Portland State
UNIVERSITY

USP612: Community, Planning and Ethics
Course Syllabus

Fall 2023

Lecturer:	Ian Carlton, Ph.D.
Office:	PKM 7
E-mail:	icarlton@pdx.edu
Class date and time:	Mondays and Wednesdays, 6:40 to 8:30pm
Classroom:	Parkmill Building Room 7
Delivery / Modality:	Hybrid
Office Hours:	By appointment (remote or in person)

Course Description:

This introductory course provides an overview of the history and theory of community development in the United States, the theory and practice of urban planning in the United States, and the ethics of civic and business practices linking the public, private, and non-profit sectors. It examines the tensions among market-based development, community action, and public intervention. Topics cover a wide range of actors, including individual households, private builders and developers, reformers, nonprofit organizations, and governments. The course will focus on plans as the outcome of political processes with specific consequences for different constituencies within the city.

Objectives of the Course:

Upon successful completion of this course, you will be:
- Able to understand the basic history, theory and practice of community development and planning in North America;
- Conversant in the language and terminology of planning practice;
- Familiar with the conceptual, practical and ethical dilemmas inherent in development;
- Capable of analyzing and interpreting community development, planning and real estate development practice in light of history, theory, and ethics.

The following MRED Learning Goals apply to all courses, including this one:

1. Teamwork and Leadership: Graduates will demonstrate effective leadership and teamwork competencies, supported by high levels of emotional intelligence (e.g., self-awareness, self-management, social awareness, and social management).

2. Critical Thinking: Graduates will critically evaluate real estate development problems and opportunities, analyze those problems with appropriate quantitative and qualitative data analytic techniques, and prescribe and defend subsequent solutions.
3. Equity and Sustainability Thinking: Graduates will have an equity and sustainability perspective (e.g., environmental stewardship, intergenerational resources, equitable opportunities, and access).
4. Communication: Graduates will effectively communicate complex information with a variety of stakeholders to increase knowledge and achieve objectives.

Course Materials:

No textbook is required for the course. All readings will be available on the course Canvas site.

This course requires consistent access to functioning computer equipment and Internet access. Proficiency in the use of Canvas, PSU email, Google suite, Zoom, and other computer tools are required for this course. Please ensure you will have sufficient internet access. If participating remotely, reliance on a cellular connection may not provide reliable access to online learning resources.

Method of Instruction:

This course is taught through a twice-weekly lecture/seminar scheduled for Mondays and Wednesdays between 6:40 and 8:30pm. Class sessions will involve a variety of teaching methods including lectures, discussions, case studies, guest speakers, and group activities. Students are expected to participate in every session unless arrangements have been made with the instructor *prior to the class session*. Students are also expected to read all required readings and come to class prepared to discuss that week's topics with the class and the instructor. As noted below, attendance and participation will be reflected in your final grade.

This is a hybrid course. In-person class sessions will occur in room 7 of the Parkmill building and be simultaneously organized as video conference calls using Zoom. For contact tracing purposes, students attending class in person will be asked to select a seat that they will remain in for the remainder of the term. For those joining remotely, you will join the call using the link that is shared prior to class. You should install Zoom and login using your PSU credentials so that the instructor can manage breakout groups.

Enrollment in this section serves as acknowledgement that you will need to be able to access the University's online delivery platform and any assigned supplemental platforms and may be required to participate in live video conferences, collaborate digitally with classmates, and/or be remotely proctored during examinations. These components are essential for creating an online learning environment that works with students' schedules while maintaining high academic rigor.

In-class discussions will be a critical aspect of the course and your own class notes will serve you best if you need to recall something shared during the term. If you are unable to attend class for any reason, I encourage you to compare notes with classmates in addition to thoroughly reviewing readings and discussions found on Canvas.

Attendance in person is required on the first day of class. If you are not able to attend the first lecture in person, please contact the instructor before the start of the quarter.

