Course Description:

Planning occurs in and for real places, in a context provided by a unique combination of local history, culture, politics, economics, and ecology. This course will use an examination of the Pacific Northwest as a means for exploring the links between place and planning. There are historians, writers, artists, critics, and others engaged in an ongoing process of interpreting the nature of this region in their work. Along with more traditional sources of planning information, planners can draw on this body of work as a means for understanding the state of the region, and the role(s) for their plans in this place.
This course is a bit of an experiment. We will consciously seek out information and materials outside of mainstream planning methods and institutions to try to investigate how planners in the Pacific Northwest, and the plans they make, are shaped by the landscape and the place. We will use a detailed investigation of the role played by the beaver in this region as a vehicle for crystalizing the relationships we’re trying to understand. During the term we’ll be joined by a number of guests who will help us in our quest, both conceptually and methodologically. Though focused on the Pacific Northwest, the general approach used in this course is applicable to other regions as well.

The course will have two main components: class sessions and a class project:

- **Class Project – Beavers in the Pacific Northwest**: This term we will explore the idea of the Pacific Northwest, and of ways of knowing a region, through an exploration of the beaver. After all, beavers figured heavily in Indian mythology, were what drew the Hudson Bay Company to this region, became the battleground between early fur trading interests, offer critical insights into the ecology and landscape of the Pacific Northwest, show up on the Oregon state flag, are the mascot for Oregon State, are crucial to the history of Beaverton, and are currently making a stunning comeback. In addition, beavers are renowned engineers and planners, and provide human beings with exemplary models for industriousness, hard work, and accomplishment (see, for example, "eager beaver", “busy as a beaver”, etc.). Put it all together, and we can learn a lot about the Pacific Northwest, about planning, and about the contextualization of planning practice in place by studying beavers.

The Beaver Project will result in two products:

- For the first five weeks of the course, students will develop a comprehensive research paper about some aspect of beavers in the Pacific Northwest (role in Indian cultures, fur trading, Beavers and Salmon, Beavers and Hydrology, Beavers and Oregon History, etc.). The final paper will be due on February 8, both in hard copy and to be presented to the class. The best papers will provide a well-documented, comprehensive, and carefully crafted exploration of the topic, and will present it in the style expected of the best academic research. All research papers will be posted on a blog for use by the public.

- For the second five weeks of the course, students will use the material developed in their research paper as inspiration for creating one or more engaging, inspiring, and thought-provoking pages to be joined together in to a class zine about beavers. We will have a zine-making workshop in class to kick things off, and will aim for a fantastic beaver-themed zine by the end of the term. All zine pages will be
shared with the class on March 15, and will be scanned and added to the Beaver Blog, to be hosted on the website of The Wetlands Conservancy. The best products will embrace the theme of zines, and will clearly treat the material in creative and thought-provoking ways. The zine will be shared with the public at a major symposium on the beaver to take place at Oregon State later in the spring, and will provide a gateway to the research papers posted on the website.

Class Sessions: We’ll be running class sessions as a book club. Each class session will incorporate discussion of assigned reading, short lectures, and possible guest speakers. Class participation is crucial for the success of this class. We’ll address three central questions for each book or collection of readings:

- What does what we have read tell us about sense of place?
- What does what we have read tell us about the Pacific Northwest?
- What does what we have read tell us about planning generally, and planning in this region?

Five books have been ordered and will be required:

- Frances Backhouse, *Once They Were Hats: In Search of the Mighty Beaver* (ECW Press, 2015)

There is a D2L site for the course. You must have an ODIN account to access D2L. I will use that course website to communicate, post class information and provide links to readings and websites. Books are available at the PSU Bookstore, at Powell’s, and on-line.

Grading will be based on the following:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Beaver Project Research Paper</td>
<td>45%</td>
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<tr>
<td>Beaver Project Zine</td>
<td>45%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>10%</td>
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</tbody>
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Schedule and Reading:

January 11 Distribution of Syllabus… discussion/organization of project
Reading:
Bullard, “The Specialty of Place,” on D2L.
Lopez, “American Geographies,” on D2L.
Visitor: Esther Lev, Executive Director, The Wetlands Conservancy

January 18  Sense of Place
Reading:
Stafford “Two Stories Becoming One”
Gustafson “Sense of Place”
Arefi and Triantifillou “Pedagogy of Place”
Jiven and Larkham “Sense of Place”
Van Hulst “Storytelling”
Begin reading Backhouse, all.
Beaver Project Research Paper Topics Chosen and Presented to the Class

Visitor: Esther Lev, Executive Director, The Wetlands Conservancy

January 25  Myths and Legends
Reading:
Berry, all.
Recommended: Carlos Schwantes, The Pacific Northwest: An Interpretive History (University of Nebraska Press, 1996), Chapter 1.

February 1  The Columbia River
Reading:
White, all.
Mumford, “Regional Planning in the Pacific Northwest,” on D2L.
Henkel “Cascadia”

February 8  Backhouse
Reading:
Backhouse, all.
Beaver Project Research Paper Due and Presented to the Class
Visitor: Frances Backhouse

February 15  Beaver Project – Zine Workshop
Leader: Professor Kate Bingaman-Burt
(http://www.katebingamanburt.com/)
Reading: Maybe, maybe not. More info to be provided before the 15th.

February 22  Exploration
Reading:
Nisbett, all.

March 1  Reading the Region
Reading:
Stafford, all.
Abbott and Margheim, “Imagining Portland’s UGB,” on D2L.

March 8
People’s Choice
Reading:
TBA
Manzo and Perkins, “Finding Common Ground”

March 15
Project Presentation and Course Wrap-up
Reading:
Myers, “Future in Planning,” on D2L.
Beaver Project Zine(s) Due and Presented to the Class

Notes:

■ Please see me if you have a documented disability and need accommodations to fully participate in this course.
■ Please see me well in advance if you anticipate having difficulty meeting any of the deadlines listed above. LATE PAPERS WILL NOT BE ACCEPTED.
■ 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. We 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 or the Office of the Dean of Student Life.

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 at: 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.