Course Date, Time & Location: Wednesdays – 11:30am to 2:10pm, Room 158
Instructor: Yaidi Cancel Martinez, PhD (ycmartin@uwm.edu)
Office Hours: After class (Wednesdays after class, AUP Room 344) and online by appointment.

Teaching Assistant: Louie Glotfelty (glotfel4@uwm.edu)
Office Hours: By appointment.

Course Description
Urban and regional planning is an applied and interdisciplinary field with implications for decision-making processes concerning the built environment and the social fabric. Understanding planning processes and building on effective communication, project management, and technical skills will allow you to advance in your career in urban planning now and in the future. This graduate-level course will help you learn about methods that are often used in the planning field. Broadly, the course is organized into five main parts:

1. Understanding the context,
2. Collecting and interpreting data,
3. Analyzing data and making projections,
4. Communicating results to a diverse audience, and
5. Making informed recommendations for implementation.

This course also provides you with an opportunity to think critically about the tools and methods used by planners. For example, how are these tools useful (or not) in the planning process? What is missing from the planning process? What can you as a professional planner and as an individual do to improve the planning process?

Learning Goals
This course aims to introduce students to relevant planning practices, skills and tools which can be expanded upon throughout future coursework and work experience. The course is conducted as an active-learning seminar incorporating elements of individual work, teamwork projects and small group discussion sessions. We will strive for a supportive and inclusive learning environment.

By the end of this course, students should be able to:
1. Identify and scope planning challenges and opportunities.
2. Determine the information required to address issues and build upon assets.
3. Collect, analyze and synthesize information useful in planning and development.
4. Make informed recommendations and communicate findings to a diverse audience.
Course Requirements
Students must fulfill each of the following for successful course completion:

1. **Mindful participation** includes:
   a. **Participating in activities** during meetings and posted in Canvas.
   b. **Leading a discussion** on a current topic related to the week’s module
      *Lead at least 1 discussion this semester.*

2. **Complete individual and group assignments.**
3. **Group Report** on a selected neighborhood in Milwaukee, discuss key planning characteristics, assets, challenges, projections and recommendations.
4. **Presentation** based on the Group Report, this includes a two-stage presentation process.

Students will be evaluated and graded upon completion of the course requirements. This course has no mid-term or final exams. The course is designed to facilitate student inquiry, critical thinking, engagement, and participation.

Details about the course’s requirements are found below.

1. **Participation**

   **Participating in the course is essential and constitutes 20% of the course grade.**
   Participation is more than just showing up to the classroom, it means engaging in meaningful and respectful discussion with the instructor and peers, answering questions during class or group discussions, and leading a discussion at least once during the semester. A sign-in sheet will usually be circulated at the beginning of class.

   **Leading a discussion**
   Each week, up to 2 students will be assigned to identify an event/issue or journal article related to the module under discussion. The student will provide a brief overview of the event/issue/paper to the class and lead a brief discussion on the topic. Posting the article or link and leading a discussion constitutes 40% of your participation grade. Students **should lead a discussion at least once** this semester. A sign-up sheet will be made available in Canvas. Talk with the instructor if you have questions or need assistance.
   **On your assigned week, please post your article and/or link to the Canvas discussion board no later than 5 pm on Tuesday.**

   **In-Class applied assignments**
   Students have the opportunity to apply concepts learned in class through individuals and group in-class exercises. Students are expected to participate in these class exercises and encouraged to ask questions and discuss with the instructor and peers.

   **General Participation**
   In the interest of promoting a productive learning environment for all, please:
   • Arrive on time and stay for the duration of class.
   • Mute cell phones, mobile devices, and alarms for the duration of class.
• *Complete weekly required readings and course materials before class* – This will prepare you for class discussions. Canvas will show you what items should be completed. Please note Canvas reports which items have been read or completed.

Cannot make it to class? Please contact the instructor. While the instructor promotes flexibility, absences must be cleared before class meetings by sending an email to ycmartin@uwm.edu. Students are responsible for the content and information provided in all sessions. Please reach out to the instructor with questions or concerns.

### 2. Assignments

**Completing the assignments constitutes 30% of the course grade.**
The course assignments are designed to help you practice relevant concepts, including but not limited to collecting, analyzing and presenting planning-related data. Your assignments should be written clearly and formatted to a professional standard. In all assignments, please include your name, the name of your team members (for group assignments), date, and course number.

