

## **UP 546 Land Use Policy and Planning, Spring 2024**

**Class Meetings:** Tuesdays & Thursdays, 2:00pm-3:20pm

Location: 301 Architecture

Instructor: Rolf Pendall PhD, AICP, Professor

Office Hours: Arranged via email, [rpendall@illinois.edu](mailto:rpendall@illinois.edu)

### **Purpose and goals**

This course explores ideas underlying land use policy and planning, primarily in the United States, both from theoretical and applied perspectives. The course provides you with a context for why and when land-use interventions are appropriate. By the end of the semester, you will understand and sharpen your viewpoints about the following:

1. **Values that underlie the practice of land use planning.** We will look at a range of values, laws, and interests that drive land use policy and planning. These values sometimes
2. **The meaning of compact development and its potential benefits and costs.** Compact development has been a touchstone for planning policy for at least a century, and it continues to hold sway as an alternative to sprawl (whose many meanings you'll also reckon with this semester).
3. **Land-use policies, what we expect of them, and whether our expectations are realistic.** Throughout the world, land-use planners do two broad kinds of work. This part of the course covers the first kind: making plans and policies for land use. Outside the U.S., this work often goes by the label "spatial planning," but whatever you call it, the idea is to set visions for the entire (urban) system.
4. **Implementing land-use plans.** Land-use planners' second kind of work involves regulations and other mechanisms meant to turn planning policies into development. The most common involve zoning, subdivision regulations, and infrastructure finance tools.

Land use policy is a broad field. This course does not promise 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.

### **Format and expectations**

UP546 is a seminar in which we learn and discuss the material together. The instructor will provide occasional brief lectures to provide background information. Students are expected to do most of the talking, with interventions from the instructor 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 must 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 (300 points):** By 11:59 PM the day before each session for which readings are assigned, you will submit a reaction to that day's readings on the discussion board. These are expected to be a brief synthesis (about 150-250 words) of *your* reactions to the overall set of readings for the session; 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. 25 class sessions have readings, and each reaction will receive 15 points. This means you can miss up to five (5) reactions and still receive full points.

**Participation in class discussions (250 points):** 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. 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.

**Essays and Memos (400 points):** 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, offering 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. Additionally, you will write two three- to five-page memos summarizing your research on a property and a land use plan or policy.

**Current events/discussion co-lead (50 points):** Each student [will sign up](#) for 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 responsible student will submit a current news item related to 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 two days before the class session. During the last third of the class session, the instructor will invite the student to co-facilitate a discussion on the shared article.

## 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:

Grade	Total Pts	Grade	Total Pts	Grade	Total Pts
A+	980 to 1000	B	840 to 879	C–	700 to 739
A	940 to 979	B–	800 to 839	D+	680 to 699
A–	900 to 939	C+	780 to 799	D	640 to 679
B+	880 to 899	C	740 to 779	D–	600 to 639
				F	<600

**Getting in touch outside class:** You're welcome to email me anytime. If you'd like to have a conversation, please email to set up a time. I won't be holding regular office hours this semester but I'll always make time to talk within 24 hours of any request.

**Using artificial intelligence software to complete assignments:** You may use AI to help you complete any assignment. If you do, however, please document which software you used, the original version of the AI's response(s) to your prompt, the steps you went through to verify whether the AI provided a good response to the question you asked, and a short paragraph (2-3 sentences) reflecting on the pros and cons of using this AI platform. (Note: you do not need to document your use of stand-alone grammar checkers like Grammarly.com or the built-in software used by MS Word.)

**Inclusivity and Professionalism:** The Department of Urban and Regional Planning is committed to creating an environment of inclusion and opportunity that is rooted in the responsibility of practicing planners to adhere to the highest standards of professionalism and integrity while serving the public interest. Students who contribute to a learning environment that is respectful and inclusive are preparing to excel in a culture of ethical behavior as professionals. Urban planning students develop the knowledge and skills of professional planners in the classroom and in community-based projects, where they act as planners in training. Therefore, Planning at Illinois expects all students to meet the goals outlined in the American Institute of Certified Planners (AICP) Code of Ethics and Professional Conduct for planners as well as standards in the University of Illinois Student Code. For more information, go to: <https://urban.illinois.edu/about-us/our-mission/commitment-to-inclusion/>.

