

PPA (ECON) 251: URBAN PROBLEMS, ECONOMICS, AND PUBLIC POLICY

**PUBLIC POLICY AND ADMINISTRATION
CALIFORNIA STATE UNIVERSITY, SACRAMENTO**

Fall 2005

Professor: Robert Wassmer, Ph.D.

E-Mail: rwassme@csus.edu

Home Page: <http://www.csus.edu/indiv/w/wassmerr/>

Office: Room 3037, Tahoe Hall.

Office Phone: (916) 278-6304.

Office Hours: Wednesday, 3:30 – 5:30 p.m. and if necessary by appointment.

Course Held: 1027 Tahoe Hall on Saturday (1) October 22, (2) October 29, (3) November 5, (4) November 12, (5) December 3, (6) December 10, and (7) December 17 from 9:00 a.m. to 2:30 p.m.

Required Texts:

(1) *Urban Economics*, 2003, Fifth Edition, Arthur O'Sullivan, McGraw-Hill Irwin. Available for purchase at CSUS bookstore or on web at Amazon.Com.

(2) *Still Stuck in Traffic: Coping with Peak -Hour Traffic Congestion*, 2004, Anthony Downs, Brookings. Available for purchase at CSUS bookstore or on web at Amazon.Com.

(3) *Sacramento Region Quality-Of-Life 2004 Report*, Valley Vision. Available for pickup outside my Tahoe 3037 office in wall holder.

Internet Access and WebCT:

Outlines of much of the material covered in class is posted on WebCT. Information on WebCT can be found at <https://online.csus.edu/>. Please visit the site after you have secured a SacLink account number and password from CSUS. I will also correspond with you by e-mail through WebCT. You will also be asked to read things off the Internet. Thus, access to the Internet and WebCT is required for this class. If you do not have Internet access at work or home, access to it is provided to students at the Sacramento State's library or various computer labs. Access to some links may require the use of CSUS Internet portal. We will further discuss the use of WebCT on the first day of class.

Student Photos:

One of my downfalls is the ability to remember the names of people. This is a real hindrance to facilitating discussion in class. Thus I have decided to try and do something proactive to enable my name-learning process. I ask that each of us, including myself, subject ourselves to having a digital picture taken on the first class meeting that I will then post on our WebCT site with identifying names attached. I hope this also assists you in a quicker learning of your classmates' names.

Overview:

This course is structured around some of the most pressing problems facing central cities and urban areas in the United States (poverty, education, housing affordability, traffic congestion, urban abandonment/suburban sprawl, edge cities, deteriorating infrastructures, fiscal stress, segregation, etc.). The historic development of each problem is discussed, the economics behind it is presented, and possible policy solutions are discussed. Much of the first half of the course deals with the shape and look of U.S. metropolitan areas with a focus on Sacramento. While much of the second half of the course looks at contemporary issues and problems within U.S. metropolitan areas. Examples are drawn from California and Sacramento.

PPA 251 is intended to be an elective course for Master's students in the PPA program, a required course for Master's students in the ULD program, an elective for Master's students in economics (cross listed as ECON 251), an elective for undergraduate majors in economics, and an elective for others who satisfy the prerequisite of a course in intermediate microeconomics (PPA 220A or ECON 100B at Sacramento State).

The course consists of one five and a half hour meeting a week on the dates noted above. We will take a 10-minute break at 10:30 a.m. and a 45-minute break for lunch at 12:15 p.m. To measure your attendance, and prepare you for participation in class discussions, I ask that you submit a typed, double-spaced, two-page maximum answer to one of the numbered discussion questions that are listed below for each of the readings for each meeting. These can only be turned in by you on the day of the meeting you attend. I will look them over and return them to you by the next class meeting with a check plus, check, or check minus. These will be assigned based upon not just a "right or wrong" answer, but the writing style (grammar, punctuation, organization, etc.), thought, effort, and thoroughness that I judge you put into your answer. **One of these write ups should be turned in at our first class meeting (October 22).**

You will also be asked to complete three assignment sets that will be given out on October 29, November 12, and December 10. These will be geared to each take no more than two hours to complete and be due the next time we meet for

class. If you cannot make class, please submit your answer via the e-mail option in WebCT.

I would very much like to conduct this class in an active learning format. In my mind this consists of about 1/3 lecture and 2/3 organized discussion amongst us. To accomplish this you will need to complete all of the assigned reading before the Saturday it is covered.

