

College of Art, Architecture & Planning of Cornell University
 Department of City and Regional Planning
Syllabus for CRP 5530 - Land-Use Regulation
 Spring 2012

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Prerequisites

The prerequisites for enrollment in CRP 5530 are:

- Good standing as a graduate student at Cornell University
- Successful completion of CRP 5130 - Introduction to Planning Practice and History.

Students are encouraged, but not required, to have completed CRP 6530 - Legal Aspects of Land-Use Planning. In addition, students will have an easier time with the analytical portions of this course if they have completed CRP 5250 - Introductory Methods of Planning Analysis.

Course Overview

Focus and Goal

The course is designed for graduate city and regional planning students to gain an understanding of:

- The values and legal contexts that underpin the regulation of land-use, focusing on metropolitan areas of the United States of America but also drawing on experience in other parts of the world
- How land-use regulatory schemes are prepared and implemented
- The promise and pitfalls associated with regulatory tools—zoning, subdivision regulation, and growth management systems—as implemented by local governmental entities that regulate land-use.

Phase I - Context

During the initial portion of the course we will explore the recent history of land-use regulation in the United States—from 1970 to 2010. At the outset of this period, less than twenty percent of local governments in the United States had zoning ordinances and by the end of this period only about five percent of local government agencies were uninvolved in explicit regulation of land-use.

We will review the legal context within which general purpose local governments (cities, townships and counties) undertake land-use regulation in the United States. As established by the Constitution of the United States and more than two hundred and 235 years of tradition, state and local governments (not the federal government, determine how land-use planning and regulation will occur. This makes the study of land-use regulation in the United States an inherently comparative undertaking.

Phase II - Land-use Planning

The second part of the course covers the process of making plans. Increasingly, land-use regulation is based on plans, although it is often conducted outside of the context of plan (such as when there is a zoning ordinance but no comprehensive general plan. When

undertaken, plan making consists of both gathering and generating information to be used in creating plans for future development, redevelopment and conservation (of natural and man-made resources.)

Phase II - Implementing Plans and Regulating Land-use

After Spring Break, we will review in greater detail techniques for guiding or regulating land-use, including zoning, subdivision regulations, infrastructure phasing and other growth management tools as well as open space planning, regulation and management.

Course Details

Meeting Time and Location

West Sibley 115 - Tuesday and Thursday - 11:40 AM to 12:55 PM

Faculty

Instructor

H. Pike Oliver hpo3@cornell.edu +1 (607) 280-0002 214 W. Sibley Hall

Students may arrange appointments via e-mail. The instructor's calendar is available on Google Calendar at <http://tinyurl.com/HPOcalendar>.

Drop-in visits are welcome between 9:00 AM and 5:00 PM on Mondays, Wednesdays and Fridays on those days and times during which the instructor's calendar is clear.

Assistant

Emily Goldman eag53@cornell.edu +1 (917) 557-3931

Texts

There are three texts for the course. They are on two-hour reserve in the Fine Arts Library. The texts are:

Berke, Philip R., David R. Godschalk and Deward J. Kaiser with Daniel A. Rodriguez (2006.) *Urban Land-use Planning*, 5th Edition. Urban, IL: University of Illinois Press

Fulton, William (2005). *Guide to California Planning*. Point Arena, CA: Solano Press Books

Duncan, James and Arthur Nelson (1995.) *Growth Management Principles and Practices*. Chicago: APA Planners Press

Detailed Course Outline with Readings

Phase I - Context for Land-Use Planning and Regulation

Week 01 - January 24 and 26

- Topics
 - Introduction to course
 - The evolution of city and regional planning in the context of post World War II suburbanization and central city decline and regulatory expansion from the late 1960s to the end of the 20th century
 - Key legal cases such as Agins, Dolan and Nolan
 - Current developments in planning and regulation
 - Sustainability and land-use planning and regulation
- Readings¹

Jacobs, Harvey M. (1999.) Fighting Over Land: America's Legacy . . . America's Future? *Journal of the American Planning Association* 65(2), pp. 141-149.
<http://www.tandfonline.com/doi/abs/10.1080/01944369908976043#previaw>

Reznick, Lauren (2007.) The Death of Nolan and Dolan? Challenging the Constitutionality of Monetary Exactions in the Wake of Lingle v. Chevron. *Boston University Law Review*, 87(3), pp. 725-757.
<http://www.bu.edu/law/central/jd/organizations/journals/bulr/volume87n3/>

Berke, Philip R., David R. Godschalk and Deward J. Kaiser with Daniel A. Rodriguez (2006.) *Urban Land-use Planning, 5th Edition*. Urban, IL: University of Illinois Press

Read Chapters 1-3, pages 1-83

Berke, Philip R. (2002.) Does Sustainable Development Offer a New Direction for Planning? *Journal of Planning Literature*, 17(1), pp. 20-35.
<http://arroyofilms.com/ftpuser/2nd%20wknd/Berke.pdf>
- Readings (not required) for additional background

Kaiser, Edward J. and David R. Godschalk (1995/2004). Twentieth Century Land-use Planning. In Jay M. Stein (Ed.), *Classic Readings in Urban Planning - Second Edition*, (pp. 124-146). Chicago: American Planning Association.

