



Seminar: Land Use Policy

Department of Planning, Public Policy and Management

PPPM 407/507: Seminar: Land Use Policy

Spring 2016 (CRN 35022/35041)

Instructor: Dr. Ren Thomas

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Office Hours: Mondays and Wednesdays 10:00am-11:30 am

Course Number: PPPM 407/507

Class Time: Tuesdays and Thursdays 12:00-1:20 pm

Room: 473 Mackenzie Hall

Course Objectives

The objective of this course is to introduce students to the principles and practice of land use planning. The course will cover a range of issues such as the institutional and legal framework for planning, site development, and comprehensive planning.

At the end of the course, students will:

- Have theoretical knowledge of land use planning practice and processes
- Develop an understanding of the roles planners play in land use planning processes
- Develop an understanding of the tools planners use to direct growth and manage change in towns and cities
- Be able to explain the impact of land use planning on the built environment and social/community interaction

Key paradigms to be explored in this course include:

- The role of the planner as expert, facilitator, agent of power, and developer of information to be used by decision makers
- The planner's place in urban and political decision making

- The contribution of land use planning to our towns, cities, and regions (both physical and social)

Teaching Methods/Learning Formats

A variety of teaching methods will be applied including lectures, quizzes, and group activities. The instructor or a guest lecturer will introduce a subdiscipline of planning in the lecture each week (indicated as 'Lecture' / LE in the schedule), and allow students to reflect on the theories and/or methods to using scenarios or exercises ('Application and Reflection', A&R in the program). In these sessions, students will work in groups, and the instructor will supervise the process by means of feedback to student presentations (in the A&R sessions and in the 'Presentations and Feedback' sessions, P&F in the program).

Assessment Requirements & Criteria

The assignments and contribution to the final grade will be as follows:

Assignment	Type	Percentage
Assignment 1: Community Profile Poster	Individual	20
Assignment 2: Comparison of Land Use Tools	Individual	20
Assignment 3: "Great American Plan" Paper	Individual	30
Quizzes (5)	Individual	20
Attendance	Individual	10
Total		100

All assignments must be submitted on Canvas and must also be submitted on paper in the instructor's PPPM mailbox.

Undergraduate students must achieve a minimum grade of C- on each of these assessments to pass the course (graduate students must achieve a minimum grade of B-). The grade of the exam will be communicated within four days of the last Friday of exam week, and the grade of all other assignments two weeks after the due date.

A+	A	A-	B+	B	B-	C+	C	C-	D	F
95-100	90-94	85-89	80-84	75-79	70-74	65-69	60-64	55-59	50-54	<50

Requirements and criteria concerning Lectures, Application and Reflection sessions, and Quizzes

I assume participation of the students in both 'Lectures' and 'Application and Reflection' sessions. Participation includes studying the relevant literature beforehand and engaging in on-the-spot applications. Participation in Lectures will be controlled and graded using the attendance assessment. Knowledge of the literature will be tested in the quizzes, but knowledge of class discussions and presentations is expected in the assignments. The Lectures are essential in understanding how to study the literature. Participation in the interactive Application and Reflection sessions will also be controlled. Students missing more than two of these sessions will be required to do an extra assignment to demonstrate their understanding of the material.

Quizzes will be held during class time and will not be announced ahead of time. The intention is to ensure that students are completing the readings and understand the material. These five “pop” quizzes will be weighted at 20% of the final grade.

Requirements and criteria concerning presentation and feedback sessions and final report

All assignments must be delivered on time. If they are not, and up to two days of delay, ten percent (out of 100) will be subtracted from the mark. In the case of more than two days of delay the assignment will not be graded. “Days” include holiday and weekend days.

