

Tuesdays and Thursdays
9:30-10:50AM
TBH Room 227

Professor Mary Edwards
mmedward@illinois.edu
217-333-3211

(Office) Office Hours: Tuesday 1-2pm and by appointment via email

(mmedward@illinois.edu)

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, 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.

Assignments, Grading, and Attendance

The main class format will be lecture and discussion. Participation and involvement is crucial for the success of the sessions. Consistent attendance is required. If you know that you will be absent from class for religious or other reasons that can be known in advance, please let me know. If you have to miss class due to sickness or family emergencies, please let me know as soon as possible. Remember that attendance/participation is part of your grade, and unexcused/unexplained absences will be noted accordingly.

All readings will be posted on Canvas. Additional readings (beyond those detailed below) may be posted throughout the semester.

Grading Policies:

Assignments are generally due at the end of the day on the due date. I do accept late assignments, but they will be graded down one letter grade per day. 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 assignments:

Plan Evaluation/Analysis	100 points	Midterm Exam	100 pts
Negotiation Reflections	100 pts	Planner Interview	100 pts
Speaker Reflections (5@20)	100 pts	In Class Assignments (5@20)	100 pts
Participation/Engagement	100 pts		
Writing Across Audiences	100 pts		

Course Policies and Student Resources

Class sessions will take place in Room 227 in TBH.

Student Conduct

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 in class in the Department of Urban and Regional Planning, students agree to be responsible for maintaining a respectful environment in all DURP activities, including classes, projects, and extracurricular programs. We will be governed by the University Student Code. See Student Code Article 1—Student Rights and Responsibilities, Part 1. Student Rights.

Academic Integrity

The University of Illinois at Urbana-Champaign Student Code should also be considered as a part of this syllabus. Students should pay particular attention to Article 1, Part 4: Academic Integrity. Read the Code at the following URL: <http://studentcode.illinois.edu/>.

Academic dishonesty may result in a failing grade. Every student is expected to review and abide by the Academic Integrity Policy: <https://studentcode.illinois.edu/article1/part4/1-401/>. Ignorance is not an excuse for any academic dishonesty. It is your responsibility to read this policy to avoid any misunderstanding. Do not hesitate to ask the instructor(s) if you are ever in doubt about what constitutes plagiarism, cheating, or any other breach of academic integrity.

Mental Health

Significant stress, mood changes, excessive worry, substance/alcohol misuse or interferences in eating or sleep can have an impact on academic performance, social development, and emotional wellbeing. Campus offers a variety of confidential services including individual and group counseling, crisis intervention, psychiatric services, and specialized screenings, covered through the Student Health Fee. If you or someone you know experiences a mental health concern, please contact or visit any of the University's resources provided below. Getting help is a smart and courageous thing to do.

- Counseling Center (217) 333-3704
- McKinley Health Center (217) 333-2700
- National Suicide Prevention Lifeline (800) 273-8255
- Rosecrance Crisis Line (217) 359-4141 (available 24/7, 365 days a year)

If you are in immediate danger, call 911.

Community of Care

As members of the Illinois community, we each have a responsibility to express care and concern for one another. If you come across a classmate whose behavior concerns you, whether in regards to their well-being or yours, we encourage you to refer this behavior to the Student Assistance Center (217-333-0050 or <http://odos.illinois.edu/community-of-care/referral/>). Based on your report, the staff in the Student Assistance Center reaches out to students to make sure they have the support they need to be healthy and safe. Further, as a Community of Care, we want to support you in your overall wellness. We know that students sometimes face challenges that can impact academic performance (examples include mental health concerns, food insecurity, homelessness, personal emergencies). Should you find that you are managing such a challenge and that it is interfering with your coursework, you are encouraged to contact the Student Assistance Center (SAC) in the Office of the Dean of Students for support and referrals to campus and/or community resources.

Students with Disabilities

To obtain disability-related academic adjustments and/or auxiliary aids, students with disabilities must contact the course instructor as soon as possible and provide the instructor with a Letter of Academic Accommodations from Disability Resources and Educational Services (DRES). To ensure that disability-related concerns are properly addressed from the beginning, students with disabilities who require assistance to participate in this class should apply for services with DRES and see the instructor as soon as possible. If you need accommodations for any sort of disability, please speak to me after class, or make an appointment to see me or see me during my office hours. DRES provides students with academic accommodations, access, and support services. To contact DRES, you may visit 1207 S. Oak St., Champaign, call 217-333-1970, e-mail disability@illinois.edu or visit the DRES website at <http://www.disability.illinois.edu/>. Here is the direct link to apply for services at DRES, <https://www.disability.illinois.edu/applying-services>.

