



UNIVERSITY OF  
OREGON

School of Planning, Public  
Policy and Management



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In person (247B Hendricks Hall) or Zoom

**Introduction to City Planning**

**PPPM 205 – Spring 2024 (CRN 34090)**

**Course Day and Time: T/TH 10:00 - 11:20AM**

**Location: 221 ALL**

**GE: Sian Meng**

Office Hours: TBD

[sianm@uoregon.edu](mailto:sianm@uoregon.edu)

**GE: Kat Rola**

Office Hours: TBD

[krola@uoregon.edu](mailto:krola@uoregon.edu)

## **Course Description**

*Introduction to City Planning* introduces students to the field of city planning – a strange 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. Traditional focal areas of planning will be covered including transportation, housing, economic development, environmental issues, social equity, and more.

As a rough guide, one of these topics will be discussed per week. Guest speakers may be part of the mix, as planning is a diverse field with varying approaches, and hearing from multiple voices will provide a good 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 how cities are designed and function, that cities are alive 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.

## **Learning Objectives**

I have four learning goals for you in this class:

1. To develop a basic sense of different ways city planning affects how we live
2. To help you see yourself as an agent of positive change
3. To apply classroom learning and readings to real community situations through observations and discussions
4. To feel comfortable engaging, discussing, and debating with others about important topics relevant to society as a whole



## **Core Education Fulfillment**

This course is required, and must be taken for a grade, for the PPPM Major or Minor.

### **Class Delivery**

This is an in-person course: that means that, unlike asynchronous online/ASYNCR WEB courses, we will meet during scheduled class meeting times in the specified class locations. I will accommodate absences as described in the Absences policy below. If you need additional flexibility, UO encourages you to consider ASYNCR WEB courses. If you need accommodation related to a medical or other disability, you can request those by working with the Accessible Education Center.

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

**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. Also know that half of you want to hear what others have to say and other half do not – this makes being a Professor super fun!

**Discussion Sections:** Discussion sections will also be attended live. 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 Canvas that you are expected to engage with and contribute to.

## **Technical Requirement**

Canvas is the place to go for course information and engagement outside of class time.

To access our course Canvas site, log into [canvas.uoregon.edu](https://canvas.uoregon.edu) using your DuckID. If you have questions about using Canvas, visit the [Canvas support page](#). Canvas and Technology Support also is available by phone (541-346-4357) or by [live chat on the Live Help webpage](#).

## **Student Assessment**

Midterm Exam	15%
Final Exam (Comprehensive)	25%
Quizzes	10%
Discussion Sections	40%
Discussion Prompts (Whole Class)	10%



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 will 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 the start of Thursday class.** These are to be completed outside of class.

## 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 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. All readings will be organized and accessible on Canvas and will include a variety of types, from academic articles to popular press articles to videos to blogs.

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

W	Date	Topic	More Academic Readings	Other Material
1	2-Apr	Introduction		
1	4-Apr	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	9-Apr	Planning History	Levy: 2, 3, 4	"Highways gutted American cities. So why did they build them?" (Vox)
2	11-Apr	Planning History	Levy: 17	"Color of Law" (Rothstein - Video)
3	16-Apr	Tools of Planning	Levy: 6, 8	"The Black Lives Next Door" (NYT)
3	18-Apr	Tools of Planning	Levy: 9, 14	"A Fight Over Zoning Tests Charlottesville's Progress on Race" (NYT)
4	23-Apr	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	25-Apr	What's Up with Alleys? – Lecture by Kat Rola		
5	30-Apr	Bikes, Feet, & Transit		Bike Lanes Are Not Good Enough & How to Build a Better Bike Lane (Videos)
5	2-May	<b>Midterm Exam</b>	<b>Midterm Exam</b>	<b>Midterm Exam</b>
6	7-May	Housing	"Housing Underproduction in Oregon" (EcoNorthwest)	"America's Hottest Housing Debate Is Coming to Oregon" (Slate)  "Eliminating Single-Family Zoning and Parking Minimums in Oregon"  "In defense of the "gentrification building" (Vox Video)



