

## **UP 494-RP Equitable land use: Zoning for equity**

Department of Urban & Regional Planning | University of Illinois Urbana-Champaign

Fall 2024

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Class meetings: 9:30AM - 10:50AM T-Th, 225 Temple Buell Hall (TBH)

Office hours: Tuesday, 2:30-4:30. M220 Temple Buell Hall. [Sign up on Calendly](#). If that doesn't work for you, please email with a request.

Planners have recognized for decades that the tools, policies, and practices of land-use planning perpetuate and reinforce spatial inequity by race, ethnicity, class, ability, and family status. This course begins from the proposition that if planners helped build American Apartheid, they can and should work to build 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 resource in this class). U.S. Department of Housing and Urban Development recently issued a [draft rule on “affirmatively furthering fair housing”](#) requiring 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.

### **Learning objectives**

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

- Identify patterns of spatial inequity within cities;
- Distinguish features of land-use plans and regulations that obstruct or advance equity; and
- Offer findings and recommendations that would make a real city's plan and zoning ordinance more equitable.

### **How the class will work**

This is a seminar in which we'll discuss and learn the material together. Most of the classes have readings, and many have accompanying pre-recorded lectures by leading professors in land-use planning and zoning from across the U.S. Discussions will be advanced by students' discussion prompts, which are due two days ahead of each session that has required readings and/or videos. Students must complete all the assigned readings and videos, turn in your written reactions in advance, and participate in discussions. (More details below in “Assessment.”)

Each student will make the classroom materials “real” by selecting a city with between 40,000 and 100,000 residents and analyzing (a) spatial inequity in that city, (b) how zoning aligns with spatial inequity, and (c) what zoning reforms would help overcome spatial inequity (and what the city could do to move those reforms from good ideas to conventional practice). (More details below in “Assessment.”)

This semester, the course will also be offered at Appalachian State University, San Diego State University, and the University of Texas at Austin. Their syllabi vary a bit from ours, but we're following

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similar formats and covering the same material. You'll be a member of a small group of students across the campuses (assigned within the first two weeks of class). In mid-October and just before Fall Break, you're required to submit reflections on your interaction(s). (More details are found below in "Assessment.") Your interactions can be either synchronous or asynchronous.

### **Assessment**

There are pros and cons to the homework in this class. On the "pro" side, you'll earn a lot of your points just by finishing things. On the "con" side, there are a lot of assignments, but that has a pro side: missing one assignment isn't going to make a huge difference to your final grade. (This is especially true for the discussion prompts. See below.) Keep in mind that the analyses are cumulative, though, and my comments on your drafts (even if it's half-baked and late) will help you complete a better final version of the analysis, which I will evaluate and grade.

#### *Discussion prompts (360 points)*

By 11:59 PM **two days before each session** for which readings and/or videos are assigned, you will submit a discussion prompt for the next session. Write at least one question or comment pertaining to at least one of the readings assigned for the upcoming class session. Two or three sentences should be enough. Full credit given for anything pertinent. Read other students' prompts first, and if someone else has submitted a similar one, say you like it and elaborate on it to expand the prompt. This will help identify issues and questions most students want to focus on during the class session. 24 class sessions have readings, and each reaction will receive 20 points. If you submit 18 discussion prompts, you will receive full points. (That is: you can miss up to six (6) reactions and still receive full points.) **One prompt is required** for a session in mid-November discussing significant "changemakers" in zoning for equity. **Discussion prompts may not be generated by AI (Large Language Models, LLMs).** See section below on AI.

#### *Analyses (2050 points)*

**Note:** To ensure that University guidelines about undergraduates and graduates enrolled together in a 400-level course, undergraduate students should work in two-person teams on these analyses. Graduate students are required to work by themselves.

Over the semester, you'll complete three analyses that align with the three main parts of the course. You'll choose a city—preferably in Illinois—between populations of 40,000 and 100,000 for these analyses. Since each of you has special skills and insights, the grading structure for these analyses is meant to prioritize a collaborative approach. I'll discuss this in more detail in class. More information on all three analyses is available on the Canvas site.

