

# PPPM

Department of Planning, Public Policy and Management



UNIVERSITY  
OF OREGON



**University of Oregon**  
**School of Planning, Public Policy and Management**  
**PPPM 440: Land Use Planning and Policies**  
**Fall 2022**

Instructor: Yizhao Yang, [yizhao@uoregon.edu](mailto:yizhao@uoregon.edu), 115 Hendricks (346-0833)  
Time: Mondays and Wednesdays, 12:00pm-1:20pm  
Location: 154 Straub Hall (in person) or Zoom (synchronous online with instructor's approval)  
Office Hours: Mondays 2:00pm – 3:20pm online in person or Zoom  
A sign-up sheet for my office hour meetings is available on Canvas. If none of the meeting times works for you, please feel free email me to schedule a meeting.

## **COURSE OVERVIEW**

- Cities exhibit similar spatial structure and also distinctive local characteristics – why cities have developed so differently?
- Sixty percent of land in the US is privately owned. When you own your land as your private property, does that mean you can do whatever you want with it? What are the implications that land uses have for a community? Why is it necessary to regulate private land development?
- What are the ultimate goals that land use planning can and should help communities achieve? How do communities manage the process of land development? What power or authority can a community use to regulate, guide and manage land development?
- Has land use planning by the local governments worked the way intended? Does it prevent “bad” use of land and development? Does it help communities achieve their visions or goals?

These are the questions this land use planning class will address. In this class we will discuss the connection between a community's land development patterns and physical urban form with urban sustainability. These discussions serve as the background for students to understand 1. the institutional context within which plan-making and plan-implementation are carried out by local governments in the US, 2. the various regulatory and policy tools with which governments have employed to manage and control land use development, and 3. the significance of political contexts where interests of stakeholders are reflected, channeled, and contested in local land use planning.

## **LEARNING OBJECTIVES**

Via various engagement and learning avenues this class aims to help students:

- Understand the rationales justifying governmental intervention in land development, the theories and values behind land use change, as well as the history of land use planning in the US.
- Understand local land use decision-making processes, the local and regional institutional systems supporting such decision-making, and the political nature affecting those processes.

- Become familiar with the major policy and regulatory tools frequently or traditionally employed in land use planning.
- Become familiar with community efforts to use land use planning to support sustainable urban development, which include topics in modernizing zoning codes, writing sustainability into codes, taking advantage of technology in comprehensive planning, etc.

#### TEXTBOOKS AND READINGS

- **Required:** Cullingworth, B. and R. Caves, Planning in the USA: policies, issues, and processes (4<sup>th</sup> ed), 2014, Routledge, New York (Cullingworth) (online access via Knight library website and available on Canvas)
- **Recommended:** The Citizen's guide to planning (4<sup>th</sup> Edition), Duerksen et al., APA
- **Other readings** will be provided on Canvas course site.
- **Online Resources** - Students are encouraged to explore online sites to access information and materials about the planning profession and government agencies and community organizations involved in land use decision-making.
  - APA's website at <https://www.planning.org/>
  - Subscribe to the Oregon Planning Network (OPN), the mailing list of the Oregon Chapter of the American Planning Association. To subscribe, send a message to: majordomo@lists.uoregon.edu with the message text: subscribe opn-digest.
  - City of Eugene
    - Envisioning Eugene: <https://www.eugene-or.gov/760/Envision-Eugene>
    - Eugene land use application search database: <http://pdd.eugene-or.gov/LandUse/ApplicationSearch>
    - Eugene city land use code <https://www.eugene-or.gov/2128/Land-Use-Code>
    - Eugene planning commission public meeting schedule: <http://pdd.eugene-or.gov/LandUse/PlanningCommissionSchedule>
    - Eugene Hearing Official meeting schedule: <http://pdd.eugene-or.gov/LandUse/PlanningCommissionSchedule>
  - City of Springfield
    - Community Planning and Development <http://www.ci.springfield.or.us/dpw/CommunityDevelopmentDivision.htm>
    - Planning Commission and meeting schedules <http://www.springfield-or.gov/dpw/PlanningCommission.htm>
  - Lane County
    - Land Use Planning and Zoning <http://www.lanecounty.org/cms/One.aspx?portalId=3585881&pageId=4197862>
    - Land Use Hearing Calendar <http://www.lanecounty.org/cms/One.aspx?portalId=3585881&pageId=5132535>
  - Oregon Statue
    - Chapter 197 comprehensive land use planning. [https://www.oregonlegislature.gov/bills\\_laws/ors/ors197.html](https://www.oregonlegislature.gov/bills_laws/ors/ors197.html)

