Course No: USP 612  
Title: Community, Planning and Ethics  
Term: Fall 2019  
Credit Value: 4  
Days/Times: Monday and Wednesday 6:40-8:30  
Room: Cramer Hall 221  
Instructor: Ian Carlton  
Office Hours: By appointment  
Office: URBN 370B  
E-mail: icarlton@pdx.edu

Course Description
This introductory course provides an overview of the history and theory of community development in North America, the theory and practice of urban planning in North America, and to the ethics of civic and business practices linking the public, private, and non-profit sectors. It examines the tensions among market-based development, community action, and public intervention. Topics cover a wide range of actors, including individual households, private builders and developers, reformers, nonprofit organizations, and governments. The course will focus on plans as the outcome of political processes with specific consequences for different constituencies within the city.

Learning Outcomes
A student who successfully completes this class will be:
- Able to understand the basic history, theory and practice of community development and planning in North America;
- Conversant in the language and terminology of community development and planning practice;
- Familiar with the conceptual, practical and ethical dilemmas inherent in development and redevelopment;
- Capable of analyzing and interpreting community development, planning and real estate development practice in light of history, theory, and ethics.

Teaching Methods
This course is taught through a twice-weekly lecture/seminar scheduled for Mondays and Wednesdays between 6:40 and 8:30pm. Class sessions will involve a variety of teaching methods including lectures, discussions, case studies, guest speakers, and in-class activities. 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 and come to class prepared to discuss that week's topics with the class and the instructor. As noted below, attendance and participation will be reflected in your final grade.
Texts and Readings
All readings are available online through the University Library's website, PDFs provided on the course D2L site, or other online sources. No books are required for the course, though many readings come from one out of print book that is a worthwhile purchase as a lifelong bookshelf resource if reasonably priced: Duerksen, Christopher, Gregory Dale and Donald Elliott. 2009. The Citizen's Guide to Planning, 4th Edition. APA Planners Press.

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. All assignments are due prior to class on the dates identified below. The following represent summaries of the assignments; further guidance will be provided in class and/or via D2L.

Assignment 1: Development Profile (5%)

Purpose: To understand and describe an ongoing development project, including the actors involved.
Task: For this assignment, you will identify and summarize the details of a controversial development project currently being built in Portland. On a single (digital) piece of paper, you will describe the project and identify the players involved, including those with financial interests in the project, those opposed to the project, and others supportive of the project. The key is to identify a development project that involves some level of public disagreement (hint: almost all projects involve controversy).

Deliverable: Memo
Due: 10/9

Assignment 2: Planning Regulation Analysis (15%)

Purpose: To learn about the regulatory environment that governs a property, specifically, the provisions of zoning, the most common land use control.
Task: For this assignment, you will use Portland Maps (www.portlandmaps.com) and other resources to describe the policy constraints applicable to the property analyzed in Assignment One. You will investigate the zoning provisions that govern this property and compare these regulations to the prior land use(s) and the ongoing development.

Deliverable: Memo
Due: 10/30

Assignment 3: Neighborhood / Community Profiles (15%)
Purpose: To understand and describe a neighborhood which provides the context for a development project and the basis for engaging local residents.

Task: For this assignment, you will research the location of the development you evaluated in Assignments One & Two. You will elaborate on the communities relevant to the project and discuss the context-specific interactions between planning, community, and real estate development.

Deliverable: Memo
Due: 11/20

Assignment 4: Development Ethics Presentation (15%)

Purpose: To understand the ethical considerations of real estate development.

Task: For this assignment, you will prepare a brief PowerPoint presentation about the development case study you have created over Assignments One through Three. Your presentation will highlight the most salient ethical concern associated with the development. You will submit the PPT online and be prepared to present your findings to the class.

Deliverables: PowerPoint slides & oral presentation
Due: 12/2

Final Exam (15%): There will be a take-home final examination for the course. The final exam will be available following the last lecture and will be due during the exam period.

