



## School of Planning, Public Policy and Management



### University of Oregon School of Planning, Public Policy and Management

#### PPPM 646: Planning for Growth Management Winter 2021 CRN 24688– 4 credits

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(<https://uoregon.zoom.us/j/5413464432>)  
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Office Hours: 2-4 on Tuesday or sign-up here:  
<https://rebecca-lewis.youcanbook.me>  
Class Time: T/Th 12:15-1:45 PM  
Zoom Room:  
<https://uoregon.zoom.us/j/97341083779?pwd=bC9KUXlzUIJJak1TczlKODkwSjRSZz09>

#### Course Description

This course is designed to provide a detailed overview of growth management principles and practices in the United States. A substantial portion of the course focuses land use policies and approaches to comprehensive planning in places that are national leaders in growth management policy, including the states of Oregon, Florida, Washington, Delaware and Maryland, in addition to some local governments and regions. The course surveys regulatory and incentive based approaches to growth management at the state, regional, and local level. This course explores motivations for managing growth and examine the relationship between infrastructure and land use. We also examine current issues in growth management including accommodating mixed use development and new types of employment uses.

#### Course Objectives

1. To describe and define the concept of “sprawl,” and problems attributed to this development pattern.
2. To evaluate various tools employed to manage growth.
3. To describe role of infrastructure planning and financing in growth management efforts.
4. To describe the relationship between land use and infrastructure.
5. To explain the theory and evolution of growth management efforts in the United States.
6. To apply knowledge of growth management to a real-world project through argumentation and synthesis

#### Course Website and Technology

- The course website is located on the University of Oregon’s Canvas system (<https://canvas.uoregon.edu>.) The class syllabus, announcements, some readings, lectures, lecture slides, and other materials will be posted on the

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Canvas site. Additionally, all assignments will be submitted on the Canvas site. I will use the email function in Canvas to communicate with you. It your responsibility to check email and messages for class updates.

- Log into [canvas.uoregon.edu](https://canvas.uoregon.edu) using your DuckID to access our class. 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](https://livehelp.uoregon.edu)
- Class sessions will be conducted by Zoom and will be recorded and posted to the Canvas site after class along with a transcript of the class session.
- If you face Internet access challenges: companies are offering free access during this challenging time. To learn more about options visit Information Services' web page on going remote.

### **How to connect with me**

#### ***Virtually: Email and Canvas***

Email is the best way to get in touch with me. I encourage you to email me with questions on the syllabus, assignments, readings, etc. I am generally very prompt in replying to emails, so if you have not heard from me within 48 hours, I encourage you to re-send the email. I do not regularly check email after 9 PM or consistently on the weekends. I will let you know in advance if I plan to be away from email completely over a weekend. If you prefer to talk by phone, you can leave me a voicemail. I receive email messages when you leave voicemails with my office number (541-346-4432.) If you leave me a message, I will get back to you by phone or email. I am often available on Microsoft Teams as well. If you see me as online and available, feel free to send me a chat or message there. *Note that my email address is [rlewis9@uoregon.edu](mailto:rlewis9@uoregon.edu) – there is another Rebecca Lewis in the UO Directory.*

I will use the Canvas site to communicate about deadlines, assignments, or other topics that are relevant to the entire class. Announcements and emails are archived there and automatically forwarded to your UO email, and can reach you by text. Check and adjust your settings under Account > Notifications.

#### ***Face to Face: Office Hours***

I will host “live” office hours through my personal meeting room on Zoom each week on Tuesdays from 2-4 PM. You can use my [YouCanBookMe link](#) to make an appointment or drop-in to [my personal meeting room](#) during that time window. I will admit students with appointments first and will message you in the waiting room to let you know when I will be free to chat with you. I also have a running discussion forum on our Canvas called “Class Questions and Answers” for the entire group to ask and answer. I welcome meetings outside my regular office hours, too, knowing that there is considerable uncertainty in all of our lives right now. Just email me to set a time. If you experience Internet access challenges, you can leave me a message on my office phone and I will return your call.

I will also stick around Zoom after each class session to answer any questions.

#### ***Why should you reach out to me?***

Talking with my students about our course material is a 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 in these difficult times—are you having a tough week? Having troubling with some aspect of the course? I would like to strategize with you to help you succeed.

#### **Flexibility in an Uncertain Time**

Your health and your family’s health is the most important thing. As the university community adjusts to teaching and learning remotely in the context of the COVID-19 pandemic, course requirements, deadlines, and grading percentages are subject to change. I will check-in with you frequently about how the class is going to get your feedback on how the learning environment is working for you. I will be mindful of the many impacts the unfolding events related to COVID-19 (and other current events) may be having on you. Though course engagement accounts for 15 percent of your grade, I will offer make-up activities in lieu of attending class. During this unusual time, I encourage you to talk with me about what you are experiencing so we can work together to help you succeed in this course.

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### Required Reading

There are no required textbooks for this course. All readings are required readings unless otherwise noted and should be read prior to that day's lecture/discussion. Readings and resources will be available on Canvas or web. See course schedule for a complete list of course readings.

