Objectives

This course introduces you to a set of tools to help you be a more thoughtful, ethical, and reflective planner. These tools are perspectives on “how” to plan—focusing on the process of planning—rather than on “what” to plan, or the contents of plans. We will be examining how planners have historically gone about their work. Planning is a political act even though we may believe we are not acting politically. In America racial and economic injustice has been systemically normalized, so in the absence of a historic and political critique we as planners can inadvertently be complicit in supporting a “status quo” which has been racially and economically oppressive. A key objective of the course is to heighten your awareness of the aforementioned challenge and for you to incorporate that awareness and the associated considerations into your day-to-day planning practice. In the course of learning about these different perspectives about how to do planning, you will also be practicing some specific skills that you will use throughout your career: (1) designing planning processes, (2) assessing the quality of planning processes, and (3) writing up planning documents in ways that make them easy to read and understandable to your audience.

This course is merely an introduction, offering a framework for making sense of the multiple and often conflicting options for how to approach your work. When you finish this course, do not expect to have
mastered the knowledge and skills described below. This course introduces these skills and allows you some small opportunities to practice them. You will continue to practice them throughout the two-year program and during your career.

When you finish this course:

(1) You should have a good understanding of the following knowledge elements and be able to:

- **Understand historical trends in planning** and key historical events, as well as the lessons about planning values and approaches that this history reveals;
- **Describe and differentiate between the major ideas about planning processes** (theories); and
- **Understand persistent structural inequalities** in the US planning context, with a focus on race and class, as well as the **historical role of planners in perpetuating those inequalities**;
- **Think critically about trade-offs** planners always need to make in the planning process; for example, planners need to make trade-offs between investing planning resources into obtaining the best data and modeling of current and future conditions versus investing those resources in making the planning process as genuinely inclusive as possible; planners also make trade-offs between promoting a collaborative approach to planning or backing away from a collaborative process because of the resistance of powerful stakeholders, etc.
- **Exercise a beginning level of professional judgment** in relation to crafting a sound planning process.
- Become familiar with **tools to address issues of inequity and increase inclusion of marginalized groups in planning practice**.

(2) You should have begun to develop skills that allow you to:

- **Apply the major theories of planning processes** as a tool both to design complete planning processes and to assess the quality of planning processes and defend your choices;
- **Construct** planning processes that improve the **quality and inclusiveness of deliberation** in the planning process; and
- **Edit your writing** to be clear, concise, and, technically correct (spelling, grammar, punctuation, etc.).

**Resources**

This course uses Canvas courseware to organize resources for the course and to manage our interaction throughout the semester. If you have not used D2L before, please go to the following website for more information: [https://uwm.edu/Canvas/students/](https://uwm.edu/Canvas/students/)

Login using your Panther login and password. Navigating around should be fairly intuitive. We will go over the way the site is organized in class.

Between classes, we will use Canvas to post announcements and supplementary (optional) reading materials. You should visit the Canvas site for this course regularly. In fact, you may find it easier to use the site instead of your hard copy of the syllabus.
**Links on Canvas:** In addition to the required and supplementary readings posted to Canvas, we have also posted a large number of resources in the “Links” area of Canvas. The Links are not required reading, but are offered to provide you with additional information about the concepts covered in class or provide information about applications of the theories. If you feel like you need to review a topic, look in the links area for related readings that may offer another way of explaining a concept or practice. Please alert us to any links that are no longer working.

**Reading Questions:** Sometimes we will post Reading Questions along with the readings on Canvas. This is to help you prepare for class. You do not need to prepare any formal writing or turn in your answers.

**Books and Readings**


Many chapters from this book are assigned throughout the semester. It has not been ordered through the UWM Virtual Bookstore. You may purchase it wherever you prefer.


You should be eligible for a student discount—after you sign up for your membership at APA.

**Topics and Readings**

**NOTE:** For each date, the syllabus lists the readings, assignments, and other work outside of class that you should complete PRIOR TO that class session.

**Week 1  
Course Overview; Introduction to the Theories: Differing Views**

Sep 8

Read:

*Study Manual for the AICP Exam, 5th Edition* (1997), “Planning Theory,” pp., 29-32. **NOTE:** The reading refers to transactive planning, which is a synonym for what we will call “communicative action” planning.