**Academic Integrity:** Every student is expected to review and abide by the Academic Integrity Policy: <https://studentcode.illinois.edu/article1/part4/1-401/>, which is part of the Student Code. Academic dishonesty includes such things as cheating, inappropriate use of university equipment/materials, fabrication of information, plagiarism (presenting someone else's work from any source as your own), and so on. All forms of academic dishonesty will be considered a serious offense of university policy. Ignorance is not an excuse for any academic dishonesty. It is your responsibility to read this policy to avoid any misunderstanding. Do not hesitate to ask the instructor(s) if you are ever in doubt about what constitutes plagiarism, cheating, or any other breach of academic integrity. Students committing any form of academic dishonesty will be reported to their home department, the College of Fine and Applied Arts or Graduate College, and to the Senate Committee on Student Discipline. Any student who violates the university academic integrity policy may result in a failing grade for this course.

**Mental health: If you are in immediate danger, call 911.** Significant stress, mood changes, excessive worry, substance/alcohol misuse or interferences in eating or sleep can have an impact on academic performance, social development, and emotional wellbeing. The University of Illinois offers a variety of confidential services including individual and group counseling, crisis intervention, psychiatric services, and specialized screenings which are covered through the Student Health Fee. If you or someone you know experiences any of the above mental health concerns, it is strongly encouraged to contact or visit any of the University's resources provided below. Getting help is a smart and courageous thing to do for yourself and for those who care about you.

- Counseling Center (217) 333-3704
- McKinley Health Center (217) 333-2700
- National Suicide Prevention Lifeline (800) 273-8255
- Rosecrance Crisis Line (217) 359-4141 (available 24/7, 365 days a year)

**Community of Care:** As members of the Illinois community, we each have a responsibility to express care and concern for one another. If you come across a classmate whose behavior concerns you, whether in regards to their well-being or yours, we encourage you to refer this behavior to the Student Assistance Center (217-333-0050 or <https://odos.illinois.edu/community-of-care/referral/>). Based on your report, the staff in the Student Assistance Center reaches out to students to make sure they have the support

they need to be healthy and safe. Further, we understand the impact that struggles with mental health can have on your experience at Illinois. Significant stress, strained relationships, anxiety, excessive worry, alcohol/drug problems, a loss of motivation, or problems with eating and/or sleeping can all interfere with optimal academic performance. We encourage all students to reach out to talk with someone, and we want to make sure you are aware that you can access mental health support at McKinley Health Center (<https://mckinley.illinois.edu/>) or the Counseling Center (<https://counselingcenter.illinois.edu/>). For urgent matters during business hours, no appointment is needed to contact the Counseling Center. For mental health emergencies, you can call 911.

**Students with Disabilities:** [Disability Resources and Educational Services](#) (DRES) provides students with academic accommodations, access, and support services. If you need an accommodation for any sort of disability, please make an appointment to see the instructor as soon as possible.

**Disruptive Behavior:** Behavior that persistently or grossly interferes with classroom activities is considered disruptive behavior and may be subject to disciplinary action. Such behavior inhibits other students' ability to learn and an instructor's ability to teach. A student responsible for disruptive behavior may be required to leave class pending discussion and resolution of the problem and may be reported to the Office for Student Conflict Resolution (<https://conflictresolution.illinois.edu/>; [conflictresolution@illinois.edu](mailto:conflictresolution@illinois.edu); 333-3680) for disciplinary action.

Emergency Response Recommendations: Emergency response recommendations can be found at <https://police.illinois.edu/em/>. I encourage you to review this website and the campus building floor plans website within the first 10 days of class (<https://police.illinois.edu/em/building-emergency-action-plans/>).

