UP 546 Land Use Policy and Planning

SYLLABUS

Class Meetings: Tuesdays & Thursdays, 9:30 AM – 10:50 AM
Location: 223 Temple Buell Hall

Instructor: Arnab Chakraborty PhD, AICP
Professor of Urban and Regional Planning
arnab@illinois.edu, 217-244-8728

Office Hours: Thursdays, 11:00 AM to 12:00 PM or by appointment (TBH M230 or Online; for online, please email in advance for Zoom link)

PURPOSE AND GOALS

This course aims to explore ideas underlying land use policy and planning, primarily in the United States, both from theoretical and applied perspectives. While techniques for practice of land use planning will be covered, the main focus will be examining why and when land use interventions are appropriate. The course is intended primarily for graduate students in Urban and Regional Planning, but is also open to graduate students with appropriate background and interests from Geography, Information Science, RST, Law, Landscape Architecture, Civil and Environmental Engineering, and relevant social sciences. The course assumes that all students have some basic knowledge of local land use planning processes and tools.

The course objectives are to understand the following:

1. **values and ideas that underlie the practice of land use planning.** We will look at a range of values, laws, and interest that drive land use policy and planning. Land use planning has various purposes, and each has its proponents. Public debates about land use planning typically echo the themes covered in this course.

2. **variety of approaches to land use policy and planning.** We will explore a range of strategies, theories, administrative structures, regulatory and non-regulatory approaches, geographic scope, and jurisdictional scope of land use policy programs. Readings will explore U.S. and international applications, and research on efficacy. Exposure to the wide array of possibilities will help you be more creative in devising solutions to land use dilemmas.

3. **the present and future of land use.** Readings will cover a range of topics that implicate land use policies including affordable housing, the sharing economy, and climate change. We will also look at urban models to predict future land use. Discussions will critically examine research papers, consider practical applications, and imagine future possibilities for the field.

Land use policy is a broad field and this course does not promise to be a comprehensive exploration of all aspects of land use policy. Rather, the focus will be to stimulate thought and provide you with additional intellectual tools to make you a more knowledgeable and creative professional and/or researcher.
### COURSE ORGANIZATION

#### Schedule Overview

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<th>Tuesdays</th>
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<tr>
<td><strong>8-23</strong> Course Overview and Introductions</td>
<td><strong>8-25</strong> Social Values</td>
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<td><strong>8-30</strong> Legal Values and Property Rights</td>
<td><strong>9-1</strong> Economic Values</td>
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<td><strong>9-6</strong> Environmental Values</td>
<td><strong>9-8</strong> Land Use and Informality</td>
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<td><strong>9-13</strong> Land Use in the Global Context</td>
<td><strong>9-15</strong> Integrative Review Session</td>
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<td><strong>9-20</strong> Discussion of Essays</td>
<td><strong>9-22</strong> Local Government and The Land Use Planning Process</td>
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<td><strong>9-27</strong> The General Plan</td>
<td><strong>9-29</strong> NO CLASS (IL-APA)</td>
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<td><strong>10-4</strong> Zoning and Subdivision Regulations</td>
<td><strong>10-6</strong> Review and Work Session</td>
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<td><strong>10-11</strong> State, Regional, and Local Growth Management</td>
<td><strong>10-13</strong> Federal Lands and Federal Power</td>
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<td><strong>10-18</strong> Smart Growth and New Regionalism</td>
<td><strong>10-20</strong> Measurements and Analysis I: Urban Structure</td>
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<td><strong>10-25</strong> Measurements and Analysis II: Policy Impacts</td>
<td><strong>10-27</strong> Review and Work Session</td>
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<td><strong>11-1</strong> Land Use and the Future: Scenario Planning</td>
<td><strong>11-3</strong> NO CLASS; Asynchronous Activity: Urban Models and Planning Support Systems</td>
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<td><strong>11-8</strong> NO CLASS (Election Day)</td>
<td><strong>11-10</strong> Housing Affordability and Zoning Reforms</td>
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<td><strong>11-15</strong> Land Use and Climate I</td>
<td><strong>11-17</strong> Land Use and Climate II</td>
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<td><strong>11-22</strong> NO CLASS (Fall Break)</td>
<td><strong>11-24</strong> NO CLASS (Fall Break)</td>
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<td><strong>11-29</strong> Land Use in an Autonomous Future</td>
<td><strong>12-1</strong> Smart Cities and the Sharing Economy</td>
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<td><strong>12-6</strong> Integrative Review Session* and Course wrap-up</td>
<td><strong>Final Essay due Monday 12/12 at 5pm</strong></td>
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*reflective essay due Friday 9/16 at 5pm/