Participate in the **Online Discussion on the Theories: Four A’s Exercise and Survey**

**At 2 pm,** join the video conference on Canvas (join using the Collaborate Ultra platform in the left-hand menu on Canvas)
Week 2
Sep 15 Overview of Planning History; History of Planning up to 1910


Jon A. Peterson (2002), Chapter 2, Sanitary Reform and Landscape Values, 1840-1900, in The Birth of City Planning in the United States. Baltimore: Johns Hopkins University Press, pp. 29-54. See notes in the module on Peterson for advice about how to hone in on what we consider most important for this course.

Ebenezer Howard (1965 [originally published 1902]) Garden Cities of To-morrow. London: Faber and Faber, pp. 50-57.

Week 3
Sep 22 History of Planning: 1910 – 1950

Hand out Assignment 1: Reflection on Obama Speech


Reading about Writing:

Macris, Planning in Plain English, Chapters 1-4. Use Macris’s advice as you write, edit, and proof your assignments.
Week 4  
Sep 29 Race and Systemic Racism

Begin to look for a plan that will be the focus of Assignment 2.


Dr. john powell, The Invention of Whiteness, [video]  
https://www.youtube.com/watch?v=bOYzr3mupbk&feature=youtu.be

Robin DiAngelo, Deconstructing White Privilege, [video]  
https://www.youtube.com/watch?v=Dwlx3KQer54

Robin DiAngelo, “White Fragility,” The Guardian. [video],  
https://www.youtube.com/watch?v=YviO2GU8yTU&feature=youtu.be

Audio file: Historian Says Don't 'Sanitize' How Our Government Created Ghettos - Government Created the Ghetto (https://www.npr.org/2015/05/14/406699264/historian-says-dont-sanitize-how-our-government-created-the-ghettos)


Conceptual Framing

“Towards a Structural Racism Framework” in America’s Growing Inequality, pgs. 3-8

“Implicit Bias, Racial Inequality and Our Multivariate World” in America's Growing Inequality, pgs. 67-72

Week 5  
Oct 6 Class and Economic Inequality

Assignment 1 DUE

Video Clip

Understanding Social Mobility - Harder to Reach the Top  
(https://www.youtube.com/watch?time_continue=4&v=t2XFh_tD2RA)

Two American Families and the Myth of the Modern Middle Class  
(http://www.pbs.org/wgbh/pages/frontline/two-american-families/)

Stats on Inequality

It’s Inequality Stupid (http://motherjones.com/politics/2011/02/income-inequality-in-america-chart-graph)

Planning with Economic Equity in Mind: Gentrification
https://nextcity.org/daily/entry/gentrification-solutions-affordable-housing-ideas

Readings

Saving Horation Alger: Equality, Opportunity and the American Dream- Horatio Alger Myth (http://csweb.brookings.edu/content/research/essays/2014/saving-horatio-alger.html#)

Week 6
Oct 13 History of Planning: 1950 to present

Hand out Assignment 2: Assessing a Plan: Process, Values, and Critique—Student Q&A


Week 7
Oct 20 Inclusive Planning: Equity in Practice


*Advancing Equity and Transforming Government: A Resource Guide To Put Ideas Into Action*, by Governmental Alliance on Race and Equity

Week 8  
Oct 27  Rational and Incremental Theory

Assignment 2 (Assessing a Plan) DUE

Hand out Assignment 3 with Overview of Assignments 3-6


Week 9  
Nov 3  Advocacy and Equity Planning

Paul Davidoff (1967), Democratic planning, Perspecta 11:156-159. [Advocacy planning]


Readings from Chester Hartman, America’s Growing Inequality: The Impact of Poverty and Race,

- Race visa-a-vis Class in the US, pgs. 21-24
- More Than Just Race: Being Black and Poor in the Inner City, pgs. 25-31
- The Missing Class: Near Poor, pgs. 90-97
- Tensions Among Minority Groups, pgs. 32-40

Week 10  
Nov 10  Communicative Action


Asset Based Community Development (ABCD) Basics, Slide Presentation with notes

Macris, Planning in Plain English, Chapters 5-7

**Week 11**
**Nov 17** Planning for Public Participation and Participation Tools

**Assignment 3 DUE** (Outline, individual assignment)

**Hand Out Assignment 4: Presentation** (group presentation)

Salisbury, 4 strategies to fix citizen engagement," Meeting of the Minds.

