

# Bemidji State University

## GEOG 3560: Metropolitan Land Use Planning

### A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: \*.\*

Lab Hours/Week: \*.\*

OJT Hours/Week: \*.\*

Prerequisites: None

Corequisites: None

MnTC Goals: None

An examination of the identification and inventory methods of land use analysis including the designing of land use models which are compatible with environmental, social, and economic goals. Prerequisites: GEOG 2100, GEOG 2400, or consent of instructor. Prior completion of or concurrent enrollment in either GEOG 3550 or GEOG 3570 is recommended.

**B. COURSE EFFECTIVE DATES:** 08/25/2014 - Present

### C. OUTLINE OF MAJOR CONTENT AREAS

1. Part I of the course considers the influence of institutional factors (including those of land use plan implementation and regulation) in the context of causes and trajectories of land use change generally. As will be seen, powerful issues of feedback effects and the relative endogeneity of causation in land use change compel us to pay greater attention to multiscale aspects of planning, particularly in terms of the urban-rural gradient. Thus, Part II focuses on the spatial containment of growth and efforts to integrate land use planning with infrastructure placement and capacity.
2. Part III articulates the basic components of a land use planning process, especially focusing on environmental impacts and changing perspectives about risk assessment. Part IV reframes the whole question of land use planning by examining the opportunities and challenges of sustainable urban redevelopment, not least of all in terms of growing attention to urban and periurban biodiversity.

### D. LEARNING OUTCOMES (General)

1. The student will be able to define and apply concepts of feedback and threshold for purposes of understanding the relative endogeneity of causation in land use change;  
The student will be able to appreciate the limited role of planning in the trajectories of land use change;  
The student will be able to describe U.S. Constitutional limits on land-use controls;  
The student will be able to identify key examples of the transition from uncoordinated urban sprawl to increasing use of Smart Growth planning initiatives in the U.S.;
2. The student will be able to explain the role of transportation planning, concurrency, and the use of exactions as means of growth management and infrastructure integration in U.S. metropolitan land use planning;  
The student will be able to appreciate the growing need for and changing models of risk assessment with regard to metropolitan land use planning in the U.S. and abroad;
3. The student will be able to appreciate the importance of planning for ecologically-sensitive areas with regard to metropolitan land use in the U.S., especially in terms of coastal zones, floodplains, and agricultural lands;  
The student will be able to assess the importance of, opportunities for, and challenges facing the integration of biodiversity conservation in terms of metropolitan land use planning in the U.S. and abroad; and  
The student will be able to think critically and communicate effectively regarding issues of metropolitan land use planning in the United States.

**E. Minnesota Transfer Curriculum Goal Area(s) and Competencies**

None

**F. LEARNER OUTCOMES ASSESSMENT**

As noted on course syllabus

**G. SPECIAL INFORMATION**

None noted