Questions and comments pertaining to that day's material should be asked during class. Other questions will be answered during my office hours or during class breaks. Office hours can also be used to handle a complaint or suggestion on how the class is taught, a general discussion of economics and policy, the PPA or ULD program, or your career plans.

If there are concepts or ideas that were covered in a Saturday session that you did not understand, it is important to your overall success in the course that you get these misunderstandings resolved before the next time that we meet. You can do this by talking to your fellow classmates (I would encourage you to form study groups or electronic study networks), visiting me in my Wednesday office hours, sending an e-mail question to me at rwassme@csus.edu (please do not send by WebCT because I check less often), or phoning me at 278-6304. My promise to you is that if I am not in my office, I will respond to your Monday through Friday e-mail or call within 24 hours.

Previously I have devoted more class time to lecturing on material that is contained in the outlines available on WebCT. Some students objected to this lecture format and instead wanted a more student-based discussion of the material. I have changed the structure of the course to try and accommodate this suggestion and am pleased to do so. But in return, students will need to come well prepared to class in the form of completing all reading assignments, looking over my notes, formulating answers to the discussion questions posed each week, and actively participating in the discussion. I will call on students who chose to not voluntarily participate.

Final Project:

Part of the grade I assign to you for this course will be based upon the completion of a report and PowerPoint presentation that revolves around your choice of one of the following 10 Principles of Smart Growth. (For more detail on these Principles see U.S. Environmental Protection Agency (2005), *About Smart Growth*, Washington, D.C.; available at http://www.epa.gov/smartgrowth/about_sg.htm .)

Smart Growth Principles

1. Mix land uses.
2. Take advantage of compact building design.
3. Create housing opportunities and choices for a range of household types, family sizes, and incomes.
4. Create walkable neighborhoods.
5. Foster distinctive, attractive communities with a strong sense of place.
6. Preserve open space, farmland, natural beauty, and critical environmental areas.
7. Reinvest in and strengthen existing communities and achieve more balanced regional development.
8. Provide a variety of transportation choices.
9. Make development decisions predictable, fair, and cost-effective.
10. Encourage citizen and stakeholder participation in development decisions.

We will have about 22 students enrolled in this course. Since all of the Principles need to be covered, most of them will have two students working on each one, while some will have three. On the second meeting I will ask to write down your first, second, third, and fourth choice of what Principle you would like to cover. Based upon these preferences, I will then assign groups of people to each Principle. You should work with your group to find source material, brainstorm on ideas on how to write up, and bounce drafts of your report off of each other. Each student is responsible for completing their own report, but your group as a whole will be responsible for putting on a PowerPoint Presentation that will be given to the entire class on our last class meeting (December 17). At this time, your written report will also be due.

The assignment is to write a 15 to 25 page, typed and double-spaced briefing paper that describes for a local elected official or private developer (choose one or the other and state clearly your choice in write up): (1) what the Principle is, (2) arguments from the Smart Growth literature on why it is included as a Principle, (3) student's own and others' critical analyses of whether it is a valid urban land development principle to pursue (based in part upon the urban economic learned in class), (4) examples of where it is currently being done in the United States/California and if so, in the Sacramento Area; (5) whether more of it needs to be done in the Sacramento Area and if so how, and (6) what public policies could be used to encourage it getting done.

Use the APA citation method in your report (see http://owl.english.purdue.edu/handouts/research/r_apa.html). Your report should use material and discussions covered in this course. I ask you to choose your Smart Growth Principle early in the course so you can continually consider how current readings/discussion relates to it. To maximize the grade you receive on your report and presentation, I encourage each person and/or a group to talk to me about how best to pursue this assignment. The two week period we have off in mid-November would be the perfect time to get a majority of the work done for this final assignment.

Grading Procedure:

Exam grades will be calculated using the following formula:

<u>Percent Correct</u>	<u>Letter Grade</u>	<u>Number Grade</u>
100-94	A+	4.3
93-89	A	4.0
88-84	A-	3.7
83-79	B+	3.3
78-74	B	3.0
73-69	B-	2.7
68-64	C+	2.3
63-59	C	2.0
58-54	C-	1.7
53-40	D	1.0
<40	F	0.0

A number grade will eventually be assigned to everything you do. Your final grade will be calculated based on these number grades. Anything above a B- in the course is considered a passing grade.

The average grade assigned to the six answers you provide to discussion questions each week will account for 20% of your grade. The average grade assigned the three homework exercises you complete will account for another 30% your grade. Your written report will be worth another 35%, while the group grade assigned on your PowerPoint presentation counts for 7.5% and your classroom participation makes up the remaining 7.5%.