**Teamwork**
For this course, you are allowed to discuss and work together on some assignments. For group assignments, only one assignment needs to be submitted for the group, but each person should be able to explain and understand all responses. Group members will evaluate other members’ contributions to the group.

**Time management**
For each assignment, track the total number of hours you (or your whole group) spend on thinking/preparing and producing the document that you submit. The number of hours should be listed at the top of your assignment. Note that this should be a rough estimate of time, and it will not factor into your grade. This means, you are graded on the quality of your work, not the time you report (although there may be a correlation). The main purpose of this is to help you understand how long it takes to think, collect data, conduct analyses, and write documents. As a professional, you will develop your own budgets with labor-hours and review budgets from other people with labor-hours, so this is an important but often overlooked skill in school. It may even help you budget your time in future graduate school classes and professional work.

**Submitting assignments**
**All assignments should be uploaded to the course site Canvas on the due dates listed.**
If you have any questions or concerns about the assignment, please contact the instructor before the assignment is due.

If you have any problems with the site, you can e-mail your assignment to the instructor at ycmartin@uwm.edu and copy the teaching assistant (glotfel4@uwm.edu). The assignments are listed below in chronological order.
Assignment #1 (individually): Explore a comprehensive plan, report your observations.  
Due September 13
1. Explore a comprehensive plan for a municipality in Wisconsin, preferably in the Milwaukee metro area. Summarize your observations about the plans' vision, format and key elements highlighted (e.g., housing, transportation, economic development, ecology)
2. Answer the following questions:
   a. What elements you think are prioritized the most?
   b. What are the data sources used and methods of analysis?
   c. How and to what extent did the public participate in developing the Plan? and
d. What are key strategies or recommendations (if any) to implement the plan?

Note the year the Plan was issued and the projected year(s) for implementation. Please keep the summary under 2 pages and be ready to discuss your findings in class.

Assignment #2 (pairs/groups of 3): Milwaukee data portrait  
Due September 27
1. Explore common urban planning data sources (e.g., American Community Survey, ACS) to develop a data portrait of the city of Milwaukee as of 2019 and compare with the Milwaukee metropolitan statistical area (Milwaukee-Waukesha-West Allis MSA).
2. Each Team will select one topic from the following list:
   a. Population characteristics,
   b. Housing/residential characteristics,
   c. Transportation use,
   d. Household economic characteristics,
   e. Employment and occupations, and
   f. Access to technology
   g. Food assistance
3. The Team will prepare a summary based on the topic selected. For example, if a Team chooses Housing/residential characteristics, the Team will report the estimates and the percentage of occupied housing, vacant units, type of housing, size, etc., for the city of Milwaukee and how that compares with the metropolitan area. Record the data sources (i.e., specific tables, references) and key takeaways.

If using Census ACS data, please select the 1-year estimates. Use data visualization tools (charts, tables, maps) to present key findings about your topic.

4. Share your findings and discuss in class.

Assignment #3 (group): Documenting key data sources for the Neighborhood Project  
Due October 4
Select a Milwaukee neighborhood, preferably from the ‘Data You Can Use’ list. Develop a list of key topics and data sources that your Team will use when developing the Neighborhood Data Portrait and Planning report (aka, Group Report). The list should not be exhaustive and may differ from the finalized list of sources in your Group Report.
Assignment #4 (group): Milwaukee neighborhood field data collection tool  

**Due October 11**

Develop a field data collection instrument and plan to gather information related to housing, economic development, transportation, natural resources, or other planning issues/assets of your choice in a selected neighborhood study area. The selected neighborhood will be the same as the one for the Group Project and this assignment will be incorporated into your Final Report. Be ready to discuss elements of your instrument and plan to gather observational data in class – what neighborhood factors will your Team focus and why?

Assignment #5 (individually): Milwaukee Data Day Event  

**Report key lessons; Due October 25**

Attend Data Day 2022 on October 19, hosted by Data You Can Use (DYCU) and select at least 1 session. Report at least 4 key lessons learned from the event and the session you participated in. If you are unable to attend the event, you may review last year event’s recordings.

Assignment #6 (group): Apply common planning methods - Neighborhood projections  

**Due November 8**

Develop a population projection analysis for your selected neighborhood and discuss how your estimates may impact existing resources, issues and assets in your selected neighborhood? The selected neighborhood will be the same as the one for the Group Report and this assignment will be incorporated into your Final Report.