### Class engagement

This class is structured to encourage student participation through class discussion and break out activities. I will cover a lot of content in our live sessions, and the easiest way to consume that information is to be present. Students are expected to have obtained, read, and retained the readings for each class and to come to class prepared to discuss content and implications of the readings. A portion of your participation grade will include posting discussion questions to a Canvas discussion forum prior to each class. To receive full credit, students must post at least 10 questions over the course of the term. Note that discussion questions are *completion* grades so the substance of each individual post is not graded. You are expected to participate in class discussion raising questions related to the readings and topics during class and by posting relevant content (including discussion topics, images and links) to general Canvas discussion boards. See assignments handout for detailed explanation of expectations for participation and discussion questions.

### Assignments and Course Grades

The course grade will be based on the following components:

Attendance, Active Participation, Discussion Questions & Short Assignments:	<b>15%</b>
Assignments	<b>55%</b>
<i>Infrastructure Needs</i>	15%
<i>Case Study Plan Review Assignment &amp; Presentation</i>	20%
<i>Book Review</i>	20%
Final SCYP Project (In Teams)	<b>30%</b>
<i>Draft SCYP Report</i>	5%
<i>SCYP Presentation</i>	10%
<i>Final Report (in teams)</i>	15%

See assignments handout for description and guidelines for each assignment. Assignment details will be posted on Canvas and deadlines are listed in the course schedule.

All assignments will be submitted electronically on Canvas. If you have technical issues submitting your assignment, take a screen-shot of your computer screen displaying the error, email me immediately and attach the screen-shot and assignment to the email.

### Explanation of Grading System [See Rubric on page 14]

100	A+		85-89	B+		70-74	C+		55-59	D+			
95-99	A		80-84	B		65-69	C		50-54	D			
90-94	A-		75-79	B-		60-64	C-		45-49	D-			
									<45	F			

- **C+ and Lower (below 74): Unacceptable work for professionals**
  - Significant deficiencies related to assignment criteria
  - Does not demonstrate sound research or higher level thinking
  - Factual errors or calculation errors
  - Graphics poor (inaccurate tables, poor titles, no data sources)
  - Poorly written (see writing criteria)
- **B- (75-79): Below acceptable standards for professionals**
  - Weak or incomplete response to assignment criteria
  - Limited demonstration of sound research or higher level thinking
  - Minor errors of fact or calculation

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- Poorly constructed text, unclear graphics
- Rushed or lack of attention to overall product
- Writing errors (see writing criteria)
- **B (80-84): Generally meets professional standards**
  - Acceptable response to assignment criteria
  - Uses research and analysis to draw out some key points or present insights
  - Factually and technically correct
  - Clear message to readers
  - May lack precision in language and presentation of data
  - Sound writing (see writing criteria)
- **B+ (85-89): Solid professional work**
  - Thorough response to assignment criteria
  - Uses research and analysis to draw out many key points or present insights
  - Factually and technically correct
  - Excellent tables and graphics
  - Falls short in some areas
  - Professional writing (see writing criteria)

### Explanation of Grading System [cont.]

- **A- (90-94): High quality professional work**
  - Thorough and detailed response to assignment criteria
  - Uses research and analysis to draw out many key points or present insights
  - Technically, methodologically, and factually 100% accurate
  - Fall short of highest quality work in organization, flow of text or presentation
  - Clearly conveys conclusions to audience
  - Professional writing (see writing criteria)
- **A (95-99): Outstanding professional work**
  - Thorough and detailed response to assignment criteria
  - Uses research and analysis to draw out many key points or present insights
  - Technically, methodologically, and factually 100% accurate
  - Efficient language and graphics presented with emphasis
  - Easy to navigate and follow
  - Clear about main points and evidence provided to support these points
  - All graphics are clear and titled, sources, labeled
  - Professional writing (see writing criteria)

Note that I round at 0.5.

### Course Workload

A general rule of thumb for the expected workload for a graduate level class is approximately 3-4 hours/week per credit hour. Thus, a 4 credit course will require approximately 12-16 hours of effort per week. Our class meets for 3 hours each week, so students should expect to spend an additional 9 to 13 hours per week studying for this course. Assignments will be time consuming, so I recommend that you start far in advance of assignment deadlines.

See the student engagement inventory on page 9 and:

[http://registrar.uoregon.edu/faculty\\_staff/academic\\_scheduling/syllabus](http://registrar.uoregon.edu/faculty_staff/academic_scheduling/syllabus).

### Guidelines for Remote Class Participation

1. **Participate and Contribute:** Students are expected to participate by sharing ideas and contributing to the collective learning environment. This entails preparing, following instructions, and engaging respectfully and thoughtfully with others. More specific participation guidelines and criteria for contributions will be provided for each specific activity.

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- Use Proper Netiquette:** Please use good “net etiquette”: identify yourself with your real name and use a subject line that clearly relates to your contribution. Write or speak in the first person when sharing your opinions and ideas but when addressing other students or discussing their ideas, use their names. Respect the privacy of your classmates and what they share in class. Understand that we may disagree and that exposure to other people’s opinions is part of the learning experience. Good netiquette also means using humor or sarcasm carefully, remembering that non-verbal cues (such as facial expressions) are not always possible or clear in a remote context. In addition, your language should be free of profanity, appropriate for an academic context, and exhibit interest in and courtesy for others’ contributions. Be aware that typing in all capital letters indicates shouting. Certain breaches of netiquette can be considered disruptive behavior.
- Interact Professionally:** Our learning environment provides an opportunity to practice being professional and rigorous in our contributions. As much as possible, use correct spelling, grammar, and style for academic and professional work. Use discussions and activities as opportunities to practice the kind and quality of work expected for assignments. Moreover, seize the chance to learn from others and develop your interpersonal skills, such as mindful listening and awareness of one’s own tendencies (e.g. Do I contribute too much? Too little?).
- 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. Not everyone is savvy in remote learning, including your instructor, 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 advice from others. No one should hesitate to contact me to ask for assistance or offer suggestions that might help us learn better.

