University of Maryland
School of Architecture, Planning and Preservation
Colvin Institute of Real Estate Development

SYLLABUS

RDEV688G
Selected Topics in Real Estate Development: Planning Policy, Practice, and Politics

Instructor:
Office Hours:
Room:
Day:
Faculty Advisor:

Texts/Readings:
Books

Readings on ELMS Electronic Reserve or Downloaded to ELMS
Excerpts from Books

Articles
Corrigan, Mary Beth, et al. Ten Principles for Successful Public/Private Partnerships.
Washington, D.C.: ULI – The Urban Land Institute, 2005
Eastman, Roger E. with Daniel Parolek and Lisa Wise. “Going Hybrid: How One City Overhauled its Zoning Code While Combining Form-base and Conventional Elements.” Planning, Volume 78 Number 2. February 2012. [Downloaded to ELMS]
Mastran, Shelley. “Tysons Corner, Virginia: Planning for the Urban Retrofitting of a Suburban Edge City.” Real Estate Review, Volume 39, Number 1 Spring 2010 [Downloaded to ELMS]
Maynard, Nigel F. “Urban Pioneers.” Builder, March 9, 2009 [Downloaded to ELMS]
Rice, Alison M. “A Suburban Wasteland in Virginia Gets a Modern Urban Feel.” The New York Times, December 18, 2012 [Downloaded to ELMS]
Taub, Lawrence N. “Planning and Zoning for Mixed Use: Balancing Redevelopment Vision with Economic Reality in Prince George’s County, Maryland.” Real Estate Review, Volume 38, Number 4, Winter 2009 [Downloaded to ELMS]

Helpful Web Sites to Review
- For Prince George’s County: www.mnppc.org, then click on Departments/Prince George’s County/Planning/How Do I? and check out the interactive PGAtlas site, and also planning and zoning documents available under publications tab. Montgomery County information is available under “departments."
- For Alexandria, Virginia: www.alexandriava.gov/planning
- For Arlington, Virginia: www.arlingtonva.us/departments and click on Community Planning, Housing and Development (CPHD)

I. Course Overview
The course is designed to introduce and familiarize real estate graduate students and graduate
students in related professions with planning and zoning and the associated processes and requirements that influence development. It will look at the roles the community and politics play in shaping the built environment and the development process. The course will try to make clear that in what is often referred to as the entitlement process, “entitlement” is not what a developer has but what he or she seeks through an often complex process of reviews for special approvals the goal of which is a certain level or type of development beyond what is allowed “as-of-right.” The course will also emphasize the importance of communication skills and good design in this complex process.

The course will be conducted as a seminar. In two to three week segments, guest speakers will talk on particular topics of zoning, planning, and development; students are expected to engage in discussion with the speakers during these presentations. Those weeks without a guest speaker will be used by the class to discuss and synthesize information provided by the guest speakers, class readings, and discussion papers/exercises prepared by the students.

II. Course Objectives
- Develop an understanding of how planning and zoning shape the development process
- Develop an understanding of zoning, historic preservation, and other regulatory and entitlement processes and requirements applicable to development
- Develop an understanding of how to address neighborhood issues and concerns that can affect the development process
- Develop an understanding of the importance of communication skills in these processes and to provide students an opportunity to improve these skills through written assignments, class discussions, and presentations,

III. Course Structure
A. The course content will be divided roughly into three topic areas. The first few weeks will focus on “nuts and bolts”—the general principles, vocabulary, and current practices in planning and zoning processes. The middle portion of the term will focus on the design and review processes, relationships with stakeholders, and the government/planning perspective in the development process. In the last portion of the course, developers or developers’ representatives will provide perspective on planning, zoning, and politics in specific development projects. Politics, communication, and ethics will be underlying themes throughout the course.

B. Speakers’ schedules and readings are subject to change. When necessary or appropriate, the instructor reserves the option to change scheduled speakers, class topics, assignments, or due dates.

C. Site Visit. TBD
D. Other Off-Site Requirements.

• Date TBD: Class will meet at the offices of Bonstra Haresign Architects, 1728 14th Street, NW, #300, Washington, DC. Class will begin promptly at 7pm. All students are expected to attend. Metro accessible: U Street Station (Green/Yellow lines). From station go west on U Street toward 13th Street, turn left on 14th Street, #1728 on right (West Elm building). Or street parking.

