



UNIVERSITY OF
OREGON

School of Planning, Public
Policy and Management



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In person (247B Hendricks Hall) or Zoom

Human Settlements

PPPM 617 – Fall 2023 (CRN 14392)

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

Location: 351 PLC

Class Overview

Human Settlements focuses on the form and function of cities, how our current urbanized areas took on the characteristics they do, how the process of changing that form and function happens, and what types of changes may be needed to address big issues like climate change, social inclusion and inequality, affordability, health, and happiness.

For many in this class, you are new to the field of city planning, but have stumbled into it for all the right reasons so have at least an inkling that you are in the right place even though you may feel like a fraud at the moment (get used to it). So, some topics will require both an introductory base line of learning while at the same time you will be asked to quickly go deeper. Other topics you may have strong opinions or knowledge or direct experience with already, so you are invited to share, challenge, and explore those things further. Always feel free to ask for clarification or to back up if it seems we have jumped over some bit of knowledge you don't have given the variety of backgrounds prior to stumbling in to planning.

Finally, we will use this class, along with PPPM611 and PPPM613, to quickly boost your professional skills and push you to help a local community do things better. Some of those skills are mundane, but important, like writing in a memo format, using automatic styling and cross-reference functions in Word, and paying attention to the visual flow of your written work. Other skills include how to apply your limited knowledge to a real issue in a real community and working with others in that process. How these processes go are up to you.

I have five learning goals for you in this class:

1. To leave with a passion for city planning issues
2. To understand how a city's form influences its function and some of the processes that shape both
3. To develop experience and comfort in collaborative teams and doing so virtually
4. To engage theory and idealism with practical limitations of practice via an applied project
5. To see yourself as an active community change agent, now or in the future



Important Caution: You will be expected to be active learners and participants. I assume that the reason you are here is to learn and it is my belief that the best way for you to learn is for you to push yourself into thinking in new ways. I see my role often as a facilitator in your learning process, guiding you through ideas and concepts that may be new to you, but with the expectation that you will grab the concepts and run with them. That is, I'm not expecting you to regurgitate facts and definitions back to me. I want you to think and actively interact with me and other students.

Special Note

I am really passionate about the field of city planning and its capacity to make community life better for more people and will bring that spirit to this class even as we figure out the best way to do that. It will be important for all of us to be flexible, adaptable, and respectful as we share what is working well and ideas for how to do things better. **Having grace toward others and assuming positive intentions of others is more important than ever**, so hopefully we can push that short fuse edginess many of us have these days to the background a bit and enjoy that we get to figure out how to address important things by getting the form and function of our cities right!

SCYP

This class is going to work on an applied project with the city of Corvallis (Oregon) as part of the Sustainable City Year Program (SCYP). Each year, up to 35 UO courses across many disciplines work with one or two Oregon communities on community-defined projects and challenges. This year, the three planning classes may be the only ones working with Corvallis (many other classes will be working with Salem) and the hope, in addition to helping Corvallis and your learning, is that Corvallis will be a bigger SCYP partner next year.

In an SCYP partnership, students are asked to bring their normal level of ideas and innovation and passion to help solve real issues. Many student ideas have been put into action throughout the decade of SCYP's existence, so your deep thinking, innovative ideas, and clear communication to Corvallis stakeholders can have a real impact. You are not consultants nor does Corvallis think you are, yet they are interested in your ideas because you are bringing a fresh perspective to their community and drawing on your varied lived experiences and the current education you are receiving to help Corvallis move something forward that they may otherwise be stuck or unsure about. We will hear more about the project from Corvallis itself and we will likely take a site visit to see the environment in person and meet with key people.

Class Delivery

Lectures, discussions, debates, queries, sharing, etc. – this is a small class and we get to ask, answer, and explore together.

**Readings**

Readings come from a variety of sources and all readings can be accessed via links on Canvas. And 'readings' includes videos and podcasts, on occasion.

