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## UP 204, SPRING 2019

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## Chicago: Planning and Urban Life

Lecture: M,W 4:00–4:50 PM (Room 225)  
Lab: F 10:00–10:50 AM *or* 11:00–11:50 AM (Room 227)  
Location: Temple Hoyne Buell Hall  
Teaching Assistant: Anusha Mishra  
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### COURSE DESCRIPTION

With nearly 3 million residents, Chicago ranks as the third largest city in the United States. This thriving metropolis is a vibrant place to live and work with a very rich history. It has served as a living laboratory for social scientists for much of that history and continues to offer many lessons for urban planners. UP 204 provides a broad introduction to social science theories and analysis methods and uses the city of Chicago as a semester-long case study to examine how people, communities, and governments plan a city. The cities of St. Louis and Indianapolis are occasionally leveraged to draw comparisons and place topics of discussion within a broader regional context. This course focuses on describing, explaining, and ultimately understanding cities and regions, through the lens of Chicago. The city is unique, yet exemplifies many of the qualities and conflicts that make urban areas interesting. To analyze the structure and development of the city and its region the course draws upon theories and methods of several social science disciplines including economics, geography, political science, anthropology, and sociology. Specific topics presented and discussed in this course are drawn from urban history; urban sociology; economics of urban and regional growth; urban and regional structure; urban form and function; urban government and politics; and the planning profession.

### LEARNING OBJECTIVES

The overall objective of the course is to stimulate thinking about the complexity, role, values, and problems of urban and regional systems, and to raise awareness about the importance of planning and designing for quality urban environments. Students who have successfully completed UP 204 will be able to:

1. Distinguish key historical phases of urban development.
2. Discuss the process, forces, and factors of urbanization.
3. Apply fundamental social science theories and models of urban and regional structure.
4. Identify the three fundamental dimensions of sustainability.
5. Summarize each of these dimensions and articulate examples of how they are related within an urban planning context.
6. Debate issues and topics related to contemporary urban life.
7. Describe the social life, activities, and interactions of people in urban environments.
8. Use publicly available data and standard computer software to conduct basic analyses.
9. Develop an integrated vision for sustainability that embraces their personal lives, professions, local communities, and the world-at-large.
10. Understand relationships between global environmental and economic trends and their impact on diverse cultures and communities.

## COURSE FORMAT

UP 204 follows a lecture and discussion format. Specifically, the Monday and Wednesday meetings consist of a lecture that presents the primary themes and concepts from the assigned readings, with an opportunity for questions and comments from students. The Friday sessions alternate between: (1) structured discussion of topics related to the lectures and readings and (2) lab exercises that involve data collection and analysis.

## REQUIREMENTS & EVALUATION

Students are expected to attend and participate during class meetings. The class participation component of the final grade consists of (1) attendance at lecture and discussion sessions as well as (2) *active involvement* in the discussion, careful listening, and respect for the opinions of others. The periodic **Independent Research Assignments** also count towards class participation. At the date of the midterm exam, you will receive a written evaluation of your class participation to date. This is intended to provide an opportunity for students to make adjustments, as necessary.

Most weeks there will be a lab exercise or structured discussion session and each student is expected to submit a short report (1-2 pages) following the Friday morning meeting. The details of these lab reports and reaction papers will be specified in the instructions distributed at the beginning of each discussion or lab session. It is imperative that students complete the assigned readings in order to effectively complete the lab exercises and participate in the structured discussion.

There will also be a midterm examination that will focus on the concepts covered in lecture and applied in the discussion (lab) sessions. A study guide will be distributed two weeks prior to the date of the exam to help students prepare. Students will form groups (2-3 students) to create and present an [ArcGIS Story Map](#) that focuses on one or more issues that you see as particularly important for the future of Chicago. More detailed instructions and a brief tutorial will be provided. The remainder of the final grade is derived from a final exam, with a study guide distributed two weeks prior to the date of this exam as well. The weight assigned to each of these elements is shown in the table below:

ASSIGNMENT	CONTRIBUTION
Class Participation	10%
Lab Exercises (8)	25%
Reaction Papers (6)	15%
Midterm Exam	15%
ArcGIS Story Map & Presentation (groups of 2-3 students)	15%
Final Exam	20%

Assignments must be submitted via the Compass website by 5:00 PM on the day that they are due, unless otherwise noted. If Compass crashes or is unavailable, please send the assignment to the instructor and teaching assistant via email attachment. *In fairness to all students, ten points will be deducted for late assignments, with an additional ten points deducted for each subsequent day until it is received. No exceptions can be made without a formal notice from the Emergency Dean. Due dates for assignments are not flexible, so please make your travel plans and schedule other commitments accordingly.*

The final grade for the course is derived from the components listed above, subject to the percentage weights listed in the preceding table. All of these components are scored on a 100 point scale, which makes it easy for students to gauge their standing as the semester progresses—grades are not curved.

