

UP 549 Regional Planning and Metropolitan Growth Management

Fall 2022 REMOTE

Class Mode: ONLINE with synchronous zoom meeting on Tuesdays, 10:00 AM – 11:30 PM
(Meeting links are available on Canvas)

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Office Hours: By appointment

INTRODUCTION

Regional planning is practiced in most countries around the globe but it is often a neglected area in planning education in recent years; as it is the realm of planning that has been declared obsolete and revived many times in both academics and practices. This graduate seminar course provides an introduction to ideas underlying regional planning and metropolitan growth management, focusing on its history, institutional practices, idealism, and limitations. Questions we will answer include,

- What is a region? How do regional communities differ from either local or national communities?
- What are the arguments for and against greater planning and coordination at the regional scale?
- How does the regional approach differ for land use planning, transportation planning, resource management, and economic development?
- Who are the largest boosters and opponents of regional management?
- How well can regional planning integrate economic and environmental concerns?

OBJECTIVES

As an alternative conception of community planning, the regional perspective represents a distinctive way to analyze urban development. Our themes of discussion may cover topics pertaining to urban physical development, including regional economic development, land preservation, transportation, sustainability, city-suburb relations, water resource management, megaregions, and climate change.

The main objective of this course is to examine the promises and obstacles of regional planning and metropolitan governance. We achieve this objective through two main parts of discussions. In the first part we discuss these themes through regional development cases focusing on the city of New York, Chicago, Los Angeles, and Portland, among others, understand that regional planning has been evolving and taken a variety of forms in the U.S., due to its fuzzy definition, varying interests involved, changing institutional procedures, and complex power dynamics. In the second part of the course, our discussion will center on the environmental, economic, and equity goals of regional planning efforts, with some international case studies to facilitate a comparative discussion on how regional planning in different political economies might lead to different opportunities and challenges.

We do not strive to find an all-encompassing comprehension of regional planning, nor do we promise to conduct a comprehensive exploration of all aspects of regional planning. Rather, the focus will be to stimulate thought and provide you with intellectual and analytical tools to support you in becoming a reflective planning practitioner and/or a more knowledgeable and creative researcher. A more specific list of learning objectives are:

- Understand “regional planning” as a contested planning arena, characterized by varying interests, changing institutional procedures, and tensions of complex inter-scalar and inter-sectoral relations;
- Demonstrate the ability to apply appropriate analytical frameworks to understand other regional

development cases in terms of its historical background, institutional settings, government procedures, as well as the success and failures of these regional efforts;

- Demonstrate the ability to articulate the often conflicting goals of regional efforts on economic, environmental and social equity, being able to identify promises and obstacles of regional planning in various political-economic settings.

This course is intended primarily for graduate students in the Master of Urban and Regional Planning and Real Estate Development. It is also open to graduate students with appropriate backgrounds and interests from other relevant social sciences.

ASSIGNMENTS & GRADING

The teaching mode of this course is Remote with a weekly synchronous meeting. It is basically a graduate seminar course. This means that we are going to learn and discuss the material together. The instructor will not lecture. Students are expected to do most of the talking. The instructor's role is to provide some context for the topic and then intervene when necessary, to prompt discussion, to referee, or to bring the discussion back to the theme of the day. Expect to read approximately 80 pages (about 4 journal articles) per week. Before the end of Sunday, you are expected to complete your reading reactions. and participate. You need to actively participate in weekly discussion meetings on Mondays, and complete your individual case study for this course. In the following, there are more details about these assignments:

Reading reactions (30% of final grade): Our course zoom meeting is on Tuesdays. Prior to 12 pm, Monday, you are expected to have completed all required readings, annotated one specific article as a group, and submitted your written reactions. Additional suggested readings (not required) are also provided on Canvas. They are intended to provide students with more information or a deeper dive into the session's topic. Students are encouraged to suggest interesting articles or information about any related topic through the course's weekly discussion forums.

- ❖ *Complete all required readings:* Readings for this seminar course include journal articles, book chapters, professional reports, and case studies. Each week, there are 3-5 articles, either from journals or book chapters, as the required reading for course zoom meeting discussion. Please refer to the Canvas weekly module for the most updated list of reading assignments to complete prior to each zoom meeting. PDFs of all readings are provided through links in Canvas and available through the Portland State University library.
- ❖ *Annotate at least one selected article:* Annotation is like taking notes on the margins of the paper, but digitally. Annotation in a group is an activity that I am experimenting with this term. I hope a certain level of discussion starts during your reading process. The tool we will use is called *hypothes.is*, which is ready on Canvas. I have made all of these papers available for annotations. Provide at least three annotations on one selected paper.
- ❖ *Post your written reaction on Canvas:* Write a very brief synthesis (around 300 words) of your reactions to the overall set of readings for the week (i.e. do not submit summaries of readings or write reactions to every individual piece of reading). In your reading synthesis, you may address:
 - what you like/dislike about the readings;
 - identify some aspect of the readings that made an impression on you (new fact, enlightening observation, new twist to an old idea, writing style, etc.);
 - note something you did not understand;
 - Please include one or two questions you would like to discuss in the class.

