



School of Planning, Public Policy and Management



PPPM 205-Introduction to City Planning (Winter 2024)

Basic Information:

Instructor: Dr. Shengxiao (Alex) Li, lsx@uoregon.edu

Meeting Time: 10:00 AM-11:20 AM, Tuesdays and Thursdays Jan. 9, 2023 – Mar. 14, 2023

Class Location: 101 ALL

Office hours: Tuesdays and Thursdays 3:40 PM- 5:10 PM, Hendricks 107, in-person/virtual, by appointment on lsx.youcanbook.me

Course Descriptions

This course introduces students to the field of city planning – an academic discipline that thinks about how the cities and communities should ideally be, and then figures out how to move in that direction. The course will start with an overview of history and theories in this field and cover a range of focal areas in the field of planning including land use planning, environmental planning, housing, economic and community development, and transportation planning. Several planning practitioners will come to the class to talk about the practical side of city planning as a profession. 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 more sustainable, equitable, and resilient.

Learning Objectives

This course has the following learning objectives:

1. Explain planning practice and various planning focal areas.
2. Describe and explain how city planning impacts our built environment and daily lives.
3. Convey the roles planners play in planning processes.
4. Apply classroom learning and readings to real-world planning settings.
5. Engage, discuss, and debate with others about important topics relevant to city planning, such as housing affordability, zoning, and public engagement.

To achieve these learning goals, we will examine the following contents in class:

1. The role of the planner as an expert, facilitator, agent of power, and developer of information used by decision-makers.
2. Planning processes and tools, and how they affect cities and communities in physical and social realms.
3. The types of information, theories, and models that shape solutions to common planning problems.

We will approach these goals by lectures, readings, class discussions and activities, guest lectures, and exams.

Course Materials

The primary textbook used in this class is Levy, J. M. (2016). Contemporary Urban Planning (11th Edition). Taylor & Francis. The book is available online at the UO libraries (<https://ebookcentral.proquest.com/lib/uoregon/detail.action?docID=4644149>). Other readings will be organized and accessible on Canvas Modules.

Course Modality

This course is a required introductory course for both the major and minor in Planning, Public Policy and Management (PPPM) and an Area of Inquiry course in social sciences. There are no prerequisites for this course. This course is a combination of lectures, discussions, and activities. This is an in-person course: that means that, unlike asynchronous online/ASYNCR WEB courses, we will meet during scheduled class meeting times in classrooms. I will accommodate absences as described in the Absences policy. If you need additional flexibility, UO encourages you to consider ASYNCR WEB courses. If you need accommodation related to disability, you can request those by working with the Accessible Education Center. (<https://aec.uoregon.edu>) Please refer to the above section about Class Attendance to review course policies around attendance.

Technical Requirements

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 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](#).

Weekly Schedule of Topics and Assignments

T 1/9 (Week 1) Course Overview

Th 1/11 (Week 1) Urbanization in the U.S. and National Planning

Readings: Levy Chapters 2, 17

T 1/16 (Week 2) Plans and Planning Process

Readings: Levy Chapters 6, 8

Th 1/18 (Week 2) Practitioner Panel: What Do Planners Do?

T 1/23 (Week 3) Planning History

Participants: Levy Chapters 3, 4

Th 1/25 (Week 3) Urban Planning Theories

Readings: Levy Chapters 19

T 1/30 (Week 4) Land Use Planning and Growth Management

Readings: Levy Chapter 9, 14
Th 2/1 (Week 4) Environmental Planning
Readings: Levy Chapter 15
T 2/6 (Week 5) Mid-term review and Q and As
Th 2/8 (Week 5) Mid-term exam (until Week 4)
T 2/13 (Week 6) Sustainability and Resilience (Guest lecture)
Readings: TBD.
Th 2/15 (Week 6) Housing Planning
Readings: Levy Chapter 7
T 2/20 (Week 7) Community and Economic Development
Readings: Levy Chapters 11, 13
Th 2/22 (Week 7) Transportation Planning
Readings: Levy Chapter 12
T 2/27 (Week 8) Urban Design
Readings: Levy Chapter 10
Th 2/29 (Week 8) Regional Planning
Readings: Levy Chapter 16
T 3/5 (Week 9) International Development
Readings: Levy Chapter 18
Th 3/7 (Week 9) The Future of Urban Planning
Readings: TBD.
T 3/12 (Week 10) Final Review
Th 3/14 (Week 10) Prepare for Final Exam/Q and A session
Final exam: 3/22 8 AM