**Sexual Misconduct Reporting Obligation:** The University of Illinois is committed to combating sexual misconduct. Faculty and staff members are required to report any instances of sexual misconduct to the University's Title IX and Disability Office. In turn, an individual with the Title IX and Disability Office will provide information about rights and options, including accommodations, support services, the campus disciplinary process, and law enforcement options. A list of the designated University employees who, as counselors, confidential advisors, and medical professionals, do not have this reporting responsibility and can maintain confidentiality, can be found at <https://wecare.illinois.edu/resources/students/#confidential>.

**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.

## Course summary

Tuesdays		Thursdays		Fridays (by 11:59pm)
16-Jan	Course overview and introductions	18-Jan	Social values	
23-Jan	Legal values and property rights	25-Jan	Economic values	
30-Jan	Environmental values	1-Feb	Land use and informality	
6-Feb	Integrative review session	8-Feb	Defining and measuring sprawl	Reflective essay 1 (2/9)
13-Feb	Is compact development better? Fiscal burden	15-Feb	Is compact development better? Transportation	
20-Feb	Is compact development better? Equity	22-Feb	Is compact development better? Climate change	
27-Feb	Where can plans make a difference?	29-Feb	Land use policy in high-income countries	
5-Mar	Land-use policy in China, India, and Indonesia	7-Mar	Review & work session (online)	Reflective essay 2 (3/8)
12-Mar	Spring break	14-Mar	Spring break	
19-Mar	Federal lands and federal power in the U.S.	21-Mar	Local government and the land use planning process in the U.S.	
26-Mar	The general (comprehensive) plan in the U.S.	28-Mar	Scenario planning for land use policy	
2-Apr	Evaluating plans	4-Apr	Growth management, smart growth, and new urbanism	Property memo (4/5)
9-Apr	Zoning	11-Apr	Zoning reform 1: YIMBY	
16-Apr	Zoning reform 2: Zoning for equity	18-Apr	Subdivision and site plan regulations	
23-Apr	Development exactions, impact fees, and other value-return tools	25-Apr	Protecting open spaces	
30-Apr	Integrative review session and course wrap-up			Plan review memo (Monday 5/6)

## Session details

### 1. January 16: Course Overview

Logic of this course, introductions, and syllabus review.

### Part 1: Land use values

### 2. January 18: Land Use and Social Values

Beatley, T. (1994). The nature of ethical discourse about land use, *Ethical Land Use: Principles of Policy and Planning*, chapter 2, 18-30. Baltimore: The Johns Hopkins University Press.

De Neufville, J. I. (1981). Land use: A tool for social policies, *The land use policy debate in the United States*, 31-47. Plenum Press, New York and London.

Loh, C. G., & Kim, R. (2021). Are we planning for equity? Equity goals and recommendations in local comprehensive plans. *Journal of the American Planning Association*, 87(2), 181-196.

### 3. January 23: Land Use and Legal Values: Property Rights

Platt, R.H. (2014). Property rights: The owner as planner, *Land Use and Society: Geography, Law, and Public Policy*, third edition, chapter 6, 151-172. Island Press, Washington, DC.

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).

### 4. January 25: Land Use and Economic Values

Beatley, T. (1994). Utilitarian and market perspectives about land use, *Ethical Land Use: Principles of Policy and Planning*, 33-53. Baltimore: The Johns Hopkins University Press.

Alonso, W. (1960). A Theory of The Urban Land Market, *Papers in Regional Science* 6(1), 149-157.

Dotzour, M.G., Grissom, T.V., Liu, C.H., and Pearson, T. (1990). Highest and Best Use: The Evolving Paradigm. *The Journal of Real Estate Research* 5(1), 17-32. (Don’t worry about the Greek notation; read it for the sense of the article.)

### 5. January 30: Land Use and Environmental Values

Leopold, A. (2020, original 1949). The Land Ethic, in *A Sand County Almanac and Sketches Here and There*, 190-212. Oxford University Press.

McHarg, I. (1992, original 1969). “A response of values” and “The metropolitan region,” *Design with nature*, 79-94 and 153-162. John Wiley & Sons.