Attendance and Participation (25%): You will be expected to attend class and productively participate in class, particularly during discussions of assigned readings. Additionally, at several points throughout the term there will in-class activities that highlight key themes from that day’s topic. These activities may include written work that will be turned in at the end of the class period. Your participation in class discussions and the written output of in-class activities will be used to assess participation.

Improvement (10%): Your performance with regard to assignments and participation may improve over the course of the term. This qualitative portion of your grade will reflect that improvement. Students who excel throughout the term should expect full credit for this aspect of the course grade.

Course Policies
- LECTURE NOTES: I hope that you will attend class and participate because you find the course interesting and engaging. In-class discussions will be a critical aspect of the course and your own lecture notes will serve you best if you need to recall something shared in class. If you are unable to attend class for any reason, I encourage you to compare notes with classmates in addition to thoroughly reviewing readings posted to D2L.
- ELECTRONIC DEVICES: When you are in class, I expect you to maintain an engaged and non-disruptive presence. You are welcome to take notes using a laptop or tablet if you find this to be the most convenient and productive method. In fact, I may ask you during
our discussions to search for reference materials online. However, I ask that you refrain from using programs, apps or sites other than those necessary for note taking in class (e.g., no Facebook or e-mail) as these tend to be distracting to the user and to nearby students. Also, I ask that you refrain from using mobile phones or other devices in class unless there is an emergency.

- **TIMELY COMPLETION:** Assignments, exams, and other materials should be submitted in a timely fashion based on the deadline set by the instructor. The numerical grade on late assignments will be penalized 10% and 0.5% for each full hour it is late. Extensions without penalty may be granted at the instructor’s discretion, under the following conditions: (a) an email notification must be sent prior to the submission deadline; and (b) only with a compelling, unforeseen circumstance such as a family or health emergency.

- **DISABILITY ACCOMMODATIONS:** Students with documented and approved disabilities may be eligible for accommodations, which are collaborative arrangements between students, faculty, and the university’s Disability Resource Center [http://www.pdx.edu/drc/]. Students with accommodations approved through the DRC are responsible for contacting me prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through the DRC should contact the DRC immediately.

- **ACADEMIC CONDUCT:** It should go without saying that plagiarism and cheating are unacceptable and will not be tolerated, but I will state it anyway. “Academic misconduct,” according to Section V.9 of the PSU Student Code of Conduct, “is defined as, actual or attempted, fraud, deceit, or unauthorized use of materials prohibited or inappropriate in the context of the academic assignment. Unless otherwise specified by the faculty member, all submissions, whether in draft or final form, must either be the Student’s own work, or must clearly acknowledge the source(s).” [http://www.pdx.edu/dos/codeofconduct] This encompasses both egregious acts of cheating like copying the answer to someone else’s exam, but also more mundane acts like lifting reference material from websites without attribution. Violations of the Student Code of Conduct such as plagiarism will result in a zero grade for the assignment and could result in stronger, university-level sanctions.

- **CREATING A SAFE CAMPUS:** If you have not done so already, please complete the Safe Campus Module in d2l. If you or someone you know has been harassed or assaulted, you can find the appropriate resources on PSU’s Enrollment Management & Student Affairs: Sexual Prevention & Response website at [http://www.pdx.edu/sexual-assault/]. PSU’s Student Code of Conduct makes it clear that violence and harassment based on sex and gender are strictly prohibited.
## COURSE OUTLINE