#### GRADING

Students earn points by completing assignments and participating in classes. The total points earned at the end of this term will determine a student's letter grade. There will be no weighting or curving involved in how the final grade is computed. Typical point ranges for different letter grades are shown below:

**C's (C-, C, C+) (<80); B's (B-, B, B+) (80-90); A's (A-, A) (>90)**

## Points Distribution

### **Class attendance and participation includes the following three components (Total 25 points):**

#### ➤ Class attendance (10 points)

Class attendance is in-person with zoom-attendance allowable under special circumstances. These circumstances may include: your sickness, family-related affairs, necessary travel for school activities, etc. Since I don't use zoom regularly in class, you need to contact me in anticipation of your need for zoom attendance so that I can make the zoom option available. Students are allowed to have 2 absences without penalty. After the initial 2 absences, each additional absence will result in 10% deduction of the 10 points (i.e., 1 points). Students with 10 or more absences will automatically fail this class. Class activities, such as pop quizzes, discussions, and presentations, will be used to track students' attendance.

#### ➤ Weekly Reading Questions. (10 points)

Provide the following three entries based on your understanding of the readings assigned to the previous week. These entries are due the end of each Saturday (11:59PM, starting on Oct. 2).

Entry 1. A summary of one reading that you find the most helpful (i.e., you enjoy the most reading it).

Entry 2. Something that any of the authors describes or discusses in the readings that you agree strongly.

Entry 3. Something that you find confusing. It could be a term, a historical event, or an opinion or conclusion.

***Note about the entries:*** *There is no right or wrong question. I will review the information you submit on Canvas but will not grade it. You receive a full point, 1 per week, as long as you submit the three entries. Every week, I will compile a list of items submitted for Entry 3 and let the students decide on a couple of them to discuss in class.*

#### ➤ Social Annotation (5 points)

You will be working in a team of 4-5 students to make annotation collectively on 5 selected readings. Use the Hypothesis tool available on Canvas to complete this assignment. Instructions will be given in class about how to do social annotation.

### **Assignment 1 (15 points):**

A community's profile and a report of its planning institution. This community can be your hometown or a community of your choice.

### **Assignment 2 (20 points):**

An analysis of a comprehensive plan of a community of your interest. The selection of a community for your study must be approved by the instructor.

### **Assignment 3 (20 points): Land use analysis of Eugene Neighborhoods' Aging-in-place friendliness**

Allowing residents to age in place is a desire that's shared by more and more Americans. But to what extent do the current built environments and land use planning support such a desire? This exercise asks students to study City of Eugene's neighborhoods and identify issues in current environments and policies inconducive to aging in place. This assignment includes a written part and an oral presentation. Teamwork is encouraged and team formation will take place during Week 7.

### **Mid-Term Review and Reflection (5 points)**

A short review and self-reflection paper that identifies the gaps in your understanding of course content. It can serve as a cheat sheet for you to use during your final take-home exam.

### **Final exam (15 points)**

A 48-hour, independent take-home exam, open book and open source.

## **COURSE COMMUNICATIONS**

Our class will communicate through our Canvas site and in classroom.

