COURSE DESCRIPTION
Human settlements reflect the social values and choices of a given society. Examining an aerial photo of a city can tell you its history. Urban and rural places grow and shrink, thrive and die based on the influences under the control of people living there and external influences that community residents cannot control. Good land-use planning recognizes this and draws on distinct, but overlapping bodies of knowledge to promote livable and equitable communities. Good land-use planning builds on social and economic ways theories. It draws on ecological, geographic, and engineering knowledge. It relies on political theory to navigate difficult decisions. The ultimate goal of land-use planning is to shape more socially resilient and environmentally and economically sustainable places. This course introduces you to the theoretical underpinnings and practical tools available for land-use planning and its implementation.

This course will teach you the key concepts framing land-use planning practice in the U.S. and corresponding skills to become a land-use planner.

Through this course you will learn:
• How land use planning interacts within political, social, economic, and geographic systems.
• How the process of land use decision-making happens in the United States

COURSE OBJECTIVES
• Key tools, processes, and policies for effective land-use implementation.

COURSE FORMAT
The course will meet once a week for 2 hours and 40 minutes. Meeting will include a mix of lectures, by myself and guest speakers, discussions and activities. To maximize classroom learning please complete the readings before coming to class. The instructor reserves the right to update the syllabus as needed.
COURSE PREREQUISITES
While there are no formal prerequisites for this course, a general understanding of planning practice will enhance the student’s experience.

COURSE REQUIREMENTS
One textbook is required for the class:
Additional readings have been placed on blackboard (D2L).

COURSE ASSESSMENT
Your final grade is based on the following:

2) 2 assignments (worth 30% each)
   a. Assignment 1: See D2L for full explanation. Due end of week 5.
   b. Assignment 2: See D2L for full explanation. Due end of week 8.

2) A term paper (worth 30%). You will choose a land use policy or issue that you would like to learn more about. You will submit your topic choice to me for approval by the end of week 7 at the latest.

3) Class Participation (10%). Please come to class prepared to discuss the reading materials. Class participation will be assessed through your attendance and your engagement in class discussion and completion of in class activities.

At the end of Class 1, students will independently form 8 groups. Starting in Week 2, each group will come prepared at the beginning of each class to lead the discussion on the readings. This discussion can take any form either informal or ppt. Be prepared to have a 30 minute conversation. Note: Week 9 is skipped, no readings this week.

All assignments and papers must be submitted as a hard copy unless otherwise stated. Grading electronically limits my feedback and delays my grading timeline. If there is an extenuating circumstance, please let me know and we can make other arrangements. Do not be late with your work!

Makeup assignments: Even if you miss class for an excused reason, you will need to submit a reflection/reaction piece to the assigned readings. Should there not be readings assigned for the week, please let me know and we will discuss how you can make up the class. These are due within two weeks of the missed class. Please do not contact me with alternative suggestions to fulfill this requirement.
COURSE POLICIES

Attendance: I hope that you will feel compelled to attend and participate because you find the class interesting and engaging. I encourage you to actively participate in every class – meaning do not just attend class. Participation is a central part of your grade, but attendance is up to you. The assignment section explains how students makeup missed classes. Repeated absences will not be tolerated without a legitimate explanation. Please contact the instructor if you miss class frequently to discuss whether you should continue in the class.

Electronics: Students may use computers or tablets during class to take notes or look up additional information. However, should your computer use become disruptive to the class or it becomes apparent that you are not using the device for course related activities, I will ask you no longer bring the device to class. Please note that the latest research indicates that taking notes by hand will produce the best learning for most students.

Correspondence: I will make every effort to respond to emails sent to me during the week within 48 hours. Please do not email me via D2L; email me directly instead at ras29@pdx.edu. Also, from time to time I may send emails to the class at your pdx.edu account; I expect that you will check that email account on a regular basis.

Extensions: Without penalty may be granted at the instructor’s discretion only with a compelling, unforeseen circumstance such as a family or health emergency. Otherwise late work will simply not be graded.

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.
Inclusive Learning Environment: We will touch on tough topics throughout this course. Everyone enters the course with a wide range of identities, experiences, and ideas about how to work with people different than themselves. We also bring cultural norms about effective communication, emotional expression, and how learning should take place. We will always work to create an environment where people feel safe to share opinions and ask questions. We will also hold one another accountable for self-teaching where applicable. However, please let me know if the tenor of discussions prevents you from sharing your viewpoints. Additionally, if you have feedback on Diversity, Equity or Inclusion (DEI) at the Toulan School? We welcome kudos, ideas, and concerns, related to this particular class or other issues in the Toulan School. Students are welcome to submit anonymous feedback here, and/or communicate with the DEI committee members directly.

