

PORTLAND STATE UNIVERSITY
COLLEGE OF URBAN & PUBLIC AFFAIRS
TOULAN SCHOOL OF URBAN STUDIES AND PLANNING
USP 542 Land-use and Implementation
Winter 2023

THE BASICS

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ras29@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: OND 220 (Ondine Residence Hall, 1912 SW 6th Avenue: located between SW 6th, Hall, 5th, and College).

Office Hours: Please pre-arrange with me by appointment; hours are typically: Thursday's 3:00 to 4:00 PM

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.

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.**

COURSE FORMAT

The course will meet once a week for 2 hours and 40 minutes: Classes will be a combination of in person lectures/activities and online learning. 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. The instructor reserves the right to update the syllabus as needed.

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 have been placed on CANVAS.

A note about course materials: 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 for each topic.

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

Your final grade is based on the following:

- 1) 3 Assignments (worth 25% each). See CANVAS for full explanation of each assignment.
- 2) Class Discussions, In Class exercises and Attendance (25%). Please come to class prepared to discuss the course materials for each class. Class participation will be assessed through your attendance and your engagement in class discussions and completion of in-class activities. Up to two missed classes can be made up by submitting a reflection paper within one week of the missed class.

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

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 – while doing so thoughtfully and respectfully towards other students. If active participation is a challenge for you and you would like to discuss an

alternative to speaking in-class, I'm open to suggestions. Your suggestion must enable me to verify that you are completing the readings and comprehending the in-class discussions.

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 to accessing support for your personal wellness, technology, caregiving etc. and these situations are influencing your learning, please communicate with me so we can find an option that works while enabling you to continue to meet the course requirements.

[Thank you to colleague Dr. McKinney for contributing to this syllabus statement]

Absences: Please contact me in advance if you will be unable to attend a class. Repeated absences will not be tolerated without a prior legitimate explanation (see detail below).

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 3:59 at the beginning of the class. Anything later than this is considered LATE.**

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.

With prior communication to me, I will accept late submissions, but with a strict penalty of 15 percentage points per day late, rounded up to the nearest day. If you are having some medical, personal, or other difficulties that delay your work, please contact the instructor via email in advance of the assignment's due date.

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 ZOOM or part of 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>

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. 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.

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, <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) (<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. Note: In cases where a concern is raised in relation to me or this course, other faculty members on the committee will take the lead in responding.

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. 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.

Classroom Requirements for All Students and Faculty Due to Covid-19 (updated Fall 2022)

The University has established rules and policies to make the return to the classroom as safe as possible. It is required for everyone to follow all the Return to Campus rules and policies. To participate in this class, PSU requires all students to comply with the following.

Vaccination

- Be vaccinated against COVID-19 and complete the [COVID-19 vaccination attestation](#) form. Those students with medical or nonmedical exemptions or who will not be on campus at all must complete the process described on the “COVID-19 Vaccine Exemption Request Form” to establish those exemptions.

Health Check, Illness, Exposure, or Positive Test for COVID-19

- If you are feeling sick and have been exposed to COVID-19, do not come to campus. If you need medical attention, please consider calling [The Center for Student Health and Counseling \(SHAC\)](#) to discuss your symptoms and situation at 503-725-2800. They will advise you on testing, quarantine, and when you can return to campus.
- If you test positive for COVID, do not come to campus. SHAC will advise you on quarantine, notification of close contacts, and when you can return to campus.
- Please notify me (i.e., your instructor) should you need to miss a class period for any of these reasons so that we can discuss strategies to support your learning during this time.
- If I become ill or need to quarantine during the term, either I or the department chair will notify you via PSU email about my absence and how course instruction will continue.

Guidance May Change

Please note that the University rules, policies, and guidance may change at any time at the direction of the CDC, State, or County requirements. Please review the University’s main [COVID-19 Response](#) webpage and look for emails from the University on these topics.

COURSE OUTLINE

Week 1: Introducing Land Use Planning and the Comprehensive Plan (January 12)

Lecture: Class Syllabus Review and Overview of the Comprehensive Plan

Activities: Pre-Class Jamboard from required readings

In Class Discussion and Workgroup Exercise Comprehensive Plan review

Required Readings:

Sustaining Places: Best Practices for Comprehensive Plans, PAS Memo #578

Advancing Racial Equity Through Land Use Planning, PAS Memo, May/June 2021

Three Essential Questions for Better Planning. PAS Memo #110

Want to go further?

Dick & Rick: A Visual Primer for Social Impact Design, The Center for Urban Pedagogy 2015

Equity Planning Revisited, Marisa Zapata and Lisa Bates, Journal of Planning Education and Research 2015, Vol. 35(3) 245–248

Chapter 4, Roots, Zoned in the USA

Chapter 5 America's Beginnings in a Comparative Context, Zoned in the USA

Week 2: Zoning and Land Use Codes (January 19)

Lecture: Zoning codes, zoning history, types of zoning

Activities: Pre-Class Jamboard from required readings; come prepared to share your Zoning

Code scavenger hunt: see handout on CANVAS. In-class dyad exercise: Applying a Zoning Code

Required Readings:

Chapter 1 America's Housing Trademark, Zoned in the USA

Chapter 2, How the System Works, Zoned in the USA

Chapter 6, The Formative Years of American Zoning, Zoned in the USA

Why Can't We Make Zoning Simpler? PAS Zoning Practice — January 2018

By Lee Einsweiler

Want to go further?

