

UNIVERSITY OF MINNESOTA

PA 5211: Land Use Planning Fall 2015

Meeting time: Tuesdays and Thursdays 8:15 – 9:30 AM

Classroom Location: CSOM 2-224

H. Fernando Burga (Instructor)

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Office Hours: TBD
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I. Course Description

PA 5211 provides an introduction to the theory, practice, and innovation of land use policy in American cities and beyond. Land use regulations are an essential facet of rural, suburban and urban life across municipalities, unincorporated areas and natural preserves in the United States. As residents of these communities we encounter the consequences of land use regulation on a daily basis. The rules and conventions of land use define where we live, how we move, and why places develop in particular ways according to pre-established legal mandates and the imperative of the public interest. Indeed, our future as healthy, just and sustainable communities is contingent upon innovations in land use that will shape the environments of the places we call home.

To achieve its objectives this course will focus on the empirical analysis of land use regulation and its consequences on familiar and unfamiliar places. The primary site of investigation will be the city of Minneapolis and its array of policies, places and plans. Students will be asked to visit specific locations, including destinations they may not be familiar with, and evaluate the outcomes of land use regulations. The formative questions we will consider arise from an impetus to understand the place where we live and our potential role as agents in influencing their future. For example: Why does (name your place here) look or feel a particular way? Why is (name your place here) so far to walk to? Why does (name your place here) dramatically change from one block to the next? Why is (name your place) successful? What can I do to change (name your place here)? What is my role if I am asked to plan (name your place here).

The learning objectives will be carried out through an in-depth analysis of actual places, their existing land use policies and their assessment according to the collection of qualitative, quantitative and historical data. This approach will take place through three inter-related exercises: (1) a **policy analysis** of existing plans focusing on the intersection of land use policy and themes such as public participation, environmental protection, transportation, and economic development, (2) a **site analysis** synthesizing empirical findings and research questions into a graphic presentation, and (3) a **Project Proposal** elucidating new, original findings that may inform land use policy at a particular site in the city of Minneapolis.

While the focus of PA 5211 aims to facilitate a working knowledge of land use regulation in American cities by applying a lens on Minneapolis's urbanism, a secondary emphasis underlines the singularity of American land use regulation in relation to cities across the globe that are characterized by different social, political and economic conditions. The combined in-depth empirical analysis and comparative approach will allow students to familiarize themselves with the normative conventions of American land use policy but also reconsider its mechanisms from the ordinary rules governing our lives to extraordinary processes shaping our society. In doing so, students will be able to achieve the following objectives:

- Understand the historical, political and social dimensions of land use regulation in American cities.
- Comprehend the mechanisms and categories of zoning
- Become familiar with the comprehensive plan and the municipal code of Minneapolis.
- Develop critical thinking, observation, and analytical skills to interpret the relationship between land use regulations and the physical conditions of existing neighborhoods in Minneapolis.
- Apply graphic techniques including GIS mapping, data visualization and information design to showcase findings.
- Carry out policy analysis, site analysis, and planning proposals for specific sites in Minneapolis.
- Develop the ability to communicate planning proposals through oral presentations.

- Practice leadership skills by working effectively with individuals from diverse backgrounds through hands-on, deadline-oriented team projects.
- Acquire a comparative understanding of land use controls between American cities and cities around the world.

II. Class Format and Weekly Structure

PA 5211 will be structured around three team projects in which students will collaborate to develop a final proposal. The projects are intended to function incrementally by building knowledge, collecting data and improving oral and graphic presentation skills. The exercises emphasize visual thinking, graphic representation and the interpretation of empirical Data. Each exercise will be carefully organized and presented to the students beforehand. Their deadlines will be based on weekly work-in-progress presentations (pin-ups) and submission deadlines (please see schedule for details).

Exercise 1 - Planning Policy Presentation

Student teams will analyze a designated plan in Minneapolis and prepare a PowerPoint presentation showcasing specific findings. This exercise will include:

- Online and archival research of planning documents, including relevant maps, newspaper articles, photographs and related documents.
- An analysis of the land use policies that influence the goal and objectives of the plan as well as an evaluation of its key aspects, success and challenges.
- The development of an oral presentation outlining the plan's highlights and its analytical findings.