All assignments should be written in an academic style. Citations and reference list should be in APA format: <http://library.uoregon.edu/guides/citing/apa.html>. For writing guidance please visit the University of Oregon College of Education: <https://education.uoregon.edu/student-academic-services/writing-resources> or the Teaching and Learning Center: <http://tlc.uoregon.edu/subjects/writing/> Students are also encouraged to visit the Writing Lab, which begins week two of the term and closes at 5:00 pm the Wednesday of finals week. Free tutors are available on a drop-in basis or by appointment, Monday-Friday 9:00am-5:00pm, 72 PLC (Prince Lucien Campbell). PPM also has a writing coach, Kathi Jaworski, who you can contact at kjaworski@write-to-know.com.

Detailed instructions for all assignments, including assessment criteria, are in the Appendices below.

Inspection of Assignments, Feedback

The instructor will give directions for the study of the literature during the ‘Lecture’ sessions, and feedback during the ‘Application and Reflection’ sessions. The quizzes will be given in class and the correct answers will be discussed afterwards.

Written comments will accompany the assignment grade. If more explanation is needed, the student can make an appointment with the instructor. The instructor will give directions for the assignments during the introductory session, and will provide feedback during the ‘Application and Reflection’ sessions.

The instructor will communicate the final grade by e-mail/Canvas after grading the examinations, or four days after the last Friday of exam week.

Rules regarding Plagiarism and Academic Misconduct

The provisions of the policies governing plagiarism and academic misconduct for University of Oregon students apply in full. For this purpose a check with SafeAssign or Turn It In may be performed. Access the regulations at <http://library.uoregon.edu/guides/plagiarism/students/index.html> and <http://uodos.uoregon.edu/StudentConductandCommunityStandards/AcademicMisconduct/tabid/248/Default.aspx>.

Disability/Accessibility Accommodations

The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability related barriers to your participation. You are also encouraged to contact the Accessible Education Center (formerly Disability Services) in 164 Oregon Hall at 346-1155 or uoaec@uoregon.edu.

Inclusion Statement

The School of Architecture and Allied Arts is a community that values inclusion. We are committed to equal opportunities for all faculty, staff and students to develop individually, professionally, and academically regardless of ethnicity, heritage, gender, sexual orientation,

ability, socio-economic standing, cultural beliefs and traditions. We are dedicated to an environment that is inclusive and fosters awareness, understanding, and respect for diversity. If you feel excluded or threatened, please contact your instructor and/or department head. The University Bias Response Team is also a resource that can assist you. Find more information at their website (www.bias.uoregon.edu) or by phoning 541.346.2037.

Diversity

The University of Oregon values our diversity and seeks to foster equity and inclusion in a welcoming, safe, and respectful community. This course is committed to upholding this principle by encouraging the exploration, engagement, and expression of different perspectives and diverse identities. We will value each class member's experiences and contributions, and communicate disagreements respectfully. Please notify me if you feel aspects of the course undermine these principles. For additional resources, you are also encouraged to contact the following campus services:

- Division of Equity and Inclusion, 1 Johnson Hall, 541.346.3175;
<http://inclusion.uoregon.edu/>
- Center on Diversity and Community, 54 Susan Campbell Hall, 541.346.3212;
<http://codac.uoregon.edu/>
- Bias Response Team, 164 Oregon Hall or brt@uoregon.edu;
<http://uodos.uoregon.edu/Programs/BiasResponseTeam.aspx?q=bias> (bias.uoregon.edu)

Title IX and a Safe Learning Environment

I support Title IX and have a responsibility to report relevant information. The UO is committed to providing an environment free of all forms of prohibited discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender-based stalking. Any UO employee who becomes aware that such behavior is occurring has a duty to report that information to their supervisor or the Office of Affirmative Action and Equal Opportunity. The University Health Center and University Counseling and Testing Center can provide assistance and have a greater ability to work confidentially with students.

