

UP 510-RP Plan Making: Zoning for Equity

**University of Illinois, Urbana-Champaign Department of Urban & Regional Planning
Fall 2023**

Professor Rolf Pendall, AICP

Office hours: Wednesdays 2-4 PM. [Please book on Calendly](#). If that doesn't work for you please email with a request.

Course description

Planners have recognized for decades that the tools, policies, and practices of land-use planning perpetuate and reinforce inequities between white, wealthy, and native-born people, on the one hand, and Black, Latino, Asian, Native, low-income, and foreign-born people on the other. This course begins from the proposition that if planners helped build American Apartheid, they can and should work to overcome this inequitable legacy by building more equitable cities and metropolitan areas. Among the many domains in which planners work, none is more important—and more exclusively the responsibility of planners—than land use. Across the U.S., by far the dominant tool of land-use planning is zoning, which was invented and adopted in the 1910s and 1920s, when white supremacist and native ideologies infused the thinking and action of professionals, scholars, and elected and appointed officials at all levels of the U.S., up to and including [President Woodrow Wilson](#).

But times are changing; zoning reform is on the agenda of many stakeholders because of housing scarcity and continued concern over fair housing. The American Planning Association has made [zoning reform a top priority item](#) and recently published an excellent [Equity in Zoning Policy Guide](#) (which we'll use as a major resource in this class). The U.S. Department of Housing and Urban Development has issued a [draft rule on “affirmatively furthering fair housing”](#) that will require state and local governments to develop “equity plans” that investigate and advance the ability of low-income and disabled people and people of color to live in high-opportunity neighborhoods. HUD has also backed the [National Zoning Atlas](#), which aims to create a single national map of exclusionary zoning.

In this semester's class, the workshop team will develop a final report and presentation about how to advance zoning for equity in Illinois. The audiences include the Illinois APA, Housing Action Illinois, the Illinois office of the Corporation for Supportive Housing, Connections for the Homeless, and the Illinois Housing Development Authority (IHDA). The report will have this format:

1. Executive summary
2. Why Illinois needs zoning for equity
3. Zoning for equity in privileged, gentrifying, and distressed communities:
Pragmatic and progressive strategies for Illinois
4. How key stakeholders can advance zoning for equity

Students in the workshop will be divided into teams corresponding to three community types: privileged, gentrifying, and distressed. Each team will be expected to concentrate on how zoning reform can help advance equity in the context of communities in their group. Many more policy changes and investments will always be necessary to make communities more equitable; while important to mention, these are not the focus of the workshop this semester.

Learning objectives

Students who meet the class's learning objectives will have significantly improved their ability to:

- Work effectively as individuals and in teams to manage and complete a complex professional project;
- Distinguish the role of zoning among the many factors that lead to and reinforce spatial inequity;
- Conduct research on zoning policies that could advance equity in different contexts;
- Engage with key stakeholders about how zoning affects equity in their work;
- Identify pathways for action that key stakeholders in Illinois can use to make zoning more equitable; and
- Prepare and deliver a professional final report with multiple audiences in mind.

How the class will work

This is a second-year MUP workshop. You have significant professional and academic experience. I expect you all to have your own ideas that together will probably surpass my imagination of what the final report might look like. Therefore, my role is to provide a structure, connect you with audiences, and serve as a resource, not to create detailed lists of things for you to do or complicated rubrics that limit your creativity or hinder your ability to work independently.

I hope you'll all learn new substantive things during the workshop. The Canvas site has a huge number of resources, most of which are included in the syllabus below. Many of these are videos prepared by the members of the nationwide Zoning for Equity collaborative, which won a 2023 award on curriculum design from the Lincoln Institute of Land Policy. We designed the course after George Floyd was murdered in 2020. First we called it "Ending exclusionary zoning," but we wanted it to be more positive. Since we first offered it in 2021, it's been taught (beyond our own department) in the urban planning programs at UCLA, Arizona State University, the University of Utah, Florida State University, the University of North Carolina at Chapel Hill, Ohio State University, and the University of Minnesota. Students share the same course materials, but they develop their own projects based on their local contexts.

