

# Course Syllabus - GPHY 465 Planning Principles and Processes Fall 2020

## Instructor information

Instructor: David Shively, Professor

Department of Geography, UM

Email: [david.shively@umontana.edu](mailto:david.shively@umontana.edu)

Phone: 406-243-6478

Office: Remote – email Shively with questions or schedule a Zoom appointment (see below)

Zoom Office Hours:

- T & R 11-12 (<https://umontana.zoom.us/j/91859232090?pwd=TXY0WjdZRnBTdmFhdm9QRUIzaENqUT09>)
- W 1-2 (<https://umontana.zoom.us/j/96237285613?pwd=Yk5ROG02TmYrOVVBYUMwUzIYeFdRZz09>)
- by Appt. (Contact Shively to schedule)

## Course Information

### Essential Information for this Remote Course

- Meeting Days & Times
  - **Tuesday & Thursday, 9:30-10:50 AM.**
- **Zoom Link:**  
<https://umontana.zoom.us/j/99644719024?pwd=b2Ila0xJaGdZcUpzSkFoU1hBTnp0dz09>
- This course is taught in “**Synchronous Mode**”, meaning that you must attend and participate in each class session via **Zoom**. Shively has set up and sent **invitations** to the recurring Zoom meetings (here is the link in case you need it). The invitations can be added directly to your UM Outlook Calendar.
- UM’s Mansfield Library has **laptops** for students to check out, but supplies are limited. Students can call (406) 243-4071 or email [library.circ@mso.umt.edu](mailto:library.circ@mso.umt.edu) to learn how to request a laptop. Also, UM IT is working to provide a limited number of **mobile hotspots** to students.

### 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. Discuss the how community based planning is done, planning tools and approaches for plan implementation, and the role of planners in the community.
5. Access and utilize data to inform communities, identify planning needs and appropriate tools, and create land use plans and implementing tools.
6. 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.

**Texts and Readings** other required and supplementary readings and resources are provided on a course Moodle site.

- **Order from any ecommerce site:** Rothstein, Richard. 2017. *The Color of Law: A Forgotten History of How Our Government Segregated America*. Liveright. (ISBN: 978-1-63149-453-6).
- Other required readings are available in Moodle, in the Readings Section and Folders
- 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
Quizzes/Essays/Notes	10
Discussions	
Planner Jobs Discussion	10
Planning Process Discussion	10
Land Use Implementation Tools Discussion	10
Plan/Planning Review	20
Midterm Exam	20
Final Exam	20

\*Undergraduates and graduates will be evaluated separately.

### *Graduate Increment*

The UM Graduate Council observes: "The graduate increment is the work required of graduate students to distinguish their learning experience from that of the undergraduates in a course where both participate." As such, graduate students enrolled in this course are required to submit a Plan/Planning Review that is analytically richer than undergraduates might submit, hence the increased length for assigned activities. In order to be sure that your work is "analytically richer," you (the graduate student) must include an expanded review of the salient

literature and a full discussion of the implications of your findings for knowledge and theory in an individualized submission of the finished research paper.

### **Quizzes/Short Essays**

To ensure that you are engaged with the readings and thinking about planning as practice and profession, we will have scheduled 10-15 minute Written Quizzes or Short Essays (with prompts provided) at the start of each class session. These will query the reading pertinent to the given class session, and will build upon prior material. These will be scored on a 3 point scale (Good, OK, Hmmm). Be sure to write legibly, maybe use a quick outline developed at start, and use the time effectively. These activities are shown as Q/E in the course schedule below.

### **Discussions**

You will prepare and submit six different writings during the semester (i.e., Discussions) in which you describe and evaluate five 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 government (city, county, township) land use plans are developed (generally relying on the rational-comprehensive approach) and who is involved in which ways, and contrast this with collaborative or community-based planning for rural areas or natural resources. You should consider the issue of land-ownership mixes in rural settings (i.e., federal, state, private) and the ways in which this can influence process.

#### 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 legal relationship between planning and zoning, and the process that must be followed by private parties and local governments in regard to development.

### **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 development or 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.

Undergraduates should submit a work that is 12-15 pages in length (not including title page, references and figures/tables which should be attached at the rear). Graduate submissions should be 15-20 pages in length.