Ask the Instructor (I have lots of articles to share)

Week 3: How Others Zone/Form Based Code (January 26)

Lecture: International discussion and Form Based Code

Activities: In-class group exercise/International perspectives

Assignment 1: Due: Beginning of Class #3

Required Readings:

Chapter 3, How Others Do it, Zoned in the USA

Conclusion, The Promise and Paradoxes of Residential Zoning, Zoned in the USA

<https://www.nytimes.com/interactive/2022/09/08/opinion/urban-highways-segregation.html>

Want to go further?

PAS 570, The Rules that Shape Urban Form, Chapter 1 and 2

Emily Talen AICP (2009) Design by the Rules: The Historical Underpinnings of Form-Based Codes, Journal of the American Planning Association, 75:2, 144-160

Ryan Whitney, Trendy Urbanists, innovation labs and best practices in pursuit of 'progressive' urban planning in Mexico City

Urban Planning in Mexico: Case studies

Introduction to Urban Planning in Japan

Week 4: Tribal Planning (February 2)

Lecture: Guest Speaker: JD Tovey, Confederated Tribes of the Umatilla

Activities: Pre-lecture slides, Class review of Assignment #1, Jamboard for speaker questions

Required Readings:

Planning and Tribal Sovereignty, American Planning Association, October 2019

Comprehensive Plan, Confederated Tribes of the Umatilla Indian Reservation, 2018
Tamanwit Introduction; Chapter 5: Elements and Chapter 2: History

Lecture recorded by Take Part: Racial Justice and Public Lands.

<https://www.youtube.com/watch?v=rDScAm1qDOQ>

In this talk, Dr. Sarah Wald does a great job of connecting many of the concepts that JD talk about while adding to them in a meaningful way. These are noted in the beginning of the lecture which starts around the 6:00 mark

Want to go further?

Institute for Tribal Government, School of Government at Portland State University:
Certificate program + many resources for research and collaboration

Broken Treaties, An Oregon Experience: <https://watch.opb.org/video/2365980768>

Week 5: Agricultural Lands, Rural lands, Rights and the Federal Government (February 9)

Lecture: Watch ahead of class: Guest Lecture Video: Guest Speaker: Megan Horst, PSU; in-class lecture on Rural lands

Read ahead of class: Required readings and podcast listed below; complete the pre-class Jamboard from required readings

Activities: review of Assignment #1; Review of Jamboard

Required Podcast/Readings:

Timber Wars podcast: Episode 4 Mill City

<https://www.opb.org/article/2020/09/22/timber-wars-episode-4-mill-city/>

Federal control of western land: two perspectives, January 11, 2016, The Conversation

<https://theconversation.com/federal-control-of-western-land-two-perspectives-52793>

Can the land make us one people? Oregon Humanities. (April 27, 2021) by Jacqueline Keeler

Want to go further?

Conflicts in Resource Zones, January 2015, Rosa Lehman, Oregon Chapter of the American Planning Association

<http://www.oregonapa.org/wp-content/uploads/2015/01/Conflicts-in-Resource-Zones-Jan2015.pdf>

Timber Wars podcast: Bonus episode: Big money bought the forest

Beckett, J., & Galt, R. E. (2014). Land trusts and beginning farmers' access to land: Exploring the relationships in coastal California. *Journal of Agriculture, Food Systems, and Community Development*, 4 (2), 19–35

Zoning for Urban Agriculture, *APA Zoning Practice* — March 2010
By Nina Mukherji, Alfonso Morales

Placing the Militia Occupation of the Malheur National Wildlife Refuge in Harney County, Oregon, Carolyn Gallaher, *ACME: An International Journal for Critical Geographies*, 2016, 15(2): 293-308

Prof. N. D. B. Connolly, " 'Blood and Soil!': Real Estate and Racism in Modern American History," <https://bit.ly/ndbcpsu>

Pushed out: Contested development and Rural Gentrification in the US West, Ryanne Pilgeram 2021 (book, not on Canvas)

Week 6: Social Justice and Transportation Planning (February 16)

Lecture: Social justice, environmental justice and land use/transportation planning

Activities: Pre-Class Jamboard from "The Area"; in class discussion; questions on Assignment 2?

Required Readings:

Prior to class, watch "The Area"

<https://search.library.pdx.edu/permalink/f/p82vj0/CP71371063430001451>

Andrew H. Whittemore (2017) Racial and Class Bias in Zoning: Rezoning Involving Heavy Commercial and Industrial Land Use in Durham (NC), 1945–2014, *Journal of the American Planning Association*, 83:3, 235-248

Rodgers, K. (2021). *Transportation as a Determinant of Public Health*. Washington, DC: ITE.

Want to go further?