This semester, the course will also be offered at ASU, Ohio State, and Florida State. While their syllabi may vary a bit from ours, we're doing roughly parallel kinds of projects. Three times we'll forego a Thursday class session and meet collectively on Friday afternoons from 2-4 with students from the other campuses in Collaborative Learning Labs. Attendance is expected; if you usually have commitments on Fridays, I ask that you shift them if possible so you can attend. If that's not possible, please let me know, and we'll figure out a way for you to engage with the other campuses' work.

Assessment

Class engagement: 150 points.

10 points will be awarded per week based on completion of individual weekly work logs on your engagement with the material and interaction in the classroom. Engagement grades will be individual.

Report: 850 points.

Draft work plan: Due 9/1/2023 by 5:00 PM. 50 points. By Friday, September 1, you are required to develop a draft work plan for your group that everyone in your group feels comfortable with. The work plan is simply a guide for completing each draft deliverable on time, revising the drafts, and completing the final report(s). This work plan will receive a completion grade. I will provide feedback. I recommend that as you develop your work plan, you consider the variation in group members' need for clarity vs. flexibility. Some people need a lot of clarity about who's doing what, and when. Others operate perfectly well without much structure. Let's call these two groups "Clear" and "Flex." When a Clear requires structure, Flexes can feel constricted and blocked. When a Flex wants a more fluid approach, it can make a Clear anxious. The key is for everyone to communicate at the beginning and throughout the semester about how you're going to get your work done, how you'd like to ensure accountability, and how to manage missed tasks in ways that maintain professionalism. The work plan is a point of reference for doing that. Thus it should be a living document.

The report sections will be developed cumulatively in the following deliverables. Deliverables 1-3 are completion grades only. Each of these completion grades will be assessed per group. Deliverables 4a and 4b will be graded using a rubric we will develop together before Fall Break. These two deliverables will be assessed collectively for the entire class.

1. Logic models: Zoning for equity in privileged, gentrifying, and distressed neighborhood: Examples and strategies Illinois can consider. Draft due 9/22. 100 points.
2. Theories of Change: How key stakeholders can advance zoning for equity in Illinois. Draft due 10/27. 100 points.
3. Narrative: Why Illinois needs zoning for equity. Draft due 11/17. 100 points.
4. Final report, including revisions of assignments 1-3 + executive summary.
 - a. Draft presentation slides and draft report due 12/6. 250 points.
 - b. Final presentations slides and final report due the week of 12/11. 350 points.

Final grades will be assigned based upon the maximum point score of 1000, such that
A: 930-1000 | A-: 900-929 | B+: 870-899 | B: 830-860 | B-: 800-829 | C+: 770-799 | C: 730-769 |
C-: 700-729 | D+: 670-699 | D: 630-669 | D-: 600-629 | F: 0-599.

Policies

Absences

You're expected to attend every class. If you know you need to miss a class, please let the instructor and team members know ahead of time. If you missed a class and couldn't check in beforehand, please do so afterward with both the instructor and your team members.

Academic Integrity

The University of Illinois at Urbana-Champaign Student Code should also be considered as a part of this syllabus. Students should pay particular attention to Article 1, Part 4: Academic Integrity. Read the Code at the following URL: <http://studentcode.illinois.edu/>.

Academic dishonesty may result in a failing grade. Every student is expected to review and abide by the Academic Integrity Policy: <https://studentcode.illinois.edu/article1/part4/1-401/>. Ignorance is not an excuse for any academic dishonesty. It is your responsibility to read this policy to avoid any misunderstanding. Do not hesitate to ask the instructor(s) if you are ever in doubt about what constitutes plagiarism, cheating, or any other breach of academic integrity.

Mental Health

Significant stress, mood changes, excessive worry, substance/alcohol misuse or interferences in eating or sleep can have an impact on academic performance, social development, and emotional wellbeing. The University of Illinois offers a variety of confidential services including individual and group counseling, crisis intervention, psychiatric services, and specialized screenings which are covered through the Student Health Fee. If you or someone you know experiences any of the above mental health concerns, it is strongly encouraged to contact or visit any of the University's resources provided below. Getting help is a smart and courageous thing to do for yourself and for those who care about you.

- Counseling Center (217) 333-3704
- McKinley Health Center (217) 333-2700
- National Suicide Prevention Lifeline (800) 273-8255
- Rosecrance Crisis Line (217) 359-4141 (available 24/7, 365 days a year)

If you are in immediate danger, call 911.

