This interdisciplinary graduate course examines how public policies influence land uses. Together we will learn about the basic tools of land use planning and development. Later we will confront the issues that will dominate California’s land use agenda as the new century unfolds: urban design, climate change, redevelopment, and the challenges of social equity. By the semester’s end, you will be prepared to cope with these issues in professional settings.

**Learning Objectives.** By the end of this semester, you will:

- Understand the connections among land use, public finance, and governance.
- Demonstrate insight into how public policies affect land uses.
- Understand the basic legal tools of land use planning and decision making.
- Be able to apply those tools to specific problems facing California communities.
- Work successfully with your colleagues on group projects.
- Improve your critical reading, writing, and speaking skills.

**Methods.** This course offers you several ways to learn and then apply your lessons. Early in the semester, I’ll rely on lectures to explore the weekly topics. As the semester progresses, we’ll engage in seminar discussions that explore the reading assignments. The writing assignments allow you to reflect on what you’ve read. Three group projects give you the experience of researching, preparing, and presenting professional proposals.

**Office Hours.** When you need answers to questions or want my advice, you can arrange to meet me on Tuesdays from 4:30 to 5:30 p.m. in Tahoe Hall, or by appointment. You can call me at home (916) 455-4574, or at my Capitol office (916) 651-4115. You can also fax material to my office (916) 322-0298 or send me an e-mail message: detwiler@pacbell.net.

**Assignments.** The reading assignments offer you a variety of formats: journal articles that explore theories, magazine articles that offer opinions, reference works that present frameworks, and a book that offers narrative interpretations. Quite frankly, the readings are extensive. Based on previous students’ experiences, you should plan to spend three hours preparing for every class hour. In other words, you will need to invest about eight to ten hours a week getting ready for the next week’s class. The readings are always due on the dates listed in this syllabus.

You **must** keep up with the reading assignments to take advantage of my presentations and to participate in the class discussions. You will contribute to your colleagues by drawing on your
own professional experiences, your collateral reading, and your other courses. Please come to each Tuesday evening’s class prepared with questions to ask or arguments to share.

Making and implementing land use policy is rarely a solitary experience. Professionals must collaborate with one another to achieve success. That’s why this course relies so heavily on group projects and class participation.

There are six writing assignments: two essays, a book review, and the three group projects. Besides reviewing your papers’ substance, I will reward your clarity, brevity, and organization. Because I place a premium on clear and lively writing, I strongly encourage you to consult Diana Hacker’s *Pocket Style Manual*, one of our required books.

You must turn in your papers at the beginning of class on the dates listed in this syllabus. I will penalize a late paper a full letter grade for each day that you are late.

**Extra Credit.** Sometimes an assignment just doesn’t turn out the way you wanted: your working group flaked out, you hated the reading assignments, or the book review was a real struggle. You may write another book review to earn up to 5% extra credit. See Memo I.

**Course Reader.** Besides reprinting articles, the Course Reader contains nine memos from me to you, explaining your assignments:
- Memo A offers useful advice on coping with your reading assignments.
- Memo B gives you my recommendations for successful writing.
- Memo C describes your short essay on “The Social Life of Small Urban Spaces.”
- Memo D is a detailed explanation of your book review.
- Memo E explains your essay on California’s suburbs.
- Memos F, G, and H describe the three group projects.
- Memo I tells you about the extra credit opportunity.

**Grades.** Your semester grade will reflect this schedule:

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<tr>
<th>Assignment</th>
<th>Description</th>
<th>Percentage</th>
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<tr>
<td>Assignment A</td>
<td>Essay on “Small Urban Spaces”</td>
<td>5%</td>
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<tr>
<td>Assignment B</td>
<td>Book review of Wye Island</td>
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<tr>
<td>Assignment C</td>
<td>Essay on California’s suburbs</td>
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<td>Group Project I</td>
<td>Community observation project</td>
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<td>Group Project II</td>
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<td>Group Project III</td>
<td>Community reinvestment project</td>
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<td>Class participation</td>
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<td>[Extra credit]</td>
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**Reading List.** The semester’s required readings include a text (Fulton & Shigley), three books with different approaches to land use issues (Bruegmann, Gibbons, Jackson), and a writing resource book (Hacker). In addition, there are several on-line chapters and articles. The Course Reader contains other articles and the advisory memos.


The Hornet Bookstore stocks these books. They’re also available from on-line retailers. At our first class, I will explain how you can obtain the Course Reader.

**Schedule and Assignments.** Here is our weekly schedule and the specific assignments for the Fall 2007 semester.

**Week 1, September 4: Introductions.** Who are these other people? And what does he really expect from us this semester? What are we going to do between now and December 18? Our first evening together begins with self-introductions and descriptions of the assignments. This is the evening when you should lots of questions.