¹ Completing the assigned readings prior to class significantly enhances class discussion!

Callies, David L (1980/2004). The Quiet Revolution Revisited. In Jay M. Stein (Ed.), *Classic Readings in Urban Planning - Second Edition*, (pp. 111-123). Chicago: American Planning Association.

Popper, Frank J. (1988/2004). Understanding American Land-use Regulation Since 1970. In Jay M. Stein (Ed.), *Classic Readings in Urban Planning - Second Edition*, (pp. 98-111). Chicago: American Planning Association.

Week 02 - January 31 and February 2

- Topics
 - Defining and explaining sprawl
 - Local governance and land-use planning in the USA
- Readings on defining and explaining sprawl

Gordon, Peter and Harry Richardson (1997.) Are Compact Cities a Desirable Planning Goal? *Journal of the American Planning Association* 63(1): 95-106
<http://courses.washington.edu/gmforum/Readings/reading.html>

Ewing, Reid. (1997.) Is Los Angeles Style Sprawl Desirable? *Journal of the American Planning Association* 63((1), 107-126.
<http://courses.washington.edu/gmforum/Readings/reading.html>

Ewing, Redi, Rolf Pendall, and Don Chen (2002.) Measuring Sprawl and Its Impact. *Smart Growth America*.
<http://www.smartgrowthamerica.org/sprawlindex/MeasuringSprawl.PDF>.

Kanpp, G. J., Y. Song and Z. Nedovic-Budic (2007.) Measuring Patters of Urban Development: New Intelligence for the War on Sprawl. *Local Environment*, 12(3), 239-257.
<http://www.tandfonline.com/doi/abs/10.1080/13549830601183412?journalCode=cloe20#preview>
- Additional readings related to sprawl (not required, but helpful)

Fulton, William, Rolf Pendall, Mai Nguyen and Alica Harrison (2001.) *Who Sprawls Most? How Growth Patters Differ Across the U.S.* Washington: Brookings Institution.
<http://www.brookings.edu/es/urban/publications/fulton.pdf>

Carruthers, J.I., and G.F. Ulfarsson (2003.) Urban Sprawl and the Cost of Public Services. *Environment and Planning B: Planning & Design* 30(4), 503-522.
www.greenfieldadvisors.com/publications/urbspra.pdf

Wachs, Martin (1984.) "Autos, Transit and the Sprawl of Los Angeles: The 1920s". *Journal of the American Planning Association*. (50)3, 297-310.
<http://www.tandfonline.com/doi/abs/10.1080/01944368408976597#preview>

Fishman, Robert (2000). The American Metropolis at Century's End: Past and Future Influences. Fannie Mae Foundation Annual Housing Conference 1999.
<http://kp2.vinq.com/showdoc.html?id=791>

- Fishman, Robert (2004) - ARBEITSMATERIALIEN WORKING PAPERS, 2004 - <http://www.shrinkingcities.com/downloads1.0.html>
- Downs, Anthony (1994/2004). Why We Need a New Vision. In Jay M. Stein (Ed.), *Classic Readings in Urban Planning - Second Edition*, (pp. 391-400). Chicago: American Planning Association.
- Calthorpe, Peter (2011). Urbanism in the Age of Climate Change: Vision California - Five Part Series. S.F. Streets Blog. Retrieved from <http://sf.streetsblog.org/2011/01/26/urbanism-in-the-age-of-climate-change-vision-california/>
- Readings on local governance and land-use planning
 - Fulton, William (2005.) *Guide to California Planning*. Point Arena, CA: Solano Press Books
 - Chapter 4, pp. 65-78, *The Structure of Planning Decision-Making: Local Governments*,
 - Chapter 5 (pp. 79-101) *The Structure of Planning Decision-Making: Other Players*.
 - Meck, Stuart, FAICP (2002.) *Growing SmartSM Legislative Guidebook: Model Statutes for Planning and the Management of Change*. Chapter 7. www.huduser.org/publications/pdf/growingsmart_guide.pdf
 - Focus on:
 - Why Should Local Governments Plan*, pp. 7-5 through 7-18
 - Organizational Structure*, pp. 7-30 through 7-31, and the enabling language from page 7-31 through 7-43, paying special attention to the commentary text (denoted with diamonds at the beginning.)

Week 03 - February 7 and 9

- Topics
 - State and regional growth management
 - Smart growth
 - Urban containment
- Readings
 - Duncan, James and Arthur Nelson (1995.) *Growth Management Principles and Practices*. Chicago: APA Planners Press
 - Chapter 1 and Chapter 2, pp. xi-xii and 1-36, *Preface, The Purposes of Growth Management and State and Regional Growth Management Approaches*
 - Burchell, Robert W., David Listokin and Catherine C. Galley (2000.) *Smart Growth: More Than a Ghost of Urban Policy Past, Less Than A bold New*

Horizon. Housing Policy Debate, 11(4), 821-879
http://users.rowan.edu/~hasse/sprawl/literature/hpd_1104_burchell.pdf

Pendall, Rolf, William Fulton and Jonathan Martin (2002.) Holding the Line: Urban Containment in the United States
http://www.brookings.edu/~media/Files/rc/reports/2002/08metropolitanpolicy_pendall/pendallfultoncontainment.pdf