Academic Dishonesty: 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. 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.

Title IX and Discriminatory Policy: Portland State is committed to providing an environment free of all forms of prohibited discrimination and sexual harassment (sexual assault, domestic and dating violence, gender or sex-based harassment and stalking). If you have experienced any form of gender or sex-based discrimination or sexual harassment, know that help and support are available. PSU has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and on-housing accommodations, helping with legal protective orders, and more. Information about PSU’s support services on campus, including confidential services and reporting options, can be found on PSU’s Sexual Misconduct Prevention and Response website at:

http://www.pdx.edu/sexual-assault/get-help or you may call a Confidential Advocate at 503-725-5672 or by scheduling on-line: psuwrc.youcanbook.me. You may also 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.
Please be aware that all PSU faculty members and instructors are required to report information of an incident that may constitute prohibited discrimination, including sexual harassment and sexual violence. This means that if you tell me about a situation of sexual harassment or sexual violence that may have violated university policy or student code of conduct, I have to share the information with my supervisor, the University’s Title IX Coordinator or the Office of the Dean of Student Life.

COURSE OUTLINE

Week 1: Introducing Land - Use Planning and the Comprehensive Plan (April 2)
Week 2: Zoning and Land Use Codes (April 9)

Required Readings (Weeks 1&2):
A Better Way to Zone: Introduction, 1-3, 5
A Better Way to Zone: Chapter 4, 6-8

Highly Recommended Readings:
Towards a gender conscious counter-discourse in comprehensive physical planning Author(s): Tora Friberg; Source: GeoJournal, Vol. 65, No. 4, Placing Gender/Making Policy (2006), pp. 275-285 Published by: Springer

Platt, Rutherford. Land Use & Society. Ch. 6
Platt, Rutherford. Land Use & Society. Ch. 9

Why Can’t We Make Zoning Simpler? PAS Zoning Practice — January 2018
By Lee Einsweiler

Talen. "Design by the Rules: The Historical Underpinnings of Form-Based Codes." Journal of the American Planning Association; Spring 2009; 75, 2; pg. 144.

Optional Readings:
TGM Program Model Development Code for Small Cities (skim)

April 16, 2019
Week 3: Contemporary Land Use Issues and the Land Use Transportation Connection (April 16)
Guest Speaker: Marisa DeMull, EIT, Alta Planning and Design

Required Readings:
The Rules that Shaped Urban Form, PAS 570 (2012).
https://www.planning.org/publications/report/9026894/
(focus on the Conclusion section)
25 years after Rajneeshee commune collapsed, truth spills out:
http://www.oregonlive.com/rajneesh/index.ssf/2011/04/part_one_it_was_worse_than_we.html
(Read parts 1-5; There is a link from one article to the next at the end of the article that starts with “next...”)


Highly Recommended Readings:

Optional Readings:
Land Use Policy Volume 60, January 2017, Pages 403-407
Integrated research on land-use changes in the face of urban transformations – An analytic framework for further studies
Authored by: Ellen Banzhafa Sigrun Kabischa Sonja Knappb Dieter Rinka Manuel Wolffa Annegret Kindlera

Week 4: Housing (April 23)
Guest speaker: Dr. Marisa Zapata, PSU

Required Readings:
Zapata & Bates. Equitable Land-use


Why Policy Makers are Beginning to Tackle Exclusionary Zoning Across the U.S., Up For Growth February 15, 2019, Mike Kingsella

Highly Recommended Readings:

HUD Decision Letter. 2010. Response to Westchester County’s Analysis of Impediments to Fair Housing Choice.
Optional Readings:
https://www.planning.org/policy/guides/adopted/housing.htm

Week 5: Exclusion and Equity /Tribal Planning (April 30)
Guest Speaker: JD Tovey, Planning Director, Confederated Tribes of the Umatilla Indian Reservation

Required Readings:
Skim these: In class exercise: come prepared to discuss the differences in the approaches from these two memos.


Recommended Readings:


Optional Readings:
The Americans with Disabilities Act Checklist for Readily Achievable Barrier Removal

Assignment 1: Due Friday at 5:00 PM to my mailbox at PSU

Week 6: Managing Growth: Portland Metro region (May 7)
Guest Speaker: Ted Reid, Metro

Required Readings:
25 Great Ideas of New Urbanism, Congress for New Urbanism
Read selectively: Choose three ideas and come prepared to class to discuss three great ideas and tell why they are great (or not!)


