

Syllabus – USP 311 Intro to Urban Planning, Spring 2023

Instructor Information

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Office Hours: Thursdays 10 – 11:30 am in B370, Urban Center or by appointment

Course Description

USP 311 (CRN 63829) is a 4-credit course that provides an introduction to the history, theory and practice of urban planning (we will focus mostly, but not exclusively, on the US). The class will begin with an overview of the history of planning and of urbanization in the United States and the development of the profession of urban planning. We will then consider historic and contemporary planning theory and practice and the various challenges and issues faced by urban planners. The emphasis will be on the practice of urban planning in the public realm.

Learning Outcomes

A student who successfully completes this course will understand the:

- origins and causes of urbanization in the United States;
- historical challenges posed by urbanization;
- the role urban planning has/ continues to play in creating structures that benefit wealthy landowners & perpetuate systemic racism;
- emergence of measures to regulate urban development;
- historical development of the planning profession (from an equity perspective);
- concepts, tools and techniques employed by urban planners;
- equity planning and public participation as essential tools for current urban planners; and
- roles of various national, state and local actors in planning for urban areas.

Class Materials

This class has no required texts to purchase. We will rely on articles, websites, and videos that will be posed to Canvas. Our guiding document this term will be the Portland Comprehensive Plan and we will view videos from City Beautiful. We will use technology including (but not limited to) Canvas, email, Padlet, Zoom, Websites and Google Suite. You are responsible for accessing these technologies multiple times per week. 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.

Class Format

The course is organized thematically and will use lectures; class activities & discussions; videos; case studies, & small group formats. This course asks you to practice the skills used by planners every day in the community. Upper-division students are expected to be self-directed learners able to summarize and synthesize lectures, readings, media, and lead discussions.

Spring Term Format: This class is entirely in person/ on campus. We will meet - Tuesday & Thursday from 12 pm - 1:50 pm. This term will include in class exercises and cooperative learning activities that are groups around different planning themes. **It is not possible to pass this course if you do not attend the class sessions.**

The materials for the course will be run through the class Canvas site and all materials will be posted to that site. It is important to let the instructor know if you are not able to access information or if you are having problems with the technology. You will be *required to interact with the Class Canvas site multiple times per week.*

Expectations for Inclusivity:

Building an inclusive learning environment requires us to work together to listen (reading carefully and reflecting in the online environment), and make room for all to have a say (asking questions and interacting in an encouraging way); to support each other to find our voice; and to recognize and anticipate a wide range of perspectives, backgrounds, experiences, identities, and ways of being in the world.

We can all promote safe and inclusive learning by listening deeply (including reading carefully and reflecting) and being ready to learn from those around us. In an online learning environment, it is important to work to write clearly, thoughtfully, and respectfully (take your time and consider the impact of your words). Please learn and use the correct pronouns for your classmates, please do not make assumptions. I hope that we can begin from a place of mutual respect and gentle personalism – taking each other where we are at each day, offering the benefit of the doubt, and being aware that the workings of power and privilege impact different communities and individuals in different ways.

Assignments

The description below summarizes the grades and assignments for this course. Further guidance and detailed instructions about each assignment will be provided in each module and via Canvas. The class has a total of 1,000 possible points.

Each week this class will have three deadlines – some things should be completed before class on Tuesday, others will be due before class on Thursday and the remaining tasks in that week's module will be due no later than Sunday @ midnight of that week. You can plan on these due dates ahead of time.

Class Activities, Participation, Tasks and Group Leadership (395 points) – Participation in this course is key. Both inside and out of class we will be completing tasks, discussions, and activities that add to your understanding of the content. In addition, each student will lead small group activities twice over the term and reflect on that experience. This will take many forms: Google Survey/ Forms; EdPuzzle; bringing materials in to share; exit tickets; leadership reflections; etc. and complete group activities during class. You are expected to engage on Canvas & attend and participate in class each week.

Weekly Response Quizzes (180 possible points (20 points x 9)) – **Due each Sunday by midnight.** Very Short quizzes on Canvas that ask you to reflect on that module's readings, in-class materials, videos and assignments. Most quizzes will be short questions and are designed to be completed AFTER class on Thursday & after you have finished the readings & videos for that module. There are 10 quizzes (one each week). However, I will drop your lowest quiz from the total at the end of the term. So if you do poorly or miss a quiz – that will be the one that is dropped.

Assignment 1: Planning in the Media (75 points) – **Due Sunday, April 16th.** This assignment asks you to follow some of the Portland based news stories on planning to familiarize yourself with the topics covered recently in the news.

Assignment 2: Stakeholder & Participation Analysis (100 points) – **Due Sun, May 7th.** This assignment gives you the opportunity to examine public participation in a planning meeting and then complete a stakeholder analysis for one issue and create meaningful public engagement options.

