COURSE DESCRIPTION

Planners have recognized for decades that the tools, policies, and practices of land-use planning perpetuate and reinforce inequities between white, wealthy, and native-born people, on the one hand, and Black, Latino, Asian, Native, low-income, and foreign-born people on the other. This course begins from the proposition that if planners helped build American Apartheid, they can and should work to overcome this inequitable legacy by building more equitable cities and metropolitan areas. Among the many domains in which planners work, none is more important—and more exclusively the responsibility of planners—than land use. Across the U.S., by far the dominant tool of land-use planning is zoning, which was invented and adopted in the 1910s and 1920s, when white supremacist and native ideologies infused the thinking and action of professionals, scholars, and elected and appointed officials at all levels of the U.S., up to and including President Woodrow Wilson.

Inequities are baked into planning and zoning differently from one U.S. state to another and even within states. Therefore, there’s no one-size-fits-all approach to zoning for equity. For this reason, this class takes an approach in which you’ll learn the general story at the national level and then studies how zoning works in the Champaign-Urbana area, diving into the zoning ordinance(s) of one or two cities in the area. We'll be doing this exploration in part by contributing to the Illinois Zoning Atlas, part of the National Zoning Atlas project.

Our class runs in parallel with an almost identical class taught at the University of North Carolina at Chapel Hill in Spring 2023, in which students will also be working on the National Zoning Atlas. Three times during the semester, the Thursday class session will be replaced with a cross-campus Collaborative Learning Lab in which you'll share your observations about local zoning in our locations.

LEARNING OBJECTIVES

- Identify the contexts and outcomes of exclusionary zoning in the U.S.
- Distinguish ways that different actors have built and reinforced exclusionary zoning
- Understand how zoning for equity has worked and been won in the past
- Discover local manifestations, outcomes, and responses to zone for equity
- Formulate local proposals to zone for equity

ASSESSMENT

Attendance and class participation: 150 points. 10 points will be awarded per week based on evidence of your engagement with the material and interaction in the classroom.

Assignments (Rubrics forthcoming soon)

Part 1: Subject-specific metrics. Based on our discussions in class, develop a final set of metrics deriving from the Equity in Zoning Policy Guide that you would use to tell whether a locality’s zoning is equitable.

Part 2: 500-word reflection. Having read How to Make a Zoning Atlas developed metrics based on the Equity in Zoning Policy Guide, what do you consider to be strengths and shortcomings of the National Zoning Atlas project in making zoning practice more equitable?

2. Build the NZA for jurisdictions in our area; reflect on what’s missing. Due at 11:59 PM Monday, 3/27. 350 points.

For this second assignment, the work will focus on analyzing the zoning in Champaign and/or Urbana, using the directions provided by “How to Build a Zoning Atlas.” More details will be provided before we start working on the assignment based on students’ background, the complexity of the work, and amount of work required for each city. This assignment includes:


Part 2: Equity analysis: What can you say at this point about how well these zoning ordinances meet equity metrics, based on the coding (and map)?


Having worked on the Atlas and read more extensively on zoning for equity, what do you consider to be strengths and shortcomings of the National Zoning Atlas in making zoning practice more equitable? More broadly, what are the strengths and shortcomings of zoning reform in making society more equitable? Do the National Zoning Atlas, or zoning reform more broadly indicate a path towards social justice?

4. Zoning for equity in Champaign-Urbana. Due May 9, 11:59 PM. 400 points.

For this assignment, students will identify applied research projects they conduct as individuals or in a group on how zoning affects equity-related issues in Champaign-Urbana. Students will have the opportunity to identify a land use–related issue that matters to them (e.g., missing middle housing, low-income housing development, home-based businesses, homeless shelters, mobile homes) and will then work with the instructor to identify the best strategy for documenting the problem(s) and identifying solutions. More details about this assignment will be worked out collaboratively within the class and specified before spring break.

Final grades will be assigned based upon the maximum point score of 1350, such that:

A: 1255–1350
A–: 1215–1254
B+: 1174–1214
B: 1120–1173
B–: 1080–1119
C+: 1039–1079
C: 985–1038
C–: 945–984
D+: 904–944
D: 850–903
COURSE SCHEDULE

Week 1: Tuesday, 1/17: Introduction
- Introducing ourselves
- In class: Pfeiffer, Positionality and Reflectivity video + conversation

Week 1: Thursday, 1/19: A primer on land-use regulations in the U.S.
- Homework in this order:
  - Watch City Beautiful, “An Introduction to Zoning” (5:57)

Week 2: Tuesday, 1/24: Origins of Exclusionary Zoning
- Homework in this order:
  - Watch Whittemore, “Home Sweet Home” (27:55)
  - Watch Pendall, “What to expect in the Whittemore Article” (2:41)

Week 2: Thursday, 1/26: The current debate on ending single-family zoning
- Homework in this order:

Week 3: Tuesday, 1/31: Equity in Zoning Principles
- Homework in this order:
  - Read APA Equity in Zoning Policy Guide, Delegates’ draft 12-9-22. Everyone skim the whole thing; individual deeper-dive assignments will be made at least one week previously based on enrollment.
For your assignment within the Equity in Zoning Policy Guide, identify metrics you would use to screen a local zoning ordinance for its level of equity; bring your metrics to class ready to discuss. We will revise in class.

