



UNIVERSITY OF
OREGON

School of Planning, Public
Policy and Management



Instructor: Rebecca Lewis, PhD
(Associate Professor in PPPM)

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Drop In (Office) Hours: T 11:30-12:30; Th 8:30-9:30

In person (247A Hendricks Hall) or Zoom

<https://calendly.com/rlewis9uoregon>

Introduction to City Planning

PPPM 205 – Fall 2023 (CRN 11672)

Course Day and Time: T/Th 10-11:20

Location: McKenzie 129

Graduate Employees (Discussion Section Instructors)

GE: Sian Meng

sianm@uoregon.edu

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

In person (6C Hendricks) or Zoom

GE: Emily Severeid

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Office Hours: 10-12 M In person (26A Hendricks)

or 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.

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 | 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 90 minutes to complete the midterm and two hours to complete the final exam within a 24-hour window of time.**

The Quizzes will consist of approximately 3-5 questions each week, available on Canvas, and due **by 11:59 pm (MIDNIGHT) on Wednesdays**. These are to be completed outside of class and will be graded. Point values will vary based on the number of questions. You will be able to drop the lowest two quizzes, so if you forget or are feeling sick, don’t worry!

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. These will generally be due on **Sundays at 11:59 PM (MIDNIGHT)**. 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.)

Grading Scale (no rounding)

| | | | | | | | | | |
|--------|----|-------|----|-------|----|-------|----|-----|---|
| 98-100 | A+ | 87-89 | B+ | 77-79 | C+ | 67-69 | D+ | <60 | F |
| 94-97 | A | 84-86 | B | 74-76 | C | 64-66 | D | | |
| 90-93 | A- | 80-83 | B- | 70-73 | C- | 60-63 | D- | | |



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 an 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 **11:30-12:30 on Tuesday and 8:30-9:30 on Thursday**. 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 | 9/26 | Introduction | | |
| 1 | 9/28 | 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 | 10/3 | Planning History | Levy: 2, 3, 4 | "Highways gutted American cities. So why did they build them?" (Vox) |
| 2 | 10/5 | Planning History | Levy: 17 | "Color of Law" (Rothstein - Video) |
| 3 | 10/10 | Tools of Planning | Levy: 6, 8 | "The Black Lives Next Door" (NYT) |
| 3 | 10/12 | Tools of Planning | Levy: 9, 14 | "A Fight Over Zoning Tests Charlottesville's Progress on Race" (NYT) |
| 4 | 10/17 | 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) |
| 4 | 10/19 | Public Participation (Guest Lecture by Emily Severeid) | "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) | |
| 5 | 10/24 | MIDTERM EXAM | | |



| 5 | 10/26 | Guest Speaker: Natural Hazards & Resilience – Danielle Arigoni | | |
|------|-------|--|--|---|
| Week | Date | Topic | Academic Readings | Other Materials |
| 6 | 10/31 | Transportation Planning: walking, biking, & transit | | "How to Design a Great Street" (City Beautiful - video) "Bike Lanes Are Not Good Enough" (City Beautiful - video) |
| 6 | 11/2 | 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- demsas.html |
| 7 | 11/7 | Urban Design | Levy: 7, 10 | "How Decades of Racist Housing Policy Left Neighborhoods Sweltering" (New York Times) |
| 7 | 11/9 | 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 | 11/14 | TBD | Levy: 18 | |
| 8 | 11/16 | TBD | | |
| 9 | 11/21 | Holding Ground Discussion | Video: Holding Ground (watch prior to class) | https://uoregon.kanopy.com/video/ho lding-ground-rebirth-dudley-street |



| Week | Date | Topic | Academic Readings | Other Materials |
|-----------|-------|---|-------------------|--|
| 9 | 11/23 | NO CLASS - HOLIDAY | | |
| 10 | 11/28 | 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 | 11/30 | Wrap Up: What are you going to do about it? | | |
| 11 | | FINAL EXAM | | Friday, December 8 (on Canvas) |

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.

Attendance and Missed Class Policy

This is a face-to-face course. Attendance is important because we will develop our knowledge through in-class activities that engage students in the lecture content. We'll have discussions, small-group activities, and do other work during class that will be richer for your presence, and that you won't be able to benefit from if you are not there. Excessive absences make it impossible to learn well and succeed in the course. I will not take attendance for lecture, so it is not necessary to email me if you will miss class. There is no grade penalty for missing lecture. If you miss a class, you may have access to a recording (if technology permits). 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.

Generative Artificial Intelligence Use

Students may not use GenAI tools (like Chat GPT) in this course to produce course materials or assignments in whole or in part. All work you submit for this course toward completion of course requirements must be your own original work done specifically for this course and without substantive assistance from others, including GenAI. Work you've completed for previous courses or are developing for other courses this term also should not be submitted for this course. In accordance with UO policy, if I believe you've handed in work created all or in part by GenAI, I will submit a report of suspected academic misconduct to the Office of Student Conduct and Community Standards for that office to make a determination of responsibility and, if warranted, assess a grade penalty. If you have any questions or doubts, please ask!

Academic Misconduct

The University Student Conduct Code defines academic misconduct, which includes using unauthorized help on assignments and examinations, the use of sources without acknowledgment, and recording class without "the express written permission of the instructor(s)." Academic misconduct is prohibited at UO. I will report all suspected misconduct to



the Office of Student Conduct and Community Standards. If the Office finds a student has committed misconduct, consequences can include of the relevant assignment or exam, or of the course.

You are expected at all times to do your own work. Copying or obtaining others' work is not allowed. 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.

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 and I are dedicated to fostering inclusive, equitable, and accessible learning environments for all students. The Accessible Education Center (AEC) assists students with disabilities in reducing barriers in the educational experience. You may be eligible for accommodations for a variety of disabilities – apparent disabilities, such as a mobility or physical disability, or non apparent disabilities, such as chronic illnesses or psychological disabilities. If you have or think you have a disability and experience academic barriers, please contact the Accessible Education Center (Location: 360 Oregon Hall; 541-346-1155; uoaec@uoregon.edu) to discuss appropriate accommodations or support. The details of your disability will be kept confidential with the AEC and you are not expected to share this information with others. However, I invite you to discuss any approved accommodations or access needs at any time with me.

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.