Assignment 3: Zoning Analysis Assignment (150 points) – **Due Thursday, May 18th & Sunday, May 28th.** This assignment gives you the opportunity to examine zoning for an individual parcel and investigate the basic zoning divisions that regulate land uses.

Assignment 4: Multi-Modal Planning Memo (100 points) – **Due Thursday, June 15th by Midnight.** This assignment asks you to examine a transportation corridor in Portland and evaluate the possible planning data and decisions involved in transportation planning.).

This class has no final exam.

Grading Policies

Grades in college are about more than just having completed the assignment. I subscribe to the Dr. Bates categorization of student work:

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

Final Grades – Grades in this course are determined by points. Your percentage is based on these points.

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
Percentage Cutoff/ based on points	94%	90%	87%	84%	80%	77%	74%	70%	67%	64%	60%	0%

No Incomplete grades (“I” grades) will not be offered in USP 311. If you are experiencing difficulty, please seek help from the instructor or other campus supports as soon as possible. For more information, please consult the university “I-to-F” grade policy.

Late Work Policies

10 week classes move very fast. Late work makes it hard to keep up and engage with your peers. As a result, late work will be accepted for up to 1 week after the due date with a 10% penalty (no questions asked/ no extension needed). After one week, I will not accept late work in this course unless it was agreed upon in email as part of a work plan.

I know many unexpected things may happen, if you are behind in the course or something happens that puts you behind/ you need an extension, please contact the instructor immediately. Extensions require emailing the instructor and creating a new work plan.

Class Schedule

Week/ Date	Topic	Due for Class on Tuesday	Due for Class on Thursday	Due by Sunday
1 4/3 - 4/9	<p>Module 1: Introduction</p> <p>Overview of the Course</p> <p>What is an (Urban) Space</p> <p>Introduction to Urban Planning</p>	<ul style="list-style-type: none"> - Read Module 1 Overview - Complete Intro Google Survey - Read Syllabus - Familiarize Yourself with the Canvas Site - Put Assignments & Due Dates in Your Calendar 	<ul style="list-style-type: none"> - What is Urban Planning? (1 min 41 sec) - Urbanization & Future of Cities (4 min) - How to Become a City Planner (5 min 47 sec) - Planning in Portland Pre-Recorded Lecture (6 min) - Oregon Statewide Planning Goals Summary (3 pages) - Kevin Lynch Video (16 min) - Read Directions for Assignment # 1 Planning in the Media (3 pages) 	<ul style="list-style-type: none"> - Reflection Quiz - Sign up for Leadership Tasks for 1st 1/2 of term
2 4/10 - 4/16	<p>Module 2: History</p> <p>A Brief History of Planning in the Modern City</p>	<ul style="list-style-type: none"> - Read Module 2 Overview - Land Acknowledgement (1 page) & Native American Land Loss (17 sec) - A Brief History of U.S. City Planning (14 min 30 sec) 	<ul style="list-style-type: none"> - The Disturbing History of Suburbs (6 min 16 sec) - Segregated by Design (17 min) - How Highways Wrecked American Cities (4 min 38 sec) - Why did we build high-rise public housing projects? (6 min 48 sec) 	<ul style="list-style-type: none"> - Reflection Quiz - Assignment # 1 Planning in the Media

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Week/ Date	Topic	Due for Class on Tuesday	Due for Class on Thursday	Due by Sunday
3 4/17 - 4/23	<p>Module 3: How we Plan</p> <p>Rational Planning</p> <p>Comprehensive Planning Process</p> <p>Legal Framework of Planning</p>	<ul style="list-style-type: none"> - Read Module 3 Overview - 2035 Comprehensive Plan Guiding Principles (1 page) - How the Plan is Used to Make Decisions in Portland (18 pages) 	<ul style="list-style-type: none"> - How do the layers of government affect city planning? (5 min) - How eminent domain destroys neighborhoods (8 min) - Short History of Legal Planning (23 min) - Acknowledge the Existence of 2035 Comprehensive Plan (303 pages) 	- Reflection Quiz
4 4/24 - 4/30	<p>Module 4: Planning for Participation</p> <p>Politics and Participation in Planning</p> <p>Planning for Inclusivity</p>	<ul style="list-style-type: none"> - Read Module 4 Overview - Arnstein’s Ladder of Citizen Participation (9 pages) - What is Stakeholder Engagement (3 min 6 sec) - City of Portland’s Public Involvement Principals (9 pages) - Neighborhood Contact Process for Portland Bureau of Development Services (4 min 18 sec) - Browse Racial Equity Plan (10 min) 	<ul style="list-style-type: none"> - Portland Growth Survey Shows “Not in My Backyard” Attitude (2 min 45 sec) - Are NIMBY’s Selfish? (11 min 33 sec) - Separated by Design: How Some of America’s Richest Towns Fight Affordable Housing (8 pages) - HOAs Are Popular Where Prejudice Is Strong (4 pages) - Read Directions for Assignment # 2 Stakeholder Analysis 	- Reflection Quiz