• Date TBD: Class will meet one half hour earlier at 6:30 pm in front of Busboys & Poets in the Arts District Hyattsville just south of campus. A representative from EYA, will lead the class on a tour of the project and discuss the entitlement issues involved in the project.

For the Summary Paper of a Planning/Zoning/Community Meeting: Each student is required to attend in person a planning board, zoning commission, design review, or development-related community meeting on their own and write a short paper on a case or cases presented. Start now to check meeting agendas, available on line, for a meeting of interest.

IV. LEARNING ASSESSMENT

A. Written Assignments (Dual Grading). Each written assignment has two grades (dual grading): one for business writing (50%) and one for content (50%). Papers will be reviewed in accordance with the following criteria:

1. Business Writing (50%)
   - Concise and with clarity (short sentences, avoid overly complex or compound sentences)
   - Logical (points are logically connected and support a main point)
   - Properly cited (Use of quotation marks and proper citation of other’s ideas; avoid extensive excerpting other’s work.)
   - Standard English grammar (grammar and spelling, sentences, and paragraphs)
   - Business Formal (no vernacular, no slang; nothing flowery; no contractions)
   - Business Style
     - 1 inch margins
     - 12 pt. font of Arial, Calibri or Times New Roman
     - Organized with introduction (or summary); section and subsection headers; include page numbers

2. Course Content (50%)
• Depth of analysis (analytical/critical, no simple summary)
• Synthesis of information
• Connection between assumptions; persuasive argument, thesis
• Demonstrates clear understanding of the material presented
• Details support content delivered.

B. Oral Presentations to the Class and PPT (dual grading). A final PowerPoint presentation based on your final case study is required for this course. You will be graded on the content of your presentation (50%) and on the presentation itself (50%). Below are the minimum standards for evaluation.

<table>
<thead>
<tr>
<th>Structured Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Story Narrative (beginning, middle, and end):</td>
</tr>
<tr>
<td>Summarize what I will present</td>
</tr>
<tr>
<td>Present information</td>
</tr>
<tr>
<td>Summarize what I presented</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Simplicity</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 key points with 5 supporting points each, or 5 key points with 3 supporting points each</td>
</tr>
<tr>
<td>Don’t overly design your slides; complex slides can distract from your narrative</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Personal Poise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective body language (posture, gestures, movement, etc.)</td>
</tr>
<tr>
<td>No verbal litter (ex. um, ah, like, so, etc.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Audience Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dynamic/Energetic presentation</td>
</tr>
<tr>
<td>Do not turn back to the audience</td>
</tr>
<tr>
<td>Do not read from notes</td>
</tr>
<tr>
<td>Be clear, well-organized, and professional</td>
</tr>
<tr>
<td>Use maps, photos, etc. if they help your narrative</td>
</tr>
</tbody>
</table>

C. Class Discussion/Participation
All students are expected to participate in class discussions and demonstrate that they can think critically about the topics presented in class. Lack of engagement in class discussions, as
well as class absences or tardiness, will negatively impact your grade.

D. Grade Distribution

Class Participation  5%
Zoning/Planning Analysis Paper  20%
Discussion Memos (combined)  20%
Public Meeting Summary  15%
Final Paper  25%
Final Presentation  15%

Unless otherwise indicated, letter grades on assignments will be issued from A+ to D- on a plus/minus basis, where all pluses and minuses contribute to your Grade Point Average, except for A+ which is a maximum of 4.0 for your GPA, all in accordance with University policy. Grading is on the curve with grading from the top earned points by a student in the class.

E. Mid-Term Grades will not be officially entered but will be provided.

F. Late Work Policy

1. Penalty for Late Work Submission. All assignments are to be handed-in at the beginning of class. Unexcused late assignments during the semester will drop one-half letter grade-level per day the assignments are late from the original due date, i.e. B+ drops to a B after one day. If the paper has not been handed in by Friday morning in the week that it is due, it will not receive any credit. The final paper will be subject to the same policy except it will automatically receive a grade of F after the Friday deadline in that week.