Other readings will be posted on Modules for each class one week before the class.

Assignment Components and Grading

Students should submit all assignments online via Canvas. If you have technical issues submitting your assignment, take a screenshot of your computer screen showing the error and email me immediately with both the screenshot and assignment attached.

An Overview of Assignments

This course is a reading- and discussion-intensive class. Evaluations are based on attendance and discussions (15%), class discussion notes and peer-review practice (20%), a mid-term exam covering the content through 2/1 (30%), a final exam covering the content covering the whole quarter (35%).

Full assignment descriptions are posted on Canvas and will also be discussed in class.

	<u>Share of final grades</u>	<u>Due Date</u>
Class participation and discussions	15%	
Class discussion notes	20%	
<i>Initial submission</i>	<i>10%</i>	1 hour before the class (except for 1/11 class)
<i>Peer-review</i>	<i>5%</i>	48 hours after the class
<i>Revision</i>	<i>5%</i>	72 hours after receiving peer review comments
Exams	65%	
<i>Mid-term</i>	<i>30%</i>	2/8
<i>Final</i>	<i>35%</i>	TBD
	100%	

Detailed Requirements

Class Participation and discussions (15 %):

Class participation and discussions in class consist of 15% of your grades. Regular class attendance. Students can miss at most **THREE** classes regardless of reason. Students are expected to review an overview of the class materials and activities before every class, and review the slides and class materials which will be uploaded on Canvas after each class. Please stay home and use one of your three absences if you are sick. Every missed class beyond 3 results in 0.5 point off your final grade.

Your success is important to me. For students who have to miss Tuesday or Thursday classes regularly, they should work with the instructor for a long-term solution. The deadline to report to the instructor is the end of the second week of the quarter (**1/21**). In this case, the instructor provides make-up assignments for about 2 hours each class, which is equal to the class time plus commuting time. Together we can identify what resources or strategies might be available to support you and your learning.

Readings before class are critical to the success of this class. Students should read the reading materials and skim the relevant chapters in the textbook before each class. These materials are

the basis for discussions (usually a planning situation or a case). Discussions are group-based (usually 2-3 people), and students will be evaluated based on their understanding of the materials, and the insights they contribute to the class discussions. Students are encouraged to form their study group for this class and meet every week to exchange ideas or discuss based on the class overviews.

Class discussion notes (20 %): Class note (10%) + Peer-review (5%) + Revision (5%).

In this class, students will co-produce their class notes which will go through revisions through the feedback from peer reviews and the instructor. The instructor will post discussion questions (which are the main problem set for mid-term and final exams) one week before each class. A group of 2 or 3 students will answer the questions based on the readings for that class, submit the notes before class (except for the 1/11 class, which is due on 1/14), and then revise the notes based on the feedback from their classmates and the instructor.

Peer-review is a critical part to improve the outcome quality in the planning profession and academics. It is a practice which aims to train students' abilities to provide timely, constructive, and respectful comments for the class notes. Students who did the notes will review the next group's notes. The final group will review the first group's notes.

To make the notes readily available for students to review the class contents, the class notes are required to submit 1 hour before the class and will be shared with the peer reviewers before class. Peer reviewers will take notes in class and give their comment report 48 hours after the class, and then the instructor will review the comments and give comments to the authors of the notes on the same day. The note writers should submit their revision based on the feedback and highlight their revisions in 72 hours after receiving the comments through email. The instructor will post the final notes and comments on **Modules** when they are ready.