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Week/ Date	Topic	Due for Class on Tuesday	Due for Class on Thursday	Due by Sunday
5 5/1 - 5/7	Module 5: Inclusivity & Equity Planning Planning in Action & Implementation	<ul style="list-style-type: none"> - Read Module 5 Overview - Maps: Portland's 1924 Rezone Legacy is 'a century of exclusion' (4 pages) - What we don't understand about gentrification by Sutton (14 min) - From Gentrification to Decline: How Neighborhoods Really Change (4 pages) 	<ul style="list-style-type: none"> - 2035 Portland Comp Plan excerpt Chapter 5 Housing (4 pages) - Segregated by Design: Black Ghettos are no accident – how state sponsored racism shaped US cities (17 min 42 sec) - America's Racist Housing Rules Really Can be Fixed (7 pages) - Portland Citywide Racial Equity Goals & Strategies (1 pages) 	<ul style="list-style-type: none"> - Reflection Quiz - Assignment # 2 Stakeholder Analysis
6 5/8 - 5/14	Module 6: Tools of Planning Tools of Planning & Zoning	<ul style="list-style-type: none"> - Read Module 6 Overview - The Logic of Zoning by Swan from 1920 (6 pages) - An US Zoning Explained by City Beautiful (11 min) - 2035 Portland Comp Plan Excerpt Chapter 10 Land Use Designations & Zoning (8 pages) - Mid-Point Survey Check In - Sign up for Leadership Tasks for 2nd 1/2 of term 	<ul style="list-style-type: none"> - Zoning Matters: How Land-Use Policies Shape Our Lives (2 min 28 sec) - Confronting Racism in City Planning & Zoning by Louisville Metro Planning & Design Services (15 min) - Play Game: What is FAR? (5-10 min) - For Reference: Bloomberg City Lab CityLab University: Zoning Codes - Read Assignment # 3 Zoning Directions & Related Materials 	<ul style="list-style-type: none"> - Reflection Quiz - EdPuzzle Zoning Scavenger Hunt Activity

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Week/ Date	Topic	Due for Class on Tuesday	Due for Class on Thursday	Due by Sunday
7 5/15 - 5/21	Module 7: Urban Design Urban Form Designing for Equity	<ul style="list-style-type: none"> - Read Module 7 Overview - How to design a great street, City Beautiful (9 min 37) - 2035 Portland Comp Plan excerpt Ch. 4 Design and Development (5 p) 	<ul style="list-style-type: none"> - How to Design Cities for Children (3 pages) - 7 Principles for Building better Cities (14 min 20 sec) - Why so many suburbs look the same (7 min 19 sec) - Why American Cities have so much Parking (8 min 44 sec) - Assignment # 3, Part 1/ Chart is due by midnight 	- Reflection Quiz
8 5/22 - 5/28	Module 8: Planning for the Future Sustainable Development & Future Growth	<ul style="list-style-type: none"> - Read Module 8 Overview - Defining Sprawl and Smart Growth (2 pages) - UGB 101 (5 pages) - 2040 Growth Concept Map from Metro (1 page) - Defining Sprawl & Smart Growth (2 page) - Urban Sprawl: Which US City Sprawls the Most? (5 min 18 sec) 	<ul style="list-style-type: none"> - Case Against Single Family Zoning (11 min) - Bring Back Missing Middle Housing (1 page) - Every neighborhood should have a corner store – but can't (9 min 30 sec) - Can Los Angeles Be Sustainability? (6 min 15 sec) - Invisible walls Shutting You Out? (1 page reading + 1 min 43 sec) - Why is Rent so High? (1 min 52 sec) 	<ul style="list-style-type: none"> - Reflection Quiz - Assignment # 3, Part 2/ Analysis