Exercise 2 - Site Analysis

Student teams will visit a pre-selected site in Minneapolis to inform the collection of qualitative, quantitative and historical data. Following an assemblage of their findings, students will synthesize their data into main topics and specific research questions in four 32" x 48" graphics poster boards. This exercise will include:

- Team visits to a designated site where students will collect data and consider land use policy outcomes.
- Potential Interviews with planning staff and residents knowledgeable of land use and local planning efforts.
- An in-depth analysis of zoning conditions in relation to demographic, income and housing data.
- The development of research questions and scopes focusing on the effects and opportunities of land use regulation in the designated area.

Exercise 3 - Policy/Research/Design Project Proposal

Student teams will develop proposals based on their findings from the site analysis. During the remainder of the semester they will develop at least eight 32" x 48" graphic poster boards that will be presented before an audience during a final review. This exercise will include:

- Qualitative data visualization: Historical Timelines, category clusters, mappings, and relevant info-graphics.
- Quantitative data visualization: Charts, GIS mappings, lists, diagrams, and relevant info-graphics.
- Potential Implementation ideas and proposals based on pre-determined policy, research and design scopes.

To ensure the development of the exercises the class will be divided according to the following weekly structure. There may be times in which locations may change according to the needs of the course. Please see the schedule for specific dates and topics that will be covered.

- **Tuesday Lectures in CSOM 2-224:** Instructor or guest lecture. Q/A discussion based on assigned readings.
- **Thursday Pin Ups in HHH 85:** Student presentation of work-in-progress (pin ups). Final presentations.

III. Text and Course Website

Class lectures will mostly be derived from online municipal planning sources, books and articles. Please refer to the titles below for specific textbooks and links. Students are not required to buy textbooks.

Minneapolis, Minnesota Code of Ordinances, Title 20 - Zoning Code:

https://www.municode.com/library/mn/minneapolis/codes/code_of_ordinances

Minneapolis Plan for Sustainable Growth – Comprehensive Plan

http://www.minneapolismn.gov/cped/planning/cped_comp_plan_update_draft_plan

Bardach, A. 2012 *A Practical Guide for policy Analysis*. Thousand Oaks CA: CQ Press

Berke, Philip R., David R. Godschalk, and Edward J. Kaiser with Daniel Rodriguez. 2006. *Urban Land Use Planning, Fifth Edition*. Urbana: University of Illinois Press.

Hirt, S. 2014 *Zoned in the USA: The Origins and Implications of American Land Use Regulations*. Ithaca: Cornell University Press.

So, F. & Getzels, J. 2000 *The Practice of Local Government Planning 3rd Edition*. Washington DC. International City/County Management Association.

Talen, E. 2012 *City Rules: How Regulation Affects City Form*. Washington DC: Island Press.

Additional readings will be assigned during the semester to supplement the texts from the textbooks outlined above. Please note that all readings and course materials - syllabus, assignments, and lecture presentations - will be found in the course Moodle site that will be updated on a regular basis. To access the site:

1. Launch your Internet browser
2. Go to <http://www.myu.umn.edu>
3. Sign in using your x500 and password
4. Click on the My Courses tab
5. Scroll down to PA 5211 and click Moodle Site Link

IV. Outside Class Work

Because PA 5221 is a three-credit class you can expect to spend at least 6.5 to 7 hours per week on the assigned exercises in addition to time spent in class. These activities may include: visits, archival research, data collection and visualization, graphic board layout design, printing and practice presentations with fellow team members. Please coordinate with fellow team members to prevent the misalignment of schedules and ensure that assignments are submitted on time.

V. Team Work

Students will work as part of a team during all exercises. This is the way planners carry out their work. Planning is the art and science of arduous collaboration, negotiation, deliberation, invention and ultimately finding solutions before constraints. While you will have the opportunity to develop individual tasks, and shine according to your individual skills and interests, you will work in tandem with a group.

Teamwork will be an essential aspect of your educational experience. The conversations, observations and discoveries that you will embark upon as a group will ensure your success and the highest possible individual grade. The collective effort you will embark upon with fellow team members should be considered as an opportunity to experiment with ideas, share knowledge, and invent solutions.

This method is also employed to engage co-learning and mutual support among peers. Enabling a peer-to-peer environment where ideas are shared and tasks are managed with accountability, transparency, efficiency and support, will ensure you success and the highest possible individual grade.

