CRP 5530 Concepts and Methods of Land Use Planning

Great Lakes in Sunglint (NASA, International Space Station, 06/14/12). Image credit: NASA/JSC. Creative Commons - (CC BY-NC 2.0).

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Office Location: 214 W. Sibley Hall
Office hours: Mondays 1-2; Fridays 10:00-noon, other times by appointment
Class Day and Time: Tuesdays and Thursdays, 2:55 - 4:10
Class Location: Sibley 101. Sometimes in the 3rd floor lab

Teaching Assistant: Amanda Micklow, acm325@cornell.edu (office: 315 W. Sibley Hall)
Graduate Research and Teaching Specialist: Christine Ma, lm629@cornell.edu; 573-999-4737

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Course Overview

Planners are expected to address changing conditions and evolving knowledge of environmental systems, politics, economics, society, and public process. To create land use plans, planners apply technical and political skills, problem-solving, and creativity to the process of creating common, spatially explicit visions of the future. Planners propose solutions for reconciling multiple and often conflicting goals. The concepts and methods that planners apply today will have durable consequences; they are intended to generate land development patterns that will positively affect the accessibility of residents to employment and services, the protection of natural resources, and the equitable distribution of common resources into the future.

This course provides an overview of land use planning concepts, frameworks, institutions, movements, and methods. Participants gain an understanding of land use planning at multiple scales, from statewide frameworks to local and regional government plans to small area plans. The course covers comprehensive planning methods and urban systems. It is intended to provide familiarity with a wide range of concepts and hands-on experience in applying planning support tools and designing methods of participation. This year, the class will focus on assisting the City of Ithaca’s Planning Department and Comprehensive Plan Committee with the comprehensive planning process.

Course Format

This course includes lecture, in-class activities, participation and staffing of public open houses, and presentation of recommendations to the City of Ithaca Planning Department and members of the City’s Comprehensive Plan Committee. Most lectures and discussions will take place in Sibley 101. We may move to the 3rd floor lab of Sibley hall for some activities. We will meet in other locations in Ithaca for open houses. Some proficiency with GIS is recommended, but not required.

Learning Objectives

- Purpose and Meaning of Planning: appreciation of why planning is undertaken by communities, cities, regions, and nations, and the impact planning is expected to have.
- Plan Creation and Implementation: integrative tools useful for sound plan formulation, adoption, and implementation and enforcement.
- The Future: understanding of the relationships between past, present, and future in intervention to influence the future.
- Governance and Participation: appreciation of the roles of officials, stakeholders, and community members in planned change.
- Sustainability and Environmental Quality: appreciation of natural resource and pollution control factors in planning, and understanding of how to create sustainable futures.
- Growth and Development: appreciation of economic, social, and cultural factors in urban and regional growth and change.
- Social Justice: appreciation of equity concerns in planning.
Quantitative and Qualitative Methods: data collection, analysis and modeling tools for forecasting, policy analysis, and design of projects and plans.

**Required Texts and Materials**
The following are required textbooks. They are also on reserve at the Fine Arts library.

- Additional readings will be provided.

**Evaluation**

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Weekly Mini-assignments</td>
<td>20%</td>
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<tr>
<td>Comprehensive Plan Open House Participation</td>
<td>20%</td>
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<td>Individual Reflection Memo</td>
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<tr>
<td>Design and Execution of Student Open House</td>
<td>25%</td>
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<tr>
<td>Final Team Project: Comp Plan Chapter Analysis</td>
<td>25%</td>
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<tr>
<td>and Recommendations (Report and Presentation)</td>
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<tr>
<td>Attendance/Class Participation</td>
<td>10%</td>
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**Classroom Policies**

Laptops - You may bring a laptop to class; however, do not use for unrelated e-mail checking, social media, or other irrelevant and distracting tasks.

Attendance – You are expected to be in class and participate. Attendance is mandatory and absences will affect your grade. For every class you miss, 10% will be deducted from your class participation grade. In the event of an illness or family emergency, you should send an e-mail indicating the reason for your absence. You are also expected to actively participate in class activities.

Academic Integrity – Your work must be your own. When you use a map, photograph, or diagram from another source or when you quote text, you must provide a reference to the artist or author. All of your work should be consistent with Cornell’s Code of Academic Integrity, available here: [http://cuinfo.cornell.edu/Academic/AIC.html](http://cuinfo.cornell.edu/Academic/AIC.html).

Note to students with disabilities: If you have a disability-related need for reasonable academic adjustments in this course, please provide the instructor with an accommodation notification letter from Student Disability Services as soon as possible. A notification letter should be provided within the first two weeks of the semester or from the occurrence of an injury or illness. I would like to invite you to set up a meeting with me to discuss needed accommodations in a confidential environment. If you have not done so already, I encourage you to meet with Student Disability Services for disability verification and determination of reasonable accommodations.

