



# Comprehensive Planning and Growth Management

URP 5312  
Spring 2023

## Learning Outcomes

This course familiarizes students with theories, principles, and practices of growth management in the United States. Upon completion of this course students will be able to obtain working knowledge to pursue a career managing state and local land use and urban growth. This course covers 1) theoretical discussions on growth management, 2) growth management tools, 3) state and local practices, and 4) analytical skills for evaluating growth management policies and practices. This course will examine land use policies and approaches in local governments and states that are national leaders in growth management, including the states of Florida, Maryland, New Jersey, and Oregon. Students will work on a concrete project in a county/city to assess the effectiveness of their growth management tools/policies and make evidence-based recommendations to improve growth management practices.

After successfully completing this course, you will be able to:

- Explain key concepts related to growth management
- Articulate a wide range of tools available for planners to manage the amount, location, pace, pattern and quality of local development
- Critically review and compare growth management practices across different jurisdictions
- Apply analytical methods to evaluate local growth management programs
- Formulate evidence-based policy recommendations for local practices
- Communicate analysis results and policy recommendations effectively

## Resources

All materials, including readings, assignments, and discussion questions are available on the Canvas site.

## Course Policies

Student groups will be formed spontaneously to finish the final project. Every group member should do their fair share in the collaboration. Students should organize their own groups. If there is a problem that cannot be solved within the group, the whole group should come see me and we will figure it out together.

Some of the issues raised in this class can stimulate strong feelings and heated debate. Because this is a college classroom, all discussions should be scholarly. Scholarly comments are:

- Respectful of diverse opinions and open to follow-up questions and/or disagreement.

**Kerry Li Fang (FSU)**  
lfang3@fsu.edu

**Class Meets**  
Mon 4:50 - 7:35pm  
BEL 0111

**Office Hours**  
Thursdays  
1:30-3:00pm  
Email me ahead of time  
if you plan to come

**Course Communication**  
I will send notifications through Canvas and students can reach me any time via emails. I respond within 24 hours unless on travel.

- Mindful of cultural differences and open to different perspectives.
- Supported by evidence drawn primarily from course material; they may also be based on relevant personal experience; however scholarly comments are not intended as a way to promote personal values or beliefs.
- Delivered in normal tones and in a non-aggressive manner.

Absence should be avoided whenever possible. If absence is absolutely necessary, talk to me early on in the semester so that I can make proper arrangement. Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness. If your absence with justified cause (e.g., work-restricted religious holy days) coincides with one or more of the major grading events (e.g., presentations, class activates), come talk to me **early on** in the semester so that we can make proper accommodation. I understand the risk of the pandemic; so, if you are not feeling well, please let me know at least one day ahead of the class meeting, and we can accommodate for you to join from Zoom.

In this course, I will distribute a large number of materials to assist your study, either through Canvas or physical handouts. These materials are copyrighted and can only be used by you for the purpose of advancing your education. None of the course materials can be shared with people outside of this class.

## University Policy

This course also abides by the Florida State University policies, such as the Americans with Disabilities Act and the Academic Honor Policy. If you have a disability that needs to be accommodated, talk to me early on in the semester and we will make proper arrangement.

### ***Academic Honor Policy:***

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to "...be honest and truthful and...[to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at <http://fda.fsu.edu/Academics/Academic-Honor-Policy>)

### ***Americans with Disabilities Act:***

Students with disabilities needing academic accommodation should:

- (1) register with and provide documentation to the Student Disability Resource Center; and
- (2) bring a letter to the instructor indicating the need for accommodation and what type.

Please note that instructors are not allowed to provide classroom accommodation to a student until appropriate verification from the Student Disability Resource Center has been provided.

This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the:  
Student Disability Resource Center  
874 Traditions Way

108 Student Services Building  
Florida State University  
Tallahassee, FL 32306-4167  
(850) 644-9566 (voice)  
(850) 644-8504 (TDD)  
sdrc@admin.fsu.edu  
<http://www.disabilitycenter.fsu.edu/>

## Learning Assessments

The grading structure for this course is as follows. All readings and assignments are due before class at the due date.

