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### GPHY 465.01: Planning Principles and Processes

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# Course Syllabus - GPHY 465 Planning Principles and Processes Fall 2016

## Instructor information

Instructor: David Shively, Professor, Department of Geography, UM

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Office Hours: M 2-3; T 11-1; W 2-3:30; R 3:30-4:30; and by appointment.

## Course description:

Catalog: "Surveys planning principles, practices and problems in small towns and rural environments in Montana and the West. Emphasizes skills and techniques [used] in the collection, analysis, and interpretation of data commonly used in the planning field."

This course serves as an introduction to the topic and study of "Land Use." In addition to the above, we will examine land use in the context of land as a resource, the historic, current and changing uses of the land, and devote attention to the reasons for land use controls and programs. While the focus of the course is primarily on the United States, with examples of issues and programs corresponding to various regions, states, and landscapes, some attention will be given to the topic of land use as it pertains to other places in the world.

## Learning Outcomes:

Upon successful completion of the course, you should be able to:

1. Discuss the development and evolution of land use planning and control in the United States in terms of its European antecedents and various American movements through the late nineteenth and early twentieth centuries.
2. Describe the forces affecting, and changes occurring in land development in the United States since the commencement of European settlement.
3. Describe and the legal, social, economic, and environmental concepts and issues that underlie planning for the use, development, and/or management of land.
4. Employ appropriate methods for the analysis of site and landscape suitability for development or other uses of the land.
5. Discuss the proper planning process, planning tools and approaches, and the role of planners in the community.
6. Create and utilize data to inform communities, identify planning needs and appropriate tools, and create land use plans and implementing tools.
7. Critically evaluate the relative strengths and weaknesses of land use control and growth management plans and programs implemented at spatial scales ranging from the local to the national.

## Required textbook and supplementary materials:

- Randolph, John. 2012. Environmental Land Use Planning and Management (2<sup>nd</sup>). Island Press.
- Additional required and supplementary readings and resources are provided on a course Moodle site.
- HCN – A free student e-subscription to High Country News is available for you for 6 months:

- To unlock FREE student access to subscriber-only digital content on our website accessible on your computer, tablet or mobile phone at no charge, please have your students do the following:

Visit [hcn.org/subscribe](http://hcn.org/subscribe)

Under "Student Subscription", choose "Student - Digital Subscription"

Enter Code: "HCNstudent" to change term and pricing to \$0 for 6 months.

### Required assignments:

Activity	Percentage
Discussions	
Planner Jobs Discussion	10
Planning Process Discussion	10
Land Use Implementation Tools Discussion	10
Montana Planning Discussion	10
State Programs Discussion	10
Federal Programs Discussion	10
Other Activities	
Plan/Planning Review	20
Quizes	20

\*Undergraduates and graduates will be evaluated separately.

### Discussions

You will prepare and submit six different writings during the semester (i.e., Discussions) in which you describe and evaluate **six** different planning topics that bear on how planning is done. Each discussion should be formatted following the guidelines provided below. Their length should range from 3-5 pages for undergrads, and 4-6 pages for grads.

#### Planner Jobs Discussion

Peruse the position announcements at <http://www.planning.org/jobs/>. Try to categorize the several main types of planning positions, then examine job descriptions corresponding to these. Now develop a discussion that provides an overview of what you have learned in terms of the types of work that planners do. Lastly, identify any areas that you think might be missing from this job list (if apparent) and justify this with an example of a position announcement or more from another source, or with a story in the media that addresses the need for such a position.

#### Planning Process Discussion

Detail how local land use plans are developed and who is involved in which ways, and contrast this with collaborative or community-based planning for rural areas or natural resources. You might consider the issue of land-ownership mixes in rural settings.

#### Land Use Implementation Tools Discussion

Detail how local land use plans are most commonly implemented (including with regulatory tools such as zoning and subdivision regulations, and non-regulatory tools), the relation between planning and zoning, and the process that must be followed by private parties and local governments in regard to development.

### Montana Planning Discussion

Describe how local governments in Montana engage, or not, in planning. How can cities control growth on their peripheries and grow into these? How can we plan for and control growth in rural areas? Do we have a good system or not?

### State Programs Discussion

Discuss how and why it is that U.S. states have such different approaches to managing growth and development. Consider the role of federalism and federal enabling legislation (Northwest Ordinance, SZEAs, SPEAs) as well as state legislation. Then consider what America's landscapes across the rural-urban continuum might look like without land use regulation, and juxtapose this with your favorite state planning program.

### Federal Laws Discussion

Discuss how important federal regulations/programs have impacts on planning and development. Be sure to consider the NFIP, CZMA, ESA, HCPs, and NEPA.