- The class syllabus, announcements, some readings, and other materials will be posted on the Canvas. Please check the course website frequently for updates.
- Announcements and emails are archived there and automatically forwarded to your UO email, and can even reach you by text. Check and adjust your settings under Account > Notifications.
- Course materials are organized as weekly modules on Canvas. Each week module contains a content summary where students can find readings, lecture slides, and an overview of the week's activities and learning goals.
- I will host "live" office hours in person or through [Zoom/Canvas Conferences] each week on Mondays from 2:00pm to 3:20pm. I welcome meetings outside my regular office hours, too, knowing that there is considerable uncertainty in all of our lives right now. Just email me to set a time.
- There is a running discussion forum on our Canvas called "Class Discussion Board" for the entire group to ask and answer.

## **Course Policies**

### **Missed Class Policy**

You are responsible for all content missed, including any assignments, knowledge or skills covered or assigned in missed class. If you miss any lectures, please consult with classmates for class notes or watch the recordings of synchronous lectures,

### **Late Assignment Policy**

Students are expected to behave in a professional manner and to turn in all materials at the designated time. When applicable, assignments turned in late with no documentation will be marked down ten percent for every day (24-hour period) they are late. **Assignments submitted one minute past the deadline will be graded as late.**

Extensions will only be granted in severe hardship (death in immediate family, illness or injury requiring bed confinement) or extenuating circumstances (fire, earthquake, etc.). Competing pressures from other courses, job requirements, or problems with your computer do not qualify as extenuating circumstances. Extensions must be requested before the assignment is due. In all circumstances, students are responsible for providing the instructor with official documentation of explanation prior to accommodation.

As the university community adjusts to teaching and learning in person in the unpredictable ongoing COVID-19 pandemic, course requirements, deadlines, and grading percentages are subject to change. I will be mindful of the many impacts the unfolding events related to COVID-19 may be having on you. During this unusual time, I encourage you to talk with me about what you are experiencing so we can work together to help you succeed in this course.

## **Academic Misconduct**

The University Student Conduct Code defines academic misconduct, which includes unauthorized help

on assignments and examinations and the use of sources without acknowledgment. Academic misconduct is prohibited at UO. I will report misconduct to the Office of Student Conduct and Community Standards—consequences can include failure of this course. I will ask you to certify that your exams/papers are your own work. Exams are administered in Canvas and untimed. I have designed them with the expectation that you will have access to course materials and the Internet when you take them—and that’s just fine. I will be looking to see evidence of critical thinking and your ability to put the concepts we’re working on into action in response to the exam prompts.

### **Plagiarism**

Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas, data, analyses). If there is any reasonable question about whether an act constitutes academic misconduct, it is the student’s obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at: <http://library.uoregon.edu/guides/plagiarism/students/index.html>

### **Accessible Education Center: Documented Disability**

The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. If you have a documented disability and anticipate needing accommodations in the course, please make the necessary arrangements. Also, please contact the instructor early in the term so that your learning needs are appropriately met.

You are also encouraged to contact the Accessible Education Center in 164 Oregon Hall at 541-346-1155 or [uoac@uoregon.edu](mailto:uoac@uoregon.edu)

### **Inclusion Statement**

The School of Architecture and Allied Arts is a community that values inclusion. We are committed to equal opportunities for all faculty, staff and students to develop individually, professionally, and academically regardless of ethnicity, heritage, gender, sexual orientation, ability, socio-economic standing, cultural beliefs and traditions. We are dedicated to an environment that is inclusive and fosters awareness, understanding, and respect for diversity. If you feel excluded or threatened, please contact your instructor and/or department head. The University Bias Response Team is also a resource that can assist you. Find more information at their website at <http://bias.uoregon.edu/index.html> or by phoning 541-346-2037.

