

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 9:00 AM – 10:30 AM
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TA: Sowmya Balachandran
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COURSE DESCRIPTION

This course focuses on plans, and how they relate to the planning and development processes. It is organized into two parts:

- The first part of the course deals with **how plans are made and used**. This part explores questions such as: When and why should we make plans? How institutions affect plans? How are plans organized? How strong are the arguments and signals embedded in plans? How well does a plan link with other plans? And are we making better plans than before?
- The second part of the course aims to engage the students in a **plan making activity** with a focus on **enhancing the practice**. This part explores questions such as how can we advance the use and maintenance of plans? Which approaches and technology should we choose for a given planning situation? How do we communicate planning ideas to stakeholders? Additionally, we will explore the role of uncertainties in planning situations and role of scenario analysis and collaborative planning.

Throughout the course, students will work with actual plans and will have opportunities to interact with practitioners and stakeholders on current planning issues.

PREREQUISITES

This class is designed for urban planning graduate students. If space is available, graduate 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. Projects will require additional readings for which the instructor will work with individuals or teams.

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 follow a lab format, which will focus on activities

including project work, fieldwork, or skill training. These activities and times are intended to assist you in developing project submissions that will be due almost every other week (see detailed schedules for deliverables and deadlines).

DELIVERABLES

Project Memos: There will be two projects for this course, both assigned by teams. The teams will make gradual progress through shorter, interim memos. *Shorter memos* will be graded out of 10. Presentation and final memos will be graded out of 50. Submissions will be due at 5:00 PM on the specified dates. Exercises should be submitted in a PDF format on Illinois Compass unless otherwise noted. *Late submissions of memos will be penalized by 5% of the total score for every 2 hours delay.* Feedback from your team members may be used to adjust your grade. Detailed expectations and team assignments will be presented when introducing the projects.

Reading reactions: These are expected to be brief synthesis (no more than 250 words) of *your* reaction to the overall set of readings for a session (i.e. do not submit reading summaries or write reactions to every individual piece of reading). Ideas for what you might address include the following: what you like/dislike about the readings; identify 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 note something you did not understand. You may include questions that you would like to discuss. Reading reactions are due on Monday mornings before the class session on Compass' Discussion Board. Please submit by pasting the text directly into the textbox and use week number as the subject (do not attach files). Late submission of reading reactions will not receive credit.

ASSIGNMENTS AND GRADING

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

- Project #1 (breakdown below) → 35%
 - Memo 1a and 1b → 10% (5% each)
 - Synthesis presentation → 10%
 - Final memo → 15%
- Project #2 (breakdown below) → 35%
 - Memo 2a and 2b → 10% (5% each)
 - Presentation → 10%
 - Report → 15%
- Reading reactions → 15%
- 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

PARTICIPATION AND ATTENDANCE

Your active and interested participation in the class counts for 15% of the grade. Attendance to all lectures and lab sessions is mandatory. Unexcused absences will be

factored in participation component of the grade, and may affect other components. Request for excusing absences should be made in advance and directly to the instructor. If you miss a group task during your absence, it is your responsibility to coordinate with your group and make adequate alternate contributions.

CLASS POLICIES

The volume of material to be covered and the cumulative nature of the material require your consistent participation and punctual attendance in classes and lab sessions. I discourage use of electronic devices in class, especially if they are distracting to students around you. Even for lab sessions marked for unstructured group activities, you will be 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.

Most assignments 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 talk to us in class, during office hours and via the discussion board on Compass. You are encouraged to post content-related questions on the discussion board, so that your fellow students can participate and benefit from the discussions such questions generate.

TEAMWORK AND DATA MANAGEMENT

Working with individuals who have different perspectives and skills is an objective of this class. For both projects in this course, students will work in teams and sometimes coordinate with other teams. The instructor will assign students to teams. While significant class time will be dedicated to project-related activities, you will also need to spend several hours each week outside the class working and coordinating with your team members. Your dedication and teamwork will be important to the success of projects, and indeed the success of this course.

