LEARNING OUTCOMES

A student who successfully completes this course will be able to:

- articulate the history and current status of regional planning in the US,
- describe a typical (if there is such a thing) regional planning process and be able to evaluate a regional plan
- compare and contrast the rationales for and challenges of regional planning
- characterize the 3 c's (characteristics, causes, and consequences) of sprawl
- analyze how sprawl and growth management impact equity
- describe the uniqueness of Metro and regional planning
- apply best practices in growth management, and
- respond to pushback and developing regional coalitions

A student who does well in this class should be better prepared to work for a regional planning agency (like Metro) and to participate in regional collaborative planning efforts. Non-planning students will gain exposure to land use planning and growth management practices and the potential negative or positive impacts on issues like farmland conservation, transportation, housing, equity, etc.

COURSE TOPICS (See associated module for more details)

- Week 1: Introduction, brief history
- Week 2: Sprawl: How to measure, it, causes and impacts
- Week 3: Focus on Portland Metro and Oregon (Class guest: Ted Reid, Metro)
- Week 4: Growth management strategies
• Week 5: Regional equity (No in-class meeting/Dr. H at ACSP conference)
• Week 6: Modeling and forecasting and Buildable Land Inventories (Class guest: Dennis Yee, Metro)
• Week 7: Pushback and regional coalition-building/advocacy (Class guest: Mary Kyle McCurdy)
• Week 8: Rural and scenic areas regional planning
• Week 9: International comparisons (No in-class meeting: Enjoy your Thanksgiving break)
• Week 10: Hot topics of your choice (food, taxes, climate action, transportation other)
• Exam Week: Presentations (We WILL Meet)

COURSE FORMAT

This is a seminar course. The students are expected to prepare for class sessions, and actively engage in discussions. I will deliver very few traditional lectures. Instead, class will include lots of facilitated discussions and activities. We will also have guest speakers. We also will use class time for you to present your assignment findings, when relevant.

TEXTS AND READINGS

All readings are listed under each Module. You are expected to complete the readings, and the reading discussion prompt as relevant, by Tuesday night before each Wednesday class.

You do NOT need to purchase a book for this class. All class readings will be on D2L, in the relevant module under "Read." Some readings will be accessible as a .pdf or via a url, but most require you to access an e-book or article via the Portland State Library. I anticipate this working well, and also reducing your costs, but please let me know if you experience any challenges. Almost all of the books are also available as hard copy via the library, but there is only one copy for the whole university. You are welcome but not expected to purchase the relevant books (we typically only read some chapters from different books).

All readings should be completed by Tuesday night before class. You will post a reading response (following prompts) by Tuesday night every week (except Week 1 and 10). I strongly suggest you check out the reading prompt BEFORE doing your reading, and take notes as you go to enable a faster response. In my experience(and in literature on pedagogy), reading prompts
help students prioritize doing the reading and also help them focus and pull out important points. It will also ensure you come prepared for our graduate seminar-style classes. The reading prompts are not intended to take you a lot of extra time- I expect you to take less than an hour each week to complete them. You will probably get faster as the weeks go by.

**GRADING AND ASSIGNMENTS**

There will be no exams in this class nor any research papers. Instead, assignments are geared to be practical and more like a project a consulting firm or regional planning agency might pursue. Note that there are three such assignments. All are individual assignments (there are NO group projects). Three assignments is a lot in a short quarter, so you should get started right away. You can work on Assignment 3 all quarter.

Your grade will be scored out of 100% (and then translated to the 4.0 PSU grading scale) and based on:

- 25%: Reading Discussion Posts (3% for each of 8 posts, weeks 2-9, plus an extra 1% freeby. See associated discussion or relevant module under "Discuss")
- 25% Assignment 1: UGB Expansion Decision (See associated dropbox for full details)
- 25%: Assignment 2: UGB Expansion Criteria (See associated dropbox for full details)
- 25% Assignment 3: Regional Plan Evaluation (See associated dropbox for full details)

**MAIN DATES**

- Friday October 26: Assignment 1 Due
- Friday November 23: Assignment 2 Due
- Monday December 3: Final Exam period: 12:30pm-2:20pm: Assignment 3 Due. NOTE WE WILL MEET IN CH 483 (not our normal classroom)

**CLASS POLICIES**

See [Class Policies](#)

**Student Resources**

See class folder titled "Student Resources"