University policy for dropping this course will be followed. You must complete all three written homework assignments and the final report to receive a passing grade.

Schedule:

The following schedule lists the major topics covered and the assigned reading that accompanies them. I reserve the right to make minor changes and additions to the following schedule. Underlined material is hyperlinked and can be had by clicking on it from your web browser.

You need to also print out and review the outlines I have prepared for each week's meeting. They are available on WebCT.

(Meeting 1) October 22 – Urban Form Part 1

- O'Sullivan, Chapter One, Introduction

(1) In your own words describe the difference between an urbanized area (UA), a PMSA, a CMSA, and an MSA. What are the benefits of using the UA definition to quantify what is truly "urban" in the Sacramento Region? Is there any downside to using the UA definition?

- [Sacramento Urbanized Area Map](#)

- [PPIC Statewide Survey: Special Survey on Californians and Their Housing, November 2004](#)

(2) What do Californians consider as the biggest problems facing the state today? Does this perception vary across regions of CA, what about race/ethnicity? Do Californians favor living in a condo if it is convenient to public transit, what about a small home/small lot with a short commute?

- O'Sullivan, Chapter Two, Why Do Cities Exist?

(3) What economic reasons can be given for the formation of cities? Are these all the possible reasons for why cities formed? If not, offer some other reasons that are not economically based.

- O'Sullivan, Chapter Three, Big and Small Cities

(4) What is the difference between "localization" and a "urbanization" economies? Give an example of each for the Sacramento Area? What forms of externalities are exhibited at the Roseville Auto Mall?

- O'Sullivan, Chapter Four, Where Do Firm Locate

(5) Use the terms and models in this chapter to describe why the number of firms locating in the Sacramento Area is growing.

- [Sacramento Region Economy](#)

(6) What is “multiplier analysis” and how does it work in the IMPLAN Model? Which industry in the Sacramento Region exhibits the greatest multiplier and why?

- O’Sullivan, Chapter Five, Market Areas and Central Place Theory

(7) Using the urban economic models described in this chapter, offer an explanation for the demise of small stores in the United States and the rise of “big-box” stores.

(Meeting 2) October 29 – Urban Form Part 2

Assignment One Given Out

- Valley Vision, Sacramento Region Quality-Of-Life Report

(1) After looking over the various indicators discussed in this report for the entire Sacramento Region and its component counties, is it reasonable to consider the region as one large homogenous urban entity? Are there counties that are doing better than others? If so, what are these counties and how/why are they doing better?

- O’Sullivan, Chapter Seven, Land Rent

(2) Using the concept of capitalization, explain why the exact size/quality home on the same size lot, with the same non-school neighborhood amenities, sells for more in the City of Davis than in the City of Sacramento? Can you come up with a formula to illustrate your reasoning?

- O’Sullivan, Chapter Eight, Land Use in the Monocentric City

(3) In your own words briefly describe how the economic models described in this chapter result in concentric circles of specific types of land uses around a central business district. Does this exist in the City of Sacramento? Why or why not?

- O’Sullivan, Chapter Nine, Land Use in Modern Cities

(4) What are the reasons that U.S. urban residents in the last 50 years have increasingly chosen to live in the suburbs? Did people follow firms out to the suburbs or vice versa?

- O'Sullivan, Chapter Ten, Land Use Controls and Zoning
- [Sacramento County USB Map](#)

(5) Is Sacramento County's use of an urban service boundary the best way to generate more centralized economic activity in the entire Sacramento Urbanized Area? Who are the winners and losers from this boundary?

- [White Paper on Smart Growth Policy in California](#)

(6) Why isn't everyone practicing smart growth and what can the state do to promote it?

- [Measure 37: Summary and Questions](#)

(7) What exactly does the passage of Measure 37 mean for the long-term viability of Oregon's statewide plan to control urban growth through metropolitan wide growth boundaries? Could something like this measure ever pass in CA? In your opinion does it go too far in protecting personal property rights over recognizing the need to internalize externalities?

(Meeting 3) November 5 – Influencing Economic Development and Autos

Assignment One Due

- O'Sullivan, Chapter Six, Urban Economic Growth

(1) Give an example of local and export production in the Sacramento Area? Will greater economic development occur in the City of Sacramento if it cut the development fees that it charges business to build a new manufacturing, warehouse, or retail development in the City by cutting Parks and Recreation services offered to the City's residents?

