

# PA 5211: Land Use Planning

## Planning for Resilience on the Urban Edge

**Meeting time:** Thursdays 6:00 – 8:45 PM

**Classroom location:** HHH 15 & HHH 85

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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 by offering students a hybrid seminar/studio space where they develop proposals based on a particular location and an emergent theme.

Land use regulations are an essential facet of urban and suburban life across municipalities and unincorporated areas in the United States. As residents of these communities we encounter the consequences of land use regulations on a daily basis. Land use conventions define where we live, how we move, where we work, and why the places we go to and avoid look and develop in particular ways. Our urban future is contingent upon land use policy innovations that shape more than just the places we call home. It is also defined by the social norms and practices we carry out as people who use space as a tool to shape civilization. As cities transform according to land use policy innovations, how will land use regulations influence our prospects as healthy, just, and resilient communities?

To consider this question, PA 5211 will partner with the Resilient Communities Project at the Center for Urban and Regional Affairs and the City of Ramsey. We will broadly consider the topic of “Planning for Resilience on the Urban Edge”. The Twin Cities metropolitan council has designated the City of Ramsey as an “Emerging Suburban Edge” with an estimated population of 24,668 people and an expected population of 34,700 by the year 2040. Ramsey has average densities of 3 to 5 units per acre for new development and redevelopment. As such, this community is expected to target more intensive investments near regional transit nodes (Metropolitan Council System Statement for the City of Ramsey). This question brings to bear a number of real life scenarios where the topics of resilience, adaptation, incentive-driven regulation, and incremental change become important topics for land use planning innovations.

To consider these emergent topics, students will collect and develop graphics, qualitative and quantitative data, spatial analysis, policy analysis, and historic archival research. This work will involve four exercises: 1) **fieldwork exercise** for which students will visit the City of Ramsey, 2) a field experience called **white space reflection** focused on the comparative analysis of place based on race and equity, 3) **a land use project** elucidating innovative analytical, design, or policy based proposals that provide land use policy scenarios in the City of Ramsey, according to the best practices encompassing the topic of resilience, and 4) **a land use project final submission** integrating additional corrections following the final presentation of the semester.

Class work will be driven by critical questions arising from fieldwork and the iterative process of collecting and representing findings. This approach is driven by the impetus to understand the place where we live and our potential role as change makers in influencing its future. Some of the critical questions we will consider include: How does land use shape the built environment around us? Why does the City of Ramsey look or feel a particular way? How can the City of Ramsey attain its planning goals through inclusive policies that benefit the public good?

The exercises will allow students to become familiarized with the normative conventions of American land use policy and re-imagine them according to novel scenarios. In doing so, students will achieve the following objectives:

- Understand the historical, political, and social dimensions of land use regulation in American cities.
- Comprehend the theory as well as the practice behind zoning and other land use policies.
- Understand how municipal governance shapes land use decisions.
- Become familiar with the municipal codes, comprehensive plans, area plans, etc.
- Develop the ability to communicate planning proposals through oral presentations.
- Develop critical thinking, observation, and analytical skills to interpret the relationship between land use regulations and the physical conditions in the City of Ramsey.
- Apply graphic techniques, including freehand drawing, Adobe software, GIS mapping, data visualization, and information design to showcase findings and proposals.
- Practice leadership and team-oriented skills by working effectively with diverse individuals through hands-on, deadline-oriented team projects.

## II. Exercises

The semester will be structured around three main exercises for which students will develop base material, reflexive practices, preliminary findings, and final renderings to develop a final proposal. These exercises are intended to function incrementally by building knowledge, collecting data, and improving oral and graphic presentation skills.

### *Exercise 1 – Fieldwork and Data Collection*

Student teams will meet with their designated partners and collect preliminary data for their projects. This exercise will include:

- Field visits to collect the archival, qualitative, and quantitative information for their projects.
- The curation of these materials into manageable formats to shape a project narrative.
- The delivery of these materials to the 2<sup>nd</sup> Graphics for Planners session.
- The translation of these materials into digital outputs to jumpstart the land use project.

### *Exercise 2 – White Space Reflection*

Students will visit designated sites in the City of Ramsey to consider how land use policies influence patterns of racial concentration, the formation of racial identity, and personal bias. This exercise will include:

- An introduction to racial literacy categories.
- A comparative observation between two or more sites located in the City of Ramsey.
- A written reflection of the trajectory and the experience of moving from a White Space to a non-White Space.
- A cognitive map of the White Space.

