

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

**Planning Theories and Practice  
URB PLAN 711**

**Fall 2019  
Wednesdays, 5:30 – 8:10 pm**

Instructors:

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It is best to email ahead since I may  
have a meeting I cannot miss at these  
times.

Or by appointment

Contact Sharadha, [snatraj@uwm.edu](mailto:snatraj@uwm.edu)

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## 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 the aforementioned challenge and for you to incorporate that awareness and the associated considerations into your day -to-day planning practice. In the course of 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 practice them throughout the two-year program and during your career.

When you finish this course:

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

(2) 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 choices;
- **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

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This course uses Canvas courseware to organize resources for the course and to manage our interaction throughout the semester. If you have not used D2L before, please go to the following website for more information: <https://uwm.edu/Canvas/students/>

Login using your Panther login and password. Navigating around should be fairly intuitive. We will go over the way the site is organized in class.

Between classes, we will use Canvas to post announcements and supplementary (optional) reading materials. You should visit the Canvas site for this course regularly. In fact, you may find it easier to use the site instead of your hard copy of the syllabus.

**Links on Canvas:** In addition to the required and supplementary readings posted to Canvas, we have also posted a large number of resources in the “Links” area of Canvas. The Links are not required reading, but are offered to provide you with additional information about the concepts covered in class or provide information about applications of the theories. If you feel like you need to review a topic, look in the links area for related readings that may offer another way of explaining a concept or practice. Please alert us to any links that are no longer working.

**Reading Questions:** Sometimes we will post *Reading Questions* along with the readings on Canvas. This is to help you prepare for class. You *do not* need to prepare any formal writing or turn in your answers.

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## Books and Readings

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Chester Hartman (ed.) *America’s Growing Inequality: The Impact of Poverty and Race*, Lexington Books, 2015.

Many chapters from this book are assigned throughout the semester. It has not been ordered through the UWM Virtual Bookstore. You may purchase it wherever you prefer.

Natalie Macris. 2000. *Planning in Plain English*. Chicago: American Planning Association. \$23.95

You should be eligible for a student discount—after you sign up for your membership at APA.

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## Topics and Readings

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**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 Quick Course Overview; Introduction to the Theories: Differing Views**

#### **Sep 4**

*Study Manual for the AICP Exam, 5th Edition* (1997), “Planning Theory,” pp., 29-32. **NOTE:** The reading refers to transactive planning, which is a synonym for what we will call “communicative action” planning.

John M. Levy (2011), *Planning theory, Contemporary Urban Planning, 9<sup>th</sup> Ed.*, Upper Saddle River, NJ: Prentice Hall, pp. 416-435.

### **Week 2**

#### **Sep 11 Overview of Planning History; History of Planning up to 1910**

Laurence Gerckens (1988) “Historical Development of American City Planning,” in Frank So and Judith Getzels (eds.) *The Practice of Local Government Planning*. Washington, DC: International City Management Association, pp. 20-59

Peter Hall, Charles Hoch, and Howard Baum, “The Turbulent Eighth Decade: Challenges to American City Planning,” in Jay Stein, *Classic Readings in Urban Planning*, pp. 13-24.

Jon A. Peterson (2002), Chapter 2, Sanitary Reform and Landscape Values, 1840-1900, in *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 hone in on what we consider most important for this course.

Ebenezer Howard (1965 [originally published 1902]) *Garden Cities of To-morrow*. London: Faber and Faber, pp. 50-57.

Encyclopedia of Chicago, (no date) "The Plan of Chicago: Reading the Plan," <http://www.encyclopedia.chicagohistory.org/pages/300006.html>

- Read the first section, up to Approaching the Plan
- Scan the section on Approaching the Plan
- Read the section on Assumptions and Beliefs through Words of Warning, which ends the page

### **Week 3**

#### **Sep 18 History of Planning: 1910 – 1950**

##### **Hand out Assignment 1: Reflection on Obama Speech**

Barack Obama, "A more perfect union," Barack Obama's Race Speech at the Constitution Center, March 18, 2008. <https://constitutioncenter.org/amoreperfectunion/>

Barry Cullingworth and Roger W. Caves (2014) *Planning in the USA: Policies, Issues, and Processes*. New York: Routledge, pp. 62-68.

William Rohe (2009) From Local to Global: One Hundred Years of Neighborhood Planning. *Journal of the American Planning Association* 75(2): 209-230. **Focus on pp. 209-top of 213.**

"Milwaukee's Negro Community." Citizens' Governmental Research Bureau. (Milwaukee: The Bureau, 1946), Cover – Page 4 (pdf pages 1-10). Pay particular attention to the map on p. 2 (pdf page 9). Feel free to delve deeper into the report.

Jeffrey R. Brown, Eric A. Morris, and Brian D. Taylor (2009), Planning for cars in cities: Planners, engineers, and freeways in the 20<sup>th</sup> century. *Journal of the American Planning Association* Vol 75(2): 161-171.

