



Introduction to City Planning Department of Planning, Public Policy and Management

PPPM 205: Introduction to Planning Winter 2016 (CRN 27005)

Instructor: Dr. Ren Thomas

Office: 147B Hendricks Hall

Phone: 541.346.3858

Email: rthomas5@uoregon.edu

Office Hours: Mondays and Wednesdays 10:00am-11:30 am

Course Number: PPPM 407/507

Class Time: Tuesdays and Thursdays 10:00-11:20 am

Room: 301 Gerlinger Hall

Course Objectives

The objective of this course is to introduce students to the discipline of planning. The course will cover a range of subdisciplines in the field: physical and land use planning, urban design, public health, housing, community development and social planning, urban regeneration, environmental planning, and transportation planning. It will also introduce students to the theoretical concepts that influence the development of plans and policies.

At the end of the course, students will:

- Have theoretical knowledge of planning practice and the various planning subdisciplines
- Develop an understanding of the roles planners play in planning processes
- Be able to explain the impact of urban and regional planning on the built environment and social/community interaction

Key paradigms to be explored in this course include:

- The role of the planner as expert, facilitator, agent of power, and developer of information to be used by decision makers
- The planner's place in urban and political decision making
- The contribution of planning to our towns, cities, and regions (both physical and social)

- The different types of information, theories, and models that shape solutions to common planning problems

Teaching Methods/Learning Formats

A variety of teaching methods will be applied including lectures, quizzes, and group activities. The instructor or a guest lecturer will introduce a subdiscipline of planning in the lecture each week (indicated as 'Lecture' / LE in the schedule), and allow students to reflect on the theories and/or methods to using scenarios or exercises ('Application and Reflection', A&R in the program). In these sessions, students will work in groups, and the instructor will supervise the process by means of feedback to student presentations (in the A&R sessions and in the 'Presentations and Feedback' sessions, P&F in the program).

Assessment Requirements & Criteria

The assignments and contribution to the final grade will be as follows:

Assignment	Type	Percentage
Assignment 1: The Role of the planner	Individual	20
Assignment 2: Community Profile Poster	Individual	20
Quizzes (5)	Individual	20
Attendance	Individual	10
Final Exam	Individual	30
Total		100

All assignments must be submitted on Canvas and must also be submitted on paper in the instructor's PPPM mailbox.

Undergraduate students must achieve a minimum grade of C- on each of these assessments to pass the course. The grade of the exam will be communicated within four days of the last Friday of exam week, and the grade of all other assignments two weeks after the due date.

A+	A	A-	B+	B	B-	C+	C	C-	D	F
95-100	90-94	85-89	80-84	75-79	70-74	65-69	60-64	55-59	50-54	<50

Requirements and criteria concerning Lectures, Application and Reflection sessions, and Quizzes

I assume participation of the students in both 'Lectures' and 'Application and Reflection' sessions. Participation includes studying the relevant literature beforehand and engaging in on-the-spot applications. Participation in Lectures will be controlled and graded using the attendance assessment. Knowledge of presentations and discussions during the sessions, not only of the literature, will be tested in the quizzes. The Lectures are essential in understanding how to study the literature. Participation in the interactive Application and Reflection sessions will also be controlled. Students missing more than two of these sessions will be required to do an extra assignment to demonstrate their understanding of the material.

Quizzes will be held during class time and will not be announced ahead of time. The intention is to ensure that students are completing the readings and understand the material. These five “pop” quizzes will be weighted at 20% of the final grade.

Requirements and criteria concerning presentation and feedback sessions and final report

All assignments must be delivered on time. If they are not, and up to two days of delay, ten percent (out of 100) will be subtracted from the mark. In the case of more than two days of delay the assignment will not be graded. “Days” include holiday and weekend days.

All assignments should be written in an academic style. Citations and reference list should be in APA format: <http://library.uoregon.edu/guides/citing/apa.html>. For writing guidance please visit the University of Oregon College of Education: <https://education.uoregon.edu/student-academic-services/writing-resources> or the Teaching and Learning Center: <http://tlc.uoregon.edu/subjects/writing/> Students are also encouraged to visit the Writing Lab, which begins week two of the term and closes at 5:00 pm the Wednesday of finals week. Free tutors are available on a drop-in basis or by appointment, Monday-Friday 9:00am-5:00pm, 72 PLC (Prince Lucien Campbell). PPM also has a writing coach, Kathi Jaworski, who you can contact at kjaworski@write-to-know.com.