- Analysis 1 (650 points): Spatial inequity in your city. This analysis requires you to explore the distribution of advantages and disadvantages within your city vis-à-vis its population by race, income, and homeownership status.
- Analysis 2 (650 points): Zoning and spatial inequity in your city. This analysis requires you to describe your city's zoning ordinance and map and assess the relationship between zoning and spatial inequity as you've identified it in Analysis 1.
- Analysis 3 (750 points): Zoning for equity in your city. This analysis builds on the previous two analyses to identify policies and practices that could reduce spatial inequity in your city. It also asks for creative approaches to turning these ideas into reality.

Each analysis has six sub-parts:

- a. Assignment review and rubric critique (completion grade): This assignment provides students an opportunity to provide written feedback about the assignment and its rubric before you start working on the assignment. We'll talk about it briefly in the class session after the due date. I'll consider your feedback and potentially change the assignment and its rubrics to improve your learning experience.
- b. First draft (completion grade): For the first two analyses, this draft completes the first part of the final draft. For the third analysis, this draft is a full draft. All these first drafts will be posted to the discussion board and discussed in the class session after the due date. I will provide extensive and rapid feedback on this first draft to help you complete a better final draft.
- c. Peer review of first draft (letter grade): A few days after the first draft is due, you will be required to conduct a peer review on one or two other students' first drafts (part c).
- d. Final draft (letter grade): This is the final draft of your analysis.
- e. Collaboration: self- and peer assessments (letter grade): This part asks you to recall the ways in which you and your peers contributed to one another's learning process. It's due a few days after the final draft is due and includes a previous review of your
- f. Instructor's assessment of your collaboration (letter grade): In the final part, I will develop a synthetic understanding of your contribution to your peers' learning from your self-assessment and your peers' assessments of your contributions.

### *Collaborative learning labs (300 points)*

This assignment aims to foster collaborative learning and exchange of ideas on the topic of neighborhood inequality and zoning among students from different university campuses. The discussions will help students to understand diverse perspectives and develop comprehensive strategies for reducing inequality. By the end of Week 1, each campus will assign one or two students to discussion groups. Groups will be formed to ensure diversity in geographic and institutional representation. Instructors will be available for consultations and to facilitate inter-campus communication as needed. Students may choose either synchronous or asynchronous formats for their engagement.

Two submissions are required during the semester. The first covers weeks 1-6 of the semester and concerns spatial inequity in your city. The second covers weeks 7-12 of the semester and concerns the relationship between zoning and spatial inequity in your city. Both will receive letter grades.

### *Final grades: Conversion of points to letter grade ranges*

Final grades will be assigned based upon the maximum point score of 2710, such that  
A+ = 2631–2710 | A = 2520–2630 | A- = 2439–2519 | B+ = 2360–2438 | B = 2249–2359 | B- = 2168–2248 | C+ = 2089–2167 | C = 1978–2088 | C- = 1897–1977 | D+ = 1818–1896 | D = 1707–1817 | D- = 1626–1706 | F = 0–1625.

