COURSE DESCRIPTION

This course is intended to provide an introduction to the history, theory and practice of urban planning in North America (although we will not limit ourselves only to 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 class will conclude with a discussion of current planning topics and problems. The emphasis will be on the practice of urban planning in the public realm; we will look closely at the various roles played by planners, elected officials, citizens, landowners, and private developers.

LEARNING OUTCOMES

A student who successfully completes this module will understand the:

- origins and causes of urbanization in North America;
- historical development and variation in the form of cities nationally;
- manner in which city form has adapted to meet changing demands;
- historical challenges posed by urbanization;
- emergence of measures to regulate urban development;
- historical development of the planning profession;
- concepts, tools and techniques employed by urban planners;
- roles of various national, state and local actors in planning for urban areas; and
- current issues facing urban areas.

TEACHING METHODS

This course is taught through two weekly, two-hour classes. The course is organized thematically by week (see below) with the lectures, readings, discussions and exercises, and media presentations
grouped around those themes. As with any large, lecture-based course, generating discussion is difficult. However, I will try to keep the class as lively, interactive and engaging as possible. You can help by making sure that you keep up with the readings and come to class prepared and ready to participate in large- and small-group discussions. Finally, this is a 4 credit class with lots of reading and many assignments. It is absolutely essential that you keep on top of all requirements.

**Student Effort Hours**

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<tr>
<td>Lectures</td>
<td>40</td>
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<tr>
<td>Reading/Independent Study</td>
<td>80</td>
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<td><strong>Total</strong></td>
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**TEXTS AND READINGS**

There is one required text for this course. The required text is available at the University Bookstore or from other textbook retailers. Additional, short readings are available online via the University Library’s website. Links to these readings will be provided on the D2L site.


**ASSIGNMENTS AND GRADING**

Your course grade will be based on the assignments and examinations listed below. Each will be graded on a 100-point basis, weighted for your final grade by the percentages listed next to the item. For a variety of reasons, including a desire to reduce paper, all assignments will be submitted via D2L, through which you will receive your grades and feedback.

The following represent summaries of the assignments; further guidance and detailed instructions about the four assignments will be provided in class and via D2L.

**Assignment 1: Urban Place Assessment (10% of your grade)**

**Purpose:** To reflect on how broad social, economic, technological and political changes have influenced and shaped the built environment and character of urban areas.

**Task:** For this assignment you will select one of the 10 factors identified by Fishman (January 17th reading) as most influential on the American metropolis in the late 20th century. Identify a place in the Portland metropolitan area (e.g., building, development, park, plaza, neighborhood) that embodies the influence of that factor. Then, using that same place, select one of the future influences identified by Fishman (or a factor not mentioned) and discuss how it is likely to affect that place in the next 40 years.

**Due:** January 22nd, 3pm (All assignments to be submitted via D2L)
Assignment 2: Planning Regulation Analysis (15%)

Purpose: To learn about the regulatory environment that governs your home, specifically, the provisions of zoning, the most common tool used to control the use of land in urban areas.

Task: For this assignment, you will use a form which will be provided and go to Portland Maps (www.portlandmaps.com) and find the parcel upon which your home is located. You will investigate the basic zoning provisions that govern your home and compare these to the actual development that is found there.

Due: February 12th, 3pm

Assignment 3: Planning Hearing Observation (15%)

Purpose: The purpose of the assignment is to get you to see “planning in action” and reflect on its correspondence to how planning is discussed in class.

Task: For this assignment you will attend a local public hearing related to urban planning, such as a regular Plan Commission hearing or special public advisory session. Based on this meeting you will complete a brief summary about the content of the hearing, as well as the procedural aspects (e.g., who/how many people attended, who spoke, how it was structured).

Due: March 1st, 5pm (may be submitted at any point up until 3/1)

Assignment 4: Planning in the Media – Journal & Analysis (20%)

Purpose: The purpose of this assignment is to have you identify and reflect upon the range and complexity of issues facing planners and to observe the centrality of planning to the City of Portland, the State of Oregon and other cities.