Community of Care

As members of the Illinois community, we each have a responsibility to express care and concern for one another. If you come across a classmate whose behavior concerns you, whether in regards to their well-being or yours, we encourage you to refer this behavior to the Student Assistance Center (217-333-0050 or <http://odos.illinois.edu/community-of-care/referral/>). Based on your report, the staff in the Student Assistance Center reaches out to students to make sure they have the support they need to be healthy and safe.

Further, as a Community of Care, we want to support you in your overall wellness. We know that students sometimes face challenges that can impact academic performance (examples include mental health concerns, food insecurity, homelessness, personal emergencies). Should you find that you are managing such a challenge and that it is interfering with your coursework, you are encouraged to contact the Student Assistance Center (SAC) in the Office of the Dean of Students for support and referrals to campus and/or community resources.

Students with Disabilities

To obtain disability-related academic adjustments and/or auxiliary aids, students with disabilities must contact the course instructor as soon as possible and provide the instructor with a Letter of Academic Accommodations from Disability Resources and Educational Services (DRES). To ensure that disability-related concerns are properly addressed from the beginning, students with disabilities who require assistance to participate in this class should apply for services with DRES and see the instructor as soon as possible. If you need accommodations for any sort of disability, please speak to me after class, or make an appointment to see me or see me during my office hours. DRES provides students with academic accommodations, access, and support services. To contact DRES, you may visit 1207 S. Oak St., Champaign, call 217-333-1970, e-mail disability@illinois.edu or visit the DRES website at <http://www.disability.illinois.edu/>. Here is the direct link to apply for services at DRES, <https://www.disability.illinois.edu/applying-services>.

Disruptive Behavior

Behavior that persistently or grossly interferes with classroom activities is considered disruptive behavior and may be subject to disciplinary action. Such behavior inhibits other students' ability

to learn and an instructor's ability to teach. A student responsible for disruptive behavior may be required to leave class pending discussion and resolution of the problem and may be reported to the Office for Student Conflict Resolution (<https://conflictresolution.illinois.edu>; conflictresolution@illinois.edu; 333-3680) for disciplinary action.

Emergency Response Recommendations

Emergency response recommendations and campus building floor plans can be found at the following website: <https://police.illinois.edu/em/run-hide-fight/>. I encourage you to review this website within the first 10 days of class.

Religious Observances

Illinois law requires the University to reasonably accommodate its students' religious beliefs, observances, and practices in regard to admissions, class attendance, and the scheduling of examinations and work requirements. Students should complete the [Request for Accommodation for Religious Observances](#) form should any instructors require an absence letter in order to manage the absence. In order to best facilitate planning and communication between students and faculty, students should make requests for absence letters as early as possible in the semester in which the request applies.

Sexual Misconduct Reporting Obligation

The University of Illinois is committed to combating sexual misconduct. Faculty and staff members are required to report any instances of sexual misconduct to the University's Title IX and Disability Office. In turn, an individual with the Title IX and Disability Office will provide information about rights and options, including accommodations, support services, the campus disciplinary process, and law enforcement options. A list of the designated University employees who, as counselors, confidential advisors, and medical professionals, do not have this reporting responsibility and can maintain confidentiality, can be found here: wecare.illinois.edu/resources/students/#confidential.

Course summary

Wk	Start	Part	Tuesday	Thursday	Fri-day	Due	
1	8/21	Intro	Intro	Positionality & Project management			
2	8/28		APA Equity in Zoning Policy Guide			9/1: Work plan	
3	9/4	Potential solutions	Research and work on potential solutions				
4	9/11						
5	9/18		No class	CLL 1	9/22: Logic models draft		
6	9/25	Political change	Theory of Change	Meet the audience			
7	10/2		Alternative routes	US Fair Housing Act			
8	10/9		NIMBY override				
9	10/16		Fair share housing				
10	10/23		Contemporary state solutions	No class	CLL 2	10/27: Theories of change draft	
11	10/30	Why Zoning for Equity	Origins of exclusion	Precedents & complements			
12	11/6		Big builders	Cementing exclusion			
13	11/13		Expulsive zoning & redlining	Movements to reverse exclusion		11/17: Narratives draft	
14	11/20	Fall break					
15	11/27	Report & presentation	Report prep	No class	CLL 3		
16	12/4		Course review			12/6: Draft presentation slides & report	
17	12/11					TBA: Final presentation & report	

Course schedule

Introduction: What is zoning for equity?