### *Exercise 3 – Land Use Project*

Student teams will develop 9 to 12, 36" x 48" posters that will encapsulate their project. This material will be presented as "in-process work" during a semester mid-review and as a final product at the end of the semester review. This exercise will include:

- The application of spatial analysis to a concrete case/project.
- The graphic representation of physical conditions of a particular place.
- The policy analysis of existing land use policies as well as a consideration of their possible innovations.
- Online and archival research of planning policy documents and plans.
- 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.

### *Exercise 4 – Land Use Project Final Submission*

Student teams will revisit their project proposal following their final review to produce a final version of their work. This exercise will be defined by an intensive deadline at the end of the semester. Students are encouraged to refine their work during the semester to prevent an overload of corrections for the final markups.

## III. Session Structure

To ensure the delivery of class content and the development of exercises, each weekly session will be divided in two parts: a lecture part and a workshop part. The lectures will focus on the delivery of key concepts, theories, and best practices that define the past, current, and future debates of land use planning. Special attention will be given the recent innovations in land use planning addressing suburban retrofit: smart growth, form based codes, planned unit developments, overlay districts, etc. These parts will be arranged accordingly to maximize the production of deliverables.

## IV. Textbooks and Moodle

There are no required textbooks for the class. All readings will be placed in Moodle by September 14<sup>th</sup>. PowerPoint lectures will be derived from online municipal planning sources, books, and articles that will be placed in Moodle for reference. Additionally, it is highly encouraged that students become familiar with the City of Ramsey Comprehensive Plan: ([www.ci.ramsey.mn.us/comprehensiveplan](http://www.ci.ramsey.mn.us/comprehensiveplan)) and Zoning Code (<http://www.ci.ramsey.mn.us/zoning>). Please note that all readings and course materials 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

## V. Outside Class Work

Because PA 5211 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: site 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.

## VI. Team Work

With the exception of the White Space reflection, students will work in teams of two, three, and possibly four during the semester. Teamwork will be an essential aspect of the educational experience. It is an opportunity to experiment with ideas, share knowledge, and invent solutions. Teamwork also engages co-learning and mutual support among peers, where ideas are shared and tasks are managed with accountability, transparency, efficiency, and support. Students should plan to work with fellow team members in a productive and respectful manner. While students will be graded individually for their work, 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 designated tasks will negatively affect individual performance and frustrate the efforts of the team. The incapacity to work as a team will be evident during the presentation of assigned exercises. Ultimately, if problems that cannot be resolved through internal communication and compromise arise within teams, please notify the instructor. For additional policies regarding these activities, please see Section XI entitled: General Class Policies and Expectations.

## VII. Check-ins and Critiques

Students must produce presentable work and make progress on assignments on a weekly basis. Given the ongoing deployment of graphic outputs, students will be asked to risk placing thoughts on paper and explain their work to other students and the instructor. Check-ins will take place at every class session during the assigned workshop time of the session 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 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.

## VIII. Final Presentation

There will be no final exam for the class. However, there will be a final presentation and a final project submission that are crucial for your grade. Given the iterative character of course work, your participation in the final presentation and your delivery of the final submission are crucial for your success and the success of your fellow team member. Missing the final presentation and not delivering a final submission will greatly affect your final grade.

## IX. 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 AutoCAD, SketchUp, and Adobe CS6 Software – Adobe Photoshop, Illustrator, and InDesign - to carry out the work. If this is not possible, Humphrey's computer lab room 85 and the MURP lab are equipped with them. You may also consider the Learning Commons Space and the Wilson Library where you can access these products and obtain guidance. For tutorials, please refer to the material from the Digital Graphics for Planners class. You may access software programs such as ArcGIS 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 has the following:

- Razor point sharpies in black, blue, and red
- A sketchbook to carry out and develop the fieldwork
- 12" roll of tracing paper
- Drafting dots, drafting tape, and/or pins
- An architectural scale
- An engineering scale

## X. Assignments Breakdown, Grading Criteria, Guidelines and Scale

Assignment Breakdown	% of Course Grade	Due Date
Exercise 1 Fieldwork	10%	Thur. Sept. 21
Exercise 2 White Space Reflection	10%	Thur. Oct. 12th
Exercise 3 Land Use Project	50%	Thur. Dec. 8th
Exercise 4 Final Submission	10%	Thur. Dec. 21th
MID REVIEW	10%	Thur. Oct. 19th
Active Participation	5%	Ongoing
Attendance and Punctuality	5%	Ongoing