### **Plan/Planning Review Activity**

Because it is important to be familiar with local government planning and implementation as it plays out in the community, you will select a local plan and/or planning activity to study and analyze. It's best to select a community that is familiar to you. You should review and consider: the current plan and its implementation via various tools (as discussed in this course), major emphases of the plan and their integration with other planning activities (transportation, open space conservation, etc.); or a plan's update process as it is playing out and its relation to visioning, scoping, and other planning practices and tools, and to other planning activities (as suggested previously). Provide an overall analysis of the scope and direction of the plan or plan update outcomes in terms of containment of sprawl, place-making ability, and preservation/restoration of a healthful and safe environment. See Class Schedule for when to submit 1) Statement, 2) Outline, and 3) Report.

### **Formatting Guidelines for Written Work**

You should utilize the Turabian or Chicago Style for the formatting of your paper. The cover page should follow Turabian (title page). Use the most current issue of the Turabian style guide, or the internet (search "Turabian") for examples of citations relating to internet documents and materials. Be sure that you provide double-spaced typewritten pages, with one inch margins and 12 pt. font. This does not include title page, references, tables, and figures (these last three items should be appropriately labeled and attached at rear of paper).

Assessment Rubric for Discussions and Plan/Planning Review Activity:

Dimension	Level 1 (Excellent - 3pts)	Level 2 (Good - 2pts)	Level 3 (Needs Work-1 pt)
Formatting	Has Turabian title page, double-spaced, 1 inch margins, 12 pt. font, appropriate use of citations/bibliography.	Has 3 of the elements listed in Level 1.	Has 2 of the elements listed in Level 1.
Dimension	Level 1 (Excellent - 5pts)	Level 2 (Good - 3pts)	Level 3 (Needs Work-1 pt)
Quality of Writing	Very few/no spelling, grammatical, and/or punctuation errors.	Numerous spelling, grammatical, and/or punctuation errors.	Riddled with errors. You were asleep at the wheel!
Content Knowledge	Demonstrates strong knowledge gained from readings on which reflection is focused.	Demonstrates fair knowledge gained from readings.	Demonstrates that you didn't understand what was read, or didn't try to.

\*Levels 1-3 serve as benchmarks. The scale for each of the Dimensions will range from 0-5.

**Provisional Course Calendar:**

Week	Topic	Reading(s)	Activities
1 (8/30 & 9/1)	T: Intro to Course R: What is planning? Why plan? What's in a Plan? How do you Implement a Plan?	T: Syllabus R: (1) Randolph Ch.3; (2) Randolph Ch. 17 (pp. 601-605); (3) <a href="https://www.planning.org/choosin/gplanning/">https://www.planning.org/choosin/gplanning/</a>	R: Quiz 1
2 (9/6 & 9/8)	T: What do planners do? The profession, AICP, Planning Ethics, etc.  R: Planning processes – Rational Comprehensive & Collaborative	T: (1) Randolph Ch.2 (pp. 48-end); (2) <a href="https://www.planning.org/choosin/gplanning/">https://www.planning.org/choosin/gplanning/</a> ; (3) <a href="https://www.planning.org/aicp/">https://www.planning.org/aicp/</a> ; R: (1) Randolph Ch.2 (pp. 27-47); (2) Randolph Ch.4; (3) Moodle resources on Collaborative Planning	T: Quiz 2  R: Quiz 3
3 (9/13 & 9/15)	T: Guest Speaker: <b>Bill Pfeiffer</b> , Mountain Line  R: New Urbanism & Smart Growth	T: (1) Randolph Ch.1; (2) Diamond (Moodle)  R: (1) Randolph Ch.16; (2) New Urbanist & Smartgrowth websites (Moodle-Suppl Mat's); (3) Charter New Urbanism (Moodle); (4) Calthorpe (Moodle)	T: Planner Jobs Discussion Due  R: Quiz 4
4 (9/20 & 9/22)	T: Planning Precedents – English and Early American (& NW Ordinance, 10 <sup>th</sup> Amendment, Dillon's Rule) R: <b>Shively @ IUBC</b> ; Planning Law – Precepts & Landmark Cases	T: (1) Refer to 9/4 Reading (Randolph Ch.2, pp. 27-47); (2) Platt Ch.3 (Moodle)  R: (1) Refer to Randolph pp. 44-47; (2) Landmark Cases (Moodle); (3) <a href="http://leg.mt.gov/bills/mca/2/4/2-4-613.htm">http://leg.mt.gov/bills/mca/2/4/2-4-613.htm</a> ;	T: Recommended Suppl Reading: Platt Ch.5 (Moodle)  R: Group Discussion of Zoning, Exactions, and Eminent Domain in rel. Blight

