

UPP506 ZHANG

UPP 506 Plan Making (Workshop Section)

Call number 26492

Spring 2012

Wednesdays, 3:00pm to 6:00pm

Classroom: 2232 CUPPA Hall

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Course description and case background

As one of the four workshop sections of the UPP 506 Plan Making (Workshop), this section should be taken concurrently with UPP 505 Plan Making (Lecture). It introduces students with plan making skills from generating goals, identifying driving forces, analyzing problems, creating scenarios, to formulating a conceptual plan. Three other class sections have the same training goals, but with different communities. Each section will present its work to UPP 505 at midterm and to a jury at the end of the semester.

Course description

This course has the following objectives:

-- Primary Objectives

Learn how to offer practical professional advice that different individuals, groups and organizational leaders can use to anticipate, cope with, and create changes in complex urban relationships

Be able to compose professional advice combining writing, speaking, enumerating, visualizing and computing skills to offer practically relevant and professionally competent products

Be able to combine planning knowledge and skills to compose practical plans and professional advice for real world problems within real world constraints

Be able to frame research questions and possess basic skills to conduct research

Be able to work effectively as members and leaders of planning teams. The exceptional graduate works as a mediator or negotiator in dispute situations

Values: Graduates should be able to use ethical norms, knowledge, professional judgment, and democratic skills to conceive and propose sound plans that are responsive to the often conflicting demands for justice, efficiency and sustainability.

-- Secondary Objectives

Demonstrate knowledge about a range of secondary data sources

Be able to apply quantitative reasoning and appropriate analysis techniques to problem identification, detailing alternatives and selecting among alternatives

The course consists of **three components**:

Vision generation: visions guided by consensus among stakeholders of the study community;

Problem analysis: citywide trends and impacts on the community's land use, open space, transportation and housing;

Conceptual plan development: a conceptual land use environment plan for the community

Background

In line with the prevailing trend since the 1950s (with the exception of growth during 1990-2000), the city of Chicago lost around 200,000 residents during the last decade (US Census 2010). Chicago's overall decline yet growth in some areas presents opportunities for reimagining and balancing the utilitarian and recreational functions of Chicago's existing and emergent open spaces. This can include strategic re-use of land to accommodate either more or less density and promote sustainable and livable communities.

Various civic agencies and planning institutions view Chicago's open spaces through different lenses. The Chicago Park District (CPD), for instance, is interested in enhancing access and usage of existing recreational facilities and creating new ones in areas with deficient open spaces. The Department of Housing and Economic Development (HED), considers how such spaces can help resolve the recurrent flooding issues but also institute its 'Green Healthy Neighborhoods' initiative in conjunction with the Chicago Metropolitan Agency for Planning (CMAP), which is calling for new ways to manage, restore and expand the green infrastructure.

Recognizing these various but interrelated concerns, each workshop will develop a **land use environmental plan** that engages short, medium and long-term (5, 10, and 15 years respectively) issues. Collectively, we will focus on the mid-south side of Chicago, which has already received attention from city planners who have collected data and maps for parks, open spaces and vacant land, see <http://tinyurl.com/http-identified-geography>. Representatives from city departments and other public agencies involved in the process will speak in UPP 505. Students will also conduct a site visit and attend at least one planning related meeting during the semester.

West Englewood (Map 1 and Map 2 the green area) is the study area of this workshop section. The boundaries of West Englewood are Garfield Blvd to the north, Racine Ave to the east, the CSX and Norfolk Southern RR tracks to the west, and the Belt Railway to the south, with an area of 3.2 sq mi. The West Englewood community had 63,845 residents in 1930, 98% of whom were white. By 2000, the population had dropped to 45,282 with 98% of residents being African-American.

Our section will focus on 1) Balancing open space in relation to built space and enhancing accessibility and connectivity to recreational space. 2) Resolving the local flooding problem if it is an issue in the area. Our workshop will make plans to anticipate and cope with urban agriculture and community development, and ecosystem green connectivity linking and rejuvenating open spaces including forestry and native species revival. CMAP has developed the 2040 Regional Plan to guide future development in the