Teamwork – You will be expected to participate in a team project. The best work is typically the outcome
of regularly scheduled meetings and active and cooperative team work. Your teammates will be asked to evaluate your participation and this will be figured into participation and assignment grades.

Course Schedule

The contents of this syllabus may shift throughout the semester to enhance learning objectives and outcomes and respond to unforeseen circumstances. If changes are made in the readings or assignments, this information will be communicated as early as possible.

Week 1 - Class Overview, the Use and Scales of Land Use Planning, What Frameworks Guide Us in Spatial Planning?
Thursday, January 22

- No readings due.
- Review assignment due next week.

Week 2- Dissection of Comprehensive Plans – Purpose and Process; Designing in Collaborative Public Participation in Land Use Planning Processes
Due Tuesday, January 27:

- Readings: ULUP Chapters 1, 2, and first part of 3 to page 69.
- Examine the City of Ithaca Comprehensive Planning information here: http://www.cityofithaca.org/165/City-Comprehensive-Plan. Make sure to read “What is a Comprehensive Plan?” and look through draft Land Use Chapter.
- Skim additional digital comprehensive plan library available on Blackboard. This is here for your reference throughout the semester.

In class: Guest Speakers from City of Ithaca Planning Department JoAnn Cornish, Planning Director, and planner Megan Wilson.

Due Thursday, January 29:

- Charrette readings 1 + 2 posted to Blackboard.

Weekly Exercise 1 Due: 1-page summary of main concepts or take-aways from Tuesday and Thursday readings. Envision that you are a successful professional planner 5-10 years from now. You are looking for inspiration and guidance. Summarize the key concepts from the readings for your future self. Upload to blackboard as a word doc or PDF.
Week 3 – Local Plans in a State and Federal Context; Necessity and Complexity of Regional Coordination

Readings due Tuesday, February 3


Thursday, February 5
Readings due:


Weekly Exercise 2 due: 1-page summary of main concepts or take-aways from Tuesday and Thursday readings. See instructions from week 1.

Outside of Class: Attend talk by Jessica Millman Frida Friday, February 6 from 12:20 – 2:30 in the Kaufman Auditorium.

Week 4 – Introduction to Planning Support Systems, Existing Conditions Community Inventories

Tuesday, February 10
Readings due for class:

- ULUP – Chapter 4
- Be sure to look at City of Ithaca’s “Planning Influences Report” and “Planning Issues Report” posted here: http://www.cityofithaca.org/165/City-Comprehensive-Plan

Thursday, February 12
Readings due for class:

- “Finding Sustainability in Conservative Contexts: Topics for Conversation between American Conservative Elites, Planners and the Conservative Base”

Weekly Exercise 3 due: See blackboard.
Week 5 – Population Trends, Future Demand for Housing and Jobs

Tuesday, February 17 - No class – February break

Thursday, February 19:
Readings due for class:
- ULUP – Chapter 5.

Reading must be completed by class and will be referenced in activities in class. **However, there is no weekly mini-assignment due this week.**

Week 6 – Density and Urban Form; Zoning and Form-based Codes

Tuesday, February 24
Readings due for class:
- ULUP – Chapter 7
- Excerpt from Randolph, John. Environmental Land Use Planning and Management. pages 609 (beginning with Conventional Land Use Regulations) to page 633.

Thursday, February 26
Readings due for class:

**Weekly exercise 4 due:** See blackboard for instructions.

Guest speaker in class: George Franz

Week 7 – Environmental Systems; Climate Change and Resilience; Green Infrastructure

Tuesday, March 3:
Readings due Tuesday:
- ULUP Chapter 6: Environmental Systems
- Resilient Coast Cities reading: New York City

Thursday, March 5:
Readings due Thursday:
Weekly exercise 5 due: See blackboard for instructions.

Week 8 – Green Infrastructure continued, Complete Transportation Systems

Tuesday, March 10:

Readings Due Tuesday:

- ULUP chapter 8

Thursday, March 12:

Readings due Thursday:

- New York State Department of Transportation, Complete Streets [https://www.dot.ny.gov/programs/completestreets](https://www.dot.ny.gov/programs/completestreets)
- National Complete Streets Coalition: [http://www.smartgrowthamerica.org/complete-streets](http://www.smartgrowthamerica.org/complete-streets)

Weekly exercise 6 due: See blackboard for instructions.

Optional:


Week 9 – Scenario Planning Tools and Techniques; Plan Evaluation

Tuesday, March 17:

Readings due for class:

- “Future visioning of local climate change: A framework for community engagement and planning with scenarios and visualization”
- Envision Tomorrow materials on blackboard.