5 (9/27 & 9/29)	T: Guest Speaker: <b>Ellen Buchanan</b> (Dir., Missoula Redevelop. Agency)  R: Regulatory Implementation Tools	T: N/A  R: (1) Randolph Ch.17 (pp. 605- 630); (2) Platt Ch.7 (Moodle); (3) Performance Zoning Pubs (Moodle)	T: Turn in responses to questions from 9/22 class session; Planning Process Discussion Due R: Plan/Planning Review check in (Statement Due).
6 (10/4 & 10/6)	T: Non-regulatory Implementation Tools (also Conservation Easements, PDRs) R: Planning in the Western US – Land Conservation & Water Resources	T: (1) Randolph Ch.17 (pp. 630-end); (2) Randolph Ch.15 R: (1) Travis (Moodle); (2) Van de Wetering (Moodle)	T: Quiz 5  R: Quiz 6
7 (10/11 & 10/13)	T: Planning in Montana  R: <b>Laval Means</b> (Missoula Development Services, Guest Speaker)	T: (1) <i>Montana Growth Policy Book</i> (Moodle - Chs.1-4); (2) APA's <i>A Critical Analysis of Planning and Land-Use Laws in Montana</i> (Moodle) R: Same as above	T: Quiz 7; Land Use Implementation Tools Discussion Due.  R: N/A
8 (10/18 & 10/20)	T: Planning in Oregon and Washington  R: Planning in Maryland	T: (1) Randolph Ch.18 (pp. 649-660); (2) APA's <i>Planning Communities for the 21st Century - Oregon &amp; Washington Profiles</i> (Moodle); R: APA's <i>Planning Communities for the 21st Century - Maryland Profile</i> (Moodle)	T: Quiz 8  R: Quiz 9
9 (10/25 & 10/27)	T: State Planning Approaches Discussion R: <b>Plan/Planning Review Checkin</b>	T: Above 2 Weeks  R: N/A	T: Montana Planning Discussion Due R: Plan/Planning Review Outline Due
10 (11/1 & 11/3)	T: Federal Laws (NFIP & CZMA)  R: Federal Laws (NEPA)	T: (1) Randolph Ch.13 (pp. 452-466); (2) FEMA_NFIP_FAQs (Moodle) R: TBA	T: Quiz 10  R: Quiz 11
11 (11/8 & 11/10)	T: ELECTION DAY-NO CLASS R: Federal Laws (ESA)	T: N/A R: (1) <a href="http://www.fws.gov/endangered/index.html">http://www.fws.gov/endangered/in dex.html</a> ; (2) Randolph Ch.11 (pp. 388-end); (3) Ochenski (Moodle)	T: N/A R: State Planning Programs Discussion Due
12 (11/15 & 11/17)	T: VETERANS DAY-NO CLASS R: Federal Laws – Transportation & Clean Air Acts	T: N/A R: TBA	R: Quiz 12
13 (11/22 & 11/24)	T: Planning in Europe R: <b>Thanksgiving Holiday</b>	T: TBA R: N/A	T: Quiz 13
14 (11/29 & 12/1)	T: Planning in New Zealand R: Planning in China & Japan	T: TBA R: TBA	T: Federal Laws Discussion Due.
15 (12/6 & 12/8)	T: Plan/Planning Review Presentations R: Plan/Planning Review Presentations	T: N/A  R: N/A	
16 (12/13)	T: Plan/Planning Review Presentations	T: N/A	
FINAL	Date and Time TBA		Plan/Planning Review Report Due

\*Provisional nature of course schedule indicates that though every attempt will be made to adhere to this schedule, it is not written in stone. Any impact of deviations from the schedule on course activities will be considered and adjusted for.

## Course guidelines and policies:

### Late Work

Late work will lose one-half a letter grade (i.e., A to A-) for each day late including weekends. Work is due at the start of class on day specified. Please do not make excuses for late work – I

will need advance notification of any factors that will affect your ability to turn in work on time and/or to meet other course requirements. Save, back-up, and be prepared to submit digital (i.e., on disk) copies of any work produced during the semester in case of technology failures.

### **Academic Misconduct**

All students at the University of Montana must practice academic honesty at all times. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at [http://www.umt.edu/vpsa/policies/student\\_conduct.php](http://www.umt.edu/vpsa/policies/student_conduct.php)

### **Disability modifications**

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and [Disability Services for Students](#). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or call 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.

### **Grading policy**

Though I will examine the distribution of course scores (totals) to ensure that it is an appropriate and fair one, I do not practice grading that contributes to “grade-inflation.” The best individual strategy to ensure that you receive a grade you can live with is to work to meet and/or exceed course requirements. Remember, A’s are rewards for Superior Performance, B’s for Above Average Performance, and C’s for Average Performance. Course grades will be based upon the following percentages of the total points possible for the course as weighted by the criteria specified in course requirements.

A <93.0%	A- = 90.0-92.9%		
B+ = 87.0-89.9%	B = 83.0-86.9%	B- = 80.0-82.9%	
C+ = 77.0-79.9%	C = 73.0-76.9%	C- = 70.0-72.9%	
D+ = 67.0-69.9%	D = 63.0-66.9%	D- = 60.0-62.9%	F < 59.9%