### 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 proper and standardized modes of communication. In addition, the following criteria will be used when grading individual and teamwork 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 conceptual models and categories to explain findings.
- *Conceptual Ability*: the ability to generate abstract thoughts, think logically, and organize ideas into a final deliverable. The grade will be determined by the student's ability to transform ideas into clear arguments and present new findings through maps, info-graphic, 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 the 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, and historical data into a narrative that informs novel questions and original analytical frames will be considered for the grade.
- *Iterative Progress*: This includes the ability to accept changes and corrections on previously produced work, embrace new ideas, and find ways to integrate them in a positive fashion in the development of the land use project.

*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 (**NOTE: This grade will only be awarded if all markups are taken under consideration and addressed in the final submission**). 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 the 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 in team assignments.

Grades	Interpretation Guidelines
A---, A and A+	For assignments that clearly demonstrate <b>excellence</b> , 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. <b>Going the extra mile means addressing all changes and iterations that are pointed out by the instructor in the final submission.</b> In instances where the work product is not of exceptional quality but the student has 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 <b>above average</b> in quality, thoroughness, and presentation, the instructors will 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 <b>sufficient and acceptable</b> , 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 <b>sub-par on all levels</b> is a D. The <b>barest of minimal effort is an F.</b>
Zero	For assignments that are not submitted in the final submission (Exercise 4)

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

**XI. General Class Policies and Expectations**

*Attendance and tardiness*

- 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.
- Attendance will be taken at the beginning of the class through a sign-in sheet.
- Students who arrive 10 minutes late from class will not receive attendance credit for that session unless the delay has been communicated to the instructor.

*Plagiarism and cross-fertilization with other classes*

- Sources must be properly documented for all materials that are produced in the class (including data and photos). A student found to have engaged in plagiarism or other scholastic dishonesty as defined by the [Student Conduct Code](#) may be assigned a penalty, including failure in the course.
- You are welcome to refer to 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*

- There is no extra credit for the class. It is difficult to offer extra credit since ongoing interaction and collaboration among team members is necessary to carry out classwork.

#### *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*

- Office hours are not mandatory but they are crucial to ensure the management of any issues that may arise. If you have a topic that you would like to discuss with the instructor, please communicate with the instructor ASAP. Please come prepared and be ready to attend the session as you would a professional meeting.
- Please email the instructor to set up a time to have office hours. Best times to meet are usually every weekday in the afternoons after 2pm or just before the class session on Thursdays.
- The instructor will be available on an ongoing basis to deal with circumstances that concern the class. Please do not hesitate to communicate through email or visit office 295A. If you communicate through email you should expect a response within 12 hours.
- Please check your email and the Moodle site on a regular basis to stay 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, and political status.
- It is important that this classroom be a respectful environment where everyone can participate comfortably. 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.
- If you need to make a phone call or answer a phone call please exit the classroom to diminish disruptions.
- Laptops must be closed during guest speaker presentations and mid-review presentations.

#### *Disabilities and Special Accommodations*

- Students with disabilities that affect their ability to fully participate in class or to meet all course requirements are encouraged to bring their concern 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.

#### *Assessing progress with Academic advisors*

- Students will be asked to address any concerns on issues that arise from their progress with the graduate academic advisor at the Humphrey School of Public Affairs.
- The professor can also contact the graduate academic advisor in case any issues regarding progress arise to ensure the Student's successful completion of the course.

#### *Mental Health and Stress Management*

- As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: <http://www.mentalhealth.umn.edu>.

## Sexual Harassment

- "Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents  
Policy: <http://regents.umn.edu/sites/regents.umn.edu/files/policies/SexHarassment.pdf>

## Equity, Diversity, Equal Opportunity, and Affirmative Action

- The University provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents  
Policy: [http://regents.umn.edu/sites/regents.umn.edu/files/policies/Equity\\_Diversity\\_EO\\_AA.pdf](http://regents.umn.edu/sites/regents.umn.edu/files/policies/Equity_Diversity_EO_AA.pdf).

