

UNIVERSITY OF WISCONSIN--MILWAUKEE
School of Architecture and Urban Planning
Department of Urban Planning

Planning Theories and Practice
URB PLAN 711

Fall 2024
Tuesdays, 5:30 – 8:10 pm
Room: AUP 345

Instructing Professor

Prof. Kirk E. Harris
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Office Hours:
Thursdays, 5:00-6:00 PM
or by Appointment

Panther Community Health & Safety Standards

UWM has implemented reasonable health and safety protocols, taking into account recommendations by local, state and national public health authorities, in response to the COVID-19 pandemic. As a member of our campus community, you are expected to abide by the Panther Interim COVID-Related Health & Safety Rules, which were developed in accordance with public health guidelines. These standards apply to anyone who is physically present on campus, UWM grounds, or participating in a UWM-sponsored activity:

You should check daily for COVID-19 symptoms and not come to campus if you are feeling sick.

Additional details about student and staff expectations can be found on the UWM COVID-19 webpage.

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 this challenge and for you to incorporate that awareness and the associated considerations into your day-to-day planning practice. While 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 advance your mastery of them throughout the two-year program and during your career. When you finish this course:

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).
- Understand persistent structural inequalities in the US planning context, with a focus on race and class, as well as the 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 to increase inclusion of marginalized groups in planning practice.

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 choice of approach.
- 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 Canvas before, please go to the following website for more information: <https://uwm.edu/Canvas/students/>

Between classes, we will use Canvas to post announcements and supplementary (optional) reading materials. You should visit the Canvas site for this course regularly.

Books and Readings

REQUIRED:

Leah Rothstein and Richard Rothstein. **Just Action: How to Challenge Segregation Enacted Under The Color of Law.** First edition. New York; London: Liveright Publishing Corporation, a division of W.W. Norton & Company, 2023.

Recommended:

Jacobs, J. (1993). *The death and life of great American cities.* Vintage Books.

Study Manual for the AICP Exam, 5th Edition (1997)

Natalie Macris. 2000. *Planning in Plain English.* You may read online at Google Books for free, <https://books.google.com/books?id=u449DwAAQBAJ>, or purchase at booksellers for approximately

\$30, maybe less. Highly recommended.

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

September 3rd Course Overview, Core Questions and Points on Inquiry

What is this Course About:

Course Overview Presentation

Core Questions and Points on Inquiry

- What is the purpose of urban planning in modern societies?
- What is a theory?
- What is urban planning theory?
- Why do we need theory to plan?

Three Competing and Overlapping forms of Influence in Planning Practice (Concentric Circle Diagram):

- Government Authority
- Private Interests and Private Market Forces
- Public Interest and Public Priorities

Three Touchstones of Planning Practice and Theory (Triangle Diagram):

- Information
- Values
- Power (the base of the triad)

CLASS DISCUSSION QUESTION:

VIDEO:

My Personal Journey: "Equity Does Not Happen by Accident",
<https://www.youtube.com/watch?v=YXVtkdQfZDM>

What brings you to planning and what aspirations do you have as an emerging planning professional?

PRESENTATIONS

Racial Equity and Choice Point Presentation

Week 2

September 10th Inclusive Planning and Critiquing Plans

READ:

John M. Levy (2011), *Planning Theory, Contemporary Urban Planning*, 9th Ed., Upper Saddle River, NJ: Prentice Hall, pp. 321-340.

Philip R. Berke and David R. Godschalk (2009), "Searching for the Good Plan: A Meta-Analysis of Plan Quality Studies," *Journal of Planning Literature* 23:3, 227-240.

Focus on:

- Description of William Berke'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.

Charles Hoch (2002), "Evaluating Plans Pragmatically," *Planning Theory* 1(1): 53-75.