Task: For this assignment you will track local news coverage of planning issues in the Portland region and complete an analysis about a particular issue mentioned in that coverage. Over the course of the term, you will obtain twelve (12) separate articles from local news outlets (e.g., The Oregonian, Portland Business Journal, Portland Mercury), with at least three of them following a particular issue at multiple points in time. You will provide brief, 2-3 sentence summaries of each article, and a longer (800-1200 word) analysis of the chosen issue, focusing on the key public and private actors involved, connection to existing plans and planning processes, and substantive issues at stake.

Due: Progress report – February 5th, 3pm (summaries of 6 articles; 15% of assignment grade)
      Final analysis – March 12th, 3pm (85% of your assignment grade)

Quizzes (2 x 10% = 20%): There will be two quizzes, each worth 10% of your course grade, that will be completed outside of class and administered online via the D2L site at the end of weeks 4 and 7. You will be given 30 minutes to complete the quiz, which will test your ability to analyze and apply the concepts discussed in the readings and class discussions. For this reason they will be open book/open note.
Final Exam (20%): There will be an in-class final examination for the course. Please mark your calendar for Tuesday, March 19th, 10:15am-12:05pm, which is the university’s assigned time slot for our final exam.

Some policies to note:

- ATTENDANCE AND PARTICIPATION: These are not graded directly – both due to practical limitations (this is a large class), as well as the fact that you are adults and so you are free to choose whether (or not) to get the most out of your college dollar. That said, I hope that you will feel compelled to attend and participate because you find the class interesting and engaging, and also because I do not intend to make my lecture notes and materials (e.g., Powerpoint slides) available – if you miss class, it is up to you to obtain the notes from your classmates. When you are in class, I expect you to maintain an engaged and non-disruptive presence; I reserve the right to sanction students whose behavior repeatedly disrupts the classroom environment.

- LATE SUBMISSION POLICY: Assignments submitted after the posted deadline will be accepted, BUT with a strict, 2 point per hour penalty (no exceptions, no questions asked!), rounded up to the nearest half-hour (e.g., 45 minutes late = 2 point deduction; 2 hr., 20 min. late = 5 point deduction). While you may be tempted to take advantage of this policy, consider whether the improvement in your grade that comes from an extra hour (or six!) is really worth it. In most cases, it is not...just get it done.

- EXTENSIONS without penalty may be granted at the instructor’s discretion, under the following conditions: (a) a written (email) notification must be sent prior to the submission deadline; and (b) only with a compelling, unforeseen circumstance such as a family or health emergency (you must provide documentation).

- DISABILITY ACCOMMODATIONS: Students with documented and approved disabilities may be eligible for accommodations, which are collaborative arrangements between students, faculty, and the university’s Disability Resource Center [http://www.drc.pdx.edu/]. Students with accommodations approved through the DRC are responsible for contacting me prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through the DRC should contact the DRC immediately.

- ACADEMIC DISHONESTY: It should go without saying that plagiarism and cheating are unacceptable and will not be tolerated, but I will say it anyway. “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] This encompasses both egregious acts of cheating like copying the answer to someone else’s exam, 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.
# COURSE OUTLINE

## Week 1 (January 8/10) – Intro: Why We (Urban) Plan

Planning is a fundamental activity for individuals, businesses and other organizations big and small. So what does it mean for places to plan? In this first week we will talk about cities and urban regions, what makes them grow and change (and how the basis of urban development is changing), and why urban planning is important to secure the communities we desire.

**Readings:**

(1/8) Levy, Ch. 1, “An Overview”

(1/10) Levy, Ch. 2, “The Urbanization of America”

   Davis (1965), “The Urbanization of the Human Population” (D2L)

   Mumford (1968), “The Fourth Migration” (D2L)

**Web Links:**

NASA Bright Lights, Big City: [http://earthobservatory.nasa.gov/Study/Lights/](http://earthobservatory.nasa.gov/Study/Lights/)

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## Week 2 (January 15/17) – Planning the Modern City (A Brief History)

The profession of urban planning as we know it has its origins in the explosive growth of industrial cities of 19<sup>th</sup> century, but has evolved considerably since that time. In this week we will review the history and evolution of the urban planning field, from the industrial to the post-industrial city.

