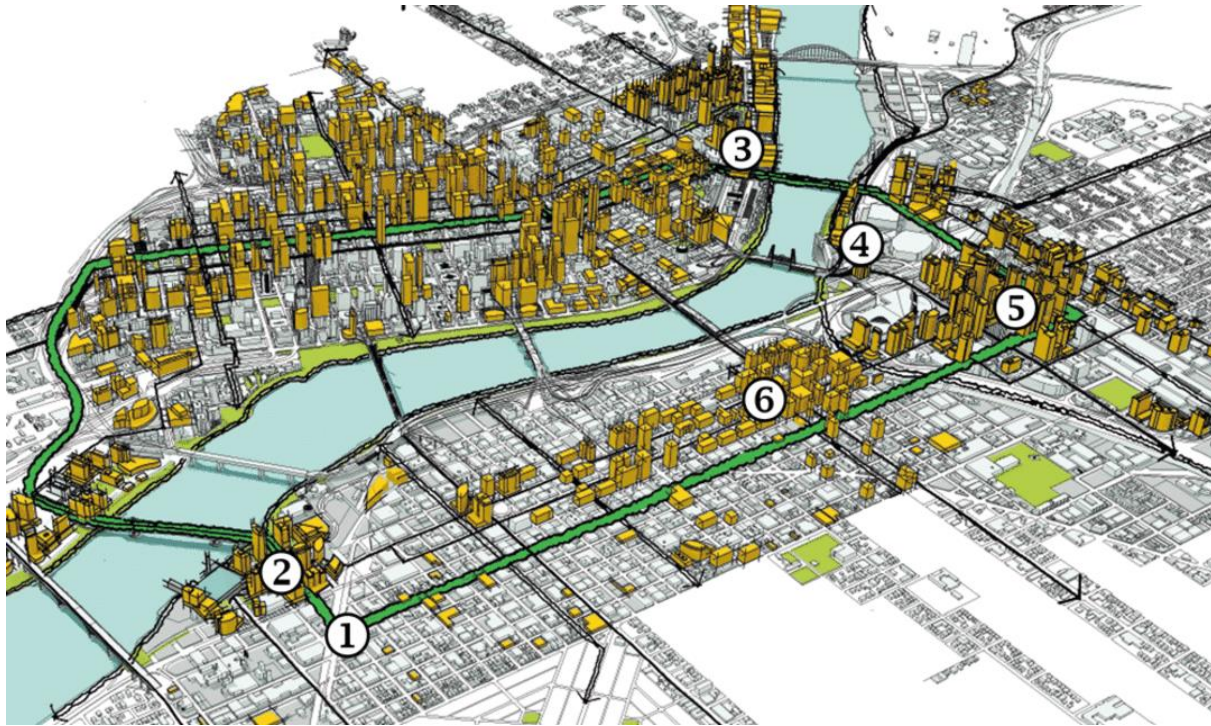


USP 311 Introduction to Urban Planning Fall 2022 Online

Dr. Megan Horst (see about me below)

Below image of a possible Portland from [Central City 2035](#)



The class is an introduction to the field of U.S. urban planning. It covers many of same topics covered in any Intro to Urban Planning class offered at PSU and other universities. We focus a lot on Portland- which makes sense since PSU is in Portland! Portland, Metro, and Oregon are all well-known nationally and internationally for their planning efforts, even imperfect as they are.

This class is a U-class for all PSU undergraduate students- meaning you do not need to have background in, or a planned career, in urban planning or a related field. I believe everyone should understand how our built environments came to be the way they are, and know how to engage in changing them for the betterment of people and the environment.

USP 311 Online Version is a 4 credit class with significant reading/video watching, and more.

Each week, you will complete one reading quiz (10-20 questions each) and engage in one online activity/discussion with fellow students, for ten total quizzes and discussions. In addition, there are 4 relatively brief individual assignments (spread over the quarter).

You will complete or submit everything via Canvas/The benefit of an online course is that you can work anywhere, and on your own preferred schedule. BUT you must meet the deadlines. It

is important you prioritize time for class. For most students, you will need 10-12 hours/week to complete the readings/videos/podcasts, take the quiz, do the online discussion, and work on the next assignment. This is a standard load for a 4 credit class.

