

## LAND USE IMPLEMENTATION

### COURSE DESCRIPTION

Good land-use planning builds on social and economic ways theories. It draws on ecological, geographic, and engineering knowledge. It relies on political theory to navigate difficult decisions. The goal of land-use planning is to shape more socially resilient and environmentally and economically just places.

This course introduces you to some of the theoretical underpinnings and practical tools available for land-use planning and its implementation. This course will teach you the key concepts framing land-use planning practice in the United States.

Through this course you will learn:

- How land use planning interacts within political, social, economic, and geographic systems.
- How the process of land use decision-making happens in the United States with a comparison against other countries processes.

Practical application of the land use review process in Oregon through class activities, assignments and research.

### THE BASICS

- **Instructor:** Dr. Megan Horst, AICP, (she/her pronouns), Associate Professor in Urban Studies and Planning
- **Email:** mhorst@pdx.edu, please include USP 542 in the subject line and please do not use Canvas Inbox/Messaging
- **Class Hours:** Th: 4:00 to 6:30 PM
- **Class Location:** Urban Center 270
- **Modality:** In person for most class sessions, 2 online. Also be prepared for a field outing (I will give you notice/preparation the week prior). See draft schedule. This is NOT an Attend Anywhere class and there will generally not be a zoom link for in-person class. The exceptions are the classes that are scheduled to be online specifically.
- **Office Hours:** <https://calendly.com/mhorst-1/meeting-time-with-professor-megan-horst> I will also try to be available for quick questions after class on Thursdays.

### STUDENT LEARNING OUTCOMES (SLO)

The learning outcomes for the Masters in Urban and Regional Planning (MURP) can be found here at this link. This course will focus on the following Student Learning Outcomes:

- SLO #3 MURP students will understand planning as a political act and an act of intervention on behalf of a more desired, collective view of the future.
- SLO #4 MURP students will understand planning as a reflective practice, and engage in plan making as reflective practitioners.
- SLO# 7. MURP students will design planning processes, make plans, and create strategies for plan implementation.

## **COURSE FORMAT**

The course will typically meet once a week for 2 hours and 40 minutes. Most weeks we will meet in person. Several times in the term, we will meet online only, and we will likely do one field outing- indicated in the calendar and I will email about any out of the norm reminders. The course will include a mix of lectures, by myself and guest speakers, discussions and activities. To maximize classroom learning please complete the readings before coming to class. When we have in person meetings, there will not be an online attendance option. This is due to class being very interactive. I may make exceptions if there are exceptional circumstances. You are not expected to come to class if you are ill.

## **COURSE PREREQUISITES**

While there are no formal prerequisites for this course, a general understanding of planning practice will enhance the student's experience.

## **COURSE REQUIREMENTS**

One textbook is required for the class:

- Hirt S. 2014. Zoned in the USA: The origins and implications of American Land-Use Regulation. Cornell Press. Ithaca.

Additional readings/course materials are available on our Canvas site and/or through the PSU library.

A note about course materials: I have assigned a decent amount of reading/prep work for class. The class is a sort of "flipped classroom" model, where I assign videos and other resources. I will lecture some, but I will expect that you have done preparation so our in class time will be more about reacting to and digesting the material, and doing activities or hearing from guest speakers. Please know that I expect that as a graduate student, you are good at skimming and pulling key points from resources/reading. I am hoping/expecting you to read for exposure and main points, not so much for 100% detail retention. We'll revisit some of the key points in class. The amount of prep work will generally taper down as class goes on. For a 3 credit class, the general expectation is you would do 6 hours of work per week outside of class on average. Some of you will probably do more; others will get by with less.

The readings and course materials have been included to provide a variety of formats and perspectives. If you are interested in delving further, there are additional readings provided, or search online. You can also ask the professor.

Don't take course readings as gospel: Just because something is printed or online does not make it an absolute truth. Professional planners should be methodical of what they are reading and be curious and thoughtful about its interpretation. If you disagree with some of the materials, be prepared to defend your reasoning and evidence. You should also keep an open mind about the information and the resulting discussion.

## **COURSE ASSESSMENT**

See CANVAS for full explanation of each assignment.