### Specific guidelines for best practices using Canvas Discussion:

- Use subject lines that clearly communicate the content of your post
- Write clearly and concisely and be aware that humor or sarcasm often doesn’t always translate in an online environment.
- 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!

### Specific guidelines for best practices using Zoom:

- Please test your video and audio prior to joining a live class session. You can learn more about testing your audio and video by visiting the [UO Service Portal](#).
- Try to be on time when the meeting starts as late arrivals can be distracting for other members of the class. If you enter the Zoom after class time starts, please make sure you are muted. Class sessions will be recorded so you will be able to review the few minutes you missed.
- I encourage you to use your camera so I can learn your face and name, and because it helps you to pay attention. All of us occasionally need to hide video, but know that seeing your faces helps me see non-verbal cues and gauge how you’re absorbing the content. Video can also enrich our ways of relating—when you can, I value video on. I understand this will not be accessible for everyone in every class session and sometimes bandwidth issues will mean you need to leave video off. I also understand if others (kids, pets, roommates,

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family, partners, etc) are visible in your camera. You are not required to use your camera, and I will not ever call you out to ask you to turn it on. Also, there is no dress code.

4. While participating in class, please do your best to minimize distractions by silencing your email, chats, and non-emergency cell phone alerts and by closing websites unrelated to class. I will give you some breaks during class to check technology as needed. We all have lives outside of the classroom and our lives are more blended than usual. In this blended environment, I understand that you may need to be on call for family and other emergencies. If you need to step away from the class for a few moments, please silence your mic and turn your video off. All class sessions will be recorded, so if you missed something, you can go always back to the video to review content you missed.
5. Use a microphone or speak closely to your computer microphone so that others can hear you. If you have video on, try to look at your camera when you are contributing.
6. Mute your audio when you are not actively contributing. When your audio is on, avoid making other noises such as typing or eating or having side conversations with others that might be present with you. It's fine to eat during class – just make sure you're muted.
7. If you want me to pause to answer a question, please use the “raise hand” feature in Canvas. You can also use chat to pose questions or offer insights “on the side” while others are contributing. The chat can be read by all and should reflect a high standard of respect for our class community. I will pause at certain points throughout class to review and respond to chats but will focus on slides and gallery view (with raised hands) during lecture components.
8. For help and troubleshooting with Zoom, visit the [UO Service Portal](#).

### **Course Policies**

#### **Late Assignment Policy**

All assignments will be submitted electronically. No hard copies are requested. If you need an extension, please reach out to me as soon as you think you'll need one. If you need help, reach out to me as soon as you need it and we can collectively work on a plan for getting your assignments submitted. If you submit an assignment late without requesting an extension, late assignments ten percent for every day (24-hour period) they are late. **Assignments submitted more than 5 minutes past the deadline will be graded as late.**

#### **Accommodations for Religious Holidays**

- Let me know of any exam or assignments that overlap with religious festivals (Yom Kippur, Eid, Diwali, etc.) that are not university holidays, and I am happy to find an alternative.
- Let me know if you need any accommodations in class/exams on a festival day (e.g., if you are fasting).

#### **Missed Class Policy**

You are responsible for all content missed, including any assignments, knowledge or skills covered or assigned in missed class(es.) Please consult Zoom video recordings or ask classmates for class notes. If you miss a class, you can make up for attendance to that class session by posting a discussion board post that poses two things you learned from watching lecture. You can miss two classes (or substitute discussion posts) for any reason without it affecting your grade. If you miss more than two class sessions (or substitute discussion posts), I will deduct a point per each missed session from your final grade.

#### **Incomplete Policy**

Students are expected to behave in a professional manner and to turn in all materials at the designated time. In accordance with university regulations, an incomplete will only be given when “the quality of work is satisfactory but a minor yet essential requirement of the course has not been completed for reasons acceptable to the instructor.”

#### **Accessible Education**

The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in barriers to your participation. You are also encouraged to contact the Accessible Education Center at 541-346-1155 or [uoaec@uoregon.edu](mailto:uoaec@uoregon.edu)

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### Academic Misconduct

You are always expected to do your own work. Copying content from other students and submitting it as your own work is grounds for failing the class. The [University Student Conduct Code](#) defines academic misconduct, which includes unauthorized help on assignments and examinations and the use of sources without acknowledgment. Academic misconduct is prohibited at UO.

For example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments without express permission from the instructor. Students are allowed to talk with classmates about research on written assignments and will be expected to collaborate on group assignments.

I will report all suspected cases of academic misconduct to the [Office of Student Conduct and Community Standards](#). If you do not adhere to these expectations regarding academic integrity, you will receive a failing grade for this course.