Disruptive Behavior

Behavior that persistently or grossly interferes with classroom activities is considered disruptive behavior and may be subject to disciplinary action. Such behavior inhibits other students' ability to learn and an instructor's ability to teach. A student responsible for disruptive behavior may be required to leave class pending discussion and resolution of the problem and may be reported to the Office for

Student Conflict Resolution (<https://conflictresolution.illinois.edu>; conflictresolution@illinois.edu; 333-3680) for disciplinary action.

Emergency Response Recommendations

Emergency response recommendations and campus building floor plans can be found at the following website: <https://police.illinois.edu/em/run-hide-fight/>. I encourage you to review this website within the first 10 days of class.

Religious Observances

Illinois law requires the University to reasonably accommodate its students' religious beliefs, observances, and practices in regard to admissions, class attendance, and the scheduling of examinations and work requirements. Students should complete the [Request for Accommodation for Religious Observances](#) form should any instructors require an absence letter in order to manage the absence. In order to best facilitate planning and communication between students and faculty, students should make requests for absence letters as early as possible in the semester in which the request applies.

Sexual Misconduct Reporting Obligation

The University of Illinois is committed to combating sexual misconduct. Faculty and staff members are required to report any instances of sexual misconduct to the University's Title IX and Disability Office. In turn, an individual with the Title IX and Disability Office will provide information about rights and options, including accommodations, support services, the campus disciplinary process, and law enforcement options. A list of the designated University employees who, as counselors, confidential advisors, and medical professionals, do not have this reporting responsibility and can maintain confidentiality, can be found here: wecare.illinois.edu/resources/students/#confidential.

Other information about resources and reporting is available here: wecare.illinois.edu.

Weekly Schedule of Themes and Due Dates

Week 1 (Jan. 16, 18)

Readings:

Course introduction

American Planning Association (APA). 2023 Trend Report for Planners

Ethics and the Planner

AICP Code of Ethics and Professional Conduct

Week 2 (Jan. 23, 25)

Readings:

Planning Across Sectors: Roles and Skills

Miller, EV. 2019. Assessing the Preparation of Undergraduate Planners for the Demands of Entry-Level Planning Positions, *Journal of Planning Education and Research*.

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.

Week 3 (Jan. 30, Feb. 1)

Guest Practitioners

Week 4 (Feb. 6, 8)

Readings:

Understanding Plans

American Planning Association. PAS Report 578. Sustaining Places: Best Practices for Comprehensive Plans.

APA. PAS Memo. Three Essential Questions for Better Planning.

Chicago Metropolitan Agency for Planning (CMAP). 2022. ON TO 2050 Plan Update. Executive Summary.

Understanding Local Government

Readings:

Simon, et al. 2018. State and Local Government and Politics: Prospects for Sustainability - 2nd Edition (selected excerpts from chapters 1 and 2)

CMAP. 2022. ON TO 2050 Plan Update. Chapter on *Governance*.

Week 5 (Feb. 13, 15)

Readings:

Planning for Justice

American Planning Association. PAS Report 593. Planning with Diverse Communities.

American Planning Association. PAS Memo. Advancing Racial Equity Through Land Use Planning.

<https://www.planning.org/equity/voices-of-equity/>

Voices of Equity in Planning: Video series featuring planners who center equity in their work.

Week 6 (Feb. 20, 22)

Readings:

Planning for Sustainability

American Planning Association. PAS Report 601. Planning for Climate Mitigation and Adaption.

CMAP. 2022. ON TO 2050 Plan Update. Chapter on *Environment*

Week 7 (Feb. 27, Feb. 29)

Readings:

Planning Across Borders

Please see Canvas site for case study materials

Week 8 (Mar. 5, 7)

Readings:

Leadership and Project Management

Levine, Jeff. 2021. *Leadership in Planning: How to Communicate Ideas and Effect Positive Change*. (selected excerpts)

Midterm Exam Due Thursday March 7

Week 9

Spring Break

Week 10 (Mar. 19, 21)

Readings:

Facilitation Techniques and Engaging the Community

American Planning Association. PAS Report 595. Planners Guide to Meeting Facilitation.

