

**PPA 250 - California Land Use Policy**  
Spring 2015  
**Department of Public Policy & Administration**  
**California State University, Sacramento**

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Center for Collaborative Studies  
815 S Street, Sacramento, California  
Thursdays, 6:00 - 8:50 p.m.

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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 decisions. Later we will confront the issues that dominate California's land use agenda in the first quarter of the 21st Century: managing risk, sustainable communities, 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 development decisions.
- 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.** If you want advice or need answers to questions, you can meet me each Thursday afternoon before class starts at the Center for Collaborative Policy, or by appointment. You can call me at (916) 455-4574 or send me an email: [detwiler.peter@gmail.com](mailto:detwiler.peter@gmail.com)

**Electronic devices.** Please use your laptop to take notes or work on group projects during class but out of mutual respect for your colleagues, you must not text or email with mobile devices.

**Disability accommodation.** If you have a documented disability and verification from the Office of Services to Students With Disabilities (SSWD), and wish to discuss academic accommodations, please contact me as soon as possible. More information is available from SSWD, Lassen Hall 1008, (916) 278-6955, [www.csus.edu/SSWD](http://www.csus.edu/SSWD)

**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 10 hours a week getting ready for our next class. The readings are always due on the dates listed in this syllabus. See Memo A, Coping With Your Reading Assignments.

You *must* keep up with the reading assignments to take advantage of my presentations and to participate in our 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 Thursday 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** that emulate professional assignments (see Memos G, H, and I) and your class participation. Your **class participation** includes presenting at least two of the articles or video assignments to your colleagues, using the format described in Memo A, Coping With Your Reading Assignments. Early in our semester, I'll invite you to sign-up to present the articles or videos of your choosing. On your evening, you'll present by offering answers to the four questions. You can expect follow-up questions from others, including me.

There are seven **writing assignments**: a memo, two essays, a book review, and the three group projects. General advice, including a discussion of plagiarism, is in Memo B, Recommendations For Successful Writing. I explain your individual writing assignments in Memos C, D, E, and F. Memos G, H, and I describe the group projects in detail. Besides commenting on your papers' substance, I will reward your organization, brevity, and clarity. Because I place a premium on clear and lively writing, I strongly encourage you to consult Hacker & Sommers' *A 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 assignment, or the book review was a real struggle. You may write another book review to earn 5% extra credit. See Memo I.

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

Essay on "Small Urban Spaces"	5%
Book review of <i>Wye Island</i>	15%
Essay on California's suburbs	20%
Group Project I: Community observation project	10%

Group Project II: Plan evaluation project	10%
Group Project III: Community reinvestment project	20%
Class participation, including at least two class presentations	20%
[Extra credit book review]	[5%]

**Advisory memos.** I've attached 11 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** covers your one-page **biographical memo**.
- **Memo D** describes your **short essay** on *The Social Life of Small Urban Spaces*.
- **Memo E** is a detailed explanation of your **book review**.
- **Memo F** explains your **final essay** on California's suburbs.
- **Memos G, H, and I** describe the three **group projects**.
- **Memo J** tells you about the **extra credit** opportunity.
- **Memo K** tells you how to **retrieve** journal articles and documents.

**Reading list.** The semester's required readings include a text (Fulton & Shigley), three books with different approaches to land use (Durham-Jones & Williamson, Gibbons, Jackson), and a writing resource book (Hacker & Simmons). There are additional materials online.

Dunham-Jones, Ellen and June Williamson. (2011.) *Retrofitting Suburbia: Urban Design Solutions for Redesigning Suburbs (Updated Edition)*. Hoboken, New Jersey: John Wiley & Sons.

Fulton, William and Paul Shigley. (2012.) *Guide to California Planning (4th Edition)*. Point Arena: Solano Press Books.

Gibbons, Boyd. (2007.) *Wye Island: Insiders, Outsiders, and Change in a Chesapeake Community*. Washington, D.C.: Resources for the Future.

Hacker, Diana and Nancy Sommers. (2012.) *A Pocket Style Manual (Sixth Edition)*. Boston: Bedford/St. Martin's.