- For full credit, submit your reactions before Noon, Monday on the designated Canvas Discussion Forum (“Reading Reactions”).

Participation in weekly discussions (30% of the final grade): You need to complete the assigned readings and come prepared to offer your opinions, praises, critiques, confusion, excitement, and disinterest. The most important part of this course is your participation. Each student (depending on enrollment) will be assigned as a discussion co-lead in one specific week’s discussion with the instructor. Please [sign up here](#). The co-lead is welcome to bring other readings that provide an update regarding a policy under discussion or that presents a controversy or difficult issue in a community with respect to the session’s topic. The co-lead should reach out and arrange a meeting with the instructor on Mondays before Tuesday's discussions.

To begin the discussion for each reading, the discussion co-lead will provide a brief summary of the readings of the week, and stimulate open discussion which loosely follows questions collected from everyone’s reading reactions. Some weeks may involve other interactive activities or guest lectures. Your participation grade will be based on your demonstration of knowledge, thoughtful and relevant contributions, and ability to engage others while co-lead the discussion.

Individual case study (40% of the final grade) You will conduct an individual study of a region that you have some basic knowledge about. I expect you can apply the analytical frameworks that were used in our reading materials to approach the region that you will study. Three brief studies about your selected region with different focuses are due at designated points during the term. You should be able to draw on reading reactions to get started with these, including reusing your own prior writing. A goal would be to synthesize relevant ideas and extend them to address questions in your interested region. You are encouraged to refer to additional articles, plans, and studies in your essay. Each brief study is expected to be about 1000 to 1,500 words plus references and any graphics. On Week 10’s course wrap-up, you will present your studied region. In the final week, you are expected to combine these three brief studies together to become a final paper to submit on exam day.

WEEKLY CONTENT

Week	Meeting day	Theme of the Week
1	09/27	Course overview & History and Politics of Regional Planning
2	10/04	New York - Complex Overlapping of Jurisdictions & Institutions
3	10/11	Chicago - Catalyst for Regional Development
4	10/18	Los Angeles - West Coast Regionalism
5	10/25	Portland - A Successful Story of Regional planning?
6	11/01	Environmental concern - Climate Change
7	11/08	Growth Imperative - Global City-Regions
8	11/15	Equity Lens - who gains & who loses?
9	11/22	Future of Regional Planning
10	11/29	Final course wrap-up

Week 1. September 27: Course Overview & History and Politics of Regional Planning

Course overview, and the introduction of some central framework for discussion.

Schmidt, S. (2019). Regional Planning. In *The Wiley Blackwell Encyclopedia of Urban and Regional Studies* A.M. Orum (Ed.). <https://doi.org/10.1002/9781118568446.eurs0261>

Fishman, Robert. 2000. "Death and Life of American Regional Planning", in Katz, Bruce, ed. *Reflections on Regionalism*. Washington, DC: Brookings. (Chapter 4)

Wheeler, Stephen. 2002. The new regionalism: Key characteristics of an emerging movement. *Journal of the American Planning Association* 68, (3): 267.

John Harrison, Daniel Galland & Mark Tewdwr-Jones (2021) Regional planning is dead: long live planning regional futures, *Regional Studies*, 55:1, 6-18, DOI: 10.1080/00343404.2020.1750580

Week 2. Oct 4: Case Study: New York - Complex Overlapping of Jurisdictions & Institutions

Yaro, Robert D. 2000. "Growing and governing smart: A case study of the New York region." In *Reflections on regionalism*, edited by Bruce Katz, 43-77. Washington, DC: Brookings.

Benjamin, Gerald and Richard P. Nathan. 2001. Understanding Regionalism (Part One). in *Regionalism and Realism: A Study of Governments in the New York Metropolitan Area* Washington, DC: Brookings.

Benjamin, Gerald and Richard P. Nathan. 2001. Regionalism and New York City Experience (Part Two). in *Regionalism and Realism: A Study of Governments in the New York Metropolitan Area*. Washington, DC: Brookings.

Susan S. Fainstein, 2018 Resilience and justice: planning for New York City, *Urban Geography*, 39:8, 1268-1275, DOI: 10.1080/02723638.2018.1448571

Week 3. Oct.11: Case Study: Chicago - Catalyst for Regional Development

Cronon, William. 1991. *Nature's metropolis: Chicago and the Great West*. New York: W. W. Norton. [Ch 2, Rails and Water]

Lewis, Robert D. 2003. *Chicago Made: Factory Networks in the Industrial Metropolis*. Chicago, IL, USA: University of Chicago Press.