Be ready to discuss preliminary findings of your project based on analysis of current data, field data, and projections.


**Successful completion of the Report constitutes 30% of the course grade.**

Using secondary and primary (observational) data, develop a data portrait and planning report for a selected neighborhood in Milwaukee. Students have the choice of selecting their team members based on your area of interest and develop the project to focus on 2 or 3 key areas including but not limited to:

a. Housing/residential characteristics,  
b. Transportation,  
c. Economic characteristics,  
d. Education  
e. Access to food  
f. Environment

Each neighborhood data portrait and plan must include basic demographic information, observational data (based on the field data collection tool), and population projections.
Important dates for deliverables:

<table>
<thead>
<tr>
<th>Date</th>
<th>Deliverable</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 4</td>
<td>List of key topics and data sources (Assignment #3)</td>
</tr>
<tr>
<td>October 11</td>
<td>Field data collection tool (Assignment #4)</td>
</tr>
<tr>
<td>November 8</td>
<td>Neighborhood projections (Assignment #6)</td>
</tr>
<tr>
<td><strong>November 23</strong></td>
<td><strong>Report DRAFT due</strong></td>
</tr>
<tr>
<td><strong>December 7</strong></td>
<td><strong>Final report DUE</strong></td>
</tr>
</tbody>
</table>

The final report must include:

1. Cover (including each of your team member’s name, course code, date)
2. Introduction and background about the neighborhood
3. Key findings, projections, challenges and assets
4. Discussion
5. Recommendations and Conclusion
6. References (APA-Style)
7. Team member evaluation sheet

The final report should be limited to a **minimum of 10 pages** but **no more than 15 pages** (excluding cover page, references, team evaluation, and figures and tables if you choose to add such). Use double-spaced, Times New Roman 12 pt. font.

4. Presentation

**Presentation and Q/A discussions constitute 20% of the course grade.** The presentation will go in hand with the Group Report and includes a 2-step process. The first presentation will be an overview of the methods and a plan about how findings will be communicated to a diverse audience. Groups will obtain feedback about their draft content and communication plan.

The second presentation will focus on the final results, discussion and recommendations about how to make informed decisions in the neighborhood based on the data/information presented. Groups will also discuss limitations of the project.

At the end of the final presentation, the student will lead a short discussion Q/A on the topic. Students are encouraged to prepare 2-3 questions to guide the discussion. The instructor may have additional questions. The presentation and discussion should be no longer than 20 minutes.

A rubric with details on how the presentation will be graded will be posted in Canvas. Students will select the date for their presentation on a shared document that will be posted on Canvas.
Summary of Evaluation and Grading

Course evaluation will be based on:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation (including leading a discussion and in-class exercises)</td>
<td>20%</td>
</tr>
<tr>
<td>Assignments (6)</td>
<td>30%</td>
</tr>
<tr>
<td>Group paper</td>
<td>30%</td>
</tr>
<tr>
<td>Presentation (2-step)</td>
<td>20%</td>
</tr>
</tbody>
</table>

For each required coursework, students will be evaluated according to the percentage above.

The grading scale for the course is:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93% and above</td>
</tr>
<tr>
<td>A-</td>
<td>92% - 89%</td>
</tr>
<tr>
<td>B</td>
<td>83% - 88%</td>
</tr>
<tr>
<td>B-</td>
<td>79% - 82%</td>
</tr>
<tr>
<td>C</td>
<td>69% - 78%</td>
</tr>
<tr>
<td>D</td>
<td>55% - 68%</td>
</tr>
<tr>
<td>F</td>
<td>54% and below</td>
</tr>
</tbody>
</table>

**Statement of time investment during the course:** On average, students should spend 48 hours per credit per semester on activities in online sessions/meetings and outside of meetings (e.g., readings, assignments, research, projects). For this 3-credit course, students are expected to spend approximately 144 hours spread throughout the 16 weeks of the course. Please note that the average time investment presented here is an estimate and students are assessed based on their performance rather than the time put into the course.

**Other Important Items**

**Reasonable accommodations**

Students with limitations due to a disability may request any reasonable accommodations. You can get more information at the [Accessibility Resource Center](#) to better understand the nature of reasonable accommodations.