Week 1: Tuesday, 8/22: Introduction, flash primer on zoning, and positionality

- In class:
 - Watch City Beautiful, “[An Introduction to Zoning](#)” (5:57)
 - Watch Monkkonen, “[Week 4: Land Regulations Impacts Optional](#)” (15:00).
 - Watch Pfeiffer, [Positionality and Reflectivity](#) video + conversation
- After-class optional readings for those who need more background
 - Read Fulton, W. and P. Shigley (2005). “Zoning.” In *Guide to California Planning, 3rd Edition*.
 - Read Pendall, R., R. Puentes, and J. Martin (2006). [From Traditional to Reformed: A Review of the Land Use Regulations in the Nation’s 50 largest Metropolitan Areas](#), Brookings Institution Metropolitan Policy Program.

Week 1: Thursday, 8/24: Positionality + Project management

- Homework for Thursday: Read *Project Management for Planners*, write brief positionality statements
- In class: Project management with an intersectional lens

Week 2: Tuesday, 8/29 and Thursday 8/31: APA Equity in Zoning Principles (full week)

- Homework for Tuesday: Read APA Equity in Zoning Policy Guide.

Part 1. What are some potential solutions?

Weeks 3-5: What zoning-related solutions are out there for these three area contexts?

In these three weeks, members of each group will learn about and write descriptions of local solutions that could work in their group’s context (privileged areas, gentrifying areas, declining or hazardous areas). Groups should rely on the policies recommended in the Equity in Zoning Policy Guide, resources listed at the end of this syllabus, and/or other sources. We’ll spend an hour of each class session sharing what we’ve learned, with 20 minutes for each group to relate what they’ve learned (one person should provide an informal summary on behalf of the group, no PowerPoint please) and take questions from others. The last 20 minutes of each class session will be reserved for project management and coordination.

Week 5: Thursday, 9/21 class moved to Friday, 9/22 for Collaborative Learning Lab 1, 2:00-4:00 PM. This will be a virtual session. Zoom link coming soon.

Part 2: Political change (getting zoning for equity to happen)

What do our audiences have the power to do, if they want to make zoning more equitable in Illinois? This state has more local governments than any other state in the U.S. Many of them are small. They range from super-rich villages in the Chicago suburbs, to diverse large and mid-sized cities, to rural counties. Municipal home rule is probably stronger in Illinois than in any other state—that means it’s hard for the state to tell cities what they must and must not do. Planning law hasn’t evolved in Illinois in the same ways it has in “growth management” (or “smart growth”) states like Oregon or Maryland. In fact, neither zoning nor comprehensive planning is even required here. For the report, we (you) are going to need to be creative about the many paths our audiences might take to advance equity through zoning. Although you might come up with other pathways to change, some questions to think about here include:

- Where and how can **education and training** make a difference (provided by APA, IHDA, others)?

- Where and how can state-level **funding** for local planning activities (including zoning reform), affordable housing, transportation, and other local “wants” make a difference?
- Where and how can changes in APA **ethical standards and policy guides** for planners make a difference?
- Where and how can **advocacy and political organizing** make a difference?
- Where and how can **litigation** make a difference?

In this part of the class, our approach will shift. In most of the class sessions starting 10/7, we’ll spend the first 30-40 minutes discussing the assigned material. Since there are a lot of required readings, I might ask groups to take responsibility for developing key takeaways from a subset of the readings for that day or week. On Tuesdays, you’ll use the rest of the class time within your groups for management, discussing progress, and debating ideas about pathways to change. On Thursdays, we’ll take the last part of the class for groups to report what they’ve learned about pathways to change. The Thursday group sessions are designed to allow groups to learn from one another about the potential of one set of change pathways.