### **Formatting Guidelines for Written Work (see Report/Presentation guidelines separately in Moodle)**

Geography majors should utilize the Turabian (or Chicago) Style for the formatting of your paper; parenthetical/reference list or author/date format rather than footnote/bibliographic. Or use the current style as shown in the Annals of the American Association of Geographers.

Students majoring in other fields/disciplines may follow the style pertaining to their own, but specify by separate note what that style is and make sure to follow it carefully. Do submit your work with the Turabian title page for term papers as described below.

The title page should follow Turabian (student paper title page – see example posted to Moodle).

Use the most current issue of the appropriate style guide, or the internet (search “Turabian” for example, or “ALA”) 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 prepared with headings, captions, line spacing, and attached at rear of paper).

### Assessment Rubric for Quizzes, Discussions and Plan/Planning Review Activity:

<b>Dimension</b>	<b>Level 1 (Excellent - 3pts)</b>	<b>Level 2 (Good - 2pts)</b>	<b>Level 3 (Needs Work-1 pt)</b>
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.
<b>Dimension</b>	<b>Level 1 (Excellent - 5pts)</b>	<b>Level 2 (Good - 3pts)</b>	<b>Level 3 (Needs Work-1 pt)</b>
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 researched , or didn't try to.

\*Levels 1-3 serve as benchmarks. Descriptions refer more to Quizzes, but pertain to Discussions and the Plan/Planning Review as well.

**Provisional Course Calendar:**

Week	Topic	Required Reading(s)	Activities
1 (8/20)	<b>R:</b> Intro to Course: What is planning? Why plan? What's in a Plan?	<b>R:</b> (1) Syllabus; (2) McLoon & Berke; (3) <a href="https://planning.org/policy/statements/2020/may31/">https://planning.org/policy/statements/2020/may31/</a>	<b>R:</b> Intros
2 (8/25 & 8/27)	<b>T:</b> Why Plan (Cont'd)  <b>R:</b> What do planners do? The profession, AICP, Planning Ethics, etc.	<b>T:</b> (1) Randolph Ch.3; (2) Randolph Ch. 17 (pp. 601-605); (3) Kolko, also available here: <a href="https://www.nytimes.com/2017/05/22/upshot/seattle-climbs-but-austin-sprawls-the-myth-of-the-return-to-cities.html">https://www.nytimes.com/2017/05/22/upshot/seattle-climbs-but-austin-sprawls-the-myth-of-the-return-to-cities.html</a> <i>Supplementary:</i> Montgomery <b>R:</b> (1) Randolph Ch.2 (pp. 48-end); (2) <a href="https://www.planning.org/choosingplanning/">https://www.planning.org/choosingplanning/</a> (and links at bottom); (3) <a href="https://www.planning.org/aicp/">https://www.planning.org/aicp/</a> (and links!).	<b>T:</b> Q/E 1  <b>R:</b> Q/E 2
3 (9/1 & 9/3)	<b>T:</b> Planning Precedents – English and Early American (& NW Ordinance, 10 <sup>th</sup> Amendment, Dillon's Rule)  <b>R:</b> More on history of Planning	<b>T:</b> (1) Platt Ch.3; (2) Randolph Ch 1 pp. 44-47; (3) <a href="http://www.loc.gov/rr/program/bib/ourdocs/northwest.html">http://www.loc.gov/rr/program/bib/ourdocs/northwest.html</a> ; (4) <a href="https://www.law.cornell.edu/constitution/tenth_amendment">https://www.law.cornell.edu/constitution/tenth_amendment</a> <b>R:</b> (1) Nolon; (2) Pava <i>Supplementary:</i> Platt Ch 3	<b>T:</b> Q/E 3  <b>R:</b> Q/E 4
4 (9/8 & 9/10)	<b>T:</b> Planning processes – Rational Comprehensive Approach  <b>R:</b> Planning processes – Collaborative Planning	<b>T:</b> (1) Randolph Ch.2 (pp. 27-47); (2) Arnstein  <b>R:</b> (1) Randolph Ch.4; (2) Moodle's Collaborative Planning Resources; (3) <a href="https://cbcguide.weebly.com/">https://cbcguide.weebly.com/</a>	<b>T:</b> <b>Planner Jobs Discussion Due;</b> Q/E 5 <b>R:</b> <b>Plan/ Planning Review – ID city and/or county.</b> Q/E 6
5 (9/15 & 9/17)	<b>T:</b> Planning Law – Precepts & Landmark Cases  <b>R:</b> Planning, Equity, Social Justice	<b>R:</b> (1) Refer to Randolph Ch 2 pp. 44-47; (2) Landmark Cases (See folder in Moodle Readings); (3) <a href="https://leg.mt.gov/bills/mca/title_0020/chapter_0040/part_0060/section_0130/0020-0040-0060-0130.html">https://leg.mt.gov/bills/mca/title_0020/chapter_0040/part_0060/section_0130/0020-0040-0060-0130.html</a> <b>R:</b> (1) Brenman and Sanchez Ch 1; (2) APA Planning for Equity Policy Guide; (3) Rothstein Reading TBA	<b>T:</b> Recom'd Suppl Reading: Platt Ch.5 (Moodle); Q/E 7.  <b>R:</b> Q/E 8