2. Advance Notice of missing class. Unexcused absences or habitual tardiness will adversely affect one’s grade and it is highly recommended that no one miss more than one class session. Failure to attend class meetings or the public meeting for the written assignment as required by the instructor can result in a grade of D or F. It is also the student’s responsibility to inform the instructor in advance of any intended absence from class meetings for religious observances or other serious reasons. With permission of the instructor, a missed assignment due to a religious observance or serious personal issue can be handed-in without penalty at an agreed upon time. If a personal issue is causing a student to miss more than one class, this situation will need to be brought to the program director’s attention.

G. Modification to Syllabus
When necessary or appropriate, the instructor and/or faculty advisor reserves the option to change scheduled topics, speakers, and due dates with adequate notice.

V. COURSE RULES

A. Classroom Decorum

- Photographs or video recording of the class are not allowed.
- Turn off cell phones during class.
- Computers may be used for note-taking or class-related research during class. If it appears a student or students is using computers for other than class-related activity, the entire class will lose the privilege of using computers in class.
- There is NO EATING allowed during class.
- No hats may be worn in class
- Your Colvin Institute Name Tent MUST be displayed at all times
- Business Posture and Comportment expected at all times
- Be on time; Do NOT walk in front of a speaker if you arrive late

B. Academic Integrity

(1) Generally. Academic dishonesty is a corrosive force in the academic life of a university. It jeopardizes the quality of education and depreciates the genuine achievements of others. It is, without reservation, a responsibility of all members of the campus community to actively deter it. Apathy or acquiescence in the presence of academic dishonesty is not a neutral act. Histories of institutions demonstrate that a laissez-faire response will reinforce, perpetuate, and enlarge the scope of such misconduct. Institutional reputations for academic dishonesty are regrettable aspects of modern education. These reputations become self-fulfilling and grow, unless vigorously challenged by students and faculty alike.

All members of the University community-students, faculty, and staff-share the responsibility and authority to challenge and make known acts of apparent academic dishonesty.

(2) Prohibited Acts. Any of the following acts, when committed by a student, shall constitute academic dishonesty:

- CHEATING: intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
• FABRICATION: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
• FACILITATING ACADEMIC DISHONESTY: intentionally or knowingly helping or attempting to help another to violate any provision of this Code.
• PLAGIARISM: intentionally or knowingly using the words or ideas, or paraphrasing the words or ideas of another as one’s own in any academic exercise. Someone, other than the student preparing, writing, experiment, financial exercise, in whole or part and submitting as the student’s own work.

(3) The Code of Academic Integrity. The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. Along with certain rights, students have the responsibility to behave honorably in an academic environment. Academic dishonesty, including cheating, fabrication, facilitating academic dishonesty, and plagiarism, will not be tolerated.

The Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For group projects, if any, the boundaries for individual and group work will be provided prior to the beginning of the assignment. You should review carefully the information on the Code of Academic Integrity or the Student Honor Council at www.studenthonorcouncil.umd.edu/code.html.

(4) Student Honor Pledge: Each assignment and exam is assumed to include the following pledge: “I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.”

Failure to sign the pledge is not an honors offense, but neither is it a defense in case of violation of this Code. Students who do not sign the pledge will be given the opportunity to do so. Refusal to sign must be explained to the instructor. Signing or non-signing of the pledge will not be considered in grading or judicial procedures. Material submitted electronically should contain the pledge, submission implies signing the pledge.

C. Attendance

1. RDEV Courses. While attendance is not technically required, in fact for a graduate course in real estate where each class builds on the information of the prior
class it is generally not possible to pass a course if you miss more than two weeks (the equivalent of six class periods). To do well in most RDEV classes you need to have done your reading, your assignment, be working on your major project, and be in class. The connections and information you share with each other in an enriched environment are one of the key reasons students come to graduate school. You are part of that community. If you miss 3 or more classes, you should assume that you will get a poor to non-passing grade for a class and the program director will be notified.