### **Discrimination and Sexual Harassment**

The UO is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender-based stalking. If you (or someone you know) has experienced or experiences gender-based violence (intimate partner violence, attempted or completed sexual assault, harassment, coercion, stalking, etc.), know that you are not alone. UO has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. Please be aware that all UO employees are required reporters. This means that if you tell me about a situation, I may have to report the information to my supervisor or the Office of Affirmative Action and Equal Opportunity. Although I have to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need. If you wish to speak to someone confidentially, you can call 541-346-SAFE, UO’s 24-

hour hotline, to be connected to a confidential counselor to discuss your options. You can also visit the SAFE website at [safe.uoregon.edu](http://safe.uoregon.edu)

### **Your Well-being**

Life at college can be very complicated. Students often feel overwhelmed or stressed, experience anxiety or depression, struggle with relationships, or just need help navigating challenges in their life. If you're facing such challenges, you don't need to handle them on your own--there's help and support on campus.

As your instructor if I believe you may need additional support, I will express my concerns, the reasons for them, and refer you to resources that might be helpful. It is not my intention to know the details of what might be bothering you, but simply to let you know I care and that help is available. Getting help is a courageous thing to do—for yourself and those you care about.

University Health Services help students cope with difficult emotions and life stressors. If you need general resources on coping with stress or want to talk with another student who has been in the same place as you, visit the Duck Nest (located in the EMU on the ground floor) and get help from one of the specially trained Peer Wellness Advocates. Find out more at [health.uoregon.edu/ducknest](http://health.uoregon.edu/ducknest).

University Counseling Services (UCS) has a team of dedicated staff members to support you with your concerns, many of whom can provide identity-based support. All clinical services are free and confidential. Find out more at [counseling.uoregon.edu](http://counseling.uoregon.edu) or by calling 541-346-3227 (anytime UCS is closed, the After-Hours Support and Crisis Line is available by calling this same number).

### **Basic Needs**

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in the course is urged to contact the Dean of Students Office (346-3216, 164 Oregon Hall) for support. This UO webpage includes resources for food, housing, healthcare, childcare, transportation, technology, finances, and legal support: <https://blogs.uoregon.edu/basicneeds/food/>

### **Academic Disruption**

In the event of a campus emergency that disrupts academic activities, course requirements, deadlines, and grading percentages are subject to change. Information about changes in this course will be communicated as soon as possible by email, and on Canvas. If we are not able to meet face-to-face, students should immediately log onto Canvas and read any announcements and/or access alternative assignments. Students are also expected to continue coursework as outlined in this syllabus or other instructions on Canvas. In the event that the instructor of this course has to quarantine, this course may be taught online during that time.

### **Mandatory Reporter Status**

I am a UO employee. For information about my reporting obligations as an employee, please see [Employee Reporting Obligations](#) on the Office of Investigations and Civil Rights Compliance (OICRC) website. Students experiencing any form of prohibited discrimination or harassment, including sex or gender-based violence, may seek information and resources at [safe.uoregon.edu](http://safe.uoregon.edu), [respect.uoregon.edu](http://respect.uoregon.edu), or [investigations.uoregon.edu](http://investigations.uoregon.edu) or contact the non-confidential Title IX office/Office of Civil Rights Compliance (541-346-3123), or Dean of Students offices (541-346-3216), or call the 24-7 hotline 541-346-SAFE for help. I am also a mandatory reporter of child abuse. Please find more information at [Mandatory Reporting of Child Abuse and Neglect](#).