##### **Reading about Writing:**

Macris, *Planning in Plain English*, Chapters 1-4. Use Macris's advice as you write, edit, and proof your assignments.

### **Week 4**

#### **Sep 25 History of Planning: 1950 to present**

William Rohe (2009) From Local to Global: One Hundred Years of Neighborhood Planning. *Journal of the American Planning Association* 75(2): 209-230. **Focus on pp. 213-230.**

Richard Rothstein (2017), *The Color of Law*. Excerpts: pp. 63-67, 73-75.

June Manning Thomas (1994), Planning history and the black urban experience: Linkages and contemporary implications, *Journal of Planning Education and Research* 14: 1-11, 1994.

Audio file: Why Lessons From The Kerner Commission Continue To Resonate - [Kerner Commission Story](http://www.wbur.org/hereandnow/2017/07/25/lessons-kerne-commission)  
(<http://www.wbur.org/hereandnow/2017/07/25/lessons-kerne-commission>)

The Kerner Commission: Remembering, Forgetting and Truth-Telling (in *America's Growing Inequality*),  
pgs. 186-190.

[The Racist Roots Of "Urban Renewal" And How It Made Cities Less Equal](http://www.fastcompany.com/90155955/the-racist-roots-of-urban-renewal-and-how-it-made-cities-less-equal),  
[www.fastcompany.com/90155955/the-racist-roots-of-urban-renewal-and-how-it-made-cities-less-equal](http://www.fastcompany.com/90155955/the-racist-roots-of-urban-renewal-and-how-it-made-cities-less-equal)

Environmental Justice: What is It and the Case of Flint, Michigan

<https://www.nrdc.org/stories/what-is-environmental-justice>

<https://www.cnn.com/videos/us/2016/01/21/flint-michigan-water-crisis-ganim-dnt-ac.cnn>

## **Week 5**

### **Oct 2 Race and Systemic Racism**

#### **Assignment 1 DUE**

Dr. John Powell, *The Invention of Whiteness*,  
<https://www.youtube.com/watch?v=bOYzr3mupbk&feature=youtu.be>

Robin DiAngelo, *Deconstructing White Privilege*  
<https://www.youtube.com/watch?v=Dwlx3KQer54>

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>)

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/>)

#### **Conceptual Framing**

"Towards a Structural Racism Framework" in *America's Growing Inequality*, pgs. 3-8

"Implicit Bias, Racial Inequality and Our Multivariate World" in *America's Growing Inequality*, pgs. 67-72

## Week 6

### Oct 9 Inclusive Planning: Equity in Practice

#### Hand out Assignment 2: Assessing a Plan: Process, Values, and Critique

*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

## Week 7

### Oct 16 Class and Economic Inequality

#### Video Clip

Understanding Social Mobility - Harder to Reach the Top

([https://www.youtube.com/watch?time\\_continue=4&v=t2XFh\\_tD2RA](https://www.youtube.com/watch?time_continue=4&v=t2XFh_tD2RA))

Two American Families and the Myth of the Modern Middle Class

(<http://www.pbs.org/wgbh/pages/frontline/two-american-families/>)

#### Stats on Inequality

15 Mind-Blowing Facts About Wealth and Inequality In America (<http://www.businessinsider.com/15-charts-about-wealth-and-inequality-in-america-2010-4#if-youarent-in-the-top-1-then-youre-getting-a-bum-deal-15#ixzz1F8xzSWHH>)

It's Inequality Stupid (<http://motherjones.com/politics/2011/02/income-inequality-in-america-chart-graph>)

Planning with Economic Equity in Mind: Gentrification

<https://nextcity.org/daily/entry/gentrification-solutions-affordable-housing-ideas>

#### Readings

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

## Week 8

### Oct 23 Rational and Incremental Theory

#### Assignment 2 DUE

#### Hand out Assignment 3 (parts 1-3) includes Final Project assignment

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.

Reid Ewing and Keith Bartholomew (2009), Comparing land use forecasting methods: Expert panel versus spatial interaction model. *Journal of the American Planning Association*, Summer, 75(3)343-357. **READ excerpts:** Introduction, pp. 343-344, pp. 346-347 and Conclusion, pp. 354-355.