Phase II - Local Land-Use Plans and Planning

Week 04 - February 14 and 16

- Topics
 - Participation in comprehensive planning
 - The planning process and policy framework plans
- Readings on participation

Berke, Philip R., David R. Godschalk and Deward J. Kaiser with Daniel A. Rodriguez (2006.) *Urban Land-use Planning*, 5th Edition. Urban, IL: University of Illinois Press

Read Chapter 9 - *State of Community Report*, pp.265-286

Lowry, Kem, Peter Adler and Neal Miler (1997.) Participating the Public: Group Process, Politics, and Planning. *Journal of Planning Education and Research*, 16(3), 177-187. <http://jpe.sagepub.com/content/16/3/177.short>

Brody, Samuel D., David R. Godschalk and Raymond J. Burby (2003.) Mandating Citizen Participation in Plan Making: Six Strategic Planning Choices. *Journal of the American Planning Association*, 69(3), 245-264
<http://www.tandfonline.com/doi/abs/10.1080/01944360308978018#preview>
- Additional background and case study readings and other materials on participation

Davidoff, Paul (1965/2004). Advocacy and Pluralism in Planning. In Jay M. Stein (Ed.), *Classic Readings in Urban Planning - Second Edition*, (pp. 41-52). Chicago: American Planning Association.

This book is on reserve in the Fine Arts Library or a “rough” copy of the article may be accessed at
www.polsci.chula.ac.th/pitch/urbanpolitics2007/davidoff.pdf

Environmental Justice Case Study
<http://www.umich.edu/~snre492/Jones/stlouis.htm#ESLARP>

Reardon, Kenneth (2003). Riding the Rails for Justice. *Shelterforce Online*²
(March/April 2003)
<http://www.nhi.org/online/issues/128/ridingrails.html>

Reardon, Kenneth (2003). Ceola's Vision, Our Blessing: The Story of an Evolving Community—University Partnership in East St. Louis. In Barbara Eckstein and James A. Throgmorton (Eds.), *Story and Sustainability: Planning, Practice, and Possibility for American Cities*, (pp. 113 - 140). Cambridge: MIT Press. Available in the Readings tab of the Content section of the Blackboard site for CRP 5530.

Week 05 - February 21 and 23

- Topics
 - Planning support system

- Readings and other materials

Berke, Philip R., David R. Godschalk and Deward J. Kaiser with Daniel A. Rodriguez (2006.) *Urban Land-use Planning, 5th Edition*. Urban, IL: University of Illinois Press.

Read Chapter 4 - *Planning Support Systems*, pp. 85-115

Week 06 - February 28 and March 1

- Topics
 - Analyzing and planning for the local and regional economy

- Readings and other materials

Berke, Philip R., David R. Godschalk and Deward J. Kaiser with Daniel A. Rodriguez (2006.) *Urban Land-use Planning, 5th Edition*. Urban, IL: University of Illinois Press.

Read Chapter 5 - *Population and Economy*, pp. 117-146

Read Chapter 12 - *Communitywide Land Use Design: Employment and Commercial Centers*, pp. 347-380

Metropolitan Washington Council of Governments (2002.) *Metropolitan Washington Regional Activity Centers: A Tool For Linking Land Use and Transportation Planning*. <http://www.mwcog.org/uploads/publications/Blta20031126183601.pdf>

² SHELTERFORCE is the journal of affordable housing and community building for the National Housing Institute, which is dedicated to fostering decent affordable housing and a vibrant community for everyone.

Week 07 - March 6 and March 8

- Topics
 - Implementing plans
 - Criteria and methods for monitoring and evaluating plans

- Readings and other materials

Berke, Philip R., David R. Godschalk and Deward J. Kaiser with Daniel A. Rodriguez (2006.) *Urban Land-use Planning*, 5th Edition. Urban, IL: University of Illinois Press.

Read Chapter 15 - *Development Management*, pp. 449-473

Susan Waldner (2004). Planning to Perform (2004). Evaluation models for City Planners. *Berkeley Planning Journal*. 17(204), 1-28. Retrieved from:
http://www.ced.berkeley.edu/pubs/bpj/pdf/Waldner_FINAL.pdf

The MIT website on urban upgrading contains some examples of challenging questions for plan evaluation.

- For key questions, go to:
<http://web.mit.edu/urbanupgrading/upgrading/whatis/index.html>
- For background on monitoring and evaluation tools. Go to -
<http://web.mit.edu/urbanupgrading/upgrading/issues-tools/tools/monitoring-eval.html>

Vitor Oliveira and Paulo Pinho (2010). Evaluation in Urban Planning - Advances and Prospects. *Journal of Planning Literature*, 24(4), 343-361. doi:
[10.1177/0885412210364589/jpl.sagepub.com/content/24/4/343.refs](http://dx.doi.org/10.1177/0885412210364589/jpl.sagepub.com/content/24/4/343.refs)

Phase III - From Plans to Reality

Week 08 - March 13 and 15

- Topics
 - Implementing the plan
 - Plan evaluation roundup. The discussion on March 15 will focus on the plans evaluated by students in anticipation of the March 18 due date for ASSIGNTPO3 - Plan Evaluation.