Thursday, March 19:

Readings for Thursday:

- ULUP pages 69-83.


**Weekly exercise 7 due:** See blackboard for instructions.

Week 10 - Activity Centers and Employment Centers; Commercial and Industrial Uses

Tuesday, March 24:

Readings due Tuesday:

- ULUP Chapter 12

Thursday, March 26:

Readings due Thursday:


**Weekly exercise 8 due:** See blackboard for instructions.
Spring Break

Week 11 - Residential Communities, Affordable Housing; Methods of Modeling Urban Change; Build Out, and Susceptibility to Change

Tuesday, April 7:

Readings due:

- ULUP Chapter 13
- Skim Vermont Housing Assessment Guide

Thursday, April 9:

Readings due:


**Weekly exercise 9 due:** See blackboard for instructions.

Week 12 – Assessing Building Stock; Infill, Redevelopment and Retrofitting; Downtown Revitalization, Main Streets, and Historic Preservation, Conservation Districts

Tuesday, April 14:

Readings due Tuesday:


Thursday, April 16:

Readings due Thursday:

- Read about the National Mainstreet Program: [http://www.preservationnation.org/main-street/about-main-street/#.Utlfx7Qo6pp](http://www.preservationnation.org/main-street/about-main-street/#.Utlfx7Qo6pp)

**Weekly exercise 10 due:** See blackboard for instructions.

Week 13 – Next Steps for Plans; Equity and Sustainability Initiatives and Land Use

Tuesday, April 21 –

*Guest Speaker David West, Form Ithaca Zoning Reform project.*
Readings Due Tuesday:


Thursday, April 23:

Readings Due Thursday:

- Skim: [http://ecodistricts.org/](http://ecodistricts.org/)

Friday, April 24th midnight - Draft written team memo due for comment. Must be uploaded to Blackboard.

Week 14 - Odds and ends, wrapping up final project recommendations

Tuesday, April 28th: Work Session

Thursday, April 30th: Work Session

Week 15

Tuesday, May 5

Student Presentations

Course Wrap Up (Last Class)

Assignments

Assignment requirements and due dates are subject to adjustments throughout the semester. Additional instructions will be given in class and posted on blackboard.

A. **Weekly Mini-assignment**

Weekly Mini-assignments are short exercises that relate to the readings and the concepts and methods discussed in class. In some cases, exercises will simply consist of summarizing readings, in other cases, it will involve gathering data from web tools for planning analysis purposes or testing scenario planning tools.

B. **Student Open House Plan**
All students in the class will draft a plan for a student open house. This assignment consists of a class-generated memo with a plan for the open house, public outreach and involvement, and data collection and reporting. This will be conveyed back to JoAnn, Megan, and the Comprehensive Plan Committee in the form of a short class-generated document.

DEADLINE DETERMINED IN CLASS. WRITE IN HERE: _______________________

C. **Staffing Comprehensive Plan Open House and Reflection Essay**

Each student will sign up for participation in an open house organized by the City of Ithaca. Students will staff a booth and help collect feedback from the public. They will also help to set up and take down the open house materials.

After staffing an open house, each student must draft a 2-page reflection essay. This will not be shared beyond the classroom, unless permission is provided. This is due 2 weeks after attending an open house.

DATE OF OPEN HOUSE YOU WILL ATTEND: _____________________________

DEADLINE FOR REFLECTION ESSAY (2 WEEKS LATER): __________________

D. **Organizing and staffing class-organized Student Open House**

The class will design and execute a student open house on the Cornell campus toward the end of April/beginning of May. The results of the open house will be put together in a report. The Planning Department will open house materials, but students in the class will organize and run it.

WRITE IN DATE OF STUDENT OPEN HOUSE: _____________________________

E. **Student Open House Report:**

Students in the class will draft one report summarizing results from student open house. All data students individually agreed to collect must be turned in ahead of time and incorporated into the class report. Due 2 weeks after Student Open House.

WRITE IN DATE HERE: _____________________________

F. **Analysis of Draft Chapter and Recommendations for Phase 2:** In eight teams, students will read and analyze a draft comprehensive plan chapter. All teams will produce a memo and present their findings and recommendations during the last week of classes. The memo must also include recommendations for planning methods and processes for district planning at Phase 2.

An initial rough draft of the team memo is due **Friday, April 24th** at midnight. Must be uploaded to Blackboard.

Students will present their findings in class on the last day of class, **May 5 at 2:55** and staff/members of the comprehensive plan committee would be invited to attend.

Final team memo due **FRIDAY, MAY 15th by midnight**.