LEARNING OUTCOMES

A student who successfully completes this course will understand the:

1. influences (including technological, social, economic, and policy) on urbanization and suburbanization in the United States;
2. general patterns and trends in urbanization and suburbanization;
3. historical development of the planning profession and the legal framework;
4. concepts, tools and techniques employed by urban planners;
5. the role urban planning has/ continues to play in creating structures that benefit wealthy landowners & perpetuate systemic racism;
6. equity planning and public participation as essential tools for current urban planners;
7. roles of various national, state and local actors in planning for urban areas.
8. some of the main current issues facing urban areas; and
9. how you (as a student, community member, resident, etc) can be actively engaged in planning.

TEXTBOOK, READINGS and TECHNOLOGY

You do not need to buy a textbook for this class. We will instead read a variety of types of readings, like articles in major newspapers, reports from planning organizations, and actual planning documents. We will also explore some interactive websites. All class readings will be on the class Canvas site in each module linked under "READ and EXPLORE." You are expected to do a decent amount of reaching each week.

Each module also includes 2+ hours or so of recordings from me (the professor), youtube videos or similar, and podcast listening/audio recordings, etc. in each module linked under "LISTEN and WATCH." I draw frequently from sources like [City Beautiful](#) by Dr. Dave Amos, among others. You are expected to watch these on your own, as part of an asynchronous remote course, in lieu of attending in person class sessions. I think they are all very engaging and interesting to watch, even with families and friends!

You do need regular internet access and a computer/ laptop/ Chromebook for this class. Reliance solely on a cellular connection and/or using a tablet will not be sufficient for the assignments in this course

WEEKLY MODULES

Students enrolled in the class can explore these on our Canvas site.

[Module 1: Introduction to Course, U.S. Cities, and the Role and Profession of Urban Planning](#)

[Module 2: A Brief History of U.S. Cities, including Planning](#)

[Module 3: Key Planning Fundamentals: Legal Basis, Comprehensive Planning, and Zoning](#)

[Module 4: Planning in Oregon: Legal and Policy Framework and Key Actors](#)

[Module 5: Politics and Participation](#)

[Module 6: Equity Planning and Health-in-All Planning](#)

[Module 7: Planning for Multi-Modal Transportation](#)

[Module 8: Planning for Housing for All](#)

[Module 9: Climate Action Planning](#)

[Module 10: Review and Looking Ahead](#)

FOCUS

Note that this class is primarily focused on Western-inspired planning in US Cities since the early 20th century. However, there is a LONG history of urban/regional/foodshed/ecosystem planning by Native Americans, that predates the arrival of Europeans and the subsequent dispossession of Native Americans from their lands. As just one resource, check out, [learn more about the Kalapuyan people](#), who stewarded the Willamette Valley for thousands of year, from Dr. David Lewis, member of the Confederated Tribes of the Grande Ronde and anthropologist. Also, an important reflection for us is to recognize that all US cities occur on what was historically native-stewarded land, often taken without permission and without due compensation. As planners, we need to confront the realities of our cities as colonial cities, and address the ongoing inequities experienced by our urban native residents due to colonialism and racism ([Portland has the 9th largest urban native American population in the U.S.](#)) We discuss pre-European cities and planning a bit more in Module 1, and how to promote equity in planning in Module 6. We also do some comparing of planning here to planning elsewhere, like in Europe.

Image below shows a map of the Kalapuyan traditional homelands, where Portland now is.



We also primary focus, especially in the latter half of the class, on planning in the city of Portland, the Portland metro region and the state of Oregon. Portland State University, the Toulan School of Urban Studies and Planning, is lucky to be located in downtown Portland, a dynamic city with lots of interesting big city challenges and also lots of innovative planning practices. We are also located in a region and in a state that value and have structures in place to support planning- generally not true in other regions and states in the US. So we use our location as a case, though much of our exploration of Portland will serve you well in examining planning in other cities, suburbs and regions as well!

GRADING AND ASSIGNMENTS

Your course grade will be based on the following:

4% Attend one real time discussion with Professor Dr. H. There is nothing to turn in, just show up and engage. I offer three options, at different times of the week. If you really cannot make one work, I will ask you to watch the recording of the zoom session and submit a short reflection sharing what you heard and learned. Here are the three options:

[Tues Oct 11, 12pm-1pm Group Discussion Intro to Urban Planning, 1st Option, Urban Center Room TBD](#)

[Monday Nov 7, 4:15-5:15pm Group Discussion Intro to Urban Planning, 2nd Option, Urban Center Room TBD](#)

[Tues Nov 15, 4pm-5pm Class Discussion Intro to Urban Planning, 3rd Option](https://pdx.zoom.us/j/83806259874)
<https://pdx.zoom.us/j/83806259874>

18% Reading Quizzes (based on one quiz per week during Weeks 1-9, each quiz is worth points)

30% Discussion Posts (usually a prompt from the reading or videos for that week, each one is worth 3 points)

48%: Assignments (There are 4 assignments; each one is worth 12 points/12% of your final grade. You can substitute up to two assignments by attending a substantive and relevant field trip/walking tour/event; see below)

Your final grade will be based out of 100, and will be converted to a letter grade according to the chart below. The letter scores will then [convert into a score on a 4.0 scale, following general PSU policies](#). You should be able to monitor your own grade progress as the course progresses and anticipate how you are doing. All ungraded assignments will show as "0" until graded. I do not round up.