6	9-May	Urban Design	Levy: 7, 10	"How Decades of Racist Housing Policy Left Neighborhoods Sweltering" (New York Times)
7	14-May	Planning from the bottom up: Tactical Urbanism, Parklets, urban agriculture, city repair		
7	16-May	Holding Ground Video – will watch in class	Levy: 11	Video: Holding Ground <a href="https://uoregon.kanopy.com/video/holding-ground-rebirth-dudley-street">https://uoregon.kanopy.com/video/holding-ground-rebirth-dudley-street</a>
8	21-May	Holding Ground Discussion		
8	23-May	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)	<b>Either/Or:</b> Read: Government Is Flailing, in Part Because Liberals Hobbled It <b>or</b> Listen to: How Blue Cities Became So Outrageously Unaffordable (NYT Podcast)
9	28-May	Transportation & Planning: A Dutch Perspective with Ronald Tamse (Utrecht, NL)	Levy: 18	"How to Design a Great Street" (City Beautiful - video)  Utrecht video: <a href="https://youtu.be/Boi0XEm9-4E">https://youtu.be/Boi0XEm9-4E</a>
9	30-May	Urbanism Next – Technological disruption and the future of the city		"The Micro-Mobility Revolution" (Medium)  "The Future of Autonomous Vehicles" (Robin Chase - Animation)  "The new autopia: "A chance to transform urban planning" (Economist)  "Ten rules for cities about automated vehicle" (Jeff Speck)
10	4-Jun	Planning in China or Impacts of Shared Mobility – Lecture by Sian Meng		
10	6-Jun	Wrap Up: What are you going to do about it?		
11	6/11//2024	<b>FINAL EXAM (official time: 8:00)</b>	Exam will be available during the entire day and can be taken remotely.	

## Course Policies

### Communicating with Me: How and Why

*How will I communicate with you?*

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

*How can you communicate with me?*

If your question (or comment) is about course content or activities, about something personal, time sensitive, a practical, yes/no one about an assignment, reading, or other component of our class or something else that doesn't feel like it fits above, please reach out to me by Canvas email, Canvas chat, regular email, or by attending office hours. I try to respond to questions within one business day; if I do not, please feel empowered to send me a reminder note as sometimes the volume of request overwhelm the time I have to respond and notes can fall



through the cracks.

### *Office hour details*

During 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 student's post-graduation goals, might identify more supportive methods to study for a future exam or to begin a project, 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 a peer if that is useful for you.

### **Classroom Community Expectations (or "Classroom Behaviors")**

#### ***All members of the class (both students and instructor) can expect to:***

*Participate and Contribute:* All students are expected to participate by sharing ideas and contributing to the learning environment. This entails preparing, following instructions, and engaging respectfully and thoughtfully with others.

While all students should participate, participation is not just talking, and a range of participation activities support learning. Participation might look like speaking aloud in the full class and in small groups as well as submitting questions prior to class or engaging with Discussion posts.

We will establish more specific participation guidelines and criteria for contributions in our first weeks of the term.

*Expect and Respect Diversity:* All classes at the University of Oregon welcome and respect diverse experiences, perspectives, and approaches. What is not welcome are behaviors or contributions that undermine, demean, or marginalize others based on race, ethnicity, gender, sex, age, sexual orientation, religion, ability, or socioeconomic status. We will value differences and communicate disagreements with respect. We may establish more specific guidelines and protocols to ensure inclusion and equity for all members of our learning community.

*Help Everyone Learn:* Part of how we learn together is by learning from one another. To do this effectively, we need to be patient with each other, identify ways we can assist others, and be open-minded to receiving help and feedback from others. Don't hesitate to contact me to ask for assistance or offer suggestions that might help us learn better.

#### *Guidelines for using Canvas Discussion:*

- Use subject lines that clearly communicate the content of your post
- Write concisely, and be aware that humor or sarcasm doesn't always translate in writing.
- Be supportive and considerate when replying to others' posts. This means avoiding use of jargon or inappropriate language, and it means disagreeing with respect and providing clear rationale or evidence to support your different view.
- Keep focused on the topic and reference readings and other class materials to support your points (as applicable).



- Try to use correct spelling and grammar and proofread your submissions. After submitting, use the edit feature to make corrections and resubmit (don't create a new or duplicate post that corrects your error).
- Contribute and interact often!

**Missed Class Policy**

There is no class attendance policy in the large lecture portion of the class – you are adults and can choose what to do with your time. Refer to your Discussion Section syllabus for attendance policies during that portion of the class.

Lectures may be recorded and shared, though recoding and sharing of lectures is not guaranteed, so will not be a reliable way to make up any material you miss by not attending class. The best way to obtain missed material is to make a friend in class that would be willing to share notes.

Slides used in class will be posted to Canvas within a week after the class material was delivered.

**Course Deadlines and Late Work**

Assignments have due dates and failure to turn things in on time have penalties. Use Canvas to understand when assignments are due.

**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. If you know you will have a conflict with the final exam time, please consult with the instructor as early as possible. Note that the midterm and final exam can be taken remotely – you will have a 24-hour period upon which to start the exam and then have a fixed amount of time to complete it. You may do this from anywhere on the globe as long as you have an internet connection and complete the exam during the 24-hour period that it is open.

