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**PPPM 617: Human Settlements**

**University of Oregon**

**Department of Planning, Public Policy, and Management**

**Fall 2020**

**CRN = 15638**

**Location: 00 Remote**

**Hours: Tues. and Thurs 4:15-5:45PM**

**Updated OCT 10, 2020**

Gerardo F. Sandoval, Ph.D.

Associate Professor

Office Location: 103 Hendricks Hall

gsando@uoregon.edu

541- 346-8432

Office hours: Thurs. 1-3pm

<https://gsando.youcanbook.me>

<https://uoregon.zoom.us/my/gfsandoval>

Meeting ID: 533 107 6061

**RATIONALE**

The aim of this core course is to introduce you to the purpose and meaning of planning – why planning is undertaken by communities, cities, regions, and nations – what lessons planning interventions have offered and the impact current and future planning activities are expected to have. You should come away with a deepened understanding of:

* The historical intellectual development of the planning field – learning from the past to make better informed planning in the future.
* Key themes within planning history such as the garden city, the city beautiful movement, regional planning, planning as social justice, urban ecological planning, and planning for racialized populations
* Equity issues within the planning field as they relate to the historical relationships between communities of color and urban planning
* The relationships between past, present, and future in planning domains, and the potential to influence the future through planning
* Ecological approaches to understanding cities and regions
* Political economic explanations of how cities function
* How transportation systems have evolved and influenced city form and growth
* The role racism has played in creating segregated spaces in cities
* Current issues in planning and current approaches to planning practice (across the country, and with respect to communities in Oregon).

Human Settlements is closely integrated with the other fall term CRP core courses, Introduction to Planning Practice and Principles (PPPM 611) and Planning Analysis (PPPM 613). You will work in group teams on a term project that calls for you to integrate knowledge, insights, and skills from all three courses and apply them in the “real world,” reflecting the complex nature of planning practice. This year we will partner with PPPM’s Sustainable City Year Program. We will work with the City of Troutdale (metropolitan Portland) on conducting research on developing affordable housing for specific target vulnerable populations a pre-selected opportunity site designated by Troutdale. The term project will culminate into a full, professional report.

**THE PLANNING ACCREDITATION BOARD (PAB) CRITERIA**

PAB approves curriculum criteria for the School of PPPM Community and Regional Planning Master’s Degree program. This course focuses on general planning knowledge, planning skills, and values/ethics addressing the following PAB approved PPPM curriculum standards:

General Planning Knowledge: The comprehension, representation, and use of ideas and information in the planning field, including appropriate perspectives from history, social science, and design and other allied fields.

* Purpose and Meaning of Planning: why planning is undertaken by communities, cities, regions, and nations, and the impact planning is expected to have.
* Planning Theory: behaviors and structures available to bring about sound planning outcomes.
* Human Settlements and History of Planning: growth and development of places over time and across space.
* The Future: relationships between past, present, and future in planning domains, as well as the potential for methods of design, analysis, and intervention to influence the future.

Planning Skills: The use and application of knowledge to perform specific tasks required in the practice of planning.

* Research: tools for assembling and analyzing ideas and information from prior practice and scholarship, and from primary and secondary sources.
* Written, Oral and Graphic Communication: ability to prepare clear, accurate and compelling
* Plan Creation and Implementation: integrative tools useful for sound plan formulation, adoption, and implementation and enforcement.

Values and Ethics: Values inform ethical and normative principles used to guide planning in a democratic society. The Program shall incorporate values and ethics into required courses of the curriculum, including:

* Equity, Diversity and Social Justice: key issues in equity, diversity, and social justice that emphasize planners’ role in expanding choice and opportunity for all persons, plan for the needs of the disadvantaged, reduce inequities through critical examination of past and current systems and disparities, and promote racial and economic integration.
* Sustainability and Environmental Quality: environmental, economic, and social/political factors that contribute to sustainable communities, and the creation of sustainable futures.
* Growth and Development: economic, infrastructure, social, and cultural factors in urban and regional growth and change.

**FORMAT AND EVALUATION**

A key part of the course focuses on the history of modern city planning from 1880. The course traces that intellectual planning history and then dives into political economic issues facing racialized communities from a historical perspective within a planning context. I will facilitate the course as a mixture of lecture and seminar formats. I will introduce the history and the emergence of planning as a professional activity aimed at guiding the development of communities, cities, regions, and nations.