Sims, K. R., Lee, L. G., Estrella-Luna, N., Lurie, M. R., & Thompson, J. R. (2022). Environmental justice criteria for new land protection can inform efforts to address disparities in access to nearby open space. *Environmental Research Letters*, 17(6), 064014.

### 6. February 1: Land Use and Informality

Fligg, R. A., Ballantyne, B., & Robinson, D. T. (2022). Informality within Indigenous land management: A land-use study at Curve Lake First Nation, Canada. *Land Use Policy*, 112, 105786.

Biderman, C., Smolka, M., and Sant’Anna, A. (2008). Urban housing informality: Does building and land use regulation matter? *Land Lines* 20 (July), 14-19.

Wu, F., Zhang, F., & Webster, C. (2013). Informality and the development and demolition of urban villages in the Chinese peri-urban area. *Urban Studies*, 50(10), 1919-1934.

7. February 6: Integrative review session

This session will be an integrative review and discussion on topics covered in this 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.

Part 2: The goal of compact development

8. February 8: What does sprawl mean? How can we measure it?

Galster, G., Hanson, R., Ratcliffe, M. R., Wolman, H., Coleman, S., & Freihage, J. (2001). Wrestling sprawl to the ground: defining and measuring an elusive concept. *Housing Policy Debate*, 12(4), 681-717.

Ewing, R., & Hamidi, S. (2014). Measuring urban sprawl and validating sprawl measures. *Washington, DC: National Institutes of Health and Smart Growth America*. Read especially pages 5-33 (Chapters 1-3), skim the other chapters, ignore the appendices.

\*\*\*Reflective essay on Part 1 due Friday 2/9 at 11:59pm\*\*\*

9. February 13: Is compact development better? Fiscal burden

Burchell, Robert W., et al. (1998). "Public/private capital and operating costs." *The Costs of Sprawl—Revisited*, 45-60 (chapter 3). Transportation Research Board, National Research Council. National Academy Press.

Rolheiser, L. A., & Dai, C. (2019). Beyond density: municipal expenditures and the shape and location of development. *Urban Geography*, 40(8), 1097-1123.

10. February 15: Is compact development better? Transportation

**Note: This is a lot of articles** and more reading than usual, but many of the articles are short responses. It's worthwhile because it's a rare example of scholarly interchange about one of the most hotly debated topics in planning and a key rationale for compact development. All the readings are aggregated into a single pdf on the Canvas site.

Stevens, M. R. (2017). Does compact development make people drive less? *Journal of the American Planning Association*, 83(1), 7-18.

- Ewing, R., & Cervero, R. (2017). "Does compact development make people drive less?" The answer is yes. *Journal of the American Planning Association*, 83(1), 19-25.
- Handy, S. (2017). Thoughts on the meaning of Mark Stevens's meta-analysis. *Journal of the American Planning Association*, 83(1), 26-28.
- Manville, M. (2017). Travel and the built environment: time for change. *Journal of the American Planning Association*, 83(1), 29-32.
- Knaap, G. J., Avin, U., & Fang, L. (2017). Driving and compact growth: A careful look in the rearview mirror. *Journal of the American Planning Association*, 83(1), 32-35.
- Nelson, A. C. (2017). Compact development reduces VMT: Evidence and application for planners—Comment on "Does compact development make people drive less?". *Journal of the American Planning Association*, 83(1), 36-41.
- Heres, D. R., & Niemeier, D. A. (2017). The past and future of research on the link between compact development and driving: Comment on "Does compact development make people drive less?". *Journal of the American Planning Association*, 83(2), 145-148.
- Clifton, K. J. (2017). Getting from here to there: Comment on "Does compact development make people drive less?". *Journal of the American Planning Association*, 83(2), 148-151.



- Stevens, M. R. (2017). Response to commentaries on “Does compact development make people drive less?”. *Journal of the American Planning Association*, 83(2), 151-158.