- [Downtown Arena Could Pay Off](#)
- [Economic Impact of King's Arena: Part 1](#) (See especially pp. 1 - 9)
- [Economic Impact of King's Arena: Part 2](#) (See especially pp. 113 -127)

(2) Look at Exhibits 7-6 and 7-7 on p. 122. Why are the numbers given in the column labeled "percent spent locally" so important to the final economic impact numbers that they come up? Do you agree with these numbers? Is there a need for a sensitivity analysis?

- [Economic Effects of State and Local Government Capital Projects](#)

(3) A statement made in this report in the Conclusion and Final Comments is “This exaggeration results from ignoring negative multiplier effects of taxes (or of reduced government spending) needed to finance most of a project’s capital costs.” Explain why this is very important to entire argument put forth in this report.

- [Business Economic Development Incentives in Sacramento County](#)

- [Business Economic Development Incentives in Sacramento City](#)

- [Jobs, Productivity, and Economic Development](#) (Go to this link and search for this article by looking for articles by Timothy J. Bartik)

(4) In light of what Bartik discusses in his article, evaluate the social desirability of the economic development incentives in either Sacramento County or City.

- [The Benefits of Growth](#)

(5) In your own argument, offer reasons why as an owner of a home in the city you live in you would like to see growth occur in your city. Would you more prefer to see this growth occur in the entire region you live in (and not your city)?

- O’Sullivan, Chapter Eleven, Autos and Highways

(6) Do you fully buy into the economic argument that auto congestion on freeways in the Sacramento Area is a pure and simple externality issue that is best taken care of through a system of peak-load tolls?

(Meeting 4) November 12 – Traffic and Housing

Assignment Two Given Out

- O’Sullivan, Chapter Twelve, Mass Transit

(1) Do you use mass transit to travel to work/school everyday? Whether you do or do not, use the language of the model presented here to offer a formal argument why for you the benefits of using mass transit are greater (or less) than the costs. Would the “collection,” “line haul,” or “distribution” phases, or all of them, need to change to get you on (or off) mass transit? Are there other costs to mass transit use not discussed here?

- Downs, *Still Stuck in Traffic*

- Chapter Two (Benefits of Peak-Hour Traffic Congestion)
- Chapter Three (How Bad is Traffic Congestion?)
- Chapter Six (Reducing Congestion and Four Basic Principles of Traffic)
- Chapter Fifteen (Local Growth Management Policies), pp. 258-271
- Chapter Seventeen (Regional Anti-congestion Policies), pp, 298-320
- Chapter Eighteen (Summary and Conclusions), pp. 321-354

(2) After reading these chapters in Downs, offer a brief statement on your opinion whether peak-hour traffic congestion in the Sacramento Area will ever go back to the level it was at 15 years ago. What would it take to get it back to that level? Do many people consider the cure worse than the problem?

- O'Sullivan, Chapter 17, Why is Housing Different?

(3) How well does the "Filtering Model of the Housing Market" apply to the Sacramento Region? If possible give examples of its occurrence.

- O'Sullivan, Chapter 18, Housing Policies

(4) Explain the difference between supply and demand side housing policies? Which have been more effective in achieving their desired goals?

- [Sacramento Housing Affordability Drops](#)
- [Inclusionary Zoning: The California Experience](#) (concentrate on pp. 1 – 8)
- [Sacramento City Affordable Housing Ordinance](#)
- [Sacramento County Affordable Housing Ordinance](#)

(5) What are the downsides of the City and County of Sacramento adopting their inclusionary/affordable housing ordinances? Even give these downsides, are you in favor of these?

(Meeting 5) December 3 – Poverty, Crime, and Public Schools

Assignment Two Due

- O'Sullivan, Chapter Thirteen, Household Sorting

(1) Think about what you looked for in a neighborhood when deciding where to rent/own in the Sacramento Area. How was the process you used different and similar to what is described in this chapter? Would you

say that your choice process and what you value as important is the same or different than the typical person in the Sacramento Area?

- [A Regional View of Social Disparities](#)

(2) After looking over this mapping of socio-economic disparities across the Sacramento Region describe what surprised/troubled you the most? But would you have expected anything different knowing what you have learned in this class and the land use policies present in the Sacramento Area?

- [Urban Spatial Segregation](#)

(3) What is your reaction to my suggestion on how to reduce the degree of urban spatial segregation that is observed in most United States metropolitan areas? Do you have a better solution?

- O'Sullivan, Chapter 14, Urban Poverty

(4) How does household sorting in metropolitan area increase poverty? Should any public policies be adopted to change this relationship?