Class Schedule

Week	Date & Time	Activity	Contents
1	Tuesday March 29, 12:00-1:20 pm	LE	Introduction & Overview of Assignments, Current Issues in the US
	Thursday March 31, 12:00-1:20 pm	A&R	Discussion Guidelines, Writing Guidelines, Class Exercise
2	Tuesday April 5, 12:00-1:20 pm	LE	Institutional and Legal Framework for Land Use planning
	Thursday April 7, 12:00-1:20 pm	A&R	Institutional and Legal Framework for Land Use Planning: Exercise
3	Tuesday April 12, 12:00-1:20 pm	P&F	Oregon Land Use Planning Assignment 1 due: Community Profile Poster
	Thursday April 14, 12:00-1:20 pm	P&F	Assignment 2 Poster Presentation
4	Tuesday April 19, 12:00-1:20 pm	LE	Oregon Land Use Planning: Housing Case Study
	Thursday April 21, 12:00-1:20 pm	A&R	Oregon Land Use Planning: Exercise
5	Tuesday April 26, 12:00-1:20 pm	LE	Guest Lecture: Phil Farrington, Senior Planner, City of Springfield
	Thursday April 28, 12:00-1:20 pm	A&R	Subdivision, Zoning, and Development Review
6	Tuesday May 3, 12:00-1:20 pm	LE	Site Development Review
	Thursday May 5, 12:00-1:20 pm	LE	Guest Lecture: Maddie Phillips, Planner, City of Cresswell
7	Tuesday May 10, 12:00-1:20 pm	LE	Land Use Tools: Public Health and Transportation Assignment 2 due: Comparison of Land Use Tools
	Thursday May 12, 12:00-1:20 pm	A&R	Land Use Tools: Public Health and Transportation
8	Tuesday May 17, 12:00-1:20 pm	LE	Land Use Tools: Environment and Climate Change
	Thursday May 19, 12:00-1:20 pm	A&R	Guest Lecture: Courtney Griesel, City of Springfield
9	Tuesday May 24, 12:00-1:20 pm	LE	Comprehensive Planning Case Study Potential Guest Lecture
	Thursday May 26, 12:00-1:20 pm	A&R	Comprehensive Planning: Role Playing Exercise
10	Tuesday May 31, 12:00-1:20 pm	LE	Course Summary
	Thursday June 1, 12:00-1:20 pm	A&R	Course Evaluation and final questions
	Friday June 2, 5:00 pm		Assignment 3 due: "Great American Plan" Paper
Assignment 1 due Tuesday April 12, 5:00 pm !!			
Assignment 2 due Tuesday May 10, 5:00 pm !!			
Assignment 3 due Friday June 2, 5:00pm !!			

Required Readings

Week 1: No Readings

Week 2 (April 5-7): Institutional and Legal Framework for Land Use Planning

Cullingworth, B. and Caves, R.W. (2014). *Planning in the USA: Policies, Issues, and Processes* (4th ed.). New York: Routledge. (Chapter 5, The evolution of planning and zoning p97-109, and Chapter 6, p110-125)

Levy, J. M. (2013). *Contemporary Urban Planning, 10th Edition*. Upper Saddle River, N.J., Pearson/Prentice Hall. (The legal basis of planning, pp. 68-90, and The tools of land-use planning, pp.135-170)

Week 3 (April 12-14): Oregon Land Use Planning

Department of Land Conservation and Development. (2010). *Oregon's Statewide Planning Goals & Guidelines*.

Department of Land Conservation and Development. (2007). *An Introductory Guide to Land Use Planning in Small Cities and Counties in Oregon*.

Knight, J.B. (2013). 40 Years on the Oregon Land Use Trail. *Western Planner* 34(4): 7-14.

Week 4 (April 19-21): Oregon Land Use Planning: Housing Case Study

Gurran, N., Milligan, V., Baker, D., and Bugg, L.B. (2007). International practice in planning for affordable housing. Sydney: Australian Housing and Urban Research Institute (AHURI). AHURI Positioning Paper No. 99.

Brown, E., Greenwood, M., Morrell, K., Stuckmayer, E., Tani, G., and Valera, K. (2016). City of Redmond Review of Affordable Housing Policy Review: (Final Report). Sustainable Cities Institute: University of Oregon.