### Plagiarism

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. I reserve the right to evaluate your submissions using plagiarism software. If there is any question about whether an act constitutes academic misconduct, it is the student's 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: <http://library.uoregon.edu/guides/plagiarism/students/index.html>.

#### *How to Avoid Plagiarizing*

When directly quoting another author, the writer must:

- Accurately quote the original author's words.
- Enclose the quotation within quotation marks.
- Follow quotation with in-text citation [e.g., (p. 276)], the format of an in-text citation varies by citation style.
- Introduce the quotation with a 'signal phrase' (whether you are required to use a signal phrase or not varies by citation style).
- A list of references with full citation information is also required at the end of the paper. For more information on humanities or social sciences citation manuals see: <http://libweb.uoregon.edu/guides/citing/index.html>

When paraphrasing another author, the writer must:

- Use words or have a sentence structure different from the original work, while maintaining the gist of the original author's idea. Paraphrasing or summarizing doesn't mean just changing a couple of words from the original work.

Acknowledge the source through in-text citations immediately following the paraphrase.

### Equity and Inclusion Statement

As part of the PPPM Equity Initiative, instructors are encouraged to describe how a course relates to issues of equity and inclusion. Equity and inclusion are topics that cut across issues of planning, public policy and management. The content of this course relates to equity and inclusion in that growth management tools often have unintended consequences related to gentrification and affordable housing. This course will examine how growth management tools impact equity by exploring how each growth management tool affects equity.

### 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

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inclusive and fosters awareness, understanding, and respect for diversity. If you feel excluded or threatened, please contact your instructor and/or department head.

### 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](https://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.

Students experiencing any other form of prohibited discrimination or harassment can find information and resources at [investigations.uoregon.edu](https://investigations.uoregon.edu) or contact the non-confidential Office of Investigations and Civil Rights Compliance at 541-346-3123 or the Dean of Students Office at 541-346-3216 for help. As UO policy has different reporting requirements based on the nature of the reported harassment or discrimination, additional information about reporting requirements for discrimination or harassment unrelated to sexual assault, relationship violence, sex or gender based bullying, stalking, and/or sexual harassment is available in the [Employee Responsibilities section](#) of the Office of Investigations and Civil Rights Compliance website.

Specific details about confidentiality of information and reporting obligations of employees can be found at [investigations.uoregon.edu/employee-responsibilities](https://investigations.uoregon.edu/employee-responsibilities).

### Mandatory Reporting of Child Abuse

UO employees, including faculty, staff, and GEs, are mandatory reporters of child abuse. This statement is to advise you that your disclosure of information about child abuse to a UO employee may trigger the UO employee's duty to report that information to the designated authorities. Please refer to the following link for detailed information about mandatory reporting: [Mandatory Reporting of Child Abuse and Neglect](#).

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. Students experiencing any form of prohibited discrimination or harassment, including sex or gender-based violence, may seek information and resources at [safe.uoregon.edu](https://safe.uoregon.edu), [respect.uoregon.edu](https://respect.uoregon.edu), or [investigations.uoregon.edu](https://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](#).

### Your Well-Being

Life at the university 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 help students cope with difficult emotions and life stressors. If you need general resources on coping with stress or want to talk with another student who has been in the same place as you, visit the Duck Nest (located in the EMU on the ground floor) and get help from one of the specially trained Peer Wellness Advocates. Find out more at [health.uoregon.edu/ducknest](https://health.uoregon.edu/ducknest).

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



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at [counseling.uoregon.edu](http://counseling.uoregon.edu) or by calling 541-346-3227 (anytime UCS is closed, the After-Hours Support and Crisis Line is available by calling this same number).

### Sustainable City Year Program

The Sustainable City Year Program (SCYP), a program through the University of Oregon Sustainable Cities Institute (SCI) links the students of the University of Oregon with an Oregon city or public agency for an entire academic year. For the 2019-2020 academic year, the University of Oregon is partnering with **Troutdale, Oregon**.

Each year, the partner receives assistance with their sustainability goals through the work of student classes across the University. In a typical year, **400+ students** from **10-12 disciplines** across **15-25 classes** might work on **20-30 partner-directed projects**, devoting **50,000+ hours of work to helping a local entity** transition to a more sustainable future.

For interested students, there is an opportunity at the end of the term to work for SCI as a paid report writer and to compile the work of the class into a single, final report to be given to Troutdale. Class instructors will recommend a student report writer – please reach out to them if you are interested in this position.

The University of Oregon Libraries will prepare a research guide for SCYP students. If you have any further questions, please contact SCYP Director, Megan Banks, at [mbanks@uoregon.edu](mailto:mbanks@uoregon.edu), (541) 346-6395.