- [Poverty in California](#)

(5) Why in the last three decades has the gap between rich and poor grown in California faster than the rest of nation? Should we be concerned about this? What can be done?

- O'Sullivan, Chapter 15, Urban Education

(6) Describe in your own words how most economists think about the reasons for differences in achievement levels across school sites in a metropolitan area. What can public policy alter to best improve low achieving schools? Why has this not been done?

- [Adequacy in California Public School Finance](#)

(7) What is your opinion on moving to an "adequacy" based system of funding public school sites in California? Do you think the typical California voter could ever support something like this?

(Meeting 6) December 10 – Sprawl and Smart Growth

Assignment Three Given Out

- [Urban Sprawl: Diagnosis and Remedies](#)

(1) In your own words, how does Brueckner define “excessive spatial growth” of an urban area? Do you agree with his policy suggestions on how to deal with sprawl?

- [The Influence of Local Urban Containment Policies and Statewide Growth Management on the Size of United States Urban Areas](#)

(2) In order of importance, talk about my findings in regard to what are the drivers of the spatial size of U.S. urban areas? In comparison, what is magnitude of influence does urban containment and statewide growth policies have on the size of these urban areas?

- [Are Compact Cities a Desirable Planning Goal](#)

(3) Why do Gordon and Richardson believe that a reversal of suburban development trends is neither entirely desirable nor possible? Do you agree?

- [Understanding Sprawl: A Citizen’s Guide](#)

(4) After reading this report, and the previous one by Gordon and Richardson, is there any reconciling their divergent opinions? Is their differences just a matter of opinion, or can their disagreements be settled through an appropriate examination of the facts?

- [Truly ‘Smart’ Growth](#)

(5) How has the automobile played a major role in the sprawling land use patterns observed in most urban areas in the United States?

- [Market-based Policies for Reducing Sprawl: A Critical Overview](#)

(6) What do you believe would be the most effective market-based policy for slowing sprawl? Why?

- [Sacramento Blueprint Project](#)

(7) What is the Sacramento Blueprint Project? Do you support what it is trying to do in principle? Are you willing to support what it is trying to do in action? Do you think others in the community you live in will support elected officials who voluntarily comply with the Blueprint? What are the problems with relying on voluntary compliance to a regional land use plan?

(Meeting 7) December 17 – Student Presentations

Assignment Three Due

Written Final Project Due

Student PowerPoint Presentations on Smart Growth Principles
(20 minutes each max)

**Annotated Bibliography of Additional Resources For Researching your
Paper on a Smart Growth Principle**

Economics of Urban Growth

Mieszkowski, Peter and Edwin S. Mills (1993). "The Causes of Metropolitan Suburbanization," *Journal of Economic Perspectives*, pp. 135-147; available at <http://www.owl.net.rice.edu/~econ461/papers/mieszko2.pdf> .
Describes how U.S. suburbanization has been caused by "natural evolution" and "flight from blight" factors.

Orfield, Myron (2005). *American Metropolitics*; available at http://www.metroresearch.org/projects/national_report.asp.
Offers maps and text that highlight social, economic, and fiscal trends in various United States metropolitan areas.

Urban Sprawl

Burchell, Robert W. *et al.* (2002). *Costs of Sprawl – 2000*, Transportation Research Board – National Research Council, TRCP Report 74, Washington, DC: National Academy Press, see Executive Summary; available at http://gulliver.trb.org/publications/tcrp/tcrp_rpt_74-a.pdf .
Offers quantitative measures of the relative costs and benefits of two different forms of metropolitan growth.

Fulton, William *et al.* (2001). "Who Sprawls the Most?" *Survey Series*, Washington, D.C.: The Brookings Institution; available at <http://www.brook.edu/dybdocroot/es/urban/publications/fulton.pdf> .
Measures recent trends in how rapidly American metropolitan areas are consuming land to accommodate a changing population.

Galster, George *et al.* (2001). "Wrestling Sprawl to the Ground: Defining and Measuring an Elusive Concept," *Housing Policy Debate* 12(4), pp. 681-717; available at http://www.fanniemaefoundation.org/programs/hpd/pdf/HPD_1204_galster.pdf .
Conceptual definition of sprawl based on eight distinct dimensions of land use patterns.

O'Neil, David (199). *Smart Growth: Myth and Fact*, Washington, D.C.: The Urban Land Institute; available at <http://www.uli.org/AM/Template.cfm?Section=Search§ion=Pamphlets&template=/CM/ContentDisplay.cfm&ContentFileID=127> .

