

## School of Planning, Public Policy and Management



### **PPPM 616: Planning Theory and Ethics** Fall 2022 – Tuesdays/Thursdays 12:00-13:20 – ED 116

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Office Hours: Monday, 2:00-3:00 via zoom: <https://uoregon.zoom.us/j/6461157502>

### **Course Overview**

This course presents the AICP Code of Ethics and articulates its principles through major planning theories. Students will explore and question ethical concepts such as public interest, economic and racial equity, social equity, public trust, planning knowledge, and power. At the end of this trajectory students will also reflect on possible new direction of planning theory. Through personal reflection, group work, and research students will learn how to master skills to navigate the theoretical side of planning.

### **Learning Outcomes**

Upon completion of this course students will be *happily* able to:

1. Demonstrate an understanding of the key theories shaping the field of planning
2. Recognize there are multiple viewpoints to ethics, that needs to be examined across a spectrum of time and issues.
3. Articulate articulate their own ethical stands on planning issues
4. Explain the AICP Code of Ethics through different theories
5. Master professional, research, and critical-thinking skills

### **Course Learning Activities**

1. Readings – learning outcome # 1, 2
2. Notable Quotes Reflection– learning outcome # 1, 2, 3
3. Final Paper – learning outcome # 1, 2, 4, 5
4. Final Reflection - learning outcome #1, 2, 3, 4, 5 (assessment activity)

### **Teaching Method**

Student-centered teaching is the method used in this class. Students are NOT passive actors, but perform their knowledge contributing to each other's learning, like in a music performance. The instructor's role is to develop the students' capability to understand critical inquiry and share an organized body of knowledge. The instructor will stimulate, guide, and summarize the discussion, always encouraging everybody's participation. The instructor acts as a facilitator and occasionally as a devil's advocate.

# Course Policies & Student Responsibilities

For many instructors and students, returning to campus feels both positive and challenging. We are excited to be back with in-person learning communities and we continue to grapple with the pandemic's impacts on our health and the health of those around us. In order to support students learning I provide a supportive environment through group work and clear guidance.

- 1. Attendance:** Given the student-centered nature of the class, attendance is vital and cannot be made-up. The final grade will capture students engagement through a participation grade.
  - As by University policies the instructor shall not ask for reasons for absences and shall not distinguish between “excused” and “unexcused” absences since there is no equitable way to confirm the veracity of student-provided reasons or documentation outside the university context (such as accessible education, university events, and religious holidays).
  - Students are expected to arrive (aka connect) punctually and remain for the entire class. Consider class a business meeting where tardiness is unacceptable.
  - If students miss class, they should arrange to get information from a classmate. The instructor is always available for clarification.
- 2. Electronics:** We will use personal electronic devices to access course texts and assignments, or to complete in-class work. If not asked by the instructor, phones and computer should not be used. The use of electronic devices in the classroom should be considered in light of one overarching rule: should only be on class content. If this guidance is not followed, I reserve the right to ban any and all electronic devices for any or all students in the class.
- 3. Course Conduct:** A variety of opinions and ideas are encouraged and appreciated. Participation in this class assumes:
  - the dignity and essential worth of all participants is respected
  - the privacy, property, and freedom of all participants will be respected
  - bigotry, discrimination, violence, and intimidation will not be tolerated
  - personal and academic integrity is expected
- 4. Academic Honesty-Avoiding Plagiarism:** All work submitted in this course must be your own and produced exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly acknowledged and documented. Violations will be taken seriously and will be referred to the Office of the Dean of Student Services.

The University Student Conduct Code (available at [conduct.uoregon.edu](http://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 assignments or examinations without express permission from the instructor. 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. If there is any question about whether an act constitutes academic misconduct, it is the students' 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 [www.libweb.uoregon.edu/guides/plagiarism/students](http://www.libweb.uoregon.edu/guides/plagiarism/students). For a more thorough description of the University's policies, and the expectations placed on both students and faculty, go to this page <http://uodos.uoregon.edu/StudentConductandCommunityStandards/tabid/68/Default.aspx>
- 5. 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 (formerly Disability Services) in 164 Oregon Hall at 541-346-1155 or [uoaec@uoregon.edu](mailto:uoaec@uoregon.edu) or <http://aec.uoregon.edu/students/index.html>

