 COURSE DESCRIPTION

This workshop course focuses on planning for possible alternatives to the White Sox parking lots, roughly the area between 33rd Street, Normal Avenue, Pershing Road, and the Dan Ryan Expressway. This is a class project, because it will make for an interesting workshop course, in which you will learn about urban land use research and will wrestle with some interesting urban problems. It has nothing to do with any current planning initiatives. That said, staff at the Chicago Department of Planning and Development are interested in seeing what ideas we come up with.

This is a senior, 400-level planning workshop course. This means that you are expected to work at a professional level, using your own initiative and discretion, with only minimal guidance from the instructor. You will apply concepts and skills from prior courses and work extensively in teams to compile, synthesize, and present information that will aid future planning and development efforts. Because we don't have a client with well-defined needs, part of the effort will be defining the priority planning problem, defining the stakeholders and their concerns, and recommending solutions that optimally meet their needs. This may include adjusting the boundaries of the study area. Suffice to say, however, that for most stakeholders the extensive parking lots represent underutilized urban space.

This should be a positive experience for you, as you engage in a real world problem, gain a deeper understanding of a variety of planning issues in and surrounding the study area, and seek to identify positive actions. In addition, because the surrounding areas are representative of many parts of Chicago and elsewhere in the urban Midwest, you should gain insights that can help you in future planning practice in a variety of locations.

THE PLANNING PROBLEM

We will consider our primary client to be the City of Chicago Department of Planning and Development. They are interested in our ideas for possible land use changes in the study area.

We will also consider the needs of various other stakeholders. The Illinois Sports Facilities Authority owns the stadium and parking lots. Jerry Reinsdorf owns the White Sox, leases the facilities from the Authority, and collects the revenues. Wentworth Gardens, owned by the Chicago Housing Authority and occupied by residents, is partly surrounded by the White Sox properties. The Bridgeport neighborhood, a dense residential area, lies immediately to the west. Although they lie on the other side of the Dan Ryan, Illinois Institute of Technology and the Bronzeville neighborhood are to the east of the study area and are sometimes affected by it. Mr. Reinsdorf benefits from the current land uses, but most of the other stakeholders would likely benefit more from other uses, such as housing, retail, job-generating uses, active recreation, or even urban agriculture. The highway and transit accessibility of the study area mean that the site could provide benefits to an even wider area.

Our initial task is to collect data on existing conditions, development trends in the area, and planning concerns in the area. We will create an informational foundation that will help us and the city in identifying possible alternative uses.
Course Format and Schedule

A tentative schedule is included below. Most classes will consist of teamwork. All students are expected to attend every class session, in order to communicate with the other groups or have team meetings with the instructor. Because the schedule and work plan are subject to change, some class sessions may involve rearranging our work plans or revising priorities. If you are not able to attend a class session, please notify the instructor via email in advance.

As stated above, because this is a senior workshop, you are expected to take the initiative. You will learn by doing, and you will learn from each other. The instructor will not be delivering new knowledge to you. In fact, this will also be a learning experience for the instructor; this project will be a joint adventure for us all.

Products
Although every class product is not yet precisely specified, you should expect to contribute to the course in the following ways:

Group Data Report(s)
The first part of the semester will consist of basic research and data collection. It will involve at least one data report and one presentation. Depending on availability and relevance of various sources of information, we may adjust teams and have more than one product. The final products will likely be due around Week 7 of the semester.

Group Plan Report(s)
The second part of the semester will involve converting the research into planning strategies and recommendations for land use modifications and/or planning actions. It will involve at least one full report—synthesizing the historical, qualitative, and quantitative information collected over the semester and providing recommendations and strategies for achieving the goals of the client—and associated presentation. There may also be intermediate reports and presentations. The final products will be due by Week 15 of the semester.

Planning Memos
It is likely that the instructor will ask students to submit up to three individual planning memos spread over the semester. These will be a way of documenting progress as well as synthesizing various aspects of the semester’s work. The exact topics and timing of the memos will be determined during the semester.

Participation
Each student will be expected to participate in group work and in class discussions.

Schedule, milestones (subject to revision)

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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Task/Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Aug 28</td>
<td>Intro to neighborhood, organize initial teams,</td>
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<td></td>
<td></td>
<td>discuss logistics</td>
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<td>2</td>
<td>Sept 6 (no class Mon.)</td>
<td>Research tasks</td>
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<tr>
<td>3</td>
<td>Sept 11</td>
<td>Research tasks</td>
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<td>4</td>
<td>Sept 18</td>
<td>Research tasks</td>
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<td>5</td>
<td>Sept 25 (no class Weds.)</td>
<td>Research tasks</td>
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<tr>
<td>6</td>
<td>Oct 2</td>
<td>Research tasks</td>
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<td>7</td>
<td>Oct 9</td>
<td>Present research reports</td>
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<td>8</td>
<td>Oct 16</td>
<td>Define planning problems, create new teams</td>
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<td>9</td>
<td>Oct 23</td>
<td>TBD</td>
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*Friday Field Trip Sept 15
Possible Field Trip Oct 6
Possible Field Trip Oct 27*
<table>
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<tr>
<th></th>
<th>Oct 30</th>
<th>TBD (instructor may be gone)</th>
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<tbody>
<tr>
<td>11</td>
<td>Nov 6</td>
<td>TBD</td>
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<td>12</td>
<td>Nov 13</td>
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<td>(Break)</td>
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<td>13</td>
<td>Nov 27</td>
<td>TBD</td>
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<td>14</td>
<td>Dec 4</td>
<td>TBD</td>
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<tr>
<td>15</td>
<td>Dec 11</td>
<td>Final presentation</td>
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**Research Topics and Information Sources**