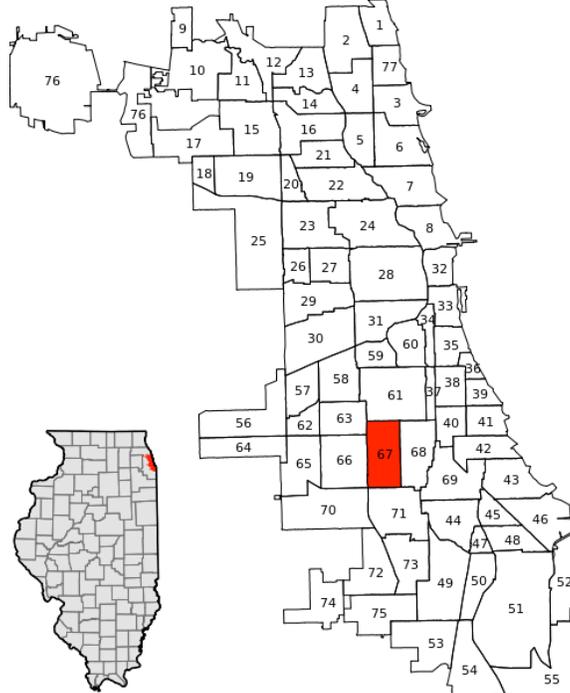
Chicago region. Three principles are highlighted: development centers, transportation corridor, and open space. (www.cmap.illinois.gov) Therefore, open space at the local level should be considered as a part of the regional open space system.

During the first half of the semester, students should analyze how different demands for recreational access, green open space and surface water management might interact in response to different estimates of resident population and other driving forces identified. At midterm on February 28, each workshop section will present its interim work in UPP 505, including the adopted planning process, understanding of how existing conditions and potential future changes are expected to affect the area you are working on, and alternative concepts for addressing those effects.

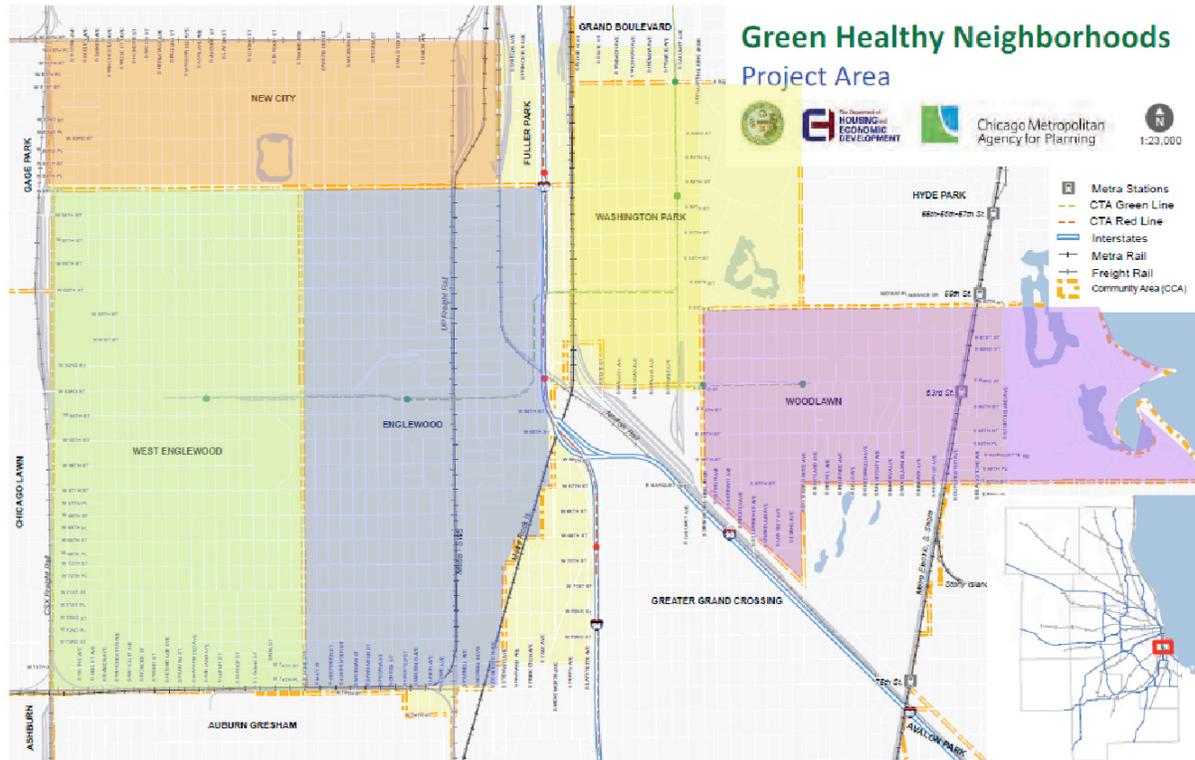
After the mid-term, the workshop will develop a plan that can mitigate potential negative outcomes and/or produce positive changes in line with select goals about recreational access, green open space and storm water management for each area. At the end of the term on May 1, each workshop section will present the final plan to a jury, including the development of the most appropriate concept(s), the rationale for choosing the concept(s), and recommendations for implementation that prioritize short, mid and long-term strategies. Each workshop section will also turn in three copies of the written plan and provide a CD of your materials.

The main theme of this workshop section is **Smart Decline** given population changes of the Chicago city and the West Englewood community. Lectures and case studies will be introduced to explore the newly emerged topic of urban planning in the US.