Readings

Berke, Philip R., David R. Godschalk and Deward J. Kaiser with Daniel A. Rodriguez (2006). *Urban Land-use Planning*, 5th Edition. Urban, IL: University of Illinois Press

Chapter 15, 449-476 - *Development Management*

Week 09 - March 27 and 29

- Topics
 - Principles of Zoning
 - Modifying zoning via planned unit development (PUD) and form-based codes
- Readings

Fulton, William (2005). *Guide to California Planning*. Point Arena, CA: Solano Press Books

Chapter 7, 127-144, *The Basic Tools, Part 2: Zoning*

Meck, Stuart, FAICP (2002.) *Growing SmartSM Legislative Guidebook: Model Statutes for Planning and the Management of Change*. Chapter 8.
www.huduser.org/publications/pdf/growingsmart_guide.pdf

The Evolution of Model Zoning and Subdivision Statutes, pp. 8-4 thru 8-19

General Provisions, pp. 8-19 thru 8-25 (the definitions)

Commentary on Gauging Regulatory Consistency with a Local Comprehensive Plan, pp. 8-33 thru 8-35

Section 8-201, Zoning Ordinance, pp. 8-50 thru 8-55

City of Ithaca, NY. Municipal Code, Chapter 186: Flood Damage Protection

Start from
http://www.cityofithaca.org/index.asp?Type=B_BASIC&SEC={6B7853-5C88-4C4E-A99A-3COE9FF208D4} and navigate to Chapter 186
- Additional (not required, but helpful) readings

Ellickson, Robert C. (1973). Alternatives to Zoning: Covenants, Nuisance Rules, and Fines as Land Use Controls. *University of Chicago Law Review* (40), 681-771 <http://www.jstor.org/pss/1599220>

NOTE: This is a lengthy article that offers a most comprehensive critique of zoning from a libertarian viewpoint. Rolf Pendall and the instructor recommend it highly. It may alter your perspective on zoning.

Tiebout, Charles M. (1956). A pure Theory of Local Expenditures. *Journal of Political Economy*, 64(5), 416-424. <http://www.jstor.org/pss/1826343>

NOTE: This classic article—often referred to as the “Tiebout sorting article”—justifies the use of exclusionary devices such as zoning mechanisms to ensure that households have the opportunity to move to jurisdictions where they may find their optimal bundle of taxes and public (or privately provided) services. For a Wikipedia summary overview, go to the link below:

http://en.wikipedia.org/wiki/Tiebout_model

Week 10 - April 3 and 5

- Topics
 - Subdivision and site plan standards and exactions
 - Site plan review processes, growth controls and environmental review

- Readings and other materials

Fulton, William (2005). *Guide to California Planning*. Point Arena, CA: Solano Press Books

Chapter 8, 145-154, *The Basic Tools, Part 3: The Subdivision Map Act*

Chapter 9, 155-179, *The California Environmental Quality Act*

Chapter 10, 183-195, *Exactions*

Chapter 11, 197-210, *Traditional Growth Management*

Meck, Stuart, FAICP (2002.) *Growing SmartSM Legislative Guidebook: Model Statutes for Planning and the Management of Change*. Chapter 8.

www.huduser.org/publications/pdf/growingsmart_guide.pdf

Commentary and model statute on subdivision ordinances and review, pp. 8-57 thru 8-68

Commentary and model statute on site plan review, pp. 8-68 thru 8-74

Commentary and model statute on uniform development standards, pp. 8-84 thru 8-90

Commentary on development improvements and exactions, pp. 8-129 thru 8-134, skimming the state-specific discussion for context.

Southworth, Michael and Eran Ben-Joseph (1995). Street Standards and the Shaping of Suburbia. *Journal of the American Planning Association*, 61(1), 65-81 <http://www.tandfonline.com/doi/abs/10.1080/01944369508975620>

New York State Department of Environmental Conservation (ND). Local Official's Guide to SEQR.

http://www.dec.ny.gov/dcos/permits_ei_operations_pdf/seqrofficials.PDF

City of Livermore Planning Department (1994). 1994 Housing implementation Program. Livermore, California.

<http://content.knowledgeplex.org/kp2/cache/documents/2863.html>

Week 11 - April 10 and 12

- Topics
 - Off-site infrastructure
- Readings

Duncan, James and Arthur Nelson (1995). *Growth Management Principles and Practices*. Chicago: APA Planners Press

Chapter 7, 94-111, *Facility Planning, Adequacy, and Timing*

Chapter 8, 122-133, *Facility Financing*

Fulton, William (2005). *Guide to California Planning*. Point Arena, CA: Solano Press Books

Chapter 19, 319-335, *Infrastructure and Infrastructure Finance*

Chapter 20, 337-352, *Transportation Planning and Financing*

Chapter 21, 353-364, *School Facilities Planning*

Week 12 - April 17 and 19

- Topics
 - Open space - Federal, state and regional context
 - Open Space - Local programs
- Readings

Duncan, James and Arthur Nelson (1995). *Growth Management Principles and Practices*. Chicago: APA Planners Press