### 1) Group project (65%)

The group project, consisting of one analytical essay, one infographic, and a website, applies the theory, concept, methods, and strategies covered in class to real-life growth management practice. It deepens students' understanding of the course content and develops the skills of critical thinking, professional writing, and public speaking. Group members will grade each other in terms of level of contribution, which will be factored into the individual grades for this group project. Grading rubrics are available on the Canvas site.

- The essay introduces the students' choice of a region, its existing growth management practice(s), and the students' suggested growth management practice for this region. A background description and theoretical analysis of these practices are needed; 20% of the final grade.
- The infographic applies at least one method covered in class to empirically analyze the effectiveness of an existing growth management policy/program in your region of choice, and proposes performance criteria or evaluation methods for your proposed growth management program; 20% of the final grade.
- The website presents your proposed growth management program for your region, either a brand-new program, or a substantially improved one from an existing program; 25% of the final grade.

### 2) Class participation (15%)

Students are expected to participate in class discussion and other activities. Participation will be graded by three categories:

- √+, converts to a score of 15: very active participation, impressive preparation, original thoughts and strong arguments
- √, converts to a score of 10: active participation, very good preparation, valuable thoughts and logical arguments
- √-, converts to a score of 5: fair participation, some preparation, thoughts and arguments that contribute to the class activities

Class participation will be evaluated three times during the semester by the instructor (once at the end of each month), to give you timely feedback on your level of participation.

### 3) Assignments (20%)

Four homework will be assigned throughout the semester, each accounts for 5% of final grade. They will be extensions and applications of the course content, such as using the theories studied in class to analyze growth management practice in a region of your choice. These assignments either directly help with the progress of your group project, or help you understand the theory, methods and strategies not used in the group project. These assignments usually take the form of oral presentations at the beginning of the next class session, and sometimes also require the submission of a file (e.g., word documents for short essays, excel spreadsheet of the analysis, discussion board posts etc.). These assignments are *not* graded based on correctness (mistakes are allowed in the learning process) but are graded based on the amount of efforts and creativity put into it.

## Grades

Grades are not given but earned. Your grade is determined by your performance on the learning assessments in the course and is assigned individually (not curved). If earning a particular grade is important to you, please speak with me at the beginning of the semester so that I can offer some helpful suggestions for achieving your goal. All assessment rubrics and scores will be posted on the course Canvas site. If you have questions about how something was scored, please email me to schedule a time for us to meet in my office.

Late work will ***not*** be accepted for course credit so please plan to have it submitted before the scheduled deadline. I am happy to discuss any of your grades with you, and if I have made a mistake, I will immediately correct it. Any formal grade disputes must be submitted in writing and within one week of receiving the grade.

Final letter grades are assigned based on the percentage of total assessment points earned. To be fair to everyone I have to establish clear standards and apply them consistently, so please understand that being close to a cutoff is not the same this as making the cut ( $89.99 \neq 90.00$ ). It would be unethical to make exceptions for some and not others.

### Final Grade Cutoffs

	+	89.00%	+	79.00%	+	69.00%	
A	95.00%	B	86.00%	C	76.00%	D	65.00%
F	<60.0%						
-	92.00%	-	82.00%	-	72.00%	-	60.00%

## Get Some Help!

You are expected to take personal responsibility for you own learning. This includes acknowledging when your performance does not match your goals and doing something about it. Everyone can benefit from some expert guidance on time management, note taking, and exam preparation, so I encourage you to consider visiting <https://ace.fsu.edu/> and use some of the resources. On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services' comprehensive list of on-campus tutoring options - see <http://ace.fsu.edu/tutoring> or contact [tutor@fsu.edu](mailto:tutor@fsu.edu). High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity. Sharpen your writing and communication skills (and improve your grade) by visiting <https://wr.english.fsu.edu/Reading-Writing-Center/How-to-Make-an-Appointment> and schedule an appointment with the campus Reading Writing Center. Finally, if you just need someone to talk to, visit <https://counseling.fsu.edu/>