Assignments and Grading:

Your course grade will be based on the assignments and examinations listed below. Each assignment's score will be weighted for your final grade by the percentages listed next to the item. For a variety of reasons, including a desire to reduce paper, all assignments will be submitted via Canvas. All assignments are due prior to class on the dates identified below. The following represent summaries of the assignments; further guidance will be provided during class sessions and/or via Canvas.

- TIMELY COMPLETION: Assignments, exams, and other materials should be submitted in a timely fashion based on the deadline set by the instructor. Grades for discussions, assignments, and the final exam will be penalized 10% for being late and 10% for each day it is late thereafter (out of 100%). Extensions without penalty may be granted at the instructor's discretion, under the following conditions: (a) an email notification must be sent prior to the submission deadline; and (b) only with a compelling, *unforeseen* circumstance such as a family or health emergency.
- ONLINE SUBMISSIONS: All assignments and the final exam require uploading files to Canvas and it is the student's responsibility to verify that (1) all files are submitted in Canvas prior to the deadline and (2) all submitted files are those that the student intends to be graded for the assignment. Submitting the "wrong" file by accident is not acceptable grounds for a deadline extension. Grades will be based on the file submitted prior to the posted deadline. Files submitted in a format that cannot be accessed by the instructor cannot be graded and will therefore receive a zero (0%). Acceptable file formats are MS Office formats (e.g. Word, Excel, PowerPoint), PDF files, or other formats specifically specified in assignment instructions. Note that assignment briefs may specify a required file format.

Assignment 1: Development Profile (5%)

Purpose: To understand and describe an ongoing or recently completed development project, including the actors involved.

Task: For this assignment, you will identify and summarize the details of a controversial development project in Portland. You will describe the project and identify the players involved, including those with financial interests in the project, those opposed to the project, and others supportive of the project. The key is to identify a development project that involves some level of public disagreement (hint: almost all projects involve controversy, but only some make it into the public record).

Deliverable: Slides

Due: 10/11

Assignment 2: Planning Regulation Analysis (10%)

Purpose: To learn about the regulatory environment that governs a property, specifically, the provisions of zoning, the most ubiquitous land use control.

Task: For this assignment, you will use Portland Maps (www.portlandmaps.com) and other resources to describe the policy constraints applicable to the property analyzed in Assignment One. You will investigate the zoning provisions that

govern this property and compare these regulations to the prior land use(s) and the ongoing development.

Deliverable: Slides

Due: 10/30

Assignment 3: Neighborhood / Community Profiles (10%)

Purpose: To understand and describe a neighborhood which provides the context for a development project and the basis for engaging local residents.

Task: For this assignment, you will research the location of the development you evaluated in Assignments One & Two. You will elaborate on the communities relevant to the project and discuss the context-specific interactions between planning, community, and real estate development.

Deliverable: Slides

Due: 11/15

Assignment 4: Development Ethics Presentation (10%)

Purpose: To understand the ethical considerations of real estate development.

Task: For this assignment, you will prepare a brief presentation about the development case study you have created over Assignments One through Three. Your presentation will highlight the most salient ethical concern associated with the development. You will submit the presentation on Canvas and be prepared to present your findings to the class.

Deliverable: Slides

Due: 11/27

Final Exam (15%): There will be a take-home final examination for the course. The final exam will be available following the last lecture and will be due during the exam period.

Readings and Canvas discussions (29%): Graded reading responses on Canvas will be an essential part of the course. Readings will be assigned prior to most class sessions. Students who do the readings will be prepared for subsequent class sessions. Class time will be dedicated to discussing and applying the readings, not reviewing the readings. Canvas discussions will be due the same days as class sessions at 4:30pm.

All readings are available online or via PDFs provided on the course Canvas site. No books are required for the course.

Guidance for Canvas discussions:

1. Write with purpose, furthering your understanding and the knowledge of others.
2. Reference readings and other class materials to support your points.
3. Contribute long before the final deadline to allow for further discussion.

