



UNIVERSITY OF
OREGON

School of Planning, Public
Policy and Management



Instructor: Rebecca Lewis, PhD
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Drop In (Office) Hours: M 2-3 or T 10-11
In person (247A Hendricks Hall) or Zoom

<https://calendly.com/rlewis9uoregon>

Introduction to City Planning

PPPM 205 – Fall 2022 (CRN 11672)

Course Day and Time: T/Th 12-1:20

Location: Straub 145

Graduate Employees (Discussion Section Instructors)

GE: Sian Meng

sianm@uoregon.edu

Office Hours: T 2-3 or F 3-4

In person (6C Hendricks Hall) or Zoom

GE: Alex Rau

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Office Hours: 9-10 Thursday in Hendricks Hearth

or by appt (Zoom)

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.

Special Note

As instructors, we are doing our best to make this class as meaningful and interesting as possible, including finding ways to incorporate current events into the discussions about the field of city planning itself. All of us instructors are also learning to continuously adjust to a new reality, including the GEs who are also dealing with their own classes and education changing shape.

We are passionate about the field of city planning and its capacity to make community life better for more people and we will bring that spirit to this class even as we figure out the best way to do that. It will be important for all of us to be flexible, adaptable, and respectful as we share what is working well and ideas for how to do things better.



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.

Class Delivery, Modality, and Core Education Fulfillment

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.

There are two main parts of this class: lecture sessions and discussion sections and each will have its own approach.

T/Th Lecture Sessions: Lectures will be conducted in person during our scheduled class period. During the big class sessions, major themes of city planning will be introduced and discussed. And while we will be a large group, questions and comments are appreciated along the way, and often such engagement will alter the overall content that is covered or the way it is covered. That is, be prepared for some meandering to happen during these classes, but know that the overall arc of the class, including what we cover, are still being managed appropriately.

Friday Discussion Sections: Discussion sections will also be attended in person. Discussion sections are not forums to regurgitate what was covered in the main lectures but are structured in a complementary way to allow you to learn and engage more with the basic ideas of the class. Your active engagement will make the entire experience better for you and for everyone else in the class. Separately, there will be on-going discussion threads on Discussion section Canvas that you are expected to engage with and contribute to.

Student Assessment

Midterm Exam	15%
Final Exam (Comprehensive)	25%
Quizzes	10%
Reflection Prompts (Whole Class)	10%
Discussion Section (Memos & Attendance/Discussion)	40%

The Exams will include all material covered in assigned readings, class lectures, guest speaker lectures, and discussion sections. They will likely be multiple choice, but could include short answer, matching, or essay questions. The final exam is comprehensive and will cover material from the entire term. **Exams are open note and open book and can be taken on Canvas outside of the classroom. You will have three hours to complete the midterm and four hours to complete the final exam within a 24-hour window of time (this is double the amount of regular exam times to already accommodate any student who needs extra time).** If you choose to take the exams in the regular classroom, note that we will be restricted to regular exam periods of time, which should be more than sufficient for everyone.



The Quizzes will consist of approximately 3-5 questions each week, available on Canvas, and due **by the start of Thursday class (except Weeks 1, 5 and 9)**. These are to be completed outside of class and will be graded. Point values will vary based on the number of questions.

The Reflection prompts are posted on the Canvas Discussion Board as a way to offer questions to reflect and engage in the topics we discuss in class. This will generally be due on Sundays at 11:59 PM. I will rely on your discussions to inform the trajectory and content of class. These are graded as completion assignments and an automatic late deduction penalty will apply to late assignments. These are worth 2 points each, and I will offer at least 7 opportunities throughout the term, so you have to complete at least 5 to receive full credit (there is no extra credit for responding to all 7.)

Course Materials

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 without prodding from the instructor. Office hours and discussion sections are a good time to seek clarification of key concepts or just to discuss readings or other thoughts. I often DO NOT refer to readings directly in class – I, and your classmates, operate under the assumption that you are interested in the course material and will do the readings as assigned. Your familiarity with the readings will help make our in-class time a richer and more engaging experience.

There is no required textbook as an effort to save a small amount of student expense, though some chapters from the book Contemporary Urban Planning (by Jonathan Levy) are included in the readings as PDFs of chapters. [The UO library offers e-book version of this text book](#). All readings will be organized and accessible on Canvas Modules and will include a variety of types, from academic articles to popular press articles to videos to blogs.