Course Schedule (some changes may occur)

Week	Date	Topic	Academic Oriented Readings	Popular Oriented Readings
1	9/26	Welcome		
1	9/28	Looking at Cities: What is Happening In Them?	Jacobs, Allan, <i>Looking at Cities</i> , Harvard University Press, 1985, Chapter 1 (pp 1-13) and partial Chapter 3 (pp 30-53) Marshall, A. (2000). <i>How cities work: Suburbs, sprawl, and the roads not taken</i> . University of Texas Press. (Introduction: The Sex of Cities; CH2: End of Place)	
2	10/3	City Shaped	Contemporary Urban Planning (CH3 & 4)	Video: <ul style="list-style-type: none"> • How conquistadors designed cities in the Americas • A Brief History of U.S. City Planning • U.S. and European Zoning, Compared
2	10/5	*** SITE VISIT TO CORVALLIS *** NOTE THIS IS MOST OF THE DAY, 9-3:30PM OR SO		
3	10/10	City Form – Transport-Based Land Use Change	Transportation & Urban Form (Muller CH3, from Hanson)	Video: <ul style="list-style-type: none"> • Urban Sprawl: Which U.S. City Sprawls the Most?
3	10/12	Share Assignments – what was seen, how did it work, how did it get there, could it be changed, how to assess		ASSIGNMENT #1 DUE - TRANSECT Interactive Map: <ul style="list-style-type: none"> • Browse the Noli Map (from 1736!) – fascinating and an example of a figure-ground map that shows city form and structure
4	10/17	Why it Matters: Ecology, Equity, Economics, Social	Gehl, J. (2013). <i>Cities for people</i> . Island press. (CH 1: Human Dimension)	Video: Houten – A Master-Planned Cycling City



		Trust, Health, Happiness	Montgomery, C. (2013). Happy city: Transforming our lives through urban design . Penguin UK. (CH: 1-2, 11) Bruntlett and Bruntlett (2021). Curbing Traffic . Island Press. (Intro & CH1)	LITERATURE REVIEW ABSTRACT DUE
4	10/19	UN SDGs	UN Envisioning Future Cities – read/skim Chapters 5 & 6 and skim through as much of the other 400 pages that look interesting.	Read through the Sustainable Development Goals (SDGs) SDG Video (a bit dramatic, but globalizes the cross-cutting issues) Go to: https://unhabitat.org/ , go to the 'Topics' tab and browse as many topics as you can handle. <ul style="list-style-type: none"> Browse UNEP Sustainable Cities resources if you want – just an FYI this exists.
	10/20	DLCD Day - Travel to Salem		
5	10/24	Urban Design: Streets	Southworth, Michael and Ben-Joseph, Eran, <i>Streets and the Shaping of Towns and Cities</i> . McGraw-Hill:New York, 1997. (CH5: Streets for Living)	<i>Optional geeking out option if you really like street pattern analysis:</i> <ul style="list-style-type: none"> <i>Marshall, Stephen. Streets and Patterns. Routledge, 2005. – UO ebook available</i>
5	10/26	Share assignments		ASSIGNMENT #2 DUE – PUBLIC SPACE USE OAPA conference in Eugene 10/26-27
6	10/31	Transportation – Local Scale: Walking and Biking	Bruntlett and Bruntlett (2021). Curbing Traffic . Island Press. (CH 4)	Browse as desired: Guide of Guides for street design
6	11/2	TBD: (Marc out of town)		NYT: Whatever Happened to the Starter Home?
7	11/7	Retrofitting Suburbia: Housing	Death to Single-Family Zoning...and New Life to the Missing Middle (JAPA) Factors affecting the supply of “missing middle” housing types	[Video] How the US made affordable homes illegal. [Podcast] Why Housing Is So Expensive — Particularly in Blue