Your final grade is based out of 100 points, and on the following:

- 25% Assignment 1: Zoning Analysis
- 25% Assignment 2: Policy into Regulation Memorandum
- 25% Assignment 3 Administrative land use staff report
- 25% Class Discussions and In Class exercises
- \* Non MURP students have the option to substitute an alternative for Assignment 3 with a short research paper (5-8 pages) on a land use related topic of their choice, more info forthcoming.

Each class period will often begin with you sharing (on a class jamboard) your responses to my questions about the readings/resources- this is how we will kickstart a quality discussion and class. These are each worth 0.5 points, for a total of 5 points in the term.

Also later in each class period, we will have a group activity of some kind, with a worksheet (paper or digital) or similar to turn in. Each of these is worth 2 points for a total of 20 points. If you miss class, you miss these points, but it is not a big deal for your grade. If you are worried about it, you can do the activities (posted on Canvas) for up to 2 points each; submit them within 48 hours of class unless you have an extension in writing.

Final Grading

94/A \* 90/A- \* 87/B+ \* 84/B \* 80/B- \* 77/C+ \* 74/C \* 70/C- \* 67/D+ \* 64/D \* 60/D- \* 0/F

### **DRAFT CLASS SCHEDULE AND TOPICS**

Note: This is subject to change, based on speaker availability and other details.

See CANVAS SITE for details on what you should read/otherwise prepare *before* each class.

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Guest Speaker and/or Activity/ies</b>
1	January 11	Introducing Land Use Planning and the Comprehensive Plan	Class agreements re discussions and activities Intro to Portland Comp Plan
2	January 18	Zoning and Land Use Codes: Rationales and Critiques	Examine Zoning Codes (Cannabis use)
3	January 25	How Others Zone in and Beyond the USA plus a Focus on Housing	Comparison of Approaches to Zoning A Look at Zoning for Housing (MH to leave class early, remaining time in small groups)
4	February 1	Land Use Review Processes and Decisions	Guest Speaker: From BPS City of Milwaukie Hearing example?

			** We will all go to Panel on City Charter Reform at 6pm. You are highly encouraged to stay the whole time.
5	February 8 ONLINE	Planning for Resource Lands Online Class	Guest Speaker: Mard Hudson from OAT
6	February 15 confirmed	Reducing Sprawl: Urban Growth Boundaries and more. Focus on North Plains	Guest Speaker: Greg Holmes from 1000 Friends and Aaron from Friends of North Plains Smart Growth
7	February 22	Planning for Regional and Urban Food Systems and Community Health	Activity: Examining Rules around Urban Farms and Food Markets
8	February 29 ONLINE	Tribal Planning	Guest Speaker: JD Tovey
9	March 7 (could be swapped with next week)	Parking Reforms and Low Emissions Zones	Guest Speaker: Caitlyn Gould
10	March 14	Integration/Synthesis	Field Outing and all Class Debrief
11/ Exam Week	Week of March 18-22	NO CLASS	

10 weeks is short! Wish We Had More Time For:

- Industrial zoning
- Trees and zoning for nature
- Suburban development and alternatives
- More on race, class, gender and other inequities exacerbated by zoning
- Others?

### **COURSE POLICIES**

Attendance and Participation: I hope that you will feel compelled to participate because you find the class interesting and engaging. I encourage you to actively participate in every class as class participation is part of your grade as noted above. Please participate while doing so thoughtfully and respectfully towards other students. Our draft community guidelines (to be revised and agreed upon in the first week are):

- Come prepared
- Be on time

- Move up, move up
- Share the mic
- Take turns in roles
- Respect differences in opinion, politics, perspectives, etc.
- Call in, not out
- Bias and harassment are not okay

As an instructor, I believe that graduate school is a time to create opportunities for inquiry and excellence and I hope that you can find a balance to actively participate and work in this class in conjunction with all of your other responsibilities. However, I also recognize that there are intense challenges to find this balance. If you are experiencing Challenges, please communicate with me well in advance so we can see if alternatives are possible.

**Inclement Weather and More:** With this class scheduled in person on winter evenings, inclement weather may affect us. It is likely I will shift class to an online format (e.g. zoom) if campus is closed. If you specifically are affected by inclement weather when we do not change or cancel class, it is okay to miss; see policy on absences.