FINAL GRADE	TOTAL	FINAL GRADE	TOTAL
A+	98 to 100	C	74 to 77
A	94 to 97	C-	71 to 73
A-	91 to 93	D+	68 to 70
B+	88 to 90	D	64 to 67
B	84 to 87	D-	61 to 63
B-	81 to 83	F	0 to 60
C+	78 to 80		

Detailed instructions for completing each assignment will be provided. Submitted assignments will be graded and returned promptly with detailed feedback. The general grading rubric is as follows:

- An assignment at the A level demonstrates original thought and synthesis of ideas, sophisticated, cogent analysis, and is clearly written or presented. Outstanding work.
- An assignment at the B level presents above average analysis with appropriate evidence to support the ideas and is clearly written or presented. Very good work.
- An assignment at the C level shows a basic level of understanding, with analysis limited to the most obvious arguments. Writing is competent. Adequate work.
- An assignment at the D level misunderstands or misrepresents the material, or is so poorly written or presented as to obscure the analysis. Inadequate work.

In academic discourse, your opinions must be supported with appropriate evidence and logical arguments. Your grade will reflect the quality of your work and fulfillment of the expectations outlined in this syllabus.

## READING MATERIAL

There is no required text for this course. All assigned readings and supplementary material have been posted on the UP 204 **Compass website**: <https://compass2g.illinois.edu>

## COURSE POLICIES

**Disability Services:** This course will accommodate students with documented disabilities. Please refer to the Disability Resource Guide (<http://disability.illinois.edu/disability-resource-guide>) for more information and inform the instructor of any requests at the beginning of the semester.

**Academic Integrity:** The [UIUC Student Code](#) requires all students to support academic integrity and abide by its provisions, which prohibit cheating, fabrication, plagiarism, and facilitation of these and related infractions. According to Section § 1-401, “students have been given notice of this rule by virtue of its publication” and “regardless of whether a student has actually read this rule, a student is charged with knowledge of it.” The provisions of the Student Code are applicable to this course. *In written work, all ideas (as well as data or other information) that are not your own must be cited.*

**Diversity:** The Department of Urban and Regional Planning (DURP) is committed to creating an environment of inclusion and opportunity that is rooted in the very goals and responsibilities of practicing planners. Conduct that interferes with the rights of another or creates an atmosphere of intimidation or disrespect is inconsistent with the environment of learning and cooperation that the program requires. By enrolling a course in the Department of Urban and Regional Planning, students agree to be responsible for maintaining a respectful environment in all DURP activities, including lectures, discussions, labs, projects, and extracurricular programs. We will be governed by the University Student Code. Please see the [Student Code Article 1—Student Rights and Responsibilities](#) for further details.

**Counseling Services:** The [Counseling Center](#) is committed to providing a range of services intended to help students develop improved coping skills in order to address emotional, interpersonal, and academic concerns. The [Counseling Center](#) provides individual, couples, and group counseling. All of these services are paid for through the health services fee. The [Counseling Center](#) offers primarily short-term counseling, but they do also provide referrals to the community when students could benefit from longer term services.

**Irregular Attendance:** Class attendance is expected of all students at the University of Illinois, however instructors must reasonably accommodate a student’s religious beliefs, observances, and practices in regard to class attendance and work requirements if the student informs his or her instructor of the conflict within one week after being informed of the attendance or work requirements. It is the instructor’s decision as to when a student’s absences become excessive and should be reported. If in the opinion of an instructor the attendance of a student becomes so irregular that his or her scholarship is likely to be impaired, the instructor may submit an [irregular attendance form](#) to the Associate Dean of the student’s college. A copy is forwarded to the student, who should contact the instructor immediately to work out a solution. If irregular attendance continues without excuse, the instructor may request the student be withdrawn from the course. This request for withdrawal would result in a grade of E for the course. Extenuating circumstances will always be considered when supporting evidence is presented. See [Rule 1-501](#) and [Rule 1-502](#) in the Student Code for more information.