In Preparation for Final Project Read:

Just Action, Chapter 1-2

IN CLASS PRESENTATION & DISCUSSION:

Presentation on Planning Process and Lens for Practice

- *Racial Equity Impact Assessment Guide*, by Race Forward, Center for Racial Justice Innovation
- *Advancing Equity and Transforming Government: A Resource Guide To Put Ideas Into Action*, by Governmental Alliance on Race and Equity
- Bronfenrenner Ecological
- Model of System Thinking

Week 3

Sep 17th Overview of Planning History; History of Planning up to Pre-1900

VIDEO: BRIEF HISTORY OF URBAN PLANNING,
<https://www.youtube.com/watch?v=2Q5blCcek6s>

READ:

Jon A. Peterson (2002), **Introduction & Part 1: Antecedents of City Planning**, *The Birth of City Planning in the United States*. Baltimore: Johns Hopkins University Press, pp. 29-54.

In Preparation for Final Project Read:

Just Action, Chapter 3-4

PowerPoint Presentations on the History of Planning: 1) Before 1890 2) 1890-1910

Begin to look for a plan that will be the focus of Assignment 3

Week 4

Sep 24th History of Planning: 1900 to 1950

READ:

Jon A. Peterson (2002), **Part 2: Birth of an Ideal**, *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 home in on what we consider most important for this course.

Richard Rothstein (2017), *The Color of Law*. Excerpts: pp. 63-67, 73-75. We recommend the entire book!

Krueckeberg, D. A. (Ed.). Chapter 2: Moles and Skylarks (1983). *Introduction to planning history in the United States*. Taylor & Francis Group.

William Rohe (2009) From Local to Global: One Hundred Years of Neighborhood Planning. *Journal of the American Planning Association* 75(2): 209-230.

In Preparation for Final Project Read:

Just Action, Chapter 5-6

PowerPoint Presentations on the History of Planning: 3) 1910-1930 4) 1930-1945

Week 5

READ:

October 1st History of Planning: 1950 to Present

Hyra, D. S. (2012). Conceptualizing the new urban renewal: Comparing the past to the present. *Urban Affairs Review*, 48(4), 498-527.

Sandercock, L. (2004). Towards a planning imagination for the 21st century. *Journal of the American Planning Association*, 70(2), 133-141.

Paul Davidoff, "Democratic Planning," *Perspecta*, Vol. 11 (1967), pp. 156-159.

Robert N. Brown (2015) "Rebel with a Plan: Norm Krumholz and 'Equity Planning' in Cleveland," https://teachingcleveland.org/wp-content/uploads/2015/03/Norm-Krumholz_and_Equity_Planning_in_Cleveland-final.pdf

AUDIO FILE: [Why Lessons From The Kerner Commission Continue To Resonate - Kerner Commission Story.](#)

Full Kerner Commission Report - Read Executive Summary

VIDEO FILE: Jane Jacobs vs. Robert Moses: Urban fight of the Century
<https://www.youtube.com/watch?v=AUeuQT6t7kg>

In Preparation for Final Project Read:

Just Action, Chapter 7-8

<i>PowerPoint Presentations on the History of Planning: 5) 1945-1970 6) 1970-1990</i>
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Week 6

October 8th Rational and Incremental Planning

READ:

Ernest R. Alexander (1992), *Approaches to Planning: Introducing Current Planning Theories, Concepts and Issues*. Philadelphia: Gordon and Breach Science Publishers, pp. 74-86.

Charles E. Lindblom (1959), The Science of 'Muddling Through,' *Public Administration Review*. Vol. 19, No. 2 (Spring 1959), pp. 79-88. Read for overall impression and main points, not for detail.

Hall, P. (2014). *Cities of tomorrow: An intellectual history of urban planning and design since 1880*. **Chapter 7: The City of Towers**. John Wiley & Sons.