**Readings:**


   Hall (1996), “The City of Dreadful Night” (D2L)


(1/17) Levy, Ch. 4, “The History of Planning: Part II”

   Fishman (2000), “The American Metropolis at Century’s End” (D2L)

**Web Links:**

Tenement Museum of New York Tour: [http://www.tenement.org/Virtual_Tour/index_virtual.html](http://www.tenement.org/Virtual_Tour/index_virtual.html)

Columbian Exposition: [http://xroads.virginia.edu/~ma96/WCE/title.html](http://xroads.virginia.edu/~ma96/WCE/title.html)

Photographs from “How the Other Half Lives”:


Excerpt from “Garden Cities of Tomorrow”: [http://www.library.cornell.edu/Reps/DOCS/howard.htm](http://www.library.cornell.edu/Reps/DOCS/howard.htm)

American Planning Association Historic Timeline: [http://www.planning.org/pathways/default.htm](http://www.planning.org/pathways/default.htm)
Week 3 (January 22/24) – How We Plan

Planning is more than just making plans – it is a process of thinking systematically about the future and choosing a path that is both possible and desirable. In this week we will discuss the standard approach of planning, the “rational planning” model, key planning institutions, and the most widespread manifestation of the planning process: the comprehensive plan.

Readings:

(1/22) Levy, Ch. 5, “The Legal Basis for Planning”
Jacobs (1999), “Fighting Over Land” (D2L)

Assignment 1 (Urban Place Assessment) Due

(1/24) Levy, Ch. 8, “The Comprehensive Plan”
Levy, Ch. 19, “Planning Theory”

Web Links:

Week 4 (January 29/31) – Whose Plan Is It Anyway?

Plans are a direct reflection on the interests and priorities of those involved with making the plan. Almost inevitably, groups that are excluded from the planning process – intentionally or unintentionally – are less likely to have their voices heard, and their interests and priorities addressed. In this week we will talk about the politics of planning, and how the role of public participation in planning has changed over the years.

Readings:

(1/29) Levy, Ch. 6, “Planning and Politics” and Ch. 7 “The Social Issues”
Logan and Molotch (1987), “The City as a Growth Machine” (pp. 50-85 only) (D2L)
Forester (1987), “Planning in the Face of Conflict” (D2L)

(1/31) Arnstein (1969), “A Ladder of Citizen Participation” (D2L)
City of Portland Public Involvement Principles
American Planning Association, “Ethical Principles in Planning”

Web Links:


Quiz 1
Historically, the urban planning field has been primarily focused on the physical and/or built environment of cities, or the “places and spaces.” This is reflected in the fact that land use zoning, which regulates which land uses are permitted in particular locations, is the primary tool in the planner’s toolbox, while planning for transportation systems (usually autos) is a central concern also. In this week we will address the issues of land use and transportation planning, and discuss how they intersect and interact with each other.

Readings:

(2/5) Levy, Ch. 9 “Tools of Land Use Zoning,” and Ch. 10 “Urban Design”

Assignment 4 Progress Report Due

(2/7) Levy, Ch. 12 “Transportation Planning”
     Downs (2004), “Why Traffic Congestion Is Here to Stay ... And Will Get Worse” (D2L)

Web Links:

Portland Maps: http://www.portlandmaps.com/
Carfree Cities: http://www.carfree.com/

Week 6 (February 12/14) – Planning for Prosperity

Planners don’t just care about the places and spaces; they also care about ensuring the economic prosperity of the people who live there. In particular, planning has concerned itself with addressing the social inequities generated by the market, which are reflected in community development strategies to ameliorate substandard housing, crime and vast disparities in the life chances of different groups. But planning also works to “grow the pie” through economic development strategies that promote business investment and job growth.