Examines some of the most prevalent myths on Smart Growth and offers facts instead, in the hope that public debate can be focused more sharply on true challenges and effective approaches.

Criticisms

Conte, Christopher R. (2000). "The Boys of Sprawl," *Governing* (May), pp. 28 – 33; available at http://www.lightrailnow.org/facts/fa_00021.htm .

Describes the free-market think tanks and their researchers who crusade against smart growth policies.

Hayward, Steven (2000). *The Irony of Smart Growth*, Speech at a Center of the American Experiment Luncheon Debate with Ted Mondale, Chairman, Minneapolis, MN: Twin Cities Metropolitan Council, January 18; available at <http://www.pacificresearch.org/pub/sab/enviro/irony.html> .

The central proposition is that the so-called smart growth movement is right about a great many things, and can make a major contribution to improving our cities and suburbs if its ideas are moderately applied.

Litman, Todd (2003). *Evaluating Criticism of Smart Growth*. Victoria, BC: Victoria Transport Policy Institute, see pp. 54-65; available at <http://www.vtpi.org/sgcritics.pdf> .

Evaluates various criticisms of smart growth. It defines the concept of Smart Growth, contrasts it with sprawl, and describes common Smart Growth strategies.

Infill/Brownfield Development

Haughey, Richard (2001). *Urban Infill Housing: Myth and Fact*, Washington, D.C.:Urban Land Institute; available at http://www.uli.org/AM/Template.cfm?Section=Policy_Papers1&CONTENTID=14664&TEMPLATE=/CM/ContentDisplay.cfm .

Discusses myths associated with infill housing, states the facts as ULI sees them on the subjects of those myths.

*Wheeler, Stephan M. (2002). *Smart Infill: Creating More Livable Communities in the Bay Area*, San Francisco, CA: Greenbelt Alliance, pp. 9-48; available at http://www.greenbelt.org/downloads/resources/report_smartinfill.pdf .
Guide for local government officials, planners, and citizens concerned about how development within existing towns and cities—especially infill housing and mixed-use development—can help revitalize.

Affordable/Inclusionary Housing

Glaeser, Edward L. and Joseph Gyourko (2003). “The Impact of Building Restrictions on Housing Affordability,” *FRBNY Economic Policy Review*, pp. 21- 39; available at <http://www.newyorkfed.org/research/epr/03v09n2/0306glae.pdf> .
This paper examines whether America actually does face an affordable housing crisis, and why housing is expensive in high-price areas.

National Center for Public Policy Research (2002). [*Smart Growth and Its Effects on Housing Markets: The New Segregation*](http://www.nationalcenter.org/NewSegregation.pdf) Washington, DC: National Center for Public Policy Research; available at <http://www.nationalcenter.org/NewSegregation.pdf>.
Determines if restricted growth policies are reducing homeownership opportunities for minority Americans.

Governance

Bengston, David N. et al. (2004). “Public Policies for Managing Urban Growth and Protecting Urban Space: Policy Instruments and Lessons Learned in the United States,” *Landscape and Urban Planning* 69, pp, 271-286; available at <http://www.cnr.umn.edu/FR/people/facstaff/nelson/Public%20policies%20for%20managing%20urban%20growth%202003.pdf> .
Describes a wide range of policy instruments designed to manage urban growth and protect open space.

Pendall, Rolf and Jonathan Martin (2002). “Holding the Line: Urban Containment in the United States,” Washington, D.C.: Brookings Institution Center on Urban and Metropolitan Policy, Discussion Paper; available at <http://www.brook.edu/es/urban/publications/pendallfultoncontainment.pdf> .
This paper reviews the research on urban containment generally, and also examines the experience of such policies in particular metropolitan areas.

Regional, State, and Federal Efforts

Urban Land Institute (2002). *Putting the Pieces Together: State Actions to Encourage Smart Growth Practices in California*, Washington, DC: Urban Land Institute, pp. 10-28; available at <http://smartgrowthcalifornia.uli.org/download/CASGInitiative.pdf> .

The ULI California Smart Growth Initiative is an attempt by a broad cross section of leaders in the state to seriously address California's growth challenges and find real, pragmatic, and effective solutions.

Wiewel, Wim and Kimberly Schaeffer (2002), "New Federal and State Policies for Metropolitan Equity," in *Suburban Sprawl: Private Decisions and Public Policy*, edited by Wim Wiewel and Joseph J. Persky, Armonk, NY: M.E, Sharpe, pp. 256- 309.

Describes how federal and state policies should be used to shape metropolitan development in the future