2. The University policies on attendance are as follows:

   i. University Attendance policy Generally. University policy excuses the absences of students for illness, religious observances, participation in University activities at the request of university authorities and compelling circumstances beyond the student's control. Students who miss a single class for a medical reason are not required to provide medical documentation, but students who are absent more than once are responsible for providing various forms of documentation, depending on the nature of the absence. For more information, see University Policy V-1.00G on Medically Necessary Absence.

   ii. Medically Necessary Absences. Students who miss a single class (lecture, recitation, or lab) for a medical reason must make a reasonable effort to contact their instructor in advance, and upon return to class, present the instructor with a self-signed note which acknowledges that the information provided is accurate. Faculty must accept this note; a student's failure to provide an accurate statement is a violation of the Honor Code. Any subsequent medical absence will require medical documentation.

   iii. Documentation. In the event a student is absent for a Major Grading Event as will be identified in the Course SCHEDULE. You must provide documentation of illness from a health care professional, as well as notify the instructor in advance.

   iv. Religious Observances. Students may be excused and make up major projects or exams for religious observances if the instructor is notified within the first two weeks of the semester that such an absence is necessitated. The policy also requires that tests and major assignments will not be scheduled on certain holiday dates. Including Rosh Hashanah and Yom Kippur

   v. Inclement Weather. Official closures and delays are announced on the campus website at umd.edu and snow phone line (301-405-SNOW), as well as on local
radio and TV stations. Notification for cancellation of class for other reasons will be provided via email through ELMS/Blackboard.

D. Course Evaluations

1. University Evaluations
You are responsible for submitting the formal University course evaluation for this course at CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. Please make a note now of the link at which you can access the submission system (www.courseevalum.umd.edu). If you submitted all of your evaluations in the fall or are a new student, you can also access all posted results from via Testudo under CourseEvalUM Reporting. To retain this access, you must submit all of your evaluations each semester. More information is at: https://www.irpa.umd.edu/Assessment/CourseEval/stdt_faq.shtml.

2. MRED Program Evaluations
You also will be asked to do a MRED Program evaluation for this course at one of the last sessions of the course (See the syllabus schedule). As a new program, the MRED program and its unique approach to real estate education is greatly assisted by your comprehensive responses, and particularly the open ended questions at the end of the Evaluation Form.

E. Accommodation for Students and Disabilities

Please notify the faculty advisor within the first week of the semester if you require accommodation due to a disability. The University’s Disability Support Service will make arrangements to provide an appropriate accommodation in response to the students need. See www.counseling.umd.edu/DSS/.

F. Contact Information

Make sure the instructor and the faculty advisor have your current e-mail address and telephone number. Your e-mail address should be one that you check regularly. This should be the one that you put in to the University. **Be sure to use the same email when you claim your place in the CANVAS/ELMS space for your course.** You will miss important announcements if you do not have an email in Testudo. You should be sure to enter into CANVAS/ELMS the same address that Testudo has – otherwise your professor can’t find you!!!
## VI. SCHEDULE and ASSIGNMENTS

### Summary of Classes, Topics, and Assignments

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Presenter</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 1</td>
<td>Planning/Zoning Hist.</td>
<td></td>
<td>Bring copy of syllabus to class</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Recommended reading</td>
</tr>
<tr>
<td>Class 2</td>
<td>Legal Aspects</td>
<td></td>
<td>Required reading</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Review Web sites</td>
</tr>
<tr>
<td>Class 3</td>
<td>Evolving Codes</td>
<td></td>
<td>Required reading</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Review Web sites</td>
</tr>
<tr>
<td>Class 4</td>
<td>Class Discussion</td>
<td></td>
<td><em>Discussion Memo 1 Due</em></td>
</tr>
<tr>
<td>Class 5</td>
<td>Development Review</td>
<td></td>
<td>Required reading</td>
</tr>
<tr>
<td>Class 6</td>
<td>Planning Tools</td>
<td></td>
<td><em>P/Zoning Analysis Due</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Required reading</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Review Web sites</td>
</tr>
<tr>
<td>Class 7</td>
<td>Class Discussion</td>
<td></td>
<td><em>Discussion Memo 2 Due</em></td>
</tr>
<tr>
<td>Class 8</td>
<td>SPRING BREAK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class 9</td>
<td>Dealing with Stakeholders</td>
<td></td>
<td><em>Final Paper Topic Due</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Required Reading</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Review Web sites</td>
</tr>
<tr>
<td>Class 10</td>
<td>Community Input and Redevelopment</td>
<td></td>
<td>Required Reading</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Review Web sites</td>
</tr>
<tr>
<td>Class 11</td>
<td>Class Discussion</td>
<td></td>
<td><em>Discussion Memo 3 Due</em></td>
</tr>
<tr>
<td>Class 12</td>
<td>Case Study: Montgomery County Replanning and Rezoning</td>
<td></td>
<td>Required Reading</td>
</tr>
<tr>
<td>Class 13</td>
<td>Tour of White Flint/Pike &amp; Rose Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class 14</td>
<td>Case Study: Entitlements for Suburban Retail</td>
<td></td>
<td>Required reading</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>Review Bd. Summary Due</em></td>
</tr>
<tr>
<td>Class 15</td>
<td>Case Study: Mixed-use Infill and Increased Density</td>
<td></td>
<td><em>Class meets 6:30pm in Arts District Hyattsville</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Required reading</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Review Web sites</td>
</tr>
<tr>
<td>Class 16</td>
<td>Class Discussion</td>
<td></td>
<td><em>Discussion Memo 4 Due</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Required reading</td>
</tr>
<tr>
<td>Class 17</td>
<td>Wrap-up and Final Presentations</td>
<td></td>
<td><em>Final Paper Due</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Final Presentations <em>Due</em></td>
</tr>
<tr>
<td>Class 18</td>
<td>Final Presentations</td>
<td></td>
<td>Final Presentations <em>Due</em></td>
</tr>
</tbody>
</table>
Week 1:  
**Introduction to the History of Planning and Zoning in the U.S.**
The course syllabus and requirements will be reviewed. The Instructor will present an overview of American planning and zoning history.