**Course Overview – Content and Readings (All readings will be provided on Canvas on a weekly basis)**

<b>Week</b>	<b>Content</b>	<b>Readings</b>	<b>Assignments</b>
1 (9/26)			
(9/28)	Course overview	<ul style="list-style-type: none"> <li>• Course Syllabus</li> <li>• Frischmann, B. M., Marciano, A., &amp; Ramello, G. B. (2019). Retrospectives: Tragedy of the Commons after 50 Years. <i>Journal of Economic Perspectives</i>, 33(4), 211–228. <a href="https://doi.org/10.1257/jep.33.4.211">https://doi.org/10.1257/jep.33.4.211</a></li> </ul>	
2 (10/3)	Land use planning for sustainable land resource management	<ul style="list-style-type: none"> <li>• Frischmann, B. M., Marciano, A., &amp; Ramello, G. B. (2019). Retrospectives: Tragedy of the Commons after 50 Years. <i>Journal of Economic Perspectives</i>, 33(4), 211–228. <a href="https://doi.org/10.1257/jep.33.4.211">https://doi.org/10.1257/jep.33.4.211</a></li> <li>• Citizen’s guide to planning – Chapter 1 “why plan”</li> </ul>	Class discussion
(10/5)	Land use planning for sustainable development	<ul style="list-style-type: none"> <li>• Rydin, Y. (1995). Sustainable Development and the Role of Land Use Planning. <i>Area</i>, 27(4), 369–377.</li> <li>• Review sustainable development goals <a href="https://sdgs.un.org/goals">https://sdgs.un.org/goals</a></li> <li>• Cullingworth, Chapter 4</li> <li>• Center for Urban Transportation Research. (n.d.). Community Impact Assessment A Handbook for Transportation Professionals. From <a href="https://www.cutr.usf.edu/oldpubs/CIA/Chapter_4.pdf">https://www.cutr.usf.edu/oldpubs/CIA/Chapter_4.pdf</a> (Chapter 4. Developing a Community Profile)</li> </ul>	<b>Assignment 1 given out</b>
3 (10/10)	Evolution of land use planning in the US	<ul style="list-style-type: none"> <li>• Planning History (review websites) <a href="https://www.planning.org/timeline/">https://www.planning.org/timeline/</a></li> <li>• Cullingworth, Chapters 3 &amp; 5</li> </ul>	
(10/12)	The legal framework of land use planning - an overview	<ul style="list-style-type: none"> <li>• Cullingworth, Chapter 6</li> <li>• Citizen’s guide to planning – Chapters 2 “navigating the planning landscape”</li> </ul>	
4. (10/17)	The organizational framework for land use planning – players in the planning	<ul style="list-style-type: none"> <li>• Citizen’s guide to planning – Chapters 7 “The law of planning”</li> <li>• Local planning agency management, APA (on Canvas, chapters 3, 5,6)</li> </ul>	
10/19	Participation in the planning process – stakeholders, interests, and values	<ul style="list-style-type: none"> <li>• Local planning agency management, APA (on Canvas, chapters 3, 5,6)</li> <li>• Center for Urban Transportation Research. (n.d.). Community Impact Assessment A Handbook for Transportation Professionals. From <a href="https://www.cutr.usf.edu/oldpubs/CIA/Chapter_4.pdf">https://www.cutr.usf.edu/oldpubs/CIA/Chapter_4.pdf</a> (Chapter 4. Developing a Community Profile)</li> </ul>	
5. (10/24)	Guest Lecture – what is it like to be a planner?	<ul style="list-style-type: none"> <li>• Review APA website: <a href="https://www.planning.org/mission/">https://www.planning.org/mission/</a></li> </ul>	<b>Assignment 1 due</b>