Exams (55 %): As this class is an introductory urban planning class, it will have two exams to test students' basic understanding of urban planning as a discipline and profession. While the mid-term exam is a closed-book exam, students can bring one letter-size cheat-sheet to the final exam.

The mid-term exam (30%) takes up the class time on 2/8. The mid-term exam includes three parts: (1) knowledge questions. It should be based on the knowledge in the slides, textbook knowledge, or any questions in the class notes. Students should answer these questions briefly based on what it is. There will be 6 questions, and they are worth 30% of the grades. (2) Summary and synthesis questions. They are very similar to the class note questions, and there will be three questions. Students should synthesize the knowledge they have learned in class, and answer the questions in an organized way. They are worth 45% of the grades. (3) Case analysis question. It is worth 25% of the grades. It asks students to analyze one case based on what they have learned in class. The difficulty of the case will be similar to those used for class discussions. Suggested time allocation: 15 minutes for all the knowledge questions, 15 minutes each for synthesis questions, and 20 minutes for case analysis.

The final exam (35%) takes 90-120 minutes and asks students to answer: (1) 8 knowledge questions, worth 30 %; (2) two questions revised from the notebook of the class (30 %, the whole quarter), and (3) one case analysis based on the latter half of the class (20 %), and (4) one analytical question combining knowledge throughout the quarter (20 %). Students can bring a one-page letter-size cheat sheet.

Bonus Credits

The instructor provides several ways for students to get bonus grades up to 2 points through teaching evaluations and class performance. Teaching evaluation is a great source for the instructor to improve his teaching. All students are encouraged to submit their score and comment evaluations about the course and the instructor for the middle and end of the course. I will give students time in class to finish the surveys, submit proof, and get bonus grades. Students can upload screenshots to prove the completion of course evaluations and obtain a bonus score of 0.5 for each of the surveys.

In addition to surveys, I will also give bonus credits based on the performance in class discussions, attendance, and peer-reviews. However, bonus credits for this category will not go beyond 1.

Grading

95 +	A+		
93-94	A	65-69	C
90-92	A-	60-64	C-
85-89	B+	55-59	D+
80-84	B	50-54	D
75-79	B-	45-49	D-
70-74	C+	0-44	F

Assignments and overall grades correspond to the following standard of professional work: an A or A+ (93-100) represent the highest quality professional work; an A- (90-92) constitutes very good professional work; B+ (85-89) good professional work; B (80-84) adequate professional work that generally meets professional standards; B- (75-79) minimally acceptable quality work that generally falls below standards set for professionals; C+ and lower (0-74) represents work generally unacceptable for professionals. Letter grades are available on Canvas.

Rubrics for each assignment will be posted on Canvas along with full assignment descriptions.

Note that I do not round assignment grades and final grades as I have provided numerous ways (bonus grades, office hours, large proportion of participation scores, a resubmission opportunity) to boost your performance. A grade of 92.9 remains an A-. The reference median grade in my class is either A- or B+.

Late Work

The deadline for the homework except for the note is **12 AM** on the deadline date. Initial note submissions are due **ONE HOUR BEFORE** the class starts. No extension is allowed. Computer problems, other coursework, and job requirements do not qualify for extensions.

Class Policies

Communications

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. Announcements are usually time-sensitive, including some local or online events related to our class or scholarship/internship opportunities. **Please ensure that you are signed up to receive course announcements via email or text so that you do not miss important course-related communication.**

Class overview and questions will be posted two weeks before the class. Please review those overview materials before class. Those who are responsible for class notes should start preparing for the note answers once the questions are posted. During every class, I will preview critical concepts we'll work on that week and a checklist of the week's due dates. You can also find this information on each day's slides. I will post slides **on the same day after the class. I will also upload the students' notes when they submit the last version of revision.**

To make the peer-review process resemble the real peer-review process, I send out the peer-reviewed results through emails.

