

**PAD 243 Land Use Planning and Community Development (CRN: 22094)
Summer, 2010**

SYLLABUS: May 19, 2010

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Office Hours: Appointments available during the week

Class meeting: Wednesday, 6:10 – 8:45pm Phillips 306
May 19, 2010 – July 21, 2010

Course Description and Objective:

Students will be introduced to the theory and practice of land use planning, with a focus on the allocation of resources, writ large. When does free market activity result in acceptable outcomes? When is government intervention justified? When is it effective? The objective of this course is to explore the role of urban planning as (mainly local) government attempt to preserve the community interest in light of private land use activity. Urban planning is an attempt to arrange and accommodate primarily private land use activities within a geographic area. To the extent that place matters, planning matters.

Required Readings

Because this is not a conventional course in urban planning, readings are drawn from a wide range of academic fields, rather than drawing only on the planning literature. The reading list includes works by economists, lawyers, political scientists, urban planners, and others. You are not expected to have a strong background in any of these fields. The reading selection presages the presentation of material for this course. Overviews and histories are selected to provide an understanding of each of the planning practice areas discussed. Other readings focus on identifying the participants in relevant planning processes, understanding the interests of those participants, and exploring the competition among those interests. You are not expected to master the more technical material including in some of these readings.

Class Attendance

You are expected to attend all class sessions.

If you are unable to attend any class session, you are strongly urged to get notes from another student in the class. The required readings will be a launching point for lectures and discussions,

not a substitute. Consider yourself responsible for material in required readings and material covered in class.

Grading and Class Assignments

Grades for the class will be based on three written assignments, plus one brief oral presentation. Each written assignment is worth 30 points, and the oral presentation is worth 10 points. Each student will choose from among two of the first three assignments. The last assignment is required.

READINGS

Dates are a best approximation. Changes will be announced in class.

A. Introduction to Planning and Zoning – May 19

1. Adams, 1994 - "Chapter One - Introduction"

Although written by a British academic about land use planning in Great Britain, this very short chapter comes closest to any that I have found to my approach to the material: land use planning as an intervention in the private market for land.

2. Kaiser and Godschalk, 1995 - "Twentieth Century Land Use Planning: A Stalwart Family Tree"

This article describes types of comprehensive plans.

3. Varenhorst, undated - "What Is Local Government Planning?"

Concise explanation of the field of planning, included here because it is clear and thorough. Notice that the planning function is established in state statute.

B. Planning as a Form of Market Intervention – May 26

4. Krueckeberg, 1995 - "The Difficult Character of Property"

The concept of (real) property ownership is complex and has changed over time. Property rights are not absolute, but stop where the rights of others begin.

5. Adams, 1994 - "Chapter Five - Perspectives from the Landowner"

Read through the bottom of page 98 and pick up again on page 103 (skipping the "structuralist" perspective). This chapter explores the "Land Use" component of our conceptual framework. The built environment is the legacy of decisions made over time by actors (persons, groups, organizations, etc.) who own and control land.

6. Klosterman, 1980 - "A Public Interest Criterion"

What is the public interest? Can it be conceptualized - or operationalized - as anything other than the aggregation of private interests?

7. Klosterman, 1985 - "Arguments For and Against Planning"

Planning can be thought of as a response to market failure. This article provides an intuitive discussion of the key aspects of market failure.

C. Institutions and Law – June 2

8. Pendall, Puentes and Martin, 2006 - "From Traditional to Reformed: A Review of the Land Use Regulations in the Nation's 50 largest Metropolitan Areas"

This Brookings Institution report describes the tools of land use planning and regulation and geographic patterns of implementation of those tools.

9. Fleischmann, 1989 - "Politics, Administration, and Local Land-Use Regulation: Analyzing Zoning as a Policy Process"

I like his concise description and characterization of the rezoning process and its controversies.

10. Krugman, 1996 – "Self Organization in Space"

The overall book applies the concepts of complexity theory to economic activities. This first chapter provides an overview of location theory, and then presents Schelling's segregation model as a more satisfactory model. Is it?

D. Housing Choice and Community Impact – June 2 and 9

11. Galster and Daniell, 1996 - "Housing"

Overview of federal housing policy since World War II, demonstrating the difficulty of designing and implementing policy to alter the housing market.

12. Tiebout, 1956 - "A Pure Theory of Local Expenditures"

The Tiebout model was an important development in understanding how local government can influence the mix of residents in the community, which, in turn, has an impact on the conceptualization of the public interest in that community. That is, self-sorting of residents contributes to the evolution of the local conception of community interest. This reading provides the foundation for understanding the Oates reading.

13. Oates, 2006 - "The Many Faces of the Tiebout Model"

Oates has been credited with putting the Tiebout model on the radar screen of academics, having started down the path of considering the implications of the model in a wide range of applications. This introduction to a book on the Tiebout model provides an overview of many of those applications.

Assignment 1: Housing Programs

***** Each student must choose two of the first three assignments.**

E. Economic Development – June 16 and 23

14. Walker and Boxall, 1996 - "Economic Development"

Federal economic development policy shapes the options available to state and local government to attract investment and jobs.

15. Cigler, 2008 - "Economic Development in Metropolitan Areas"

Cities and metropolitan areas compete against other cities and metropolitan areas in the U.S. and abroad for economic development prospects. Tactics have evolved in response to changing economic conditions and the broadening of the competitive market area.

16. Atkins, 2008 - "Metropolitan Forms, Fiscal Efficiency, and Other Bottom Lines"

Communities compete with one another for resources. Communities that have already accumulated some resources may be in a better position to compete. Structural arrangements of local government and other factors contribute to disparate outcomes.