Week 5 (April 26-28): Subdivision, Zoning, and Development Review

Cullingworth, B. and Caves, R.W. (2014). *Planning in the USA: Policies, Issues, and Processes* (4th ed.). New York: Routledge. (Chapter 8, The techniques of zoning and subdivision regulations, p142-175).

Week 6 (May 3-5): Site Development Review

City of Eugene Type I, II, and III Application Processes. <https://www.eugene-or.gov/2039/Application-Types-and-Process>

City of Portland Development Review Processes. <https://www.portlandoregon.gov/bds/35891>

Week 7 (May 10-12): Land Use Tools: Public Health and Transportation

Cullingworth, B. and Caves, R.W. (2014). *Planning in the USA: Policies, Issues, and Processes* (4th ed.). New York: Routledge. (Chapter 14, Transportation, p317-335 only).

Montgomery Housing Partnership. (2014). Overview of Tools to Support Equitable Transit Oriented Development. National Center for Smart Growth Research and Education. http://smartgrowth.umd.edu/assets/documents/plcc/20140702_tod_policy_toolkit.pdf

Salkin, P. and Levine, A. (2008). Understanding Community Benefits Agreements: Equitable development, social justice and other considerations for developers, municipalities, and community organizations, *UCLA Journal of Environmental Law and Policy*, 26(2), 291-331.

Week 8 (May 17-19): Land Use Tools: Environment and Climate Change

Cullingworth, B. and Caves, R.W. (2014). *Planning in the USA: Policies, Issues, and Processes* (4th ed.). New York: Routledge. (Chapter 12, Environmental policy and planning, p243-252 only).

Shah, T. Climate change adaptation planning in British Columbia: The Elkford Approach. In Thomas, R. (ed.) *Planning Canada: A Case Study Approach*, Don Mills, ON (Oxford University Press). p155-167.

City of Portland. (2015). Climate Action Plan. Portland: City of Portland and Multnomah County. <https://www.portlandoregon.gov/bps/article/531984> Accessed November 23, 2015. (Understanding Portland's Carbon Emissions, pp. 26-41 and Buildings and Energy, pp. 58-69).

Week 9 (May 24-26): Comprehensive Planning Case Study

Cullingworth, B. and Caves, R.W. (2014). *Planning in the USA: Policies, Issues, and Processes* (4th ed.). New York: Routledge. (Chapter 7, The comprehensive plan, p126-141).

Envision Eugene website. <https://www.eugene-or.gov/3005/Envision-Eugene-Vision-to-Action>

Brideau, L. and Mitchell, A. (2016). Taking it online: How the City of Vancouver became comfortable with Engaging Residents in their PJs: Vancouver's use of online crowdsourcing to engage residents during the development of the Greenest City Action Plan. In Thomas, R. (ed.) *Planning Canada: A Case Study Approach*, Don Mills, ON (Oxford University Press). p241-251.

Week 10: No Readings

Appendix I

Assignment I: Community Profile Poster

Due Tuesday April 12, 2016, 5:00pm

Describe, using text, photos, and diagrams, the land uses in a community/neighbourhood in Oregon. Compile your text and images in a poster format. You may use any digital format (Adobe InDesign, Illustrator, Powerpoint, Google Docs, Canva, Piktochart). Canva and Piktochart are easy to learn for first time users. For those who would like to try Adobe InDesign or Illustrator, the AAA Lab offers student tutorials on the second floor of Lawrence Hall for first time users, and also has an excellent printing facility.

- What are the prevailing land uses in the community?
- Are there any unique policies or by-laws influencing this pattern?
- What recommendations can you make as to the future growth/development of the community?

Assignment I is worth 20% of the final grade. This is an individual poster assignment and should be one single-sided sheet of 11x17" paper, following the general criteria below.