Course Website

Canvas will be an important part of our course, and the place to go for course information and engagement outside of class time. Log into canvas.uoregon.edu using your DuckID to access our class. The class syllabus, announcements, readings, lecture slides and other materials will be posted on the Canvas site. Additionally, quizzes, exams & discussions will be submitted on the Canvas site. Syllabus updates will be posted to the Canvas site and revisions will be described for each revised version. I will use the email and announcement functions in Canvas to communicate with you. It your responsibility to check email and messages for class updates. Please adjust your Canvas notification settings accordingly. If you have questions about accessing and using Canvas, visit the Canvas support page. Canvas and Technology Support also is available by phone or live chat: 541-346-4357 | livehelp.uoregon.edu

Communication

How can will I communicate with you?

- Our class will communicate through our Canvas site. Announcements and emails are archived there and automatically forwarded to your UO email, and can even reach you by text. Check and adjust your settings under Account > Notifications.
- When I need to get in touch with individual students, I do so through Canvas email.

Please check Canvas prior to attending class—if case that there is a COVID-related interruption, I will notify students through Announcements.

How can you communicate with me?

If your question is a practical, yes/no one about an assignment, reading, or other component of our class, please post your question on the Discussion thread titled “Class Questions and Answers,” which I respond to daily, and where your peers can also pose questions and share answers.

If your question is about a technical challenge with Canvas, Zoom, or another technology, please contact the [UO Service Portal](#)."

If your question, concern, or excitement is about course content or activities, about something personal, is time sensitive, or is something else that doesn't feel like it fits above, please do reach out to me by email or by attending office hours! If you contact me with a question, I will try to respond within 48 hours. If I do not reply, feel free to re-send the email (and make sure you're emailing rlewis9@uoregon.edu as I have a common name in UO directory!)

Why should you reach out to me?



Talking with my students about our course material is a true pleasure—confused or excited about something? Wondering how what we’re learning relates to current events, career choices, or other classes you can take UO? Please be in touch! Please also be in touch to tell me how you are doing adjusting to college. If you are having trouble, I would like to strategize with you. I believe every student can succeed in this course, and I care about your success.

Office hours details:

When & where: I will host drop-in office hours each week from **2-3 on Monday and 10-11 on Tuesdays**. You can make an appointment or show up to my office (247A Hendricks.) I am happy to meet remotely or in person. I welcome meetings outside my regular office hours, too. Just email me to set a time. If you experience Internet access challenges, my office phone (541-346-4432) is a good way to reach me.

What: During drop-in/ office hours, students bring in a wide range of concerns, questions, and successes. We might talk through a specific concept or problem to clarify it, might think together about an issue a student is curious about that relates to the class, might discuss a students’ post-graduation goals, might identify more supportive methods to study, or any number of other topics. Some students have never been to an instructor’s office hours—if that is you, please change that this term by attending! Feel free to come with another peer as well if that is useful for you. Regardless of the format, I look forward to connecting!

Course Schedule (some changes may occur based on schedules of invited guest speakers)

Week	Date	Topic	Academic Readings	Other Materials
1	9/27	Introduction		
1	9/29	Planning Overview: What is it and who cares?	Levy: 1 "Looking at cities" (Allan Jacobs)	"An Urban Planner Reviews Minecraft Cities" (City Beautiful - video)
2	10/4	Planning History	Levy: 2, 3, 4	"Highways gutted American cities. So why did they build them?" (Vox)
2	10/6	Planning History	Levy: 17	"Color of Law" (Rothstein - Video)
3	10/11	Tools of Planning	Levy: 6, 8	"The Black Lives Next Door" (NYT)
3	10/13	Tools of Planning	Levy: 9, 14	"A Fight Over Zoning Tests Charlottesville’s Progress on Race" (NYT)
4	10/18	Climate Change & Natural Hazards (Guest: Matt McRae & Josh Bruce)	Levy: 15	
4	10/20	Transportation Planning: general	Levy: 12 "Transportation and Urban Form" (Peter Muller)	"The Wrong Complexion For Protection. How Race Shaped America's Roadways And Cities" (NPR - audio)
5	10/25	Transportation Planning: walking, biking, & transit		"How to Design a Great Street" (City Beautiful - video) "Bike Lanes Are Not Good Enough" (City Beautiful - video)
5	10/27	Midterm Exam	Midterm Exam	Midterm Exam