**Week 2, September 11: Making Policies, Making Plans.** How do policy advisors and decision-makers think about land use policy? You should organize your Working Group tonight because your first group project is due in less than a month. To prepare for class, you read:

- Fulton & Shigley, Chapter 1, “How Planning in California Really Works.”
- Chapter 2, “The Californias.”
- Chapter 3, “The Emergence of Urban Planning and Land Use Regulation.”
- Jackson, Introduction
  - Chapter 1, “Suburbs as Slums.”
  - Chapter 2, “The Transportation Evolution and the Erosion of the Walking City.”

**Course Reader:** Memo A: Coping With Your Reading Assignments. Memo B: Recommendations For Successful Writing. Memo C: Short Essay on “The Social Life of Small Urban Spaces.”

You must also watch the video, “The Social Life of Small Urban Spaces” which is on reserve in the CSUS Library Media Center. Also **DUE ON THIS DATE** is your short essay on Holly Whyte’s video.

**Week 3, September 18: Dirt, Dollars, and Duties.** Land use, public finance, and governance are inexorably intertwined. This week we examine those connections. Because graduate education is self-education, you prepare yourself by reading:

- Fulton & Shigley, Chapter 4, “The Structure of Planning Decision-Making, Part I.”
- Chapter 5, “The Structure of Planning Decision-Making, Part II.”
- Chapter 4, “Romantic Suburbs.”
- Chapter 5, “The Main Line: Elite Suburbs and Commuter Railroads.”
Chapter 6, “The Time of the Trolley.”
Chapter 7, “Affordable Homes for the Common Man.”
Course Reader: Detwiler, “Jello Without The Mold.”

Week 4, September 25: The General Plan. Why do the courts call a general plan the constitution for local development? What goes into a general plan? Besides the mandated elements, what about the other content requirements? How can you tell if a general plan is any good? To prepare for tonight’s class, you read:
Chapter 12, “Doing The Big Deals.”
OPR’s General Plan Guidelines
Chapter 1, “General Plan Basics.”
Chapter 2, “Preparing and Amending the General Plan.”

Week 5, October 2: Environmental Review. Why is the California Environmental Quality Act (CEQA) one of the most potent land use laws? Where did CEQA come from? Why, after three decades, is it still controversial? What do its defenders say? To prepare for the class, you read:
Fulton & Shigley, Chapter 9, “The California Environmental Quality Act.”
Chapter 22, “Structure of Natural Resources Protection.”
Chapter 23, “Endangered Species: Habitat Protection.”
Chapter 24, “Other Natural Resource Issues.”
Course Reader: Memo F: Observe and Record Project.
OPR’s General Plan Guidelines, Chapter 7, “CEQA and the General Plan.”
Also DUE ON THIS DATE is Group Project I, “Observe and Record.”

Week 6, October 9: Wye Island. An intense narrative of James Rouse’s plan to develop a Chesapeake Bay island, Wye Island is a modern classic of land use literature. Set in Maryland in the early 1970s, this true story teaches us a lot about land use decisions in California at the start of the 21st Century. Is California in 2007 that much different from Maryland in 1974? To prepare for this evening’s discussion, you read:
Gibbons, Wye Island (the entire book).

Week 7, October 16: Urban Design. How do people use their communities? What makes some places exciting? What condemns most suburbs to mind-numbing mediocrity? We’ll discuss the concepts behind the Ahwahnee Principles. To prepare for this class, you read:
Fulton & Shigley, Chapter 18, “Urban and Environmental Design.”
Bruegmann, “Introduction.”
Chapter 1, “Defining Sprawl.”
Chapter 2, “Early Sprawl.”
Week 8, October 23: Regulating Land Uses. Where do governments get their power to regulate the use of private property? Among the most traditional methods of regulating land use are zoning and use permits. Why is there so much litigation? To prepare for the class, you read:

- Fulton & Shigley, Chapter 7, “The Basic Tools, Part 2.”
- Jackson, Chapter 9, “The New Age of Automobility.”
- Chapter 10, “Suburban Development Between the Wars.”
- Bruegmann, Chapter 3, “Sprawl in the Interwar Boom Years.”

Course Reader: AB 838 (Spitzer, 2003) bill analysis.
Memo G, Plan Evaluation Project.

Also DUE ON THIS DATE is your book review of Wye Island.