Recommended Reading:

Week 2:  
**A Legal View of Zoning Codes**

**Guest Speaker:**

**Required Reading:**

And, review and familiarize yourself with the planning and zoning Web site for Prince George’s County at [www.mncppc.org](http://www.mncppc.org). Click on Departments/Prince George’s County/Planning/How Do I? and check out the interactive PGAtlas site. Also look under View Publications/Zoning Information/guide to categories to become familiar with terms used in today’s lecture.

Week 3:  
**Evolution of the Zoning Code: Smart Codes, Form-based Codes**

**Guest Speaker:**

**Required Reading:**


Suggested Reading:


For background information on transects see Center for Applied Transect Studies (www.transect.org).

**Week 4: February 18 First discussion memo due at the beginning of class**

Class discussion of the history of U.S. planning and zoning and the “nuts and bolts” of land use regulation discussed by the first two guest speakers

Class discussion will focus on information provided by the speakers and a review of the readings and Web sites since our first class meeting. How has the history of planning and zoning in this country shaped the way our cities and suburbs have grown? What, in particular, did you learn from the Web sites and how could this information help you as a developer? Do FBCs seem to be an improvement over the earlier forms of development regulation? Why or why not? **All students are expected to participate in the discussion.**

For our discussion, review and familiarize yourself with the District of Columbia Office of Zoning Web site at www.dcoz.dcgov.org. We will be looking at the tutorial “Zoning 101” in class. Also look at the planning and zoning site for Alexandria, Virginia at http://alexandriava.gov/planning

**Week 5: February 25**

**Development Review, Historic Preservation, and the Design Process**

**Guest Speakers: William Bonstra, FAIA, LEED AP and David Haresign, FAIA**

Mr. Bonstra and Mr. Haresign are partners in the architecture firm Bonstra Haresign located in Washington, DC. Their work includes both contemporary and adaptive reuse projects as well as zoning and building code analysis, and it has been recognized for excellence by the American Institute of Architects. The firm also has extensive experience in guiding development through
myriad design and development reviews—especially in the District of Columbia—related to both new and adaptive reuse projects. They will focus their presentation on the management of complex review processes, and will also address historic preservation and adaptive reuse process as part of development review.

The class will meet at the Bonstra Haresign office, 1728 14th Street, NW, #300, Washington, DC. Closest Metro stop is U Street (Green/Yellow Line).

Required Reading:

Also look at www.bonstra.com

Week 6: March 4 The planning and zoning analysis paper is due at the beginning of class. Planning as a Tool for Revitalization and Redevelopment
Guest Speaker:

Required Reading:

Suggested Reading:

Week 7: March 11 Second Discussion Memo due at beginning of class
Class discussion/reaction to the design and regulatory review processes and planning as a tool for redevelopment discussed by the last two speakers

Class discussion will focus on information provided by the speakers and a review of the readings and Web sites. Does the regulatory process serve as a barrier to development or can it help to guide growth and change to achieve community goals? We will also talk about the zoning analysis exercise – your findings and experience in preparing the material. All students
are expected to participate in the discussion.

