Introduction to City Planning

PPPM 205 - FALL2019 (CRN 15125)- 4 credits
Instructor: Rebecca Lewis, PhD (Associate Professor)
Email: rlewis9@uoregon.edu
Phone: 541-346-4432
Course Day and Time: Tu/Th 10-11:20
Location: 220 Chapman Hall
Office Hours: Drop In T/Th 11:30-1:30 or sign up here: https://rebecca-lewis.youcanbook.me/
Office Location: 247A Hendricks Hall

Overview

Introduction to City Planning introduces students to the field of city planning – an academic discipline that synthesizes a diverse set of fields, thinks about how the world should ideally be, then figures out how to move in that direction. The course will cover a range of focal areas in the field of planning including: physical and land use planning, public health, housing, community development, social equity, environmental planning, and transportation planning.

As a rough guide, one of these topics will be discussed per week. Several guest speakers will be invited to share their background, as planning is a diverse field with varying approaches, and hearing from multiple voices provides context.

The purpose of the course is to give students a general context of what planning is, the topics it deals with, and to convey that the way cities are designed and function is lively and ever changing. Ultimately, the purpose of this course is to inspire students to see that the field of city planning is a mechanism to make the world a better place.

This course is a required introductory course for both the major and minor in Planning, Public Policy and Management (PPPM) and a group-satisfying course in social sciences. There are no prerequisites for this course. This course includes a lecture component (T/Th) and a discussion component (F). The discussion section has a separate syllabus which describes and lists the written assignments and discussion questions required as part of discussion section.
Course Objectives
At the end of this course, students will be able to:

1. Explain planning practice and various planning focal areas.
2. Describe how planning affects how we live.
3. Convey the roles planners play in planning processes.
4. Explain the impact of urban and regional planning on the built environment.
5. Apply classroom learning and readings to real community situations through observations and discussions.
6. Feel comfortable engaging, discussing, and debating with others about important topics relevant to society as a whole.

We will examine:
- The role of the planner as an expert, facilitator, agent of power, and developer of information used by decision-makers
- The planner’s place urban and political decision-making
- How planning affects towns, cities and regions in physical and social realms.
- The types of information, theories, and models that shape solutions to common planning problems.

Course Website
The course website is located on the University of Oregon’s Canvas system (https://canvas.uoregon.edu.) The class syllabus, announcements, some readings and other materials will be posted on the Canvas site. Additionally, all assignments will be submitted on the Canvas site. I will use the email function in Canvas to communicate with you. It your responsibility to check email and messages for class updates.

Readings
In general, you should read both for main points and themes and specific facts or terms. You will be responsible for keeping up with the readings and for understanding them. Office hours and discussion sections are a great time to seek clarification of key concepts or to discuss readings or other thoughts. Readings will be covered on exams.

There are two sources of readings:

Required Book (available at the UO Bookstore, Amazon and On Reserve at Knight Library):

Levy, J. M. Contemporary urban planning – 10th or 11th Edition. Upper Saddle River, N.J., Pearson/Prentice Hall. (There should be used copies around plus there are digital options also from the publisher. I will refer to the 11th Edition in class, but you should use the chapter titles to follow along for readings)

Articles
Supplemental articles will be available on-line through Canvas.
### Student Assessment

- **Midterm Exam** [October 31]  
  25%

- **Final Exam (Comprehensive)** [December 9]  
  30%

- **Discussion Section Attendance & Participation**  
  20%

- **Discussion Section Assignments (four written assignments)**  
  20%

- **Lecture Attendance and Participation (Socrative)**  
  5%

**Exams** will include all material covered in assigned readings, class lectures, guest speaker lectures, and discussion sections. Exams will include multiple choice and short answer questions. The final exam is comprehensive and will cover material from the entire term.

**Discussion Section** Attendance/Participation and Assignments will be described on your Discussion Section syllabus.

**Lecture Attendance and Participation** will include occasional check-ins on the Socrative platform that you can access using your computer, tablet or smartphone. Students retain and comprehend information better if they are attending classes. I use Socrative to check retention and comprehension. I also use Socrative for periodic check-ins to provide feedback on class. You receive points for the day by responding to the questions I show during lecture. I may use check ins at the beginning or end of class (or both.)

