10/1 Introduction
“Why do we produce and implement plans when, where, in the manner, and with the objects that we do?”

*Peter Marcuse, “The Three Historic Currents of City Planning.” In Fainstein/DeFilippis.

Margaret Garb, “Race, Housing, and Burnham’s Plan: Why is there no Housing in the 1909 Plan of Chicago?” JPH, 10, 2, 2011.
Rebecca Ross, “Picturing the Profession: The View from Above and the Civic Imaginary in Burnham’s Plans.” JPH, 12, 3, 2013.

10/15 Group meetings to discuss work plans and products this week.

Regulation
*Sonia Hirt “Home, Sweet Home: American Residential Zoning in Comparative Perspective.” In Fainstein/DeFilippis.


10/18 ***Oregon Department of Land Conservation and Development Program***

9 AM – 1 PM (Lunch included)***

10/22 Metropolitanism/Regionalism

*Robert Fishman, “The Metropolitan Tradition in American Planning.” In Fishman. (On d2l Site)

*John Thomas, “Holding the Middle Ground.” In Fishman. (On d2l Site)

*Alan Brinkley, “The National Resources Planning Board and the Reconstruction of Planning.” In Fishman. (On d2l Site)


10/29 Urban Renewal/ Neighborhood Planning/Housing

*James Scott, “Authoritarian High Modernism.” In Fainstein/DeFilippis.

*Jane Jacobs, “The Death and Life of Great American Cities.” In Fainstein/DeFilippis.

*James Scott, “The High-Modernist City: An Experiment and a Critique.” In *Seeing Like a State*, Yale University, 1998. (On d2l site)


*Paul Davidoff, “Advocacy and Pluralism in Planning.” In Fainstein/DeFilippis.
*Faranak Miraftab, “Insurgent Planning: Situating Radical Planning in the Global South.” In Fainstein/DeFilippis.
Ananya Roy, “Urban Informality: The Production of Space and Practice of Planning.” In Fainstein/DeFilippis.
Leonie Sandercock, “Towards a Cosmopolitan Urbanism: From Theory to Practice.” In Fainstein/DeFilippis.
Iris Marion Young, “Inclusion and Democracy.” In Fainstein/DeFilippis.


Zachary Lamb and Lawrence Vale, “From the Cold War to the warmed globe: planning, design-policy entrepreneurism. And the crises of nuclear weapons and climate change.” PP 34, 3, 2019.

11/5 Transportation


11/12 Environment/Growth Management


Symposium in JAPA, 82, 4, 2016, about the Beatley article.
Symposium in JAPA, 83, 1 and 2, 2017, about “Does Compact Development Make People Drive Less?”

11/19 Planning Theory
*Susan Fainstein and James DeFilippis, “Introduction: The Structure and Debates of Planning Theory.” In Fainstein/DeFilippis.
*Richard Klosterman, “Arguments For and Against Planning.” In Fainstein/DeFilippis.
*Susan Fainstein, “Spatial Justice and Planning.” In Fainstein/DeFilippis.
*Patsy Healey, “The Planning Project.” In Fainstein/DeFilippis.
*June Manning Thomas, “The Minority-Race Planner in the Quest for a Just City.” In Fainstein/DeFilippis.
*Vanessa Watson, “Seeing from the South.” In Fainstein/DeFilippis.


Symposium in Planning Theory, 15, 4, 2016, about the Public Interest.

11/26 Implementation Alternatives
*Daniel Mazmanian and Paul Sabatier, Implementation and Public Policy with a New Postscript, University Press of America, 1989, Chapters 1 and 2. (On d2l Site)


12/3 Presentations

12/10 Presentations

Course Requirements:
I. Adopt a Plan and write three memos (2 pages for each of the first two memos; 3 pages for the third memo; double-spaced, 12-point type) about the following topics as each relates to the plan you’ve adopted:
   (1) Historical analysis due 11/5 in class
   (2) Political analysis due 11/19 in class
   (3) Implementation alternatives analysis due 12/3 in class

The following readings are aimed specifically at assisting you to write these memos:

Richard Foglesong, “Planning the Capitalist City.” In Fainstein/DeFilippis.