Week 9, October 30: Developing Land. For many Californians, land is not a resource to be conserved but a commodity that’s bought and sold. How do large parcels become smaller, marketable lots? To prepare for the class, you read:

- Chapter 16, “Housing.”
- Chapter 17, “The Emergence of ‘Smart Growth.’”
- Jackson, Chapter 11, “Federal Subsidy and the Suburban Dream.”
- Chapter 12, “The Cost of Good Intentions.”
- Chapter 13, “The Baby Boom and the Age of the Subdivision.”
- Bruegmann, Chapter 4, “Sprawl in the Postwar Boom Years.”
- Chapter 5, “Sprawl since the 1970s.”
- Chapter 6, “The Causes of Sprawl.”
- Chapter 8, “The Second Anti-sprawl Campaign.”
- Chapter 9, “The Third Anti-sprawl Campaign.”
- Chapter 10, “Early Remedies.”
- Chapter 11, “Postwar Anti-sprawl Remedies.”
- Chapter 12, “Anti-sprawl Remedies since the 1970s.”
- “Some Conclusions.”


Week 10, November 6: Exactions, Dedications, and Takings. The Constitution protects property rights, but governments can regulate private property. When landowners propose development, what can public officials require? What does the Constitution allow and what do the statutes permit? How do the players put these rules into practice? Land use attorney Bill Higgins leads this week’s class. To prepare for your discussions with Bill, you read:

- Fulton & Shigley: Chapter 10, “Exactions.”
Chapter 14, “Economic Development.”
Chapter 19, “Infrastructure and Infrastructure Finance.”
Chapter 20, “Transportation Planning and Funding.”
Chapter 21, “School Facilities Planning.”
Chapter 11, “Traditional Growth Management.”
Chapter 13, “The Consequences of Regulation.”

Course Reader: Joseph Sax, “Backyard Politics.”
Kelo v. City of New London.
Bill Higgins, “Regulatory Takings and Land Use Regulation.”

Week 11, November 13: Thinking About Tomorrow. Governor Arnold Schwarzenegger’s signature on AB 32 (Nuñez, 2006) committed California to reducing greenhouse gases. Most observers say that technology and state regulatory efforts won’t produce enough reductions to meet these goals. Land use and transportation policies can play a significant role in preparing for a warmer world. Planner Julia Lave Johnston guides this week’s class. To prepare for your discussions with Julia, you read:

Course Reader: Climate Change 101: State Action.
Executive Order S-3-05.
Assembly Bill 32 (Nuñez, 2006).
AB 32 Fact Sheet.
California’s Climate Action Programs.
Climate Action Team Proposed Early Actions.
Climate Change 101: Local Action.
U.S. Mayors Climate Protection Agreement.
Sustainable Urban Planning.
Adapting to Climate Change.
4 comment letters from the California Attorney General.

Week 12, November 20: Redeveloping California. Redevelopment agencies have literally changed the way that California’s communities look; mostly for the better. But redevelopment remains intensely controversial. What’s the future of property tax increment financing? To prepare for this class, you read:

Fulton & Shigley, Chapter 15, “Redevelopment.”
PPIC Research Brief: “Redevelopment and the Property Tax Revenue Debate.”
www.ppic.org/content/pubs/RB_298MDRB.pdf

Course Reader: Community Development Commission v. County of Ventura.
Fontana Redevelopment Agency v. Torres.
**Week 13, November 27: Drawing Boundaries.** More than just an exercise in cartographic neatness, drawing local boundaries controls who gets public services, who gets the revenues, and who regulates land use. How these decisions affect development patterns is tonight’s focus. To prepare for the class, you read:

Jackson, Chapter 8, “Suburbs into Neighborhoods … Municipal Annexation.”

**Week 14, December 4: Planning For Whom?** Planning involves choices and choices invoke values. What will California look like later this century? How will private firms and public agencies shape land use patterns as the 21st Century unfolds? Where does environmental justice fit in? To prepare for this evening’s class, you read:

Fulton & Shigley, “Conclusion.”
Jackson, Chapter 15, “The Loss of Community in Metropolitan America.”
Chapter 16, “Retrospect and Prospect.”

**Week 15, December 11: Community Reinvestment.** Your working group presents the results of Group Project III, “Community Reinvestment” which is **DUE ON THIS DATE**. Each Working Group recommends a community reinvestment proposal for a specific local neighborhood. A panel of experts offers constructive criticism on both the proposal’s content and your presentation skills. To prepare for this assignment, you read:

Course Reader: Memo H: Community Reinvestment Project.

**Week 16, December 18: Concluding Thoughts.** In our final class meeting, we’ll review last week’s “Community Reinvestment” projects by focusing on what worked well and what needed improvement. Everyone completes the University’s formal “Faculty Evaluation Report.” You also have a chance to provide more detailed reactions by filling out my own less formal questionnaire. It’s optional, but still completely anonymous.

Course Reader: Memo B: Recommendations For Successful Writing.
Memo E: Thoughts on California’s Suburbs.

**DUE ON THIS DATE** is your culminating essay on California’s suburbs. At your option, the extra credit book review (Memo I) is **DUE ON THIS DATE**.

**Version:** August 22, 2007