11. February 20: Is compact development better? Equity

Makarewicz, C., Dantzer, P., & Adkins, A. (2020). Another look at location affordability: Understanding the detailed effects of income and urban form on housing and transportation expenditures. *Housing policy debate*, 30(6), 1033-1055.

Bibby, P., Henneberry, J., & Halleux, J. M. (2021). Incremental residential densification and urban spatial justice: The case of England between 2001 and 2011. *Urban Studies*, 58(10), 2117-2138.

Cavicchia, R. (2023). Urban densification and exclusionary pressure: emerging patterns of gentrification in Oslo. *Urban Geography*, 44(7), 1474-1496.

12. February 22: Is compact development better? Environmental quality & climate change

Hamin, E. M., & Gurrán, N. (2009). Urban form and climate change: Balancing adaptation and mitigation in the US and Australia. *Habitat international*, 33(3), 238-245.

Seung-Won, K., & Ju-Chul, J. (2024). Analysis of sustainable urban forms for climate change adaptation and mitigation. *Environmental and Sustainability Indicators*, 100337.

### Part 3: Land use policy and plans

13. February 27: How (much) can plans affect land use?

Sorensen, A. (2018). Institutions and urban space: Land, infrastructure, and governance in the production of urban property. *Planning Theory & Practice*, 19(1), 21-38.

Hopkins, L. D., & Knaap, G. J. (2016). Autonomous planning: Using plans as signals. *Planning Theory*, 17(2), 274-295.

14. February 29: Land use policy in high-income countries

OECD (2017), *Land-use Planning Systems in the OECD: Country Fact Sheets*, OECD Publishing, Paris. <http://dx.doi.org/10.1787/9789264268579-en>. Read Chapter 1, “Spatial and land-use planning systems across the OECD,” 11-49.

Light, Matthew A. “Different ideas of the city: Origins of metropolitan land-use regimes in the United States, Germany, and Switzerland.” *Yale J. Int’l L.* 24 (1999): 577-612.

15. March 5: Land-use policy in China, India, and Indonesia

Liu, Yansui, Fang Fang, and Yuheng Li. “Key issues of land use in China and implications for policy making.” *Land Use Policy* 40 (2014): 6-12.

Batra, L. (2009). A review of urbanisation and urban policy in post-independent India. *New Delhi: Centre for the Study of Law and Governance*.

Monkkonen, P. (2013). Urban land-use regulations and housing markets in developing countries: Evidence from Indonesia on the importance of enforcement. *Land use policy*, 34, 255-264.

16. March 7: Review and Work Session (**online**)

This **online** session will offer an opportunity to discuss readings covered in the preceding weeks as well as any questions about the second reflective essay. **Please review the comments to the discussion board since February 8 as preparation.** (The essay should focus on Part 2 but can also bring in material and ideas from the first three sessions of Part 3.)

\*\*\*Reflective Essay Due Friday 3/8 at 11:59pm\*\*\*

Spring break: Week of March 11–15



**17. March 19: Federal lands and federal power in the U.S.**

Platt, R.H. (2004). The federal lands: policies in conflict, excerpt from chapter 11, Land programs: regional, state, and federal. *Land Use and Society* (2d ed.), 353-367. Island Press, Washington, D.C.

Platt, R.H. (2014). Congress and the metropolitan environment. In *Land Use and Society: Geography, Law, and Public Policy* (3d ed.) (pp. 237-263). Island Press, Washington, D.C.

Day, S. (2020). Implications of tribal sovereignty, federal trust responsibility, and congressional plenary authority for Native American lands management. *The environmental politics and policy of Western public lands*.

Online resource available at

<https://open.oregonstate.edu/education/environmentalpolitics/chapter/implications-of-tribal-sovereignty/>

**18. March 21: Local government and the land use planning process in the U.S.**

Platt, R.H. (2014). The patchwork of local governments. In *Land Use and Society: Geography, Law, and Public Policy* (3d ed.), chapter 7, 173-190. Island Press, Washington, DC.

Fulton, W. (2005). The Structure of Planning Decision Making: Part 1—Local Governments. In *Guide to California Planning* (3d ed.), 67-79. Solano Press.

