

UNIVERSITY OF MINNESOTA

PA 5211: Land Use Planning Fall 2020

Meeting Time: Mondays 6 - 8:45 PM

Classroom Location: Online Zoom

Yingling Fan (Instructor)

Office Hours: online by appointment

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Course Description

A perennial question for land use planners is how to create human settlement patterns that promote sustainable, equitable, and livable outcomes for residents of urban, suburban, and rural communities. This course will explore answers to this question, with a focus on real-world planning processes and implementation strategies. Students will be exposed to a variety of methods, tools, and techniques that planning practitioners can use to create and implement high-quality land use plans.

The course will provide experience in information analysis and synthesis; oral, written, and graphic communication; and working effectively as a member of a planning team and with community stakeholders to create a comprehensive land use plan. By the end of this course, students should be able to:

1. Describe and assess existing and emerging community conditions;
2. Formulate goals and objectives toward a community vision statement;
3. Translate projections of economic and population changes into their implications for land use and community services;
4. Determine the suitability of land and locations for various land uses;
5. Apply computer technology to specific plan-making tasks such as mapping, land suitability analyses, and drawing plans;
6. Create a comprehensive land use plan that meets the community's objectives, accommodates future population and economic needs, and incorporates community aspirations for a quality of life; and
7. Outline a development management and implementation program that helps bring about such a future.

Class Format

This class is structured around a semester-long team project in which teams of students will work through a complete plan-making process for a local city in the Twin Cities region. Teams who are interested in creating land use plans for cities outside the Twin Cities region are required to work closely with the instructor to ensure that data needed for all exercises are available.

The complete plan-making process in this class features a total of six exercises. For the first exercise, you will be assigned to a team of 2-3 students. Upon completing Exercise 1, you will self-select into a team of 5-6 students, and you will remain with this second team throughout the semester. Many class meetings will be devoted in whole or in part to working in these teams or to presenting and discussing team products. You will

develop a sense during the course of the semester that you are responsible for each other's mastery of the course content, as well as your own understanding.

To ensure that that class time is largely dedicated to cooperative learning, this course will apply the [Flipped Classroom](#) approach as needed. Students are provided access to a series of short video lessons that may be completed at their convenience. In-class, active learning sessions will offer students direct interactions with the instructor, the TA, and the peers. These interactions will reinforce the video lessons with problem-solving exercises completed in teams, with assistance from the instructor and TA.

The cooperative learning and application approach is emphasized in this course for two reasons. First, the course is aimed at "higher order" skills such as applying methods, evaluating plans, synthesizing information and values, and creating plans, rather than mastery of facts or theories. Second, public sector planning practice typically involves working in groups to define issues, solve problems, or make plans. This class is a good place to begin developing the skills you will need for professional practice.

Texts and Course Website

The recommended textbook for this course is:

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. (Referred as ULUP on the Canvas site)

Additional readings in recent years will be assigned during the semester to supplement the text. The readings—along with other course materials such as the syllabus, assignments, and lecture presentations—can be found on the course's Canvas site. To access the site, please use <https://canvas.umn.edu/courses/204993>.

Class Policies and Expectations

The following apply to all students enrolled in the class:

- Your attendance is expected at all scheduled class meetings, including work sessions. Class begins at 6 PM; please arrive on time.
- You should be respectful of fellow classmates, guest speakers, and the instructor at all times.
- You are expected to adhere to group norms agreed upon by your team members.
- Please use your laptop or desktop computer rather than a phone or tablet for the zoom-based class meetings. The class will incorporate hand-on experiences as needed. It is important that you have access to your computer during the class time.
- 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. If you have any questions regarding the expectations for a specific assignment, please ask the course instructor directly.
- Except in extreme circumstances, late assignments will be penalized with a 20% grade reduction for each 24 hours late, including weekends.
- If you require special accommodations, please contact the course instructor as soon as possible to discuss your needs. Your request and any accommodations will remain strictly confidential.

Assignments and Grading Policies

Your grade in this class will reflect your performance on the following. Extra credit is not available.

Exercise 1 (20%): State of the Community Report

Exercise 2 (10%): Vision Statement and Policy Framework

Exercise 3 (15%): Area-Wide Land Policy Plan

Exercise 4 (25%): Community-Wide Land Use Design and Illustrative Small-Area Plan

Exercise 5 (10%): Development Management Plan

Exercise 6 (10%): The Complete Plan

Class Participation (10%): Participation includes not only attending class, but also contributing to class discussions, participating in in-class activities, and engaging with guest speakers. Quality of participation is more important than quantity.

The specific criteria you will be graded on will be provided with individual assignments. I will use the following grading standards for assignments and the final course grade:

- A: Achievement that is outstanding relative to the level necessary to meet the requirements of the course or assignment
- B: Achievement that is significantly above the level necessary to meet the requirements of the course or assignment
- C: Achievement that meets in every respect the requirements of the course or assignment
- D: Achievement that is worthy of credit even though it fails to meet fully the requirements of the course or assignment
- F: Achievement that fails to meet even the minimum requirements of the course or assignment

Incompletes will not be given except in extreme circumstances.

If you have a question about the grade you receive on any assignment, please discuss the issue with the course instructor at your earliest convenience.

Course at a Glance (Note: Detailed schedule, including assigned readings and video lessons, available on Canvas)**Part I: Understanding the Land Use Planning Arena**

- 9.14 † M Course Overview; Introduction to Land Use Planning; & Conceptual Models of Planning
- 9.21 † M The Planning-Making Process and What Makes a Good Plan Teams formed for Exercise 1
Guest Speaker: Wesley Durham, Senior Planner, Minneapolis

Part II: Planning Support Systems and the State of the Community Report

- 9.28 † M Planning Support Systems; Population and Economy; & Environmental Systems
Guest Speaker: Todd Graham, Principal Demographer, Met Council
- 10.5 † M Land use systems; Transportation, Infrastructure, and Community Facilities; & Optional GIS Lab
- 10.12 M Poster Presentations of State of the Community (in person) Due: Exercise 1 poster

Part III: Building Community Consensus on Vision and Goals

- 10.19 † M Scenario Building, Visioning Process, & Core Values Due: Exercise 1 report
Guest Speaker: Anton Jerve, Principal City Planner, St. Paul
- 10.26 M Student Discussion of Sample Vision Statements (in person)

Part IV: Developing an Area-Wide Land Policy Plan

- 11.2 † M Area-Wide Land Policy Plan: Concept, Purposes, and Process & Equity and Inclusion in Regional Planning Due: Exercise 2 report
- 11.9 † M Urban Growth and Open Space Conservation Districts

Part V: Creating a Communitywide Land Use Design

- 11.16 † M Employment and Commercial Centers; Residential Habitats Due: Exercise 3 report
- 11.23 † M Small Area Plans; Community Design Workshops (in person)

Part VI: Managing Development

- 11.30 † M Development Management Concepts and Processes; & Growth Management Tools Due: Exercise 4 report
- 12.7 M Guest Lecture on Zoning Ordinances & Course Evaluations Public hearing roles assigned

Part VII: Presentations and Simulated Public Hearings

- 12.14 M Simulated Public Hearing (online) Due: Exercise 5 & 6

† Required readings and video lessons are assigned for this date.