### Student Engagement Inventory

Educational Activity	PPPM 646: Graduate Hours student engaged	Explanatory comments (if any)
Course Attendance	30	
Assigned Readings	60	Average of 90 pg. of readings per week [rigorous journal articles, book chapters, professional reports, websites] , read entire academic book for book review(200-400 pages)
Project	25	Group project with final report and presentation.
Writing Assignments	40	Three individual written assignments.
Lab or workshop	0	
Field work/experience	0	
Online interaction	5	discussion questions on Canvas due before each class session.
<b>Performances/creative activities</b>	<b>0</b>	
<b>Total</b>	<b>160</b>	

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**Tentative Schedule of Readings and Assignments (found on Canvas or the Web)**

<b>Date</b>	<b>Topic</b>	<b>Readings</b>	<b>Assignments</b>
5-Jan	Course Introduction; Why Manage Growth?	None.	
7-Jan	Defining Urban Sprawl	Wassmer and Boarnet "The Benefits of Growth" <i>ULI Report</i> 2002 pp 1-21 (skim) Suzuki "Understanding Sprawl – A Citizen’s Guide" 1-20 (focus on costs of sprawl) ICMA Report "Why Smart Growth" pp. 17-32	<b>By Wednesday, January 6 at 5 PM: Short Assignment: What is Sprawl?</b>
12-Jan	Debating Urban Sprawl & History of Growth Management	*Gordon and Richardson, "Are Compact Cities a Desirable Planning Goal?" <i>JAPA</i> 1997, pp. 95-106 *Ewing, "Is Los Angeles-Style Sprawl Desirable?" <i>JAPA</i> 1997, pp. 107-126. (Note -- for update see Ewing & Hamidi *Landis, Fifty years of local growth management in America, <i>Progress in Planning</i> , 2019 Ewing, Hamidi & Nasar, "Compactness versus Sprawl: A Review of Recent Evidence from the United States" <i>JPL</i> 2015.	
14-Jan	<b>SCYP Class Visit (12:45)</b> Where to Grow? Infrastructure and Urban Development; Determining Infrastructure Needs	*Kelly, <i>Planning, Growth, and Public Facilities</i> . Planning Advisory Service (PAS). Report #447. 1993, pp. 1-24. Weitz, "Concurrency: Evolution and Impacts of an Infrastructure and Growth Management Policy." <i>Public Works Management Policy</i> 1997, 51-64.	By Friday, January 15: Preference for case studies & SCYP Survey
19-Jan	Finish Infrastructure; group project work time	<i>No assigned readings.</i>	
21-Jan	Where not to Grow?: Land Conservation/ TDR	*Daniels and Lapping, "Land Preservation: An Essential Ingredient in Smart Growth." <i>JPL</i> 2005, pp. 7-23. *Linkous, "Transfer of development rights in theory and practice: The restructuring of TDR to incentivize development." <i>Land Use Policy</i> 2016 Pruetz and Standridge, "What Makes TDR Programs Work?" <i>JAPA</i> 2009, pp. 78-87.	By Thursday, January 21 at 11:59 PM: Email Instructor choice for Book Review

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Date	Topic	Readings	Assignments
26-Jan	Quality of Growth: Smart Growth/ New Urbanism + Troutdale SCYP Overview	*Smart Growth Network, Smart Growth Primer, pp. 1-25	<b><i>Due Monday, January 25 at 5 PM: Short Assignment Smart Growth</i></b>
		Ye, Mandpe, and Meyer, "What is Smart Growth?" <i>JPL</i> 2005, pp. 301-313	
		Peruse Websites: <a href="http://www.epa.gov/smartgrowth/about_sg.htm">http://www.epa.gov/smartgrowth/about_sg.htm</a> ; <a href="http://smartgrowth.org/why-smart-growth/">http://smartgrowth.org/why-smart-growth/</a>	
28-Jan	Smart Growth presentations; Affordable Housing; Infrastructure Needs Assignment Discussion	Nelson, Dawkins & Knaap, "The Link Between Growth Management and Housing Affordability: The Academic Evidence." Brookings Institute 2001, pp. 1-37. (skim)	<b><i>By Wednesday, January 27 at 11:59 PM: Infrastructure Needs Assignment due.</i></b>
		Anthony, "Housing price effects of growth regulations: a concise taxonomy." <i>International Journal of Housing Policy</i> , 2017. (skim intro and conclusion)	
		Gallagher, Lo & Pendall, "An Introduction to the National Longitudinal Land Use Survey and Data." Urban Institute, 2019.	
2-Feb and 4-Feb	State Profiles: Oregon-Potential Guest Speaker	*Seltzer & Whitman, "Land Use Planning in Oregon: The Quilt and the Struggle for Scale." Paper presented at "Planning for States and Nation/States: A TransAtlantic Exploration", 2012. **, pp. 1-36.	
		<u>Oregon's 19 Statewide Planning Goals and Guidelines. Oregon Department of Land Conservation and Development (DLCD). Web: <a href="http://www.oregon.gov/LCD/Pages/goals.aspx">http://www.oregon.gov/LCD/Pages/goals.aspx</a>.</u>	
		*Seltzer, "Land Use Planning in Oregon," in <i>Oregon Planners Journal: 40th Anniversary Special Edition May/June 2013</i> (pg. 5-11). Web: <a href="http://www.oregonapa.org/wp-content/uploads/2014/09/17221_2.2013MayJuneOPJ.pdf">http://www.oregonapa.org/wp-content/uploads/2014/09/17221_2.2013MayJuneOPJ.pdf</a>	
		Abbott, "Planning a Sustainable City: the Promise and Performance of Portland's Urban Growth Boundary." 2002, pp. 207-232.	
9-Feb	State Profiles: Florida/Washington	*Pelham, "A Historic Perspective for Evaluating Florida's Evolving Growth Management Process." Book Chapter 2007, pp. 7-18.	
		*Laschever, An Overview of Washington's Growth Management Act. <i>Pacific Law Review</i> . 1998, pp. 657-677.	
		<u>The Growth Management Act of Washington State: Successes and Challenges. Web: <a href="http://www.lwwwa.org/pdfs/studies/GMA_study.pdf">http://www.lwwwa.org/pdfs/studies/GMA_study.pdf</a> (pgs. 5-15 and 51-52)</u>	