Chapter 3 - Resource Land Protection, pp. 37-55

Chapter 4 - Special Area protection, pp. 56-65

Hollis, Linda and William Fulton (2002). *Open Space Protection: Conservation Meets Growth Management*. Brookings Institution Center on Urban and Metropolitan Policy.
http://www.brookings.edu/reports/2002/04metropolitanpolicy_hollis.aspx

Daniels, Thomas L. (1997). Where Does Cluster Zoning Fit in Farmland Protection? *Journal of the American Planning Association*, 63(1), 129-137
<http://www.tandfonline.com/doi/abs/10.1080/01944369708975730>

Arendt, Randall (1997). Basing Cluster Techniques on Development Densities Appropriate to the Area. *Journal of the American Planning Association*, (63)1, 137-145.
<http://www.tandfonline.com/doi/abs/10.1080/01944369708975731>

Wright, John B. (1994). Designing and Applying Conservation Easements. *Journal of the American Planning Association*, (60) 3, 380-388
<http://www.tandfonline.com/doi/abs/10.1080/01944369408975596>

Week 13 - April 24 and 26

- Topics
 - Downsides of regulation, including segregation and housing affordability
 - The promise of idealism encounters the pitfalls of enforcing the status quo
- Readings and other materials

Quigley, J. M., and L. Rosenthal, (2005), "The Effects of Land Use Regulation on the Price of Housing: What do We Know? What Can We Learn," *Cityscape*, 8, 69-138. <http://urbanpolicy.berkeley.edu/pdf/QR2005.pdf>

Cox, Wendell (2011). *The Association between Prescriptive Land Use Regulation and Higher House Prices: Literature Review on Smart Growth, Growth Management*. Demographia <http://www.demographia.com/db-dhi-econ.pdf>

Manville, Michael (2011.) *Does Diversity Inhibit Collective Action, Liberty and Community in Urban Planning*. Unpublished article, Cornell University. The article is posted in the Readings and Resources section of the Contents tab at the Blackboard site for the CRP 5530

Week 14 - May 1 and May 3

- Topics

- Reversing segregation
 - Current trends
 - Strategies for inclusive cities and neighborhoods
- Implementation round up
 - Discussion of student's work in progress

- Readings and other materials

Iacofano, Daniel and Susan Goltsman (2011.) *Inclusive Design: Moving Beyond New Urbanism*. <http://www.inclusivecity.com/Content/10012/preview.html>

Interviews with Daniel Iacofano and Susan Goltsman

Iacofano

<http://www.inclusivecity.com/Content/10013/preview.html>

Goltsman

<http://www.inclusivecity.com/Content/10014/preview.html>

Read samples from the Inclusive Cities Book

<http://www.inclusivecity.com/Content/10003/InclusiveCityForum.html>

Smith, David Barton (2005.) *Eliminating Disparities in Treatment*. The Commonwealth Fund. <http://www.commonwealthfund.org/Publications/Fund-Reports/2005/Aug/Eliminating-Disparities-in-Treatment-and-the-Struggle-to-End-Segregation.aspx>

Student Work

The course has several requirements for student work. They include:

- Preparing for class by:
 - Completing readings and reviewing other materials as assigned

- Preparing questions or talking points in advance of class
- Participating in class discussion
- Completing and submitting reflective reading assignments and a term project per the directions contained in subsequent sections of this syllabus, specifically the sections that are linked below:
 - Three Reflection Papers
 - Term Project.

Most class sessions will involve debriefings of course readings and discussion of related topics. You should be prepared to both share your ideas and to listen to and interpret the issues presented by others.

Being prepared and carefully listening to and effectively responding to others are important to a successful and enlightening conversation. The quality of the discussions depends entirely student willingness to exchange ideas and to be supportive of and engage colleagues in constructive dialogue. Students will be evaluated on the quality of contribution to class discussions.

Class Discussion

Quality class discussion comments possess one or more of the following properties:

- Tie your comment to the dialogue that is taking place.
- Ask questions of clarification to ensure you are correctly understanding points being made by others.
- Demonstrate your understanding of what has just been said by others (show you are listening).
- Make sure your point or question is clear and well thought through
- Offer a unique, but relevant, perspective based upon analysis and theory (not simply upon intuition or casual observation)
- Contribute to moving the analysis and discussion forward
- Transcend the “I feel” syndrome (i.e., include evidence, demonstrate recognition of basic concepts, and integrate these with reflective thinking)
- Link relevant concepts to current relevant events
- Avoid disrespecting and wasting the time of others by unnecessarily reiterating points that have already been made or by asking questions that proper preparation would have answered.

Attendance

Attendance at class sessions is a requirement of this course. **Any student missing more than two class sessions without a valid excuse (medical, family emergency)**

may receive a failing grade for the class. Students are expected to be present and ready to begin class at 11:40 AM.

Course Communications

The instructor will post course materials and links to additional information at the Blackboard site for the course. Otherwise, students should rely on the links provided in this syllabus. Of course, students engage in finding additional resources on their own by taking advantage of what is accessible via creative searching on the Internet and visiting the various Cornell University libraries. Please contact the graduate assistant or the instructor should you encounter difficulty obtaining any items referenced in this syllabus or on the Blackboard site for the course.