			<p>in walkable urban core neighborhoods (Maharaj)</p> <p>OPTIONAL: Public Space Design Guide for Groningen Municipality (browse – it’s 125 pages)</p>	<p>States. By Ezra Klein with Jenny Schuetz</p> <p>Video: Why “gentrification buildings” are misunderstood</p> <p>What we talk about when we talk about gentrification. By Jerusalem Demsas</p> <p>[Video] Suburbia is Subsidized: Here’s the Math. By ‘Not Just Bikes’</p>
7	11/09	Who does what?	<p>Marshall, A. (2000). How cities work: Suburbs, sprawl, and the roads not taken. University of Texas Press. (CH6: The Master Hand)</p> <p>Peiser, Richard, 'Who Plans America? Planners or Developers?' APA Journal, Autumn 1990, 496-501</p> <p>James Petty, Architect & Developer: A Guide to Self-Initiating Projects – ‘Money’</p>	<p>The Real Villain in the Gentrification Story: It’s not young, upwardly mobile college grads. By Jerusalem Demsas</p> <p>Optional Videos:</p> <ul style="list-style-type: none"> • How do the layers of government affect city planning? • From NIMBY to YIMBY
8	11/14	Going Forward - New transport tech	<p>Marshall, A. (2000). How cities work: Suburbs, sprawl, and the roads not taken. University of Texas Press. (Conclusion: Getting There)</p> <p>Shared Mobility Principles (link)</p>	<p>Video:</p> <ul style="list-style-type: none"> • E-Bikes Could Change Cities Forever • Animation: Shared Driverless Cars
8	11/16	Going Forward - single family zoning, minimum parking, UGBs, & ???		<p>LITERATURE REVIEW DUE TOMORROW, 6PM</p> <ul style="list-style-type: none"> • NYT: California Fights Its NIMBYs • Bloomberg: Oregon’s Single-Family Zoning Ban Was a ‘Long Time Coming’ • Slate: You Can Kill Single-Family Zoning, but You Can’t Kill the Suburbs • Sightline Institute: Oregon Just Ended Excessive Parking



				Mandates On Most Urban Lots
9	11/21	Group Check In with Kaarin / AMA		
9	11/23	THANKSGIVING HOLIDAY	NO CLASS	
10	11/28	Presentation Prep		
10	11/29	FINAL PRESENTATIONS (WEDNESDAY, 10-2PM)		
10	11/30	Wrap Up		
11	12/5	FINAL REPORT DUE		

Student Assessment

- 10% Canvas Reading Questions
- 10% Canvas Thoughtfulness Questions
- 10% Written assignment # 1: Transect & Figure Ground – due October 12
- 10% Written assignment # 2: Use of Space - due October 26
- 10% Workshop
- 20% Final Project: Literature Review - due November 16 (abstract due October 17)
- 30% Final Group Project (including 10% presentation due November 29 + 20% report **due December 5**)

Canvas Reading Questions

Each week there will be a Canvas prompt related to the readings, either asking for your reflection, questions that emerge for you, or to extend the reading content to other experiences / topics. Responses can be 1-2 paragraphs in length and you are welcome to respectfully respond to or build on others' responses.

Canvas Thoughtfulness Questions

Each week there may be an additional Canvas prompt asking for more personal reflections of course-related topics or occasionally as check-ins to your adapting to graduate school life. Responses can be 1-2 paragraphs in length and you are welcome to respectfully respond to or build on others' responses.

Written assignment # 1: Transect & Figure Ground

Walk a 1 mile transect from home or from campus (or use slowest transport mode comfortable to you) and:

- Describe what you see in 2-4 pages, focusing on as many different environmental, social, physical, economic, psychological aspects as you notice.
- Identify 3-5 types of data that you could collect that would capture the physical area you covered and/or the different aspects of the area you noticed; include how you might collect or access such data.



- Create, insert, and reference at least one image that captures the physical structure of the area (or part of the area) you covered; consider using a map or aerial photo, though you may need to annotate it so that it has actual value for the reader. Alternatively, consider making a figure ground city/neighborhood map using [this cool tool](#).
- Use subheads, style format, include page numbers (starting on page 2), include an auto-generated table of contents at end, and with images, please caption them, create in-text auto-references to images and include an auto-generated list of figures at end of document. Make it look nice. (Normally you wouldn't create a table of contents or list of figures for a short assignment like this, but it is assigned for practice learning about these tools, and thus inserting at the end of the document.)