Overview of Reading Quizzes- ONE PER MODULE, DUE SUNDAYS

The objective of the quizzes is to help you identify and understand the main points from the class readings and videos. There is one brief quiz (10-20 questions) per each of the ten modules. You should attempt each quiz after completing the readings/videos associated with each module. The questions come directly from the assigned readings/videos. The questions are true/false, multiple choice, or multiple select. You have two hours to complete each quiz, which is plenty of time. You may take each quiz up to two times, in order to obtain the highest score possible. The quizzes are open book and open note, but please complete them individually (meaning do not consult with other people including other students).

Quizzes are available in each module, under APPLY (or you can select Activities, then Quizzes, from the top row in D2L).

Overview of Online Discussion Posts or Activities - ONE PER MODULE, DUE SUNDAYS

In each module, you will be directed to participate in one activity/discussion post related to the topic at hand. The point of these is to help you engage with the course content in a meaningful way and apply it. In our virtual asynchronous class, these are the substitute for in-class activities and discussions, and a way for me to see you really engage with the concepts. See each module, under DISCUSS for further instruction. To get the full credit, you must respond to the prompt on time completely, thoughtfully, and with complete, grammatically correct sentences.

Brief Overview of Four Assignments

(See relevant assignment submission tab for further details and for grading rubrics)

[Assignment 1: Planning in the News:](#) You will gain knowledge about a current planning issue in the Portland region, as well as diverse perspectives on the issues.

[Assignment 2: Zoning Code and Built Environment Analysis:](#) You will explore and assess the regulatory environment (specifically, zoning, the most common tool used to control the use of

land in urban areas) and the comprehensive planning context that governs a specific property in Portland

[Assignment 3: Multimodal Transportation Planning Assignment](#): This assignment asks you to examine a transportation corridor in Portland and evaluate the possible planning data and decisions involved in transportation planning

[Assignment 4: Planning for the Future](#): You will get to think big about the future of planning in Portland, focused on one specific topic or area of the city.

** Substitute up to TWO of the above assignments by attending a field trip, event, or walking tour of relevance. You must email your proposed substitute (a paragraph explaining what and why you think it is relevant) to Dr. Horst at least 48 hours before the event, and receive written approval. After you attend the event, submit a one page (single-spaced) typed summary of what the event entailed and what you learned about urban planning, making connections to topics from class. Submit it instead of the Assignment 1-4, and just indicate at the top that it is a substitute. You can also attend one event/tour for extra credit up to 6 points/100.

Options (not limited to this; you may identify others):

[PSU as an urban university panel discussions](#)

[Steptember or other events from Oregon Walks](#)- especially ones that have a policy and planning focus (the ED is a CD alumni from PSU!)

Facilities tours, e.g. of a [transfer station/recycling plant](#), [wastewater treatment plant](#), [Bull Run watershed](#)

Events held by [Oregon chapter of the American Planning Association](#), PSU Planning Club, or other relevant organizations.

Attending an entire [Bureau of Planning and Sustainability commission](#) or [Urban Design commission](#) meeting

Dr. Horst may share events and field trip options being planned by colleagues at PSU or by practicing planners in the Portland metro region

CLASS POLICIES

Late submission policy. I will not accept late quizzes or late discussion posts, as I give you a class week to complete quizzes. I will accept late assignments BUT with a strict penalty of -5 points per day late.

Extensions without penalty may be granted at the instructor's discretion, under the following conditions: (a) a written (email) notification must be sent a minimum of two days prior to the submission deadline; and (b) only with a compelling, unforeseen circumstance such as a family or health emergency (documentation may be required). We will agree, via email, about an extension date but generally it will be within 2 or 3 days, since this class moves quickly and I want you to stay on schedule as possible.