Jackson, Kenneth T. (1985.) *Crabgrass Frontier: The Suburbanization of the United States*. New York: Oxford University Press.

Although the Hornet Bookstore stocks these books, they're also available from on-line retailers.

The journal articles and documents are available online. See **Memo K** for advice on how to retrieve these readings.

**Schedule and Assignments.** Here is our weekly schedule with the specific assignments:

**Week 1, January 29: Making Policies, Making Plans.** How do policy advisors and decision-makers think about land use policy? Our first Thursday evening together includes self-introductions and descriptions of the assignments. Who *are* these other people? And what does he *really* expect from us this semester? This is the evening when you should ask lots of questions. To prepare for class, you read:

Memo A: Coping With Your Reading Assignments.

Memo B: Recommendations For Successful Writing.

Memo C: Write A One-Page Biographical Memo.

Fulton & Shigley, Chapter 1, How Planning in California Really Works.

Chapter 2, The Californias.

Jackson, Introduction.

Campbell, S. (1996). Green cities, growing cities, just cities? *Journal of the American Planning Association*, 62, 296-312.

Orwell, George. (1946). Politics and the English Language.

[www.mtholyoke.edu/acad/intrel/orwell46.htm](http://www.mtholyoke.edu/acad/intrel/orwell46.htm)

**DUE ON THIS DATE** is your one-page biographical memo.

**Week 2, February 5: 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 3, The Emergence of Urban Planning.

Chapter 4, The Structure of Planning Decisionmaking, Part 1.

Chapter 5, The Structure of Planning Decisionmaking, Part 2.

Jackson, Chapter 1, Suburbs as Slums.

Chapter 2, The Transportation Evolution and the Erosion of the Walking City.

Hardin, Garrett. (1968). The Tragedy of the Commons. *Science*, 162, 1243-1248.

[www.sciencemag.org/content/162/3859/1243.full](http://www.sciencemag.org/content/162/3859/1243.full)

Memo B: Recommendations For Successful Writing.

Memo D: Short Essay on *The Social Life of Small Urban Spaces*.

Also, you must watch the one-hour video, *The Social Life of Small Urban Spaces*, which is on reserve in Sacramento State's Library Media Center.

**DUE ON THIS DATE** is your short essay on Holly Whyte's video.

**Week 3, February 12: 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:

Fulton & Shigley, Chapter 6, The Basic Tools, Part 1: The General Plan.

Chapter 23, Natural Hazards.

Jackson, Chapter 3, Home, Sweet Home: The House and the Yard.

Chapter 4, Romantic Suburbs.

Chapter 5, The Main Line: Elite Suburbs and Commuter Railroads.  
*General Plan Guidelines*, Chapter 1, General Plan Basics.  
 Chapter 3, Preparing and Amending the General Plan.  
[http://opr.ca.gov/docs/General\\_Plan\\_Guidelines\\_2003.pdf](http://opr.ca.gov/docs/General_Plan_Guidelines_2003.pdf)

**Week 4, February 19: 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:

Dunham-Jones & Williamson, Preface.

Introduction.

Chapter 1, Instant Architecture, Instant Cities...

Jackson, Chapter 6, The Time of the Trolley.

Chapter 7, Affordable Homes for the Common Man.

Southworth, M. (1997). Walkable suburbs? *Journal of the American Planning Association*, 63, 28-44.

Memo G: Observe, Record, and Interpret (Group Project I).

You must watch Hustwit's 85-minute film and Kunstler's 20-minute TED talk:

Hustwit, Gary. (2011). *Urbanized*. [On reserve at the Library Media Center.]

Dunham-Jones, Ellen. "Extra Interviews" (10 minutes). *Urbanized*.

Kunstler, James Howard. (2004). James H. Kunstler dissects suburbia.

[www.ted.com/talks/james\\_howard\\_kunstler\\_dissects\\_suburbia.html](http://www.ted.com/talks/james_howard_kunstler_dissects_suburbia.html)

**DUE ON THIS DATE** is Group Project I, Observe, Record, and Interpret.

**Week 5, February 26: Environmental Review.** Why is the California Environmental Quality Act (CEQA) one of the most potent land use laws? Where did CEQA come from? After four decades, why is it still controversial? To prepare for the class, you read:

Fulton & Shigley, Chapter 9, The California Environmental Quality Act.