Written assignment # 2: Use of Space

For this assignment, you are going to focus on a city's primary acreage of open space: the street. And fortunately/unfortunately, this assignment will change your daily lived experience forever. Sorry / Not Sorry.

- Find a busy street that you kind of wish would be nicer to walk, roll, or bike on, but is pretty heavily dominated by car traffic so doesn't feel great outside of a car.
- Find a nice, comfortable location where you can observe every vehicle that goes by in one direction over an entire hour (you are welcome to do two hours or more or an hour each in more than one location if you into it).
- Create a method for collecting information (can be paper or digital). The information you want to collect at a minimum includes:
 - each vehicle by type of vehicle (i.e. sedan, SUV, coupe, motorcycle, bus, other, bicycle, pedestrian) – the number of categories is up to you
 - the number of empty seats in each – you may want to note the number of visible occupants and then just use a generic number of available seats by category of vehicle to calculate # of empty seats.
- *Note that it is very wise to test your data collection instrument before committing to its use as you may want to revise your first attempt.*
- Using a memo format, in 2-3 single spaced pages with subheads, present your data in both text and visually appealing ways. Address the memo to who you think should receive an analysis like this (city staff, elected official, advocacy group, newspaper, etc.) and use subheads, style format, include page numbers (starting on page 2), include an auto-generated table of contents at end, and with images and/or tables, please caption them, create in-text auto-references and include an auto-generated list of figures at end of document.
 - Try to represent the data in a way that would resonate with a general public. Is there a metaphor or creative visualization that takes a boring



idea like 'empty car seats' and helps the public never unsee the phenomena again?

- In addition to describing your method and data, place the entire exercise within a larger framing around the public right of way, efficient use of space, opportunity costs, and how this all relates to the spatial form, function, and design of a city.

Literature Review

A literature review is an opportunity for you to go deeper into a topic we touched upon that you want to learn more about or an adjacent topic that we didn't cover, but is connected to the theme of the class. A literature review involves reading academic research, key reports from government, nongovernmental groups (NGOs), or businesses, and then *synthesizing* what you've read into a concise paper that allows the reader to get up to speed on the relevant knowledge of the topic you focused on. **There are two keys to a successful literature review: 1) reading/skimmming/perusing way more sources than you actually include so that you find the 'right' ones both in terms of quality/impact; and 2) consistency on the theme you are addressing.** Reading the literature review section on any academic article will give you an idea of high level execution of this exercise, paying attention to how the sources are synthesized within a narrative making a broader point.

Each student will produce an independent literature review of one of the course themes. While a broad range of topics are possible for this review, the subject you choose should be specific and should ideally be applicable to the group project with Corvallis. In other words, you are to become your group's expert on this topic.

The following are some general topic themes:

- Transportation Planning
- Land Use Planning
- Regional Planning
- Land and Housing Economics
- Urban Design
- Suburban Development
- Rural Development

You are to pick a topic within one of those larger themes, The following are some more defined topics within those broader themes that you could choose from or get ideas from:

- University cities or cities with anchor institutions (try to relate to Corvallis)
- Pros and Cons of Urban Growth Boundaries (UGB) or other growth management techniques
- Current trends in Suburban Development
- The link between transportation modes and land use
- Incentives and disincentives for developers (municipal, state, federal)
- NIMBY vs. YIMBY
- The Complexity of Gentrification



- Levittown, Garden Cities, New Towns (UK), Organic/Radial/Gridded cities (current, past, or very historical / global) or other foundational ideas about human settlement form and function
- The Future of the City – ecologically, financially, new transport technology (driverless cars, Uber, scooters, e-bikes), politically, etc. (choose one or two dimensions)
- Pros and Cons of Form Based Codes
- Current trends in regional planning

If you have an idea, but are unsure whether it is appropriate, please get permission from an instructor to move forward.

The purpose of this assignment is to: 1) give you an opportunity to explore a topic in more depth than we'll cover in class; and 2) to give you an opportunity to learn how to construct an argument utilizing existing scholarship and work.