Cheating and plagiarism: It should go without saying that plagiarism and cheating are unacceptable and will not be tolerated, but I will say it anyway. Please use full citations any time you borrow data, or arguments/analysis, from another source. In your spoken testimony, you should verbally mention the source. You should NOT copy another person (a web source, a friend, etc) word for word. Instead, you should think about their data and argument and then put things in your own words, and cite them as relevant. “Academic dishonesty,” according to Section 577- 031-0136 of the PSU Student Code of Conduct, refers to as “the act of knowingly or intentionally seeking to claim credit for the work or effort of another person or participation in such acts.” [<http://www.pdx.edu/dos/codeofconduct>Links to an external site.] This encompasses both egregious acts of cheating like collaborating with a fellow classmate on a quiz (quizzes are meant to be taken individually!), but also more mundane acts like lifting reference material from websites without attribution. Violations of the Student Code of Conduct such as plagiarism will result in a zero grade for the assignment and could result in stronger, university-level sanctions. Please be aware that instructors have sophisticated methods for checking for plagiarism or copied material.

Recommendation letters: As you move through your college career, which might eventually involve asking professors to recommend you for graduate programs, jobs, or internships, please be aware that professors are not obligated to write references for any student who asks us. I don't write a reference for a student unless I can write a VERY positive and specific one. Keep in mind that I meet over 100 students every year- so you have to stand out in a good way. Therefore, your job as a college student is to become the kind of student professors can rave about in recommendations — hardworking, collegial, and intellectually inquisitive and honest. Consider maintaining relationships over time with professors, so that they know you well enough to write for you.

Anti-sexual harassment policy: As an instructor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole. We expect a culture of professionalism and mutual respect in our department and class. If you have experienced any form of gender or sex-based discrimination or sexual harassment, know that help and support are available. PSU has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and on-housing accommodations, helping with legal protective orders, and more. Information about PSU's support services on campus, including confidential services and reporting options, can be found on PSU's Sexual Misconduct Prevention and Response website at: <http://www.pdx.edu/sexual-assault/get-help>Links to an external site. or you may call a confidential IPV Advocate at 503-725-5672. You may report any incident of discrimination or discriminatory harassment, including sexual harassment, to either the [Office of Equity and Compliance](#)Links to an external site. or the [Office of the Dean of Student Life](#)Links to an external site..

Please be aware that all PSU faculty members and instructors are required to report information of an incident that may constitute prohibited discrimination, including sexual harassment and sexual violence. This means that if you tell me about a situation of sexual harassment or sexual violence that may have violated university policy or student code of conduct, I have to share the information with my supervisor, the University's Title IX Coordinator or the Office of the Dean of Student Life. For more information about Title IX please complete the required student module [Creating a Safe Campus](#)Links to an external site. in your D2L.

Access and inclusion for students with disabilities. PSU values diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. My goal is to create a learning environment that is equitable, useable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify me. The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment.

If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC is located in 116 Smith Memorial Student Union, 503-725-4150, drc@pdx.edu, <https://www.pdx.edu/drclinks to an external site>.

If you already have accommodations, please contact me to make sure that I have received a faculty notification letter and discuss your accommodations.

Students who need accommodations for tests and quizzes are expected to schedule their tests to overlap with the time the class is taking the test.

For information about emergency preparedness, please go to the [Fire and Life Safety webpageLinks to an external site](https://www.pdx.edu/environmental-health-safety/fire-and-life-safetyLinks to an external site). (<https://www.pdx.edu/environmental-health-safety/fire-and-life-safetyLinks to an external site>.) for information.

Religious Accommodation Policy.

Please let me know if you need any religious accommodations, like to celebrate a holiday. Here is the [broader PSU policy](#).

STUDENT/UNIVERSITY RESOURCES

There are many university resources available to you! See [Student Resources](#)

ABOUT ME/OFFICE HOURS

[See about me](#)

[Book a 30" appointment slot](#) during my office hours, Wed 12pm-1pm and Thurs 3:30pm-5pm (Fall 2022)

CLASS FEEDBACK

I welcome your feedback about the class and your learning throughout the quarter- please visit my office hours or send me an email.

Please also complete the course evaluations at the end of the quarter. Tell me what worked and what can be improved.

INTERESTED IN PLANNING BEYOND THIS CLASS?

I am glad to hear it! There are other planning-related courses to take at PSU! Ask your advisor, the undergraduate program director (Currently Dr. Matthew Gebhardt), or me!

Also, did you know that PSU hosts one of the nation's top-ranked graduate planning programs, the [Masters of Urban and Regional Planning](#) program? We host info sessions for prospective students every fall- stay tuned.

This class has exposed you to many youtube channels and sources for articles, etc. to keep learning more on your own! Also see [Additional Resources about Urban Planning](#)