Chapter 21, Structure of Natural Resources Protection.

Chapter 22, Endangered Species: Habitat Protection.

Olshansky, R. B. (1996). The California Environmental Quality Act and local planning. *Journal of the American Planning Association*, 62, 313-330.

*General Plan Guidelines*, Chapter 7, CEQA and the General Plan.

[http://opr.ca.gov/docs/General\\_Plan\\_Guidelines\\_2003.pdf](http://opr.ca.gov/docs/General_Plan_Guidelines_2003.pdf)

**Week 6, March 5: 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: Zoning Ordinances.

Jackson, Chapter 9, The New Age of Automobility.

Chapter 10, Suburban Development Between the Wars.

Senate Local Government Committee, AB 838 (Spitzer, 2003) bill analysis.

Nelson, Arthur C. (2006). Leadership in a New Era. *Journal of the American Planning Association*, 72, 393-407.

**Week 7, March 12: 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? 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? To prepare for the class, you read:

- Dunham-Jones & Williamson, Chapter 2, Retrofitting Garden Apartments...
- Chapter 3, Residential Case Study.
- Chapter 4, Retrofitting Social Life...
- Chapter 5, Strips Case Study: Mashpee Commons.
- Chapter 6, From Regional Malls to New Downtowns.
- Chapter 7, Mall Case Study: Cottonwood.
- Fulton & Shigley, Chapter 8, The Basic Tools, Part 3: The Subdivision Map Act.
- Chapter 10, Exactions.
- Chapter 13, The Consequences of Regulation.
- Jackson, Chapter 13, The Baby Boom and the Age of the Subdivision.
- Memo H, Plan Evaluation Project.

**DUE ON THIS DATE** is Group Project II, Plan Evaluation.

**Week 8, March 19: Thinking Regionally, Acting Locally & Wye Island.** The first part of this evening, we ask whether local land use decisions carry out regional goals? How do regional goals affect local land use decisions? Bill Higgins, our guest presenter, guides us through the thinking that led to SB 375 and the requirement for Sustainable Communities Strategies. To prepare for our conversation with Higgins, you read:

- Dunham-Jones & Williamson, Chapter 9, Edge City Infill.
- Chapter 10, Edge City Case Study. [skim]
- Chapter 11, Suburban Office Park ... Retrofits.
- Chapter 12, Office Park Case Study. [skim]
- Fulton & Shigley, Chapter 16, Housing.
- Chapter 18, Sustainability and Planning in California.
- Jackson, Chapter 11, Federal Subsidy and the Suburban Dream."
- Chapter 12, The Cost of Good Intentions.

Institute for Local Government, The Basics of SB 375. [www.ca-ilg.org/SB375Basics](http://www.ca-ilg.org/SB375Basics)

Mary Lynn K. Coffee, SB 375 - A Builder/Developer Perspective (Nossaman LLP)

<http://nossaman.com/sb-375-builderdeveloper-perspective-2>

We devote the second part of this evening's class to a seminar on *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 can teach us a lot about land use decisions in California in the first quarter of the 21st Century. Is California in 2015 really that much different from Maryland in 1974? To prepare for this seminar, you read: Gibbons, *Wye Island* (the entire book).

**Week 9, March 26: Spring Break (no class).** While our class won't meet this Thursday evening, use your time wisely because your *Wye Island* book review is due next week.

**Week 10, April 2: Fiscalization of Land Use.** This evening we explore the links between dollars and dirt. What are the fiscal consequences of land use decisions? What are the land use consequences of fiscal decisions? To prepare, you read:

Jackson, Chapter 14, *The Drive-In Culture of Contemporary America*.

Fulton & Shigley, Chapter 14, *Economic Development*."

Chapter 19, *Infrastructure and Infrastructure Finance*.

Chapter 20, *Transportation Planning and Financing*.

Gervais, Michael & Dontae Rayford. In pursuit of equity in property tax allocation.

*Virginia Tax Review*. (Spring, 2011). Vol. 30, 761-794.

Memo B: Recommendations For Successful Writing.