Students are required to prepare and submit assignment documents via Assignment Manager at the Blackboard site for the course in accordance with the Assignment Submittal and Format Requirements section of this syllabus.

Quizzes

There may be unannounced quizzes during the semester, as an encouragement for students to keep up with reading.

Three Reflection Papers

Each student is expected to prepare and submit three short papers between January 24 and February 10. The total grading points available for these papers is 300—100 each.

The papers should respond to the readings on those days and the syllabus contains questions for reflection. The papers may respond to those questions or to other issues raised by the readings or that arise from class discussion, but all of these papers should refer in some way to the assigned readings for these dates.

Submit these papers in strict accordance with the instructions contained in this syllabus. Review carefully the instructions detailed in the subsection Preparing and Submitting Assignments of this syllabus. In particular, pay close attention to the detailed requirements for spelled out under the headings that are linked below:

- Format
- Spelling, Grammar and Readability
- Citation Management
- Using Assignment Manager.

The file names for the three reflection papers will be ASSIGN01-LastName-NetID, ASSIGN02-LastName-NetID, ASSIGN03-LastName-NetID. The Blackboard site will contain locations for uploading these assignments labeled as ASSIGN01, ASSIGN02 and ASSIGN03. As noted in the instructions for using assignment manager, students need not insert any additional naming or description of the file when uploading the assignments. If the instructor were to be submitting the first reflection paper, the file name would be: ASSIGN01-Oliver-hpo3.

In order to be graded, assignments must be submitted in accordance with the instructions noted above.

Term Project

For the term project each student will evaluate a jurisdictional (city, county or township) land-use plan (or element) and zoning and/or other implementing ordinances. The total grading points for the term project work is 600 points, divided into

Students may choose any jurisdiction but will find that in the United States plans tend to be of higher quality in state where planning statutes are up-to-date and growth has been robust. While students are free to pick any jurisdiction, the following states are likely to offer jurisdictions with more robust opportunities for evaluation: Arizona, Colorado, California, Florida, Georgia, Maryland, Minnesota (Twin Cities only), New Jersey, North Carolina, Oregon, Utah and Washington.

The educational goals of the term project assignment are to:

- Gain in-depth exposure to a plan and regulatory framework
- Encourage clear and concise thinking
- Exercise analytical and critical thinking skills in the context of city and regional planning and land-use regulation
- Enhance communication skills—written and oral
- Improve research skills.

Files prepared for submittal in connection with the term project must follow the file naming convention for the course, using the short-hand assignment name, last name and NetID. For example, if the instructor were to be submitting the first assignment for the term project the file name would be ASSIGNTPO1-Oliver-hpo3.

Students who want to work on particularly complicated jurisdictions may pick one to two partners with whom to collaborate. In those cases, the file name must be amended to include both last names and NetIDs.

ASSIGNTPO1 - Select Plan/Regulation

Students must identify a jurisdiction (city, county or townships) and the land-use plan (or element of a comprehensive plan) that they intent to evaluate, including a no more than one page summary of the plan document and its implementing land-use regulation framework. Ten grading points are available for this submittal and it is due by February 14.

ASSIGNTPO2 - Plan Evaluation Criteria

Individual students or teams must submit plan evaluation criteria for the selected plan. Guidance for this assignment will be provided separately. Up to 90 grading points may be awarded for this assignment and it is due by February 28.

ASSIGNTPO3 - Plan Evaluation

Individual students or teams must submit the plan evaluation. Guidance for this assignment will be provided separately. This assignment will receive a maximum of 100 grading points and it is due by March 18.

ASSIGNTPO4 - Implementation/Regulatory Evaluation

Individual students or teams must submit an evaluation of the implementation of the plan including a detailed assessment of the land-use regulation portions of the implementation scheme. A total of 150 grading points are available for this assignment and it is due by May 5.

ASSIGNTPO5 - Brief Presentation of Conclusions

The class will meet during the time period allotted for the final exam or at another mutually convenient time during the final examination period. Students must be prepared to make a brief presentation of the conclusion of their plan and land-use regulation evaluation. A total of 50 points are available for this assignment.

Preparing and Submitting Assignments

Argument

Make a good argument: provide evidence for assertions, qualify statements, counter reasonable objections, and generally make a clear and defensible argument (See Booth, Wayne, Gregory G. Colomb, and Joseph M. Williams (2008). *The Craft of Research*. Chicago: University of Chicago Press, especially the section on “Making a Claim and Supporting It”)

Format and File Naming

Use a serif type font of at least 11 pt. for text. Examples are Times New Roman, Bookman, Garamond and Palatino. Students may use any other similar font. Sans serif fonts may be used for section and chapter titles.

Every page must have a header at the upper right in italicized 10 pt. font (which may be sans serif) containing the assignment code followed by the student name(s) and Net ID—in caps and bold, followed by the page number using the format of page x of y.

For individual assignments, the header should look like the example that follows.

ASSIGNXX-LastName-Net ID
Page 1 of 10

The easiest way to create the page number is to activate a function such as the Microsoft Word feature that automatically inserts the page number in the format of “Page x of y”.

Left and right margins of papers must be at least one inch. The margin above the header must be at least one inch and the margin at the bottom of the page must be at least one inch.