## SUMMARY SCHEDULE OF SESSIONS

SESSION	WEEK	DATE	DAY	TOPIC
1	1	Jan-14	M	Introduction and Overview: The Sustainable City
2	1	Jan-16	W	Urban Policy and Planning: The Role of the Planner
3	1	Jan-18	F	Lab: Measuring and Monitoring Sustainability
	2	Jan-21	M	*** MARTIN LUTHER KING JR. HOLIDAY ***
4	2	Jan-23	W	Participation and Consensus Building
5	2	Jan-25	F	Discussion: Ashland Corridor Bus Rapid Transit
6	3	Jan-28	M	The Origins of Cities and Chicago's Early Years
7	3	Jan-30	W	The Impacts of Industrialization
8	3	Feb-1	F	Lab: Demographic Trends and Economic Specialization
9	4	Feb-4	M	The Modern Era: Foundations of Chicagoland
10	4	Feb-6	W	Perception and Reality in Suburbia
11	4	Feb-8	F	Discussion: A Crack in the Pavement (VIDEO)
12	5	Feb-11	M	Race, Urban Renewal, and Deindustrialization
13	5	Feb-13	W	Conflict and Central City Decline
14	5	Feb-15	F	Lab: Employment Decentralization and Transportation Policy
15	6	Feb-18	M	Capitalism and the Entrepreneurial City
16	6	Feb-20	W	Chicago as a Global City
17	6	Feb-22	F	Discussion: Privatization of City Parking Meters
18	7	Feb-25	M	Urban Sociology: Community and Culture
19	7	Feb-27	W	Overview of ArcGIS Story Maps
20	7	Mar-1	F	Discussion: What Is Community? What Is Culture?
21	8	Mar-4	M	Urban Spatial Structure: Bid-Rent Theory
22	8	Mar-6	W	The Foreclosure Crisis: Drive Until You Qualify?
23	8	Mar-8	F	Lab: Testing the Monocentric Model
24	9	Mar-11	M	Urban Politics: Who Governs?
25	9	Mar-13	W	*** MIDTERM EXAM ***
26	9	Mar-15	F	Discussion: Chicago on the Local & National Stage
				*** SPRING VACATION ***
27	10	Mar-25	M	Balancing the Budget: Local Government Finance
28	10	Mar-27	W	Sustainable Economic Development
29	10	Mar-29	F	Discussion: Raising the Minimum Wage
30	11	Apr-1	M	Segregation in the City
	11	Apr-3	W	*** NO CLASS (WORK ON ARCGIS STORY MAP) ***
31	11	Apr-5	F	Lab: Measuring Racial, Ethnic, and Income Segregation
32	12	Apr-8	M	Crime and Fear in the City
33	12	Apr-10	W	Urban Poverty and Policy Responses
34	12	Apr-12	F	Lab: Identifying Food Deserts
34	12	Apr-12	F	*** DRAFT ARCGIS STORY MAPS DUE ***
35	13	Apr-15	M	Housing Policy and Gentrification
36	13	Apr-17	W	Planning for Affordable Housing in Chicago (VIDEO)
37	13	Apr-19	F	Lab: Mapping Housing Affordability
38	14	Apr-22	M	Climate Change Impacts in the City
39	14	Apr-24	W	Student Presentations Part 1: ArcGIS Story Maps
40	14	Apr-26	F	Lab: Visualizing Vulnerability to Extreme Heat Events
41	15	Apr-29	M	Student Presentations Part 2: ArcGIS Story Maps
42	15	May-1	W	Student Presentations Part 3: ArcGIS Story Maps
		May-7	Tu	*** FINAL EXAM ***

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## SESSION TOPICS AND READINGS

**Week 1—Themes and Topics:** *why study cities, sustainability as lens, Chicago as a case study, regulation, comprehensive plan*

*Introduction and Overview (1/14)*

Beatley, T. and K. Manning. 1997. "Envisioning sustainable places." In *The ecology of place: planning for environment, economy, and community*. Washington, DC: Island Press. (pp. 27-39)

Browse the [Sustain Chicago website](#) and reflect on how the city has defined sustainability.