Also look at District of Columbia’s Office of Planning Web site at www.planning.dc.gov and familiarize yourself with the content of the services provided: Historic Preservation (procedures, regulations, review process especially tips on presenting to the Historic Preservation Review Board), Development Review, Citywide Planning (the Comprehensive Plan), and Neighborhood Planning (Strategic Neighborhood Action Plans and Neighborhood Revitalization Plans). How does this information help you as a developer?

**Week 8: March 18**  
Spring Break: NO CLASS

**Week 9: March 25 Final Paper Topic Due**  
Managing the Review Process: Stakeholders and Community Input  
Guest Speaker:

Required Reading:  

Suggested Reading:  

Also look at www.cunninghamquill.com

*All students should have by now contacted the instructor regarding final paper case study project site*

**Week 10: April 1**  
Community Input and Redevelopment  
Guest Speaker:

Required Reading:
Week 11: April 8 Third discussion memo is due.
Class discussion/reaction to managing the stakeholder process and working with communities presented by the last two speakers
The class will discuss the information and ideas presented by the speakers in this segment of the course as well as the readings. We will focus on the incentives and techniques used to guide growth and encourage revitalization. Discussion will integrate information provided in the first portion of the course with the insights provided by this segment’s guest speakers. All students are expected to participate in today’s discussion.

Week 12: April 15
Case Study: Replanning and Rezoning in White Flint and in Montgomery County
Guest Speaker:

Required Reading:
Elliott, Donald L. A Better Way to Zone: Ten Principles to Create More Livable Cities.
Chapter 6, pp. 129-136; Chapter 8, pp. 211-221

Suggested Reading:
Elliott, Donald L. A Better Way to Zone: Ten Principles to Create More Livable Cities.
Chapter 7, pp. 137-210

Week 13: April 22 The summary of a planning/zoning/or community meeting is due at the beginning of class.
Case Study: The Entitlement Process for Suburban Retail Redevelopment
Guest Speaker:
Suggest you start reading Witold Rybczynski’s Last Harvest How a Cornfield Became New Daleville: Real Estate Development in America from George Washington to the Builders of the Twenty-first Century, and Why We Live in Houses Anyway so you have completed the book by May 6th discussion.

Week 14: April 29

Case Study: Mixed-Use Infill and Increased Density
Site Tour of the Art District Hyattsville
Guest Speaker: TBD

Class convenes one half hour earlier, at 6:30 pm, in front of Busboys & Poets in the Arts District Hyattsville for a site tour. Class discussion will continue in one of the model homes after the tour.

Required Reading:
Maynard, Nigel F., “Urban Pioneers,” Builder, March 9, 2009 [Downloaded to ELMS]

Suggested Reading:
Elliott, Donald L. A Better Way to Zone: Ten Principles to Create More Livable Cities. Chapter 6, pp. 129-136; Chapter 7, pp. 137-153, 162-209; and Chapter 8, pp. 211-221

Also review www.eya.com and look again at the Arts District Hyattsville section of Larry Taub’s article from the February 4th readings.

Week 15: May 6
Fourth discussion memo due at beginning of class
Students will discuss their experience of attending a planning or zoning hearing. The class will discuss the case studies presented by the last speakers and how they fit within the overall themes of the course. The second part of the class meeting will discuss Witold Rybczynski’s Last Harvest, reflecting on the course themes it illustrates. **MRED course evaluations will be completed at the beginning of class.**

Required Reading:

Extra Credit: TBD

Week 16: May 13
Final paper due at beginning of class. Final presentations begin
Wrap up discussion of the course and begin final presentations, no more than ten minutes per student

Week 17: May 20
Final presentations
Assignments

All papers are due in hard copy at the beginning of class unless otherwise noted. All work written for the course shall be at a level appropriate for graduate students. Written work is expected to be well-organized and readable. Clarity of writing—including grammar and spelling—matters in this course and is a component of your grade. All papers must be typed, double-spaced, and in 12 point Arial, Calibri or Times New Roman font. Paginate and use standard spacing and margins. Use endnotes as appropriate. Please type and proofread all assignments carefully.

