Course Objectives

The objective of this course is to introduce students to the discipline of planning. The course will cover a range of subdisciplines in the field: physical and land use planning, urban design, public health, housing, community development and social planning, urban regeneration, environmental planning, and transportation planning. It will also introduce students to the theoretical concepts that influence the development of plans and policies.

At the end of the course, students will:

- Have theoretical knowledge of planning practice and the various planning subdisciplines
- Develop an understanding of the roles planners play in planning processes
- Be able to explain the impact of urban and regional planning on the built environment and social/community interaction

Key paradigms to be explored in this course include:

- The role of the planner as expert, facilitator, agent of power, and developer of information to be used by decision makers
• The planner’s place in urban and political decision making
• The contribution of planning to our towns, cities, and regions (both physical and social)
• The different types of information, theories, and models that shape solutions to common planning problems

Teaching Methods/Learning Formats
A variety of teaching methods will be applied including lectures, quizzes, and group activities. The instructor or a guest lecturer will introduce a subdiscipline of planning in the lecture each week (indicated as ‘Lecture’ / LE in the schedule), and allow students to reflect on the theories and/or methods to using scenarios or exercises (‘Application and Reflection’, A&R in the program). In these sessions, students will work in groups, and the instructor will supervise the process by means of feedback to student presentations (in the A&R sessions and in the ‘Presentations and Feedback’ sessions, P&F in the program).

Assessment Requirements & Criteria
The assignments and contribution to the final grade will be as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1: The Role of the planner</td>
<td>Individual</td>
<td>20</td>
</tr>
<tr>
<td>Assignment 2: Community Profile Poster</td>
<td>Individual</td>
<td>20</td>
</tr>
<tr>
<td>Quizzes (5)</td>
<td>Individual</td>
<td>20</td>
</tr>
<tr>
<td>Attendance</td>
<td>Individual</td>
<td>10</td>
</tr>
<tr>
<td>Final Exam</td>
<td>Individual</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

All assignments must submitted on Canvas and must also be submitted on paper in the instructor’s PPPM mailbox.

Undergraduate students must achieve a minimum grade of C- on each of these assessments to pass the course. The grade of the exam will be communicated within four days of the last Friday of exam week, and the grade of all other assignments two weeks after the due date.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>95-100</td>
</tr>
<tr>
<td>A</td>
<td>90-94</td>
</tr>
<tr>
<td>A-</td>
<td>85-89</td>
</tr>
<tr>
<td>B+</td>
<td>80-84</td>
</tr>
<tr>
<td>B</td>
<td>75-79</td>
</tr>
<tr>
<td>B-</td>
<td>70-74</td>
</tr>
<tr>
<td>C+</td>
<td>65-69</td>
</tr>
<tr>
<td>C</td>
<td>60-64</td>
</tr>
<tr>
<td>C-</td>
<td>55-59</td>
</tr>
<tr>
<td>D</td>
<td>50-54</td>
</tr>
<tr>
<td>F</td>
<td>&lt;50</td>
</tr>
</tbody>
</table>

Requirements and criteria concerning Lectures, Application and Reflection sessions, and Quizzes
I assume participation of the students in both ‘Lectures’ and ‘Application and Reflection’ sessions. Participation includes studying the relevant literature beforehand and engaging in on-the-spot applications. Participation in Lectures will be controlled and graded using the attendance assessment. Knowledge of the literature will be tested in the quizzes, but knowledge of the class presentations and discussions is expected in the assignments. The Lectures are essential in understanding how to study the literature. Participation in the interactive Application and Reflection sessions will also be controlled. Students missing more than two of these
sessions will be required to do an extra assignment to demonstrate their understanding of the material.

Quizzes will be held during class time and will not be announced ahead of time. The intention is to ensure that students are completing the readings and understand the material. These five “pop” quizzes will be weighted at 20% of the final grade.

Requirements and criteria concerning presentation and feedback sessions and final report

All assignments must be delivered on time. If they are not, and up to two days of delay, ten percent (out of 100) will be subtracted from the mark. In the case of more than two days of delay the assignment will not be graded. “Days” include holiday and weekend days.

All assignments should be written in an academic style. Citations and reference list should be in APA format: http://library.uoregon.edu/guides/citing/apa.html. For writing guidance please visit the University of Oregon College of Education: https://education.uoregon.edu/student-academic-services/writing-resources or the Teaching and Learning Center: http://tlc.uoregon.edu/subjects/writing/ Students are also encouraged to visit the Writing Lab, which begins week two of the term and closes at 5:00 pm the Wednesday of finals week. Free tutors are available on a drop-in basis or by appointment, Monday-Friday 9:00am-5:00pm, 72 PLC (Prince Lucien Campbell). PPPM also has a writing coach, Kathi Jaworski, who you can contact at kjaworski@write-to-know.com.

Detailed instructions for all assignments, including assessment criteria, are in the Appendices below.

Inspection of Assignments, Feedback

The instructor will give directions for the study of the literature during the ‘Lecture’ sessions, and feedback during the ‘Application and Reflection’ sessions. The quizzes will be given in class and the correct answers will be discussed afterwards.