A detailed list of readings assignments to be completed prior to each session is included later in the syllabus. Readings include journal articles, book chapters, professional reports, and actual plan or policy documents. PDF of all readings will be either provided through Canvas or are linked in this syllabus.
FORMAT AND EXPECTATIONS

UP546 is designed as a seminar. This means that we are going to learn and discuss the material together. The instructor will provide occasional brief lectures to provide background information only. Students are expected to do most of the talking. The instructor’s main role is to provide some context for the topic and then to intervene when necessary to prompt discussion, to referee, or to bring the discussion back to the theme of the day. Expect to read an average of approximately 120 pages per week. You will be expected to complete all the assigned readings, turn in your written reactions in advance, and participate in discussions. Student contributions will consist of the following:

Reading reactions (30% of the final grade): Prior to the sessions for which readings are assigned, you will submit written reactions to that day’s readings. These are expected to be a very brief synthesis (about 150-250 words) of your reactions to the overall set of readings for the session (i.e. do not submit summaries of readings or write reactions to every individual piece of reading). Ideas for what you might address include: what you like/dislike about the readings; identify some aspect of the readings that made an impression on you (new fact, enlightening observation, new twist to an old idea, writing style, etc.); or note something you did not understand. You may also include one or two questions you would like to discuss in the class. For full credit, please submit your reactions by 11:59 pm of the day before the class session on designated Canvas Discussion Board (“Reading Reactions”). [Please note: It is okay if you miss submitting occasional reading reactions, but please make sure that you miss no more than five.]

Participation in class discussions (25% of the final grade): One of the most important parts of this course is your participation. You need to complete the assigned readings and come prepared to offer your opinions, critiques, confusion, excitement, or further questions. To begin the discussion, the instructor may randomly call on one or two students to share their thoughts on each reading. This initial “ice-breaker” should then stimulate open discussion [please don’t just agree with the first speaker’s comments!]. Some sessions will involve other interactive activities or guest speakers. Your participation grade will be based on your demonstration of knowledge, thoughtful and relevant contributions, and ability to engage others. The course may also offer a field trip opportunity later in the semester. Plans will be shared in advance and organized to maximize convenience and attendance.

Essays and Memos (40% of the final grade): Four deliverables – two brief essays and two brief memos – are due at designated points during the semester. The essays will integrate some themes covered during that portion of the course, and offer an opportunity to explore a topic in greater depth. You should be able to draw significantly on your reading reactions for these, including reusing your own prior writing. A goal would be to synthesize relevant ideas and to extend them to address questions that may be of interest to you. You are encouraged to refer to additional articles, plans, and studies in your essays. Each essay is expected to be about 1,000 to 1,500 words plus references and any graphics. Additional guidance for essays will be discussed in class. Additionally, you will write two brief memos – three-to-five pages in length – summarizing your research on a property and a land use plan or policy. Prompt for the memos will be provided at a later date.

Current events/discussion co-lead (5% of the final grade): Each student will be assigned one-to-two class sessions to serve as discussion co-lead with the instructor. Discussion co-leading is intended to be a low effort and engaging experience. The assigned student will be responsible for submitting a current news item related the session’s topic. “Current” is defined as something preferably published within the last two years. For example, you may find a news article that provides an update regarding a policy under discussion or that presents a controversy or difficult issue in a community with respect to the session’s topic(s). The article/link(s) should be shared through the designated Canvas Discussion Board (“Current
Events” at least one day in advance. During the last-third of the class session, the instructor will invite the student to co-facilitate a discussion on the shared article.

**READING ASSIGNMENTS**

1. **August 23: Course Overview**

Logic of this course, introductions, and syllabus review.

**PART I: VALUES**

2. **August 25: Land Use and Social Values**


3. **August 30: Land Use and Legal Values; Property Rights**


Freyfogle, Eric. 2007. *On Private Property: Finding Common Ground on the Ownership of Land*, Beacon Press, Boston. Introduction (pp. vii-xxi); Chapter 1 – Correcting the Half-Truths (pp. 1-28); Chapter 4 – Property’s Functions and the Right to Develop (pp. 84-104).

[Case Law summaries for quick review: APA Planning and Law Division Foundational Land Use Law Cases – David Gert, Matt Norchi, and Evan Seeman, 2018]

4. **September 1: Land Use and Economic Values**


5. **September 6: Land Use and Environmental Values**


6. **September 8: Land Use and Informality**


7. **September 13: Land Use in the Global Context**


8. **September 15: Integrative Review Session**

This session will be an integrative review and discussion on topics covered in the previous module. No new readings are assigned. You are encouraged to share some cross-cutting thoughts and questions about the whole module in advance through the discussion board. The session will also offer students an opportunity to discuss questions about the upcoming essay deliverable.