## **XII. Participating in the Resilient Communities Project (RCP) and Licensing Your Work Under Creative Commons**

The Resilient Communities Project (RCP, [rcp.umn.edu](http://rcp.umn.edu)) is a program at the University of Minnesota whose mission is to provide students with applied-learning opportunities, and city partners with research and technical assistance that help to advance local sustainability and resilience. Students participate in the program by enrolling in a course where the instructor has agreed to incorporate an RCP-sponsored project. Students complete work on the project as part of a course assignment, and agree to share their work with the city partner at the end of the semester.

In order to share student work with its city partner, RCP requires that students who participate in an RCP project grant a Creative Commons Attribution-NonCommercial 3.0 (<http://creativecommons.org/licenses/by-nc/3.0/>) for any work product (e.g., a final report, PowerPoint presentation, poster, etc.) created in conjunction with the project. This license allows others to reproduce, distribute, and adapt or build upon the work product, for non-commercial purposes only, as long as they appropriately credit those who worked on the project. Under the terms of this license, you may still copyright your work as your own, and any copyrighted work will still be protected under applicable federal copyright law.

By remaining enrolled in PA 5211 and choosing to participate in an RCP-sponsored project as part of the course, you agree to license through Creative Commons any work product created in conjunction with the RCP project.

## XII. Class Schedule

Week 1	September 7 <sup>th</sup> September 9 <sup>th</sup>	<i>Lecture: Introduction to Syllabus and Class</i> <i>Graphics for Planners: Fieldwork exercises and intro to digital graphics</i>
Week 2	September 14 <sup>th</sup>	<i>Lecture: Assignment 3 Presentation: Land Use Project</i> <i>Land Use Project Partner Presentations</i> <i>Assignment 1 Presentation: Fieldwork</i> (Homework: Go to Ramsey, meet with the partners, and collect fieldwork data)
Week 3	September 21 <sup>nd</sup> September 23 <sup>rd</sup>	<i>Lecture: Land Use Planning: Foundations, Methods and Key Debates</i> Workshop: <b>Assignment 1 Due</b> , Re-story-boarding the land use project Graphic for Planners: Turning fieldwork data into Poster 1
Week 4	September 28 <sup>th</sup>	<i>Lecture: Land Use Planning: Governance Structures, Mechanisms and Conflicts</i> Workshop: <b>Poster 1 (or 2) Due</b>
Week 5	October 5 <sup>th</sup>	<i>Lecture: Land Use and Racial Equity: Understanding the Legacies of Zoning</i> <i>Assignment 2 Presentation: White Space Reflection</i> Workshop: <b>Posters 1 – 2 (or 3) Due</b>
Week 6	October 12 <sup>th</sup>	<i>Lecture: NO CLASS (Assignment 2 Due)</i> Workshop: <b>Posters 1 – 3 (or 4) Due</b>
Week 7	October 19 <sup>th</sup>	<i>Lecture: MID REVIEW Assignment 2 Due at the beginning of Class</i> Workshop: <b>Posters 1 – 4 (or 5) Due</b>
Week 8	October 26 <sup>th</sup>	<i>Lecture: Suburbia? I: Smart Growth and “Not So New” Urbanism Fixing Suburbia? I:</i> <i>Suburban retrofits: PUD’s, Mix Use, Form Based Codes</i> Workshop: <b>Posters 1 – 5 (or 6) Due</b>
Week 9	November 2 <sup>nd</sup>	<i>Lecture: Fixing Suburbia? II: Transit Oriented Development and “Active” Transportation</i> Workshop: <b>Posters 1 – 6 (or 7) Due</b>
Week 10	November 9	<i>Lecture: Fixing Suburbia? III: Emergent Topics: Food systems &amp; Public Health</i> Workshop: <b>Posters 1 – 7 (or 8) Due</b>
Week 11	November 16	<i>Lecture: Land Uses Beyond: Urban Informality</i> Workshop: <b>Posters 1 – 8 (or 9) Due</b>
Week 12	November 23	<b>***** THANKSGIVING HOLIDAY *****</b>
Week 13	November 30 <sup>th</sup>	Workshop: <b>Posters 1 – 9 (or 12) Due</b>
Week 14	Friday December 8	<b>Final Presentation – HHH Atrium (all Posters Due)</b>
Week 15	December 13 December 21	<b>Presentation of Assignment 4: Final markups</b> <b>Assignment 4 due</b>