Urban Growth Management
URBPL 5330-001/6330-001
Monday & Wednesday 1:25-2:45
Arch 229

Course Description: Though not a new discipline, growth management has become a leading topic in American public discourse and policy. Beginning in Oregon in 1973, states and localities across the U.S. have adopted a variety of strategies over the past quarter century to respond constructively to the challenges posed by urban/suburban growth, with a wide range of results. Urban Growth Management will survey the different growth management systems in place in the United States at local, regional, and state levels, taking a comprehensive look at several representative programs. The examination will not only review the mechanics of each system, but will delve into the purposes and politics behind those systems, and assess their impacts and outcomes. Review of relevant legislation, administrative rules, court decisions, and scholarly literature will be part of the course work.

Instructor: Keith Bartholomew—Assistant Professor of Urban Planning, College of Architecture + Planning; former associate director of the Wallace Stegner Center for Land, Resources and the Environment at the U’s S.J. Quinney College of Law; former staff attorney for 1000 Friends of Oregon, one of the nation’s leading growth management advocacy organizations (see http://www.friends.org).

Office: Architecture Building, room 238; phone: 585-8944; email: bartholomew@arch.utah.edu. Office hours: M 2:35-4:00 & T 3:20-5:00.

Course Requirements:

Assignments: You will be required to complete one or more short essays and/or practice-oriented exercises for each topic area outlined in the course schedule (below). The questions/instructions for the assignments will be posted on the course website. Essays should be between 1 and 2 pages in length, double spaced, per question. I will consider assignments timely submitted only if submitted in class on the date they are due; unless I have given you prior authorization, I will discount late work by 50%. I will grade the assignments for completeness/accuracy (50%), style/grammar (25%), and professional presentation (25%). All together, your performance on the assignments will determine 20% of your semester grade.

Exams: There will be two non-cumulative closed-book exams: one at the end of September and another on the last day of class. The exams will use short-answer/short-essay format; exam questions will be based on questions contained in the assignments. Each exam will be worth 20% of your semester grade.

Paper: Students will be required to prepare a term paper for submission at the end of the semester. The paper must be at least 10 pages in length, double spaced, plus references. The paper will focus on a specific state or metropolitan growth management system and will (i) describe the contents of the system (i.e., the subject areas the system attempts to cover); (ii) the procedural components of the system (how the system operates); and (iii) the effectiveness of the system. The paper will need to address how the state or metropolitan growth management system deals with the subject areas addressed in course readings/lectures.
and incorporate the academic literature that describes/assesses the system. I will grade the papers for completeness/accuracy (50%), style/grammar (25%), and professional presentation (25%). The papers need to include references to relevant academic journal articles and books, and must use APA (American Psychological Association) citation form. The papers are in lieu of a final exam and are due on the day assigned for the final; you will need to submit your paper via WebCT (I will provide instructions as the time approaches). You will also be required to submit an annotated bibliography for your paper five weeks before the paper is due. The bibliography and paper are worth 5% and 35% toward your semester grade, respectively.

Graduate Students: I expect graduate students in the class to produce a more in-depth term paper, at least 15 pages in length. In addition to the requirements outlined above, the paper will need to include a critical assessment of the state or metropolitan growth management system and your suggestions on how that system might be improved.

Grades: Letter grades for the semester will be earned using the following scale: A ≥ 93.3%; A- ≥ 90.0%; B+ ≥ 86.6%; B ≥ 83.3%; B- ≥ 80.0%; C+ ≥ 76.6%; C ≥ 73.3%; C- ≥ 70.0%; D+ ≥ 66.6%; D ≥ 63.3%; D- ≥ 60.0%. Note: There is a direct correlation between effort invested and grade received. Keeping up with the assignments, attending class, and actively participating in class discussions will significantly increase your odds of getting a good grade.

Course Texts: Managing Growth in America’s Communities by Douglas Porter; Growth Management Principles and Practices by Arthur Nelson and James Duncan; City Comforts by David Sucher; Managing Community Growth by Eric Damian Kelly (2nd ed.); and supplemental readings posted on the course website.

Schedule*:

- What is Growth?/Class Intro: August 20
  Reading: Mitchell, “The Irony of Urban Sprawl” (WebCT)
  Assignment #1: due August 22
- Purposes of Growth Management: Why Control Growth?: August 22 & 27
  Readings: Porter: 1-14; Nelson & Duncan: xi-xii; 1-18; Kelly: 1-6
  Assignment #2: due August 29
- Growth Management Approaches & Techniques: Some Fundamentals: August 29 & September 5
  Assignment #3: due September 10
- Labor Day: September 3 (no class)
- Urban Containment Policies: Deciding Where Growth Should Go: September 10, 12 & 17
  Readings: Porter: 55-82; Kelly: 43-76; Nelson & Duncan: 73-93
  Assignment #4: due September 19
Resource Land Protection: Growth & Natural Resources: September 19 & 24
   Assignment #5: due September 26

Exam I: September 26

Facility Planning/Financing: Paying for Growth: October 1, 3 & 15
   Readings: Porter: 117-146; Nelson & Duncan: 94-133; Kelly: 169-190
   Assignment #6: due October 17

Fall Break: October 8 & 10 (no class)

Economic, Fiscal, and Social Impacts of Growth Management: October 17, 22 & 24
   Readings: Porter: 175-217; Kelly 191-218; Downs, Introduction to “Growth Management and Affordable Housing: Do They Conflict?” (E-Reserve)
   Assignment #7: due October 29

State Growth Management Systems: What’s Possible I: October 29 & 31
   Assignment #8A: due November 5

Regional Growth Management Systems: What’s Possible II: November 5 & 7
   Readings: Porter: 219-242; Nelson & Duncan: 30-36; Kelly: 139-158
   Assignment #8B: due November 12

Annotated Bibliography: due November 7

Growth Management in Utah(?): November 12
   Readings: TBA
   Assignment #9A: due November 14

Open Space Planning: November 14
   Readings: TBA
   Assignment #9B: due November 26

Thanksgiving Break: November 19 & 21 (no class)

Urban Design: Deciding How Growth Should Be Built: November 26 & 28
   Readings: Porter: 147-173; Sucher: all
   Assignment #10: due December 3

Son of Growth Management: Smart Growth: December 3
   Readings: TBA
   Assignment #Extra: due December 5

Exam II: December 5

Term Paper: due on WebCT December 14, 1:00 pm

* This schedule is approximate and subject to change; view the calendar function on the course WebCT site for more detailed schedule information; I will post any alterations to the schedule on the course WebCT calendar and provide notice through the course WebCT discussion page.
**Important Dates:** The last day to drop (delete) this class is August 29; the last day to add it is Sept 4.

**ADA Statement:** The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

**WebCT:** The course will employ WebCT software to provide lecture notes, share information about newsworthy events and articles, facilitate discussions outside of class, and provide instant access to grades. You are “charged with notice” for any information posted on the course WebCT site during the semester. That means I will assume you have received information posted to the site, and that you take responsibility for the consequences if you choose to not check the site regularly. If you are not already familiar with WebCT, you can learn about it at: [http://webct.utah.edu](http://webct.utah.edu).

**Academic Misconduct:** The course website contains a statement on academic misconduct from the University of Utah Student Handbook and a link to the American Institute of Certified Planners (AICP) Code of Ethics and Professional Conduct. By the second class session I will assume that each student has read these statements. As a current student and future planner, consider yourself bound by both codes.