***Reflective Essay due Friday 9/16 at 5pm***

9. **September 20: Essay Discussions**

Students will be invited to share some highlights from their Essay 1. No formal preparation or presentations are expected. The goal is to hear about - and learn from - different interests and approaches.

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**PART II: LAND USE POLICIES**

10. **September 22: Local Government and The Land Use Planning Process**


11. September 27: The General Plan


Examples for review/skim only:
- City of Champaign, https://champaignil.gov/planning/long-range-planning/comprehensive-plan-update/
- Chicago Metropolitan Agency for Planning: https://www.emap.illinois.gov/about/2040

12. September 29: NO CLASS (IL-APA Conference)

13. October 4: Zoning and Subdivision Regulations


Illustrative videos:
- Zoning and Subdivision Regulations. Chicago Metropolitan Agency for Planning - (2:50), 2019 https://www.youtube.com/watch?v=QDzbrSwZ7Xs&t=5s

14. October 6: Review and Work Session

This session will offer an opportunity to discuss readings covered in the preceding weeks as well any questions about the Property Analysis Memo exercise. No new readings are assigned. You are
encouraged to share some cross-cutting thoughts and questions about the module or the exercise in advance through the discussion board.

***Property Analysis Memo Due Friday 10/7 at 5pm***

15. **October 11: State, Regional, and Local Growth Management**


17. **October 18: Smart Growth and New Regionalism**


18. **October 20: Measurements and Analysis, I: Urban Structure and Infrastructure Systems**


19. **October 25: Measurements and Analysis, II: Policy Impacts**


20. **October 27: Review and Work Session**

This session will involve an integrative review and discussion of topics covered in this module. The session will also offer students an opportunity to discuss questions about the upcoming deliverable. No readings are required.

***Plan(s) Review Memo Friday 10/28 at 5pm***

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**PART III – CONTEMPORARY ISSUES AND APPROACHES**

21. **November 1: Scenario Planning for Land Use Policy**


22. **November 3: NO CLASS MEETING; Asynchronous Session: Urban Models and Planning Support Systems** *(Please review readings and links and share your reactions on Canvas by Friday, November 4)*


Review the websites (tools and applications) of the following planning support systems:
- CommunityViz - [https://communityviz.city-explained.com](https://communityviz.city-explained.com)
- Urban Footprint: [https://urbanfootprint.com](https://urbanfootprint.com)
23. November 8: NO CLASS (Election Day)

24. November 10: Zoning, Affordable Housing, and Reforms


Also review: Comments on Manville et al. (2020): Scarle et al.; Yerena; Chakraborty; Kendig; Knaap and Finio; Etienne.


Illustrative video: How Minneapolis became the first to end single-family zoning. PBS NewsHour - (10:36), 2019 https://www.youtube.com/watch?v=6mWE9UJDRIw

25. November 15: Land Use and Climate I (Planning for Resilience)


26. November 17: Land Use and Climate II (Navigating Resistance to Resilience)


27. **November 22: No Class, Fall Break**

28. **November 24: No Class, Fall Break**

29. **November 29: Land Use in an Autonomous Future**


Chatman, Daniel G., PhD Moran, Marcel, Autonomous Vehicles in the United States: Understanding Why and How Cities and Regions Are Responding, [https://escholarship.org/uc/item/29n5w2j](https://escholarship.org/uc/item/29n5w2j)

Jeremy Crute, William Riggs, AICP, Timothy Chapin, Lindsay Stevens, AICP Planning for Autonomous Mobility; PAS Report 592

30. **December 1: Smart Cities and the Sharing Economy**


31. **December 6: Review Session and Course Wrap up**

This session will involve an integrative review and discussion on topics covered throughout the semester, and also offer students an opportunity to discuss questions about the upcoming essay deliverable. Students will also be able to provide feedback on the course and the instructor. No readings are assigned, but comments or questions about anything related to land use policy and planning are welcome in advance through the discussion board or during the session.

***Final Essay due Monday 12/12 at 5pm***
COURSE POLICIES AND RESOURCES

Readings: All readings will be available through the Canvas website or are accessible through hyperlinks on the syllabus: Some files may require VPN when off campus (https://techservices.illinois.edu/services/virtual-private-networking-vpn/details).