Detailed instructions for all assignments, including assessment criteria, are in the Appendices below.

Inspection of Assignments, Feedback

The instructor will give directions for the study of the literature during the ‘Lecture’ sessions, and feedback during the ‘Application and Reflection’ sessions. The quizzes will be given in class and the correct answers will be discussed afterwards.

Written comments will accompany the assignment grade. If more explanation is needed, the student can make an appointment with the instructor. The instructor will give directions for the assignments during the introductory session, and will provide feedback during the ‘Application and Reflection’ sessions.

The instructor will communicate the final grade by e-mail/Canvas after grading the examinations, or four days after the last Friday of exam week.

Rules regarding Plagiarism and Academic Misconduct

The provisions of the policies governing plagiarism and academic misconduct for University of Oregon students apply in full. For this purpose a check with SafeAssign or Turn It In may be performed. Access the regulations at <http://library.uoregon.edu/guides/plagiarism/students/index.html> and <http://uodos.uoregon.edu/StudentConductandCommunityStandards/AcademicMisconduct/tabid/248/Default.aspx>.

Disability Accommodations

The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability related barriers to your participation. You are also encouraged to contact the Accessible Education Center (formerly Disability Services) in 164 Oregon Hall at 346-1155 or uoaec@uoregon.edu.

Inclusion Statement

The School of Architecture and Allied Arts is a community that values inclusion. We are committed to equal opportunities for all faculty, staff and students to develop individually, professionally, and academically regardless of ethnicity, heritage, gender, sexual orientation,

ability, socio-economic standing, cultural beliefs and traditions. We are dedicated to an environment that is inclusive and fosters awareness, understanding, and respect for diversity. If you feel excluded or threatened, please contact your instructor and/or department head. The University Bias Response Team is also a resource that can assist you. Find more information at their website (www.bias.uoregon.edu) or by phoning 541.346.2037.

Diversity

The University of Oregon values our diversity and seeks to foster equity and inclusion in a welcoming, safe, and respectful community. This course is committed to upholding this principle by encouraging the exploration, engagement, and expression of different perspectives and diverse identities. We will value each class member's experiences and contributions, and communicate disagreements respectfully. Please notify me if you feel aspects of the course undermine these principles. For additional resources, you are also encouraged to contact the following campus services:

- Division of Equity and Inclusion, 1 Johnson Hall, 541.346.3175;
<http://inclusion.uoregon.edu/>
- Center on Diversity and Community, 54 Susan Campbell Hall, 541.346.3212;
<http://codac.uoregon.edu/>
- Bias Response Team, 164 Oregon Hall or brt@uoregon.edu;
<http://uodos.uoregon.edu/Programs/BiasResponseTeam.aspx?q=bias> (bias.uoregon.edu)

Title IX and a Safe Learning Environment

I support Title IX and have a responsibility to report relevant information. The UO is committed to providing an environment free of all forms of prohibited discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender-based stalking. Any UO employee who becomes aware that such behavior is occurring has a duty to report that information to their supervisor or the Office of Affirmative Action and Equal Opportunity. The University Health Center and University Counseling and Testing Center can provide assistance and have a greater ability to work confidentially with students.

Class Schedule

Week	Date & Time	Activity	Contents
1	Tuesday January 5, 10:00-11:20 am	LE	Introduction & instructions, current issues in the US
	Thursday January 7, 10:00-11:20 am	LE	Overview of assignments, discussion guidelines, writing guidelines
2	Tuesday January 12, 10:00-11:20 am	LE	Physical and land use planning
	Thursday January 14, 10:00-11:20 am	A&R	Physical and land use planning
3	Tuesday January 19, 10:00-11:20 am	LE	Urban design and public health
	Thursday January 21, 10:00-11:20 am	A&R	Urban design and public health Assignment 1 due: The Role of the Planner
4	Tuesday January 26, 10:00-11:20 am	LE	Housing
	Thursday January 28, 10:00-11:20 am	A&R	Housing
5	Tuesday February 2, 10:00-11:20 am	LE	Community development and social planning
	Thursday February 4, 10:00-11:20 am	A&R	Community development and social planning
6	Tuesday February 9, 10:00-11:20 am	LE	Urban regeneration
	Thursday February 11, 10:00-11:20 am	A&R	Urban regeneration
7	Monday February 15, 5:00 pm		Assignment 2 due: Community Profile Poster
	Tuesday February 16, 10:00-11:20 am	P&F	<i>Assignment 2 poster presentation</i>
	Thursday February 18, 10:00-11:20 am	P&F	<i>Assignment 2 poster presentation</i>
8	Tuesday February 23, 10:00-11:20	LE	Environmental planning
	Thursday February 25, 10:00-11:20 am	A&R	Environmental planning
9	Tuesday March 1, 10:00-11:20 am	LE	Transportation planning
	Thursday March 3, 10:00-11:20 am	A&R	Transportation planning
10	Tuesday March 8, 10:00-11:20 am	LE	Course summary
	Thursday March 10, 10:00-11:20 am	A&R	Course evaluation and final questions
Assignment 1 due Thursday January 21, 5:00 pm !!			
Assignment 2 due Monday February 15, 5:00 pm !!			
Final Exam: Wednesday March 16, 8:00 am!!			