<b>Assignments at a glance</b>	<b>Due</b>	<b>Pts</b>	<b>Grade*</b>	<b>Pct</b>
<b>Analysis 1: Spatial inequity in your city</b>				
1a. Assignment review, rubric critique	9/2	50	compl	2%
1b. Spatial inequality in your city and its metro area	9/16	150	compl	6%
1c. Peer review: other students' Analysis 1b	9/22	30	letter	1%
1d. Harms and benefits from spatial inequality in your city	9/30	300	letter	11%
1e. Collaboration: Self-assessment & peer assessment	10/3	70	letter	3%
1f. Instructor's assessment of your collaboration	n/a	50	letter	2%
<i>Total</i>		650		24%
<b>Analysis 2: Zoning and spatial inequity in your city</b>				
2a. Assignment review, rubric critique	10/7	50	compl	2%
2b. Zoning in your city	10/21	150	compl	6%
2c. Peer review: other students' Analysis 2b	10/27	30	letter	1%
2d. Zoning and spatial inequality in your city	11/11	300	letter	11%
2e. Collaboration: Self-assessment & peer assessment	11/14	70	letter	3%
2f. Instructor's assessment of your collaboration	n/a	50	letter	2%
<i>Total</i>		650		24%
<b>Analysis 3: Zoning for equity in your city</b>				
3a. Assignment review, rubric critique	11/18	50	compl	2%
3b. First draft, zoning for equity in your city	12/6	150	compl	6%
3c. Peer review: other students' Analysis 3b	12/8	30	letter	1%
3d. Final draft: zoning for equity in your city	12/17	400	letter	15%
3e. Collaboration: Self-assessment & peer assessment	12/18	70	letter	3%
3f. Instructor's assessment of your collaboration	n/a	50	letter	2%
<i>Total</i>		750		28%
<b>Reading questions &amp; observations (18 of 24; 20 points each)</b>	Var.	360	compl	13%
<b>Collaborative learning labs</b>				
CLL1: Zoning and spatial inequity in your city	10/14	150	letter	6%
CLL2: Zoning for equity in your city	11/22	150	letter	6%
<i>Total</i>		300		11%
<b>Total points possible</b>		2710		100%

\*Compl: Completion grade; full points awarded if completed. Letter: Letter grade.

## Policies

### *Late work*

I expect you to turn everything in on time. I also know life is stressful and things go awry, but my advice is, when evaluation is based on completion, just turn something in, even if it's not great. For graded assignments, ask me ahead of time if you need an extension. I don't like imposing late-grade penalties, but if it becomes significant and persistent, I reserve the right to reduce your final letter grade accordingly.

### *Absences*

Attend every class. If you know you need to miss a class, please let me know ahead of time. If you missed a class and couldn't check in beforehand, please do so afterward with me.

### *Using artificial intelligence to complete assignments*

You may use [generative AI large language models](#) (LLMs) from such companies as [OpenAI](#), [Mistral](#), [Anthropic](#), Meta, Google, and [others](#) for submissions in this class **other than discussion prompts**, under the following conditions:

1. Include an acknowledgments section in your main submission indicating which LLMs you used and how you used them. (For example, you might indicate that you wrote a prompt asking for an outline, then wrote the submission based on the outline, then turned to the LLM for copy editing suggestions before editing your work based on those suggestions.) In this acknowledgment, include the disclaimer that all large language models still make up incorrect facts and fake citations and that the author remains responsible for any errors.
2. Submit an extra document entitled "Appendix A1" containing the complete copied-pasted record of your prompts and the responses you received (i.e., the "conversation") along with the date of each conversation, highlighting any text that you cited directly in the body of the assignment.
3. Within the body of your submission:
  - a. Provide a footnote or endnote at the end of any paragraph whose content paraphrases material generated by the LLM with a cross-reference to the page of Appendix A1 where the original information can be found.
  - b. Use quotation marks wherever you directly quote the LLM's output.
4. To receive a passing grade, each submission may not exceed 20% words that directly quote LLM output. (That is, if your assignment has 1000 words and 250 of the words quote the LLM, your assignment will receive a failing grade.)
5. You will be penalized for using a generative AI model without acknowledgement, consistent with the [Academic Integrity Policy](#) cited elsewhere in this syllabus and in the Student Code.

**Discussion prompts must not be generated by LLMs.** You are required to engage directly with the readings, videos, and other assigned materials and use your own creativity to develop good discussion prompts rather than asking an LLM to provide summaries. I acknowledge that this part of the policy is impossible to enforce, so you're on the honor system to abide by it.

### *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](mailto: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](mailto: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](http://wecare.illinois.edu/resources/students/#confidential).