Readings:

(2/12) Levy, Ch. 11, “Urban Renewal and Community-Based Development”
     Stoecker (1997), “The CDC Model of Urban Redevelopment” (D2L)

Assignment 2 (Planning Regulation Analysis) Due

(2/14) Levy, Ch. 13, “Economic Development Planning”
     Review PDC’s Economic Development Strategy

Web Links:

Week 7 (February 19/21) – Planning for Regional Harmony

From the outset, planners have envisioned metropolitan regions where cities and suburban communities share in regional prosperity and development, and urban growth coexists with the rural countryside around it. Yet since the latter half of the 20th century, urban growth in most U.S. cities has been dominated by a model in which suburban development “sprawls” ever further outward from the urban core, and regional planning and cooperation are nonexistent. A few places, including Oregon and the Portland metro, have bucked this trend and developed robust systems for growth management and regional cooperation, which we will discuss in this week.

Readings:

(2/19) Levy, Ch. 14, “Growth Management, Smart Growth and Sustainable Development”
  Downs (2005), “Smart Growth: Why We Discuss It More than We Do It” (D2L)
  Knaap (1994), “Land Use Politics in Oregon” (D2L)

(2/21) Levy, Ch. 16, “Planning for Metropolitan Regions”
  Seltzer (2004), “It’s Not an Experiment: Regional Planning at Metro” (D2L)

Web Links:

Program’s History (Timeline): http://www.oregon.gov/LCD/history.shtml.shtml
Metro (Portland’s metro gov’t.) http://www.metro-region.org/

Quiz 2

Week 8 (February 26/28) – Planning for Inclusivity

Cities have always been places where diverse groups of people have converged – from rural hinterlands and distant countries – in search of a better life. While many succeed, they do so despite tremendous barriers of racial, ethnic and religious discrimination, and persistent segregation, which inhibit economic and social mobility. This week we will discuss the historical and contemporary roles of urban planning in promoting inclusive, multicultural communities.

Readings:

  Gibson (2007), “Bleeding Albina” (D2L) “Communities of Color in Multnomah County: An Unsettling Profile” (D2L)

  Harwood (2005), “Struggling to Embrace Difference in Land-Use Decision Making in Multicultural Communities” (D2L)

Assignment 3 (Planning Hearing Observation) Due
Week 9 (March 5/7) – Planning for Sustainability

Sustainability, which has been described as “a world in which both human and natural systems can continue to exist long into the future,” is one of the most fundamental challenges facing cities – and indeed, humankind – today. How do we ensure that the growth and development of our urban areas takes place within the limits of the natural systems upon which we depend? In this week we will talk about steps that cities like Portland are taking to become more “green,” such as systematic efforts to reduce localized carbon emissions. But we will also take a broader view on the subject of sustainability, and discuss the intersections between sustainability and social justice, reflected in the environmental justice movement. We will also discuss the impact of natural disasters and the concept of resilience as it relates to the potential ability to plan for places that are better able to resist and/or recover from natural disasters.

Readings:

(3/5)  Levy, Ch. 15, “Environmental and Energy Planning”
       Portland/Multnomah County Climate Action Plan

(3/7)  Bullard (1994), “Overcoming Racism in Environmental Decision-Making” (D2L)
       Agyeman (2005), “Just Sustainability in Practice” (D2L)

Web Links:

Sprawl City:  http://www.sprawlcity.org/
Sierra Club: http://www.sierraclub.org/sprawl/overview/
Earth Day Net: Your Ecological Footprint: http://www.earthday.net/footprint/ (take it prior to coming to class if you haven’t done so before)
ICLEI –Local Governments for Sustainability: http://www.iclei.org/

Week 10 (March 12/14) – Planning in an International Context

Planning is not an exclusively American endeavor. Planners in other nations around the world confront many of the same as well as many quite different challenges from those we face in the US. We conclude our class by broadening our view of planning placing it in a global context and comparing planning issues and approaches internationally.

Readings:

(3/12)  Levy, Ch. 18, “Planning in Other Nations”

Assignment 4 (Planning in the Media: Journal & Analysis) Due

(3/14) No readings – wrap-up