Memo D: Writing A Book Review.

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

**Week 11, April 9: Broken Promises: The Rise and Demise of Redevelopment.** Redevelopment ended three years ago in a cluster of misunderstandings, recriminations, and broken promises. How did such a lucrative and often successful public-private partnership fail? What's the future of tax increment financing? To prepare for this week's topic, you read:

Fulton & Shigley, Chapter 15, *Redevelopment*.

Jacobs, Jane. (1958.) Downtown is for People. *Fortune*. April 1958.

<http://features.blogs.fortune.cnn.com/2011/09/18/downtown-is-for-people-fortune-classic-1958>

Dardia, PPIC Research Brief, Redevelopment and the Property Tax Revenue Debate.

[www.ppic.org/content/pubs/rb/RB\\_298MDRB.pdf](http://www.ppic.org/content/pubs/rb/RB_298MDRB.pdf)

Senate Local Government Committee, SB 1771 (Romero, 2008) bill analysis.

*California Redevelopment Assn. v. Matosantos* (2011) 53 Cal.4th 231.

**Week 12, April 16: Drawing Boundaries, Drawing the Future.** 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*.

California Attorney General's Opinion No. 07-206 (June 27, 2008).

Senate Local Government Committee, AB 853 (Arambula, 2010) bill analysis.

**Week 13, April 23: What's the Big Deal?** While the Great Recession killed or postponed plans for the most exuberant new towns, developers and local officials are again starting to "think big." Getting ready for this discussion, you read and watch:

Fulton & Shigley, Chapter 11, *Growth Management and Smart Growth*.

Chapter 12, *The Big Deals*."

Chapter 17, *Infill and Transit-Oriented Development*.

Downs, A. (2005). Smart growth. *Journal of the American Planning Association*, 71, 367-378.



Dunham-Jones, Ellen. (2010). Retrofitting suburbia.  
[www.ted.com/talks/lang/eng/ellen\\_dunham\\_jones\\_retrofitting\\_suburbia.html](http://www.ted.com/talks/lang/eng/ellen_dunham_jones_retrofitting_suburbia.html)

**Week 14, April 30: 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 and watch:

Dunham-Jones & Williamson, Epilogue.

Fulton & Shigley, Chapter 24, Making Planning Work in California.

Jackson, Chapter 15, The Loss of Community in Metropolitan America.

Chapter 16, Retrospect and Prospect.

Boone, C. G., & Modarres, A. (1999). Creating a toxic neighborhood in Los Angeles county. *Urban Affairs Review*, 35, 163-187.

*General Plan Guidelines*, Chap. 2, Sustainable Development & Environmental Justice.

Carter, Majora. (2006). Majora Carter's tale of urban renewal.

[www.ted.com/talks/majora\\_carter\\_s\\_tale\\_of\\_urban\\_renewal.html](http://www.ted.com/talks/majora_carter_s_tale_of_urban_renewal.html)

Troy, Dave. (2014). Social maps that reveal a city's intersections - and separations.

[www.ted.com/talks/dave\\_troy\\_social\\_maps\\_that\\_reveal\\_a\\_city\\_s\\_intersections\\_and\\_separations](http://www.ted.com/talks/dave_troy_social_maps_that_reveal_a_city_s_intersections_and_separations)

**Week 15, May 7: 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 one of SACOG's Transit Priority Areas. A panel of observers offers constructive criticism on both the proposal's content and your presentation skills. To prepare for this assignment, you read:

Memo I: Community Reinvestment Project.

**Week 16, May 14: 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 less formal questionnaire. It's optional, but completely anonymous.

Memo B: Recommendations For Successful Writing.

Memo F: 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 (see Memo J) is **DUE ON THIS DATE**.

**Revised:** January 10, 2015



**TO:** Graduate Students, California Land Use Policy, PPA 250

**FROM:** Peter Detwiler

**SUBJECT:** MEMO A --- Coping With Your Reading Assignments

OK, I admit it. The volume of your reading assignments looks daunting. Nevertheless, by becoming a critical and efficient reader, you can control the time that you spend on this challenge.