## **Week 9**

### **Oct 30 Advocacy and Equity Planning**

Paul Davidoff (1967), Democratic planning, *Perspecta* 11:156-159. [Advocacy planning]

Norman Krumholz (1982), A retrospective view of equity planning: Cleveland, 1969-1979. *Journal of the American Planning Association* 48(4): 163-174. **Focus on pp. 163-166 , 168-169, and 172-174.**

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

Readings from Chester Hartman, *America's Growing Inequality: The Impact of Poverty and Race*,

- Race visa-a-vis Class in the US, pgs. 21-24
- More Than Just Race: Being Black and Poor in the Inner City, pgs. 25-31
- The Missing Class: Near Poor, pgs. 90-97
- Tensions Among Minority Groups, pgs. 32-40

## **Week 10**

### **Nov 6 Communicative Action**

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. **Focus on:** pp. 94-95, 99-101, 107-109

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

Macris, Planning in Plain English, Chapters 5-7

## **Week 11**

### **Nov 13 Planning for Public Participation and Participation Tools**

#### **Assignment 3 (Part 1, Outline) DUE**

Biggs, Stansbery, and Nance, Guidebook: 100 Great Community engagement ideas, <http://metroquest.com/wp-content/uploads/2018/08/Guidebook-100-Great-Community-Engagement-Ideas-edu.pdf?alid=4989182>

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](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)

International Association for Public Participation (IAP2), Spectrum of Public Participation.

International Association for Public Participation (IAP2), Toolbox

#### **Week 12**

**Nov 20 Professional Ethics**

**Hand out Assignment 4, Reflection on class discussion on December 4**

*APA Ethical Principles*

*AICP Code of Ethics* (Parts A and B)

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

#### **Week 13**

**Nov 27 THANKSGIVING BREAK**

#### **Week 14**

**Dec 4 Critiquing Planning Processes** (Guest Critics to be invited)

**Assignment 3 (Part 2, revised outline) DUE at beginning of class**

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 Baer'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.

#### **Week 15**

**Dec 11 Planning the Just City: Building Equity in Practice**

**Assignment 4 DUE, Reflection on class discussion on December 4**

**Dec 18 FINAL PROJECTS DUE (Assignment 3, Part 3) to Canvas at 5:30 pm**

**NOTE: Papers may not be read and grades posted until after the holidays.**



## Grading Weights

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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	Reflection on Obama Speech	10 percent
Assignment 2	Assessing a Plan: Process, Values, and Critique	20 percent
Assignment 3	Final Project: Apply tools for just and inclusive planning (Two ungraded outlines are also required.)	60 percent
Assignment 4	Reflection on class discussion (Week 14)	10 percent

## Paper Submission Requirements for all assignments

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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

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### Participation:

Participation in class discussions is critical if this course is to be successful. That means:

1. You need to prepare for class: read readings, prepare any additional work required for that period, etc.
2. **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.

Grading participation is highly subjective (sorry). We will provide feedback on your class participation on Canvas during the week of October 30. This gives you an opportunity to adjust the level and quality of your participation.

At the end of the semester, after letter grades are assigned, adjustments will be made to the letter grade by +/- increments based on the amount and quality of your participation. For example, a student

who earns an A on written work will receive an A- if participation is unsatisfactory. Unsatisfactory means that the frequency of participation is substantially lower than other students or that participation is frequently not constructive.

### **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 not accepted unless the 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 to me 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.

### **UWM Policies Regarding Courses and Instruction**

1. *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/>
2. *Religious observances.* Accommodations for absences due to religious observance should be noted.  
<http://www4.uwm.edu/secu/docs/other/S1.5.htm>
3. *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>
4. *Incompletes.* A notation of "incomplete" may be 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://www4.uwm.edu/secu/docs/other/S\\_31\\_INCOMPLETE\\_GRADES.pdf](https://www4.uwm.edu/secu/docs/other/S_31_INCOMPLETE_GRADES.pdf)

5. *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://www4.uwm.edu/secu/docs/other/S\\_47\\_Discriminatory\\_Conduct\\_Policy.pdf](https://www4.uwm.edu/secu/docs/other/S_47_Discriminatory_Conduct_Policy.pdf)
6. *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/>.
7. *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.  
<http://uwm.edu/academicaffairs/facultystaff/policies/academic-misconduct/>
8. *Complaint procedures.* Students may direct complaints to the head of the academic unit or 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://www4.uwm.edu/secu/docs/other/S\\_47\\_Discriminatory\\_Conduct\\_Policy.pdf](https://www4.uwm.edu/secu/docs/other/S_47_Discriminatory_Conduct_Policy.pdf)
9. *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. <http://www4.uwm.edu/secu/docs/other/S28.htm>
10. *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/>
11. *Smoke and Tobacco-Free campus.* UWM prohibits smoking and the use of tobacco on all campus property.  
[https://www4.uwm.edu/secu/docs/other/S\\_49\\_Smoke\\_Tobacco\\_Free\\_Policy.pdf](https://www4.uwm.edu/secu/docs/other/S_49_Smoke_Tobacco_Free_Policy.pdf)
12. *Other.* The final exam requirement, the final exam date requirement, etc.  
[https://www4.uwm.edu/secu/docs/other/S\\_22\\_Final\\_Examinations.pdf](https://www4.uwm.edu/secu/docs/other/S_22_Final_Examinations.pdf)