Week	Date	Topic	Academic Readings	Other Materials
6	11/1	Housing	"Housing Underproduction in Oregon" (EcoNorthwest)	"America's Hottest Housing Debate Is Coming to Oregon" (Slate) "In defense of the "gentrification building" (Vox) "Government Is Flailing, in Part Because Liberals Hobbled It" (NYT Opinion) or "How Blue Cities Became So Outrageously Unaffordable" (Ezra Klein and Jerusalem Demsas - NYT podcast); https://www.nytimes.com/2021/07/23/opinion/ezra-klein-podcast-jerusalem-demas.html
6	11/3	Chinese Urbanism (Guest: Sian Meng)		
7	11/8	Urban Design	Levy: 7, 10	"How Decades of Racist Housing Policy Left Neighborhoods Sweltering" (New York Times)
7	11/10	Planning from the bottom up: Tactical Urbanism, Parklets, urban agriculture, city repair	Levy: 11 "Breaking Barriers, Boosting Supply How the Federal Government Can Help Eliminate Exclusionary Zoning" (Urban Institute)	
8	11/15	Serving Communities through Americorps (RARE) or Peace Corps	Levy: 18	
8	11/17	Public Participation	"6 Tips for Inclusive Public Meetings" (APA) "The P2 [Public Participation] Pillars" (Pay attention to the core values when listening to podcast) "Public Engagement: The Key to Building Inclusive Communities" (APA)	
9	11/22	Holding Ground Discussion	Video: Holding Ground (watch prior to class) https://uoregon.kanopy.com/video/holding-ground-rebirth-dudley-street	
9	11/24	NO CLASS - HOLIDAY		



Week	Date	Topic	Academic Readings	Other Materials
10	11/29	Technological disruption and the future of the city		"The Micro-Mobility Revolution" (Medium) "The new autopia: "A chance to transform urban planning" (Economist) "The Future of Autonomous Vehicles" (Robin Chase - Animation) "Ten rules for cities about automated vehicle" (Jeff Speck)
10	12/1	Wrap Up: What are you going to do about it?		
11		FINAL EXAM		8 AM Thursday, December 9

Course Policies**Academic Disruption**

In the event of a campus emergency that disrupts academic activities, course requirements, deadlines, and grading percentages are subject to change. Information about changes in this course will be communicated as soon as possible by email, and on Canvas. If we are not able to meet face-to-face, students should immediately log onto Canvas and read any announcements and/or access alternative assignments. Students are also expected to continue coursework as outlined in this syllabus or other instructions on Canvas.

In the event that the instructor of this course has to quarantine, this course may be taught online during that time.

Missed Class Policy

If you miss a class, you will be able to watch the recorded version via a link in in Canvas after class. The quality of the recording may vary so you are strongly encouraged to attend lecture in person. Students who attend lecture in person historically perform better in the course.

Academic Misconduct

You are expected at all times to do your own work. Copying or obtaining others' work will result in you failing the class. Cheating on exams will result in a failing grade for the entire course. 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 exams. 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 transfer to another institution. Obviously, this is much harder to identify and enforce with a 100% remote class, as we are trusting in your honesty and your interest in learning and growing individually.

Make up Exams: Midterm Exam

If you cannot make the midterm exam, please let us know and we will do our best to make accommodations. Please let us know as early as you can, rather than after-the-fact. 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 = 45% of grade).

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.

Accommodations for Religious Observances

The University of Oregon respects the right of all students to observe their religious holidays, and will make reasonable accommodations, upon request, for these observances. If you need to be absent from a class period this term because of a



religious obligation or observance, please fill out the [Student Religious Accommodation Request fillable PDF form](#) and send it to me within the first weeks of the course so we can make arrangements in advance.

Encouraging Inclusive Learning Environments

The University of Oregon is working to create more inclusive learning environments, including for students who identify as having a disability. At UO, 10% of students use the Accessible Education Center (AEC) and nationally an estimated 20% of undergraduates identify as having a disability. If there are aspects of the instruction or design of this course that result in disability-related barriers to your participation, please contact me—your success matters.

You are also encouraged to contact the Accessible Education Center in 164 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu. The AEC offers a wide range of support services including note-taking, testing services, sign language interpretation and adaptive technology.

Prohibited Discrimination and Harassment Reporting

Any student who has experienced sexual assault, relationship violence, sex or gender-based bullying, stalking, and/or sexual harassment may seek resources and help at safe.uoregon.edu. To get help by phone, a student can also call either the UO's 24-hour hotline at 541-346-SAFE [7244], or the non-confidential Title IX Coordinator/OICRC at 541-346-3123. I am a student-directed employee. For information about my reporting obligations as an employee, please see [Employee Reporting Obligations](#) on the Office of Investigations and Civil Rights Compliance (OICRC) website. I am a student-directed employee. Students experiencing any form of prohibited discrimination or harassment, including sex or gender-based violence, may seek information and resources at safe.uoregon.edu, respect.uoregon.edu, or investigations.uoregon.edu or contact the non-confidential Title IX office/Office of Civil Rights Compliance (541-346-3123), or Dean of Students offices (541-346-3216), or call the 24-7 hotline 541-346-SAFE for help. I am also a mandatory reporter of child abuse. Please find more information at [Mandatory Reporting of Child Abuse and Neglect](#)

Inclusion Statement

The College of Design 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.

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.