Students should plan to work with fellow team members in a productive and respectful manner. Students are expected to help each other out and be in constant touch. Making others wait, leaving early, arriving late, being absent and failing to fulfill team-designated tasks will negatively affect your performance and frustrate the efforts of your team. The incapacity to work as a team will be evident during pin-ups and the final presentation of assigned exercises. Ultimately, if problems arise within teams that can't be resolved through internal communication and compromise please notify the instructor. For additional policies regarding these activities please see the section on *General Class Policies and Expectations*.

VI. Pin Ups and Critiques

Students must produce presentable work and make progress on assignments on a weekly basis. Given the evidence collection/evaluation/presentation nature of assignments and the ongoing deployment of graphic outputs, students will be asked to risk placing thoughts on paper and to explain their proposals amongst team-members, other students and the instructor. Pin ups will take place on Thursdays during assigned workshop class time unless otherwise noted. During these times, student teams will receive rigorous critiques focused on positive feedback. Critical input from the instructor and peers is meant to stimulate students in a challenging way and provide a positive, clear and thoughtful direction. Students will be challenged to remain open to critiques and learn to provide constructive critiques to their peers in return.

VII. Final Review

There will be no final exam for the class. However there will be a final presentation that will count as a final exam. Given the iterative character of course work your participation in the final review will be crucial for your success and the success of your fellow team members. Missing the final presentation can have a deep repercussion on your final grade.

VIII. Software, Graphic tools and Printing

This course will require you to produce a large volume of graphic materials: posters, maps, diagrams, images, hand drawings etc. If you have a laptop please consider obtaining Adobe CS6 Software – Adobe Photoshop, Illustrator, and Indesign - to carry out the work. If this is not possible Humphrey's computer Lab room 85 will be equipped with Adobe software for your use. You may also consider the learning commons located in room 50 at the basement of the Humphrey and the Wilson Library, where you can access these products and obtain guidance for tutorials (see: <https://www.lib.umn.edu/smart>). Lastly you may access software programs such as Arc GIS by accessing the remote desktop Service (see: <http://its.hhh.umn.edu/guides/storage-and-network/remote-desktop-service>)

In addition It is strongly recommended, that each student purchase the following:

- Razor point sharpies in black, blue, red, and green.
- Basic sketch book or notebook.
- Engineer's scale.
- 12" roll of tracing paper.
- Roll draft-dots or drafting tape and or pins.

There are several different digital printing locations across campus including one at 33 Social Science Tower (see the following link for specific locations: <http://www.printing.umn.edu/contact/copycenters.html#coffman>). In addition student computer lab located at Coffman Memorial Union B60 has three large-scale printers. Printing is always a challenge due to glitches. Please make sure you plan several hours to print test and print your material.

IX. Grading Breakdown, Criteria, Guidelines and Scale

Your grade for the course will be based on the following breakdown:

Assignments	% of Course Grade	Due Date
Exercise 1 – Planning Policy Presentation	15%	Tue Sept. 22 & Thur. Sept 24
Exercise 2 – Site Analysis	35%	Tue Oct. 20 & Thur. Oct. 22
Exercise 3 – Project Proposal	50%	Thur. Dec. 17

Grading Criteria

The exercises in class will be analytical in nature. The grades in this class will be determined by the ability to express this quality in written, oral and graphic form. Students should strive to use proper syntax; express ideas clearly, punctuate, spell and, constantly employ symbolic and visual modes of communication. In addition, the following criteria will be used when grading individual and team work this semester:

- *Analytical Thinking*: the ability to analyze, categorize, organize, and evaluate concepts, orally, graphically and in written form. The grade will be determined by the way students demonstrate critical thinking in determining the validity of findings, applying the correct methods for interpretation, addressing the comparison and contrast of evidences, and deploying pre-existing conceptual models and categories to explain findings.

- *Conceptual Ability*: the ability to generate abstract thoughts, think logically and organize ideas into a deliverable. The grade will be determined by the student’s ability to transform ideas into clear arguments and new findings through maps, info-graphics diagrams, graphics, and written statements.
- *Oral and Graphic Communication*: the ability to organize and transmit ideas in written, graphic, and oral form. All the deliverables should be of professional quality, and clearly convey a message or take-away. Oral presentations should adhere to public speaking best practices. You may use a mix of communication media to express your ideas effectively: text, maps, photographs, sketches, etc. Make sure that your assignments are presented neatly and in a professional manner— for instance all photographs, graphics and visual material should be well referenced and integrated with the text.
- *Research*: Grades will be determined by student’s ability to collect data, identify and reference primary sources, synthesize valuable information and discard unnecessary information. In addition the capacity to link qualitative, quantitative, historical and into a narrative that informs novel questions and original analytical frames will be considered for the grade.

