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 actors 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 (e.g., zoning and development controls), 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., land banking). Each year I try to touch upon a “hot topic” as well.

READINGS

There are two required texts. Be aware, the class is reading intensive—you will be doing approximately 150 pages per week (which equals per class period.) The required texts are:


GRADING POLICY AND GRADING SCALE

| Participation/Weekly In-Class Activities (includes on-line questions) | 10 points |
| Assignment 1: Comprehensive Plan Scan (Land Use Tools Inventory) | 10 points |
| Assignment 2: Zoning Ordinance / Land Use Review Assignment | 20 points |
| Assignment 3: Policy Memo | 20 points |
| Assignment 4: Special Topic: Industrial Land Use Inventory (Group Assignment) | 15 points |
| Assignment 5: Final Exam | 25 points |
| **Total:** | **100 points** |

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 are sense of what you can expect to be doing over the quarter. Assignments must be turned in (hard copy, not electronic) at the beginning of class on the date due.

Grades will be translated into PSU letter grades using the following scale:
In written composition, usage and punctuation count. The professor has several handouts of common (and unacceptable) mistakes that will result in a lower grade. Use these handouts when you write!

**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.

**ASSIGNMENTS**

**Participation/Weekly In-Class Activities**
The class relies upon active participation from students. You will be expected to 1) come to class prepared with the readings completed (this will make all discussions more interesting!) and 2) participate in in-class discussions. This year I will be placing discussion questions on line; you will need to do all 4 of these discussions in order to get full credit. What you write on line, should make it into class when we hold our discussions. Participation is worth 10% of your total grade.

**Assignment 1: Comprehensive Plan Review**

**Objective:** To identify the range of land use strategies and implementation tools used by localities across the country. As local comprehensive plans are the primary land use plan you will be asked to “adopt” one.

**Task:** You will be asked to identify a locality of interest to you; while Portland is an option, we will be striving for a wide range of localities in a variety of states. You will be asked to provide a synopsis of the plan (e.g., what are the major land use issues; what kind of growth is the locality experiencing, and what growth management strategies and/or land use tools are identified in the plan as a means of implementing the plan and achieving the community’s objectives/vision.)

**Assignment 2: Zoning Ordinance Assignment**

**Objective:** One common complaint of MURPs is that they don’t get enough or even any exposure to an actual zoning ordinance in their degree. This assignment is designed to prevent you from ever making that claim in public.

**Task:** We will be giving you a scenario with a development application and ask you to apply the code to the application. Two MURP grads have been tapped for this assignment to make it as “real life” as possible.
**Assignment 3: Land Policy Memo**
Objective: To help you to think like a professional and practice your 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 to addressing the scenario and the specific land use objectives of your community.

**Assignment 4: Special Topic: Industrial Land Use Inventory**
Objective: To give you exposure in understanding the challenges of keeping land data up to date. We are partnering with the Columbia Slough Opportunity Project to inventory land uses in a focal area around the Columbia Slough. Chris Scarzello from the Bureau of Planning and Sustainability will be coming to class as part of this effort to talk specifically about the challenges of regulating industrial land (specifically related to change in the Portland code) and the upcoming comprehensive plan process.

Task: Utilizing a form that has been created by the city and the interest group, evaluate land uses in the Slough. Identify potential policy changes that could present better land use outcomes, while maintaining the ability of industrial users to utilize their land.

**Assignment 5: Final Exam**
Objective: To give you the opportunity to integrate all you have learned in a final grueling 2 hour experience. (Heck I thought I’d be honest.) This will also help assure me that you have read for the course and captured/understood the main challenges of and approaches to land use planning in the United States.

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 Blackboard site for the course. You must have an ODIN account to access it. If you are registered for the course and have an ODIN account, you will be automatically added to the course web site. I will use the website to communicate and post class information. I will also use it to keep track of grades. This year I will be using the discussion function to ask you to answer questions about certain readings BEFORE class.

**ACADEMIC INTEGRITY AND DISABILITY ACCOMMODATION**
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 have a disability and are in need of academic accommodations, please notify me as soon as possible to arrange needed support.
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| Class 1: 1/10 | **Land and Society**  
(1) Normal first day stuff (introductions, syllabus, and books)  
(2) The Nature of Land: An Introduction (lecture)  
Freyfogle, 2003, Chps. 1-3 (99 pages)  
NRI Inventory (2 pp.) |
| Class 2: 1/17 | **Planning for the Use of Land**  
(1) Why We Plan for Land (Discussion with On-Line Questions)  
(2) Inventory Findings (class discussion with chalk)  
(3) The Comprehensive Plan (lecture) | Freyfogle, 2003, Chps. 4-6 (77 pages); Kaiser and Godshalk, 1995 (21 pages)  
| Class 3: 1/24 | **Preventing Nuisance and Protecting Property Values: Classic Land Use Regulation**  
(1) Zoning Basics (lecture)  
(2) Discussion of Freyfogle (1-10)  
(3) Reading and applying code (guest lecture) | Freyfogle, 2003, Chps. 7-10 (103 pages) |
| Class 4: 1/31 | **Development Review**  
(1) Site Plan Review and Sub-Division Controls (Lecture)  
(2) “Working the Counter”: The Practitioner Perspective (guest lecture) | Elliot, 2008, Chps. 1-6 (126 pages)  
Reference material: SPEA and SZEAs texts |
| Class 5: 2/7 | **Implementing Classic Land Use Regulations**  
(1) Discussion: Elliot 2008  
(2) Evaluating and Selecting Land Use Policy Alternatives (the Development of Criteria)  
   Zoning evaluation  
(3) The Other Side of the Counter (guest lecture) | Elliot, 2008 (remainder) |
| Class 6: 2/14 | **Local Level Growth Management**  
(1) Discussion: What is the Growth Machine?  
(2) Confronting the Growth Machine: Local Approaches to Growth Management (lecture)  
(3) Discussion: The Ethical Implications of Land Use Regulation | Molotch, 1976  
**On-Line Questions:** Pendall 2000, Silver 1997, Jacobs and Paulson 2009 |
| Class 7: 2/21 | **Reining in Sprawl: State Approaches**  
(1) State Level Growth Management and “Smart Growth” (lecture)  
(2) Does “Smart Growth” Work? (Discussion of Ingram, et al.)  
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| Class 8: 2/28 | **Protecting Agricultural Land: Market-based and Design Approaches**  
(1) Protecting Agricultural Lands-Fiscal and Legal Approaches (lecture)  
(2) Discussion: Using the Market: PDR/TDR | Daniels and Bowers, 1997, Chp. 7, 9 and 10  
| Class 9: 3/6  | **Addressing Abandonment and Urban Decline**  
(1) Flipping (video) and discussion  
(2) Addressing Urban Abandonment through Land Banking (lecture)  
(3) Class Evaluations | Oates and Schwab 1997 (19 pages); Dewar, 2006 (15 pages) |
| Class 10: 3/13 | **Eminent Domain and Urban Redevelopment**  
(1) The Atlantic Yards Controversy (video)  
(2) Discussion (of video and readings) with knowledgeable guests | Cohen, 2006; Nadler and Diamond, 2008; Jacobs and Bassett, 2011; |

Final Exam: Tuesday, March 20th, from 10:15 to 12:05  
Study questions will be issued one week in advance of exam.