

# USP311 Introduction to Urban Planning – Spring, 2024

CRN 63560

**Class location and time:** In-person only, Mondays / Wednesdays, 11:00 am to 12:50pm. Urban Center rm 250.

**Instructor: Dr. Aaron Golub (he/him)**, Email: [agolub@pdx.edu](mailto:agolub@pdx.edu)

Office Hours: *Several times during the week arranged directly through my appointment scheduler – just click and reserve a spot – no need to email me.* <https://tinyurl.com/Golub-Appts>

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**Please note that this syllabus and course design are based heavily on the previous work of professors Megan Horst and Norene Hough.**

## Course Description

USP 311 is a 4-credit course offering an introduction to the history, theory, and practice of urban planning, with a focus on the US. It begins with an overview of US urbanization and the development of the practice of planning and the formal planning profession. The course covers historic and contemporary planning theory and practice, addressing challenges faced by urban planners, especially in the public realm. It focuses on planning challenges and practices in Oregon and Portland due to PSU's location. The class is a U-class, open to all PSU undergraduate students, and incorporates many disciplinary approaches to help understand and improve our built environments.

## Learning Outcomes

A student who successfully completes this course will understand the

1. forces (including technological, social, economic, and policy) influencing urbanization and suburbanization in the United States;
2. general patterns and trends in urbanization and suburbanization;
3. historical development of the planning profession and the legal framework;
4. concepts, tools and techniques employed by urban planners;
5. the role urban planning has/ continues to play in creating structures that benefit wealthy landowners & perpetuate systemic racism;
6. equity planning and public participation as essential tools for current urban planners;
7. roles of various national, state and local actors in planning for urban areas.
8. some of the main current issues facing urban areas; and
9. how you (as a student, community member, resident, etc) can be actively engaged in planning.

## ASSESSMENT AND GRADING

The course will include **two required in-class meetings per week (including three field trips)**, required and optional readings, short module reaction “worksheets” due before class, in-class discussions, and three longer assignments. It is imperative that everyone does the module worksheets, as these will inspire more detailed discussion during class and everyone will be asked to contribute. It is essential to attend every meeting in this course. Mondays will consist of small group discussions, while Wednesdays will be lectures or short field trips.

## Module reaction worksheets

There will be nine module reaction worksheets. These are typically short questions, yes/no or multiple choice questions related to module readings and videos. Worksheets are designed to encourage you to prepare for the discussions on Mondays, and will only receive half-credit if turned in late.

## In-class discussions

Each Monday, we will have discussions to reflect on the previous week’s lecture and the module materials. Your attendance will be logged and count as your grade for the in-class discussions. Please come prepared by doing the module worksheet and have access to the documents in class (on your computer, tablet, phone, hard-copy – whatever you prefer) as they will be discussed.

## Major assignments

Three major assignments will allow you to explore issues and cases of your own interest. The assignments will be uploaded as a Word or PDF files into the appropriate dropbox on the Canvas website.

## Field trips (or alternative assignment)

Attendance at the field trip and completion of a short trip log will count towards your grade. In the case of an unavoidable absence, an alternative assignment will be available for you to replace the grade value of the field trip.

The **final class grade** will be calculated in the following manner:

- |   |     |
|---|-----|
| 1. Participating in in-class discussions based on the modules | 25% |
| 2. Modules reaction worksheets                                | 25% |
| 3. Three major assignments                                    | 30% |
| 4. Attend three field trips (or alternative assignment)       | 20% |

## Grading Scale:

A 93.0 % and above ; A- 90.0 % ; B+ 87.0 % ; B 83.0 % ; B- 80.0 % , etc.

## COURSE RESOURCES:

A **Canvas website** is set up for the class. The site contains all assignments, discussion boards, required and optional readings, and is where your completed assignments should be uploaded. **There is a *no* textbook**, physical or virtual for the course.