Week	Topic	Required Reading(s)	Activities
<b>6</b> (9/22 & 9/24)	<b>T:</b> Implementing Plans: Regulatory Tools & practical & legal relations between planning and regulation (enabling acts, case law) <b>R:</b> Regulatory Tools Cont'd	<b>T:</b> (1) Platt Ch.7 (Moodle); (2) Rothstein Reading TBA <b>R:</b> (1) Randolph Ch.17 (pp. 601-630); (2) Chesco Performance Zoning (Moodle, and available <a href="https://www.chescoplanning.org/UniCorner/Tools/PerfZoning.cfm">https://www.chescoplanning.org/UniCorner/Tools/PerfZoning.cfm</a> ); (3) Form-Based Codes Defined @ <a href="https://formbasedcodes.org/definition/">https://formbasedcodes.org/definition/</a>	<b>T:</b> Q/E 9; <b>Planning Process Discussion Due</b> <b>R:</b> <b>Plan/ Planning Review Statement Due;</b> Q/E 10
<b>7</b> (9/29 & 10/1)	<b>T:</b> Implementing Plans: Non-regulatory Tools (also Conservation Easements, PDR) <b>R:</b> New Urbanism & Smart Growth	<b>T:</b> (1) Randolph Ch.17 (pp. 630-end); (2) Randolph Ch.15 (pp. 545-552); Rothstein Reading TBA <b>R:</b> (1) Randolph Ch.16; (4) Charter of the New Urbanism (3) Calthorpe (Moodle) (2) New Urbanist & Smart Growth websites (Moodle Section);	<b>T:</b> Q/E 11 <b>R:</b> Q/E 12
<b>8</b> (10/6 & 10/8)	<b>T: Review</b> <b>R: Midterm Exam</b>	<b>T:</b> NA <b>R:</b> NA	<b>T:</b> NA <b>R:</b> NA
<b>9</b> (10/13 & 10/15)	<b>T:</b> TIFs, Networks, Economic and Sustainable Development – some development approaches <b>R:</b> Planning in Montana	<b>T:</b> (1) TIF readings folder (Moodle); (2) <a href="https://www.interise.org/streetwise-umba">https://www.interise.org/streetwise-umba</a> ; (3) <a href="https://www.scdcinc.org/">https://www.scdcinc.org/</a> ; (4) <a href="https://oscrtn.weebly.com/">https://oscrtn.weebly.com/</a> . <b>R:</b> (1) <i>Montana Growth Policy Book</i> (Moodle - Chs.1-4)	<b>T:</b> <b>Land Use Implementation Tools Discussion Due;</b> Q/E 13 <b>R:</b> Q/E 14
<b>10</b> (10/20 & 10/22)	<b>T:</b> Planning in Oregon and Washington <b>R:</b> Planning in Maryland	<b>T:</b> (1) Randolph Ch.18 (pp. 649-660); (2) APA's <i>Planning Communities for the 21st Century</i> - Oregon & Washington Profiles (Moodle); <b>R:</b> APA's <i>Planning Communities for the 21st Century</i> - Maryland Profile (Moodle)	<b>T:</b> Q/E 15 <b>R:</b> Q/E 16
<b>11</b> (10/27 & 10/29)	<b>T:</b> Federal Laws I (NFIP & CZMA;)	<b>T:</b> (1) Randolph Ch.13 (pp. 452-467); (2) FEMA_NFIP_FAQs thru page 8 (Moodle); (3) Randolph Ch. 10 (pp. 356-362);	<b>T:</b> Q/E 17