The file name for assignment documents is to follow the format below.

ASSIGNXX-LastName-NetID

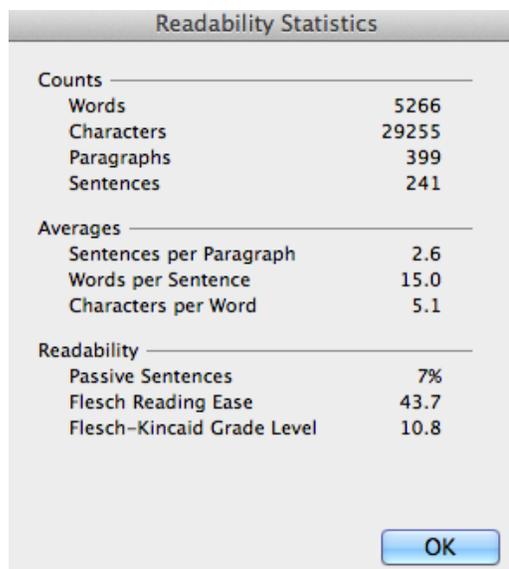
So, if the instructor were submitting for the first assignment, the file name would be as follows:

ASSIGN01-Oliver-hpo3

Spelling, Grammar and Readability

Prior to submitting assignments, check the spelling and grammar. This is easy to do with the functions embedded in Microsoft Word. Also review and include the readability statistics at the end of the document. When there is a page limit, it is fine to place the readability statistics on an additional separate page, which will not be counted for page limit purposes. The easiest way to do this is to take a screen shot of the Readability Statistics and paste it into the document.

Please see the example on the following page.



The image shows a screenshot of the 'Readability Statistics' dialog box in Microsoft Word. The dialog box is titled 'Readability Statistics' and contains three sections: 'Counts', 'Averages', and 'Readability'. Each section has a list of metrics and their corresponding values.

Readability Statistics	
Counts	
Words	5266
Characters	29255
Paragraphs	399
Sentences	241
Averages	
Sentences per Paragraph	2.6
Words per Sentence	15.0
Characters per Word	5.1
Readability	
Passive Sentences	7%
Flesch Reading Ease	43.7
Flesch-Kincaid Grade Level	10.8

OK

For some background on readability statistics, see Stibbe, Matthew (2006, Feb. 24.)³ Instructions on how to turn on readability statistics in the Microsoft Word 2010 for Windows may be found at <http://grok.lsu.edu/Article.aspx?articleid=14250> and for

³ Stibbe, Matthew (2006, Feb. 24). More on Readability Metrics. *Bad Language, Writing About Writing*. <http://www.badlanguage.net/more-on-readability-metrics>

Microsoft Word 2011 for Macs, go to <http://hightestscores.org/2011/06/readability-stats-word-for-mac/>.

The goal for passive sentences should be to try to get into the single digits, or at least the low double digits in terms of the percentage of sentences scored as “passive.” As to the Flesch-Kincaid Grade Level, the goal should be to try to keep it at 12.0 or below. If a student can achieve these scores the writing will have an “active” ambience and is likely to be understood by most people.

Citation Management

When referring to sources please use the citation conventions of the American Psychological Association. We are using this citation format because it is the one used by the Journal of the American Planning Association, the a major professional journal for city and regional planning. Despite the fact that the acronym for both organizations is “APA”, these citation rules and conventions come only from the American Psychological Association. A handy guide to this APA citation style is available from the Cornell University Library at

<http://www.library.cornell.edu/resrch/citmanage/apa>.

Using Assignment Manager

Upload all assignments via the Assignment Manager function on the Blackboard site for the course. Make sure to save a copy of your original, just in case the file disappears from the Blackboard site.

Do not write in a name for the assignment at the Assignment Manager. Just use the browse button to attach the file that you saved and named according to the format described above. Blackboard will automatically use that name for the listing that will appear in the Gradebook.

Please note the following:

- If you have multiple files to upload for a particular assignment, place them into a zip file prior to uploading and upload a single zip file containing all the files for that assignment.
- Students must format their documents in accordance with the requirements outlined in this section of this syllabus.
- Including the readability statistics is a requirement. If you are having difficulty with this, please see the instructor or the teaching assistants for help.
- The only cases in which the instructor will extend the deadline for assignments are death-in the extended family, birth of a child in the immediate family and severe illness in the immediate family.

Academic Integrity

Each student in this course must abide by the Cornell University Code of Academic Integrity as explained in The Essential Guide to Academic Integrity at Cornell published by the Office of the Provost and the Office of the Dean of Students in August

2011. An electronic version of this document is available at <http://newstudentprograms.cornell.edu>.

Among other things, students must meet a standard of absolute integrity in all academic undertakings. Students shall not in any way misrepresent their work, or fraudulently advance their academic standing, or be party to another student's failure to maintain academic integrity. ***Specifically, unless otherwise assigned as teamwork product, any work submitted by a student in this course for academic credit, including but not limited to homework, quizzes, exams and case study briefs, must be independent work.*** No one, other than the instructors, may provide assistance of any sort.

Please note that students agree that by taking this course all required papers might be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com website.