Grading Guidelines

The instructor understands that grades are important to students on both a personal and professional level. Students are encouraged to review their grades at any time and discuss suggestions for improvement. This activity can be done individually or as a group.

A grade of “A” is earned only for exceptional work, as a way of honoring students who go “above and beyond” when completing course assignments. After all, the strict definition of an “A” grade is “exceptional” - not “average” or even “above average”.

The guidelines below should help explain general grading criteria but your instructor reserves the right to use his professional discretion, taking into account a student’s entire approach to the course: participation and alertness in class, consistent timely submissions of assignments, demonstrated and repeated willingness to assist other students with in-class assignments, and other factors. If you have any questions about this approach, you are more than welcome to talk with your instructor privately or as a group.

Grades	Interpretation Guidelines
A-, A and A+	For assignments that clearly demonstrate excellence , workplace-quality professional presentation and obvious dedication to meeting course-learning objectives, we reserve grades of A- and A. An A+ grade is very rarely issued, unless student work exceeds expectations on any and all levels. You should not expect to receive an “automatic A” simply by completing assignments; these grades are set-aside for students who go the extra mile. In instances where the work product is not of exceptional quality but the student has clearly demonstrated commitment in terms of extra time spent and/or seeking help with the assignment, earning a grade of A- is a strong possibility.
B-, B and B+	If work is above average in quality, thoroughness and presentation, the instructors issue a grade of B-, B or B+. These grades are interpreted to mean “much better than ‘just good’”; in such instances the student has demonstrated more of a commitment to quality work than an assignment graded with a C. If you receive a grade in the B’s, you can be assured that your work was of very good quality.
C-, C and C+	If student work is sufficient and acceptable , a grade of C or C+ will be issued because these grades are reserved for work of average quality. The instructor views a C or C+ as an acknowledgment of average and acceptable effort.
D and F	Student work that is sub-par on all levels will receive a D’ or demonstrates the barest of minimal effort will receive an F.
Zero	For assignments that are not submitted on the due dates listed in this syllabus and/or assignments which do not adhere to the late-submission policy described herein.

Grades on student work will be assigned according to the following scale:

A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
98-100	94-97	90-93	88-89	84-87	80-83	78-79	74-77	70-73	68-69	64-67	60-63	below 60

X. General Class Policies and Expectations

Attendance

- While attendance is expected at all scheduled class meetings, students are allowed to miss one class with prior notification to the instructor and coordination with fellow student team members. For each additional missed class a half letter grade will be deducted from the total final grade.

Plagiarism and cross-fertilization with other classes

- Sources must be properly documented for all materials (including data and photos) used in written reports and oral presentations. A student found to have engaged in plagiarism or other scholastic dishonesty as defined by the [Student Conduct Code](#) may be assigned a penalty up to and including failure in the course.
- You are welcome to use materials or products from other classes to develop the scopes in this class. In similar fashion if you are interested in developing the material for this class to address the assignments in other classes please coordinate with the instructor to ensure the correct alignment.

Extra Credit

- Extra credit will be difficult to offer since ongoing interaction and inter-dependency among team members is necessary to carry out classwork. Nevertheless, extra credit work will be considered under very unique circumstances. To address the need of extra credit notify the instructor ASAP to come up with a plan of action.

Incompletes

- The instructor will specify the conditions, if any, under which an "Incomplete" will be assigned instead of a grade. The instructor may set dates and conditions for makeup work, if it is to be allowed. "I" grades will automatically lapse to "F"s at the end of the next semester of a student's registration, unless an instructor agrees to submit a change of grade for a student during a subsequent semester to maintain the grade as an "I".

Communication with Instructor and Office hours

- Mandatory office hours will take place at least once a week to assess the ongoing development of the exercises. These face- to-face conversations will ensure your success in the class. Office hours are designed to focus on the development of your class work towards the conclusion of a successful project. Please come prepared and be ready to attend the session as you would a professional meeting.
- A sign up sheet will be available every week during class to determine times to meet.
- The instructor will be available on an ongoing basis to deal with circumstances that concerns the class. Please don't hesitate to communicate through email or visit office 295A. If you communicate through email you should expect a response within 12 hours. Phone calls are permissible under urgent circumstances between 8am and 8pm.
- Please check your email and the Moodle site on a regular basis to be updated on class developments, deadlines and relevant announcements.

