COURSE DESCRIPTION AND OBJECTIVES

Planning for the use of land is one of the most fundamental roles played by planners working in the public sector. But planning for land is hardly the sole domain of the public sector—for-profit private sector developers, non-profit affordable housing advocates, community-based organizations, and land conservancies, just to name a few, are actors who plan for land and affect land use outcomes.

The course has two objectives: the first objective is to help you to understand the many facets of land (it’s much more than dirt!) and appreciate the centrality of land access, ownership, and public institutions to societal outcomes that planners care deeply about (i.e., social equity, environmental protection, livable communities.) The second objective of this course is to learn about and critique a wide range of implementation tools that can be used to achieve land use objectives. We will examine classical public sector regulation and its processes (e.g., zoning and development review), agricultural protection techniques (e.g., conservation easements, agricultural zoning, agricultural land taxation), design-based land management approaches (e.g., form-based codes, TND, cluster zoning), affordable housing strategies linked to land ownership (e.g., Community Land Trusts), and initiatives for managing urban decline/housing abandonment (e.g., “Midwestern” land banking).

READINGS

There are three required texts plus additional readings on Collab. Be aware, the class is reading intensive. The required texts are:


GRADING POLICY AND GRADING SCALE

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<td>Assignment 1: Gobbets (5 total)</td>
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<td>Assignment 2: Development Review Memo</td>
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<td>Assignment 3: Land Policy Memo</td>
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<td>Assignment 4: Profiles in Growth Management (Group Project)</td>
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<td>Assignment 5: Final Exam</td>
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Assignments and activities are briefly described below. Note that more detailed directions/assignments will be posted on the website and discussed in class; the descriptions below are simply intended to give you a sense of what you can expect to be doing over the semester. Assignments must be turned in (hard
Late Assignments: Late assignments are a problem. They raise ethical issues (Equal protection: if I give you more time, do I need to give everyone more time?); they affect the pacing of the course (since assignments endeavor to build upon each other); and they raise the specter for the professor of being taken advantage of or played for a fool (did your grandmother really die?) On the other hand, I hate to read hastily scrawled, ill thought-out papers. Please endeavor to turn your papers in on time; it will make everyone happier. If you have a legitimate reason for a late paper, I will certainly consider extensions. But I do need to be approached before the assignment is due and not on the day that the assignment is due. Late assignments that do not conform to this notice requirement will be marked down 10% for every day they are late.

ASSIGNMENTS

Assignment 1: Gobbets (credit: Prof. Dan Bromley, UW-Madison)

“All I know is just what I read in the papers, and that's an alibi for my ignorance.” Will Rogers.

While Will may be right that you can’t get everything through reading, it does go a long way in reducing ignorance and enhancing knowledge. Plus classes work a lot better if students and faculty members come prepared having done the readings. To enhance this: for each class period with an RR mark on the matrix you MUST come to class with a one page maximum single spaced summary and reaction to the readings for the day. I want to learn what the readings imparted (objective of the author; how or if the articles spoke to each other; what points in the reading your found interesting/controversial/stupid/choose your adjective here). You should identify 1 or 2 questions that might stimulate discussion. I will RANDOMLY call upon two persons in each class to share reactions and get the classroom discussion started. The first person to be asked to comment I am calling the reader and the second to be called on will be the respondent. You will turn these sheets in at the beginning of class (but after the discussion). Each submission is worth 2 points for 10% of your grade.

Assignment 2: Applying the Code (Development Review)

Objective: To see the complexities of applying a code to a specific scenario.

Task: I will be giving you a scenario with a development application and ask you to apply the code to the application. The code you will be using is from Camus, WA. It is available on-line as is the city assessor’s database and the comprehensive plan.

Assignment 3: Land Policy Memo

Objective: To help you to think like a professional and hone professional writing skills.

Task: You will be given a land use scenario and asked to advise your boss (however defined) on what different approaches there are for addressing the scenario and achieving the specific land use objectives of your community.
Assignment 4: Profiles in Growth Management

Objective: As you will learn in the class, land use planning is primarily a local activity, but it is structured by state level constitutions and legislation. Some states have given themselves greater oversight over local level land use particularly in relation to broader issues like environmental protection and agricultural preservation—the states that have done this are called growth management states (often now just smart growth states.) This task is intended to expose you to the various approaches to growth management utilized at the state level.

Task: You will be assigned to a group and to a state. The assignment has three parts:
1) Research—find out about the growth management regime of the state. This should include the origin of the growth management regime; its key elements/approaches; and performance. This part of the assignment will be submitted as an annotated bibliography of 15 to 20 articles on the state regime. From this you should assign 1-2 articles to be read by your fellow students. There will be a gobbet for these readings.
2) Submission of a detailed outline of your presentation (to be discussed with the professor) and preparation of a powerpoint.
3) Completion of a 45-minute class session on the state’s system.

The contemporary state growth management regimes to be covered will be: Oregon, Florida, New Jersey, Maryland, Washington, Rhode Island. To overcome the potential problem of “free-riding,” students will grade each other and indicate clearly to the professor the division of responsibilities for the group assignment.

Assignment 5: Final Exam

Objective: To ensure that you integrate the various elements of the course and complete the readings. The final exam will be cumulative. It will surely include an essay with a scenario (just like the policy memo.)

Task: Complete an exam. Study questions will be issued; the exam will be a closed book, in-class exam held during exam week.

COURSE WEBSITE

There is a COLLAB site for the course. I will use the website to communicate and post class information, including readings. I will also use it to keep track of grades.

NOTE TAKING, POWERPOINTS, AND LAPTOPS

This semester I am implementing two new course policies. The first is a “NO LAPTOPS OR ELECTRONIC DEVICES RULE.”

Why? The reasons are multiple, but here are two: 1) Students have been known to text, shop, do email, and even watch videos while in class. This is irritating, distracting, and rude. 2) It will make you a better student. There is some very recent research on the differences in retention and learning between students who take notes with their computers in class and those who take notes longhand with a pen and paper. (See: http://pss.sagepub.com/content/early/2014/04/22/0956797614524581.abstract; you can undoubtedly get the full paper through UVa library. The New York Times also covered this in: http://www.nytimes.com/2014/06/03/science/whats-lost-as-handwriting-fades.html?_r=0.) The Sage
research article title alone “The Pen is Mightier than the Keyboard” should give you a sense of the findings. Manual note taking makes your brain work; laptops tend to result in verbatim transcripts.

The second policy relates to powerpoints. I will post the lectures 1 day prior to class so you can print off the slides to use to accompany your note taking. Powerpoints will be on Collab for only a two-week period and then will disappear. Powerpoints induce notetaking lethargy but they are an efficient way to organize lecture.

**ACADEMIC INTEGRITY AND DISABILITY ACCOMMODATION**

All work for the course must be done in accordance with the UVa Honor Code. Just to draw your attention to some specifics: All work done for the course must be your own. The work must be original and prepared for this class. Plagiarism is unacceptable. Copying the work of another and not citing it; lifting text from the Internet; or even presenting ideas that are not your own without proper attribution are all examples of plagiarism. Submitting work for this class that has been done for another class also counts as plagiarism, it is called “plagiarizing oneself.” Plagiarism will result in a zero on the assignment and could result in higher university level sanctions. Don’t do it!

If you are in need of academic accommodation, please notify me as soon as possible to arrange needed support.