You will also need a dedicated digital space to do your work, and store and share files safely. I recommend using Box (box.illinois.edu), which will allow you to save your individual work privately as well as share folder on group projects with your respective team members.

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.

COURSE OUTLINE

Week 1: Introduction to the course (1/18)

- Introductions; skills and interest survey

MAKING AND USING PLANS

Week 2: Plans in the development process (1/23 and 1/25)

- Hopkins, L. D. Chapter 2. Plan-based actions in natural systems. In *Urban Development*. Island Press. 2001.
- Duerksen, C.J, Chapter 2: Navigating the Planning Landscape, Pages: 17-36 in Duerksen, C.J, Dale, C.G, & D. L. Elliot. 2009. *The Citizen's Guide to Planning*, 4th Edition. Washington, D.C: American Planning Association
- 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.

Lec/Disc: Institutions and actors in the plan-making process,

Lab: Memo writing workshop, Introduction to Project#1

Week 3: Organizing plans (1/30 and 2/1)

- Hopkins, L. D. Chapter 3. How Plans Work. In *Urban Development*. Island Press. 2001.
- 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*. Washington, D.C. : International City/County Management Association, 2009. Print. Chapter 7: Planning for Urban Systems pp. 341-408 (review plans that are of interest and relevance to your project; explore additional links); Chapter 5: Making Plans (see: Champaign's system of plans by Bruce Knight)

Lec/Disc: Guest: Brandon Boys, Economic Development Manager, City of Urbana
Plan structure and planning process;

Lab: Project work: Organizing plans

[2/3 @ 5 PM on Illinois Compass: Memo#1a due: Plan context, purpose, and organization]

Week 4: Representing information; forming arguments (2/6 and 2/8)

- Hopkins, L.D. Chapter 14: Using Plans and Plan Making Processes: Deliberation and Representations of Plans. Pages: 283-314 in Hopkins, L.D, and M. Zapata (eds). *Engaging the future: Forecasts, scenarios, plans, and projects*. Lincoln Institute of Land Policy. 2007.
- Kneupper, C. W. "Teaching argument: An introduction to the Toulmin model." *College Composition & Communication* 29, no. 3 (1978): 237-241.

- Houseal, J and D. Lavigne, Delivering Better Plans, PAS memo, January/February 2012

Lec/Disc: Communicating planning ideas;

Lab: Project work: Representation and argumentation in plans

Week 5: Linkages with other plans (2/13 and 2/15)

- Finn, Donovan, Lewis D. Hopkins, and Matthew Wempe. "The information system of plans approach: Using and making plans for landscape protection." *Landscape and urban planning* 81.1 (2007): 132-145.
- Boyer, Robert HW, and Lewis D. Hopkins. "Acting under the influence: Plans as improvisational gifts." *Planning Theory* (2016).
- Hack, Gary, eds. *Local Planning: Contemporary Principles And Practice*. Washington, D.C. : International City/County Management Association, 2009. Print. Chapter 5: Making Plans (see: Champaign's system of plans by Bruce Knight pp. 251-253)
- Ben-Zadok, Efraim. "Consistency, concurrency and compact development: Three faces of growth management implementation in Florida." *Urban Studies* 42.12 (2005): 2167-2190.

Lec/Disc: A system of plans

Lab: Project work: Plan linkages

Guest: Shuake Wuzhati, CCRPC

[2/17 @ 5 PM on Illinois Compass: Memo#1b due: Representation, arguments, and connections in plans]

Week 6: Assessing and updating plans (2/20 and 2/22)

- Brody, Samuel D. "Are we learning to make better plans? A longitudinal analysis of plan quality associated with natural hazards." *Journal of Planning Education and Research* 23.2 (2003): 191-201.
- 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.