Required Readings

Section 1: Introduction

Levy, J. M. (2013). *Contemporary urban planning, 10th Edition*. Upper Saddle River, N.J., Pearson/Prentice Hall. (An Overview, pp. 1-8 and The History of Planning: Part I, pp.27-52).

Flyvbjerg, B. (2002). Bringing Power to Planning Research: One Researcher's Praxis Story. *Journal of Planning Education and Research*, 21(4), 353-366.

Healey, P. (1996). Consensus-building across difficult divisions: New approaches to collaborative strategy making, *Planning Practice & Research*, 11(2), 207-216. DOI: 10.1080/02697459650036350

Section 2: Physical and Land Use Planning

Levy, J. M. (2013). *Contemporary urban planning, 10th Edition*. Upper Saddle River, N.J., Pearson/Prentice Hall. (The Legal Basis of Planning, pp. 68-90, and The Tools of Land-Use Planning, pp.135-170)

Wirka, S.M. (1998). City Planning for Girls: Exploring the Ambiguous Nature of Women's Planning History. In L. Sandercock (ed.) *Making the Invisible Visible* (pp. 150-162). Berkeley: University of California Press. (Note: this reading is not available online. Please check Canvas)

Section 3: Urban Design and Public Health

Levy, J. M. (2013). *Contemporary urban planning, 10th Edition*. Upper Saddle River, N.J., Pearson/Prentice Hall. (Chapter 10, "Urban Design" pp. 171-207)

Jacobs, J. (1960). *The Death and Life of Great American Cities*. New York: Vintage. (Introduction, pp. 3-25 and Use of Sidewalks: Contact, pp. 55-73). (Note: this reading is not available online. Please check Canvas)

Frank, L.D., Engelke, P.O., Schmid, T.L. (2003). *Health and Community Design*. Washington, D.C: Island Press. (Public health and urban form in America, pp. 11-37). (Note: this reading is not available online. Please check Canvas)

Section 4: Housing

Gurran, N., Milligan, V., Baker, D., and Bugg, L.B. (2007). International practice in planning for affordable housing. Sydney: Australian Housing and Urban Research Institute (AHURI). AHURI Positioning Paper No. 99.

Thomas, R. (2013). Resilience and housing choices among Filipino immigrants in Toronto, *International Journal of Housing Policy*, 13(4), 408-432. DOI: 10.1080/14616718.2013.840112

Lands, L. (2008). "Be a patriot, buy a home: Re-imagining home owners and home ownership in early 20th century Atlanta." *Journal of Social History*, 41(1), 943-65.

Section 5: Community Development and Social Planning

Levy, J. M. (2013). *Contemporary urban planning, 10th Edition*. Upper Saddle River, N.J., Pearson/Prentice Hall. (The History of Planning: Part II, pp.53-67)

Salkin, P. and Levine, A. (2008). Understanding Community Benefits Agreements: Equitable development, social justice and other considerations for developers, municipalities, and community organizations, *UCLA Journal of Environmental Law and Policy*, 26(2), 291-331.

Kretzmann, J., and McKnight, J.P. (1996). Assets-based community development, *National Civic Review*, 85(4), 23-9.

