report FY2017. Through Shelter, We Empower.

Week 7 (Feb. 26, 28)

Readings:

Understanding Local Government

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> (also check out some of the topics, including city government)

Week 8 (Mar. 5, 7)

Readings:

Organizing for Change and Social Justice

Checkoway, Barry. 2013. Social Justice Approach to Community Development. *Journal of Community Practice*, 21: 4, 472-486.

Purdy, Jedehiah. 2016. Environmentalism Was Once a Social-Justice Movement, *The Atlantic*.

Schmitt, Angie. 2016. Naomi Doerner on How Street Safety Advocates Can Support Racial Justice, *Planetizen Feature*.

Dean, Amy. 2013. The Road and Rail to Justice. *Boston Review*.

Rahman, KS. 2016. The Key To Making Economic Development More Equitable is Making It More Democratic, *The Nation*.

Week 9 (Mar. 12, 14)

Readings:

Engaging the Community

Judith E. Innes & David E. Booher (2004): Reframing public participation: strategies for the 21st century, *Planning Theory & Practice*, 5:4, 419-436.

Toderian, Brent and Jillian Glover. 2014. 10 Lessons in More Engaging Citizen Engagement, *Planetizen Feature*.

Biggs, Dave. 2016. Why Bother with Community Engagement, *Planetizen Blog Post*.

Biggs, Dave. 2016. Is Face to Face Community Engagement Dying Out? *Planetizen Blog Post*.

Week 10 (Mar. 26, 28)

Readings:

Planning for a Sustainable Future

Saitta, Dean. 2018. Wrestling with Growth, Equity and Sustainability, *Planetizen Blog Post*.

Baxamusa, Murtaza. 2016. Why Climate Change Action Cannot Succeed Without Social Equity, *San Diego UrbDeZine*.

Week 11 (Apr. 2, 4)

Readings:

Negotiation and Facilitation

Stewart, D., Shamdasani, PN and Rook, D. 2007. *Focus Groups: Theory and Practice*, 2007 (Chapter 6: Conducting the Focus Group)

Fisher, Roger, William Ury, and Bruce Patton. *Getting to Yes: Negotiating Agreement Without Giving in*, 3rd edition. New York, N.Y: Penguin Books, 2011.

Week 12 (Apr. 9, 11)

Writing Across Audiences

Week 13

Student Presentations

Week 14+15

Walking Tours and Course Wrap-up

Summary Schedule of Sessions:

SESSION	WEEK	DATE	DAY	Topic
1	1	Jan 15	T	Course Introduction
2	1	Jan 17	TH	Ethics and the Planner
3	2	Jan 22	T	Planning Across Boundaries
4	2	Jan 24	TH	What Planners Do: Sowmya Balachandran, DURP PhD Candidate
5	3	Jan 29	T	The Practice of Planning
6	3	Jan 31	TH	What Planners Do: Lorrie Pearson, City of Urbana
7	4	Feb 5	T	Careers in Planning: Julie Rundell, FAA Career Services
8	4	Feb 7	TH	What Planners Do: Shuake Wuzhati, CCRPC
9	5	Feb 12	T	What Planners Do: Stephanie Brown, MSA
10	5	Feb 14	TH	Understanding Plans
11	6	Feb 19	T	Group Work Session
12	6	Feb 21	TH	What Planners Do: Sheila Dodd, City of Urbana
13	7	Feb 26	T	Understanding Local Government
14	7	Feb 28	TH	What Planners Do: Evan Alvarez, MTD
15	8	Mar 5	T	Organizing for Change and Social Justice
16	8	Mar 7	TH	What Planners Do: Sarah Bassett, People's Culture
17	9	Mar 12	T	What Planners Do: Tina Ansong, City of Champaign
18	9	Mar 14	TH	Planners Toolkit: Engaging the community
		Mar 19	T	Spring Break
		Mar 21	TH	Spring Break
19	10	Mar 26	T	Planning for a Sustainable Future
20	10	Mar 28	TH	What Planners Do: Scott Tess, City of Urbana. (Planner Interview Due)
21	11	Apr 2	T	Planners Toolkit: Negotiation, Mediation and Facilitation.
22	11	Apr 4	TH	Planners Toolkit: Negotiation, Mediation and Facilitation, cont.
23	12	Apr 9	T	Planners Toolkit: Writing Across Audiences
24	12	Apr 11	TH	Planners Toolkit: Writing Across Audiences. cont.
25	13	Apr 16	T	Student Presentations (Planner Case Study Due)
26	13	Apr 18	TH	Student Presentations
27	14	Apr 23	T	Walking Tour, Downtown Urbana, Kevin Garcia, City of Urbana
28	14	Apr 25	TH	Walking Tour, Downtown Champaign, Ben LeRoy, City of Champaign
29	15	Apr 30	T	Course Wrap-up + Public Meeting Discussion (Public Meeting Memo Due)
	15	May 2	Th	Reading Day

Inclusivity at University of Illinois at Urbana-Champaign

Message from campus leaders:

"A core value of this institution is one of respect for diversity of ideas and identities. We value the vast range of perspectives of individuals of all backgrounds."

– James Anderson, Dean of the College of Education

"We have prioritized diversity at the center of our college's mission ... We have attracted students who are eager to learn from others' experiences, beliefs, and cultural backgrounds." – Feng Sheng Hu, Dean of the College of Liberal Arts and Sciences

Working well with diverse individuals is critical to your success:

In our diverse society, being able to effectively interact and work in teams with people from many different backgrounds is critical to your success. Like leadership or critical thinking, learning how to work well with people from diverse backgrounds is a skill anyone can learn with practice. Fighting Illini who build this skill in college are not only doing the right thing, they are also more successful in the job market and excel more quickly in their careers.

What your peers think:

A recent survey found that 89% of UIUC students agreed with this statement: "I embrace diversity and make sure that people from all backgrounds feel part of the UIUC community."

While overt acts of discrimination occur at UIUC, recent research suggests these acts are committed by a small minority of individuals who differ radically from other students in terms of their attitudes and personalities.

What you can do:

Being inclusive is easy. By doing some simple things, you can improve our campus climate.

Do these things...	...but not these things
Have a conversation with a student who has a different background from you. Ask them about their experiences.	Assume you know about an individual's abilities and interests just because they belong to a certain social group.
Attend several activities, talks, or other diversity events per semester. Find an events list at https://oii.illinois.edu/events	Tell someone they conform to a positive stereotype about a group they belong to. Instead, give them a personal compliment!
Display the same level of warmth and enthusiasm when interacting with students from all social groups.	Tell someone their name is odd because you find hard to pronounce. Instead, learn how to say their name correctly.
Ask individuals from different social groups what terms or phrases they find offensive.	Tell someone they are different from "typical" members of a social group they belong to.
Choose students from different social groups for class projects and study groups.	Remain silent when you see others engage in discrimination. Speak up!

Questions about this page? Send an email! psych-law-lab@mx.uillinois.edu