Deadlines and grades: Please note the deadlines for all submissions. I recommend adding these to your calendar. Late submission will incur an initial 10% penalty and additional 10% penalty for every 24 hours thereafter. Late submission penalty may be waived in certain situations, such as for sudden illness or family crisis. Please let the instructor know about any possible delays as early as possible. Final grades will be assigned as follows:

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<tbody>
<tr>
<td>A+</td>
<td>98 to 100</td>
<td>B</td>
<td>84 to 87</td>
<td>C-</td>
<td>71 to 73</td>
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<td>A</td>
<td>94 to 97</td>
<td>B-</td>
<td>81 to 83</td>
<td>D+</td>
<td>68 to 70</td>
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<tr>
<td>A-</td>
<td>91 to 93</td>
<td>C+</td>
<td>78 to 80</td>
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<td>64 to 67</td>
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<tr>
<td>B+</td>
<td>88 to 90</td>
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<td>74 to 77</td>
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Counselling Center: Resources are available on campus if you find yourself in need of mental or emotional support. The Counseling Center (https://counselingcenter.illinois.edu/) is committed to providing a range of services intended to help students develop improved coping skills in order to address emotional, interpersonal, and academic concerns. The Counseling Center provides individual, couples, and group counseling. All of these services are paid for through the health services fee. The Counseling Center offers primarily short-term counseling, but they do also provide referrals to the community when students could benefit from longer term services.

Disability Services: This course will accommodate students with documented disabilities. Please refer to the Disability Resource and Education Services website (https://www.disability.illinois.edu) for more information and inform the instructor of any requests at the beginning of the semester.

Diversity: The Department of Urban and Regional Planning (DURP) is committed to creating an environment of inclusion and opportunity that is rooted in the very goals and responsibilities of practicing planners. Conduct that interferes with the rights of another or creates an atmosphere of intimidation or disrespect is inconsistent with the environment of learning and cooperation that the program requires. By enrolling a course in the Department of Urban and Regional Planning, students agree to be responsible for maintaining a respectful environment in all DURP activities, including lectures, discussions, labs, projects, and extracurricular programs. We will be governed by the University Student Code. Please see the Student Code Article 1—Student Rights and Responsibilities for further details.

Academic Integrity: Please be aware of the university guidelines regarding academic integrity, which can be found under Article 1, Part 4 of the student code (https://studentcode.illinois.edu). Academic dishonesty includes such things as cheating, inappropriate use of university equipment/material, fabrication of information, plagiarism (presenting someone else’s work from any source as your own such as copying someone else’s post), and so on. All forms of academic dishonesty will be reported to the student’s home department and the College of Fine and Applied Arts.
Irregular Attendance: Class attendance is expected of all students at the University of Illinois, however instructors must reasonably accommodate a student’s religious beliefs, observances, and practices in regard to class attendance and work requirements if the student informs his or her instructor of the conflict within one week after being informed of the attendance or work requirements. It is the instructor’s decision as to when a student’s absences become excessive and should be reported. If in the opinion of an instructor the attendance of a student becomes so irregular that his or her scholarship is likely to be impaired, the instructor may submit an irregular attendance form to the Associate Dean of the student’s college. A copy is forwarded to the student, who should contact the instructor immediately to work out a solution. If irregular attendance continues without excuse, the instructor may request the student be withdrawn from the course. This request for withdrawal would result in a grade of E for the course. Extenuating circumstances will always be considered when supporting evidence is presented. See Rule 1-501 and Rule 1-502 in the Student Code for more information.

Software: Software used in this course are accessible to students through DURP Remote server: https://static.ics.illinois.edu/remote-list/. Software are also available from AnyWare, a virtual desktop environment allowing student to access licensed software whether remote, on campus, or in class. Some software are available for free download for students (Adobe Cloud, Office 365).

Emergencies (Run > Hide > Fight): Emergencies can happen anywhere and at any time, so it’s important that we take a minute to prepare for a situation in which our safety could depend on our ability to react quickly. Take a moment to learn the different ways to leave this building. If there’s ever a fire alarm or something like that, you’ll know how to get out and you’ll be able to help others get out. Next, figure out the best place to go in case of severe weather – we’ll need to go to a low-level in the middle of the building, away from windows. And finally, if there’s ever someone trying to hurt us, our best option is to run out of the building. If we cannot do that safely, we’ll want to hide somewhere we can’t be seen, and we’ll have to lock or barricade the door if possible and be as quiet as we can. We will not leave that safe area until we get an Illini-Alert confirming that it’s safe to do so. If we can’t run or hide, we’ll fight back with whatever we can get our hands on. If you want to better prepare yourself for any of these situations, visit police.illinois.edu/safe. Remember you can sign up for emergency text messages at emergency.illinois.edu.

COVID-19 POLICY Following University policy, all students are required to engage in appropriate behavior to protect the health and safety of the community. Students are also required to follow the campus COVID-19 protocols. See here for up-to-date information: https://covid19.illinois.edu

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