In Preparation for Final Project Read:

Just Action, Chapter 9-10

**PowerPoint Presentations on Planning Decision-Making Processes:
1) Rational Planning and 2) Incremental Planning**

**Plan Selection for Evaluation and Assessment DUE October 8th to Canvas by
12:00PM**

Week 7

October 15th Advocacy and Equity Planning

READ:

Review: Paul Davidoff (1967), Democratic planning, *Perspecta* 11:156-159. [Advocacy planning, first assigned for October 12]

Norman Krumholz (1982), A retrospective view of equity planning: Cleveland, 1969-1979. *Journal of the American Planning Association* 48(4): 163-174.

Carlton C. Eley (2017) Planning for Equitable Development: Social Equity by Design, Planners Advisory Service, PAS Memo, March/April 2017.

Elijah Anderson, "White Space: Sociology of Race and Ethnicity" 2015, Vol. 1(1) 10–21, American Sociological Association 2014

Sandercock, & Forsyth, A. (1992). A Gender Agenda: New Directions for Planning Theory. *Journal of the American Planning Association*, 58(1), 49–59.
<https://doi.org/10.1080/01944369208975534>

In Preparation for Final Project Read:

Just Action, Chapter 11-12

**PowerPoint Presentations on Planning Decision-Making Processes:
3) Advocacy Planning and 4) Equity Planning**

Week 8

October 22nd Communicative Action

READ:

Carmen Sirianni (2007), Neighborhood planning as collaborative democratic design: The case of Seattle, *Journal of the American Planning Association*. Vol. 73(4), Autumn 2007: 373-387.

Carnegie UK Trust, "Fiery Spirits: Community Resilience in Times of Rapid Change," 2011, pp. 15-22

John McKnight and Peter Block (2012), *The Abundant Community*. San Francisco: Berrett-Koehler Publishers, pp. 83-111.

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

***PowerPoint Presentations on Planning Decision-Making Processes:
5) Communicative Action Planning and 6) Radical Planning***

**Completed Answer Template for Plan Evaluation and Assessment DUE October
22nd to Canvas by 12:00PM**

Briefly Discuss in Class Learnings for Plan Evaluation and Assessment Exercise

Week 9

October 29th Individual Bias, Institutional and Systemic Dimensions of Race in America

VIDEOS:

Barack Obama, "A more perfect union," Barack Obama's Race Speech at the Constitution Center [video]
<https://www.sam-network.org/video/a-more-perfect-union?curation=0> [text], March 18, 2008.
<https://constitutioncenter.org/amoreperfectunion/>

Dr. John Powell, The Invention of Whiteness, [video]
<https://www.filmsforaction.org/watch/the-invention-of-whiteness-with-john-a-powell/>

Robin DiAngelo, Deconstructing White Privilege, [video]
<https://www.youtube.com/watch?v=DwIx3KQer54>

Robin DiAngelo, "White Fragility," *The Guardian*. [video],
<https://www.youtube.com/watch?v=YvIO2GU8yTU&feature=youtu.be>

AUDIO: 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) (<https://www.npr.org/2015/05/14/406699264/historian-says-dont-sanitize-how-our-government-created-the-ghettos>)

READ: Ta-Nehisi Coates, "The Case for Reparations," *The Atlantic*, June 2014. "Two hundred fifty years of slavery. Ninety years of Jim Crow. Sixty years of separate but equal. Thirty-five years of racist housing policy. Until we reckon with our compounding moral debts, America will never be whole." (<http://www.theatlantic.com/features/archive/2014/05/the-case-for-reparations/361631/>)

Brentin Mock, "The City Planners' Case for Defunding the Police," *CityLab*, Aug 6, 2020, <https://www.bloomberg.com/news/articles/2020-08-06/the-city-planners-case-to-defund-the-police?srd=premium&sref=vYgwztVr>

Shepard Express, "A 12-Step Program Toward Antiracism in Milwaukee," <https://shepherdexpress.com/news/features/a-12-step-program-toward-antiracism-in-milwaukee/>

Week 10

November 5th Class and Economic Inequality

VIDEOS:

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

Gentrification and Displacement Impact
(<https://www.pbs.org/video/gentrification-and-displacement-impact/>)

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

Is Community Wealth Building the Future of Economic Development? presentation by Sarah McKinley, Democracy Collective's Director of Community Wealth Building Practice
(<https://uwm.edu/sarup/sarah-mckinley-2022-video/>)

Stats on Inequality

<https://www.pewresearch.org/social-trends/2020/01/09/trends-in-income-and-wealth-inequality/>

READ:

“Saving Horatio Alger: Equality, Opportunity and the American Dream - Horatio Alger Myth” <http://csweb.brookings.edu/content/research/essays/2014/saving-horatio-alger.html>

History of Gentrification
<https://nextcity.org/history-of-gentrification#in2016>

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

[Democracy Collaborative, Guide for Advancing Community Wealth Building Download Community-wealth-building-action-guide-us.pdf](#)

Week 11

Nov 12th Planning for Public Participation and Participation

READ:

Arnstein. (2019). A Ladder of Citizen Participation. *Journal of the American Planning Association*, 85(1), 24–34.

Tewdwr-Jones, M., & Allmendinger, P. (1998). Deconstructing communicative rationality: a critique of Habermasian collaborative planning. *Environment and planning A*, 30(11),

Whittemore, A. H. (2014). Phenomenology and city planning. *Journal of Planning Education and Research*, 34(3), 301-308.

Salisbury, 4 strategies to fix citizen engagement,” Meeting of the Minds.
http://meetingoftheminds.org/4-strategies-to-fix-citizen-engagement-27122?omhide=true&utm_source=Meeting+of+the+Minds+Newsletter+List&utm_campaign=5687807716-RSS_EMAIL_CAMPAIGN&utm_medium=email&utm_term=0_cdb70a5ce7-5687807716-57862593&mc_cid=5687807716&mc_eid=bd87fb40db

Vision Zero Network, “Centering Community in the Public Engagement Process,”
<https://visionzeronetwork.org/centering-community-in-the-public-engagement-process/>

Assignment 4-A Outline in Response to Mayor’s Request
Groups Briefly Present their Problem Description and Proposed Planning Process

Week 12

Nov 19th Planning and Professional Ethics

AICP Code of Ethics (Parts A and B) and Presentation
APA Ethics Toolkit AICP Code of Ethics

VIDEO:

Ethics for Planners

<https://www.youtube.com/watch?v=yq33-vOJdDs>

READ:

Learning from Susan Fainstein: Do planners have a responsibility to fight for social equity?

<https://www.gsd.harvard.edu/2019/12/learning-from-susan-fainstein-planners-have-a-responsibility-to-fight-for-social-equity/>

Counterpoint & Commentary (1989), *Journal of the American Planning Association* 55(4): 474-479 (top).

Week 13

November 26th

In Class Workshop in Preparation for Group Presentations: Emphasizing Systems Thinking and integration Across Domains

DRAFT OF GROUP PRESENTATION

Week 14

December 3rd

Group Presentations

Week 15

December 10th

Group Presentations

CLASS DISCUSSION:

***Reflective Practitioner Opportunity: What Were Some of Your Individual Key Learning Over the Semester**

***Dec 17th FINAL WRITTEN PLAN Uploaded to Canvas.**

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.

Assignment 1	Presentation on Planning History	15 points
Assignment 2	Presentation on Planning Theory	15 points
Assignment 3A	Selecting a Plan for Evaluation and Assessment	5 points
Assignment 3B	Answering Template Questions for Plan Selected for Evaluation and Assessment	15 points

Assignments 4A, 4B, and 4C	Assignments 4A, and 4B each relate to the culminating project, 4C. The assignments require that you apply tools for just and inclusive planning and appropriate approaches to planning to reach a sound solution.	50 points
	Assignment-4A, Outline (group submission)	10 points
	Assignment-4B, Presentation (group presentation in class)	20 percent
	Assignment-4C, Final Written Plan (group submission)	20 percent

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:

You need to prepare for class: read readings, prepare any additional work required for that period, etc. 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.