17. Courant, 1994 - "How would you know a good economic development policy if you tripped over one? Hint: Don't just count jobs"

The author makes a case for the kinds of outcomes that economic development should be pursuing. In reading this article, focus on the justifications made for economic development activity, rather than the problems with the empirical literature that he identifies.

Assignment 2: Economic Development Programs

*** Each student must choose two of the first three assignments.

F. The Land Use Impact of Transportation – June 30 and July 7

18. Altshuler, 1983 - "The Intercity Freeway"

History of the development of the interstate system and its role in altering development patterns. Discussion of competition of interests.

19. Hyman and Kingsley, 1996 - "Transportation and Land Use"

Transportation policy from (roughly) 1960s on. The transportation network is the province of engineers who are primarily concerned with the efficient movement of goods and people. The location and configuration of the network has profound impact on the surrounding land use activities because access to the transportation network is one of the key factors that determine the array of feasible uses of land.

20. Taylor, 2006 - "Putting a Price on Mobility: Cars and Contradictions in Planning"

Confronts the private benefit / public interest trade-offs inherent in transportation and transportation planning. Proposes a pricing mechanism to shift some of the public cost to the (private) individuals who enjoy the benefits.

21. Handy, 2006 - "The Road Less Driven"

Argues that pricing alone is not sufficient to ensure that costs and benefits line up.

22. Sierra Club, 2004 - "Missing the Train"

Manifesto issued by an interest group, overtly critical of the positions and policies of the current administration. Regardless of whether you are sympathetic to the views expressed, focus on identifying the underlying interests, the implications of those interests for planning policy, and conflicts with other interests.

23. Flint, 2005 - "The Density Dilemma: Appeal and Obstacles for Compact and Transit-Oriented Development"

Explores the obstacles to acceptance of transit-oriented development, and ways that some local governments have overcome that opposition.

- Read pages 1-5, then skip forward to read the "Greater Boston" case study, beginning on page 23 and continue through the conclusion.

Assignment 3: Transportation Programs

***** Each student must choose two of the first three assignments.**

G. Sprawl and Its Alternatives – July 14 and 21

24. Galster, Hanson, Ratcliffe, Wolman, Coleman and Freihage, 2001 - "Wrestling Sprawl to the Ground: Defining and Measuring an Elusive Concept"

Stop just before "Proposed Operationalization..." on p 698. There is no consensus on the precise definition of sprawl, but this article does an article job of laying out some of the fundamental concepts. Most of these characteristics alone do not comprise sprawl, but some of them come close. Which ones?

25. Nechyba and Walsh, 2004 - "Urban Sprawl"

26. Sloane, 2006 - "From Congestion to Sprawl"

Community health foundation of planning; opposition to sprawl as the contemporary manifestation of this impulse.

27. APA, 2002 - "Planning for Smart Growth: 2002 State of the States"

Read through page 29 and then only the legislative overview for the state in which the community you have selected to focus on is located (if you have chosen a community in a state).

28. Godschalk, 2004 - "Land Use Planning Challenges: Coping with Conflicts in Visions of Sustainable Development and Livable Communities"

Confronts the conflict in values inherent in attempts to achieve sustainability

Required Assignment: Growth Management Programs

The following policies have been recommended by the faculty of the School of Public Policy and Public Administration. These policies are in addition to the expectations and standards laid out in this syllabus. Please contact the instructor if you have any questions.

1. Incompletes: A student must consult with the instructor to obtain a grade of I (incomplete) no later than the last day of classes in a semester. At that time, the student and instructor will both sign the CCAS contract for incompletes and submit a copy to the School Director.

The grade of I (incomplete) must be changed by a date agreed on by instructor and the student but no later than the last day of the examination period for the fall or spring semester immediately following the semester or summer session in which the grade of I is assigned. An Incomplete that is not changed within this period automatically becomes an F. In cases of well-documented extenuating circumstances, an instructor and a student may jointly petition the director of the student's degree program for additional time in which to complete the work of the course. Such petitions should be submitted within the same period. The grade of I cannot be changed by reregistering for the course here or by taking its equivalent elsewhere, and remains on the student's permanent record even after the course has been successfully completed.

2. Submission of Written Work Products Outside of the Classroom: It is the responsibility of the student to ensure that an instructor receives each written assignment.

3. Submission of Written Work Products after Due Date: It is the policy of the School that all work must be turned in by the assigned due date in order to receive full credit for that assignment, barring any extenuating circumstances. This policy does not apply to in-class examinations, which must be taken at the assigned time unless permission is received in advance from the instructor.

4. Attendance: Attendance is required. Should exceptional circumstances arise, students must contact the instructor prior to the class meeting to obtain an excused absence.

5. Academic Honesty: Please consult the "policies" section of the GW student handbook for the university code of academic integrity. Note especially the definition of plagiarism: "intentionally representing the words, ideas, or sequence of ideas of another as one's own in any academic exercise; failure to attribute any of the following: quotations, paraphrases, or borrowed information." All examinations, papers, and other graded work products and assignments are to be completed in conformance with the George Washington University Code of Academic Integrity.

6. Changing Grades after Completion of Course: No changes can be made in grades after the conclusion of the semester.

7. Syllabus: This syllabus is a guide to the course for the student. Sound educational practice requires flexibility and the instructor may therefore, at her discretion, change content and requirements at any time during the semester.

8. Accommodation for Students with Disabilities: In order to receive accommodations on the basis of disability, a student must give notice and provide proper documentation to the Office of Disability Support Services, Marvin Center 436, 994-8250. Accommodations will be made based upon the recommendations of the DSS Office. Class sessions may be taped only in cases of documented necessity.