When I need to get in touch with individual students, I do so through email.

When giving feedback on assignments, I do so on Canvas, and turnaround time for feedback is generally one week.

How can you communicate with me?

If your question (or comment) is a practical, yes/no one about an assignment, reading, or other component of our class, please inquire your classmates first. If you still feel confused, ask me during, before, or after class. You can also feel free to email me if you cannot find answers.

If your question is about a technical challenge with Canvas or another technology, please contact the UO Service Portal.

If you are concerned about course content or activities, about something personal, time sensitive, or something else that doesn't feel like it fits above, please reach out to me by email or by attending office hours!

I try to respond to questions within one business day. Please email me again if I did not email you back within two business days.

Why should you communicate with me?

I enjoy talking with students about our course material! Are you 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 in the course. If you are having trouble with some aspect of it, I would like to strategize with you. I believe every student can succeed in this course, and I care about your success.

Office Hours

When & where

I will host office hours each week on Tuesdays and Thursdays 3:40 PM-5:10 PM in 107 Hendricks Hall. I welcome meetings outside my regular office hours as well. Just email me to set a time. I recommend signing up for student office hours at <https://lsx.youcanbook.me> in advance so that you do not have to wait.

What

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 or join my Zoom if that is useful for you.

Regardless of the format, I look forward to connecting!

Classroom Behavior

Participate and Contribute: Students are expected to participate by sharing ideas and contributing to the collective learning environment. This entails preparing before class, following instructions, and engaging respectfully and thoughtfully with others. Together, 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: Our goal is to learn together by learning from one another. As we move forward learning during this challenging time, it is important that we work together and build on our strengths. We are returning with a range of feelings about and comfort with being in person, and this means 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. No one should hesitate to contact me to ask for assistance or offer suggestions that might help us learn better.

Use of Computers and Cellphones in Class

Be courteous to your fellow classmates and silence all cellphones prior to class and stow them out of sight. I reserve the right to ask you to leave class if I find you emailing, texting, or using a laptop or other device for non-class related activities.

Please speak to a classmate if you miss material.

Absences

Please refer to **Detailed Requirements for Assignments**: Class participation for details. For students who have extensive absences, you need to note the options you have:

Withdrawal and Grade Change dates and processes. In some cases, the best option is for a student to withdraw or change their grading option while they manage their situation. See **Academic Advising's Registration Decisions page** on options for students in terms of withdrawal and grade changes.

Incomplete. If an unexpected situation happens toward the end of the term and a minor but essential requirement hasn't been completed, an Incomplete may be appropriate.

Student Petitions. students also have petition options after the term if they were unable to make changes during the term due to their situation.

Academic Integrity

The University Student Conduct Code (available on the **Student Conduct Code and Procedures webpage**) 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 the Libraries' **Citation and Plagiarism page**.

Generative Artificial Intelligence Use

Students may use GenAI tools in this course only with explicit instructor permission for certain tasks or on certain assignments. In accordance with UO policy, if I believe you've handed in

work created in whole or in part by GenAI tools used without permission, I may 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. The bottom line is, unless permission has been given, you should not use GenAI in this course. If in doubt, ask!

Accessibility

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.

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 two 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 or by calling 541-346-3227 (anytime UCS is closed, the After-Hours Support and Crisis Line is available by calling this same number).

Please contact resources that can help you to thrive and let me know if you need any help connecting.

Academic Learning Services	541-346-3226
Accessible Education Center	541-346-1155
International Students and Scholars	541-346-3206
LGBT Education & Support Services Program	http://lgbt.uoregon.edu/
Office of Multicultural Affairs	541-346-3479
Office of Student Life	541-346-3216
SAFE Hotline for Survivor and Victim Support	541-346-SAFE
Veteran Support	https://dos.uoregon.edu/veterans

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 School of Planning, Public Policy, and Management at pppm@uoregon.edu. 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).

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.

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.