Here are some more details about the final product:

- As you should know, this effort cannot be derived solely from general web sites (on-line access to academic journal articles is different).
- The final literature review must be 5 pages long (not including the list of references) and include at least 12 references that are cited in the text.
- A minimum of 7 of the references must be from academic journals or books. The other sources can come from government reports, advocacy organization web pages, newspaper articles, the census, legislative hearings, more scholarly items, etc.
- On the last page of your report, give your references. Also, you must use a proper citation format (my preference is author-date in text citations) and to do so, you should use Zotera (or Endnote or Mendely) as a bibliographic software that connects to Word.
 - If this is a mystery please consult a librarian – they are magical people who know almost everything. Resources can also be found [here](#) or you can watch a **'how to' video** produced by Professor Anne Brown that you can access via the CRP Canvas page (Files | Student Resources | Citation Software - how to video.mp4)
- It is highly recommended that you start this process early! To help you with that, please submit a:
 - ½ Page abstract along with 3-5 potential sources due **October 17**.

Feel free to check in with me at any stage of this process.



Learning Outcomes related to the Planning Accreditation Board (PAB) criteria:

The following are some of the PAB program learning outcomes that this class will touch on in various ways:

1) <i>Equity, Diversity, Social Justice, and Inclusion:</i> key issues of equity, diversity, and social justice, including:
reducing inequities through critical examination of past and current systems; and
promoting racial and economic equity.
2) <i>Sustainability, Resilience, and Climate Justice:</i> environmental, economic, and social/political factors that contribute to sustainable communities, reducing impacts of climate change, and creating equitable and climate-adapted futures.
a) <i>Planning History and Theory:</i>
The evolution and current practice of planning in communities, cities, regions, and nations;
how planning has advanced and hindered the attainment of justice, equity, diversity, and inclusion;
expectations about planning outcomes in different local and national contexts;
the role of planning in responding to the global climate crisis.
c) <i>Urban and Regional Development:</i>
Political, economic, social, and environmental explanations of and insights on historical, present, and future development;
planning responses to mitigate climate change, reduce risks, and recover from climate-exacerbated impacts; and
interactions – flows of people, materials, ideas, and cultures – across world regions.
a) <i>Planning Process and Engagement:</i>
plan creation and implementation; and



Course Policies

COVID

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

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

Good Classroom Citizenship

- If a mask requirement returns, wear your mask and make sure it fits you well
- Stay home if you're sick
- Communicate with your classmates if you test positive
- Don't forget to take COVID tests if you are wondering if you might be sick (COVID spikes are continuing to happen)
- Wash your hands frequently or use hand sanitizer
- Follow appropriate UO COVID-19 case protocols and procedures as they get instituted

Missed Class Policy

There is no attendance requirement for class – you are adults and can choose how to spend your time. However, you will miss everything we cover and discuss in class; there will not be class recordings to watch after-the-fact. If you miss a class the day an assignment is due, you are still responsible for submitting your work prior to the deadline. If you miss class due to a reason as determined to receive a reasonable accommodation as defined by the UO Accessible Education Center and communicated by AEC in notification letters to me, then of course accommodations will be made.

Late Submissions

Late submissions will be immediately reduced in score by 20% and decrease a further 10% in score each day the assignment is not turned in. Part of being a professional is turning things in on time and most granting / funding agencies you will submit proposals to will not accept anything if submitted after the deadline. Similarly, turning things in late to your boss is usually not acceptable. That said, sometimes life happens so please inform your instructor as soon as possible when you know you will need to turn something in late. You may still receive a penalty, but the good will such informing creates is important. And remember, you can always turn things in early!

Academic Misconduct

You are expected at all times to do your own work and this includes plagiarizing others' work or using AI to completely write your papers for you. Copying or obtaining others' work will result in me reporting the instance to the UO Office of Student Conduct and Community Standards (SCCS) and I will argue vehemently for you to fail the class and be removed from the university. The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that



constitutes academic misconduct.

