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COURSE DESCRIPTION AND OBJECTIVES

Planning for the use of land is one of the most fundamental roles played by planners working in the public sector. But planning for land is hardly the sole domain of the public sector—for-profit private sector developers, non-profit affordable housing advocates, community-based organizations, and land conservancies, just to name a few, are actors who plan for land and affect land use outcomes.

The course has two objectives: the first objective is to help you to understand the many facets of land (it's much more than dirt!) and appreciate the centrality of land access, ownership, and public institutions to societal outcomes that planners care deeply about (i.e., social equity, environmental protection, livable communities.) The second objective of this course is to learn about and critique a wide range of implementation tools that can be used to achieve land use objectives. We will examine classical public sector regulation and its processes (e.g., zoning and development review), agricultural protection techniques (e.g., conservation easements, agricultural zoning, agricultural land taxation), design-based land management approaches (e.g., form-based codes, TND, cluster zoning), affordable housing strategies linked to land ownership (e.g., Community Land Trusts), and initiatives for managing urban decline/housing abandonment (e.g., “Midwestern” land banking).

READINGS

There are three required texts plus additional readings on Collab. Be aware, the class is reading intensive. The required texts are:

Elliot, Donald L. 2008. *A Better Way to Zone: Ten Principles to Create More Livable Communities*. Washington, DC: Island Press.

Hirt, Sonia. 2014. *Zoned in the USA*. Ithaca: Cornell University Press.

Porter, Douglas. 2012. *Managing Growth in America's Communities* (Second Edition.) Washington, DC: Island Press.

GRADING POLICY AND GRADING SCALE

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| Assignment 1: Reading Response Forum (6 @ 3 points; 1 @ 2 points) | 20 points |
| Assignment 2: Development Review Memo | 10 points |
| Assignment 3: Land Policy Memo | 20 points |
| Assignment 4: Team Criteria/Position Statement (5 pts) and Preferred Project Selection (10 pts) | 15 points |
| Assignment 5: Final Exam | 25 points |
| Class Participation | <u>10 points</u> |
| | Total: 100 points |

Assignments and activities are briefly described below. Note that more detailed directions/assignments will be posted on the website and discussed in class; the descriptions below are simply intended to give you a sense of what you can expect to be doing over the semester. Assignments must be turned in (hard

copy, not electronic) at the beginning of class on the date due. In written composition, usage and punctuation count. I have a graded rubric that I will use to accompany the comments on the papers. **The professor has several handouts of common (and unacceptable) mistakes that will result in a lower grade. Use these handouts when you write!**

Late Assignments: Late assignments are a problem. They raise ethical issues (Equal protection: if I give you more time, do I need to give everyone more time?); they affect the pacing of the course (since assignments endeavor to build upon each other); and they raise the specter for the professor of being taken advantage of or played for a fool (did your grandmother really die?) On the other hand, I hate to read hastily scrawled, ill thought-out papers. Please endeavor to turn your papers in on time; it will make everyone happier. If you have a legitimate reason for a late paper, I will certainly consider extensions. But I do need to be approached before the assignment is due and not on the day that the assignment is due.

ASSIGNMENTS

Assignment 1: Reading Response Forums

“All I know is just what I read in the papers, and that's an alibi for my ignorance.” Will Rogers.

While Will may be right that you can't get everything through reading, it does go a long way in reducing ignorance and enhancing knowledge—plus classes work a lot better if students and faculty members come prepared having done the readings. To enhance this: for each class period **with an RR mark on the matrix** you MUST write a small response to the readings in response to a prompt provided by the professor and you must provide a comment on another student's observation. (These small writings are intended to be exploratory, creative and discussion enhancing; there are not right or wrong answers here.) We will be using the forum function on Collab for this. Each submission is worth 2 points for 20% of your grade.

Assignment 2: Applying the Code (Development Review)

Objective: To see the complexities of applying a code to a specific scenario.

Task: I will be giving you a scenario with a development application and ask you to apply the code to the application.

Assignment 3: Land Policy Memo

Objective: To help you to think like a professional and hone professional writing skills.

Task: You will be given a land use scenario and asked to advise your boss (however defined) on what different approaches there are for addressing the scenario and achieving the specific land use objectives of your community.

Assignment 4: Climate Change and Land Use Memo: Norfolk Case (Tentative)

Objective: To think about the challenges posed for land use planning and management by the impacts of climate change. Specifically, we will look at some proposals for land use and development along the Elizabeth River in Norfolk. You will be asked to evaluate one proposal (a mini-feasibility study) taking into account best practices in climate change planning as well as more generally embraced principles of good land use. The Comprehensive Plan and the zoning code of the City of Norfolk will also be utilized.

Task: Prepare a short memo to the city planning director advising on the proposal and its viability.

Assignment 5: Final Exam

Objective: To ensure that you integrate the various elements of the course and complete the readings. The final exam will be cumulative. It will surely include an essay with a scenario (just like the policy memo.)

Task: Complete an exam. Study questions will be issued; the exam will be a closed book, in-class exam held during exam week.

COURSE WEBSITE

There is a COLLAB site for the course. I will use the website to communicate and post class information, including readings. I will also use it to keep track of grades. We will be using the forum function as a method of discussing the readings.

NOTE TAKING, POWERPOINTS, AND LAPTOPS

There are two important policies for you to observe. The first is a “NO LAPTOPS OR ELECTRONIC DEVICES RULE.”

Why? The reasons are multiple, but here are two: 1) Students have been known to text, shop, do email, and even watch videos while in class. This is irritating, distracting, and rude. 2) It will make you a better student. There is some very recent research on the differences in retention and learning between students who take notes with their computers in class and those who take notes longhand with a pen and paper. (See: <http://pss.sagepub.com/content/early/2014/04/22/0956797614524581.abstract>; you can undoubtedly get the full paper through UVa library. The New York Times also covered this in: http://www.nytimes.com/2014/06/03/science/whats-lost-as-handwriting-fades.html?_r=0.) The Sage research article title alone “The Pen is Mightier than the Keyboard” should give you a sense of the findings. Manual note taking makes your brain work; laptops tend to result in verbatim transcripts.

The second policy relates to powerpoints. I will post the lectures 1 day prior to class so you can print off the slides to use to accompany your note taking. Powerpoints will be on Collab for only a two-week period and then will disappear. Powerpoints induce notetaking lethargy but they are an efficient way to organize lecture.

ACADEMIC INTEGRITY AND DISABILITY ACCOMMODATION

All work for the course must be done in accordance with the UVa Honor Code. Just to draw your attention to some specifics: All work done for the course must be your own. The work must be original and prepared for this class. Plagiarism is unacceptable. Copying the work of another and not citing it; lifting text from the Internet; or even presenting ideas that are not your own without proper attribution are all examples of plagiarism. Submitting work for this class that has been done for another class also counts as plagiarism, it is called “plagiarizing oneself.” **Plagiarism will result in a zero on the assignment and could result in higher university level sanctions.** Don’t do it!

If you are in need of academic accommodation, please notify me as soon as possible to arrange needed support.