I once taught a course with Larry Baird who earned his doctorate at USC in the 1960s. Because graduate education is self-education, Larry read continuously to prepare for his oral exams and to research his dissertation. To cope with the volume, he learned a useful technique. I've tried his method and it works. As you read, keep Larry's four questions in mind:

- ***What did the author do?*** What kind of writing is this piece? What is the author saying?
- ***How did the author do it?*** What's the methodology? Was it direct observations, surveys, reanalyzing older data, literature reviews, comparisons, personal experience, narratives?
- ***What did the author find?*** What are the results?
- ***What are the implications?*** Locate the piece within intellectual trends. What does the piece add to our discipline? How does it connect with your other reading?

*You'll use these questions as the format to organize at least two class presentations.  
You'll pick one of assigned articles or videos and present them to your colleagues.*

It also helps to **place the work into context**. Think about ***when*** the author wrote the piece. What else was going on in society, in the economy, in politics, and in history? When you read about land use, look for the clues that will help you place the author's key points in context.

As you read each assignment, **take notes** to answer these questions for yourself. **Make copies of the form on the next page**. As you take notes, write down other questions that you want to ask your colleagues (or me) about what you've read. You'll find that your collection of notes will help you write your papers for this course.

You won't have time to read every word of every sentence of every paragraph in every assignment. Therefore, you need to become an efficient and critical reader. **Read for the key themes** which most authors place in their introductory paragraphs. Watch for their conclusions. Work to grasp the main thoughts, rather than every single word.

Still struggling? Call me to set up a time early in the semester when we can talk.

**California Land Use Policy  
PPA 250 --- Spring 2015  
Reading Notes**

**Author:** \_\_\_\_\_

**Title:** \_\_\_\_\_

• ***What did the author do?*** What kind of writing is this piece? A journal article? A chapter from a book? A magazine piece? A newspaper editorial? What is the author saying?

• ***How did the author do it?*** What's the methodology? Did the author rely on direct observations, surveys, reanalyzing someone else's data, literature reviews, comparisons, personal experience, narratives?

• ***What did the author find?*** What are the results?

• ***What are the implications?*** Locate the piece within intellectual trends. What does this piece add to our discipline? How does it connect with your other reading?

**TO:** Graduate Students, California Land Use Policy, PPA 250

**FROM:** Peter Detwiler

**SUBJECT:** MEMO B --- Recommendations For Successful Writing

Because I value clear and lively writing, I want you to know my expectations for your work.

To write well requires hard work and frequent practice. Somerset Maugham once wrote that “To write simply is as difficult as to be good.” I will reward your well-written papers because I know that you have worked hard to organize your thinking and express your thoughts.

**The practical stuff.** The other memos explain the writing assignments in detail. The course syllabus lists the deadlines and reminds you to turn in your papers on the dates they are due. Sometimes you may miss a class because of your job or other obligations. Nevertheless, your paper is still due that Thursday evening. ***If you turn in your paper late, you will lose one letter grade for each day that it is late.*** An “A” paper that is due on Thursday evening becomes a “C” paper by Wednesday. To avoid such a harsh penalty, ask a colleague to deliver your paper.

Thomas Jefferson may have said, “Had I but more time, I would have written less.” Your goal is to write the best, not the most. A tightly organized, thoughtful paper of four pages is more successful than a seven-page paper that rambles. The other memos explain the maximum lengths. The key is the **quality** of your thought, not the **quantity** of your words.

A former boss edited my work with a sprawling red pen. Bill Kahrl is a good writer and I learned a lot from him, but every assignment came back looking bloody. I resolved never to “bleed” all over someone else’s writing. I will comment on your writing and offer editorial suggestions in **green ink**. As we succeed, you’ll see less green ink on each successive paper.

The CSUS Faculty Senate adopted advisory standards for evaluating students’ writing. I’ve reprinted a modified version at the end of this memo because I want you to know what standards I’ll use to grade your writing assignments.

**Manuscript format.** The PPA faculty has adopted the APA manuscript format. You will find the recommendations in Hacker & Sommers’ *A Pocket Style Manual* (pp. 163-206) with examples (§39, pp. 195-206). Please use one-inch margins, 12-point type, a readable typeface, double-spaced text, and page numbers. Add a cover page that follows their samples (pp. 199 & 202). You must follow the APA format when you write your essay about Whyte’s film, your book review of *Wye Island*, and your essay on California’s suburbs. However, you don’t have to follow the APA format when writing Group Project reports.