The assignment will be graded using a combination of peer review and instructor review (50% aggregate weighting). We will be pinning/taping the posters up in the room (half on Tuesday/half on Thursday) and walking around to do our peer reviews. Your poster must communicate for you, so make sure that your name is clearly visible. Your pin-up time slot will be communicated on Canvas the week before the due date.

Content criteria:

- Is there evidence of analytical thinking, original insights, and critical and creative attitudes?
- Is the text easy to read and grammatically correct? In particular, are the sentences complete, the spelling correct, the topic sentences clear in each paragraph, and the paragraphs well linked (where more than one paragraph exists)?
- Are literature references appropriate and correctly reported (in-text)?

Design criteria:

- Does the poster show creativity? In particular, are there unique design elements, materials, and/or original diagrams?
- Is there a balance of white space, images, and text? In particular, do text, figures and diagrams complement each other?
- Does the poster present a complete profile of the community's land uses?

Appendix 2

Assignment 2: Land Use Tools Comparison

Due: Tuesday May 10, 2016, 5:00pm

Focus on one of the land use tools listed below:

- Form-based zoning
- Transit corridor planning
- Floor Area Ratio (FAR) transfers
- Cluster zoning/planned unit development

Choose three municipalities in the US or Canada who use this tool and compare them.

- How/where are they implemented? e.g. in a policy, plan, or strategy? In key areas of the municipalities?
- Are there any differences in the way the tool is used across municipalities?
- Have there been any reports/data generated on the success of the tool in the municipalities? Are there any media reports on the success/failure of the tool?

Assignment 2 is worth 20% of the final grade. This is an individual written assignment and should be 5 pages (1,500 words) in length plus tables/graphics, double spaced, following the general criteria below.

General criteria:

- Is the argumentation clear and consistent?
- Is there evidence of analytical thinking, original insights, and critical and creative attitudes?
- Is the paper easy to read and grammatically correct? In particular, are the sentences complete, the spelling correct, the topic sentences clear in each paragraph, and the paragraphs well linked?
- Is the paper written according to the guidelines for scientific publications? In particular, are literature references appropriate and correctly reported (in-text and in a reference list)?

Appendix 3

Assignment 3: “Great American Plan” Paper

Due: Friday June 2, 2016, 5:00pm

There are many plans, policies, and projects that have played a role in shaping the country. For this assignment, choose one of the plans/policies listed below, describe its importance to contemporary planning, and discuss its lasting impact on land use planning practices and/or processes.

Assignment 3 is worth 30% of the final grade. This is an individual written assignment and should be 12-15 pages (3,600-4,500 words) in length plus tables/graphics, double spaced, following the general criteria below. Masters students, your paper should be closer to 15 pages while Bachelors students should write about 12 pages.

General criteria:

- Is the argumentation clear and consistent?
- Is there evidence of analytical thinking, original insights, and critical and creative attitudes?
- Is the paper easy to read and grammatically correct? In particular, are the sentences complete, the spelling correct, the topic sentences clear in each paragraph, and the paragraphs well linked?
- Is the paper written according to the guidelines for scientific publications? In particular, are literature references appropriate and correctly reported (in-text and in a reference list)?

List of Plans

The Land Ordinance of 1785

L'Enfant Plan for Washington (1790)

Society for the Establishment of Useful Manufactures (1791)

The Commissioners' Plan of 1807 (Manhattan)

Erie Canal (1817)

Olmsted Plan For Emerald Necklace of Boston (1878)

The 1901 (McMillan) Plan for Washington D.C.

New York City Improvement Commission (1904-1907)

Plan of Chicago (1909)

The Appalachian Trail (1921)

New York Commission of Housing and Regional Planning State Plan (1923)

The Radburn Plan (1927)

Regional Plan of New York and Its Environs (1929)

Blue Ridge Parkway (1935)

Manhattan Project. Oak Ridge, TN (1942)

Research Triangle Park (NC) (1956-)

Plan for the Valleys - Baltimore County, Maryland (1964)