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Date	Topic	Readings	Assignments
11-Feb	State Profiles: Maryland/Delaware	*Cohen, "Maryland's 'Smart Growth': Using Incentives to Combat Sprawl" Book Chapter, 2002, pp. 1-23. Lewis, Knaap, and Sohn, "Maryland's PFAs: A Good Idea Whose Time Has Yet to Come." <i>JAPA</i> 2009, pp. 457-478. *Lewis, "Delaware's Quiet Emergence into Innovative State Planning." 2012 **, pp. 2-26.	
16-Feb	Book Review Discussion	<i>No assigned readings.</i>	<b>By Monday, February 15 at 11:59 PM: Book Review Due</b>
18-Feb	State Development Plans	*Lewis & Knaap, "Institutional Structures for State Growth Management: An Examination of State Development Plans." <i>State and Local Government Review</i> , 2012, pp. 1-12. Knaap, "Using Incentives to Combat Sprawl: Maryland's Evolving Approach to Smart Growth." 2012 ** pp. 2-39. Plan Maryland. December, 2011. MDP. Ch 1, p. 3-11.	
23-Feb	Regional Planning	*Wheeler, "The New Regionalism", <i>JAPA</i> 2002, pp. 267-276. Knaap and Lewis, "Regional Planning for Sustainability" Book Chapter 2011, pp. 176-206. Peruse: Envision Utah <a href="http://envisionutah.org">http://envisionutah.org</a> and; SACOG Regional Blueprint <a href="http://www.sacregionblueprint.org/">http://www.sacregionblueprint.org/</a>	
25-Feb	Climate Change and Sustainability Plans	Growing Cooler Executive Summary, pp 1-16. *Wheeler, "State and Local Government Climate Change Plans" <i>JAPA</i> 2008, pp 481-496. Fulton, "Will Climate Change Save Growth Management in California?" 2012. ** pp 1-26.	<b>By Sunday, Feb 28 - Draft Written SCYP Report due</b>
2-Mar	Politics of Growth Management	Frece, "Twenty Lessons from Maryland's Smart Growth Initiative" <i>Vermont Journal of Environmental Law</i> 2005, pp 106-132. *Downs, "Smart Growth: Why We Discuss It More than We Do It" <i>JAPA</i> 2005, pp.367-378 Chapin and Connerly "Citizen Attitudes Towards GM in Florida" <i>JAPA</i> 2004, pp. 443-451.	
4-Mar	SCYP Work Session		<b>By Friday, March 5 at 11:59 PM: Case Study Assignment due (you can turn this on day of presentation, but this is final date to submit.)</b>

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Date	Topic	Readings	Assignments
9-Mar	Future of Growth Management; <b>End-of-Term Reflection &amp; Student Experience Survey</b>	Identify an article of a topic you'd like to discuss: housing, transportation, climate change, demographics etc.  *Chapin, "From Growth Controls, to Comprehensive Planning, to Smart Growth: Planning's Emerging Fourth Wave." <i>JAPA</i> 2012, pp. 5-15.	**Post link or article by Friday, March 5 at 11:59 PM**  <b>+ Individual presentation</b>
11-Mar	<b>SCYP Presentations to City Partners</b>		
<b><i>Final project presentations – March 11 at 12:15 PM during class</i></b> <b><i>Final Project due on Canvas, Thursday, March 18 at 10 AM</i></b> <b><i>Peer evaluations due Friday, March 19 at 10 AM</i></b>			

**\*Denotes Key Readings (If you can't read everything, read these first)** \*\* These papers are part of a recently published book by the Lincoln Institute but are provided in draft format to you. Please refrain from distributing these papers.

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### Professional Writing

Writing is a very important skill for planning and public policy. It is one of the most common forms of communication for planners and policymakers. Employers always emphasize that they want people who can communicate effectively.

### Writing Resources

**Writing book:** Consult *The Elements of Style* by William Strunk (reprinted numerous times), which is available online (<http://www.bartleby.com/141/>). In particular, it is always helpful to review his section on “The Elementary Rules of Composition.”

**Research help:** The Knight Library is a good place to start for research. In addition to reference librarians, they have on line databases that allow you to search a topic across thousands of journals at once. Go to the library web page, search for “articles” and search across all fields or search by a subject such as planning. You can also search through sites like Google Scholar to find information from a range of sources. If you access the site through a university server (or use VPN) you will be able to access far more articles than if you search from your home computer.

### Writing Criteria

The UO PPPM faculty emphasize some common criteria for all written assignments and material. These criteria can also affect your content, because your good work may not be clearly communicated. The matrix below will be used to evaluate writing for all assignments. Be sure to also review the specific content criteria for each assignment.