**Course at a glance**

Week	Section	Tuesday		Thursday	
1	Spatial inequity	8/27	Inequality	8/29	Segregation
2		9/3	Costs of segregation	9/5	Adding nuance to segregation
3	Zoning for inequity	9/10	Origins of exclusion	9/12	Precedents & complements
4		9/17	Birth of zoning	9/19	Cementing exclusion
5		9/24	<i>Discussion of analysis 1</i>	9/26	APA conference, no class
6	Solutions	10/1	Comprehensive plans	10/3	Zoning & subdivision regs
7		10/8	Making zoning more equitable	10/10	Making zoning more equitable
8		10/15	"Gentle density"	10/17	Regulatory relief
9		10/22	Inclusionary zoning	10/24	Zoning reforms for EJ
10		10/29	<i>Discussion of analysis 2</i>	10/31	Impacts of zoning change
11	Theories of change	11/5	Policies to avoid gentrification	11/7	Theory of change
12		11/12	Changemaker interviews	11/14	Open suburbs
13		11/19	AFFH	11/21	Anti-NIMBY approaches
14	BREAK	11/26		11/28	

## Readings by session

### Part 1: Spatial inequity

#### 1.1 Inequality: A growing source of inequitable land use

Resources (used in class lecture):

- <https://www.pewresearch.org/social-trends/2020/01/09/trends-in-income-and-wealth-inequality/>
- <https://apps.urban.org/features/wealth-inequality-charts/>
- <https://www.cfr.org/background/under/us-inequality-debate#chapter-title-0-9>

#### 1.2 Segregation: Driver of inequitable land use among and within places

- Goetz, E. G., Damiano, A., & Williams, R. A. (2019). Racially concentrated areas of affluence. *Cityscape*, 21(1), 99-124.
- Mijs, J.J.B. and Roe, E.L. (2021), Is America coming apart? Socioeconomic segregation in neighborhoods, schools, workplaces, and social networks, 1970–2020. *Sociology Compass*, 15: e12884. <https://doi.org/10.1111/soc4.12884>

Recommended:

- Fry, R. & Taylor, P. (2012). “The Rise of Residential Segregation by Income,” Pew Research Center, <https://www.pewresearch.org/social-trends/2012/08/01/the-rise-of-residential-segregation-by-income/>
- Jargowsky, P. A. (2020). Racial and economic segregation in the US: overlapping and reinforcing dimensions. In *Handbook of Urban Segregation* (pp. 151-168). Edward Elgar Publishing.
- Rich, P., & Owens, A. (2023). Neighborhood–School structures: A new approach to the joint study of social contexts. *Annual review of sociology*, 49(1), 297-317.

#### 2.1 Negative impacts of segregation

- Metropolitan Planning Council. 2017. “The Cost of Segregation.”
- Loughran, K., & Elliott, J. R. (2022). Unequal retreats: how racial segregation shapes climate adaptation. *Housing Policy Debate*, 32(1), 171-189.
- Liu, D., Kwan, M. P., & Kan, Z. (2021). Analysis of urban green space accessibility and distribution inequity in the City of Chicago. *Urban Forestry & Urban Greening*, 59, 127029.

Recommended:

- Faber, J. W., & Drummond, J. P. (2024). Still victimized in a thousand ways: segregation as a tool for exploitation in the twenty-first century. *Annual Review of Sociology*, 50.

#### 2.2 Adding nuance: Segregation and opportunity

- Lung–Amam, W. S., Knaap, E., Dawkins, C., & Knaap, G. J. (2018). Opportunity for whom? The diverse definitions of neighborhood opportunity in Baltimore. *City & Community*, 17(3), 636-657.
- Hunter, M. A., Pattillo, M., Robinson, Z. F., & Taylor, K. Y. (2016). Black placemaking: Celebration, play, and poetry. *Theory, Culture & Society*, 33(7-8), 31-56.