4. Write clearly and concisely.
5. Keep focused on the topic and be aware that humor and sarcasm seldom come across as intended in an online environment.
6. Be supportive and considerate when replying to others' posts. Avoid jargon and inappropriate language. If you disagree with a post, do so with respect and provide clear rationale or evidence to support your alternate view.
7. Try to use correct spelling and grammar and proofread your submissions (don't create a new or duplicate post to correct errors).
8. Return to the discussion to review comments and respond.

Ideas for useful discussion posts:

- Share connections between readings and your academic or professional experience
- Identify important points in the reading and why you found them compelling
- Ask questions about parts of the reading that you find confusing
- Connect an idea from this reading to prior readings or prior discussions in class
- Identify surprising points in the reading
- Challenge an idea in the text
- Identify items that you would like to discuss further during a class session

Attendance, Participation, and Effort (21%):

You will be expected to attend class sessions (remotely or in person) and productively participate, particularly during discussions of assigned readings. Veterans must comply with attendance standards set by the VA. Athletes must provide their list of class conflicts before their first absence.

At several points throughout the term there will in-class activities that highlight key themes from that day's topic. These activities may include written work that will be turned in at the end of the class period. Your participation in class discussions and the written output of in-class activities will be used to assess participation.

When you are in class, you will maintain an engaged and non-disruptive presence. During this course, all voices will be heard. The course requires professional standards of respect, tolerance, and consideration for one another. Any guest speakers will be addressed professionally.

As noted above, should a student need to miss a class session, please inform the instructor in advance of the class session. This advance knowledge is essential for the instructor to prepare productive breakout groups and other in-class activities.

Schedule

Date	Topic	Read+Canvas Discussion Before Class Session	Turn in Before Class Session
Week 1- Sept 27	**Course introduction**	N/A	N/A
Week 2- Oct 2	**Pre-Planning**	Hall (1996), "The City of Dreadful Night"	Discussion
Week 2- Oct 4	**Post-Planning**	Swan (1920), "Does Your City Keep Its Gas Range in the Parlor and Its Piano in the Kitchen?"	Discussion
Week 3- Oct 9	**Visions and Dreams**	Rohe (2009), "From local to global: One hundred years of neighborhood planning"	Discussion
Week 3- Oct 11	**Why Plan?**	Jacobs and Paulsen (2009), "Property Rights: The Neglected Theme of 20th-Century Urban Planning"	Discussion + Assignment 1
Week 4- Oct 16	**Legal Basis for Planning**	Wolf (2008) Euclid v Ambler	Discussion
Week 4- Oct 18	**Planning Tools**	Duerksen et al (2009) The Citizen's Guide to Planning: Chapter 5	Discussion
Week 5- Oct 23	**Development Process**	Duerksen et al (2009) The Citizen's Guide to Planning: Chapter 6	Discussion
Week 5- Oct 25	**Oregon Planning**	Adler (2013), "Introduction to Oregon Plans" + Seltzer (2004), "It's Not an Experiment: Regional Planning at Metro"	Discussion
Week 6- Oct 30	**Achieving Goals**	Downs (2005), "Smart Growth: Why We Discuss It More than We Do It"	Discussion + Assignment 2
Week 6- Nov 1	**Negative Outcomes**	Gibson (2007), "Bleeding Albina: A History of Community Disinvestment 1940-2000"	Discussion
Week 7- Nov 6	**Housing**	Up for Growth (2022) "Housing Underproduction in the U.S."	Discussion
Week 7 – Nov 8	**Who Plans**	Arnstein (1969), "A Ladder of Citizen Participation"	Discussion
Week 8- Nov 13	**Community Development**	Green and Haines (2012), "The Role of Assets in Community-Based Development"	Discussion
Week 8- Nov 15	**Three E's**	Campbell (1996), "Green Cities, Growing Cities, Just Cities?"	Discussion+ Assignment 3
Week 9- Nov 20	**Equity**	American Planning Association (2019) Planning for Equity	Discussion
Week 9- Nov 22	**NO CLASS** – Day b/f Thanksgiving	N/A	N/A
Week 10- Nov 27	**Final Presentations**	Prepare to present	Assignment 4
Week 10- Nov 29	**Final Presentations**	Prepare to present	N/A
Week 11- Dec 4	**Final Exam Period**	*Turn in prior to the end of exam period - 7:30-9:20*	Final Exam