## Course Schedule

*All readings and assignments are due before class unless indicated otherwise.*

DATE		DURING OUR CLASS MEETING
<b>Module I: Setting the Stage: Growth Patterns, Urban Sprawl, and the Need for Growth Management</b>		
1/9		<b>Overview; Urban Development Patterns: Growth v.s. Sprawl</b> <ul style="list-style-type: none"> <li>• Icebreaking: Introduction of instructors, students, and the course</li> <li>• What is growth management?</li> <li>• What is growth?</li> <li>• What is sprawl?</li> <li>• Does growth necessarily lead to urban sprawl?</li> </ul> <b>Readings:</b> The Benefits of Growth. ULI report. <a href="https://uli.org/wp-content/uploads/ULI-Documents/BenefitsofGrowth.ashx_.pdf">https://uli.org/wp-content/uploads/ULI-Documents/BenefitsofGrowth.ashx_.pdf</a> Fulton et al. (2001) Who Sprawls Most? How Growth Patterns Differ Across the U.S. Brookings report. <a href="https://www.brookings.edu/research/who-sprawls-most-how-growth-patterns-differ-across-the-u-s/">https://www.brookings.edu/research/who-sprawls-most-how-growth-patterns-differ-across-the-u-s/</a>
1/16		<b>Martin Luther King, Jr. Day. No class.</b>
1/23		<b>Why Manage Growth?</b> <ul style="list-style-type: none"> <li>• What causes urban sprawl?</li> <li>• What are the costs of urban sprawl?</li> <li>• What tools do we have to manage growth?</li> </ul> <b>Readings:</b> <ul style="list-style-type: none"> <li>• Oliver, J (2017). How did the American Dream Result in Urban Sprawl? <a href="https://medium.com/@jordonoliver/how-did-the-american-dream-result-in-urban-sprawl-1ba73fcf5eda">https://medium.com/@jordonoliver/how-did-the-american-dream-result-in-urban-sprawl-1ba73fcf5eda</a></li> <li>• Smart Growth: Why Local Governments Are Taking a New Approach to Managing Growth in Their Communities. ICMA report. <a href="https://icma.org/documents/smart-growth-why-local-governments-are-taking-new-approach-managing-growth-their">https://icma.org/documents/smart-growth-why-local-governments-are-taking-new-approach-managing-growth-their</a></li> <li>• Downs, A. (2005). Smart growth: Why we discuss it more than we do it. <i>Journal of the American Planning Association</i>, 71(4), 367-378.</li> </ul>
<b>Module II: Obtaining Your Hammer: Growth Management Tools</b>		
1/30	Assignment 1 due: photos of different growth patterns	<b>Regulatory vs Market-Oriented Approach</b> <ul style="list-style-type: none"> <li>• What is the economic or market-oriented approach to address sprawl?</li> <li>• What is the regulatory approach to curb sprawl?</li> <li>• Which one should we pick?</li> </ul> <b>Readings:</b> <ul style="list-style-type: none"> <li>• Brueckner, J. K. (2000). Urban sprawl: diagnosis and remedies. <i>International Regional Science Review</i>, 23(2), 160-171.</li> </ul>

		<ul style="list-style-type: none"> <li>• Knaap, G. (2007). The sprawl of economics: A response to Jan Brueckner. Lincoln Institute of Land Policy.</li> </ul>
2/6		<p><b>The Regulatory Approach: Zoning, Conservation Easement, and Urban Growth Boundary</b></p> <ul style="list-style-type: none"> <li>•What is zoning? How is zoning practiced in the US?</li> <li>•What is conservation easement? What makes conservation easement possible?</li> <li>•What is Urban Growth Boundary? Why is Urban Growth Boundary theoretically effective?</li> </ul> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>•Hirt, S. (2007). The devil is in the definitions: Contrasting American and German approaches to zoning. <i>Journal of the American Planning Association</i>, 73(4), 436-450.</li> <li>• Knaap, G. J., &amp; Hopkins, L. D. (2001). The inventory approach to urban growth boundaries. <i>Journal of the American Planning Association</i>, 67(3), 314-326.</li> </ul>
2/13		<p><b>The Market-Oriented Approach: Land and Property Tax, Impact Fee, Congestion Pricing, and Transfer of Development Rights</b></p> <ul style="list-style-type: none"> <li>•What is land and property tax? How are they designed to control sprawl?</li> <li>•What is impact fee? How can it curb sprawl?</li> <li>•What is congestion pricing? Why can it curb sprawl?</li> <li>• What is Transfer of Development Rights? What makes Transfer of Development Rights work?</li> </ul> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>•Nelson, A. C., Frank, J. E., &amp; Nicholas, J. C. (1992). Positive influence of impact-fee in urban planning and development. <i>Journal of Urban Planning and Development</i>, 118(2), 59-64.</li> <li>•Gihring, T. A. (1999). Incentive property taxation: A potential tool for urban growth management. <i>Journal of the American Planning Association</i>, 65(1), 62-79.</li> <li>•Lehe, L. (2019). Downtown congestion pricing in practice. <i>Transportation Research Part C: Emerging Technologies</i>, 100, 200-223.</li> <li>•Pruetz, R., &amp; Standridge, N. (2008). What makes transfer of development rights work? Success factors from research and practice. <i>Journal of the American Planning Association</i>, 75(1), 78-87.</li> </ul>
2/20	Essay due 2/23 midnight	<b>Essay Presentation</b>