Research and data tasks are likely to include:

- Create GIS base map
- History of neighborhood in context of history of city:
  - History of stadium and parking lot sites
  - History of Wentworth Gardens
  - History of IIT
- Land use and ownership map for study area and immediate adjacent areas.
  - Lot size and use
  - Building occupancy
  - Footprints, floor area
  - Commercial inventory
  - Housing inventory
- Ownership and operation agreement for the parking lots and stadium
- Data on adjacent neighborhoods:
  - Land use type and condition, commercial uses
  - Population and demographics, including some historical trends
  - Socio economic data (age, gender, race, income, housing costs, etc.)
- Existing zoning designation in the study area and surrounding areas.
- Relevant city programs and policies.
- Assessment of parking needs for games
- Research on parking systems around other urban stadiums in U.S.
- Real estate market trends in adjacent areas—recent developments, development proposals, recent land use changes.
- Crime in study area and adjacent areas.
- Nearest services to study area: Grocery stores, schools, health care, transit
- Accessibility to rest of city (bus routes and schedules, train routes and schedules)
- Storm drainage

Here are some starting points for information sources:

You can find some useful news articles just by Google searching, such as: [http://www.chicagobusiness.com/article/20111026/NEWS02/111029790/reinsdorfs-sweet-deal-at-u-s-cellular-field-gets-even-sweeter](http://www.chicagobusiness.com/article/20111026/NEWS02/111029790/reinsdorfs-sweet-deal-at-u-s-cellular-field-gets-even-sweeter)

Even better, use Lexis-Nexis on the UIUC Library site: [http://www.lexisnexis.com.proxy2.library.illinois.edu/hottopics/lnacademic/](http://www.lexisnexis.com.proxy2.library.illinois.edu/hottopics/lnacademic/) You can use this to search for old news articles. For example, I tried searching for Comiskey Park, and “Wentworth Gardens” Chicago, and found several articles from various points in time.

Data can be downloaded from the data portal: https://data.cityofchicago.org/

The County also has GIS data: https://datacatalog.cookcountyil.gov/browse?q=ccgisdata&sortBy=relevance&utf8=%E2%9C%93
One important use for the County data is because, although the City lists city-owned parcels (https://data.cityofchicago.org/Community-Economic-Development/City-Owned-Land-Inventory/aksk-kvfp/data), you need the County GIS parcel map in order to find them on a map.

(you can also find a brief history at the Encyclopedia of Chicago, by the Chicago Historical Society http://www.encyclopedia.chicagohistory.org/)

I also found some information on the CHA website, and I found a copy of the 1988 management agreement between the Illinois Sports Facilities Authority and the White Sox.

You should know how to use census data, from UP 316.

We will also benefit from some of the research being conducted this semester by the joint UP/Arch/LA studio in the central manufacturing district, just to the west of Bridgeport.

You should also have developed creative research skills by now. Let’s see if you can show us some clever detective work!

In addition, we will post useful documents in a shared Box folder.

**GRADING**

You are expected to rise to the occasion and be creative and entrepreneurial in seeking new sources of information and new avenues of investigation. Enthusiasm and initiative will be recognized by means of good grades. Conversely, students who just go through the motions and put in minimal effort will be graded accordingly.

The instructor will make the final decisions on grades, but each grade involving group work and class participation also will be informed by peer evaluation.

Grading will be as follows:

- Participation - 20%
- Group data presentation and report(s) - 20%
- Group plan presentation and report(s) - 40%
- Memos - 20%

In fairness to all students, ten percent of the grade, per half-week, will be deducted for late assignments. No exceptions can be made without a written medical excuse from a doctor and a proposed new deadline.

Attendance at each scheduled class session is an expectation, unless cleared with the instructor ahead of time. Up to two excused absences will not affect your grade; additional absences will affect your participation grade (2 percentage points off the participation grade for each absence), and significant additional absences may also affect your group project grades.

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 acceptable analysis with appropriate evidence to support the ideas and is clearly written or presented. Good work.
• An assignment at the C level shows a basic level of understanding, with analysis limited to the most obvious arguments. Writing is understandable. 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.

**COURSE POLICIES**

**Disability Services:** This course will accommodate students with documented disabilities. Please refer to the Disability Resource Guide ([http://www.disability.illinois.edu/disability-resource-guide](http://www.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 ([http://www.admin.illinois.edu/policy/code](http://www.admin.illinois.edu/policy/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 I—Student Rights and Responsibilities for further details ([http://admin.illinois.edu/policy/code](http://admin.illinois.edu/policy/code)).

**Counseling:** The UIUC Counseling Center is available to help students develop coping skills in order to address emotional, interpersonal, and academic concerns. If you have personal issues that are impeding your studies, I encourage you to contact them at [https://counselingcenter.illinois.edu/](https://counselingcenter.illinois.edu/).