Map 1 West Englewood



Map2 2012 Plan Making Workshops



Assignment and Expectation

Students will be divided into three groups. Before the Midterm, each group should work on one component of the West Englewood community profile—A) social-economic changes, B) land use and open space, and C) transportation and housing related issues; and prepare collectively for the Midterm presentation --visions for short, medium and long-term (5, 10, and 15 years respectively) with two scenarios: a stabilized community and further declining, and an analysis of the driving forces. After the Midterm, each group should focus on solutions to issues identified and prepare collectively for the final presentation at the last UPP 505 class---a conceptual plan by integrating all land use, open space and housing components. The presentations will be made before a jury panel consisting of planning practitioners and academics.

Each student should play a role in the plan making process. The roles are defined in the table below. **Each role's responsibility includes: contributing to the community profile, and to planning concepts and solutions with two scenarios: a stabilized future, and further declining.** To adopt a role means to take leadership and responsibility for a particular component of the plan. If you want, you may switch your role with team members but you should have a full discussion with the instructor and teammates. A final plan will be developed as the preferred conceptual plan/ design after the Midterm. No matter what role you play, however, the plan is a joint product by our whole section.

Each student should also submit a short paper (2-3 pages, single space) to describe your role and contribution to the plan and share experience learned in the plan making process. Paper due: the class meeting on April 18 (Group presentation III).

Roles of planners

Role	Social-economic issues	Land use open space	Housing and transportation related
Group Manager (coordinator: check progress, get involved in generating all components...) 1 student each group			
Writing (raw data/ information collection, quantitative and qualitative analysis...) At least 2 students each group			
Design/ graphics (secondary data collection, analysis, design...) At least 2 students each group			
Presentation (collect text/graphics/plans for the two pp files- midterm and final, and presentation) 2 students each group			

Grading

Group work/ presentation	80%
Individual paper/ class attendance	20%

Useful web source

1. Regional plan 2040 by CMAP
<http://www.cmap.illinois.gov/>
2. Collected data and maps for parks, open spaces and vacant land by CMAP
<http://tinyurl.com/http-identified-geography>
3. Visual tools in terms of density for planners by Lincoln Institute
<http://lincolninst.edu/subcenters/regional-collaboration/>

Printing and Plotters: You will be able to use CUPPA printers in the lab and CUPPA basement, including the color plotter. You may contact Max Dieber or Nina Savar in the Urban Data Visualization Lab to make arrangements for using the plotter.

Class Schedule

Week 1 (1/11) Lecture: Introduction--Course outline and team organization
Group meeting: roles, responsibilities, and working schedule

Week 2(1/18) Lecture: Types of plans, driving forces and scenarios

Assignment 1: Identifying internal and external driving forces to community changes (the city, regional, national, and international)

Week 3(1/25) Field visit (TBD)

Assignment 2: collect data, information etc. for the community profile

Week 4 (2/1) Lecture: The concept of Smart Decline

Group meeting: sharing data/ materials for the community profile, and identifying driving forces

Week 5 (2/8) Group presentation I: the driving forces for changes (pp presentation to show your group's analysis, each group has 45 minutes)

Week 6(2/15) Lecture: Smart Decline: the case of Youngstown

Group meeting: Scenarios of future demands

Week 7(2/22) Group meeting: preparation for midterm group presentations (community profile, scenarios, SWTO analysis, and draft of planning concepts)

Assignment 3: all groups working together to complete the community profile for the Midterm presentation

Week 8(2/28) Mid Term, Group presentation II: Development scenarios: the future of West Englewood (**Tuesday from 6:00pm to 9:00 pm**, pp presentation to show scenarios and your group's analysis)

Week 9(3/7) Midterm debriefing: what could be learned from other sections?

Week 10(3/14) Lecture: plan documents: the case of Shunde

Group meeting: the conceptual plan based on the two scenarios

Assignment 4: each group's contribution to the final conceptual plan

Week 11(3/21) Spring break, no class

Week 12(3/28) Group meeting: developing the conceptual plan/ design

Assignment 5: draft of your group's component of the final plan

Week 13(4/4) Workshop: discussion on the drafts of the conceptual plan/ design

Week 14(4/11) Group meeting: group work revision; preparation for final presentation

Week 15(4/18) Group presentation III: the conceptual plan (pp presentation to show the preferred conceptual plan, individual paper due)

Week 16(4/25) Workshop: Revising the conceptual plans, integrating suggestions into an overall plan for the final presentation

Week 17 (5/1) Final presentation: presenting the conceptual plan to the jury at the **UPP505 class (Tuesday from 6:00pm to 9:00pm,** pp presentation to show the overall plan, each workshop section has 50 minutes)

(Final presentation documents due at the UPP 505 class on 5/1, Tuesday)