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) requires that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities are a shared faculty and student responsibility. Students are expected to inform faculty [me] 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. Faculty [I], 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.
Students will be allowed to complete assignments or other requirements that are missed because of religious observance, illness, family emergencies, or other circumstances. If special accommodations are needed to meet any of the requirements of this course, please contact the instructor as soon as possible.

**COVID-19**
In response to the COVID-19 pandemic, it is important to be mindful of challenges and promote self-care. If you are experiencing symptoms related to COVID-19, taking care of someone that is ill, or facing challenges, please do not hesitate to contact the instructor to make reasonable accommodations. Go to the UWM COVID-19 website for up-to-date information.

**Panther Community Health and Safety Standards:** UWM has implemented 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 Policy, which was 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:

- UWM recommends that all individuals visiting UWM facilities wear face coverings while indoors.
- UWM recommends getting vaccinated for COVID-19 and getting the most recent booster shot available to you.
- UWM requires that you check daily for COVID-19 symptoms and not come to campus if you are feeling sick. If you are feeling sick, get tested for COVID-19 and quarantine until symptoms subside. Use the CDC Quarantine and Isolation Calculator to determine next steps.
- If you test positive for COVID-19, UWM requires that you self-report at the Dean of Students Reporting Form. Use the CDC Quarantine and Isolation Calculator to determine next steps.

**Students in Need**
Any student who faces challenges securing their food, housing, or technology, or is struggling with mental, physical, or emotional health, and believes this may affect their performance in the course is urged to contact the Dean of Students (dos@uwm.edu) for support. Please notify the instructor if you are comfortable. Also, please check the following resources that may provide additional support such as UWM’s Mental Health website and University Counseling Services.

**Academic honesty and integrity**
The University of Wisconsin-Milwaukee has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and the respect for others’ academic endeavors.
Appropriate academic conduct is key to your success. Please review the rules relating to student academic misconduct procedures which are specified in Chapter UWS 14 and Faculty Document No. 1686 at the UWM Dean of Students website.

**All work in this course should be your own.**  
**Always cite sources. Plagiarism is unacceptable.**

In any written work and presentation materials, the student must cite sources for quotes, facts, and opinions (other than yours), both in the body of their work and in the bibliography/references section. Properly cite sources and place word-for-word quotes in quotation marks. Any plagiarism is a serious breach of ethics.

**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, and grade appeals. For details about these policies, see UWM’s Syllabus Links.
## Course Topics

<table>
<thead>
<tr>
<th>Week</th>
<th>Module</th>
<th>Theme</th>
<th>Date</th>
<th>Class/Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>Understanding the context in planning</td>
<td>9/7/2022</td>
<td>1.1. Introduction to the course. Data, skills and urban planning's influence in shaping cities</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td>9/14/2022</td>
<td>1.2. Comprehensive planning overview: Key data and processes</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>Collecting and interpreting data</td>
<td>9/21/2022</td>
<td>2.1. A planner's toolbox (part 1): Secondary data sources, collection methods, and visualization in planning at the macro level</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td>9/28/2022</td>
<td>2.2. A Planner's toolbox (part 2): Elements of neighborhood planning using existing data</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td>10/5/2022</td>
<td>2.3. Field data collection: Observational data and intro to survey research</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td>10/12/2022</td>
<td>2.4 Data in community settings: Partnerships and community engagement</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td>10/19/2022</td>
<td>2.5. DATA DAY EVENT</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td>11/2/2022</td>
<td>3.2 Common planning analysis methods (part 2): Urban land use analysis</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td>11/9/2022</td>
<td>3.3 Common planning analysis methods (part 3): Analyzing the local economy: Past, present, future</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td>11/16/2022</td>
<td>3.4. Common planning analysis methods (part 4): Housing and transportation planning</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td>11/23/2022</td>
<td>3.5. Other planning assessments: Environmental and health impact analysis</td>
</tr>
</tbody>
</table>
## Course Topics (Continued)

<table>
<thead>
<tr>
<th>Week</th>
<th>Module</th>
<th>Theme</th>
<th>Date</th>
<th>Class/Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>4</td>
<td>Communication in planning</td>
<td>11/30/2022</td>
<td>4.1 Communicating to a diverse audience: The many shapes and forms of presenting information</td>
</tr>
<tr>
<td>14</td>
<td>5</td>
<td>Making informed recommendations</td>
<td>12/7/2022</td>
<td>5.1. Group presentations (part 1): Process and feedback; Group report (paper) due</td>
</tr>
<tr>
<td>15</td>
<td></td>
<td></td>
<td>12/14/2022</td>
<td>5.2. Group Presentations (part 2): Making informed recommendations; Final presentation</td>
</tr>
</tbody>
</table>
Reading Materials

No textbook is required for this course. Readings and other course materials are built upon various resources including academic articles, book chapters, videos, and online resources. Required weekly materials and supplemental (optional) materials are available in Canvas. Required readings or resources are marked with a star (*).