**Questions of style.** Every successful writer develops a *voice* that communicates who you are to your reader. Different styles emerge for different situations: a chatty letter to your family isn't the same as a master's thesis designed to please your review committee. Your group's plan evaluation paper will differ from your own provocative book review. Recognize your audience for each assignment and work in the appropriate style. Here are some other suggestions:

Get professional help. Hacker & Sommers' *A Pocket Style Manual* is on our reading list for a good reason. It's full of useful advice about writing clearly. Use their "Checklist for Global Revision" near the back of the book. Take their advice and you'll succeed.

Please take advantage of the Writing Center, 128 Calaveras Hall, (916) 278-6356. The Center's tutors provide individual attention to graduate students' papers, as well as tools for revising and editing them. Go to the Writing Center's website: [www.csus.edu/writingcenter/](http://www.csus.edu/writingcenter/)

Use the active voice. Writing is inherently political. Your writing communicates values and manipulates symbols. One of the most serious political problems in a democracy is administrative responsibility. In his essay, "Politics and the English Language," George Orwell compared most government writing to a squid. When threatened by outside forces, the squid flees in reverse at high speed, hiding its position by ejecting a cloud of ink. A writer who habitually avoids the active voice in favor of the passive voice dodges accountability by obscuring who is responsible for the action.

For example, consider the difference between *Your use permit was denied*, and *I denied your use permit*. Although accurate, the first sentence covers up the identity of the person who denied your permit. The second sentence clearly assigns responsibility. The difference is obvious and the political implication is not trivial.

Hacker & Sommers tell us to "Prefer active verbs," (§2, pp. 3-5). Their advice about "active vs. passive voice" (p. 270) helps. Your use of the passive voice will attract more green ink on your papers than any other writing or editing lapse.

Be direct. Afraid to offend, we temporize. We write, *The city's goals seem somewhat vague*, when we really mean, *The city's goals are vague*. I look for and appreciate strong opinion even when I disagree with it, if you argue your position clearly. Say what you mean. Be direct. Don't fudge. The best advice comes from Strunk & White's *The Elements of Style*:

Vigorous writing is concise. A sentence should contain no unnecessary words, a paragraph no unnecessary sentences, for the same reason that a drawing should have no unnecessary lines and a machine no unnecessary parts. This requires not that the writer make all his sentences short, or that he avoid all detail and treat his subject only in outline, but that every word tell.

In their writing manual, Hacker & Sommers tell us to "Tighten wordy sentences," (§1, pp. 2-3).

**Annoying problems.** Avoid the simple writing errors that distract readers from the important things that you want them to read. You should skim Hacker & Sommers' advice about "Grammar," "Punctuation," and "Mechanics" (pp. 19-86)

**Organization.** You write what you think. To write clearly you must think clearly. Sloppy writing suggests confused thinking. Take the time to organize your thoughts so that your writing expresses your views clearly.

Almost every paper that you will write in a PPA course begins with a cover page. Follow the APA format that Hacker & Sommers explain (p. 195). Give your paper a distinctive title, just like a newspaper headline writer. You'll find that I appreciate cleverness, even outrageous puns. A strong opening paragraph and an equally strong concluding paragraph signal your reader that you know where you want to go and where you have been. In a short paper, the conclusion often relates back to the opening. For the body of your paper, remember to follow Strunk & White's advice to "make the paragraph the unit of composition." Interior headings and bullets help your reader by signaling where you are going, especially when you shift from one point to another. Newspaper editors often insert "sub-heads" for that reason, just as I did in this memo.

**Documentation.** Hacker & Sommers explain the APA documentation style (§38, pp. 173-195).

**Self-editing.** No one ever gets it right the first time. Drafting, waiting, and then rewriting your work improves your writing. I know that you have lots of other demands on your time: job, family, other courses, community work. Organize your schedule so that you can outline your paper, produce a first draft, and then let it sit for 24 hours before you return to rewrite it. Your concentration to produce a first draft against a tight deadline can keep you from seeing the flaws that you will discover with a second look. Self-editing improves everyone's writing.