Week 6: Tuesday, 9/26 Theory of Change

- Read Anderson, A. (n.d.). [The Community Builder’s Approach to Theory of Change: A practical guide to theory development](#). The Aspen Institute.
- Watch Garcia, “[Theory of Change](#)” (19:47)
- Watch Pendall, “[Changemaker videos introduction](#)” (8:38)
- Watch Changemaker videos or transcripts to be assigned

Week 6: Thursday, 9/28 Meet the audience

- Read Restore Justice Illinois, “[How a Bill Becomes a Law in Illinois](#)”
- Review flow chart from Illinois General Assembly, “[How a Bill Becomes a Law in Illinois](#)”
- Review materials to be assigned providing background on the representatives from organizations who will join us in class via Zoom on Thursday
- Optional: Watch Monkkonen, “[How a housing bill becomes a law](#)” (in California)

Week 7: Tuesday, 10/5: Alternative routes to zoning for equity

- Organizing to produce deliverable 2

Week 7: Thursday, 10/7: The US Fair Housing Act and Affirmatively Furthering Fair Housing

- Watch Goetz, “[Fair Housing Act](#)” (39:36)
- Watch [5-minute video explainer](#) of the *Village of Arlington Heights vs. Metropolitan Housing Dev. Corp.* decision (429 U.S. 252 (1977)).
- Watch Monkkonen, “[Affirmatively Furthering Fair Housing](#)” (28:04)
- Read Hannah-Jones, Nikole. (2012). [Living Apart: How the Government Betrayed a Landmark Civil Rights Law](#). ProPublica.
- Read PRRAC, “[How States can Affirmatively Further Fair Housing: Key Leverage Points and Best Practices](#),” January 2022. Read the full report linked from this page.
- Read National Low Income Housing Coalition, “[NLIHC Provides Summary of Key AFFH Definitions, Modifies AFFH Community Engagement Overview](#),” and materials linked on this page.

Week 8: Tuesday, 10/10 and Thursday, 10/12: “NIMBY override” approaches

- Watch Monkkonen, “[East vs. west coast state housing laws](#)” (36:05)
- Read Bratt, R. G., & Vladeck, A. (2014). [Addressing Restrictive Zoning for Affordable Housing: Experiences in Four States](#). *Housing Policy Debate*, 24(3), 594–636.
- Illinois Compiled Statutes, Affordable Housing Planning and Appeals Act, 310 ILCS 67, <https://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=2477&ChapterID=29#top>.
- Read Hoch, C. (2007). [How Plan Mandates Work: Affordable Housing in Illinois](#), *Journal of the American Planning Association* 73(1), 86-99.
- Watch Goetz, “[The outcomes of main anti-exclusionary zoning efforts](#)” (22:26).
- Optional: Nicholas J. Marantz & Harya S. Dillon (2018) [Do State Affordable Housing Appeals Systems Backfire? A Natural Experiment](#), *Housing Policy Debate*, 28:2, 267-284, DOI: 10.1080/10511482.2017.1362021.
- Optional: Marantz, N. J., & Zheng, H. (2022). Exclusionary Zoning and the Limits of Judicial Impact. *Journal of Planning Education and Research*, 42(3), 280–293. <https://doi.org/10.1177/0739456X18814924>

Week 9: Tuesday, 10/17 and 10/19: Fair share housing (Note: ACSP conference Thursday; plans for class session that day TBD)

- Read Mandelker, D. R., Brown, C. N., Merriam, D. H., Stroud, N. E., Sullivan, E. J., & Freeman, L. (2020). Chapter 5: Mt Laurel I and II. In *Planning and control of land development: Cases and materials* (Tenth edition). Caroline Academic Press.
- Watch Kim, “[Mt. Laurel I & II](#)” (24:04)
- Watch Goetz, “[Fair Share](#)” (17:59)
- Read Baer, W. C. (2008). [California’s Fair-Share Housing 1967–2004: The Planning Approach](#). *Journal of Planning History*, 7(1), 48–71.
- Watch Monkkonen, “[How well has California’s housing law worked?](#)” (5 min video)
- Read Ramsey-Musolf, D. (2017). [State mandates, housing elements, and low-income housing production](#). *Journal of Planning Literature*, 32(2), 117-140. (CA, MN, IL, FL).

Week 10: Tuesday, 10/24: Contemporary state solutions to inequitable zoning

- Watch Kim, “[Contemporary anti-exclusionary zoning reforms - the state level](#)” (35:19)
- Watch Kim, Monkkonen, & Pfeiffer, “[State and local control over zoning](#)” (41:47).