That said, using AI or chatbots is ok if you use them to help frame arguments, identify possible resources, etc. They are new tools to be used and sometimes can be quite helpful in arranging your thoughts. Note that it is highly unlikely for you to be able to turn in a paper largely crafted by AI or a chatbot and not be caught. Your instructors know the approximate level of graduate student writing and if you'd like to take the time to rough up the chatbot grammar and word choice a bit, you might as well just write a paper from scratch.

Artificial Intelligence (AI) Policy

In your work, we expect you to use and experiment with AI. Use of AI is not considered plagiarism in our context unless you fail to provide proper attribution. The following guidelines will help you use AI tools responsibly and transparently:

- **Provide attribution** – Based on the circumstances, you should provide attribution for anything that involved AI:
 - **For content that comes directly without editing from an AI, or closely paraphrasing AI:** content should be quoted and appropriately cited (see *Citation Guidelines*).
 - **For content that originates from AI but that you have since altered:** include an “AI Acknowledgements” section at the beginning or end of the deliverable (see *Citation Guidelines*).
 - **Exception:** Tools like Grammarly are built on AI systems. However, like Spellcheck, these tools are widely used to assist with basic grammar and spelling, so we do not expect you to include mention of them in your AI Acknowledgements section UNLESS you used them extensively to re-write sentences. (For rough guidance, assume using these tools to re-write ten or more sentences counts as extensive, triggering a mention of the tool in the AI Acknowledgements section.)
- **Be aware of limitations** – AI tools are just that: tools. They have many benefits and can make your work easier, but you can't stop using your brain. Be especially aware of the following limitations:
 - **Bias:** AI tools train on whatever data they're fed, which means they're learning and reinforcing all the same biases that might show up in humans.
 - **Accuracy:** Generative AI (GenAI), AI systems that produce content in response to prompts, are just making things up based on what their model tells them is most likely to come next. This means they can produce inaccurate or untrue content.
 - **Inputs:** When you prompt GenAI tools, the quality of your output largely depends on the quality of your prompt.
- **You hold ultimate responsibility** – Anything you produce, whether you generated it yourself or whether AI helped you generate it, is your responsibility. You will be held accountable for any inaccurate, biased, offensive, or otherwise unethical content.

In Reflection Assignments

Reflection assignments are the only time we discourage use of AI, or at least ask that you use AI tools with particular care. Reflection is inherently personal: AI can't tell you what you learned



and how it connects to your life. You may choose to use it as a tool for prompting your reflection, or you may choose to use it to develop graphics or other media to accompany your reflection, but your reflection should be based in your own experiences, ideas, and connections.

Citation Guidelines

For direct quotes or close paraphrasing: Use the [MLA Guidelines](#) to produce a source that you will either footnote or endnote at the close of the quote or close of the paraphrased section.

- General Format: "Title." *AI tool*, version, publisher of the tool, date content generated, general URL of tool
- Example: "Describe the symbolism of the green light in the book *The Great Gatsby* by F. Scott Fitzgerald" prompt. *ChatGPT*, 13 Feb. version, OpenAI, 8 Mar. 2023, chat.openai.com/chat.

For supportive use of AI in your work – AI Acknowledgements section: At the beginning or end of whatever you're producing, include an AI Acknowledgements section where you describe how you used AI in any of the production of the work. This should include:

- A list of any prompts you used
- A list of any AI tools you used
- A description of how you interacted with the content to alter it and check it for accuracy

In general, we recommend you keep screenshots of any AI interactions used in your work so you can refer back to them later if needed. Save these in your project files.

Please note that papers written exclusively by AI are really boring. Don't waste your time being boring.

Discrimination

All students are expected to adhere to University of Oregon policies related to discrimination based upon ethnicity, gender, and sexual orientation.

Documented Disability

If you have a documented disability and anticipate needing accommodations in the course, let me know early in the term. You should also contact Disabilities Services at 541-346-1155.

Incomplete Policy

Refer to the UO Incomplete Policy for guidance: <https://provost.uoregon.edu/grades-incompletes-policy>

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 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.