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Week/ Date	Topic	Due for Class on Tuesday	Due for Class on Thursday	Due by Sunday
9 5/29 - 6/4	Module 9: Transportation How does Planning Move People & Goods & Multi-Modal Planning	<ul style="list-style-type: none"> - Read Module 9 Overview - 2035 Portland Comp Plan excerpt Chapter 9 Transportation (7 pages) - The Role of Transportation in Social and Economic Life (3 min 4 sec) - Read & Watch You Can't Design Bike-Friendly Cities Without Considering Race and Class (2 pages + 8 Min) 	<ul style="list-style-type: none"> - The One Chart that Explains All your Traffic Woes (1 page) - Road Diets: Designing a Safer Street (5 min 14 sec) - The hidden traffic metric that makes cities worse (8 min) - Watch Adam Ruins Everything- Why Cul-de-Sacs are Dangerous and Harmful (2 min 13 sec) - Why protected bike lanes are more valuable than parking spaces (4 min 51sec) - The high cost of free parking (6 min 42 sec) - Assignment # 4 Mobility Memo Directions & Related Materials 	- Reflection Quiz
10 6/5 - 6/11	Module 10: Environmental Planning Environmental Planning Environmental Justice & Energy Planning	<ul style="list-style-type: none"> - Read Module 10 Overview - Environment Justice, explained by Grist (3 min 33 sec) - 2035 Portland Comp Plan excerpt Chapter 7 Environment and Watershed Health (5 pages) - Watch Video Portland's Climate Action (5 min 18 sec) - How do Cities Get Enough Fresh Water? (10 min 54 sec) - How Dividing US Cities along racial lines led to an air pollution crisis 100 years on (2 pages) 	<ul style="list-style-type: none"> - Racism dictates who gets dumped on: on environmental injustice divides the world (4 pages) - Renewable Energy doesn't always mean what you think (3 min 25 sec) - Portland's Climate Action (5 min 18 sec) - Will Sea Level Rise down our Coastal Cities? (5 min 50 sec) - One in Four Cities Cannot Afford Climate Crisis Protection Measures (1 page) 	- Reflection Quiz - End of Term Google Survey

Finals Week - 6/12 - 6/18 - Assignment # 4 Mobility Memo due Thursday, June 15th

Resources & Information

Food Security Information

The PSU Food Pantry offers services to currently enrolled Portland State University students, by providing a free, welcoming, and inclusive environment to acquire supplemental food items on a regular basis. The pantry is located in SMSU 325. For more information email foodhelp@pdx.edu

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

PSU Cultural Resource Centers

The Cultural Resource Centers (CRCs) create a student-centered inclusive environment that enriches the university experience. We honor diversity, explore social justice issues, celebrate cultural traditions, and foster student identities, success, and leadership. We provide students with employment, volunteer, and leadership opportunities. All are welcome!
(www.pdx.edu/cultural-resource-centers) cultures@pdx.edu

Infants/ Children in Class Policy

Parents who are breastfeeding an infant, or expressing milk, may do so in class without the permission of the instructor. Or if you prefer to breastfeed or breast-pump outside of class, you may take time out of class to use a lactation room. If you need to bring a child/children to class, please notify the instructor ahead of time. (There are backpacks that can be checked out from the [Resource Center for Students with Children](#), SMSU 462, that have toys and games for children up to age 12). Note that you are responsible for seeing that the child or children are not disruptive to the class and for ensuring that all additional University policies and rules are followed by those that you bring (and be prepared to step outside should disruption become an issue).

I understand the reality of COVID and having to remote learn with your children at home. I have no problem with your children joining you on camera/ when participating in this course. Please let me know what accommodations you need to make this work.

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Writing Resources

This course does require you to stretch yourself as a writer. To be an effective communicator your writing needs to 1) meet the assigned task; 2) be designed for the intended audience; 3) convey all important information. Every writer needs to proofread and revise their work to obtain the best finished product. If you need help with this process, PSU's Writing Center (www.writingcenter.pdx.edu) has a variety of free services.

Mandated Reporter/ Title IX Reporting Obligations

Portland State is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We expect a culture of professionalism and mutual respect in our department and class. Please be aware that as a faculty member, I have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination to PSU's Title IX Coordinator, the Office of Equity and Compliance or the Dean of Student Life and cannot keep information confidential. You may report any incident of discrimination or discriminatory harassment, including sexual harassment, to either the Office of Equity and Compliance or the Office of the Dean of Student Life. If you would rather share information about sexual harassment or sexual violence to a confidential employee who does not have this reporting responsibility, you can contact a confidential advocate at 503-725-5672 or by scheduling on-line (psuwrc.youcanbook.me) or another confidential employee found on the sexual misconduct resource webpage. For more information about your obligations and resources for sex/gender discrimination and sexual violence (Title IX), please complete the required student module Creating a Safe Campus in your Canvas.

Academic Honesty & Plagiarism

Students are expected to be ethical not only in the classroom, but also out of the classroom. It is in all students' interest to avoid committing acts of academic dishonesty and to discourage others from committing such acts. Academic dishonesty includes, but is not limited to, the following examples: engages in any form of academic deceit; refers to materials or sources or uses devices not authorized by the instructor for use during any quiz or assignment; provides inappropriate aid to another person in connection with any quiz or assignment; engages in Plagiarism. Cheating and or plagiarism will not be tolerated and will result in a failing grade for the assignment which may result in a failing grade for the course as well. For more information, please look at the PSU Student Code of Conduct (www.pdx.edu/dos/psu-stent-code-conduct)

Many of the sections of the syllabus were adapted from other professors and a variety of university sources.