## Note on submitting work online

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. Reliance on a cellular connection may not provide reliable and fast access to online learning resources. Here are some broadband programs that are free or low-cost:

<https://www.highspeedinternet.com/resources/are-there-government-programs-to-help-me-get-internet-service>

## ACADEMIC INTEGRITY

Students are expected to be ethical not only in the classroom, but also outside 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 Conduct Code [http://www.ess.pdx.edu/OSA/osa\\_b.htm](http://www.ess.pdx.edu/OSA/osa_b.htm). 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.

## CAMPUS SUPPORT FOR RESPONDING TO HARASSMENT OR DISCRIMINATION

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. 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 or schedule online at <https://psuwrc.youcanbook.me> . You may report any incident of discrimination or discriminatory harassment, including sexual harassment, to:

**Albert Roberson**, Title IX Coordinator - [titleixcoordinator@pdx.edu](mailto:titleixcoordinator@pdx.edu)

Richard and Maureen Neuberger Center (RMNC), 1600 SW 4th Ave., Suite 830

**Taylor Burke**, Deputy Title IX Coordinator and Dean of Students - 503.725.4422 - [askdos@pdx.edu](mailto:askdos@pdx.edu)  
Smith Memorial Student Union (SMSU), 825 SW Broadway, Suite 433

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. However, the Title IX Coordinators will keep the information confidential and refer you to a confidential advocate. For more information about Title IX please complete the required student module *Creating a Safe Campus* in your 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.

### **DIVERSITY, EQUITY AND INCLUSION**

The USP Belonging, Justice and Dignity Committee identifies [a variety of ways for students to give feedback, seek assistance, and report a problem](#) (focused on issues related to Diversity, Equity and Inclusion).

[Portland State University Prohibited Discrimination and Harassment Policy](#) - addresses the definition of discrimination and harassment and provides appropriate contacts for reporting cases.

The Office of the Dean of Student Life hosts the Academic Appeals process. Students who feel they have received a prejudiced or capricious academic evaluation may submit an [Academic Appeal Request](#). Before students submit this request, students must have appealed to the instructor (Aaron Golub), department chair (Greg Schrock) and appropriate dean (Dean Smallman). Students should then read the [Academic Appeals Guidelines](#) to see if their grade dispute fits the purview of the Academic Appeal. For more information please visit the [Academic Appeals website](#), email [askdos@pdx.edu](mailto:askdos@pdx.edu) , or call 503-725-4422.

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.

**SYLLABUS DISCLAIMER**

All syllabi are subject to minor changes to meet the needs of the instructor, school, or class. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. The instructor reserves the right to make changes to the syllabus as deemed necessary. Students will be notified in a timely manner of any syllabus or schedule changes in class, and through the CANVAS announcements and class email. Please remember to check your PSU email and the CANVAS messages and announcements often.

**COURSE CALENDAR**

Week	Date	Mondays - Discussions	Date	Wednesday – Lectures/Trips
1	4/1	Syllabus, Introductions, What is urban?	4/3	Urban history, Urban dynamics, Role of planning
2	4/8	Urban history, role of planning	4/10	Planning fundamentals, Launch assignment 1
3	4/15	Planning fundamentals	4/17	Planning in Oregon, Launch assignment 2
4	4/22	Planning in Oregon	4/24	Participatory, advocacy planning and housing planning, Launch assignment 3
5	4/29	Participatory and advocacy planning, <b>Major assignment 1 due</b>	5/1	<b>FIELD TRIP: Pearl District, Powell's Books Burnside entrance, details TBA</b>
6	5/6	Housing	5/8	Transportation and equity planning
7	5/13	Transportation	5/15	<b>FIELD TRIP: Jade District, Orchards of 82nd (8118 SE Division St.), details TBA</b>
8	5/20	Equity planning, <b>Major assignment 2 due</b>	5/22	Climate adaptation and mitigation
9	5/27	Climate adaptation and mitigation	5/29	<b>FIELD TRIP: Lloyd Eco-District (2203 Lloyd Center), details TBA</b>
10	6/3	Future issues	6/5	Students share assignment 3 case studies, <b>Major assignment 3 due</b>