*Urban Policy and Planning: The Role of the Planner (1/16)*

Bayer, M., N. Frank, and J. Valerius. 2010. "Becoming an urban planner: what planners do." In *Becoming an urban planner: a guide to careers in planning and urban design*. Hoboken, NJ: John Wiley & Sons. (pp. 1-29)

Browse the [Department of Planning and Development](#), [Chicago Plan Commission](#), and [Chicago Metropolitan Agency for Planning](#) websites to get a sense for what these organizations do.

*Lab Exercise (1/18):*

Students choose several indicators of sustainability and use historical data to assess and track general progress towards sustainability over time in Chicago.

**Week 2—Themes and Topics:** *participatory planning processes, public participation, advocacy*

*Participation and Consensus-Building (1/23)*

Hopkins, L.D. 2001. "Collective choice, participation, and plans." In *Urban development: the logic of making plans*. Washington, DC: Island Press. (pp. 170-188)

*Discussion Session (1/25):*

Structured discussion of the assigned readings with particular attention to the bus rapid transit (BRT) proposal along the Ashland corridor as a case study of public participation and discourse in shaping policy.

**Week 3—Themes and Topics:** *division of labor, agricultural primacy, Northwest Territory, Native American removal, industrialization, railroads, Civil War, Pullman Strike, World's Columbian Exposition, Great Migration, race riots, Progressivism, settlement houses*

*The Origins of Cities and Chicago's Early Years (1/28)*

**Independent Research:** Using websites, videos, and texts as source materials, research the questions listed on the Compass site for today's session and come to class prepared to discuss them in small groups. You should also make a note of the sources you are drawing upon.

Browse [this interactive map of Chicago neighborhoods](#) with links to their Wikipedia entries for more history and contextual information.

Browse [this interactive map of Chicago's 77 Community Areas](#) with links to photos and its entry in the [Encyclopedia of Chicago](#).

*Impacts of Industrialization (1/30)*

Pacyga, D.A. 2011. "The Era of Urban Chaos". In *Chicago: a biography, 1st edition*. Chicago, IL: University of Chicago Press. (pp. 70-109)

*Lab Exercise (2/1):*

Data from the U.S. Census Bureau are collected and analyzed to examine demographic trends in and around the city of Chicago. Location quotients and other measures of economic specialization are calculated to document changes in Chicago's economy over time. Microsoft Excel will be used to perform the data analysis.

**Week 4—Themes and Topics:** *Great Depression, New Deal, redlining, suburbanization, federal policy*

*The Modern Era: Foundations of Chicagoland (2/4)*

Hirsch, A.R. 1998. "The Second Ghetto and the Dynamics of Neighborhood Change." In *The American urban reader: History and theory, 1<sup>st</sup> edition*. New York, NY: Routledge. (pp. 360-371)

*Perception and Reality in Suburbia (2/6)*

**Independent Research:** Using websites, videos, and texts as source materials, research the questions listed on the Compass site for today's session and come to class prepared to discuss them in small groups. You should also make a note of the sources you are drawing upon.

*Discussion Session (2/8):*

Screening of 30 minute video entitled *The New Metropolis: A Crack In The Pavement* (2009), followed by a structured discussion of the video in the broader context of the assigned readings.

**Week 5—Themes and Topics:** *urban renewal, segregation, contested spaces, disinvestment, spatial mismatch*

*Race, Urban Renewal, and Deindustrialization (2/11)*

Pacyga, D.A. 2009. "Chicago after the War." In *Chicago: a biography*. Chicago, IL: University of Chicago Press. (pp. 288-321)

Conflict and Central City Decline (2/13)

Pacyga, D.A. 2009. "Daley's City." In *Chicago: a biography*. Chicago, IL: University of Chicago Press. (pp. 324-358)

Browse [The Night Chicago Burned](#) and reflect on how it fits with the broader themes of segregation, suburbanization, and urban renewal.

Lab Exercise (2/15):

The relative location of employment centers and high poverty areas in the greater Chicago area are considered within the broader context of existing transportation infrastructure (both automobile and transit). Implications for transportation policy and investments are drawn using data from the Census Bureau and City of Chicago's Department of Planning.

**Week 6—Themes and Topics:** *neoliberalism, globalization, privatization*

Capitalism and the Entrepreneurial City (2/18)

Levy, John M. 2011. "Economic development planning." In *Contemporary urban planning, 9th ed.* Boston, MA: Longman. (pp. 259-275)

Browse the city's [Plan for Economic Growth](#) to get a sense for how Chicago is approaching economic development.