**Absences:** You are a graduate student and are in charge of your own attendance. I hope and expect that you will care enough about class to attend as often as possible. That said, I understand you all have full lives and other obligations, and that like (e.g. sickness) happens. It is okay to miss class occasionally and you do not need to tell me unless I am counting on you for something specific in class. I provide a lot of information on Canvas so you can still review a lot of class content and see what you missed. See assessment for how missing more than 2 classes will start to impact your participation grade.

**Assignment Format and Policy on Lateness:** Assignments are to be submitted via CANVAS, under the Assignments tab. Please submit the assignment in Adobe Acrobat (PDF) format by the date and time listed on the assignment. Assignments are due at 11:59pm on due dates. Anything submitted after that will receive -2 points per day late (out of 25 points each). With prior communication to me, I will accept late submissions. If you are having some medical, personal, or other difficulties that delay your work, please contact the instructor via email at least 72 hours advance of the assignment's due date and request a no-points-lost extension, typically of 5 business days.

Assignments require uploading files to CANVAS: 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. Assignment 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 0. The acceptable file format is a PDF file.

**Assignments/Writing Assistance.** Written materials form the basis of all of the assignments in this class and in many tasks which professional planners complete on a regular basis. I encourage students to avail themselves of the Portland State University Writing Center and this link for resources focused on graduate students:

<https://www.pdx.edu/writing-center/graduate-student-resources>

**Technology access.** Proficiency in the use of CANVAS, PSU email, and other computer tools such as Google suite is required for this course. This course requires consistent access to functioning computer equipment and Internet access throughout the length of the course.

**Correspondence:** I will make every effort to respond to emails sent to me during the week within 48 hours. Please do not email me via CANVAS; email me directly instead at [ras29@pdx.edu](mailto:ras29@pdx.edu). Also, from time to time I may send messages to the class at your pdx.edu account; I expect that you will check that email account on a regular basis. I will also post the same message on Canvas.

**Access and Inclusion for Students with Disabilities:** 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.

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](mailto: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.
- 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.

**Inclusive Learning Environment:** We will touch on tough topics throughout this course.

Everyone enters the course with a wide range of identities, experiences, and ideas about how to work with people different than themselves. We also bring cultural norms about effective communication, emotional expression, and how learning should take place. We will always work to create an environment where people feel safe to share opinions and ask questions. We will also hold one another accountable for self-teaching where applicable. However, please let me know if the tenor of discussions prevents you from sharing your viewpoints.

Feedback for Belonging, Dignity, & Justice Committee (BDJ) (Formerly Diversity, Equity, &

Inclusion). If you have comments or suggestions relating to this course and these issues, please reach out to the BDJ Committee: [uspbdj@pdx.edu](mailto:uspbdj@pdx.edu). Note: In cases where a concern is raised in relation to me or this course, you can contact the School Director.

**Acknowledgement Statement:** Portland State University is based in Portland, Oregon in Multnomah County. With this Statement and our actions, we honor the Indigenous people whose traditional and ancestral homelands this includes, including the Multnomah, Kathlamet, Clackamas, the Tualatin Kalapuya and many other indigenous nations of the Columbia River. It is important to acknowledge these ancestors and to recognize that we are here as a result of sacrifices forced upon them. In remembering these communities, we honor their legacy and their descendants. We hope, that this Statement and our on-going dialog, fosters thoughtful conversations with the Indigenous communities that currently live, work and thrive today in Portland and across Oregon. Note: This Land Acknowledgement statement is the first step in reframing the conversations with Indigenous communities that have been typically held by those in a place of privilege and power.

**Academic Dishonesty:** 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. 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 ConductCode . University policy requires instructors to report all instances of plagiarism and penalize the perpetrator(s) according to guidelines set. Please see me if you ever have any questions about how to cite your work.

**Title IX and Discriminatory Policy:** Portland State is committed to providing an environment free of all forms of prohibited discrimination and sexual harassment (sexual assault, domestic and dating violence, 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 Advocate at 503-725-5672 or by scheduling on-line: [psuwrc.youcanbook.me](http://psuwrc.youcanbook.me). You may also 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.

Please be aware that all PSU faculty members and instructors are required to report information of an incident that may constitute prohibited discrimination, including sexual harassment and sexual violence. This means that if you tell me about a situation of sexual harassment or sexual violence that may have violated university policy or student code of conduct, I have to share the information with my supervisor, the University's Title IX Coordinator or the Office of the Dean of Student Life.