**Grading**

Grades are assigned based on the following cumulative course scores:

A+	98-100		C+	77-79
A	93-97		C	73-76
A-	90-92		C-	70-72
B+	87-89		D	60-69
B	83-86		F	<60
B-	80-82			

**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](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 exams. If you are caught cheating and it is your 2<sup>nd</sup> 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.

### **Generative Artificial Intelligence Use**

Students can use GenAI tools in this class to help with course work and assignments. Helpful uses include brainstorming ideas, creating outlines, editing, and so forth. However, if you use a GenAI tool, you need to document your use, including the tool you use and when, where, and how in your work process you used it (for example: “I used ChatGPT to generate an outline for my paper, which I then revised before writing my first draft” or “I used slidesAI.io to create the slidedeck style for my presentation.” etc.). In certain cases, as part of your documentation, I may ask you to submit any GenAI results you obtained, so you need to keep GenAI-created drafts and logs of your interactions with GenAI tools; failure to provide such documentation may result in a grade reduction in certain instances. I will provide helpful resources for how best to use GenAI to support your learning process and work.

Along with documentation of your GenAI use, you are also required to cite GenAI if you use any GenAI-created content in your work submissions, for example text or images or graphics generated by GenAI tools. Please use standard [APA or MLA] citation guidelines for GenAI, as indicated here: [\[MLA Style Center\]](#) [\[APA Style Blog\]](#).

And please take note of this advice one of my daughters received from one of her professors: essays written by ChatGPT are boring; don't be boring.

## **University Policies**

### **Access and Accommodations**

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](mailto: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.

### **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.

### **Your Wellbeing**

Life at college can be very complicated. Students often feel overwhelmed or stressed, experience anxiety or depression, struggle with relationships, or just need help navigating challenges in their life. If you're facing such challenges, you don't need to handle them on your own--there's help and support on campus.

As your instructor if I believe you may need additional support, I will express my concerns, the reasons for them, and refer you to resources that might be helpful. It is not my intention to know the details of what might be bothering you, but simply to let you know I care and that help is available. Getting help is a courageous thing to do—for yourself and those you care about.

[University Health Services](#) helps 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](https://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).

### **Basic Needs**

Being able to meet your basic needs is foundational to your success as a student at the University of Oregon. If you are having difficulty affording food, don't have a stable, safe place to live, or are struggling to meet another need, visit the [UO Basic Needs Resource page](#) for information on how to get support. They have information food, housing, healthcare, childcare, transportation, technology, finances (including emergency funds), and legal support.

If your need is urgent, please contact the Care and Advocacy Program by calling 541-346-3216, filling out the [Community Care and Support form](#), or by [scheduling an appointment](#) with an advocate.

### **Respect for Diversity**

You can expect to be treated with respect in this course. Both students and your instructor(s) enter with many identities, backgrounds, and beliefs. Students of all racial identities, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, citizenship statuses, ability and other visible and non-visible differences belong in and contribute to this class and this discipline. All students are expected to contribute to a respectful, welcoming and inclusive environment for every other member of the class.

Class rosters are provided to instructors with students' legal names. Please let me know if the name or pronouns I have for you are not accurate. It is important to me to address you properly.

Please let me know if aspects of the instruction, course design, or class activities undermine these principles in any way. You may also notify the [Home Department] at [contact





information]. For additional assistance and resources, you may also consider contacting the [Division of Equity and Inclusion through their website](#) or by phone (at 541-346-3175), or the [Center for Multicultural Academic Excellence through their website](#) or by phone (at 541-346-3479).

### **Reporting Obligations**

I am a [designated reporter/assisting 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. Students experiencing sex or gender-based discrimination, harassment or violence should call the 24-7 hotline 541-346-SAFE [7244] or visit [safe.uoregon.edu](http://safe.uoregon.edu) for help. Students experiencing all forms of prohibited discrimination or harassment may contact the Dean of Students Office at 541-346-3216 or the non-confidential Title IX Coordinator/OICRC at 541-346-3123. Additional resources are available at [UO's How to Get Support webpage](#).

I am also a mandatory reporter of child abuse. Please find more information at [Mandatory Reporting of Child Abuse and Neglect.](#)"

### **Academic Disruption due to Campus Emergency**

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.

### **Inclement Weather**

It is generally expected that class will meet unless the University is officially closed for inclement weather. If it becomes necessary to cancel class while the University remains open, this will be announced on Canvas and by email. Updates on inclement weather and closure are also communicated as described on the Inclement Weather webpage.

### **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.