Week 9, Thursday, 10/26: No class

Week 9, Friday, 10/27: Collaborative Learning Lab 2, 2:00-4:00

Part 3: Why Illinois Needs Zoning for Equity

In this final part of the class, we’ll maintain the structure from Part 2, with discussion for the first 30-40 minutes of each class session and discussion of how to “localize” the lessons of history for an Illinois-specific audience.

Week 11: Tuesday, 10/31: Origins of Exclusionary Zoning

- Homework in this order:
 - Read Jackson, K. T. (1987). Chapter 3 Home, Sweet Home: The House and the Yard. In *Crabgrass frontier: The suburbanization of the United States* (pp. 45–72). Oxford University Press.

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- Watch Whittemore, “[Home Sweet Home](#)” (27:55)
- Watch Pendall, “[What to expect in the Whittemore Article](#)” (2:41)
- Read Whittemore, A. H. (2021). [Exclusionary Zoning](#). *Journal of the American Planning Association*, 87(2), 167–180.

Week 11: Thursday, 11/1: Exclusionary zoning precedents and complements

- Homework in this order:
 - Read Nightingale, C. (2012). “Camouflaging the Color Line in Chicago.” In *Segregation: A Global History of Divided Cities* (pp. 295–331).
 - Watch Reece, “[Racial zoning](#)” (19:51)

Week 12: Tuesday, 11/7: Segregation and the “free” market: How big builders created zoning

- Homework in this order:
 - Watch Pendall, “[The roaring 1920s and the rise of the community builders](#)” (11:59)
 - Read Weiss, M. (1989). The Rise of the Community Builders. In B. M. Kelly & Long Island Studies Institute (Eds.), *Suburbia re-examined* (pp. 145–155). Greenwood Press.
 - Watch Reece, “[Racially restrictive covenants in the suburbs](#)” (26:36)

Week 12: Thursday, 11/9: The role of zoning in ingraining residential segregation

- Homework in this order:
 - Watch Pendall, “[Spread of zoning and subdivision regulations](#)” (5:13)
 - Read Hirt, S. (2015). [The rules of residential segregation: US housing taxonomies and their precedents](#). *Planning Perspectives*, 30(3), 367–395.
 - Read [Village of Euclid v. Ambler Realty Co., 272 U.S. 365 \(1926\)](#)
 - Watch Reece, “[Euclid and its dissenters](#)” (17:35)
 - Watch Pendall, [video on the Great Depression](#) (4:07)

Week 13: Tuesday, 11/14: Expulsive zoning and redlining

- Homework in this order:
 - Jackson, K. T. (1987). Chapter 11 Federal Subsidy and the Suburban Dream: How Washington Changed the American Housing Market. In *Crabgrass frontier: The suburbanization of the United States* (pp. 190–218). Oxford University Press.
 - Watch Reece, “[Expulsive Zoning](#)” (13:48)
 - Optional (but excellent): Watch Reece, “[Case study of redlining: Columbus, Ohio](#)”

Week 13: Thursday, 11/16: Movements to reverse residential segregation

- Homework in this order:
 - Read Ritzdorf, M. (1997). Locked out of paradise. In J. M. Thomas & M. Ritzdorf (Eds.), *Urban planning and the African American community: In the shadows* (pp. 43–57). Sage Publications.
 - Read Davidoff, P., Davidoff, L., & Gold, N. N. (1970). [Suburban Action: Advocate Planning For An Open Society](#). *Journal of the American Institute of Planners*, 36(1), 12–21
 - Watch Whittemore, “[Open Suburbs Movement](#)” (34:04)

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Week 14: Fall Break, 11/20-25

Final part: Report and presentation prep

Week 15: 11/28: Draft and final report prep

Week 15: 11/30 NO CLASS

Week 15: FRIDAY 12/1 CLL 3 2-4PM

Week 16: Tuesday 12/5: Course review, plans for the final report and presentation