International Association for Public Participation (IAP2), Spectrum of Public Participation.

International Association for Public Participation (IAP2), Toolbox

**Week 12**
**Nov 24** Professional Ethics

**Hand out Assignment 5, Reflection on class discussion on December 1**
**Hand our Assignment 6: Final Project Paper**

*AICP Code of Ethics* (Parts A and B)


**Week 13**
**Dec 1** Critiquing Planning Processes (Guest Critics to be invited)

**Assignment 4 (group presentation) DUE in class**


**Focus on:**
- Description of William Baer’s work on plan evaluation, p. 229;
- Table 2, Characteristics of Plan Quality, p. 231;
- Meta-analysis findings, pp. 233-235;
- Conclusions and recommendations, p. 240.


**Week 14**
**Dec 8** Planning the Just City: Building Equity in Practice
Assignment 5 DUE, Reflection on class discussion on December 1

Dec 18 FINAL PROJECTS DUE (Assignment 6, group paper) to Canvas at 5:30 pm
NOTE: Kirk and Nancy may not read and grade papers until after the holidays.

**Grading Weights**

The final course grade will be based on the following weighted components.

For each assignment, you will receive detailed information about the criteria we will use to assign a score on that assignment.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>Assignment 1</td>
<td>Reflection on Obama Speech</td>
<td>5 percent</td>
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<tr>
<td>Assignment 2</td>
<td>Assessing a Plan: Process, Values, and Critique</td>
<td>15 percent</td>
</tr>
<tr>
<td>Assignment 3</td>
<td>Assignments 3 - 6 each relate to the culminating project, Assignment 6. The assignments require that you apply tools for just and inclusive planning and appropriate approaches to planning to reach a sound solution.</td>
<td>15 percent</td>
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<tr>
<td>Assignment 3, Outline (individual submission)</td>
<td></td>
<td>15 percent</td>
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<tr>
<td>Assignment 4, Presentation (group presentation in class)</td>
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<td>15 percent</td>
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<tr>
<td>Assignment 5, Reflection (individual submission)</td>
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<td>10 percent</td>
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<tr>
<td>Assignment 6, Final project (group submission, major paper)</td>
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<td>20 percent</td>
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<tr>
<td>Participation online</td>
<td>Participation in online discussion forums (1 percent per week + 1 free point)</td>
<td>15 percent</td>
</tr>
<tr>
<td>Participation in class</td>
<td>Participation during video conferences during class time (submitting questions and comments to the online chat will count, but we would like to hear your voice and ideally see your face as well) (1 percent per week + 1 free point)</td>
<td>5 percent</td>
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**Paper Submission Requirements for all assignments**

1. Papers must be typed, **double-spaced**, in **12-point font** (preferably Times New Roman, Arial, Calibri, or Cambria), with 1-inch margins, and **pages numbered**.
2. Unless noted otherwise on the assignment, please submit your assignment to Canvas AND, when required, turn in a hard copy at class, as specified in the detailed assignment.
Course Policies

Participation:

Participation in class discussions is critical if this course is to be successful. That means:

1. You need to prepare for class: read readings, prepare any additional work required for that period, etc.
2. **Take risks**—risk being wrong, risk being the only person with your perspective, risk asking what you think might be a “stupid question”.

Constructive participation involves:

- Contributing to the conversation but not dominating the discussion;
- Showing interest in and respect for others’ points of view;
- Connecting reading content to the ongoing discussion and to evidence, experience (personal or practice-based) or to other ideas that reinforce or contradict the main themes being discussed.

Grading participation is highly subjective (sorry). We will provide feedback on your class participation on Canvas during the week of October 30. This gives you an opportunity to adjust the level and quality of your participation.

At the end of the semester, after letter grades are assigned, adjustments will be made to the letter grade by +/- increments based on the amount and quality of your participation. For example, a student who earns an A on written work will receive an A- if participation is unsatisfactory. Unsatisfactory means that the frequency of participation is substantially lower than other students or that participation is frequently not constructive.