Bumgardner, D., & Hemyari, K. (2016). Dodging MUD-slingers: An analysis and defense of Texas municipal utility districts. *Tex. Rev. L. & Pol.*, 21, 377-407.

Lo, L. 2019. Who zones? Mapping land-use authority across the US. Urban Institute. Online at

<https://www.urban.org/urban-wire/who-zones-mapping-land-use-authority-across-us>.

**19. March 26: The general (comprehensive) plan in the U.S.**

Fulton, W. (2005). Chapter 6: The Basic Tools, Part 1: The General Plan. In *Guide to California Planning* (3d ed.), 103-124. Solano Press.

Meck, Stuart, FAICP. 2002. Growing Smart Legislative Guidebooks Model Statutes for Planning and the Management of Change. Preface, introduction, and selections from chapter 7: “The local comprehensive plan,” pages 7-55 through 7-68; “Procedures for plan review, adoption, and implementation,” pages 7-195 through 7-198; “State review and approval procedures,” pages 7-200 through 7-209, including commentary; “Note 7B: Comprehensive planning requirements in state statutes,” pages 7-277 through 7-281, plus table 7-5 (find your state!).

**20. March 28: Scenario Planning for Land Use Policy**

Klosterman, R. E. (2013). Lessons learned about planning: Forecasting, participation, and technology. *Journal of the American Planning Association*, 79(2), 161-169.

Chakraborty, A., & McMillan, A. (2015). Scenario planning for urban planners: Toward a practitioner’s guide. *Journal of the American Planning Association*, 81(1), 18-29.

Goodspeed, R. (2019). Scenario planning: embracing uncertainty to make better decisions. Policy Brief, Lincoln Institute of Land Policy.

**21. April 2: Measurements and Analysis, II: Policy Impacts**

Allred, D., & Chakraborty, A. (2015). Do Local Development Outcomes Follow Voluntary Regional Plans? Evidence from Sacramento Region’s Blueprint Plan. *Journal of the American Planning Association*, 81(2), 104-120.

Baer, W. C. (1997). General plan evaluation criteria: An approach to making better plans. *Journal of the American Planning Association*, 63(3), 329-344.

22. April 4: Growth management, smart growth, and new urbanism

Landis, J. D. (2022). 1. Smart growth: introduction, history, and an agenda for the future. In Knaap, G., Lewis, R., Chakraborty, A., & June-Friesen, K., eds., *Handbook on Smart Growth: Promise, Principles, and Prospects for Planning*, 1-32. Edward Elgar Publishing.

Fulton, W. (1996). *The new urbanism: Hope or hype for American communities?* Cambridge, Lincoln Institute of Land Policy.

Part 4: Implementing plans

23. April 9: Zoning

Meck S., P. Wack and M.J. Jimet. (2000). Zoning and subdivision regulations. In Hoch, C.J., L.C. Dalton and F.S. So (eds). *The practice of local government planning* (3d ed.), 343-374. Washington, DC: International City and County Managers Association. **Skim or skip 362-369, "Subdivision Regulations."**

Hirt, S. (2012). Mixed use by default: How the Europeans (don't) zone, *Journal of Planning Literature* 27(4): 375-393.

Videos from City Beautiful:

- U.S. Zoning, Explained <https://www.youtube.com/watch?v=qQ7MP2e7Bqk>
- U.S. and European zoning, compared <https://www.youtube.com/watch?v=WNe9C866I2s&t=239s>
- How does Houston plan without zoning? [https://www.youtube.com/watch?v=TaU1UH\\_3B5k](https://www.youtube.com/watch?v=TaU1UH_3B5k)

24. April 11: YIMBYs, NIMBYs, and zoning reform

*Journal of the American Planning Association*: Forum on ending single-family zoning, 86(1), 2020, with commentary by:

- Manville, M., Monkkonen, P., & Lens, M. (2020). It's time to end single-family zoning. *Journal of the American Planning Association*, 86(1), 106-112
- Wegmann, J. (2020). Death to single-family zoning... and new life to the missing middle. *Journal of the American Planning Association*, 86(1), 113-119.
- Plus responses from Mogush and Worthington, Searle and Phibbs, Yerena, Chakraborty, Kendig, Knaap and Finio, Etienne; and last thoughts from Manville/Monkkonen/Lens and Wegmann.