Week	Topic	Required Reading(s)	Activities
	<b>R: Federal Laws II (NEPA)</b>	<b>R: (1) Randolph pp. 505-509, 662-663; (2) NEPA Citizens Guide (Moodle) thru p. 30</b>	<b>R: Plan/Planning Review Outline Due; Q/E 18</b>
<b>12</b> (11/3 & 11/5)	<b>T: Election Day-No Class</b> <b>R: Federal Laws III (NHPA)</b>	<b>T: NA</b> <b>R: (1) Minner</b>	<b>T: NA</b> <b>R: Q/E 19</b>
<b>13</b> (11/10 & 11/12)	<b>T: Federal Laws V (Transportation &amp; Clean Air Acts)</b> <b>R: Synthesis</b>	<b>T: NA</b> <b>R: NA</b>	<b>T: N/A</b> <b>R: NA</b>
<b>14</b> (11/17 & 11/19)	<b>T: REVIEW</b> <b>R: Finals Week Begins</b>	<b>T: NA</b> <b>R: NA</b>	<b>T: NA</b> <b>R: NA</b>
<b>15</b> (11/25)	<b>W: Final Exam, 8-10AM</b>	<b>W: NA</b>	<b>W: Plan/Planning Review Due by midnight</b>

\*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:

### Course policies:

#### **Attendance**

Students are expected to attend all class meetings and complete all assignments for courses in which they are enrolled. Students should notify me if they have expected or recent absences resulting from any cause. FYI - instructors are encouraged to notify advisors or the appropriate administrators regarding students with excessive unexcused absences. Instructors **may excuse** brief and occasional absences for reasons of illness, injury, family emergency, religious observance, cultural or ceremonial events, or participation in a University sponsored activity. (University sponsored activities include for example, field trips, ASUM service, music or drama performances, and intercollegiate athletics.)

**Cultural or ceremonial leave allows excused absences for cultural, religious, and ceremonial purposes to meet the student's customs and traditions or to participate in related activities.** To receive an authorized absence for a cultural, religious or ceremonial event the student or their advisor (proxy) must submit a formal written request to the instructor. This must include a brief description (with inclusive dates) of the cultural event or ceremony and the importance of the student's attendance or participation. Authorization for the absence is subject to approval by the instructor. Appeals may be made to the Chair, Dean or Provost. The excused absence or leave may not exceed five academic calendar days (not including

weekends or holidays). Students remain responsible for completion or make-up of assignments as defined in the syllabus, at the discretion of the instructor.

Instructors ***shall excuse*** absences for reasons of military service or mandatory public service.

It is extremely disruptive to have students arrive late and/or leave early. I know that you have nothing else on your schedule during the class period, therefore your presence throughout the entire class period is expected. Not only will this keep me happy, it will help you to master the material.

### ***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 must practice academic honesty. 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.

### ***Disabilities Accommodation***

Students with disabilities may request reasonable modifications by contacting me. The University of Montana assures equal access to instruction for students with disabilities in collaboration with instructors and Disability Services for Students, which is located in Lommasson Center 154 (and see <https://www.umt.edu/dss/default.php>). The University does not permit fundamental alterations of academic standards or retroactive modifications.

### ***Basic Needs Security***

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Office of Student Success (<http://www.umt.edu/oss/>) for support. Also, connect with the UM Food Pantry (<http://www.umt.edu/asum/agencies/food-pantry/default.php>). Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to assist and to exercise understanding and accommodation.

### ***Recording in Class***

Montana law requires that if you wish to record a lecture, you must first inform me and I must consent before you do so.

### ***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%

\*Please note, this class is offered for traditional letter grade only, it is not offered under the credit/no credit option.

***Important Dates Restricting Opportunities to Drop a Course, get refunds, etc. in Autumn 2020:***

See <https://www.umt.edu/registrar/calendar/autumn-2020.php>