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 when a 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 in 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.

COVID Policies and Guidance:

Panther Community Health and Safety Standards. UWM has implemented reasonable health and safety protocols, taking into account recommendations by local, state and national public health authorities, in response to the COVID-19 pandemic. As a member of our campus community you are expected to abide by the Panther Interim COVID- Related Health& Safety Rules. These standards apply to anyone who is physically present on campus, in UWM-controlled facilities, or participating in a UWM-sponsored activity.

With respect to indoors spaces on UWM facilities (classrooms, labs, performance spaces, etc.):

Masks are always required while indoors on UWM campuses and in UWM-controlled facilities, with limited exceptions – environments where hazards exist that create a greater risk by wearing a mask (for example, when operating equipment in a lab with the risk of a mask strap getting caught in machinery, or when flammable materials are being used). Such exceptions must be approved in advance. A student who comes to class without wearing a mask will be asked to put on a mask or to leave to get one at a mask handout station. Failure to do so could result in student discipline. You should check daily for COVID symptoms by completing the self-check at <https://uwm.edu/coronavirus/symptom-monitor/>. Symptoms may appear 2-14 days after exposure to the virus and include fever, cough, or shortness of breath or difficulty breathing. See the CDC's Website for more information about COVID-19 symptoms. If you test positive for or are diagnosed with COVID-10 based on symptoms, you should complete this Dean of Students Office form: https://cm.maxient.com/reportingform.php?UnivofWisconsinMilwaukee&layout_id=4. By doing so, you will get information on resources, help UWM identify individuals you may have come into contact with on campus so that UWM can work with the local health department, and allow UWM to clean campus areas you visited as appropriate.

Attendance Policy

Do not attend your in-person class if you have COVID-19, if you are experiencing symptoms consistent with COVID-19, if you have been in close contact with others who have symptoms, if you need to care for an individual with COVID-19, or have other health concerns related to COVID-19.

You should be aware of each of your course's attendance policies. In case of illness, you should contact me immediately to discuss options for completing course work while ill.

Notify me in advance of the absence or inability to participate, if possible.

Participate in class activities online and submit assignments electronically, to the extent possible.

Reach out to me if illness will require late submission or other modifications to deadlines.

If remaining in a class and fulfilling the necessary requirements becomes impossible due to illness, contact me to discuss other options. As your instructor, I will trust your word when you say you are ill, and in turn, I expect that you will report the reason for your absences truthfully.

Class Content--Recordings

Face-to-Face Class Recording (Lecture Capture)

Our class sessions may be audio-visually recorded for students who are unable to attend in person and for students who are unable to attend at the scheduled time. Students who participate during an in-person class session are agreeing to have their audio/video or image recorded.

Potential for Reversion to Fully Online Instruction

Changing public health circumstances for COVID-19 may cause UWM to move to fully online instruction at some point during the semester. UWM will communicate with students about moving to fully online instruction if the situation develops.

UWM Policies Regarding Courses and Instruction

Secretary of the University Syllabus Links: <https://uwm.edu/secu/syllabus-links/>

Students with disabilities. Notice to these students should appear prominently in the syllabus so that special accommodations are provided in a timely manner. <http://uwm.edu/arc/>

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>

Students called to active military duty. Accommodations for absences due to call-up of reserves to active military duty should be noted. Students: <http://uwm.edu/active-duty-military/> Employees: <https://www.wisconsin.edu/ohrwd/download/policies/ops/bn9.pdf>

Incompletes. A notation of "incomplete" maybe 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>

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>

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). 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/>.

