PORTLAND STATE UNIVERSITY
COLLEGE OF URBAN AND PUBLIC AFFAIRS

Course: USP 541 Dynamics of Planning Practice
Term: Winter 2018
Days/Times: Tuesdays 1-3:40pm
Room: URBN 270

Instructor: Professor Matthew F Gebhardt, AICP
Office Hours: By appointment
Office: URBN 370S
E-mail: mfg@pdx.edu

COURSE DESCRIPTION
Planning is not neutral work. In every planning decision, there are winners and losers. Planning analysis shines a light on certain factors and not others, and values information from one group’s perspective and not others. As actors in the planning arena, planners’ actions, analysis and advice have consequences. In this course, we examine the extent to which the individual planner influences and bears responsibility for decisions and choices that are made during planning activities in a rapidly globalizing world. We look at different conceptualizations of the planning process and the planner’s role in structuring it, selecting and presenting information, and shaping how issues of diversity, equity, and sustainability are, or are not, addressed. Our aim is to investigate instances of planner’s work to understand in practical terms the practical dilemmas that arise. The objective of the course is to increase the awareness of the ethical consequences of a planner’s actions, to begin to develop a framework for systematic analysis, and to encourage a personal reflection on values with respect to the world as a whole and the communities with which we work.

LEARNING OUTCOMES
A student who successfully completes this class will be:
- Able to comprehend the philosophies, frameworks, and perspectives for understanding and assessing planning problems (including the AICP Code of Ethics);
- Familiar with the persistent and emerging conceptual, practical, and ethical dilemmas inherent in planning and development;
- Able to appreciate the roles and power of planners, officials, stakeholders, and community members in planning processes and problems;
- Capable of analyzing and interpreting planning practice in light of the above.

TEACHING METHODS
This course is taught through a once weekly lecture/seminar scheduled for Tuesdays 1-3:40pm. Class sessions will primarily involve case studies and learning circle discussions supplemented by lectures. Since discussion is such an important component of the course, students are expected to attend every session unless arrangements have been made with the instructor prior to class. Students are also expected to read all required readings, respond to all case studies, and come to class prepared to discuss that week’s topics with their group, the class, and the instructor. As noted below, attendance and participation will be reflected in your final grade.
TEXTS AND READINGS
There are no required texts for this course. The required readings and supplemental materials are available online either through the University Library’s website or other online sources. Copies or links to these readings will be provided on the D2L site.

The total number of readings for this course has been kept low (and free). This is for several reasons: 1. to encourage students to complete all readings, 2. to provide students time to reflect on the readings, and 3. to leave space for students to read news articles and other media (independently and as assigned throughout the term).

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 also receive your grades and feedback.

- Assignment 1: Weekly Scenario Responses and Learning Circles 50
- Assignment 2: Media Issue Analysis 30
- Assignment 3: Open Reflection on Role of Planner(s) 20
- Total 100

The basic rubric used to grade graduate-student work is as follows:
- A: Demonstrates original thought and synthesis of ideas, sophisticated, cogent analysis, and is clearly written or presented. Excellent work.
- A- or B+: Presents above average analysis with appropriate evidence to support the ideas and is clearly written or presented. Good work.
- B or B-: Shows a basic level of understanding, with analysis limited to the most obvious arguments. Writing is competent. Adequate work.
- C+ or below: Misunderstands or misrepresents the material, or is so poorly written presented as to obscure the analysis. Inadequate work.

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: Weekly Scenario Responses and Learning Circles (50%):
Purpose: To encourage reflection, dialogue, and debate on the concepts and cases shared in this course.

Task: For this assignment, you need to do four things: 1. prior to and during class, actively think about and engage with the material, 2. complete “homework” assignments (surveys, scenarios, memos) intended to help stimulate your thinking, 3. be prepared and willing to engage in discussion and debate, and (perhaps most importantly), 4. be willing to do the above with an open mind and respectful of alternative ways of thinking.

Due: Throughout
Assignment 2: Planning in the Media Analysis (30%)
Purpose: To identify and reflect upon the range and complexity of issues facing planners, developers and community members and to observe the role and effect of planning on people and places.

Task: For this assignment you will track news coverage of planning issues and complete an analysis about a particular issue mentioned in that coverage. Each week course of the term, you will obtain at least one article on a current or continuing story. Over the entire term, at least five of the articles must be on a local (Oregon and Southwest Washington) topic; no more than five of the articles can be on a non-local topic. And no more than three articles may be on the same topic. Depending on time, one or two students may be asked to share their news stories during class.

Each student will also write an analysis of one news story, focusing on the key public and private actors involved, connection to existing plans and planning processes, substantive issues at stake, and sources of conflict. Your analysis should focus on the moral and ethical dilemmas that were (or should have been) confronted by planners in these cases and make an argument for how you might react if faced with a similar situation.

Due: Weekly article summary (25% of assignment grade)
Final analysis – Friday, March 16th, 11:59pm (75% of your assignment grade)

Assignment 3: Open Reflection on Role of Planner (20%)
Purpose: To encourage reflection on the role you may play as a future professional planner.