Student Resources and Policies

ACADEMIC MISCONDUCT

Students are expected to be ethical not only in the classroom, but also out of the classroom. It is in all students' interest to avoid committing acts of academic dishonesty and to discourage others from committing such acts. Academic dishonesty includes, but is not limited to, the following examples: engages in any form of academic deceit; refers to materials or sources or uses devices not authorized by the instructor for use during any quiz or assignment; provides inappropriate aid to another person in connection with any quiz or assignment; engages in Plagiarism.

Any academic misconduct, including, but not limited to, plagiarism, cheating, fabrication, aiding and abetting academic misconduct, falsification of records and documents, communication with fellow students during examination and quizzes and/or using the work of another student will immediately result in a failing grade for the course. Furthermore, students are not allowed to discuss the content of any test, quiz, or homework with anyone. Additional sanctions by The School of Business may also be imposed if it deems necessary.

Plagiarism is the act of claiming someone's work as your own through copying it without giving the creator of the work credit. Plagiarism can also include using another person's theories, ideas, or phrases without proper attribution. The simplest way to avoid plagiarizing is to always cite the sources from which you gather information or develop arguments – just cite anything you use from someone else (it actually makes your work stronger!). Plagiarism is a serious issue and is a violation of the PSU Student Conduct of Code. University policy requires instructors to report all instances of plagiarism and penalize the perpetrator(s) according to guidelines set. Please use the resources provided by the [PSU library](#) if you have any questions on how to cite.

AI and Plagiearism
While chatbots have a huge potential in all sorts of arenas, serious concerns exist (for example: biases may be amplified; lack of precision and accuracy; threats to institutions). If a chatbot is used to generate any content, it is imperative to provide a citation (for example: MLA or Chicago; APA is still working on their official guidelines) or else it will be a violation of PSU's academic integrity rules.

Here are specific use guidelines for AI bots such as ChatGPT:

- **Acceptable Use of ChatGPT or other generative AI include:** Research on a specific topic or concept; Assistance in developing an understanding of a subject matter; Assistance in generating ideas for a project or assignment; Assistance in reviewing written work for grammar, spelling, and syntax errors.
- **Prohibited Use of ChatGPT or other generative AI include:** Engaging in academic misconduct or plagiarism; Generating content that is offensive or discriminatory; Using ChatGPT to violate any laws or regulations.

Students should check with the instructor if they have any questions about the use of ChatGPT or other generative AI. TurnItIn may be used by an instructor to identify content generated by AI bots.

All submissions in a course, whether in draft or final form, must be the student's own work and must clearly acknowledge (typically through citations) any source(s) that contributed to the work

product. The "student's own work" means: the student has written the analysis themselves, unless otherwise specified by the instructor (such as a collaborative group project).

DIVERSITY & INCLUSION

PSU values diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. My goal is to create a learning environment that is equitable, useable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify me. The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment.

ACCOMMODATIONS

If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC is located in 116 Smith Memorial Student Union, 503-725-4150, drc@pdx.edu, https://www.pdx.edu/drc.

- If you already have accommodations, please contact me to make sure that I have received a faculty notification letter and discuss your accommodations.
- Students who need accommodations for tests and quizzes are expected to schedule their tests to overlap with the time the class is taking the test.
- Please be aware that the accessible tables or chairs in the room should remain available for students who find that standard classroom seating is not useable.
- For information about emergency preparedness, please go to the Fire and Life Safety webpage (https://www.pdx.edu/environmental-health-safety/fire-and-life-safety) for information.