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. <https://uwm.edu/deanofstudents/academic-misconduct/>

Complaint procedures. Students may direct complaints to the head of the academic unit 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>

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 (SARUP for students in this course). <https://apps.uwm.edu/secu-policies/storage/other/SAAP%201-10.%20Grade%20Appeals%20by%20Students.pdf>

LGBT+ resources. Faculty and staff can find resources to support inclusivity of students who identify as LGBT+ in the learning environment. <http://uwm.edu/lgbtrc/>

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

Final Examinations. Information about the final exam requirement, the final exam date requirement, and make-up examinations. <https://apps.uwm.edu/secu-policies/storage/other/SAAP%201-9.%20Final%20Examinations.pdf>

More policies:

Workload Statements: <https://uwm.edu/secu/wp-content/uploads/sites/122/2014/07/Workload-Statements.pdf>

Academic Misconduct: <https://uwm.edu/deanofstudents/conduct/academic-misconduct/>

Libraries Purchase Recommendation: <https://uwm.edu/libraries/crm/purchase-recommendation/>

Libraries Reserve Requests: <https://uwm.edu/libraries/media/reserve-form/>

Media and Reserve Library Website: <https://uwm.edu/libraries/media/reserve-services/>

Accommodations Syllabus Statements Sample: <https://uwm.edu/arc/wp-content/uploads/sites/97/2018/10/Recommended-Syllabus-Statement.pdf>

Essential: <https://uwm.edu/adaaac/wp-content/uploads/sites/374/2016/08/6-20-17-Essential-Accessibility-Considerations-for-Instructional-Materials-1.pdf>

Captioning: <https://uwm.edu/arc/media-captioning/>

Religious Observance Policy: <https://apps.uwm.edu/secu-policies/storage/other/SAAP%201-2.%20Accommodation%20of%20Religious%20Beliefs.pdf>

Religious Calendar: <https://uwm.edu/academicaffairs/wp-content/uploads/sites/32/2020/06/calendar2021.pdf>

Teaching Evaluations Policy: https://apps.uwm.edu/secu-policies/storage/other/SAAP1-16.Teaching_Evaluation_Policies.pdf

FERPA Reminder: <https://uwm.edu/registrar/ferpa/>

FERPA Training: <https://uwm.edu/ferpa/>

Grading and Grade Records: <https://apps.uwm.edu/secu-policies/storage/other/SAAP%201-11.%20Grading%20and%20Grade%20Records%20for%20All%20Schools%20and%20Colleges.pdf>

F-Grades Policy: <https://apps.uwm.edu/secu-policies/storage/faculty/2435.pdf>.

Using PAWS: <https://uwm.edu/registrar/faculty-staff/instructor-grading/>

Drop/Withdrawal/Repeat: <https://apps.uwm.edu/secu-policies/storage/other/SAAP%201-8.%20Drop,%20Withdrawal,%20and%20Repeat%20Policy%20for%20Courses.pdf>

Student Mental Health: <https://uwm.edu/mentalhealth>

Presentation/Information Request Form: <https://uwm.edu/mentalhealth/outreach-request/>

Dean of Students: <https://uwm.edu/deanofstudents/> Title IX: <https://uwm.edu/titleix/>
Sex Discrimination: <https://apps.uwm.edu/secu-policies/storage/other/SAAP%205->

2.%20Sexual%20Violence%20and%20Sexual%20Harassment%20Policy.pdf

Discriminatory Conduct and Consensual Relationships:<https://apps.uwm.edu/secu-policies/storage/other/SAAP%205-1.%20Discriminatory%20Conduct%20Policy.pdf>

CARE and SST Reporting: <https://uwm.edu/deanofstudents/report-it/>

Health and Safety: <https://uwm.edu/health-safety/>

Military Service: <https://uwm.edu/onestop/students-called-to-active-duty/>

Final Exams: <https://apps.uwm.edu/secu-policies/storage/other/SAAP%201-9.%20Final%20Examinations.pdf>

Smoke-Free Campus: <https://uwm.edu/smokefree>.