Frank Fischer, “Participatory Governance: From Theory to Practice.” In Fainstein/DeFilippis.


Tali Hatuka, et. al., “The Political Premises of Contemporary Urban Concepts: The Global City, the Sustainable City, the Resilient City, the Creative City, and the Smart City.” PT&P, 19, 2, 2018.

(3) Kevin Krizek, Ann Forsyth and Carissa Schively Slotterback, “Is There a
For the first two memos assume that you are the Director of planning of the agency producing the plan, and you are addressing your recently assembled staff. You are at the beginning of the planning process, and are about to start. For the third memo you are the Director addressing the official body in charge of the plan, and staff analyses of several implementation alternatives have been completed.

The main questions to be addressed in the first memo are: Given that we are going to do this plan now, what are the most important aspects of the historical context that will shape the work that lies ahead? In light of the nature and extent of the issues/problems that we will be addressing, what challenges are we likely to confront?

The main questions to be addressed in the second memo are: Who are the actors inside and outside government who should/will play influential roles in plan-making and implementation, what are their interests likely to be, and how influential is each of them likely to be?

The main questions to be addressed in the third memo are: What are alternative ways of achieving an important goal of the plan? What are the strengths and weaknesses of those alternative approaches? Which implementation alternative(s) is(are) recommended for adoption? What evidence is there in the scholarly and practice literatures that sheds light on the causal relationship between the alternative(s) we are recommending and the goal we want to reach? How confident are we in the data and the methods of data analysis that we have used to examine alternatives?

Each group must prepare a work plan and schedule a meeting with me during the week of 10/15 to discuss it.

Each student will write memos. The first and second memos may be revised (once) and resubmitted by 12/10.

II. A class presentation during one of the last two sessions. This will be a group project, and there will be a group grade for the presentation. Each group will assume that it is presenting the results of its planning process and making recommendations at a public hearing. The presentation will be videotaped.

Theory and Practice: Comparing Program Evaluation and Evaluation in Planning.” JPER, 38, 1, 2018. Jennifer Horney, et al., “Assessing the Quality of Rural Hazard Mitigation Plans in the Southeastern United States.” JPER, 37, 1, 2017; John Forester, “Creating Surprise and the Art of the Possible: The Drama of Mediating Differences.” In Fainstein/DeFilippis. In addition, the paper should also include an annotated bibliography of articles from scholarly and practice journals that were used to produce Memo #3. The paper should incorporate ideas and arguments from those journal articles and class readings into the critique.

IV. History Essay. Each student will write a 1000-word essay that situates the plan element or plan you studied within its broad historical context, for example, a transportation plan or element within the context of the history of transportation planning, or a housing element within the historical context of housing policy and planning. The essay should include a discussion of the relationship to the plan of one or more Oregon statewide planning goals and draw on all the relevant course readings as well as additional historical material as appropriate. Due 11/26.

Grading:
Memos: 50%
History Essay: 25%
Critique: 15%
Presentation: 10%

PhD Students:
We will meet to discuss required course and individual projects.

Additional readings for doctoral students:

Journal acronyms:
- E&P B: P&D: Environment and Planning B: Planning and Design
- JAIP: Journal of the American Institute of Planners (the earlier name of JAPA)
- JAPA: Journal of the American Planning Association
- JPER: JPER
- JPH: Journal of Planning History
- JPolH: Journal of Policy History
- JUH: Journal of Urban History
- PP: Planning Perspectives
- PP&R: Planning Practice and Research
- PT: Planning Theory
- PT&P: Planning Theory and Practice
- UAQ: Urban Affairs Quarterly
- UAR: Urban Affairs Review

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/drc.

- 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 webpage (https://www.pdx.edu/environmental-health-safety/fire-and-life-safety) for information.

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. 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. If you would rather share information about sexual harassment, sexual violence or discrimination to a confidential employee who does not have this reporting responsibility, you can find a list of those individuals or contact a confidential advocate at 503-725-5672. For more information about Title IX please complete the required student module Creating a Safe Campus in your D2L.