**Synchronous vs Asynchronous Course Delivery**

Due to COVID-19, the course is a mixture of synchronous and asynchronous instruction. Lectures will be pre-recorded and available on Canvas before every Tuesday. Lectures will be recorded using Panopto software that integrates with Canvas. Hence, use Canvas to download and view the pre-recorded lectures. **Please pay attention to whether a class session will be delivered synchronously or asynchronously. Tuesday classes will be asynchronous while Thursday classes will be synchronous.**

**Evaluated Activities**

Your grade will be based on the following: **midterm** exam(30%) a **final** exam (30%), the **SCI project** 30% (15% presentation 15% report) and **participation** 10% (5% team peer review and 5% class).

**The grading scale for the class grade is as follows:**

|  |  |  |  |
| --- | --- | --- | --- |
| A+  A | 100>x ≥97  97 >x ≥ 94 | C | 77 > x ≥ 74 |
| A- | 94 >x ≥ 90 | C- | 74 > x ≥ 70 |
| B+ | 90 >x ≥ 87 | D+ | 70 > x ≥ 67 |
| B | 87 >x ≥ 84 | D | 67 > x ≥ 64 |
| B- | 84 >x ≥ 80 | D- | 64 > x ≥ 60 |
| C+ | 80 >x ≥ 77 | F | 60 > x |

**A** – Outstanding performance relative to that required to meet course requirements; demonstrates a mastery of course content at the highest level.

**B** – Performance that is significantly above that required to meet course requirements; demonstrates a mastery of course content at a high level.

**C** – Performance that meets the course requirements in every respect; demonstrates an adequate understanding of course content.

**D** – Performance that is at the minimal level necessary to pass the course but does not fully meet the course requirements; demonstrates a marginal understanding of course content.

**F** – Performance in the course, for whatever reason, is unacceptable and does not meet the course requirements; demonstrates an inadequate understanding of the course content.

**Content and Readings:** (Subject to Modification)

**PART I: ENVIRONMENTALISM**

**WEEK 1**

**1.1 Introduction (9/29)**

**1.2 The origin of cities: from ecological to capitalist (10/1)**

Robert Young. 1997.” The ecological origins of cities.” *Colloqui: Cornell Journal of Planning and Urban Issues*. vol. 13: 3-8.

Peter Hall. 2014. *Cities of Tomorrow: An Intellectual History of Urban Planning and Design in the Twentieth Century.* Oxford: Blackwell. [Chapter 1: Cities of Imagination.]

**WEEK 2**

**2.1 Origins of contemporary urban planning (10/6)**

Peter Hall. 2014. *Cities of Tomorrow: An Intellectual History of Urban Planning and Design in the Twentieth Century.* Oxford: Blackwell[Chapter 2: The City of Dreadful Night]

**2.2 The Garden City (10/8)**

Peter Hall. 2014. *Cities of Tomorrow*. [Chapter 4: The City in the Garden.]

Pierre Clavel. 2002. Ebenezer Howard and Patrick Geddes: two approaches to city development in *From garden city to green city: the legacy of Ebenezer Howard,* Baltimore, Md. : Johns Hopkins University Press.

**WEEK 3**

**3.1 Regional planning: Patrick Geddes (10/13)**

Peter Hall. 2014. *Cities of Tomorrow*. [Chapter 5: The City in the Region.]

Young, Robert. 2017, “Free cities and regions” – Patrick Geddes’s theory of planning, *Landscape and Urban Planning*, 166: 27-36.

**3.2 Green cities: Robert F. Young (10/15)**

Guest: Andrew Wang, Art and Architecture Librarian

Robert Young. “Green Cities and the Urban Future”, in Kermit Parsons and David Schuyer, *From Garden City to Green City*, The John Hopkins University Press, Baltimore, London.

Robert Young. 2015, “The Oregon Way: planning a sustainable economy in the American West”, Journal of Planning Education and Research, 1-14.

Young, Robert (2016) Modernity, postmodernity, and ecological wisdom: Toward a new framework for landscape and urban planning, Landscape and Urban Planning, 155 (2016) 91–99.

Sandoval, Gerardo. Essay on Robert Young in Oregon. Unpublished.