Planey, D. (2020). Regional Planning and Institutional Norms in the United States: Civic Society, Regional Planning, and City-Region Building in the Chicago Metropolitan Region. *Journal of Planning Education and Research*. <https://doi.org/10.1177/0739456X20937346>

Week 4. Oct.18: Case Study: LA - West Coast Regionalism

Purcell, Mark. 2000. "The decline of the political consensus for urban growth: Evidence from Los Angeles." *Journal of Urban Affairs* 32 (1):85-100.

Pastor, Manuel, J. Eugene Grigsby, and Marta Lopez-Garza. 2000. *Regions That Work: How Cities and*

Suburbs Can Grow Together. Minneapolis, MN, USA: University of Minnesota Press. (Chapters. 1-3)

Pastor, Manuel, Jr., Chris Benner, and Martha Matsuoka. 2009. This Could Be the Start of Something Big : How Social Movements for Regional Equity Are Reshaping Metropolitan America. Ithaca, NY, USA: Cornell University Press. (Ch. 4: Coming back together in LA)

Week 5. Oct. 25: Case Study: Portland - A Successful Story of Regional planning?

Ross, Benjamin. 2014. Breaking New Ground, Chapter 13 in "*Dead End: Suburban Sprawl and the Rebirth of American Urbanism*". Cary, NC, USA: Oxford University Press.

Abbott, Carl, and Joy Margheim. 2008. "Imagining Portland's urban growth boundary: planning regulation as a cultural icon." *Journal of the American Planning Association* 74 (2):196-208.

(TBD)Song, Y., & Knaap, G. J. (2004). Measuring urban form: Is Portland winning the war on sprawl? *Journal of the American Planning Association* 70(2), 210-225.

Knaap, Gerrit-Jan and Rebecca Lewis. 2011. Regional Planning for Sustainability and Hegemony of Metropolitan Regionalism, Chapter 7 in Ethan Seltzer, and Armando Carbonell. edited "*Regional Planning in America: Practice and Prospect*". Lincoln Institute of Land Policy.

Week 6. Nov. 1: Environmental concern - Climate Change

Abbot, Carl. How Cities Won the West : Four Centuries of Urban Change in Western North America. Albuquerque, NM, USA: University of New Mexico Press, 2010. (Ch. 9: Water, Power, Progress).

Shi, Linda. 2019. "Promise and paradox of metropolitan regional climate adaptation" *Environmental Science & Policy*, V 92, 262-274.

Bassett, Ellen, and Vivek Shandas. 2010. Innovation and Climate Action Planning: Perspectives From Municipal Plans. *Journal of the American Planning Association* 76(4): 435-445.

Sai Balakrishnan & Mattijs van Maasakkers, "What Is Land?", *Metropolitica*, 1 June 2021. URL : <https://metropolitica.org/What-Is-Land.html>

Xu, Jiang 2017. "Bargaining for nature: treating the environment in China's urban planning practice", *Urban Geography*, 38:5, 687-707, DOI: 10.1080/02723638.2016.1139414

Week 7. Nov. 8: Growth Imperative - Global City-Regions

Campbell, Scott. 2009. The Imperative of Growth, the Rhetoric of Sustainability The Divergence of the Ecoregion and the Global Megaregion in Ross, Catherine L.(ed.). 2009. *Megaregions: Planning for Global Competitiveness*. Covelo, CA, USA: Island Press.

Sassen, Saskia. 2009. The Global City Perspective: Theoretical Implications for Shanghai. in Chen, Xiangming ed. Shanghai Rising: State Power and Local Transformations in a Global Megacity: 3-30 Minneapolis:

University of Minnesota Press.

Yang, Jiawen. Spatial Planning in Asia: Planning and Developing Megacities and Megaregions, in Ross, Catherine L.(ed.). 2009. *Megaregions: Planning for Global Competitiveness*. Covelo, CA, USA: Island Press.

Faludi, Andreas. The Megalopolis, the Blue Banana, and Global Economic Integration Zones in European Planning Thought, in Ross, Catherine L.(ed.). 2009. *Megaregions: Planning for Global Competitiveness*. Covelo, CA, USA: Island Press.

Felix S.K.Agyemang, Kofi KekeliAmedzro, ElisabeteSilva. 2017. The emergence of city-regions and their implications for contemporary spatial governance: Evidence from Ghana. *Cities*. 71: 70-9.

Molotch, Harvey. "The city as a growth machine: Toward a political economy of place." *American journal of sociology* 82.2 (1976): 309-332.

(TBD) Gale, Dennis E. 1992. "Eight State-Sponsored Growth Management Programs, A Comparative Analysis." *Journal of the American Planning Association* 58(4):425-439.

Week 8. Nov. 15: Equity Lens - who gains & who loses?