<b>Module III: Are policies effective? Evaluation methods</b>		
2/27		<p><b>Baseline Methods: Performance Criteria and Before-After Comparison</b></p> <ul style="list-style-type: none"> <li>•What are some of the key criteria to evaluate the effectiveness of growth management?</li> <li>•With these criteria, which state is more successful in managing growth?</li> <li>•What is a before-after comparison?</li> <li>•How to use before-after comparison to evaluate growth management policies/programs?</li> </ul> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>•Ingram, G. K., &amp; Hong, Y. H. (2009). Evaluating Smart Growth: State and Local Policy Outcomes. Lincoln Institute of Land Policy  <a href="https://www.lincolninst.edu/sites/default/files/pubfiles/evaluating-smart-growth-full.pdf">https://www.lincolninst.edu/sites/default/files/pubfiles/evaluating-smart-growth-full.pdf</a></li> <li>•Anthony, J. (2003). The effects of Florida's Growth Management Act on housing affordability. <i>Journal of the American Planning Association</i>, 69(3), 282-295.</li> </ul>
3/6	Assignment 2 due: one method application	<p><b>Quasi-Experimental Design: Difference-in-Difference and Regression Discontinuity Design</b></p> <ul style="list-style-type: none"> <li>•What is a difference-in-difference analysis?</li> <li>•How to use difference-in-difference analysis to evaluate growth management policies/programs?</li> <li>•What is a regression discontinuity design?</li> <li>•How to use regression discontinuity design to evaluate growth management policies/programs?</li> </ul> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Fang, L., Howland, M., Kim, J., Peng, Q., &amp; Wu, J. (2019). Can transfer of development rights programs save farmland in metropolitan counties?. <i>Growth and Change</i>, 50(3), 926-946.</li> <li>• Grout, C. A., Jaeger, W. K., &amp; Plantinga, A. J. (2011). Land-use regulations and property values in Portland, Oregon: A regression discontinuity design approach. <i>Regional Science and Urban Economics</i>, 41(2), 98-107.</li> </ul>
3/13		<b>Spring break; no class</b>
3/20	Infographic due before class	<b>Infographic Poster Session</b>
<b>Module IV: What Makes a National Leader: Practices in Leading States</b>		
3/27		<p><b>Florida</b></p> <ul style="list-style-type: none"> <li>•How has growth management has changed over time in Florida?</li> <li>•How is growth management currently practiced in Florida?</li> <li>•The effect of the Florida growth management practice</li> </ul>