Grading

Grading Points

ACTIVITY/DELIVERABLE	POINTS
Quizzes	100
Reflection Papers	300
Term Project	
• Plan Evaluation	200
• Implementation Evaluation	200
Participation	200
TOTAL	1,000

Point Range for Letter Grades

GRADE	POINT RANGE
A+	970 - 1,000
A	930 - 969
A-	900 - 929
B+	870 - 899
B	830 - 869
B-	800 - 829
C+	770 - 799
C	730 - 769
C-	700 - 729
D+	670 - 699

D	630 - 669
D-	600 - 629
F	559 or lower

Written Assignment Grading Rubric

Grading of written assignments will be based on the following grading rubric.

Criterion	Excellent - A	Good - B	OK - C	Below Standard - D	Missing - F
Content	Hits on almost all content MEMORABLE	Hits on most key points and writing is interesting	Hits on basic content and writing is understandable	Hits on a portion of content and/or digressions and errors	Completely off track or did not submit
Argument	Coherent and completely organized	Coherent and reasonably well organized	Fairly coherent	Some confusion and vagueness	Missed the point completely
Sources	Sources are cited and are used critically ⁴	Sources are cited and some are used critically	Some sources are missing	Sources are not cited	Did not include
Writing	Writing and graphics are nearly error free	A few writing and spelling errors but none that are critical for comprehension	More than a few writing and spelling errors that may impede comprehension	Many careless writing and spelling errors that impede comprehension	Same as below standard
Graphics and fonts	Easy to read fonts and legible graphics and striking layout	Easy to read fonts and legible graphics	Adequate fonts and graphics but weak execution or content	Tiny fonts and graphics that are difficult to decipher	Same as below standard

⁴ Critical use of sources reflects and understanding of the referenced material and that it is a relevant in terms of providing illustrating or supporting a point that the student is making.

Term Project Grading Rubric

Criterion	Excellent = A	Good = B	OK = C	Below Standard = D	Missing = F
Content	Completely, clearly, and accurately defined and bounded the topic/issue	Sufficiently defined and bounded the topic/issue	Topic/issue defined but lacks completeness, clarity, accuracy, and/or boundaries	Poor definition of the topic/issue	Did not complete
Gather the Evidence	Well research and includes a variety of sources	Sufficiently researched	Research evident but could be stronger, more varied, and/or more complete	Little evidence supplied	Did not complete
Graphics	Excellent visual images that pertain to and illustrate the topic/issue	Good visual images pertinent to the topic or issue	Adequate graphics that are generally relevant to the topic or issue	Visual images do not pertain to the topic or issue	Did not complete
Spelling and grammar	No more than one error in spelling and grammar	No more than three errors in spelling and grammar	No more than five errors in spelling and grammar	More than five spelling and grammar errors	Did not complete
Explanations and descriptions	Completely, clearly, and accurately explained or described the topic/issue	Sufficiently explained or described the topic/issue	Topic/issue explained or described but lacks completeness, clarity, and/or accuracy	Did not adequately explain or describe the topic/issue	Did not complete
Visual Appeal	Colorful, neat, detailed, inviting and eye-catching	Colorful, neat, detailed and professional	Needed		

Students with Disabilities

In compliance with the Cornell University policy and equal access laws and regulations, the instructor is available to discuss appropriate academic accommodations that may be required for students with disabilities. Please make any request for academic accommodations at the outset of the semester or as soon as possible following an accident or illness, so that we may make appropriate accommodations.

Resource Materials

The Fine Arts Library has copies of the three texts, which are on two-hour reserve. Additional materials will be placed on reserve during the course of the semester. Supplemental materials may be added during the semester.

Planning is a monthly magazine (ten issues annually) of the American Planning Association (APA), that reports on current developments in city and regional planning. It is a complement to their more academic Journal of the American Planning Association. For more information, please visit <http://www.planning.org/planning/>.

The best way to subscribe to *Planning* is to join the American Planning Association as a student. Membership includes the subscription, at an annual cost of \$45 (otherwise the subscription by itself is \$75.) See the link to join on line below:

<http://www.planning.org/join/students/index.htm>.

Urban Land is the monthly magazine of the Urban Land Institute. This publication provides practical articles on a wide variety of subjects related to development issues and opportunities and discusses solutions to land-use and development problems in line with the global mission of the Urban Land Institute—its publisher—to provide leadership in the responsible use of land and in creating and sustaining thriving communities worldwide. You may learn more at <http://www.uli.org/ResearchAndPublications/Magazines.aspx>.

As with the APA the best way to subscribe to *Urban Land* is to obtain a student membership, which costs \$90 annually. More information is available at the link copied below:

<http://www.uli.org/JoinULI/Student.aspx>.

Planetizen is the dominant Internet based source of information related to city and regional planning. It is free. Go to <http://www.planetizen.com>.

If you visit the instructor's blog at www.urbanexus.com you find listed along the right-hand side numerous websites and blogs that address a variety of topics related to city and regional planning.

Syllabus Updates

This syllabus will be posted to the Blackboard site for CRP 5530 and will be updated from time-to-time during the semester. Students are responsible for checking to see that they have the most current edition of the syllabus.

Listed below are the dates on which the syllabus for CRP 5530 has been revised.

- 2012-01-15