TITLE IX

Portland State is committed to providing an environment free of all forms of prohibited discrimination and sexual harassment (sexual assault, domestic and dating violence, and gender or sex-based harassment and stalking). If you have experienced any form of gender or sex-based discrimination or sexual harassment, know that help and support are available. PSU has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and on-housing accommodations, helping with legal protective orders, and more. Information about PSU's support services on campus, including confidential services and reporting options, can be found on PSU's Sexual Misconduct Prevention and Response website at: http://www.pdx.edu/sexual-assault/get-help or you may call a confidential IPV Advocate at 503-725-5672. You may report any incident of discrimination or discriminatory harassment, including sexual harassment, to either the Office of Equity and Compliance or the Office of the Dean of Student Life.

SEXUAL HARASSMENT:

As faculty, one of our responsibilities is to help create a safe learning environment for students and for the campus as a whole. Please be aware that faculty have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination. If you would rather share information about sexual harassment to a confidential employee who does not have this reporting responsibility, you can find a list of those individuals here: https://www.pdx.edu/sexual-assault/get-help.

EMERGENCY PREPAREDNESS:
For information about emergency preparedness, please go to the Fire and Life Safety webpage(https://www.pdx.edu/environmental-health-safety/fire-and-life-safety) for information.

STUDENT HEALTH AND COUNSELING (SHAC):
The Center for Student Health and Counseling (SHAC) is a community-based health care organization that provides high quality, accessible mental health, physical health, dental, and testing services targeted to the needs of the PSU student population. To make an appointment with SHAC, please call SHAC at 503.725.2800 or go directly to the clinic (1880 SW 6th Ave. UCB, Suite 200). Email address: askshac@pdx.edu

BASIC NEEDS AT PORTLAND STATE:
It can be challenging to do your best in class if you have trouble meeting basic needs like safe shelter, sleep, and nutrition. Resource centers across campus are here to provide assistance, referrals, and support. Please contact anyone on this list for assistance:

Basic Needs Hub: basicneedshub@pdx.edu

Portland State Food Pantry: psufp.com; pantry@pdx.edu

C.A.R.E. Team: askdos@pdx.edu; (503) 725-4422

OTHER STUDENT RESOURCES:
- The Writing Center: https://www.pdx.edu/writing-center/
- Center for Student Health and Counseling: https://www.pdx.edu/shac/
- Diversity and Multicultural Student Services: https://www.pdx.edu/dmss/
- Financial Wellness Center: https://www.pdx.edu/student-financial/financial-wellness-center
- For information on food assistance and other resources: https://www.pdx.edu/student-access-center/

LECTURE RECORDINGS
We will use technology for lecture recordings in this course. Our use of such technology is governed by FERPA, the Acceptable Use Policy and PSU's Student Code of Conduct. A record of all meetings and recordings is kept and stored by PSU, in accordance with the Acceptable Use Policy and FERPA.

All class recordings will be deleted at the end of the quarter.

Your instructor will not share recordings of your class activities outside of course participants, which include your fellow students, TAs/GAs/Mentors, and any guest faculty or community-based learning partners that we may engage with.

You may not share recordings outside of this course. Doing so may result in disciplinary action.

TECHNOLOGY REQUIREMENTS

The following list of tools encompasses every type of technology you will need to join remotely. It is your responsibility to obtain access to these in advance of your first remote class session or let me know your limitations by the end of week 1.

- Functional webcam
- Microphone (internal or USB)
- Google Chrome browser
- Zoom application
- Reliable internet connection

If you have technical questions/problems related to using Canvas or obtaining an Odin account, contact the OIT Help Desk at help@pdx.edu or by calling (503) 725-4357.