

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 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:

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% | Negotiation/Engagement Exercises | 15% |
| 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. 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 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 Right -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 also request additional assistance from the Division of Disability Resources and Educational Services (DRES). For more information, 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 provided through the health services fee. The Counseling Center offers primarily short-term counseling and may provide referrals to the community when students could benefit from longer term services. Please visit our 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 take 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. 16, 18)

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. 23, 25)

Readings:

What Planners Do

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 3 (Jan. 30, Feb. 1)

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. 6, 8)

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>

Week 5 (Feb. 13, 15)

Readings:

Engaging with Communities

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 6 (Feb. 20, 22)

Readings:

Sustainable Development and Transnational Planning

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*.

Robinson, Jennifer. 2015. World Cities or a World of Ordinary Cities?: Ordinary Cities Between Modernity and Development. (In *Cities of the Global South Reader*, Miraftab, F. and Kudva, N. eds.)

Week 7 (Feb. 27, Mar. 1)

Readings:

Organizing for Change and Social Justice

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)

Pothukuchi, K. 2015. Five Decades of Community Food Planning in Detroit: City and Grassroots, Growth and Equity. *Journal of Planning Education and Research*.

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*.

Week 8 (Mar. 6, 8)

Readings:

Observing the Environment

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 9 (Mar. 13, 15)

Readings:

The Plan

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

Week 10 (Mar. 27, 29)

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 11 (Apr. 3, 5)

Negotiation and Facilitation, cont.

Week 12 (Apr. 10, 12)

Readings:

Cultural Consciousness

Harwood, SA. 2005. Struggling to embrace difference in land-use decision making in multicultural communities, *Planning Practice & Research*, 20:4, 355-371.

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

Week 13 + 14 +15

Student Presentations and Course Wrap-up