INTRODUCTION – OREGON IN THE NATIONAL CONTEXT (Read Takings Clause History and Quiet Revolution Articles)

STATE PLANNING STRUCTURE – SBs 10 and 100, LCDC, DLCD and ADVISORY COMMITTEES; GOAL AND RULE MAKING. (Read *SBs 10 and *100, ORS *ch. 197 and ORS 195.300-.336 and Remarks to U of O Symposium and Year Zero Articles)

THE ACKNOWLEDGEMENT AND POST ACKNOWLEDGEMENT PROCESSES; PERIODIC REVIEW; MEASURES 56, (now *ORS 197.047, .250-.274, .610-.625 and .626-.647, 215.503, 227.186 and 268.393), 37 and 49 (now *ORS 195.300 to .336)

THE PROCESS GOALS (1-2); EXCEPTIONS AND COORDINATION (*Read these Goals, *ORS 197.180, and *OAR 660, Div. 004)

CONSERVATION, NATURAL RESOURCES, AND ENVIRONMENT GOALS (3-8 and 13) (*Read these Goals, *ORS 195.120-.125 and .250 and .260. and *OAR 660, Divs. 006, 023 and 033 and skim “Long and Winding Road” and Forest Articles)

COASTAL AND GREENWAY GOALS (15-19) (*Read these Goals and *OAR 660, Div. 017, 020, and -023) MID-TERM

URBAN GOALS (9-12 and 14); URBAN AND RURAL RESERVES (*Read these Goals, Goal 11 and 14 Articles and *OAR 660, Divs. 007, 008, 009, 012, 022 and 027 and ORS 195.137 to.145*

LOCAL GOVERNMENTS – CITIES AND COUNTIES; (*Read ORS ch. 227, ORS 92.010 to .179, .205 to .245 and .830-.845; ORS 197.195, 197.360-.380, and 197.763 and 197.796)

THE LAND USE BOARD OF APPEALS (*Read ORS 197.805-.850 and “Reviewing the Reviewer” Article)

METRO, LOCAL GOVERNMENT AND SPECIAL DISTRICT COORDINATION, THE COLUMBIA RIVER GORGE, AND REGIONAL PROBLEM SOLVING (Read *ORS chs. 195 and 215 and ORS 268.300-.310 and .347 TO .393, ORS 196.105-.165, ORS 196.652-.659 and the Regional Problem Solving (“RPS”) Article)

PAPERS DUE

FINAL EXAMINATION
* Bring these materials with you to class that evening.
Course Materials: Online

**ADDITIONAL COURSE CONSIDERATIONS**

At the request of the administration, I bring the following to your attention:

1. **Ethical Considerations** – 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. Plagiarism is the act of claiming someone's work as your own through copying it without giving the creator of the work credit. Plagiarism can also include using another person's theories, ideas, or phrases without proper attribution. The simplest way to avoid plagiarizing is to always cite the sources from which you gather information or develop arguments – just cite anything you use from someone else (it actually makes your work stronger!). Plagiarism is a serious issue and is a violation of the [PSU Student Conduct Code](https://www.pdx.edu/studentconduct). University policy requires instructors to report all instances of plagiarism and penalize the perpetrator(s) according to guidelines set. Please see me if you ever have any questions about how to cite your work.

2. **Disability Resource Center (DRC) statement** – I concur with the statement entitled Access and Inclusion for Students with Disabilities found at [https://www.pdx.edu/drc/syllabus-statement](https://www.pdx.edu/drc/syllabus-statement).

3. **Sexual Harassment and Misconduct** – I also concur with the University statement at [https://www.pdx.edu/sexual-assault/faculty-staff-resources-responding-to-students-in-distress](https://www.pdx.edu/sexual-assault/faculty-staff-resources-responding-to-students-in-distress).

4. At the request of the Diversity, Equity & Inclusion (DEI) committee chair Megan Horst, please note that if you have feedback on Diversity, Equity or Inclusion (DEI) at the Toulan School? the Diversity Committee welcomes kudos, ideas, and concerns, related to this particular class or other issues in the Toulan School. Students are welcome to submit anonymous feedback and/or communicate with the DEI committee members directly.

5. Finally, I adhere to and endorse the USP Degree Program Student Learning Outcomes Compilation found at [https://docs.google.com/document/d/1watyYxsT8YbmC2W0CK2trSM6nMYlZZJHm4gPG5QCeNc/edit](https://docs.google.com/document/d/1watyYxsT8YbmC2W0CK2trSM6nMYlZZJHm4gPG5QCeNc/edit) as part of the curriculum at the Toulan School.