10/26	Long-range planning Comprehensive plans Community participation	<ul style="list-style-type: none"> <li>• Cullingworth, Chapter 7</li> <li>• Best Practices for local comprehensive plans, APA (canvas)</li> <li>• Review information about the Envisioning Eugene Project at <a href="https://www.eugene-or.gov/760/Envision-Eugene">https://www.eugene-or.gov/760/Envision-Eugene</a></li> </ul>	<b>Assignment 2 given out</b>
6. (11/31)	State-wide planning	<ul style="list-style-type: none"> <li>• Cullingworth, Chapter 11</li> <li>• Bolen, E., Brown, K., Kiernan, D., &amp; Konschnik, K. (n.d.). Smart Growth: A Review of Programs State by State. (on Canvas)</li> </ul>	<b>Mid-term review and reflection</b>
(11/2)	Guest lecture: Oregon's land use planning system (to-be confirmed)	<ul style="list-style-type: none"> <li>• Howe, Deborah, Carl Abbott, and Sy Adler. 2004. What's on the Horizon for Oregon Planners? Journal of the American Planning Association 70 (4): 391-397.</li> <li>• Review website for Oregon Planning <a href="https://www.oregon.gov/lcd/OP/Pages/index.aspx">https://www.oregon.gov/lcd/OP/Pages/index.aspx</a></li> </ul>	
7. (11/7)	Plan implementations Zoning Subdivision regulations Site plan review	<ul style="list-style-type: none"> <li>• Cullingworth, Chapter 8.</li> <li>• Find out the zoning information for the area where you live in Eugene. Use the website: <a href="http://pdd.eugene-or.gov/Maps/ZoningMap">http://pdd.eugene-or.gov/Maps/ZoningMap</a></li> <li>• Site Plan Review, a primer for planning commissioners, APA (canvas)</li> </ul>	<b>Assignment 3 introduced (Team formation)</b>
(11/9)	Plan implementations The development review process Urban Design & Community Character Form-based codes	<ul style="list-style-type: none"> <li>• Citizen's guide to planning, Chapter 6 "The plan in action -- the application review process"</li> <li>• "Urban planning vs. urban design" Planning Magazine (July, 2011) <a href="https://www.planning.org/planning/2011/jul/research.htm">https://www.planning.org/planning/2011/jul/research.htm</a></li> <li>• Kendig, Lane H.. A Guide to Planning for Community Character, Island Press, 2010 (Chapter 4)</li> </ul>	
8. (11/14)	In-class discussion	<ul style="list-style-type: none"> <li>• Movie: "Store Wars – When Walmart comes to town". Watch this movie on your own on UO Library website (search the movie title) and prepare for class discussion</li> </ul>	Assignment 2 check-in <b>Work session for Assignment 3</b>
(11/16)	Plan implementations Development impacts Adequate public facilities	<ul style="list-style-type: none"> <li>• Cullingworth, Chapter 17</li> <li>• Cullingworth, Chapter 9</li> <li>• National Center for Smart Growth, "Adequate public facility ordinance in Maryland". <a href="https://mdp.state.md.us/Documents/YourPart/773/2013/APFO-WorkgroupReport072213.pdf">https://mdp.state.md.us/Documents/YourPart/773/2013/APFO-WorkgroupReport072213.pdf</a></li> </ul>	<b>Assignment 2 due (Friday)</b>
9. (11/21)	Plan implementations Land Use and Housing	<ul style="list-style-type: none"> <li>• Cullingworth, Chapter 15</li> <li>• <b>Readings about Affordable Housing in Eugene (3 articles)</b></li> <li>• Tiny Housing - Emerald Village Project <a href="https://www.squareonevillages.org/emerald">https://www.squareonevillages.org/emerald</a>.</li> <li>• Planning for aging in place communities <a href="https://www.completecommunitiesde.org/planning/healthy-and-">https://www.completecommunitiesde.org/planning/healthy-and-</a></li> </ul>	



		<a href="#">livable/aging/</a>	
(11/23)	Planning issues and trends Environment and Green Infrastructure	<ul style="list-style-type: none"> <li>• Cullingworth, Chapter 12</li> <li>• APA PAS Report: Green Infrastructure: A Landscape Approach</li> </ul>	
10. (11/28)	Planning issues and trends Sustainable Transportation (Guest speaker TAD)	<ul style="list-style-type: none"> <li>• Cullingworth, Chapter 14</li> <li>• Strategies for Sustainable Transportation Planning</li> <li>• Transportation options at Eugene <a href="https://www.eugene-or.gov/487/Transportation-Options">https://www.eugene-or.gov/487/Transportation-Options</a>.</li> </ul>	
(11/30)	Presentation	<ul style="list-style-type: none"> <li>• Assignment 3 Team Presentation</li> </ul>	
11. (12/5 -7)	<b>Final Exam (take home)</b>		