Related articles to The Area:

<https://www.chicagotribune.com/real-estate/ct-re-area-englewood-film-tt-0118-20210118-7enpsl2q45gzjauksqbbv7q4bu-story.html>

<https://www.metroplanning.org/news/8625/The-Area-When-structural-racism-gets-caught-on-film>

Wakanda! Take the Wheel! Visions of a Black Green City, C. N. E. Corbin
Department of Environmental Science, Policy and Management, University of California, Berkeley, CA, USA

Mindy Thompson Fullilove, *Root Shock: How Tearing Up City Neighborhoods Hurts America, and What We Can Do About It* (New York: Ballantine, 2004). (Book, not linked)

Week 7: Community Health (February 23)

Lecture: Guest Speakers: Brendon Haggarty, Multnomah County Health Department, Joan Frederiksen, Bureau of Planning and Sustainability, City of Portland

Activities: Jamboard for speaker questions

Assignment 2: Due: Beginning of Class #7

Required Readings:

Oregon Planners4Health, HEALTH AND PLANNING Assessment, July 2017

West Portland Town Center, Existing Conditions Analysis: Health Equity Assessment

The Active Communities Tool (ACT): An Action Planning Guide and Assessment Modules to Improve Community Built Environments to Promote Physical Activity

<https://www.cdc.gov/physicalactivity/community-strategies/active-communities-tool/>

Want to learn more?

Planning & Zoning for Health in the Built Environment, PAS Essential Info Packet #38, November 2016

Commentary: Urban design: an important future force for health and wellbeing

www.thelancet.com Vol 388 December 10, 2016

Urban green space, public health, and environmental justice: The challenge of making cities 'just green enough' Landscape and Urban Planning

Volume 125, May 2014, Pages 234-244 Jennifer R. Wolcha Jason Byrne Joshua P. Newell

Food Swamps Are the New Food Deserts, OLGA KHAZAN DEC 28, 2017, CityLab

Week 8: Amplify All Voices (March 2)

Lecture: Gender and equitable spaces

Activities: Review of Assignment #2; Pre-Class Jamboard question

Required Readings:

Yasminah Beebeejaun (2017) Gender, urban space, and the right to everyday life, Journal of Urban Affairs, 39:323-334

Amy Lubitow, Sustainable Cycling For All? Race and Gender-Based Bicycling Inequities in Portland, Oregon. December 2019

Monumental Misogyny. Bitch Media. Women in statuary

Four Degrees to the Streets podcast: Episode 9: Decision making in public space: Gender, race and class.

<https://linktr.ee/the4degreespod>

[We Need More Public Space for Girls. Bloomberg.org. \(Alexandra Lange. May 28, 2021. \(LINK\)](#)

Want to go further?

Planners Advisory Service Memorandum. December 2019: Gender Equity

American Planning Association podcast: Leslie Kern/Courtney Kashima
https://soundcloud.com/apa_planning/feminist-city-author-leslie-kern-on-envisioning-more-equitable-urban-spaces?utm_source=clipboard&utm_medium=text&utm_campaign=social_sharing

Gehl, Jan and Svarre, Birgitte. How to Study Public Life. Island Press, 2013.

Fear and Loathing (Of Others): Race, Class and Contestation of Space in Washington, DC
Brandi Thompson summers and Kathryn Howell, International Journal of Urban and Regional Research, 1085-1105.

Ritzdorf, Marsha. 1994. "A Feminist Analysis of Gender and Residential Zoning in the United States." Pp. 255–79 in Women and the Environment: Human Behavior and the Environment, Volume 13.

Micklow, Amanda, Elizabeth Kancilia, and Mildred Warner. 2015. "The Need to Plan for Women: Planning with a Gender Lens." American Planning Association Planning and Women Division, November 2015.

Clara Irazábal & Claudia Huerta (2016) Intersectionality and planning at the margins: LGBTQ youth of color in New York, Gender, Place & Culture, 23:5, 714-732, DOI: 10.1080/0966369X.2015.1058755

Next City, The Future of Monumentality, 2022

Week 9: Processes of Land Use Review and Evaluation (March 9)

Lecture: Discussion on Hearing, Format and results

Activities: Discuss City of Milwaukie hearing; Jamboard for first impressions

Read and watch ahead of time: Agenda Packet for the City of Milwaukie Hearing, August 13, 2019.

Assignment 3: Due: Beginning of Class Week 9

How to Testify at Land Use Hearings A Resource for Citizens

Want to go further?

PAS Report 591, Design Review, Chapter 3

Week 10: Profession of Planning/Planning Ethics and Education (March 16)

Lecture: Profession of Planning/Planning Ethics discussion

Activities: Review of Assignment #3/In-class wrap up

Required Readings:

AICP Code of Ethics/Responsibility of Planning Professionals

Negotiating Fear and Desire, The Future of Planning in Multicultural Studies, LEONIE

SANDERCOCK, Urban Forum 11:2 (2000)

Want to go further?

Planners Network Disorientation Guide: Your how-to manual for a progressive planning education. (2004-05)

The Plight of the Urban Planner, New Yorker magazine