Alegria, R. 2023. Storytelling as Authentic Engagement. APA-PAS Memo #114.

Sue, D. W., Alsaidi, S., Awad, M. N., Glaeser, E., Calle, C. Z., & Mendez, N. (2019). Disarming racial microaggressions: Microintervention strategies for targets, White allies, and bystanders. *American Psychologist*, 74(1), 128–142.

Levine, Jeff. 2021. *Leadership in Planning: How to Communicate Ideas and Effect Positive Change*. (Chapter 7, Facilitative Leadership)

Week 11 (Mar. 26, 28)
Readings:

Writing Across Audiences
See Assignment.

Week 12 (Apr. 2, 4)
Readings:

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

Levine, Jeff. 2021. *Leadership in Planning: How to Communicate Ideas and Effect Positive Change*. (Chapter 7-facilitative leadership)

Week 13 (Apr. 9, 11)
Readings:

Stakeholder Interviews
Richard M. Carpiano, 2009. Come take a walk with me: The "Go-Along" interview as a novel method for studying the implications of place for health and well-being, *Health & Place*, Volume 15, Issue 1, 2009,

Week 14 (Apr. 16, 18)

Student Presentations

Week 15 (Apr. 23, 25)

Student Presentations

Week 16 (Apr 30)
Readings:

Observation Skills
Elsheshtawy, Y. 2015. Observing the Public Realm: William Whyte's "The Social Life of Small Urban Spaces" *Built Environment* Vol. 41,

CLASS	WK	DATE	DAY	TOPIC
1	1	Jan 16	T	Course Introduction
2	1	Jan 18	TH	Ethics and the Planner
3	2	Jan 23	T	Planning Across Sectors: Roles and Skills
4	2	Jan 25	TH	What Planners Do: Kim Gollings, Community Development Director, Habitat
5	3	Jan 30	T	What Planners Do: Gabe Lewis, Transportation Planner, Champaign County RPC
6	3	Feb 1	TH	What Planners Do: Stephanie Brown, Associate, Christian & Associates LLC
7	4	Feb 6	T	Understanding Plans and Local Government
8	4	Feb 8	TH	What Planners Do: Katherine Trotter, Zoning Administrator, Champaign
9	5	Feb 13	T	What Planners Do: Lorrie Pearson, Executive Director, Champaign County FPD
10	5	Feb 15	TH	Planning for Justice
11	6	Feb 20	T	What Planners Do: Keenan Portis, Park Planner, Urbana Park District
12	6	Feb 22	TH	Planning for Sustainability
13	7	Feb 27	T	What Planners Do: Justin Randall, Community Development Director, O'Fallon
14	7	Feb 29	TH	Planning Across Borders
15	8	Mar 5	T	Planners Toolkit: Leadership and Project Management
16	8	Mar 7	TH	Midterm Exam Due
17	9	Mar 12	T	Spring Break
18	9	Mar 14	TH	Spring Break
19	10	Mar 19	T	Planners Toolkit: Facilitation Techniques
20	10	Mar 21	TH	Planners Toolkit: Engaging the community
21	11	Mar 26	T	What Planners Do: Ana Mendoza, GIS Specialist McLean County
22	11	Mar 28	TH	Planners Toolkit: Writing Across Audiences
23	12	Apr 2	T	Planners Toolkit: Negotiation and Mediation
24	12	Apr 4	TH	Planners Toolkit: Negotiation and Mediation
25	13	Apr 9	T	Planners Toolkit: Stakeholder Interviews, Walk-alongs
26	13	Apr 11	TH	Student Presentations
27	14	Apr 16	T	APA Conference: No Class
28	14	Apr 18	TH	Student Presentations
29	15	Apr 23	T	What Planners Do: Consuelo Arguilles, Assistant Community Dev. Dir. Warrenville
30	15	May 25	TH	Student Presentations
31	16	Apr 30	T	Planners Toolkit: Observation
32	16	May 2	TH	Reading Day!