**WEEK 4**

**4.1 From auto dependent city to active transportation (10/20)**

Guest: Adonia Lugo, PhD (Anthropologist)

Lugo, Adonia (2018) *Bicycle/Race: Transportation, Culture, & Resistance*, Portland, Microcosm Publishing.

Peter Hall. 2014. *Cities of Tomorrow*. [Chapter 9: The City on the Highway]

**4.2 Midterm Examination (10/22)**

**WEEK 5**

**5.1 City of theory (10/27)**

Peter Hall. 2014. *Cities of Tomorrow* [Chapter 10: The City of Theory]

**PART II: RACIALIZATION**

**5.2 The racialized city (10/29)**

(Film and Class Discussion) Race: The Power of Illusion – Part III: “The House We Live In”.

Alex Kotlowitz, (1992) *There Are No Children Here: The Story of Two Boys Growing Up in The Other America,* New York, Anchor Books.

**WEEK 6**

**6.1 Beyond the Ghetto (11/3)**

Mitchell Duneire. 2017. *Ghetto: The Invention of a Place, the History of an Idea*, Farrar, Strauss, Giroux Press, NY. Chapter 1.

**6.2 Prof. Sandoval at ACSP Conference, (11/5)**

No class session. I instead encourage you to participate in ACSP’s Racial Justice Focal Event.

<https://www.acsp.org/page/CommTFConFocus>

**WEEK 7**

**7.1 Decolonizing Planning (11/10)**

(Video Interview and Class Discussion) Dr. Jack Forbes on Black Africans and Native Americans

Jojola, Theodore. 1998. “Indigenous Planning: Clans, Intertribal Confederations, and the History of the All Indian Pueblo Council.” In Sandercock, Leonie (ed.), *Making the Invisible Visible: A Multicultural Planning History.* Berkeley: University of California Press.

**7.2 Planning with Indigenous Mayan Guatemalans (11/12)**

Dr. Sandoval at LCDCmeeting

Guest Lecture: Joanna Bernstein (PPPM PhD Student)

Sandoval, Gerardo. (2013) “Shadow Transnationalism: Cross-Border Networks and Planning Challenges of Transnational Unauthorized Immigrant Communities.” Journal of Planning Education and Research 33 (2).

**WEEK 8**

**8.1 Latinx Oregon (11/17)**

Mario Jimenez Sifuentez. 2016. *Of Forests and Fields: Mexican Labor in the Pacific Northwest*. Rutgers University Press, New Jersey. Chapters 1-4

**8.2 Latinx Oregon Politics (11/19)**

Mario Jimenez Sifuentez. 2016. *Of Forests and Fields: Mexican Labor in the Pacific Northwest*. Rutgers University Press, New Jersey. Chapters 5- epilogue

**WEEK 9**

**9.1 The Racialized Census (11/24)**

Clara E. Rodríguez (2009), Contestations Over Classifications: Latinos, the Census and Race in the United States, Journal de la Société des Américanistes, 95-2.

Ivis García (2020) Cultural Insights for Planners: Understanding the Terms Hispanic, Latino, and Latinx, Journal of the American Planning Association, 86:4, 393-402.

**9.2 Holiday (11/26)**

**WEEK 10**

**10.1 SCI Project Presentations (12/1)**

**10.2 Future urban planning vision(s)? (12/3)**

**FINALS WEEK**

Final Exam Monday, 12/7 @ 12:30pm

Final SCI Report Due: Tuesday, Dec. 8th, 2020 by 11:59pm

**Course Policies**

**Missed Class Policy**

If you miss a class, please arrange to get class notes from a classmate.

**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.”

**Academic Misconduct**

You are expected at all times to do your own work. Copying or obtaining content from other students or other persons and submitting it as your own work is grounds for 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.

**Plagiarism**

Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas, data, analyses). If there is any reasonable 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>

**Discrimination**

All students are expected to adhere to University of Oregon policies related to discrimination based upon ethnicity, gender, and sexual orientation.

**Documented Disability**

If you have a documented disability and anticipate needing accommodations in the course, please make the necessary arrangements. You may contact the Accessible Education Center, <https://aec.uoregon.edu>. Please contact Professor Sandoval early in the semester so that your learning needs are appropriately met.

**Inclusion Statement**  
The College of Design is a community that values inclusion. We are a 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 Professor Sandoval and/or school head.