Course Description
This course provides an introduction to 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 range in scale from housing style choices to aggregate trends in metropolitan form and 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. This is an introductory course that will provide the basis for future learning.

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 Tuesdays and Thursdays between 4.40 and 6.30pm. Class sessions will involve a variety of teaching methods including lectures, discussions, case studies, guest speakers, videos, 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

One book is required for the course:


All readings are available online either through the University Library’s website or other online sources. Links to these readings will be provided on the D2L site.

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 the start of class on the dates identified below. The following represent summaries of the assignments; further guidance will be provided in class and via D2L.

**Assignment 1: Development Profile (10%)**

**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. 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.

**Deliverable:** Memo

**Due:** 1/19

**Assignment 2: Planning Regulation Analysis (20%)**

**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](http://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
Assignment 3: Neighborhood Development Profile (20%)

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 neighborhood surrounding the project and discuss the context-specific interactions between planning, community, and development.

Deliverable: Memo
Due: 2/23

Assignment 4: Development Ethics Presentation (20%)

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 present your findings to the class.

Deliverables: PowerPoint slides & oral presentation
Due: 3/9

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 exam week.

Attendance and Participation (15%): 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.

Some policies to note:

- LECTURE NOTES: I hope that you will attend class and participate because you find the course interesting and engaging. Your own lecture notes will serve you best if you need to recall something discussed in class. In addition, I will be posting any materials presented in class (e.g., Powerpoint slides) via the course D2L site so that there is no need to transcribe each slide. If you are unable to attend class for any reason, I encourage you to review the course slides for the session you missed and compare notes with classmates.

- 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. 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. I reserve the right to sanction students whose behavior repeatedly disrupts the classroom environment.

- EXTENSIONS without penalty may be granted at the instructor’s discretion, under the following conditions: (a) a written (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 (documentation may be required).

- 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 say 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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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings / Links</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>PART I: URBAN PLANNING</td>
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<td>Web Links: NASA Bright Lights, Big City: <a href="http://earthobservatory.nasa.gov/Study/Lights/">http://earthobservatory.nasa.gov/Study/Lights/</a></td>
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<tr>
<td>Week 3-Jan 24</td>
<td>Comprehensive Planning</td>
<td>The Citizen’s Guide to Planning: Chapter 3 Fainstein (2005), Planning Theory and the City</td>
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<td>Week 3-Jan 26</td>
<td>Legal Basis for Planning</td>
<td>The Citizen’s Guide to Planning: Chapter 7</td>
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<td>Week</td>
<td>Regulations (Zoning, Subdivision, Design)</td>
<td>The Citizen’s Guide to Planning: Chapter 5, Chapter 6</td>
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| 4-Jan 31 | | Web Links:  
| | Case Law Summaries:  
| 4-Feb 2 | No Class | Assignment 2 |
| 5-Feb 7 | Growth Management and Regional Planning | Adler (2013), “Introduction to Oregon Plans”  
| | Downs (2005), “Smart Growth: Why We Discuss It More than We Do It”  
| | Seltzer (2004), “It’s Not an Experiment: Regional Planning at Metro” |
| 5-Feb 7 | Capital Improvements and Economic Development | The Citizen’s Guide to Planning: Chapter 2  
| | Downs (2004), “Why Traffic Congestion Is Here to Stay ... And Will Get Worse” |
| | Davidoff (1965), "Advocacy and Pluralism in Planning"  

**PART II: COMMUNITY DEVELOPMENT**
| Week 6-Feb 16 | **Origins of Community Development** | Green and Haines (2012), “A History of Community Development in America”  
Web Links:  
Alinsky, Saul. Rules for Radicals.  
http://www.vcn.bc.ca/citizens-handbook/rules.html |
| --- | --- | --- |
| Week 7-Feb 21 | **Neighborhoods** | Rohe (2009), "From local to global: One hundred years of neighborhood planning"  
Web Links:  
Portland Office of Neighborhood Involvement:  
http://www.portlandonline.com/oni/ |
| Week 7-Feb 23 | **Community Economic Development** | Green and Haines (2012), “The Community Development Process” and “The Role of Community Based Organizations”  
Vidal and Keating (2004), "Community Development: Current Issues and Emerging Challenges"  
Web Links:  
Housing Development Center:  
http://www.housingdevelopmentcenter.org/  
Oregon Opportunity Network:  
REACH:  
http://reachcdc.org/  
Hacienda:  
http://www.haciendacdc.org/  
Rose CDC:  
http://rosecdc.org  
CPAH:  
www.cpahtnc.org/pdx-cdc.html |
| **Assignment 3** |
| **PART III: ETHICS** |
| Week 8-Feb 28 | **Conflicting Definitions and Values** | The Citizen’s Guide to Planning: Chapter 4  
Portland/Multnomah County Climate Action Plan:  
https://www.portlandoregon.gov/bps/49989 |
| Week 8-Mar 2 | **Social and Environmental Justice** | Agyeman (2005), “Just Sustainability in Practice”  
Harvey (2008), “The Right to the City.”  
Web Links:  
The Portland Plan: |
Marcuse (1997), "The Enclave, the Citadel, and the Ghetto: What Has Changed in the Post-Fordist U.S. City"  
Web Links:  
Portland Housing Bureau: [https://www.portlandoregon.gov/PHB/](https://www.portlandoregon.gov/PHB/)  
Home Forward: [http://www.homeforward.org/](http://www.homeforward.org/)  
Network for Affordable Housing: [http://www.noah-housing.org/](http://www.noah-housing.org/)  
Enterprise Community Partners: [http://www.enterprisecommunity.com/Chapter 4](http://www.enterprisecommunity.com/Chapter 4) |
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<td>Week 9-Mar 9</td>
<td>Final Presentations / Lecture Makeup</td>
<td>Time reserved in case a lecture is canceled during the term OR to begin final presentations of Assignment Four.</td>
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<td>Week 10-Mar 14</td>
<td>Final Presentations</td>
<td>Assignment Four presentations</td>
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<tr>
<td>Week 10-Mar 16</td>
<td>Final Presentations</td>
<td>Assignment Four presentations</td>
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