### Grade Guidelines

The following guidelines reflect PPPM policies for undergraduate courses.

- A signifies an exceptional level of achievement. The student shows a superb command of the material and the ability to apply it at many different levels.
- B signifies a good but not exceptional level of achievement. The student shows a grasp of the material and the ability to apply it at several but not all levels.
- C signifies a modest level of achievement. The student shows some mastery of the material and a narrow range of application.
- D signifies inadequate understanding of the material. Non-passing grade. Student will earn university credit, but will not satisfy major or minor core requirements.
- F signifies that major parts of the coursework were not completed or, if completed, show very little mastery of course material and learning objectives. Student does not earn credit.
- Y signifies no basis for grade; should not be used if student attempted a substantial fraction of the course.
- I signifies that a small, but important part of the course was unfinished. An incomplete is awarded at the discretion of the instructor and should be accompanied by a clear written (or emailed) explanation to the student about the remaining work and deadline. The student has one year to complete the incomplete. After the year, the grade automatically converts to an F.
- P indicates a passing grade, when a student has earned a letter grade of C- or better.
- N indicates a non-passing grade, when a student has earned a letter grade of D or lower.
Course Policies
Communication with Instructor
Email is the best way to get in touch with me. I encourage you to email me with questions on the syllabus, assignments, readings, etc. If you would like to meet with me in person, please visit during my office hours or email me to set up an appointment. I am generally very prompt in replying to emails, so if you have not heard from me within 48 hours, I encourage you to resend the email. Note that my email address is rlewis9@uoregon.edu – there is another Rebecca Lewis in the UO Directory.

Missed Class Policy
If you miss a class, please arrange to get class notes from a classmate. Instructor lecture notes are not available. Most slides will be available on Canvas, but not all.

Incomplete Policy
Students are expected to behave in a professional manner and to turn in all materials at the designated time. In accordance with university regulations, an incomplete will only be given when “the quality of work is satisfactory but a minor yet essential requirement of the course has not been completed for reasons acceptable to the instructor.”

Accessible Education
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 in 164 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu.

Academic Misconduct
You are expected at all times to do your own work. Copying or obtaining will result in you failing the class. The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on examinations without express permission from the instructor. If you are caught cheating and it is your 2nd offense (or more) during your time as a student, the instructor WILL ensure that you are expelled from the University and that none of your credits will be eligible for transfer to another institution.

Plagiarism
Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. I reserve the right to evaluate your submissions using plagiarism software. If there is any question about whether an act constitutes academic misconduct, it is the student’s obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at: http://library.uoregon.edu/guides/plagiarism/students/index.html.

Make up Exams: Midterm Exam
Students who miss the midterm exam will receive a grade of zero for that exam unless there is a legitimate reason for missing the midterm exam (e.g. serious illness or family emergency). Written explanation of the absence is required, including some third party documentation that
verifies the event in question. An alternative midterm date may be able to be negotiated; otherwise the final exam weight will be increased by the amount of the midterm exam weight (final exam = 55% of grade). This must be arranged prior to the scheduled midterm exam time.

**Make up Exams: Final Exam**
Students must take the final exam to receive a grade in the course. A make up final exam may be scheduled for students who miss the regularly scheduled final exam due to serious illness, family emergency, or other legitimate reason.

**Diversity and Respect Statement**
It is the policy of the University of Oregon to support and value diversity. To do so requires that we:

- respect the dignity and essential worth of all individuals.
- promote a culture of respect throughout the University community.
- respect the privacy, property, and freedom of others.
- reject bigotry, discrimination, violence, or intimidation of any kind.
- practice personal and academic integrity and expect it from others.
- promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

Course content, class discussions, projects and activities, and assignments for this class rest on an assumption that human diversity is normative and is an appropriate focus of attention. The course requires and expects critical thinking about, and sensitivity to, the impact of diversity (culture, religion/faith, gender, ethnicity, race, socioeconomics, physical and cognitive ability, sexual orientation, and other considerations) both in relation to the populations we serve, and in the classroom. Students are encouraged to develop and expand their respect for and understanding of diverse identities and experiences.