Isabelle Anguelovski, Linda Shi, Eric Chu, Daniel Gallagher, Kian Goh, Zachary Lamb, Kara Reeve, Hannah Teicher. Equity impacts of urban land use planning for climate adaptation: Critical perspectives from the global north and south. *Journal of Planning Education and Research* 36 (3), 333-348

Powell, John A. 2000. "[Addressing regional dilemmas for minority communities.](#)" In *Reflections on regionalism*, edited by Bruce Katz, 218-246. Washington DC: Brooking Institute.

Clark, Jennifer and Susan Christopherson. 2009. "Integrating investment and equity: A critical regionalist agenda for a progressive regionalism". *Journal of Planning Education and Research* 28(3): 341-54.

(TBD)Harwood, Stacy. 2005. "Struggling to Embrace Difference in Land-Use Decision Making in Multicultural Communities," *Planning Practice and Research* 20(4):355-371.

(TBD)Jackson, Kenneth. "Gentleman's agreement: discrimination in metropolitan America." Bruce Katz (Eds) *Reflections on regionalism* (2000): 185-217. Brookings Institution Press, Washington DC

(TBD)Aiken, Charles S. 1987. "Race as a Factor in Municipal Underbounding," *Annals of the Association of American Geographers*, 77(4): 564-579.

Week 9. Nov. 22: Future of Regional Planning

Albrechts, L. (2003). Reconstructing Decision-Making: Planning Versus Politics. *Planning Theory*, 2(3), 249–268. <https://doi.org/10.1177/147309520323007>

Chakraborty, A., & McMillan, A. (2015). Scenario planning for urban planners: Toward a practitioner's guide. *Journal of the American Planning Association* 81(1), 18-29.

Florida, Richard ; Rodríguez-Pose, Andrés; Storper Michael. 2021. Cities in a post-COVID world. *Urban studies*

(Edinburgh, Scotland), 2021-06-27, p.4209802110180

Nuno F. da Cruz, Philipp Rode & Michael McQuarrie (2019) New urban governance: A review of current themes and future priorities, *Journal of Urban Affairs*, 41:1, 1-19, DOI: 10.1080/07352166.2018.1499416

Freemark, Y., Hudson, A., & Zhao, J. (2019). Are cities prepared for autonomous vehicles? Planning for technological change by US local governments. *Journal of the American Planning Association*, 85(2), 133-151.

Week 10. Nov. 29 Final Course Wrap-up

No readings for this week. Working on finalizing your individual case studies.

Appendix: Student resources

Access and Inclusion for Students with Disabilities

PSU values diversity and inclusion. My goal is to create a learning environment that is accessible, equitable, inclusive, and welcoming. I am committed to fostering mutual respect and full participation for all students. If any aspects of the instruction or course design result in barriers to your inclusion or learning, please notify me. Additionally, the Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment. The DRC works with students who have physical, learning, cognitive, mental health, sensory, chronic illness, and other disabilities.

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.

If you already have accommodations, please contact me to make sure that I have received your DRC Faculty Notification Email so we can discuss your accommodations.

The DRC is located in 116 Smith Memorial Student Union, Suite 116. You can also contact the DRC at 503-725-4150 or drc@pdx.edu. [Visit the DRC website \(https://www.pdx.edu/disability-resource-center\)](https://www.pdx.edu/disability-resource-center).

Title IX support and resources

[Title IX violations](#) and sexual misconduct under PSU's [PSU's Prohibited Discrimination and Harassment policy \(Interim\)](#) include gender/sex discrimination, sexual harassment, sexual assault or any other form of gender based violence. We all strive to build a community that treats others respectfully and with civility; however, we want to be sure that you are prepared if incidents occur.

Portland State is committed to providing an environment free of all forms of prohibited discrimination and sexual harassment (sexual assault, domestic and dating violence, and gender or sex-based harassment and stalking). If you have experienced any form of gender or sex-based discrimination or sexual harassment, know that help and support are available. 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> or you may call a confidential IPV Advocate at 503-725-5672 or schedule Online at <https://psuwrc.youcanbook.me>. You may report any incident of discrimination or discriminatory harassment, including sexual harassment, to:

- PSU's Title IX Coordinator: Julie Caron by calling 503-725-4410, via email at titleixcoordinator@pdx.edu or in person at Richard and Maureen Neuberger Center (RMNC), 1600 SW 4th Ave, Suite 830
- Deputy Title IX Coordinator: Yesenia Gutierrez by calling 503-725-4413, via email at yesenia.gutierrez.gdi@pdx.edu or in person at RMNC, 1600 SW 4th Ave, Suite 830

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. However, the Title IX Coordinators will keep the information confidential and refer you to a confidential advocate. For more information about Title IX please complete the required student module *Creating a Safe Campus* in your D2L.