## Part 2: Planners as contributors to inequitable land use

### 3.1 Origins of exclusion

- Jackson, K. 1985. "Home Sweet Home: The House and the Yard." In *Crabgrass Frontier: The Suburbanization of the United States*, 45–86. New York, NY: Oxford University Press.
- Nightingale, C. 2012. "Chapter 10: Camouflaging the Color Line in Chicago." In *Segregation*. Chicago, IL: The University of Chicago Press.
- **View:** Instructor mini-lecture #1 by Dr. Whittemore on single-family housing. This lecture will discuss how cities have typically prioritized single-family homeowners above other types of housing. In this way zoning for only single-family housing is a form of exclusionary zoning. Video: <https://youtu.be/vOOh8lRTfIA>

Take optional quiz #1: *Zero-credit quiz: Five easy questions based on Dr. Whittemore's lecture. If you don't get these all right, please make a note to go back and re-watch Whittemore's lecture.* Quiz: <https://forms.gle/Es55CmxuU6Jr8Kfr7>

### 3.2 Precedents and complements

#### Racial zoning

- **View:** Instructor mini-lecture #2 by Dr. Reece. Racial zoning is first implemented in Baltimore in 1910/1911. The ordinance identified racial restrictions by Block depending on the majority racial makeup of the block. Those who were found residing in the wrong block faced fines and up to 1 year in jail. Whites who owned property in blocks designated for the Black population primarily rented their properties to Black residents (often at higher prices). The measure confined the Black population to a very small geography and stifled homeownership for the Black community. This lecture will discuss this history and how it has shaped America today. Video: [https://youtu.be/w51aMSG\\_Ca8](https://youtu.be/w51aMSG_Ca8)

**Take optional quiz #2:** Zero-credit quiz: Five easy questions based on Dr. Reece's lecture. If you don't get these all right, please make a note to go back and re-watch Whittemore's lecture. Quiz: <https://forms.gle/S86jAKnUgjBNywQw9>

#### Covenants

- **View:** Instructor mini-lecture #3 by Dr. Reece. This lecture will be a continuation of the previous lecture but on covenants/deed restrictions and suburban landscapes. Video: <https://youtu.be/5axtXE2bSkc>

### 4.1 The birth of zoning as we know it

- **Watch video 1** (Pendall): Context: Roaring '20s, speculative subdivision, suburbanization, and municipal incorporation; Standard State Zoning & Planning Enabling Acts. <https://youtu.be/jQR5Nhhkom-c>
- Weiss, M. A. (1989). "The rise of the community builders: The American real estate industry and urban land planning," in Barbara M. Kelly, *Suburbia Re-examined* (New York: Greenwood Press), 145-151.
- **Quiz:** Please take this ungraded quiz on Weiss. If you miss anything, please review the Weiss reading. <https://forms.gle/3hHnLbVVrW6qFyJU9>

- **Watch video 2** (Pendall): A short video bridging from the community builders into the Hirt and *Village of Euclid* readings. <https://youtu.be/VzrQzmdlQOg>
- Hirt, S. (2015). The rules of residential segregation: US housing taxonomies and their precedents. *Planning Perspectives*, 30(3), 367–395.
- *Village of Euclid v. Ambler Realty Co.*, 272 U.S. 365 (1926)
- **Watch video 3 (Reece):** *Euclid v. Ambler*. <https://youtu.be/ghqPDdJKVGM>

#### 4.2 Cementing exclusion and expulsion in the 1930s

- Whittemore, A. H. (2016). The experience of racial and ethnic minorities with zoning in the United States. *Journal of Planning Literature*, 32(1), 16-27.
- **Watch video 4** (Pendall): The crash of '29, mortgage defaults, municipal bankruptcies, and the federal rescue (HOLC to FHA with continued deep involvement of NAREB)—setting up the armature of postwar suburbanization. <https://youtu.be/o4FO1psO7ss>
- **Watch video 5** (Reece): Redlining and expulsive zoning. <https://youtu.be/Tv2h3yeEXLM>
- **Watch video 6** (Reece): A case study on redlining and race in Ohio. <https://youtu.be/8WAQNIkLjsw>