**Your own work.** Study groups can help you cope with the extensive reading assignments. You might collaborate with the other graduate students in your group project's working group. You can use others' work to strengthen your own, but be sure to give them proper credit for their ideas and direct quotations. There is nothing wrong with "intellectual recycling" if the final product is your own work and you acknowledge others' contributions. Nevertheless, there are severe penalties if you violate the University's strong policy against academic dishonesty:

Regardless of the means of appropriation, incorporating another's work into one's own requires adequate identification and acknowledgment. Plagiarism is doubly unethical because it deprives the author of rightful credit and gives credit to someone who has not earned it.

*University Policy Manual*

"Academic Honesty, Policy & Procedures"

[www.csus.edu/um anual/AcademicHonestyPolicyandProcedures.htm](http://www.csus.edu/um anual/AcademicHonestyPolicyandProcedures.htm)

**Post it!** Put the next page where you can see it from your computer screen!

## Orwell On Writing Clearly

1. Never use a metaphor, simile or other figure of speech which you are used to seeing in print.
2. Never use a long word where a short one will do.
3. If it is possible to cut a word out, always cut it out.
4. Never use the passive where you can use the active.
5. Never use a foreign phrase, a scientific word or jargon word if you can think of an everyday English equivalent.
6. Break any of these rules sooner than say anything barbarous.

George Orwell, "Politics and the English Language"  
*Shooting an Elephant and Other Essays*

### Standards for Writing in PPA 250

**A EXCELLENT – A paper in this category**

- Addresses the assignment thoughtfully and analytically, setting a challenging task.
- Displays awareness of and purpose in communicating to an audience.
- Establishes a clearly focused controlling idea.
- Demonstrates coherent and rhetorically sophisticated organization: makes effective connections between ideas.
- Provides clear generalizations with specific detail, compelling support and cogent analysis.
- Cites relevant sources and evaluates their validity, effectively integrating them into text when appropriate.
- Displays superior, consistent control of syntax, sentence variety, word choice & conventional Standard English.

**B STRONG – A paper in this category**

- Addresses the assignment clearly and analytically, setting a meaningful task.
- Addresses audience needs and expectations.
- Establishes a clearly focused controlling idea.
- Demonstrates clear and coherent organization.
- Provides clear generalizations and effective support and analysis.
- Cites relevant sources, effectively integrating them into text, when appropriate.
- Displays consistent control of syntax, sentence variety, word choice, and conventions of Standard English.

**C ADEQUATE – A paper in this category**

- Addresses the assignment with some analysis.
- Addresses most audience needs and expectations.
- Establishes a controlling idea.
- Demonstrates adequate organization.
- Provides support for and some analysis of generalizations.
- Cites appropriate sources, integrating them into text.
- Displays adequate control of syntax, sentence variety, word choice, and conventions of Standard English; errors do not slow the reader, impede understanding, or seriously undermine the authority of the writer.

**D SERIOUSLY FLAWED – A paper in this category**

- Addresses the assignment inadequately.
- Shows insufficient audience awareness.
- Strays from the controlling idea, or the idea is unclear.
- Displays formulaic, random, or confusing organization.
- Lacks generalizations, or provides generalizations with inadequate support or analysis.
- Fails to cite sources or cites and/or integrates them inappropriately.
- Shows deficient control of syntax, word choice & convention of Standard English; errors impede understanding.

**F FUNDAMENTALLY DEFICIENT – A paper in this category**

- Fails to address assignment.
- Demonstrates a lack of audience awareness.
- Lacks a controlling idea.
- Lacks organization or organizes illogically.
- Displays inability to generalize, analyze, or support ideas.
- Fails to use outside sources or misuses the texts of others.
- Shows inadequate control of syntax, word choice, and conventions of Standard English.