Finals week (12/11-15): Final presentation to audiences, report due, timing TBA

Starter list of resources on local strategies for Part 1

- Resources for everyone
 - Kim, “[Inclusionary housing ordinances](#)” (26:55).
 - García, “[What SLC is currently doing?](#)” (50:17), students’ reporting on the many documents and approaches involved in SLC’s current housing plan including supply and anti-gentrification measures. Note that this resource doesn’t limit itself to zoning; there’s also a lot about affordable housing.
 - Kiani, N., D. Choi, A. Dillon, J. Kim, F. Siddiq, R. Ewing, and I. García. 2020. “Affordable Housing Strategies: State-of-the Practice in Ten Utah Cities.” Metropolitan Research Center (MRC) at the City and Metropolitan Department (CMP) and the University of Utah. [10.13140/RG.2.2.22611.53286](#).
- Illinois-specific general resources
 - Smith, C. S., & Smith, K. (2019). [Pathways To Affordability: Municipal Strategies To Increase Affordable Housing Supply In Illinois](#). *Illinois Municipal Policy Journal* 4(1), 71–102.
 - Novara, M. and Amy Khare (2018). “Two Extremes of Residential Segregation: Chicago’s Separate Worlds and Policy Strategies for Integration,” in C. Herbert, J. Spader, J. Molinsky, and S. Rieger, *A Shared Future: Fostering Communities of Inclusion in an Era of Inequality* (Cambridge, MA: Joint Center for Housing Studies of Harvard University), 202-215.
- Resources for concentrated areas of privilege and gentrifying areas
 - Inclusionary zoning
 - Kim, M. (2020). [Negotiation or Schedule-Based?: Examining the Strengths and Weaknesses of the Public Benefit Exaction Strategies of Boston and Seattle](#). *Journal of the American Planning Association*, 86(2), 208–221.
 - Pendall, R. (2008). From hurdles to bridges: Local land-use regulations and the pursuit of affordable rental housing. In Retsinas, N. & Belsky, E., *Revisiting rental housing* (Brookings Institution Press), 225-74.
 - Wang, Ruoniu, and Sowmya Balachandran. 2021. “Inclusionary Housing in the United States: Dynamics of Local Policy and Outcomes in Diverse Markets.” *Housing Studies*, June, 1–20. <https://doi.org/10.1080/02673037.2021.1929863>.
 - Promoting ADUs
 - Lo, L., Noble, E., Levy, D., & Pendall, R. (2020). Land Use Reforms for Housing Supply: Case Studies on the Process for Passing and Implementing Regulation Changes. Urban Institute.
 - Pfeiffer, D. (2015). Retrofitting Suburbia through Second Units: Lessons from the Phoenix Region. *Journal of Urbanism* 8(3): 279-301.
 - Brinig, M. F., & Garnett, N. (2013). A room of one's own: Accessory dwelling unit reforms and local parochialism. *Urban Lawyer*, 45(3), 519-570
 - Ending single family zoning and other pro-density deregulation approaches
 - Kim and Monkkonen, “[Contemporary anti-exclusionary zoning reforms - the local level](#)” (42:53)
 - PBS NewsHour, 11/23/2019, “[How Minneapolis became the first to end single-family zoning](#)” (10:36).

- Viewpoints and responses about ending single-family zoning. *Journal of the American Planning Association*, 86(1), 106-128.
- Monkkonen, “[Week 6: Mini-lecture #4: Movement to end single-only family districts](#)” (21:20) (this is the “tale of two cities” about Culver City and Santa Monica) [Note: this one might belong in the “making it change” section]
- Over 100 articles by the Sightline Institute called “[Legalizing Inexpensive Housing](#),” documenting regulatory change mainly in Cascadia but also in [other states](#).
- Preventing gentrification and/or displacement
 - White, Darcie, AICP. 2023. Protecting Historically Disadvantaged and Vulnerable Neighborhoods and Business Districts. *APA Zoning Practice*, 40(8).
 - Price, David. 2014. “7 Policies That Could Prevent Gentrification.” Shelterforce, May 23. https://shelterforce.org/2014/05/23/7_policies_that_could_prevent_gentrification/
 - Dorazio, Justin. 2022. “Localized Anti-Displacement Policies: Ways To Combat the Effects of Gentrification and Lack of Affordable Housing.” Center for American Progress, September 22. <https://www.americanprogress.org/article/localized-anti-displacement-policies/>
 - Davis, Jenna. 2021. “The Double-Edged Sword of Upzoning,” Commentary, Brookings Institution. <https://www.brookings.edu/articles/the-double-edged-sword-of-upzoning/>
 - Potter, G.S. 2023. “Gentrification is Going National. Here are 7 Ways to Stop It.” the B|E note Substack. <https://thebenote.substack.com/p/gentrification-is-going-national>.
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