Week 3: Thursday, 2/2: Introducing the National Zoning Atlas

• Homework in this order:
  ○ Browse the National Zoning Atlas website. Review the Connecticut Atlas, which is the most detailed.
  ○ Read Bronin, Sara C. 2021. “Zoning by a Thousand Cuts”. Read pages 1-23 and skim the rest to see the results.

Week 4: Tuesday, 2/7: Comparing the goals of the APA Policy Guide & NZA

• Homework in this order:
  ○ Review everyone’s (revised) metrics from the Equity in Zoning Principles.
  ○ With these metrics in mind, how well will the coding process in the NZA allow you to tell whether a jurisdiction’s ordinance meets equity metrics? (Pay special attention to your own metrics.) What more would analysts need to find out before you could tell?

Week 4: Thursday, 2/9: Exclusionary zoning precedents and complements

• Homework in this order:
  ○ Watch Reece, “Racial zoning” (19:51)

Week 5: Monday, 2/13: Assignment 1 due by 11:59 PM

Week 5: Tuesday, 2/14: Discussion of Assignment 1 and implications for the next assignments

Week 5: Note change of date Friday 2/17 9-10:30 (online): Collaborative Learning Lab 1

Week 6: Tuesday, 2/21: Workshopping Assignment 2

Week 6: Thursday, 2/23: Segregation and the “free” market: How big builders created zoning

• Homework in this order:
Week 7: Tuesday, 2/28: The role of zoning in ingraining residential segregation

- Homework in this order:
  - Watch Pendall, “Spread of zoning and subdivision regulations” (5:13)
  - Read Village of Euclid v. Ambler Realty Co., 272 U.S. 365 (1926)
  - Watch Reece, “Euclid and its dissenters” (17:35)
  - Watch Pendall, video on the Great Depression (4:07)

Week 7: Thursday, 3/2: Workshopping for Assignment 2

Week 8: Tuesday, 3/7: Expulsive zoning and redlining

- Homework in this order:
  - Watch Reece, “Expulsive Zoning” (13:48)
  - Optional (but excellent): Watch Reece, “Case study of redlining: Columbus, Ohio”

Week 8: Thursday, 3/9: Theory of Change + Workshopping Assignment 4

- Homework in this order:
  - Watch Garcia, “Theory of Change” (19:47)
  - Watch Pendall, “Changemaker videos introduction” (8:38)
  - Watch Changemaker videos or transcripts to be assigned

Class setup: we’ll use the lens of Theory of Change to identify specific outcomes we want (equity problems we want to solve) and a strategy for conducting research in the second half of the semester about how they might be solved in Champaign-Urbana.

March 12-18: SPRING BREAK
Week 9: Tuesday, 3/21: Movements to reverse residential segregation

- Homework in this order:
  - Watch Whittemore, “Open Suburbs Movement” (34:04)

Week 9: **Note change of date** Friday 3/24 9-10:30 (online): Collaborative Learning Lab 2

Week 10: Monday, 3/27: Assignment 2 due by 11:59 PM

Week 10: Tuesday, 3/28: The US Fair Housing Act (and backlash in the 1970s)

- Homework in this order:
  - Watch Goetz, “*Fair Housing Act*” (39:36)
  - Watch 5-minute video explainer of the *Village of Arlington Heights vs. Metropolitan Housing Dev. Corp.* decision (429 U.S. 252 (1977)).
  - Watch Monkkonen, “*Affirmatively Furthering Fair Housing*” (28:04)

Week 10: Thursday, 3/30: Workshopping Assignment 4 (Pendall out of town)

Week 11: Tuesday, 4/4: Fair share housing

- Homework in this order:
  - Watch Kim, “*Mt. Laurel I & II*” (24:04)
  - Watch Goetz, “*Fair Share*” (17:59)

Week 11: Thursday, 4/6: “NIMBY override” approaches

- Homework in this order:
  - Watch Monkkonen, “*East vs. west coast state housing laws*” (36:05)
Week 12: Tuesday, 4/11: How well have state laws worked?

- Homework in this order:
  - Watch Monkkonen, “How well has California’s housing law worked?” (5 min video)
  - Watch Goetz, “The outcomes of main anti-exclusionary zoning efforts” (22:26).

Week 12: Thursday, 4/13: Workshopping Assignment 4

Week 13: Tuesday, 4/18: Contemporary solutions to inequitable zoning and land use practices: The state level

- Homework in this order:
  - Watch Kim, “Contemporary anti-exclusionary zoning reforms - the state level” (35:19)
  - Watch Monkkonen, “Movement to end single family only zoning districts”
  - [Tentative assignment] Watch Monkkonen, “How a housing bill becomes a law”

Week 13: Thursday, 4/20: Solutions to inequitable zoning and land use practices: The local level

- Kim and Monkkonen, “Contemporary anti-exclusionary zoning reforms - the local level” (42:53)
- Watch Kim, “Inclusionary housing ordinances” (26:55).
Week 14: Tuesday, 4/25: Workshopping Assignment 4

Week 14: Thursday, 4/27: Limitations and challenges
- Homework
  o Watch Kim, Monkkonen, & Pfeiffer, “State and local control over zoning” (41:47).

Week 15: Monday, 5/1: Assignment 3 due by 11:59 PM

Week 15: Tuesday, 5/4: Class wrap-up and prep for CLL 3

Week 15: 9:00 Friday, 5/7: CLL 3 (note the different meeting time)

Week 16: Tuesday, 5/9: Assignment 4 due by 11:59 PM