Each student’s final presentation will be in a PowerPoint format of no more than 10 minutes.

In case of an emergency that results in the closing of the University for a period of time, due dates will be extended per policies developed for the school and program.

Class Discussions

All students are expected to participate in class discussions and to demonstrate that they can think critically about the topics presented in class. Students are expected to attend each class having read all the assigned readings for that day and to be prepared to draw on that material in class discussions, especially with the guest speaker.

Discussion Memos: 2 to 4 pages each
Due February 18, March 11, April 8, and May 6

The discussion memo should help to structure our discussions on February 18, March 11, April 8, and May 6 and assure that all of you will participate in that discussion. The purpose of the memo is to get you thinking about what you’ve learned in the guest lectures and from the readings. I am not looking for a synopsis of the guest lectures or readings, nor do I expect you to discuss every lecture. You can talk about one specific aspect or more generally about several topics by comparing and contrasting the guest lectures and the readings as appropriate. The memos are opportunities for greater reflection on the material and to explore aspects of the material that caught your interest, created questions for you, or made you want to agree with or rebut what was said. Do not merely state your opinion but support your ideas and statements. You may also do additional research and discuss that material, such as an additional article or two (use footnotes), as it relates to the material in the course. Include honor pledge and sign.

Planning and Zoning Analysis: 6 to 8 pages
Due March 4

This exercise is designed to familiarize you with reviewing planning documents and zoning codes and with understanding conditions—such as PUDs, overlay districts, and community interest—that can affect what can be built on site. It will help prepare you for the analysis you will have to do in your Capstone project. Each student will provide a zoning and planning analysis for a site of their choosing. This can be undeveloped land or a redevelopment site that you propose. It should not be a site that has current development plans, i.e. you are not providing a summary of someone else’s project; nor is it the site you are reviewing for your final paper case study. Wholesale clipping of sections from either the zoning or planning documents
as your paper is not acceptable. *Let me know what's possible for you as a developer both as-of-right and if you pursued a change from the current as-of-right conditions.* What would that change process entail? For example, if you are pursuing a PUD, what benefit does that create for the project and what would be the process required? You should put the bulk of the information into your own words—this is an analysis so I want to know what you've thought about and what you are proposing given that analysis process. *Do not merely report what is possible as-of-right.* The paper should be in narrative form, not all bullet points or lists. Your analysis should include but is not limited to:

- Plat number(s), premises address, and acreage
- Ownership information. Are you combining several parcels?
- Current planning for the area. Check planning documents for this information. In Prince George’s County it would be a Sector Plan and SMA. How would these planning goals affect your project? Who are the stakeholders? What is the community’s vision for the area? Community issues? How could you get the community to support your project?
- Current zoning
  - What is the as-of-right zoning; what does it allow? Briefly, what does it prohibit? (If the zoning is the same for several of the properties, you can do this as a general entry and note to which properties it applies.) What would be the process and what permits would be required to do this development? How much development could you build on the site given the lot size and as-of-right zoning? Parking requirements?
  - What kind of rezoning would create more development opportunities and what would be the process to rezone? How much development would the rezoning yield on the site? Parking requirements?
  - Or could a PUD or overlay be pursued? How would these tools and incentives affect what you could build?
- Are there planning goals or easement parameters you must consider?
- What is the review process you would have to complete? How long would it take?
- Are there easements or restrictions on any of the sites that you would have to consider in your development approach?
- Include a site map.
- Are there other conditions, regulations, etc. that you need to consider?
- Include honor pledge and sign.