Recommended Readings:
Meek, Smart Growth and Ramapo


**Week 7: Gender and Planning (May 14)**
*Guest Speaker: Elizabeth Moorehead*

Required Readings:
Gender, urban space, and the right to everyday life

How ‘Vasectomy Zoning’ Makes Childless Cities
Municipalities shouldn’t block or raise the cost of things young parents need, like day-care centers and two-bedroom houses or apartments.
JAN 28, 2019, CityLab


Recommended Readings:

Monumental Misogyny. Bitch Media. Women in statuary

Week 8: Climate Change, Environmental Justice, and Community Health (May 21)

Guest Speaker: Steve White, Oregon Health Authority

Required Readings:
Wernham A. Health Impact Assessments Are Needed In Decision Making About Environmental And Land-Use Policy. Health Affairs

Commentary: Urban design: an important future force for health and wellbeing

Taking away David's sling: environmental justice and land-use conflict in extractive resource development. Amanda Kennedy, Kai A. Schafft & Tanya M. Howard

Urban green space, public health, and environmental justice: The challenge of making cities ‘just green enough’ Landscape and Urban Planning
Volume 125, May 2014, Pages 234-244 Jennifer R. Wolcha Jason Byrnb Joshua P. Newellc

Recommended Readings:
Oregon Planners4Health, HEALTH AND PLANNING Assessment, July 2017

Fast-Food Fights: News Coverage of Local Efforts to Improve Food Environments Through Land-Use Regulations, 2000–2013
Nixon, Laura ; Mejia, Pamela ; Dorfman, Lori ; Cheyne, Andrew ; Young, Sandra ; Friedman, Lissy C. ; Gottlieb, Mark A. ; Wooten, Heather

Food Swamps Are the New Food Deserts, OLGA KHAZAN DEC 28, 2017, CityLab

EPA Toolkit for Allegations of Environmental Justice

Dernoga MA. Environmental justice disparities in Maryland's watershed restoration programs Environmental Science & Policy, 2015

Optional Readings:
Preventive Medicine
Volume 95, Supplement, February 2017, Pages S141-S147
A comprehensive scoring system to measure healthy community design in land use plans and regulations
Kristin M. Maiden Marina Kaplan Lee Ann Walling AICP, LEED AP-ND
Patricia P. Miller MPP Gina Crist MS, CHES

Land Use Policy
Volume 46, July 2015, Pages 232-240
Land use perception of self-reported health: Exploratory analysis of anthropogenic land use phenotypes Eric Vaz Michael Cusimanob Tony Hernandezc

Zoning and Land use: A Tale of Incompatibility and Environmental Justice in early Phoenix Abigail York, Joseph Tuccillo, Christopher Boone, Bob Bolin, Lauren Gentile, Briar Schoon & Kevin Kane

Land Use Policy
Volume 67, September 2017, Pages 315-326
Community deprivation, walkability, and public health: Highlighting the social inequalities in land use planning for health promotion Shiliang Suabc Jianhua Pia Huan Xiea Zhongliang Caiac Min Wengac

Assignment 2 Due on Friday at 5 PM in my mailbox

Week 9: TBA/Processes of Land Use Review and Evaluation (May 28)
Land use review process/Field Trip

City of Portland Planning and Sustainability Commission Meeting
1900 SW 4th Avenue, Room 2500 (2nd floor)
Tuesday, May 28 2019, 5:00 PM to 8:00 PM

Required Readings:
Agenda Packet for the Planning and Sustainability Commission Meeting(TBA)
Design Review PAS Report 591 Mark Hinshaw and and Marya Morris
Chapters 2 and 3

Recommend Readings:
Design Review PAS Report 591 Mark Hinshaw and and Marya Morris
Remaining Chapters

Week 10: Agricultural Uses and Conservation (June 4)
Guest Speaker: Megan Horst, PSU

Required Readings:
Conflicts in Resource Zones, January 2015, Rosa Lehman, Oregon Chapter of the American Planning Association

Land Trusts and Conservation Easements: Who Is Conserving What for Whom? A. M. MERENLENDER,* L. HUNTSINGER, G. GUTHEY, AND S. K. FAIRFAX Department of Environmental Science, Policy, and Management, Hilgard #3110, University of
Recommended Readings:
Zoning for Urban Agriculture, APA Zoning Practice — March 2010
By Nina Mukherji, Alfonso Morales

Allen S. Predicting success incorporating conservation subdivisions into land use planning. Land Use Policy.

A Generalized Deforestation and Land-Use Change Scenario Generator for Use in Climate Modelling Studies: Adrian Mark Tompkins, Luca Caporaso, Riccardo Biondi, Jean Pierre Bell Published: September 22, 2015
https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0136154


Week 11: Term Paper due

Term Paper due on June 11th. Hard copy only