6. **College of Design 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.
7. **Prohibited Discrimination and Harassment Reporting:** Students experiencing any form of prohibited discrimination or harassment, including sex or gender based violence, may seek information on [safe.uoregon.edu](http://safe.uoregon.edu), [respect.uoregon.edu](http://respect.uoregon.edu), or [investigations.uoregon.edu](http://investigations.uoregon.edu) or contact the non-confidential Title IX office (541-346-8136), 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.
8. **Your Well-Being:** [University Health Services](#) help students cope with difficult emotions and life stressors. If you need general resources on coping with stress or want to talk with another student who has been in the same place as you, visit the Duck Nest (located in the EMU on the ground floor) and get help from one of the specially trained Peer Wellness Advocates. University Counseling Services (UCS) has a team of dedicated staff members to support you with your concerns, many of whom can provide identity-based support. All clinical services are free and confidential. Find out more at [counseling.uoregon.edu](http://counseling.uoregon.edu) or by calling 541-346-3227 (anytime UCS is closed, the After-Hours Support and Crisis Line is available by calling this same number).
9. **Basic Needs:** Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in the course is urged to contact the Dean of Students Office (346-3216, 164 Oregon Hall) for support. This UO webpage includes resources for food, housing, healthcare, childcare, transportation, technology, finances, and legal support: <https://blogs.uoregon.edu/basicneeds/food/>

## Material Required

- Readings will be available on Canvas
- Pen and paper for in class activities
- Possibility (computer, tablet, smart phone) to access Canvas in class when required

## UO Resources on Equity and Inclusion

This section provides links and descriptions to departments and offices across the University of Oregon that faculty can reach out to for advice and support.

Division of Equity and Inclusion (<http://inclusion.uoregon.edu/>) promotes inclusive excellence by working to ensure equitable access to opportunities, benefits, and resources for all faculty, administrators, students, and community members.

Center on Diversity and Community (CoDaC) (<http://codac.uoregon.edu/>) builds the capacity of individuals and units across campus to advance the university's goals of equity and inclusion.

UO Department of Human Resources offers “Crucial Conversations - Tools for Talking When the Stakes are High”, which provides proven techniques to build those skills. Over the course of four - 3.5-hour sessions students will learn how to hold conversations around emotional and/or risky topics to surface the best ideas and to make high quality, mutually beneficial decisions when dealing with others. (Note: A fee applies for this workshop) ([http://odt.uoregon.edu/registration/course\\_view.php?crse\\_id=352](http://odt.uoregon.edu/registration/course_view.php?crse_id=352)).

Accessible Education Center (<http://aec.uoregon.edu/index.html>) collaborates with students, faculty, and staff to create an educational environment that is useable, equitable, and sustainable. The Accessible Education Center provides support to students and instructors through direct services, outreach, training, and consultation.

- a. Procedures and Best Practices for working with students with disabilities (<http://aec.uoregon.edu/faculty/procedures/index.html>)
- b. Universal Design Strategies (<http://aec.uoregon.edu/faculty/universdes/index.html>)

Lesbian, Gay, Bisexual, Transgender Education & Support Services Program (LGBTTESSP) (<http://lgbt.uoregon.edu/>)

Queer Ally Coalition (QAC) (<http://lgbt.uoregon.edu/GetInvolved/QueerAllyCoalition.aspx>) seeks to reduce homophobia, heterosexism, and gender bias on the University of Oregon campus and create an atmosphere of understanding and acceptance for all members of our community inclusive of all sexual orientations and gender identities. Faculty and staff can participate in QAC training to become an official QAC ally.

## Graded Activities

What follows provides a brief overview of the assignments. Detailed criteria will be explained thoroughly in class and posted on Canvas. If something is not clear, it is students's responsibility to ask the instructor for guidance.