Late Papers:

Papers are due at the beginning of the class period in which the assignment is due, even though we may not collect them until the end of class.

Late papers are not accepted unless the student obtains an extension based upon justification such as illness or family/workplace emergency. If you have trouble posting to the Canvas Dropbox, send your assignment to me ASAP by email. We will consider the timestamp on the email to determine if your paper is on time.

Please notice the due dates of all papers and assignments and compare these to the due dates of assignments in other classes or anticipated workload in your job or at home. Plan your time accordingly. If a conflict of due dates is apparent from the syllabi, ask for an extension sooner rather than later.

Original Work and Plagiarism:

All work in this course should be your own. In written work, cite your sources for quotes, facts, and opinions, both in the body of your work and in the bibliography. Do not copy word for word unless you place the words in quotation marks. Any plagiarism will be dealt with as a serious ethical breach. If you have questions about whether you are crossing an ethical line, ASK ME!

Look on the syllabus on Canvas for more information regarding original work and plagiarism.
Other Course Policies:

This course adheres to campus policies regarding students with disabilities, religious observances, active military service, incompletes, discriminatory conduct, academic misconduct, complaints about the course, grade appeals, and firearms.

UWM Policies Regarding Courses and Instruction

Complete academic policies affecting courses can be found at: https://uwm.edu/academicaffairs/wp-content/uploads/sites/32/2020/08/begin-semester-memo-2020-fall.pdf. In addition to the items detailed below, the full set of policies includes information related to federal student privacy protections (FERPA), grading and grade records, posting student grades, Drop/Withdrawal/Repeat policies, progress reports, helping students cope with stress.

1. **Students with disabilities.** The University of Wisconsin Milwaukee supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [Kirk or Nancy] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. We will work either directly with the student you or in coordination with the Accessibility Resource Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student’s educational record, is confidential and protected under FERPA. See https://uwm.edu/arc/

2. **Religious observances.** Accommodations for absences due to religious observance should be noted.
   https://apps.uwm.edu/secu-policies/storage/other/SAAP%201-2.%20Accommodation%20of%20Religious%20Beliefs.pdf

3. **Students called to active military duty.** Accommodations for absences due to call-up of reserves to active military duty should be noted.
   Students: https://uwm.edu/onestop/students-called-to-active-duty/

4. **Incompletes.** A notation of "incomplete" may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantiated cause beyond the student’s control, has been unable to take or complete the final examination or to complete some limited amount of term work.
   https://apps.uwm.edu/secu-policies/storage/other/SAAP%201-13.%20Incomplete%20Grades.pdf
5. **Discriminatory conduct.** Discriminatory conduct will not be tolerated by the University. It poisons the work and learning environment of the University and threatens the careers, educational experience, and well-being of students, faculty, and staff. [https://apps.uwm.edu/secu-policies/storage/other/SAAP%205-1.%20Discriminatory%20Conduct%20Policy.pdf](https://apps.uwm.edu/secu-policies/storage/other/SAAP%205-1.%20Discriminatory%20Conduct%20Policy.pdf)

6. **Title IX/Sexual Violence.** Title IX is a federal law that prohibits sex discrimination in education program or activities, and UWM policy prohibits such conduct (see Discriminatory Conduct, above). This includes sexual violence, which may include sexual harassment, sexual assault, relationship violence, and/or stalking in all educational programs and education-related areas. **UWM strongly encourages its students to report any instance of sex discrimination to UWM’s Title IX Coordinator** ([titleix@uwm.edu](mailto:titleix@uwm.edu)) and nonconfidential employees who witness or receive any report of sex discrimination must report it to UWM’s Title IX Coordinator. Whether or not a student wishes to report an incident of sexual violence, the Title IX Coordinator can connect students to resources at UWM and/or in the community including, but not limited to, victim advocacy, medical and counseling services, and/or law enforcement. For more information, please visit: [https://uwm.edu/sexual-assault/](https://uwm.edu/sexual-assault/).