#### 5.1 Discussion of Assignment 1

Required peer reviews as assigned

#### 5.2 Class excused to allow attendance at Illinois APA conference

### Part 3: Planning as a remedy for exclusionary land use

#### 6.1 Comprehensive plans in the U.S.

- Fulton, W. (2005). Chapter 6: The Basic Tools, Part 1: The General Plan. In *Guide to California Planning* (3d ed.), 103-124. Solano Press.
- Meck, Stuart, FAICP. 2002. Growing Smart Legislative Guidebooks Model Statutes for Planning and the Management of Change. Preface, introduction, and selections from chapter 7: “The local comprehensive plan,” pages 7-55 through 7-68; “Procedures for plan review, adoption, and implementation,” pages 7-195 through 7-198; “State review and approval procedures,” pages 7-200 through 7-209, including commentary; “Note 7B: Comprehensive planning requirements in state statutes,” pages 7-277 through 7-281, plus table 7-5 (find your state!).

#### 6.2 Zoning and subdivision regulation as we know it now

- Meck S., P. Wack and M.J. Jimet. (2000). Zoning and subdivision regulations. In Hoch, C.J., L.C. Dalton and F.S. So (eds). *The practice of local government planning* (3d ed.), 343-374. Washington, DC: International City and County Managers Association.
- Hirt, S. (2012). Mixed use by default: How the Europeans (don't) zone. *Journal of Planning Literature* 27(4): 375-393.

Videos from City Beautiful:

- U.S. Zoning, Explained <https://www.youtube.com/watch?v=qQ7MP2e7Bqk>
- U.S. and European zoning, compared <https://www.youtube.com/watch?v=WNe9C866I2s&t=239s>

- How does Houston plan without zoning?  
[https://www.youtube.com/watch?v=TaU1UH\\_3B5k](https://www.youtube.com/watch?v=TaU1UH_3B5k)

### 7.1 Making zoning more equitable (1)

- American Planning Association. (2022). *Equity in zoning policy guide*. Read pages 2-32.

### 7.2 Making zoning more equitable (2)

- American Planning Association. (2022). *Equity in zoning policy guide*. Read pages 33-52.

### 8.1 “Gentle density” and ADUs (AKA missing middle housing)

- Berg, J. & Houseal, J. (2023). Practice gentle density. *Zoning Practice* 40(2): 1-13.
- Daniels, T. (2012). Zoning for accessory housing. *Zoning Practice* 29(7): 2-7.

### 8.2 Regulatory relief: Parking standards and permit streamlining

- Le Roy, B. (2017). Eliminating parking minimums. *Zoning Practice* 34(6): 2-7.
- Shoup, D. (2020). The pseudoscience of parking requirements. *Zoning practice* 37(2): 2-7.
- May, P. J. (2005). Regulatory implementation: Examining barriers from regulatory processes. *Cityscape*, 209-232.
- City of Chicago (2024). *Cut the tape*. Also available at <https://www.chicago.gov/content/dam/city/sites/cut-the-tape/pdfs/Cut-the-Tape-Report-2024.pdf>.

#### Recommended:

- Manville, M., Monkkonen, P., Gray, N., & Phillips, S. (2023). Does discretion delay development? The impact of approval pathways on multifamily housing’s time to permit. *Journal of the American Planning Association*, 89(3), 336-347.

### 9.1 Inclusionary zoning

- Hickey, R. (2015). Leveraging affordable housing through upzoning. *Zoning Practice* 32(4): 2-7.
- Lecture #2: Inclusionary Housing Programs. Instructor mini-lecture by Dr. Kim. This lecture will introduce the basics of IH programs and discuss their variations found in practice.  
<https://youtu.be/5DM3-CTfh7E>
- 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. <https://doi.org/10.1080/01944363.2019.1691040>  
[Links to an external site.](#)

#### Recommended:

- Hickey, R., Sturtevant, L. & Thaden, E. (2014). [Achieving Lasting Affordability through Inclusionary Housing](#). Lincoln Institute of Land Policy Working Paper. Lincoln Institute of Land Policy.

### 9.2 Zoning for environmental and climate justice

- Baptista, A.I. (2021). Zoning, land use, and local policies for environmental justice. *Zoning Practice* 35(3): 2-7.