Chicago as a Global City (2/20)

Longworth, Richard C. 2008. "Global Chicago and other cities." In *Caught in the middle: America's heartland in the age of globalism*. New York, NY: Bloomsbury Press. (pp. 144-167)

Browse the [Tax Increment Financing Districts Map](#) on the City of Chicago Data Portal to get a sense for how TIF Districts are distributed across the city.

Discussion Session (2/22):

Students are divided into "pro" and "con" groups and tasked with preparing arguments either supporting or opposing the privatization of parking meters in Chicago using materials provided during the session. After a brief preparation period, each side presents their case with the Teaching Assistant acting as facilitator.

**Week 7—Themes and Topics:** *what is culture, identity, place attachment, invasion and succession, ethnic enclaves, notion of community, political economy*

Urban Sociology: Community and Culture (2/25)

Kleniewski, N. 2002. "Theoretical perspectives on the city." In *Cities, change, and conflict: a political economy of urban life*. Belmont, CA: Wadsworth Thomson. (pp. 24-46)



Palen, J.J. 2008. "Urban lifestyles." In *The urban world, 8th edition*. Boulder, CO: Paradigm Publishers. (pp. 148-166)

Overview of ArcGIS Story Maps (2/27)

Professor Wilson will provide an overview of ArcGIS Story Maps and how this tool can be used to communicate using maps, text, images, and other media. In preparation, please read the following:

Rivas, D. 2014. "[Splashing new audiences: Story Maps for flood-modeling applications.](#)"

**Independent Research:** Please familiarize yourself with the [ArcGIS Story Maps website](#), paying particular attention to examples found in the "Gallery." You will be asked to upload a very brief summary of your findings and reactions to these examples prior to coming to class.

Discussion Session (3/1):

Structured discussion of the assigned readings with particular attention to contrasts in definitions of community and culture as well as lenses for studying social interaction within urban areas. Students bring written responses to the questions "what is community" and "what is culture" to class and share these within breakout groups. Insights from the group discussions are then shared with the entire class.

**Week 8—Themes and Topics:** *central business district, transportation costs, monocentric city, polycentric city, urban hierarchy, central place theory, Richmond California*

Urban Spatial Structure: Bid-Rent Theory (3/4)

O'Flaherty, B. 2005. "Land." In *City economics*. Cambridge, MA: Harvard University Press. (pp. 116-144)

The Foreclosure Crisis: Drive Until You Qualify? (3/6)

**Independent Research:** Using websites, videos, and texts as source materials, research the questions listed on the Compass site for today's session and come to class prepared to discuss them in small groups. You should also make a note of the sources you are drawing upon.

Lab Exercise (3/8):

Population and employment density data are used to test the monocentric model in the Chicago metropolitan area. Microsoft Excel will be used to perform the data analysis.

**Week 9—Themes and Topics:** *representative democracy, elite theory, pluralism, machine politics*

Urban Politics: Who Governs? (3/11)

Phillips, E.B. 1996. "Getting things done." In *City lights: urban-suburban life in the global society*. (pp. 387-412)

Midterm Exam (3/13):

Brief in-class examination focuses on key concepts and points from the readings and lectures.

Discussion Session (3/15):

Structured discussion of Chicago's role in contemporary national, regional, and local political discourse.

**Week 10—Themes and Topics:** *local government finance, tax base, revenue sharing, living wage, income inequality*

Balancing the Budget: Local Government Finance (3/25)

Martell, C.R. and A. Greenwade. 2012. "Profiles of local government finance." In *The Oxford handbook of state and local government finance*. New York, NY: Oxford University Press. (pp. 176-97)

Sustainable Economic Development (3/27)

Lester, W.T. and K. Jacobs. 2010. *Creating Good Jobs in Our Communities: How Higher Wage Standards Affect Economic Development and Employment, Executive Summary*. Washington, DC: Center for American Progress.

Chapple, K. 2008. *Defining the green economy: a primer on green economic development*. Berkeley, CA: Center for Community Innovation. (pp. 1-7)

Discussion Session (3/29):

Structured discussion of the assigned readings with particular attention to arguments for and against raising the minimum wage as a means of alleviating poverty and spurring economic growth.