### General Writing Guidance (Adapted from Maryland School of Public Policy Writing Criteria)

- *Structure:* You should always have some sort of introduction (background, context) and some sort of conclusion (executive summary, findings, recommendation, etc.)
  - Your conclusion may appear on the first page, but you should still illustrate some attempt to synthesize information
  - Distinguish among information, findings, conclusions and recommendations. Information transmits facts or other matters useful to the reader. Findings summarize salient facts. Conclusions interpret the facts. Recommendations suggest what to do about them. Recommendations should be specific and implementable. They should describe players, timing and the result being sought. Avoid expressions of personal opinion not based on factual analysis.
- *Conciseness is important:* Simplify word choice and sentence structure. Make your point only once. Eliminate compound subjects, verbs, objects, and modifiers, e.g., “determination and perseverance,” “convincing and persuasive.”
- *Audience is important:* The readers *are* the audience, so write to their perspective. The audience may only be the instructor, but sometimes students are told to write for other readers. Keep in mind that a written document may find unanticipated audiences, so choose wording carefully.
- *Person and voice:* you should use third person and active voice. Passive voice can be useful in some situations, but it may be insufficiently precise.
- *Tone:* A document should be objective and professional. It should not be aggressive, preachy or “know it all.” A “red flag” is a term which can incite undue emotion in the reader, so search for red flags. In professional writing, avoid expressions which reflect opinion. Don’t use, “I feel,” “I think” or “I believe.” Orient your writing to the expectations of the reader.
- *References and Citations:* Many approaches to citations are acceptable. Footnotes can be used. Bibliographical references inserted in the text in parenthesis after the quotation also work. Whatever method you adopt, the reader must be able to access the reference from the information provided.
  - Paraphrased ideas can be cited without quotation marks, but must be sourced. Any two or more consecutive words taken from a source should be put in quotes. Use the author’s name in the sentence leading up to the quote, in a footnote or parenthetical citation. Avoid plagiarism; give attribution when using someone else’s words or ideas.
  - Plagiarism is easy to identify electronically.

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- In the text, book titles are normally underlined and articles are referred to in quotation marks.
- Be sure the source is credible. Do not use Wikipedia for that purpose.
- *Proofread, proofread, proofread.* Allow time for editing. I recommend reading your document out loud to expose awkward wording like run-on or choppy sentences.

### Formatting

- Memos should be single-spaced; research papers and reports should be double-spaced
- Content matters more than a flashy template (but templates in Word are appropriate)
- Always include page numbers
- Use consistent significant figures (and 4 decimal places are not necessary)
- Headings and subheadings are very helpful
  - When a major new section begins, e.g., “Section 2: Methodology,” a lead paragraph should state what the section is going to do, why that is relevant, and how the section is organized. Sub-headers do not need lead paragraphs.
  - Headers help the reader scan the document. Styles should be consistent in descending order of importance. Never end a page with a free-standing header
- Tables, charts, maps and other images should be boxed. They are usually separately labeled and numbered, but it is permissible to call all the images “exhibits” and use a single numbering system. Titles are normally centered above the boxed image with a double space between them and the box. Keep images large enough to read easily. If necessary, put them on the page after their text reference. They must be introduced in the text before they are displayed.
- Do not divide any exhibit between two pages unless it is longer than a page. If it is longer than a page, the row which explains the content of the columns should be reiterated on the second page.
- Tables and figures should have captions and sources and should be clean and legible. If copying and pasting figures looks fuzzy, then re-create the table or figure.
- Be consistent with the format for images. Don’t use titles inside the box for some exhibits and titles above the box for others. Text is usually left justified; numbers should be right justified. Sometimes the column or row titles are centered and/or bolded. Put the source below the boxed image on the left single spaced. Images should not be separated from their titles. Titles separated from their images and headers left at the bottom of the page are called “widows.”

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### Common Grammatical Mistakes

Proofreading. The last phase of editing is proofreading. This can be done in stages. Look for and delete every unnecessary word. Check for your personal weaknesses such as switching tenses, failing to achieve verb agreement or improperly using capitalization. Look for mistakes in spelling and grammar. Do not rely on Microsoft Word's grammar or spell check alone, although the Find and Replace function will locate and remove double periods and other easy to miss errors. Such errors may seem minor, but they detract from the message and undermine the writer's credibility. Some common errors are:

1. Using singular verbs with collective nouns, e.g., "The company is opposed to immigration reform. It does (NOT they do) not want to lose American jobs to illegal immigrants."
2. Improperly selecting a pronoun as an antecedent, e.g., using "it" as a subject, even though the antecedent is not established in the previous sentence. (It would be improper to say, "The world is getting hotter and dryer. It needs to change." – Is it the climate or the world that needs to be changed?)
3. Failing to write out the numbers one through nine – only 10 and above are numeric;
4. Beginning a sentence with a number or an acronym rather than spelling it out;
5. Failing to ensure agreement between the subject and verb so that a singular subject gets a singular verb and a plural subject gets a plural verb;
6. Using tenses inconsistently, i.e. moving from present to past or future tense with no obvious rationale. Stay in the present tense unless referring to a specific past or future situation.
7. Choosing prepositions incorrectly, e.g. use "between" for a comparison between two things and "among" for three or more (When in doubt, consult a dictionary.); and
8. Neglecting parallelism, i.e., when doing a numbered or bulleted list, use the same grammatical construct throughout, so, for example, if the first bullet leads with a verb, a noun or a sentence, all subsequent bullets should be structured the same way.