Written comments will accompany the assignment grade. If more explanation is needed, the student can make an appointment with the instructor. The instructor will give directions for the assignments during the introductory session, and will provide feedback during the ‘Application and Reflection’ sessions.

The instructor will communicate the final grade by e-mail/Canvas after grading the examinations, or four days after the last Friday of exam week.

Rules regarding Plagiarism and Academic Misconduct

The provisions of the policies governing plagiarism and academic misconduct for University of Oregon students apply in full. For this purpose a check with SafeAssign or Turn It In may be performed. Access the regulations at http://library.uoregon.edu/guides/plagiarism/students/index.html and http://uodos.uoregon.edu/StudentConductandCommunityStandards/AcademicMisconduct/tabid/248/Default.aspx.

Disability/Accessibility Accommodations

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 disability related barriers to your participation. You are also encouraged to contact the Accessible Education Center (formerly Disability Services) in 164 Oregon Hall at 346-1155 or uoaec@uoregon.edu.

Inclusion Statement
The School of Architecture and Allied Arts is a community that values inclusion. We are committed to equal opportunities for all faculty, staff and students to develop individually, professionally, and academically regardless of ethnicity, heritage, gender, sexual orientation, ability, socio-economic standing, cultural beliefs and traditions. We are dedicated to an environment that is inclusive and fosters awareness, understanding, and respect for diversity. If you feel excluded or threatened, please contact your instructor and/or department head. The University Bias Response Team is also a resource that can assist you. Find more information at their website (www.bias.uoregon.edu) or by phoning 541.346.2037.

Diversity

The University of Oregon values our diversity and seeks to foster equity and inclusion in a welcoming, safe, and respectful community. This course is committed to upholding this principle by encouraging the exploration, engagement, and expression of different perspectives and diverse identities. We will value each class member’s experiences and contributions, and communicate disagreements respectfully. Please notify me if you feel aspects of the course undermine these principles. For additional resources, you are also encouraged to contact the following campus services:

• Division of Equity and Inclusion, 1 Johnson Hall, 541.346.3175; http://inclusion.uoregon.edu/
• Center on Diversity and Community, 54 Susan Campbell Hall, 541.346.3212; http://codac.uoregon.edu/
• Bias Response Team, 164 Oregon Hall or brt@uoregon.edu; http://uodos.uoregon.edu/Programs/BiasResponseTeam.aspx?q=bias (bias.uoregon.edu)

Title IX and a Safe Learning Environment

I support Title IX and have a responsibility to report relevant information. The UO is committed to providing an environment free of all forms of prohibited discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender-based stalking. Any UO employee who becomes aware that such behavior is occurring has a duty to report that information to their supervisor or the Office of Affirmative Action and Equal Opportunity. The University Health Center and University Counseling and Testing Center can provide assistance and have a greater ability to work confidentially with students.
## Class Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date &amp; Time</th>
<th>Activity</th>
<th>Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tuesday March 29, 10:00-11:20 am</td>
<td>LE</td>
<td>Introduction &amp; instructions, current issues in the US</td>
</tr>
<tr>
<td></td>
<td>Thursday March 31, 10:00-11:20 am</td>
<td>LE</td>
<td>Overview of assignments, discussion guidelines, writing guidelines</td>
</tr>
<tr>
<td>2</td>
<td>Tuesday April 5, 10:00-11:20 am</td>
<td>LE</td>
<td>Physical and land use planning</td>
</tr>
<tr>
<td></td>
<td>Thursday April 7, 10:00-11:20 am</td>
<td>A&amp;R</td>
<td>Physical and land use planning</td>
</tr>
<tr>
<td>3</td>
<td>Tuesday April 12, 10:00-11:20 am</td>
<td>LE</td>
<td>Urban design and public health</td>
</tr>
<tr>
<td></td>
<td>Thursday April 14, 10:00-11:20 am</td>
<td>A&amp;R</td>
<td>Urban design and public health Assignment 1 due: The Role of the Planner</td>
</tr>
<tr>
<td>4</td>
<td>Tuesday April 19, 10:00-11:20 am</td>
<td>LE</td>
<td>Housing</td>
</tr>
<tr>
<td></td>
<td>Thursday April 21, 10:00-11:20 am</td>
<td>A&amp;R</td>
<td>Housing</td>
</tr>
<tr>
<td>5</td>
<td>Tuesday April 26, 10:00-11:20 am</td>
<td>LE</td>
<td>Community development and social planning</td>
</tr>
<tr>
<td></td>
<td>Thursday April 28, 10:00-11:20 am</td>
<td>A&amp;R</td>
<td>Community development and social planning</td>
</tr>
<tr>
<td>6</td>
<td>Tuesday May 3, 10:00-11:20 am</td>
<td>LE</td>
<td>Urban regeneration</td>
</tr>
<tr>
<td></td>
<td>Thursday May 5, 10:00-11:20 am</td>
<td>A&amp;R</td>
<td>Urban regeneration</td>
</tr>
<tr>
<td>7</td>
<td>Monday May 9, 5:00pm</td>
<td></td>
<td><strong>Assignment 2 due: Community Profile Poster</strong></td>
</tr>
<tr>
<td></td>
<td>Tuesday May 10, 10:00-11:20 am</td>
<td>P&amp;F</td>
<td><strong>Assignment 2 poster presentation</strong></td>
</tr>
<tr>
<td></td>
<td>Thursday May 12, 10:00-11:20 am</td>
<td>P&amp;F</td>
<td><strong>Assignment 2 poster presentation</strong></td>
</tr>
<tr>
<td>8</td>
<td>Tuesday May 17, 10:00-11:20 am</td>
<td>LE</td>
<td>Environmental planning</td>
</tr>
<tr>
<td></td>
<td>Thursday May 19, 10:00-11:20 am</td>
<td>A&amp;R</td>
<td>Environmental planning</td>
</tr>
<tr>
<td>9</td>
<td>Tuesday May 24, 10:00-11:20 am</td>
<td>LE</td>
<td>Transportation planning</td>
</tr>
<tr>
<td></td>
<td>Thursday May 26, 10:00-11:20 am</td>
<td>A&amp;R</td>
<td>Transportation planning</td>
</tr>
<tr>
<td>10</td>
<td>Tuesday May 31, 10:00-11:20 am</td>
<td>LE</td>
<td>Course summary</td>
</tr>
<tr>
<td></td>
<td>Thursday June 1, 10:00-11:20 am</td>
<td>A&amp;R</td>
<td>Course evaluation and final questions</td>
</tr>
</tbody>
</table>