- Isaacs, C. (2019). Environmental justice in Little Village: A case for reforming Chicago's zoning law. *Northwestern Journal of Law & Social Policy* 15(3): 357-402.
- Velasco, G. & Cohen, O. (2022). Three Ways Zoning Can Advance Housing and Climate Justice. <https://housingmatters.urban.org/articles/three-ways-zoning-can-advance-housing-and-climate-justice>. Urban Institute, March 2.

### 10.1 Discussion of Assignment 2

Required peer reviews as assigned

### 10.2 Impacts of upzoning (and downzoning)

- Freemark, Y. (2023). Zoning change: Upzonings, downzonings, and their impacts on residential construction, housing costs, and neighborhood demographics. *Journal of Planning Literature*, 38(4), 548-570.
- Chapple, K., & Song, T. (2024). Can new housing supply mitigate displacement and exclusion? Evidence from Los Angeles and San Francisco. *Journal of the American Planning Association*, online ahead of print, <https://doi.org/10.1080/01944363.2024.2319293>.

### 11.1 Policies to avoid gentrification

- University of Illinois Chicago, Nathalie P. Voorhees Center for Neighborhood and Community Improvement. (2015). *Gentrification & neighborhood change: Helpful tools for communities*.
- Specific strategies will be assigned as topics for discussion in class.

## Part 4: The politics of zoning for equity

### 11.2 How do we change it?

- Anderson, A. (n.d.). [The Community Builder's Approach to Theory of Change: A practical guide to theory development](#). The Aspen Institute.
- UP 510, Planning at Illinois. (2023). *A vision for equitable zoning in Illinois*. Final report of the UP 510 Plan Making course by students Nick Collins, Klaudia Tufina, Rithvika Dara, Linda Derhak, Prithvi Hegde, Rose Ravi Krishnan, Trinity Lewis, Jenifer Munmun, and Priyadarshini Satish. **Focus on pages 7-27, skim the rest.**

### 12.1 Changemakers in Zoning for Equity

- View videos as assigned in class from <https://mediaspace.illinois.edu/channel/Zoning%2Bfor%2BEquity%2Bchangemakers/317623492>

### 12.2 Open suburbs and suburban action in the 1960s and 1970s

- 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.
- Ritzdorf, M. (1996). "Locked out of paradise: Contemporary exclusionary zoning, the Supreme Court, and African Americans, 1970 to the present," in *Urban Planning and the African-American Community: In the Shadows* (ed. Thomas, J.M. and Ritzdorf, M.), 43-57.

- **View:** Andrew Whittlemore's video of lecture covering the effects of *Shelley v. Kraemer*, the typical postwar components of single-family zoning, Paul Davidoff's recognition of exclusionary zoning as a tool of racial exclusion, and the Open Suburbs movement. [Video: https://www.youtube.com/watch?v=syoG-d\\_aVsA](https://www.youtube.com/watch?v=syoG-d_aVsA)
- **View:** Ed Goetz's lecture on the Fair Housing Act, Operation Breakthrough, Davidoff's victory in the Mt. Laurel case, and various Supreme Court decisions in regards to zoning in the 1970s. Video: <https://www.youtube.com/watch?v=0-QzYR40q50>
- **View:** A critical U.S. Supreme Court case on exclusionary intent vs. exclusionary effects that started in the Chicago-area Village of Arlington Heights: After these asynchronous materials and before class, please also watch this [5-minute video explainer](#) of the *Village of Arlington Heights vs. Metropolitan Housing Dev. Corp.* decision (429 U.S. 252 (1977)).

### 13.1 Affirmatively Furthering Fair Housing: Recent developments

- Hannah-Jones, N. (2015, June 25). [Living Apart: How the Government Betrayed a Landmark Civil Rights Law](https://www.propublica.org/article/living-apart-how-the-government-betrayed-a-landmark-civil-rights-law). ProPublica, <https://www.propublica.org/article/living-apart-how-the-government-betrayed-a-landmark-civil-rights-law>
- US Department of Housing and Urban Development, Office of Fair Housing & Equal Opportunity. (n.d.). Fair Housing Planning Toolkit. Please review all content in [Module 1](#), [Module 2](#), [Module 3](#), [Module 4](#), [Module 5](#), [Module 6](#), [Module 7](#), and [Module 8](#), including the embedded YouTube videos.