7. **Campus Assessment, Response, and Education (CARE) Team and Student Support Team (SST).** The Dean of Students Office operates two, multi-disciplinary teams guided to assist the campus community with regards to concerns. The CARE Team addresses incidents involving anyone (student, employee, non-affiliated persons) who may pose a risk of potentially harmful or threatening behavior to the campus community. The SST helps identify students who appear to be in distress and provides supportive intervention and guidance to the student in need. These teams are not emergency response teams; if there is an emergency, or you need immediate assistance, call UWMPD at 414-229-9911 or 9-911 from a campus phone. The CARE Team and SST do not replace other classroom management responsibilities, supervisory workplace duties, or disciplinary processes. The teams, instead, are designed to supplement these efforts. If you are concerned about an individual’s distressing or disruptive behavior, a student that is facing significant challenges (mental health concerns, food insecurity, homelessness, death in the family, etc.), threats to the campus community, and/or any other concerns for which you feel you need assistance, fill out an incident report at [https://uwm.edu/deanofstudents/report-it/](https://uwm.edu/deanofstudents/report-it/) or call the Dean of Students Office at 414-229-4632. When you submit a report, a staff member with the Dean of Students Office will consult with you about the situation. For more information about these teams or to request a presentation on these resources, contact the Dean of Students Office at dos@uwm.edu or 414-229-4632.

8. **The S.A.F.E. Campaign Safety Awareness for Everyone** describes initiatives to increase campus-wide awareness of how to stay safe. One of UWM’s S.A.F.E. campus goals is to create a culture of awareness among students, faculty, staff, and parents. The Campus Health & Safety Web site at [https://uwm.edu/health-safety/](https://uwm.edu/health-safety/) (and link at the bottom of the UWM home page) centralizes emergency and routine safety information and communications.

9. **Academic misconduct.** Cheating on exams or plagiarism are violations of the academic honor code and carry severe sanctions, including failing a course or even suspension or dismissal from the University. [http://uwm.edu/academicaffairs/facultystaff/policies/academic-misconduct/](http://uwm.edu/academicaffairs/facultystaff/policies/academic-misconduct/)
10. **Teaching Evaluations.** All departments/instructional units will conduct end-of-the-semester student evaluations in every section of every course, including UWinteriM and summer session courses. Since the department/instructional unit determines the format of its course evaluations, please consult your department chairperson if you have any questions. The policy can be found at [https://apps.uwm.edu/secu-policies/storage/other/SAAP1-16.Teaching_Evaluation_Policies.pdf](https://apps.uwm.edu/secu-policies/storage/other/SAAP1-16.Teaching_Evaluation_Policies.pdf)

11. **Complaint procedures.** Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department or academic unit in which the complaint occurred or to the appropriate university office responsible for enforcing the policy. [https://apps.uwm.edu/secu-policies/storage/other/SAAP%205-1.%20Discriminatory%20Conduct%20Policy.pdf](https://apps.uwm.edu/secu-policies/storage/other/SAAP%205-1.%20Discriminatory%20Conduct%20Policy.pdf)

12. **Grade appeal procedures.** A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school in which the course resides or in the case of graduate students, the Graduate School. These procedures are available in writing from the respective department chairperson or the Academic Dean of the College/School. [https://apps.uwm.edu/secu-policies/storage/other/SAAP%2010.%20Grade%20Appeals%20by%20Students.pdf](https://apps.uwm.edu/secu-policies/storage/other/SAAP%2010.%20Grade%20Appeals%20by%20Students.pdf)

13. **LGBT+ resources.** Faculty and staff can find resources to support inclusivity of students who identify as LGBT+ in the learning environment. [https://uwm.edu/lgbtrc/](https://uwm.edu/lgbtrc/)

14. **Smoke and Tobacco-Free Campus.** UWM prohibits smoking and the use of tobacco on all campus property. [https://apps.uwm.edu/secu-policies/storage/other/SAAP%2010-8.%20Smoke%20and%20Tobacco-Free%20Campus%20Policy.pdf](https://apps.uwm.edu/secu-policies/storage/other/SAAP%2010-8.%20Smoke%20and%20Tobacco-Free%20Campus%20Policy.pdf)

15. **Final Exams.** The final exam requirement, the final exam date requirement, etc. [https://apps.uwm.edu/secu-policies/storage/other/SAAP%201-9.%20Final%20Examinations.pdf](https://apps.uwm.edu/secu-policies/storage/other/SAAP%201-9.%20Final%20Examinations.pdf)