Section 6: Urban Regeneration

Levy, J. M. (2013). *Contemporary urban planning, 10th Edition*. Upper Saddle River, N.J., Pearson/Prentice Hall. (Urban Renewal and Community Development, pp. 208-235)

Jacobs, J. (1960). *The Death and Life of Great American Cities*. New York: Vintage. (Unslumming and slumming, pp. 270-290) (Note: this reading is not available online. Please check Canvas)

Seattle Housing Authority. Redevelopment. <https://www.seattlehousing.org/redevelopment/> Accessed November 24, 2015. (Yesler Terrace, Rainier Vista, homeWorks, High Point, NewHolly, Westwood)

Section 7: Environmental Planning

Levy, J. M. (2013). *Contemporary urban planning, 10th Edition*. Upper Saddle River, N.J., Pearson/Prentice Hall. (Environmental and Energy Planning, pp. 307-340)

City of Portland. (2015). Climate Action Plan. Portland: City of Portland and Multnomah County. <https://www.portlandoregon.gov/bps/article/531984> Accessed November 23, 2015. (Understanding Portland's Carbon Emissions, pp. 26-41 and Buildings and Energy, pp. 58-69).

Global Footprint Network. Personal Footprint Quiz. http://www.footprintnetwork.org/en/index.php/GFN/page/personal_footprint/

Section 8: Transportation Planning

Muller, P.O. (2004). Transportation and urban form: Stages in the spatial evolution of the American metropolis. In S. Hanson and G. Giuliano (eds.) *The Geography of Urban Transportation, 3rd Ed.* (pp. 59-85). New York and London: The Guildford Press.

Pojani, D. and Stead, D. (2014). Sustainable transportation in the developing world: Beyond megacities, *Sustainability*, 7784-7805. DOI:10.3390/su7067784.

Thomas, R. and Bertolini, L. (2014). Beyond the case study dilemma in urban planning: Using a meta-matrix to distil critical success factors in transit-oriented development, *Urban Policy and Research*, 32(2), 219-237. DOI: 10.1080/08111146.2014.882256

Appendix I

Assignment I: The Role of the Planner

Due Thursday January 21, 2016, 5:00pm

Referring to the readings for Weeks 1-3, describe the role of the planner in influencing the physical layout and urban form of cities.

- What kind of work does the planner do?
- Where does the planner work?
- What other professionals does the planner collaborate with?
- What are some challenges the planner faces in carrying out his/her work?

Assignment I is worth 20% of the final grade. This is an individual written assignment and should be 5 pages (1,500 words) in length, double spaced, following the general criteria below.

General criteria:

- Is the argumentation clear and consistent?
- Is there evidence of original insights and of critical and creative attitudes?
- Is the paper easy to read and grammatically correct? In particular, are the sentences complete, the spelling correct, the topic sentences clear in each paragraph, and the paragraphs well linked?
- Is the paper written according to the guidelines for scientific publications? In particular, are literature references appropriate and correctly reported (in-text and in a reference list)?

Appendix 2

Assignment 2: Community Profile Poster

Due Monday February 15, 2016, 5:00pm

Describe, using text, photos, and diagrams, a community/neighbourhood in Oregon. Reference the concepts from the readings for Weeks 4-6. Compile your text and images in a poster format, choosing one of the following options:

1. How would you describe the types of housing in this community? OR
2. How would you describe the social/community resources in the neighbourhood? OR
3. How would you describe the planning history of the community? Have there been any attempts at regeneration or redevelopment?

Assignment 2 is worth 20% of the final grade. This is an individual poster assignment and should be one single-sided sheet of 11x17" paper, following the general criteria below. You may use any digital format (Adobe InDesign, Illustrator, Powerpoint, Google Docs) or design the poster by hand, but in either case you must submit a hard copy and digital version (note: the digital version of the hand-designed poster, if you are using this option, should be a clear digital photo of the entire poster).

The assignment will be graded using a combination of peer review and instructor review (50% aggregate weighting). We will be pinning/taping the posters up in the room (half on Tuesday/half on Thursday) and walking around to do our peer reviews. Your poster must communicate for you, so make sure that your name is clearly visible and you clearly note which of the three options you have chosen. Your pin-up time slot will be communicated on Canvas the week before the due date.

Content criteria:

- Is there evidence of original insights and of a critical attitude?
- Is the text easy to read and grammatically correct? In particular, are the sentences complete, the spelling correct, the topic sentences clear in each paragraph, and the paragraphs well linked (where more than one paragraph exists)?
- Are literature references appropriate and correctly reported (in-text)?

Design criteria:

- Does the poster show creativity? In particular, are there unique design elements, materials, and/or original diagrams?
- Is there a balance of white space, images, and text? In particular, do text, figures and diagrams complement each other?
- Does the poster present a complete profile of the community's housing/community development/planning and urban regeneration history (depending on the option chosen)?