Lec/Disc: Guest: Ben LeRoy, Associate Planner, City of Champaign

Changes between old and new plans

Lab: Project work

Week 7: Putting it all together (2/27 and 3/1)

Lec/Disc: Work session

Lab: Work session

Week 8: Presentations and memos (3/6 and 3/8)

Lec/Disc: Presentations due; Class presentations
Lab: Class presentations

[3/10 @ 5 PM on Illinois Compass: Project#1 Final Memo and confidential assessments due]

ADVANCING PLAN MAKING

Week 9: Making and using plans (3/13 and 3/15)

- Hopkins, L. D. Chapter 10. How to Use and Make Plans. In *Urban Development*. Island Press. 2001.
- Hopkins, L.D. and M. Zapata, Chapter 15: Engaging the Future More Effectively: A Model Request for Proposals. Pages: 315-332 in Hopkins, L.D, and M. Zapata (eds). *Engaging the future: Forecasts, scenarios, plans, and projects*. Lincoln Institute of Land Policy. 2007.
- Fulton, W. Chapter 6: The Basic Tools, Part 1: The General Plan. Pages 103-124, In *The Guide to California Planning*. Solano Press. 2005.
- Meck S., P. Wack and M.J. Jimet, Chapter 14: Zoning and Subdivision Regulations, Pages 343-374. 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.

Lec/Disc: Making and using plans
Introduction to Project#2 and team structure
Lab: Scoping a plan development process
Guest: Lew Hopkins, UIUC and Urbana Planning Commission

Week 10: Spring Break (3/20 and 3/22)

Week 11: Employing information and technology (3/27 and 3/29)

- 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

Lec/Disc: Enhancing analysis & presentation of information
Lab: ESRI Story Maps; updating analysis

Week 12: Employing information and technology – Continued (4/3 and 4/5)

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

Lec/Disc: Data development and fieldwork
Lab: Work session

[4/7 @ 5 PM on Illinois Compass: Memo 2a due: Updated existing conditions analysis]

Week 13: Engaging the future: collaborative planning (4/10 and 4/12)

- 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.

Lec/Disc: Scenario planning for urban planners
Lab: Visioning activity

Week 14: Engaging the future: Scenario analysis (4/17 and 4/19)

- 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, Lawrence, and Connie Ozawa. "Mediated negotiation in the public sector: The planner as mediator." *Journal of Planning Education and Research* 4.1 (1984): 5-15.

Lec/Disc: Analysis and fieldwork
Lab: Work session

Deliverable: [4/21 @ 5 PM on Illinois Compass: Memo 2b due: Scenario analysis]

Week 15: Putting together the elements (4/24 and 4/26)

Lec/Disc: Work session
Lab: Work session

Week 16: Final Presentations (5/1 And 5/3)

Lec/Disc: Presentations due; Class presentations
Lab: Class presentations and Course wrap up

[5/8 @ 5 PM on Illinois Compass Final reports and confidential assessment of team members due]

Table 1 Course Structure and Deliverables At a Glance

	Monday	Wednesday	Friday
Week 1	No Class - MLK Day	Introductions	
Week 2	Reading reactions due on Compass, L/D: Plans in the development process	Lab	
Week 3	Reading reactions due on Compass, L/D: Organizing plans	Lab	Memo 1a due
Week 4	Reading reactions due on Compass, L/D: Representing information; forming arguments	Lab	
Week 5	Reading reactions due on Compass, L/D: Linkages with other plans	Lab	Memo 1b due
Week 6	Reading reactions due on Compass, L/D: Assessing and updating plans	Lab	
Week 7	Work Session	Work Session	
Week 8	Presentations due	Presentations	Project 1 memo, assessments due
Week 9	Reading reactions due on Compass, L/D: Making and using plans	Lab	
Week 10	Spring Break	Spring Break	
Week 11	Reading reactions due on Compass, L/D: Employing information and technology	Lab	
Week 12	Reading reactions due on Compass, L/D: Employing information and technology - Continued	Lab	Memo 2a due
Week 13	Reading reactions due on Compass, L/D: Engaging the future: collaborative planning	Lab	
Week 14	Reading reactions due on Compass, L/D: Engaging the future: Scenario analysis	Lab	Memo 2b due
Week 15	Work Session	Work Session	
Week 16	Presentations due	Presentations and wrap up	
Week 17	Project 2 memo, assessments		