Jacobs, H. (2023). In defense of local zoning. *Zoning Practice*, 40(5), 1-10.

Denoon-Stevens, S. P., & Nel, V. (2020). Towards an understanding of proactive upzoning globally and in South Africa. *Land Use Policy*, 97, 104708. (8 pages)

Recommended resources:

- Badger, Emily and Quoc Trung Bui, Cities Start to Question an American Ideal: A House With a Yard on Every Lot: <https://www.nytimes.com/interactive/2019/06/18/upshot/cities-across-america-question-single-family-zoning.html>, The New York Times: 6/18/2019
- Illustrative video: How Minneapolis became the first to end single-family zoning. PBS NewsHour - (10:36), 2019 <https://www.youtube.com/watch?v=6mWE9UJDRLw>

25. April 16: Zoning for Equity

Pendall, R. (2000). Local land use regulation and the chain of exclusion. *Journal of the American Planning Association*, 66(2), 125-142.

White, D. (2023). Protecting historically disadvantaged and vulnerable neighborhoods and business districts. *Zoning Practice*, 40(8), 1-13.

Adams, G., Schindler, K., Wallace, J., Wyckoff, M., & Morley, D. (2023). Equitable Zoning for Home Occupations. *Zoning Practice*, 40(9), 1-13.

**Recommended resource:** American Planning Association. (2023). *Equity in Zoning Policy Guide*. Chicago: APA.

**26.** April 18: Subdivision and site-plan regulations

Meck S., P. Wack and M.J. Jimet. (2000). Zoning and subdivision regulations. In Hoch, C.J., L.C. Dalton and F.S. So (eds). *The practice of local government planning* (3d ed.), 343-374. Washington, DC: International City and County Managers Association. **Read 362-369.**

Ben-Joseph, E., & Szold, T. S. (2005). "Facing Subdivision Regulations." In *Regulating Place* (pp. 175-194). Routledge.

Prytherch, D. L. (2017). Where a subdivision is not a "subdivision": State enabling statutes and the local regulation (or not) of land division in the United States. *Journal of Planning Education and Research*, 37(3), 286-298.

**27.** April 23: Development exactions, impact fees, and other value-return (value-capture) tools

Lincoln Institute for Land Policy. (2022). Land Value Capture, Explained. YouTube video available: <https://www.youtube.com/watch?v=KVMGzkSgGXI&t=9s>

Korngold, G. (2022). Land Value Capture in the United States: Funding Infrastructure and Local Government Services. *Lincoln Institute of Land Policy (Cambridge MA), Policy Focus Reports*.

**Highly recommended resource:** Four-part video case study, "Financing A City's Vision: The Social Mobilization of Land Values in São Paulo." March 2022, Lincoln Institute of Land Policy. Available at <https://www.lincolninst.edu/publications/multimedia/financing-citys-vision-case-study>.

**28.** April 25: Protecting open space

Porter, D.R. (2007). Protecting environmental and natural resources: Where not to grow. In *Managing Growth in America's Communities*, 2d ed., 113-146. Washington, DC: Island Press.

Arendt, R. (1992). Open space zoning: What it is and why it works. *Planning Commissioners Journal*, 5(July/August), 4-8.

Parker, D. P., & Thurman, W. N. (2019). Private Land conservation and public policy: land trusts, land owners, and conservation easements. *Annual Review of Resource Economics*, 11, 337-354.

**29.** April 30: Review session and course wrap-up

This session will involve an integrative review and discussion on topics covered throughout the semester. It will also offer students an opportunity to discuss questions about the upcoming plan analysis deliverable.

\*\*\* Final Essay due Monday May 6 at 11:59 pm \*\*\*