**Week 11—Themes and Topics:** *dissimilarity index, ethnic diversity*

Segregation in the City (4/1)

Massey, D.S., J. Rothwell, and T. Domina. 2009. "The changing bases of segregation in the United States." *Annals of the American Academy of Political and Social Science*, 626: 74-90.

Samuels, A. 2018. [Chicago's Awful Divide](#). *The Atlantic* (click the link to the left in order to skim the materials)

NO CLASS MEETING (4/3):

Students should use this class period to finalize the draft ArcGIS Story Map due on Friday (April 12<sup>th</sup>).

Lab Exercise (4/5):

Common measures of dissimilarity and isolation are calculated to assess the degree of racial and income segregation in Chicago. Microsoft Excel will be used to perform the data analysis.

**Week 12—Themes and Topics:** *crime, mass incarceration, gated community, policing, exclusionary zoning, concentration of poverty, property values homelessness*

*Crime and Fear in the City (4/8)*

Peterson, R.D. and L.J. Krivo. 2010. “Racial structure, segregation, and crime.” In *Divergent social worlds: neighborhood crime and racial-spatial divide*. New York, NY: Russell Sage Foundation. (pp. 12-49)

Browse the [Crimes Map](#) on the City of Chicago Data Portal to get a sense for how reported crimes in the past year vary across neighborhoods.

*Urban Poverty and Policy Responses (4/10)*

Goldsmith, W.W. and E.J. Blakely. 2010. “Separate places: the changing shape of the American metropolis.” In *Separate societies: poverty and inequality in U.S. cities, 2<sup>nd</sup> edition*. Philadelphia, PA: Temple University Press. (pp. 108-148)

Chicago Coalition for the Homeless. 2018. “[Fact Sheet](#).” (click the link to the left in order to read the fact sheet)

*Lab Exercise (4/12):*

Data from multiple sources will be used to map access to grocery stores in Chicago. Students will interpret the maps created in the broader context of the food deserts and recent policy initiatives to address this issue.

**ArcGIS Story Maps—Submit Draft**

Students will submit a draft of the ArcGIS Story Map for review by 5:00 pm on April 12<sup>th</sup>. A draft showing adequate progress must be submitted in order to receive full credit for the ArcGIS Story Map assignment.

**Week 13—Themes and Topics:** *affordability, revitalization, displacement, property rights*

*Housing Policy and Gentrification (4/15)*

Palen, J.J. 2008. “Cities and change.” In *The urban world, 8th edition*. Boulder, CO: Paradigm Publishers. (pp. 230-246)

**Independent Research:** Using websites, videos, and texts as source materials, research the questions listed on the Compass site for today’s session and come to class prepared to discuss them in small groups. You should also make a note of the sources you are drawing upon.

*Planning for Affordable Housing in Chicago (4/17)*

Smith, J.L. 2006. “The Chicago Public Housing Authority’s plan for transformation.” In *Where are poor people to live?: transforming public housing communities*, Bennett, L., J.L. Smith, and P.A. Wright (Eds.). Armonk, NY: M.E. Sharpe, Inc. (pp. 93-124)

Lab Exercise (4/19):

Maps and Census data are used to assess the spatial distribution of existing affordable housing in Chicago and also to identify areas that are good candidates for future affordable housing developments.

**Week 14—Themes and Topics:** *greenhouse gas emissions, climate change, flooding, food security*

Climate Change Impacts in the City (4/22)

Calthorpe, P. 2010. “Urbanism and climate change.” In *Urbanism in the Age of Climate Change*. Washington, DC: Island Press. (pp. 7-24)

Student Presentations of ArcGIS Story Maps (4/24)

In class discussion. No assigned readings.

Lab Exercise (4/26):

We will use ArcGIS to evaluate current and projected vulnerability to extreme heat events in Chicago. What are the implications of rising temperatures in urban areas for planning, public health, and emergency management?

**Week 15—Themes and Topics:** *the future of cities, challenges and opportunities facing Chicago*

Student Presentations of ArcGIS Story Maps (4/29)

In class discussion. No assigned readings.

Student Presentations of ArcGIS Story Maps (5/1)

In class discussion. No assigned readings.

**Final Exam (5/7)**

*The final exam will be administered on Tuesday May 7th from 8:00 am to 11:00 am according to the schedule on the [registrar's website](#).*