**Summary of a planning, zoning board, design review, or development-related community meeting: 3 to 4 pages**

**Due April 22**

Students are expected to attend in person a planning, zoning, design review, or development-related community meeting held in a municipality of their choosing. *Students are expected to hand in 3 to 4 pages summarizing one or two of the cases under review, including issues, testimony points of presenters, etc., and briefly comment on the process they witnessed and what they learned from the experience.* This purpose of this exercise is to familiarize students with the public review process. For example, the Historic Preservation Review Board for the District ([www.dpw.dc.gov](http://www.dpw.dc.gov)IC/planninglHistoric+Preservation) can provide interesting insights into the historic preservation review process. The Old Georgetown Board ([www.cfa.gov](http://www.cfa.gov)) focuses on design issues of projects in the Georgetown Historic District. The Montgomery County Planning Commission holds weekly meetings, but some may be devoted to
administrative issues rather than cases. Please attend one that is involved with case review rather than administrative matters. Baltimore, the District, and Prince Georges County can also offer a range of review meetings. Upcoming agendas for these agencies are available online a week or so before the meeting.

**Final Paper: Case Study 15 pages**

**Due May 13**

Each student will be responsible for producing a final paper of about 15 pages, due in hardcopy at the beginning of class on May 13 that is a case study of a development project, preferably local, and completed within the last 20 years that included a zoning change, PUD, or similar process. Also acceptable for the case study topic is a project for which the entitlements process is complete and the project is waiting to break ground or is under construction. Do not select a project for which the entitlements process is currently on-going. What did the developer gain by embarking on this process? What other tools and incentives were involved? What were the planning goals achieved/compromises made/sticking points? What role did the design team play in the process? How did the developer deal with stakeholders and the community? How was the project shaped by the process? Etc. You should include a summary of the project, background on the community, and important historic resources or other constraining issues. *The student is expected to talk directly with participants in the process, not just glean from printed sources. Participants could include the development team, planners, stakeholders, etc.* As with the planning/zoning analysis paper, this is to be a narrative paper and an analysis; wholesale use of bullet points or extensive use of quoted material or documents are not acceptable. *The paper must include an analysis and reflection on the process engaged in to create the project. Could the process have been improved? How? (Each student will discuss with the professor the case study project he or she has selected by March 25.)*

- 15 pages, double-spaced, in 12 point Arial, Calibre, or Times New Roman font. Paginate and use standard spacing and margins. Use endnotes as appropriate. Please proof for typos.
- Include location map of project area; other maps, drawings, illustrations, photos as needed to convey the information
- General Description and Background on the Project: Include description of the project, developer, location, size, background information, important historic resources or other related important issues, and other pertinent information to understanding the context of the site and project such as major stakeholders concerned with the project, planning vision, etc.
- "Meat" of the Case Study (not necessarily in order): Project should have included a zoning change, PUD, or similar entitlement process. Some questions to answer: Why did the developer choose to undergo this process/what did the developer hope to gain by embarking on this process? What other tools and incentives were used—tax credits, subsidies, public/private partnerships, etc.? How did these work and what were the impacts? How did the developer deal with the community and other stakeholders? How was the project shaped by this process? Delays, problems? What role did the design team play in the process? Were there other major players? Other pertinent information to add or consider based on your study of the project? Other issues?
- Do include information/quotes from your interviews with project participants to
flesh-out the information.

- Don't write the paper as a "laundry list" in response to these questions. Your grade will reflect how well thought out an analysis you have provided in your case study of the project, one that is well-written and carefully evaluates the impacts of the entitlement process on development.
- Use either footnotes or endnotes to cite pertinent information and resource material and sources.
- Do not use other people's words as your own. If the material comes from a source, cite the source and use quotations appropriately.
- Include honor pledge and sign.

Final Presentations: 10 minutes per student
Due May 13 or 20
Class meetings on May 13 and 20 will be devoted to students' presentations of their case studies. Evaluation of your presentation will include the following:

- 10 minutes maximum, PowerPoint
- Be clear, well-organized, and professional: you are telling an audience the story of your project so be focused and concise
- Don't overly design your slides; complex slides can detract from your narrative
- Use maps, photos, etc. if they will help tell your story
- Don't write out your presentation as bullet points; keep text brief in your slides
- Don't read your presentation, especially from the slides
- Look at the audience, not your slides
- Provide the context for your case study through a brief project description, issues, etc.
- Briefly summarize the "meat" of the case study. Hit the high points
- Practice your presentation a number of times before giving it in order to get the content and timing right.
- Be prepared to answer questions about the project or your presentation. Being able to answer questions is as important as the presentation itself.
Additional Suggested Readings—NOT REQUIRED

Urban and Suburban History

Sprawl and New Urbanism

Planning History