The following book is highly recommended:

Detailed Course Schedule

Module 1: Understanding the Context

Week 1, Sept. 7 - Introduction to the course
Data, skills and urban planning’s influence in shaping cities

Readings and Resources


American Planning Association (2022). What Skills Do Planners Need?
https://www.planning.org/choosingplanning/skills/


Assignment #1 – Due Sept. 13

Week 2, Sept. 14 - Comprehensive planning overview: Key data and processes
Elements in comprehensive plans
Assignment # 1 discussion

Readings and Resources


Module 2: Collecting and Interpreting Data

Week 3, Sept 21 - A planner's toolbox (part 1)
Secondary data sources
Data collection methods
Visualization in planning at the macro level

Readings and Resources


Assignment #2 – Due Sept. 27

Week 4, Sept. 28 – A Planner's toolbox (part 2)
Elements of neighborhood planning
Milwaukee neighborhood indicators, DYCU
Assignment #2 discussion

Readings and Resources
* Developing a Community Profile (CH4) https://www.cutr.usf.edu/oldpubs/CIA/Chapter_4.pdf

Assignment #3 – Due Oct. 4

Week 5, Oct. 5 – Field data collection
Observational data
Intro to survey research

Readings and Resources
- Additional resources available in Canvas.
**Assignment #4 – Due Oct. 11**

**Week 6, Oct 12 - Data in community settings**
Partnerships and community engagement
Discuss assignment #3

**Readings and Resources**


---------------------------------------------------------------------------------------------------------------------------

**Week 7, Oct 19 – Milwaukee Data Day Event**

Data Day 2022 Conference: Our Neighborhoods, Our Data

Attend Data Day 2022 on October 19, hosted by Data You Can Use (DYCU) and select at least one session. Report at least four key lessons learned from the event and the session you participated in. If you are unable to attend the event, you may review last year event’s recordings.

Registration (Free!) and information at: https://www.datadaymke.org/event-details/data-day-2022-our-neighborhoods-our-data

**Assignment # 5 - Report key lessons; Due October 25**

---------------------------------------------------------------------------------------------------------------------------

**Week 8, Oct 26 - Common planning analysis methods (part 1)**
Baseline, trends, Population projections

**Readings and Resources**


- Additional resources available in Canvas.
Week 9, Nov 2 - Common planning analysis methods (part 2)
Land use analysis

Pre-recorded/online lecture.

**NO IN-PERSON MEETING TODAY** (Instructor will be presenting at the ACSP Conference)

**Readings and Resources**
- Additional resources available in Canvas.

**Assignment #6 – Due Nov 8**

-----------------------------------------------------------------------------------------------

Week 10, Nov 9 - Common planning analysis methods (part 3)
Analyzing the local economy: Past, present, future
Location quotient
Intro to cost-benefit analysis

**Readings and Resources**
- Additional resources available in Canvas.

-----------------------------------------------------------------------------------------------

Week 11, Nov 16 - Common planning analysis methods (part 4)
Housing and transportation planning
Housing needs assessment
Transportation demand

**Readings and Resources**
- Additional resources available in Canvas.

-----------------------------------------------------------------------------------------------
Week 12, Nov 23 – Other planning assessments
Environmental and health impact analysis


Group Report Draft DUE – Nov 23

-----------------------------------------------------------------------------------------------

Module 4: Communication in planning

Week 13, Nov 30 - Communicating to a diverse audience
Public meetings and communication
Planning applications of technology and social media

Readings and Resources


- Additional resources available in Canvas.

-----------------------------------------------------------------------------------------------

Module 5: Making informed recommendations
Week 14, Dec. 7 - Group presentations (part 1)
Process and feedback
Communication plans

Final Report Due – Dec. 7

Draft presentation (process, preliminary findings and communication plan) – Due Dec 7

-----------------------------------------------------------------------------------------------

Week 11, Dec 14 – Group presentations (part 2)
Making informed recommendations
Course evaluation

Final presentations – Dec 14