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### Grading Rubric Example (will vary by specific assignment)

<i>Criteria</i>	Unacceptable professional quality	Minimally acceptable professional quality	Adequate professional quality	Very good professional quality	Highest professional quality
<b>EVALUATION</b>					
<b>Addressing each portion of assignment</b> <ul style="list-style-type: none"> <li>• Will vary</li> </ul>					
<b>Providing adequate justification</b> <ul style="list-style-type: none"> <li>• Use of literature to present issues and arguments</li> <li>• Development of a coherent argument or reasoned position</li> <li>• Exhibition of higher-level thinking, synthesis and argumentation</li> </ul>					
<b>Writing (see below)</b> <ul style="list-style-type: none"> <li>• Clearly structured and organized</li> <li>• Professional tone</li> <li>• Grammar, referencing &amp; presentation</li> </ul>					

<b>WRITING: Detailed Feedback</b>	Weaknesses or Deficiencies
<b>Logical structure:</b> <i>Can your reader follow presentation of information?</i> <ul style="list-style-type: none"> <li>• Introductory section to orient the reader to the purpose of the document</li> <li>• Clear sequence of sections: logical order for writing task</li> <li>• Clear structure to sections</li> <li>• Uses subheadings effectively—reader can easily find key information</li> <li>• Uses paragraphs to support structure</li> <li>• Clear topic sentences</li> <li>• Links between paragraphs</li> <li>• Links within sections</li> </ul>	
<b>Professional approach:</b> <i>May not apply for each assignment.</i> <ul style="list-style-type: none"> <li>• Objective paper avoids bias and prejudice</li> <li>• Assertions supported by evidence (references, clear information, citations) and not just opinion</li> <li>• Uses a range of high quality sources</li> <li>• Appropriate use of active and passive voice</li> <li>• Awareness of audience: avoids slang, jargon and informal language</li> <li>• Coherence</li> </ul>	
<b>Grammar:</b> <i>Errors can raise questions about sloppiness</i> <ul style="list-style-type: none"> <li>• Noun verb agreement</li> <li>• Correct use of tense</li> <li>• Complete sentences</li> <li>• Appropriate punctuation</li> <li>• No run on sentences</li> <li>• No spelling errors or typos</li> <li>• Other grammar issues</li> </ul>	
<b>Referencing:</b> <i>Provide support for assertions in accepted referencing style.</i> <ul style="list-style-type: none"> <li>• In text references (author date, page) or footnotes</li> <li>• Reference list (or footnotes) using proper citation format</li> </ul>	
<b>Professional Presentation</b> <ul style="list-style-type: none"> <li>• Don't overuse bullets</li> <li>• Professional format (page #s, clear print + graphics)</li> <li>• Free of handwritten edits</li> <li>• Use graphics to support text, but not replace it</li> <li>• Proofreading</li> </ul>	

## Sample Memo

**To:** Decision maker  
**From:** Your name  
**Date:** Today's date  
**Re:** Use this space to summarize your topic in 3-7 words

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### Overview [you should change this heading as appropriate]

Use a section like this to explain the purpose of the memo and give an overview of the document. You may offer a brief preview of your conclusions or recommendations. For example:

*This memo summarizes some of the strategies for organizing a professional memo. In the following sections...*

### Context / Background [you should change this heading as appropriate]

Use a section like this to set the context or give the background for your audience. You may need to remind them of the task, background or how it relates to decisions they have to make. For example:

*At its June meeting, the UO Board of Trustees requested that the UO prepare a climate action plan. In response, the President appointed a Climate Action Team, and this memo summarizes its progress...and so forth*

### Information / Body [you should change this heading as appropriate]

Present your information here and organize your main section while following these basic rules:

- Keep it simple stupid (KISS): summarize the key points and highlights
- Your document should have a clear logic flow with well-connected points and themes
- If this section is long, use sub-headings
- Use paragraphs with a clear topic sentence for your main themes
- Use bullets and numbering when you are presenting lists (don't replace paragraphs with bullets)
- Use charts or graphs if they do a better job of presenting complex information

### Findings / Conclusions / Recommendations/ Action Items [you should change this heading as appropriate]

This will vary a lot depending on the purpose, audience, and the task assigned to the memo writer. Memos are usually not opinion or advocacy documents, but rather findings based on supporting evidence.

No: Can you imagine a world where Oregon rivers are parched and the forests are burning...

No: I think climate change is really important so the university should...

Yes: Based on the information I have gathered, the major sources of university emissions are...

Yes: The climate action team is recommending several policy options for the university to consider...

### References

Use a standard reference system in your memo—either the author/date system (Daniels and Daniels 2003, 2-3) or a footnote system<sup>1</sup>. Include a reference list –OR–footnotes. Examples of both are listed below:

Daniels and Daniels. 2003. Environmental Planning Handbook. Chicago, IL: American Planning Association Press.

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<sup>1</sup> Daniels and Daniels. 2003. Environmental Planning Handbook. Chicago, IL: American Planning Association Press, pp. 2-3.