Task: For this assignment, you will write a short paper synthesizing discussions and readings from the course into your individual reflections on the role of a professional planner.

Due: Wednesday, March 21st, 11:59pm

Late Assignments: Late assignments create a variety of issues related to equity, pedagogy and integrity. Please try to avoid them if at all possible. If you have legitimate (preferably documented) reasons for a late assignment, you can petition for an extension. Communication is important; extensions will only be granted if you contact me in advance of a deadline.

Academic Integrity: All work done for the course must be your own. The work must be original and prepared for this class. Plagiarism is unacceptable. Copying the work of another and not citing it; lifting text from the Internet; or even presenting ideas that are not your own without proper attribution are all examples of plagiarism. Submitting work for this class that has been done for another class also counts as plagiarism, it is called “plagiarizing oneself.” Plagiarism will result in a zero on the assignment and could result in higher university level sanctions.

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.
- Please be aware that the accessible tables or chairs in the room should remain available for students who find that standard classroom seating is not useable.
- 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.

SEXUAL ASSULT AND HARRASSMENT
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. I take this responsibility very seriously, and I expect a culture of professionalism and mutual respect in our department and class. You may report any incident of discrimination or discriminatory harassment, including sexual harassment, to either the Office of Equity and Compliance (https://www.pdx.edu/diversity/office-of-equity-compliance) or the Office of the Dean of Student Life (https://www.pdx.edu/dos/student-conduct-at-psu).

PSU's Student Code of Conduct (https://www.pdx.edu/dos/psu-student-code-conduct) makes it clear that violence and harassment based on sex and gender are strictly prohibited and offenses are subject to the full realm of sanctions. If you or someone you know has been harassed or assaulted, you can find resources on PSU’s Enrollment Management & Student Affairs: Sexual Prevention & Response website at http://www.pdx.edu/sexual-assault.

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 or sexual violence to a confidential employee who does not have this reporting responsibility, you can find a list of those individuals here: https://www.pdx.edu/sexual-assault/get-help. For more information about Title IX please complete the required student module Creating a Safe Campus in your D2L or find more information about it here: https://www.pdx.edu/sexual-assault/safe-campus-module.

OTHER CAMPUS RESOURCES
The PSU Food Pantry offers supplemental food items to currently enrolled PSU students. The pantry is located in SMSU 325. For more information, you can email foodhelp@pdx.edu. For more information on food and wellness assistance for students visit: https://www.pdx.edu/student-access-center/.

The Office of Diversity & Multicultural Student Services (Smith Memorial Union 425) provides structured, academic support service, advising, referrals, and advocacy for first-generation college students, low-income and others facing special challenges. Visit http://www.pdx.edu/dmss/ for info.

Services are available for students with children, including childcare subsidies and family events, a lending library and clothing closet, lactation spaces, and a Family Resource Room. More information can be found at: https://www.pdx.edu/students-with-children/our-services.
The Learning Center (Millar Library 245) mission is to foster the learning process by empowering PSU students to accomplish their academic and personal goals. In addition to helping with current coursework, academic support services can assist in developing effective learning strategies. See [http://www.pdx.edu/tutoring/](http://www.pdx.edu/tutoring/) for more info.

The Writing Center (Cramer 188) will help you with all varieties of projects, including class assignments, resumes, application essays, presentations, and creative writing. It aims to help writers at any stage of the writing process, from brainstorming to the final draft. You can schedule an appointment online: [http://www.writingcenter.pdx.edu/](http://www.writingcenter.pdx.edu/). Their website also contains resource pages that suggest ideas and strategies for completing writing projects.

Student Legal Services provides legal advice and assistance on a range of areas of law including family, landlord-tenant, and immigration. More information can be found at: [https://www.pdx.edu/sls](https://www.pdx.edu/sls).
## COURSE OUTLINE

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tr>
<td>Week 5: Feb 6</td>
<td>Stakeholders and Participation</td>
<td>Priority:</td>
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<td>Week 6: Feb 13</td>
<td>Diversity, Difference, and Cultural Competency</td>
<td>Priority:</td>
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### Week 7: Feb 20

**Emotion, Care, and Trust**

**Priority:**


**Secondary:**


### Week 8: Feb 27

**Justice and Equity**

**Priority:**
Fainstein, Susan S. 2010. “Justice and Urban Transformation: Planning in Context and Conclusion: Toward the Just City.” *The Just City*


Marcuse, Peter. 2009. “Postscript: Beyond the Just City to the Right to the City” in *Searching for the Just City: Debates in Urban Theory and Practice*.


**Secondary:**
| Week 9: Mar 6 | **Sustainability, Environment** | **Priority:**  

| Week 10: Mar 13 | **Review and Reflection** | **Priority:**  
AICP Code of Ethics: [https://www.planning.org/ethics/ethicscode.htm](https://www.planning.org/ethics/ethicscode.htm)  
APA Ethical Principles in Planning: [https://www.planning.org/ethics/ethicalprinciples.htm](https://www.planning.org/ethics/ethicalprinciples.htm)  
**Secondary:**  

| Finals: Mar 20 (Thu) 10:15-12:05 |  |  |