### 13.2 Anti-NIMBY approaches

- Goetz, E. G., & Wang, Y. (2020). Overriding exclusion: Compliance with subsidized housing incentives in the Massachusetts 40B Program. *Housing Policy Debate*, 30(3), 457-479.
- Hoch, C. (2007). How plan mandates work: Affordable housing in Illinois. *Journal of the American planning Association*, 73(1), 86-99.

Also useful for further information:

- Sportiche, N., Blanco, H., Daepf, M. I., Graves, E., & Cutler, D. (2024). Can Fair Share Policies Expand Neighborhood Choice? Evidence From Bypassing Exclusionary Zoning Under Massachusetts Chapter 40B. *Housing Policy Debate*, 1-33.
- Krefetz, S. (2001). The Impact and the Evolution of the Massachusetts Comprehensive Permit and Zoning Appeals Act: Thirty Years of Experience with a State Legislative Effort to Overcome Exclusionary Zoning *Western New England Law Review*, 22(2), 381-430.

## Week 14: Fall Break

### 15.1 Housing planning approaches

- Mandelker, D. R., Brown, C. N., Merriam, D. H., Stroud, N. E., Sullivan, E. J., & Freeman, L. (2016). "Equity Issues in Land Use: 'Exclusionary Zoning' and Fair Housing." In *Planning and control of land development: Cases and materials* (Tenth edition). Caroline Academic Press, 595-618. (On Mt. Laurel I & II.)
- 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).

- Ko, S. (2024, June 07). “Map: Who is — and isn't — complying with the MBTA Communities Act?” WBUR local coverage, <https://www.wbur.org/news/2024/05/09/mbta-communities-act-zoning-map>
- **View:** Instructor mini-lecture #1 by Dr. Kim on Mt Laurel I and II cases. This lecture will cover the Mt Laurel doctrine, the challenges of implementing and enforcing the fair share requirement by the courts, and the ultimate failure of the Council on Affordable Housing (COAH), which was a legislative response to the implementation and enforcement challenges. View: <https://youtu.be/xHRfDDL9G0g?si=AX13sKenMAqR0FCj>
- **Optional 0-credit Quiz:** <https://forms.gle/W5V1geSEePjVFSz5>

Recommended:

- Monkkonen, P., Manville, M., Lens, M., Barrall, A., & Arena, O. (2023). California’s Strengthened Housing Element Law. *Cityscape*, 25(2), 119-142.

### 15.2 *The promise and peril of zoning preemption*

- Glazer, K. (2023). “The Live Local Act - Summary of the Bill.” Florida Housing Coalition.
- Perry, M. (2024, June 11). “Report: Revision to ‘Live Local Act’ reduces stock of affordable/workforce housing in FL.” Florida Phoenix, <https://floridaphoenix.com/2024/06/11/report-revision-to-live-local-act-reduces-stock-of-affordable-workforce-housing-in-fl/>
- Lecture #5. The Promise and Peril of Local Control over Zoning. A discussion between Ed and Paavo about the promise and problems with local control over land use rules. Video here: <https://youtu.be/r-G2RALwDos>

This conversation references the following scholarship (not required):

- Einstein, K.L., Glick, D.M. and Palmer, M., 2019. *Neighborhood Defenders: Participatory Politics and America's Housing Crisis*. Cambridge University Press.
- Manville, M., & Monkkonen, P. (2024). Unwanted housing: Localism and politics of housing development. *Journal of Planning Education and Research*, 44(2), 685-700.
- Camacho and Marantz. 2020. Beyond Preemption: Toward Metropolitan Governance. [Stanford Environmental Law Journal](https://www.stanfordenvironmentallawjournal.org/volume-39-2/), 39(2)

### 16.1 *Discussion of Assignment 3 & course recap*

Required peer reviews as assigned