Student Courtesy and Conduct

- All class participants (including the instructor and guest speakers) will aim to project an atmosphere of respect cooperation and tolerance. All participants are welcome to state opinions, debate points and propose alternatives, but these actions should be carried out under the banner of common sense, critical thinking, consideration and respect to members of all genders, nationalities, races and ethnicities.
- It is important that this classroom be a respectful environment where everyone can participate comfortably. One part of this is that everyone should be referred to by the name they prefer, the correct pronunciation of their name, and the pronoun they prefer.

Laptops and Cellphones

- If you bring your laptop to class, please focus on class related work such as taking notes. Laptops will be particularly useful during the scheduled workshop class period when you will be working with fellow team members, researching, presenting and evaluating evidences with the instructor.
- Unless you are enduring an emergency, please turn off your mobile phones during class. It is distracting to your peers and the instructor.
- During guest speaker presentations laptops will not be allowed. During presentations you are expected to provide full attention.

Disabilities and Special Accommodations

- Students with disabilities that affect their ability to participate fully in class or to meet all course requirements are encouraged to bring this to the attention of the instructor so that appropriate accommodations can be arranged. Further information is available from [Disabilities Resources](#) (180 McNamara).
- If you require special accommodations, please contact the course instructor as soon as possible to address your needs. Your request and any accommodations will remain strictly confidential.

XI. Class Schedule

Week 1	Sep 8	Lecture 0: Class Introduction & Syllabus Review - Email plan choices to instructor by Wednesday Sept. 9 th at 12pm
	Sep 10	Introduction to Assignment 1: Planning Policy PowerPoint - Develop project management sheet and PowerPoint draft
Week 2	Sep 15	Lecture 1: Land Use Regulation and Planning: Principles, Practices and Categories
	Sep 17	Pin Up - PowerPoint draft due
Week 3	Sep 22	<i>*Final Presentation: Planning Policy PowerPoint Group A*</i>
	Sep 24	<i>*Final Presentation: Planning Policy PowerPoint Group B*</i>
Week 4	Sep 29	Lecture 2: Land Use and American Urban History: Cases and Precedents
	Oct 1	Introduction to Assignment 2: Site Analysis
Week 5	Oct 6	Lecture 3: Making the Land Use Plan: Purposes, Types, and Scales
	Oct 8	Pin Up - Assemblage
Week 6	Oct 13	Lecture 4 + 5: Knowing how to use the Land: Measures, Indicators and Forecasts/ Land Use Models: Sustainability, Rationality, Consensus and Design
	Oct 15	Pin Up - Boards 1 & 2 + draft presentation
Week 7	Oct 20	<i>*Final Presentation: Site Analysis A & B*</i>
	Oct 22	<i>No Class – Anonymous Reflection Due</i>
Week 8	Oct 27	<i>No Class – Individual and Group Proposals due</i>
	Oct 29	Introduction to Assignment 3 – Policy Proposal
Week 9	Nov 3	Lecture 6: Land Use and Public Health: Active Living, Walking and Biking
	Nov 5	<i>Guest Lecturer Karen Nicolai, Manager for Healthy Community Planning Hennepin County</i> Pin Up: Boards 1 & 2 + draft presentation due
Week 10	Nov 10	Lecture 7: Land Use and Mobility: Transportation and Transit
	Nov 12	Pin Up: Boards 1 – 4
Week 11	Nov 17	Lecture 8: Land Use and Public Space: Urban Design and the Public Realm
	Nov 19	Pin Up: Boards 1 – 6
Week 12	Nov 24	Lecture 9: Land Use and Growth Management: Smart Growth Principles and Practices
	Nov 26	<i>Guest Lecturer: Mark Vanderschaaf, Director of Planning for the Metropolitan Council Twin C.</i> University closed for Thanksgiving Holiday
Week 13	Dec 1	Lecture 10: Land Use and Public Participation: Community Visioning and Goal Setting
	Dec 3	<i>Guest Lecturer: Tim Jenkins Food Access Coordinator Minnesota Department of Health</i> Pin Up: Boards 1 – 8
Week 14	Dec 8	Lecture 11: Land Uses in other places: Urban Informality, Alternative Economies and Emerging forms of Governance.
	Dec 10	All Boards due
Week 15	Dec 15	Flexible Day
	Dec 17	<i>* Team Projects Final Presentation*</i>
Week 16	Dec 22	Final Class Meeting