		<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>•Chapin, T. S., &amp; Connerly, C. E. (2004). Attitudes towards growth management in Florida: Comparing resident support in 1985 and 2001. <i>Journal of the American Planning Association</i>, 70(4), 443-452.</li> <li>•Ben-Zadok, E. (2005). Consistency, concurrency and compact development: Three faces of growth management implementation in Florida. <i>Urban Studies</i>, 42(12), 2167-2190.</li> <li>•Linkous, E. R., &amp; Chapin, T. S. (2014). TDR program performance in Florida. <i>Journal of the American Planning Association</i>, 80(3), 253-267.</li> </ul>
4/3		<p><b>Maryland</b></p> <ul style="list-style-type: none"> <li>•What are Maryland's approaches to growth management?</li> <li>•How has it changed over time?</li> <li>•The effect of the Maryland growth management practice</li> </ul> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>•Cohen, J. R. (2002). Maryland's "smart growth": Using incentives to combat sprawl. Urban sprawl: Causes, consequences and policy responses, 293-324.</li> <li>•Knaap, Gerrit-Jan. "Using Incentives to Combat Sprawl: Maryland's Evolving Approach to Smart Growth." Paper presented at the conference "Planning for States and Nation/States: A TransAtlantic Exploration," Dublin, Ireland, October 15 and 16, 2012. Available at <a href="http://www.ucd.ie/t4cms/Knaap_UsingIncentives.pdf">http://www.ucd.ie/t4cms/Knaap_UsingIncentives.pdf</a></li> <li>•Lewis, R., Knaap, G. J., &amp; Sohn, J. (2009). Managing growth with priority funding areas: A good idea whose time has yet to come. <i>Journal of the American Planning Association</i>, 75(4), 457-478.</li> <li>•Fang, L. (2021). Land Preservation Under the Transfer of Development Rights Program: A Study of Montgomery County (MD). <i>Journal of the American Planning Association</i>, 87(2), 228-238.</li> </ul>
4/10		<p><b>Oregon</b></p> <ul style="list-style-type: none"> <li>•What are Oregon's approaches to growth management?</li> <li>•How has it changed over time?</li> <li>•The effect of the Oregon growth management practice</li> </ul> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>•Oregon's Statewide Land Use Planning Goals. <a href="https://www.oregon.gov/lcd/op/pages/goals.aspx?utm_source=LCD&amp;utm_medium=egov_redirect&amp;utm_campaign=https%3A%2F%2Foregon.gov%2Flcd%2Fpages%2Fgoals.aspx">https://www.oregon.gov/lcd/op/pages/goals.aspx?utm_source=LCD&amp;utm_medium=egov_redirect&amp;utm_campaign=https%3A%2F%2Foregon.gov%2Flcd%2Fpages%2Fgoals.aspx</a></li> <li>•Seltzer, E. (2012). Land Use Planning in Oregon: The Quilt and the Struggle for Scale. Downloadable at <a href="https://pdxscholar.library.pdx.edu/uspfac/119/">https://pdxscholar.library.pdx.edu/uspfac/119/</a></li> <li>•Weitz, J., &amp; Moore, T. (1998). Development inside urban growth boundaries: Oregon's empirical evidence of contiguous urban form. <i>Journal of the American Planning Association</i>, 64(4), 424-440.</li> <li>•Abbott, C., &amp; Margheim, J. (2008). Imagining Portland's urban growth</li> </ul>



		boundary: planning regulation as cultural icon. <i>Journal of the American Planning Association</i> , 74(2), 196-208.
4/17	<p>Assignment 3 due: Discussion board of another state's growth management practice</p>	<p><b>New Jersey</b></p> <ul style="list-style-type: none"> <li>•What are New Jersey's approaches to growth management?</li> <li>•The effect of the New Jersey growth management practice</li> </ul> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Policy Recommendations for Smart Growth. <a href="https://www.njfuture.org/issues/planning-and-governance/state-planning/gubernatorial-platform/">https://www.njfuture.org/issues/planning-and-governance/state-planning/gubernatorial-platform/</a></li> <li>• Innes, J. E. (1992). Group processes and the social construction of growth management: Florida, Vermont, and New Jersey. <i>Journal of the American Planning Association</i>, 58(4), 440-453.</li> <li>• Beaton, W. P. (1991). The impact of regional land-use controls on property values: the case of the New Jersey Pinelands. <i>Land Economics</i>, 67(2), 172-194.</li> <li>• Walker, R. T., &amp; Solecki, W. D. (1999). Managing land use and land-cover change: the New Jersey Pinelands Biosphere Reserve. <i>Annals of the Association of American Geographers</i>, 89(2), 220-237.</li> </ul>
4/24	<p>Assignment 4 due: Sharing news articles, blog posts, or op-eds related to this class's topic throughout the semester</p> <p>Website due 4/27 midnight</p>	<p><b>Program Website Presentation</b></p>

**Note:** Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.