**Sexual Violence, Harassment and Survivor Support**
The UO is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender-based stalking. If you (or someone you know) has experienced or experiences gender-based violence (intimate partner violence, attempted to completed sexual assault, harassment, coercion, stalking, etc.), know that you are not alone. UO has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. If you wish to speak to someone confidentially, you can call 541-346-SAFE, UO’s 24-hour hotline, to be connected to a confidential counselor to discuss your options. You can also visit the SAFE website at safe.uoregon.edu.

**Other Resources**
There are resources on campus to help with study habits, time management, stress and other things that may be negatively impacting your ability to be successful in school. If you feel like you need some help, please contact the instructor or the GE for help in identifying the appropriate campus resources. We want you to take advantage of being in college and we are happy to help you or connect you with others if we can.
Tentative Course Schedule

*The schedule may shift based on availability of guest speakers.*

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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>1</td>
<td>10/1</td>
<td>Introduction</td>
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<td></td>
<td>10/3</td>
<td>Planning Overview: What is it and who cares?</td>
<td>Levy: Preface, 1, 2 (pg. 1-29)</td>
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<td>10/8</td>
<td>Planning History</td>
<td>Levy: 3, 4, 17 (pg. 30-67 &amp; 366-386)</td>
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<td>10/10</td>
<td>Tools of Planning</td>
<td>Levy: 5, 9 (pg. 68 – 92 &amp; 134-169)</td>
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<td>2</td>
<td>10/15</td>
<td>Local Comprehensive Planning (Guest Speaker:</td>
<td>Levy: 8 (pg. 121-133)</td>
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<td>Sophie McGinley – City of Eugene)</td>
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<td>10/17</td>
<td>Land Use and Growth Management</td>
<td>Levy: 6 (pg. 93-106); 14 (pg 282-300 in v 11)</td>
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<td>3</td>
<td>10/22</td>
<td>Transportation Planning</td>
<td>Levy: 12 (pg. 327-261)</td>
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<td>10/24</td>
<td>Stories from the Field with Taylor Evans and Alex</td>
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<td>Jonas on planning in small towns</td>
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<td>4</td>
<td>10/29</td>
<td>Catch up and review</td>
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<td>10/31</td>
<td>Midterm Exam in Chapman 220</td>
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<td>5</td>
<td>11/5</td>
<td>Environmental Planning</td>
<td>Levy: ch 15 (pg. 317-347)</td>
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<td>11/7</td>
<td>Climate Change &amp; the Eugene Region; Planning for</td>
<td>Levy: ch 14 (pg 300-314 in v 11)</td>
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<td>Natural Hazards and Resiliency Redevelopment</td>
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<td>(Guest Speakers: Matt McRae, Our Children’s Trust</td>
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<td>and Josh Bruce, Institute for Policy Research and</td>
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<td>Engagement)</td>
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<td>6</td>
<td>11/12</td>
<td>Gentrification and Redevelopment (Guest Speaker:</td>
<td>Levy: 11 (pg. 208-236)</td>
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<td>Monica Sather, City of Springfield)</td>
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<td>11/14</td>
<td>Urban Design</td>
<td>Levy: 10 (pg. 170-207)</td>
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<td>7</td>
<td>11/19</td>
<td>Planning from the bottom up: Community Development,</td>
<td>Levy: 11 (cont.) (pg. 208-236)</td>
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<td>Social Planning &amp; Citizen Engagement</td>
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<td>11/21</td>
<td>Affordable Housing (Guest Speaker: Stephanie</td>
<td>Levy: 7, 13 (pg. 107-120 &amp; 262-280)</td>
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<td>Jennings – City of Eugene)</td>
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<td>8</td>
<td>11/26</td>
<td>Video: Holding Ground</td>
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<td>NO CLASS - THANKSGIVING</td>
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<td>9</td>
<td>12/3</td>
<td>Discussion: Holding Ground</td>
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<td>10</td>
<td>12/5</td>
<td>Wrap Up: What are you going to do about it?</td>
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<td>12/9</td>
<td>Final Exam – 8 AM in Chapman 220</td>
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