1. **Class Participation:** Active participation in classroom activities is a course requirement. Class participation is evaluated daily. Therefore, highly inconsistent participation will impact class participation grades negatively. Quality participation requires professional behavior which will include punctual attendance, obvious preparation for class, asking pertinent questions and offering relevant comments, taking notes, actively engaging in classroom discussions, and other activities.
2. **Notable Quotes Reflection:** For each class student will prepare one reading (see calendar) that will give them the theoretical foundation of the ethical concept at task. For each class, students should pick one quote and write a response following the criteria explained on Canvas. All the readings are posted on Canvas.
3. **Final paper (teamwork):** In group, students will write an 8-10 page paper about Connecting Place to [3 concepts among the ones studied in class]. The purpose of the paper is to develop the skills to connect theory, ethics, and space. The process for the development of the paper will include three stages: (1) preparation, (2) PowerPoint presentation and (3) rough draft/final paper.
4. **Reflection paper (individual work):** Each student will reflect what they learned about theory and practices of creative placemaking. They will support their reflection with: (1) one research article assigned for class, (2) one complementary article presented by other groups, (3) one of the case studies presented by other groups. Format: 4-5 pages double-spaced (references excluded). In their reflection, students will add a research component in the form of a research article, showing not only that they digested the material, but also that they are ready to move on independently.
5. **Late Assignments:** Barring a specific need for adjustment, graded work is ALWAYS due on time. After Canvas marks the assignment as late, the assignment will be graded as ZERO.

# Grading

## Grade Distribution

Notable Quote Reflection (8@3.75% - P/NP). You are required to always be prepared for discussion. However, you can claim <u>ONE free pass</u> (=you will get the points, even if you did not post. In order to get the points, you need to write on Canvas that you are using the free pass for that day. Lack of doing so, will not grant your free pass)	30%	Individual grade
Final Paper Preparation 15 % (3 assignments @ 5 % each) Presentation 5 % Rough Draft 5 % Final Paper 5 %	30%	Team grade
Final Reflection	10 %	Individual grade
Participation(1.5 % each class) General participation in classroom activities and discussions. Each class will be evaluated, and students will not receive credit if they are not in class. No make-up	30%	Individual grade
Total	100%	

## Grading scale

A	94-100	B	84-86	C	74-76	D	64-66
A -	90-93	B -	80-83	C -	70-73	D -	60-63
B+	87-89	C+	77-79	D+	67-69	F	Below 59

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.

## Tentative Calendar – Fall 2022

This calendar and the list of readings are subject to change.  
It is the students' responsibility to keep up with updated information

	Tuesday	Thursday
1	Overview and Introductions	Theory and Ethics – In class: What is theory for you? – In class: Why a reflective practitioner?
2	Ethics and Theory 1. APA Ethical Principles and Planning Theory 2. Lucy, Planning Experience and Planners Ethics (this is the reading for the notable quote)	Groups: 1, 2, 3 1. Campbell, Just Planning: The Art of Situated Ethical Judgement 2. Bolan, The structure of Ethical Choice in Planning Practice 3. Campbell and Marshall, Ethical Framework and Planning Theory
3	Public Interest Dadasphoor, Defining Public Interest in Planning; A Review	Groups: 4, 5, 6 1. Chettiparamb, Articulating Public Interest through complexity theory 2. Campbell, Moral Obligations, Planning and the Public Interest 3. Alexander, The Public Interest in Planning: From Legitimation to Substantive Plan Evaluation
4	Economic and Racial Equity Andrew H. Whittemore (2017) “Racial and Class Bias in Zoning: Rezoning Involving Heavy Commercial and Industrial Land Use in Durham (NC), 1945–2014,” Journal of the American Planning Association, 83:3, 235-248	Groups: 1, 2, 3 • An article of choice on this topic
5	Social Equity Leonie Sandercock & Ann Forsyth (1992) “A Gender Agenda: New Directions for Planning Theory,” Journal of the American Planning Association, 58:1, 49-59, DOI: 10.1080/01944369208975534	Groups: 4, 5, 6 • An article of choice on this topic
6	Public Trust Laurian, Trust in Planning: Theoretical and Practical Considerations for Participatory and Deliberative Planning	Groups: 1, 2, 3 • Cases
7	Planning Knowledge Communicative Planning and Rational Planning	Groups: 4, 5, 6 • Cases
8	Power Westin, The Framing of Power in Communicative Planning • Rough Draft Due	Workshop
9	New Theory Directions Feinstein, New Directions in Planning Theory	***Thanksgiving***
10	Presentations • All presentations are due	Presentations • Friday at Noon: Final Papers are due
11	Reflection Due on Tuesday December 6th	