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<th>Date</th>
<th>Topic</th>
<th>Readings / Links</th>
<th>Assignments</th>
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<tr>
<td>Week 1-</td>
<td>Course introduction</td>
<td>Davis (1965), “The Urbanization of the Human Population”</td>
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<td>Sept 30</td>
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<td>Week 1-</td>
<td>Pre-Planning</td>
<td>Hall (1996), “The City of Dreadful Night”</td>
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<td>Photographs from “How the Other Half Lives”: <a href="https://www.icp.org/browse/archive/constituents/jacob-ris">https://www.icp.org/browse/archive/constituents/jacob-ris</a></td>
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<td>The Virtual Tenement: <a href="https://www.tenement.org/explore/lower-east-side/">https://www.tenement.org/explore/lower-east-side/</a></td>
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<td>Week 2-</td>
<td>Post-Planning</td>
<td>The Citizen’s Guide to Planning: Chapter 2</td>
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<td>Oct 7</td>
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<td>Portland plans and planning:</td>
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<td>Transportation System Plan:</td>
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<td>Residential Infill Project</td>
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<td>Week 2-</td>
<td>Why Plan?</td>
<td>The Citizen’s Guide to Planning: Chapter 1</td>
<td>Assignment 1</td>
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<td>Columbian Exposition:</td>
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<td>Excerpt from “Garden Cities of Tomorrow”:</td>
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<td>Week 3-</td>
<td>Visions and</td>
<td>Rohe (2009), &quot;From local to global: One hundred years of neighborhood planning&quot;</td>
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<td>About the American Planning Association:</td>
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| Week 3- Oct 16 | **Legal Basis for Planning** | The Citizen’s Guide to Planning: Chapter 7  
**Optional Readings:**  
Case Law Summaries:  
|---|---|---|
Seltzer (2004), “It’s Not an Experiment: Regional Planning at Metro”  
State of OR Land Use Goals:  
[https://www.oregon.gov/LCD/Pages/goals.aspx](https://www.oregon.gov/LCD/Pages/goals.aspx)  
Metro (Portland’s metro govt.):  
[https://www.oregonmetro.gov/](https://www.oregonmetro.gov/) |
| Week 4- Oct 23 | **Development Process** | The Citizen’s Guide to Planning: Chapters 5 and 6 |
| Week 5- Oct 28 | **Objectives** | The Citizen’s Guide to Planning: Chapter 4  
Downs (2005), “Smart Growth: Why We Discuss It More than We Do It” |
Prosper Portland:  
[https://prosperportland.us/what-we-do/urban-renewal/](https://prosperportland.us/what-we-do/urban-renewal/) |
| Assignment 2 |
Harvey (2008), “The Right to the City”  
**Optional Readings:**  
Portland Office of Neighborhood Involvement:  
[https://www.portlandoregon.gov/civic/](https://www.portlandoregon.gov/civic/)  
Communities of Color in Multnomah County: An Unsettling Profile:  
| Week 6- Nov 6 | Three E’s  | Campbell (1996), "Green Cities, Growing Cities, Just Cities? Urban Planning and the Contradictions of Sustainable Development"  

Optional Readings:  
Prosper Portland:  
[https://prosperportland.us/social-equity/](https://prosperportland.us/social-equity/)  
Multnomah County staff training materials produced by Partners for Collaborative Change (D2L PDFs):  
“White Supremacy Culture” & “Address White Dominant Culture” |
| Week 7 – Nov 11 | NO CLASS |   |
| Week 7- Nov 13 | Community Development | Green and Haines (2012), “A History of Community Development in America”  
Green and Haines (2012), “The Role of Assets in Community-Based Development”  

Optional Readings:  
Housing Development Center:  
Oregon Opportunity Network:  
[https://housingoregon.org/](https://housingoregon.org/)  
REACH: [http://reachcdc.org/](http://reachcdc.org/)  
Rose CDC: [http://rosecdc.org](http://rosecdc.org)  
| Week 8- Nov 18 | **Gentrification and Displacement** | Marcuse (1997), "The Enclave, the Citadel, and the Ghetto: What Has Changed in the Post-Fordist U.S. City"
Urban Displacement Project: [https://www.urbandisplacement.org/resources](https://www.urbandisplacement.org/resources)
|----------------|-----------------------------------|---------------------------------------------------------------------------------------------------------|
| Week 9- Nov 25 | **Professional Ethics** | Marcuse (1976) “Professional Ethics and Beyond: Values in Planning”
The Citizen’s Guide to Planning: Chapter 8 |
| Week 9- Nov 27 | **NO CLASS** | |
| Week 10- Dec 2 | **Final Presentations** | Assignment Four presentations |
| Week 10- Dec 4 | **Final Presentations** | Assignment Four presentations |
| Week 11- Dec 9 | **Final Exam Period** | 7:30-9:20 | Final Exam |