Assignment 1 due Thursday April 14, 5:00 pm !!
Assignment 2 due Monday May 9, 5:00 pm !!
Final Exam: Friday June 10, 8:00 am!!
Required Readings

Section 1 (March 29-31): Introduction

Section 2 (April 5-7): Physical and Land Use Planning

Section 3 (April 12-14): Urban Design and Public Health

Section 4 (April 19-21): Housing

Section 5 (April 26-28): Community Development and Social Planning
Section 6 (May 3-5): Urban Regeneration


Section 7 (May 17-19): Environmental Planning


Section 8 (May 24-26): Transportation Planning


Appendix 1

Assignment 1: The Role of the Planner

Due: Thursday April 14, 2016, 5:00pm

Referring to the readings for Weeks 1-3, describe the role of the planner in influencing the physical layout and urban form of cities.

• What kind of work does the planner do?
• Where does the planner work?
• What other professionals does the planner collaborate with?
• What are some challenges the planner faces in carrying out his/her work?

Assignment 1 is worth 20% of the final grade. This is an individual written assignment and should be 5 pages (1,500 words) in length, double spaced, following the general criteria below.

General criteria:

• Is the argumentation clear and consistent?
• Is there evidence of original insights and of critical and creative attitudes?
• Is the paper easy to read and grammatically correct? In particular, are the sentences complete, the spelling correct, the topic sentences clear in each paragraph, and the paragraphs well linked?
• Is the paper written according to the guidelines for scientific publications? In particular, are literature references appropriate and correctly reported (in-text and in a reference list)?
Appendix 2

Assignment 2: Community Profile Poster

Due: Monday May 9, 2016, 5:00pm

Describe, using text, photos, and diagrams, a community/neighbourhood in Oregon. Reference the concepts from the readings for Weeks 4-6. Compile your text and images in a poster format, choosing one of the following options:

1. How would you describe the types of housing in this community? OR
2. How would you describe the social/community resources in the neighbourhood? OR
3. How would you describe the planning history of the community? Have there been any attempts at regeneration or redevelopment?

Assignment 2 is worth 20% of the final grade. This is an individual poster assignment and should be one single-sided sheet of 11x17” paper, following the general criteria below. You may use any digital format (Adobe InDesign, Illustrator, Powerpoint, Google Docs) or design the poster by hand, but in either case you must submit a hard copy and digital version (note: the digital version of the hand-designed poster, if you are using this option, should be a clear digital photo of the entire poster).

The assignment will be graded using a combination of peer review and instructor review (50% aggregate weighting). We will be pinning/taping the posters up in the room (half on Tuesday/half on Thursday) and walking around to do our peer reviews. Your poster must communicate for you, so make sure that your name is clearly visible and you clearly note which of the three options you have chosen. Your pin-up time slot will be communicated on Canvas the week before the due date.

Content criteria:

• Is there evidence of original insights and of a critical attitude?
• Is the text easy to read and grammatically correct? In particular, are the sentences complete, the spelling correct, the topic sentences clear in each paragraph, and the paragraphs well linked (where more than one paragraph exists)?
• Are literature references appropriate and correctly reported (in-text)?

Design criteria:

• Does the poster show creativity? In particular, are there unique design elements, materials, and/or original diagrams?
• Is there a balance of white space, images, and text? In particular, do text, figures and diagrams complement each other?
• Does the poster present a complete profile of the community’s housing/community development/planning and urban regeneration history (depending on the option chosen)?