*Based on University Policy Manual*



“Writing in the Undergraduate Major - Advisory Standards”  
[www.csus.edu/umannual/AcadAff/FSW00010.htm](http://www.csus.edu/umannual/AcadAff/FSW00010.htm)

**TO:** Graduate Students, California Land Use Policy, PPA 250  
**FROM:** Peter Detwiler  
**SUBJECT:** MEMO C --- Write A One-Page Biographical Memo

Because you are my clients this semester, I want to get to know you better. Further, you need to know more about your fellow students so that you can begin to form working groups for the three group projects that lie ahead.

Write a one-page biographical memo to turn in at our first class, **January 29**.

In a memo addressed to me, please introduce yourself by covering these points:

- My name is ...
- But I like to be called ...
- I'm originally from ...
- But I grew up in ...
- Now I live in [... city/neighborhood ...]
- Where my Walk Score is ...
- I went to college at ... where I majored in ...
- I work for ...
- But I used to work for ...
- I'm taking PPA 250 this semester because ...
- I'm especially interested in learning more about ...

To find your Walk Score, go to: <https://www.walkscore.com>

Although not part of your grade, this assignment is a good chance for you to practice the basic writing and format skills that I described in Memo B.

If you have any questions about this writing assignment before the semester begins, be sure to contact me either by email [detwiler.peter@gmail.com](mailto:detwiler.peter@gmail.com) or by phone (916) 455-4574.

**TO:** Graduate Students, California Land Use Policy, PPA 250

**FROM:** Peter Detwiler

**SUBJECT:** MEMO D --- Write A Short Essay on *The Social Life of Small Urban Spaces*

This assignment asks you to watch a one-hour video and then write a short essay about it. The requirement occurs early in our semester as a way for me to acquaint you with my writing expectations as much as it is your chance to interpret the work of William H. Whyte.

Before Thursday, February 5, you must watch the one-hour videotape of Whyte's film, *The Social Life of Small Urban Spaces*. The video (#2925) is on reserve for your viewing at the Library Media Center.

You will write a short essay in which you interpret one or two of Whyte's themes based on your own personal experiences. The text of your essay in the APA format will run two pages maximum (about 600 words), plus the cover page. This assignment is your chance to say what you think about what Whyte asserts. This assignment is also your chance to show me that you know how to write in the APA format. Your essay is due at the start of class on **February 5**.

"Holly" Whyte was a great figure in 20th Century city planning. He invented the term *urban sprawl*.<sup>1</sup> While an editor at *Fortune* magazine, Whyte was the first to publish the work of Jane Jacobs. Those articles became the basis for her influential 1961 book, *The Life and Death of Great American Cities*. Later, he wrote the text for the 1969 *Plan for New York City*.

Whyte founded the Street Life Project in the 1970s to observe and record how people really use their public spaces: sidewalks, plazas, parks, and street corners. Instead of just drawing pretty pictures of cities, he applied social science techniques to the design and use of urban space. His results --- time-lapse photography, graphs, charts, and policies --- came from watching people.<sup>2</sup> That simple technique earned Whyte his nickname, "The Observation Man."<sup>3</sup>

Using the attached worksheet, jot down examples (mostly Manhattan) while you watch Whyte's film. Later, list examples from your own observations in the Sacramento area.

I want you to connect examples of what you've seen around Sacramento to the points that Whyte makes in his film.

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<sup>1</sup> Whyte, William H. (1958) Urban sprawl. *The Exploding Metropolis*. New York: Time, Inc. 133-156.

<sup>2</sup> Whyte, William H. (1988) *City: Rediscovering the Center*. New York, Anchor Books.

<sup>3</sup> Birch, Eugenie L. (1986) The Observation Man. *Planning*. March 1986. 4-8.

While watching Whyte’s film, I want you to look for these characteristics:

- Relationship to street.
- Sittable space.
- Sun.
- Water.
- Trees.
- Food.
- Triangulation.
- Scale.

Please use Memo B: Recommendations For Successful Paper Writing, along with the specific advice in Hacker & Sommers’ *A Pocket Style Manual*.

Here’s a checklist of the items that I hope to find in your paper:

- Does your paper have a title page in the APA format? [§39b, pp. 199 & 202.]
- Does your paper have a unique (and preferably clever) title?
- Because your text is just two pages (plus the title page), no abstract is needed.
- Does your paper use: [§39a, pp. 196-198.]
  - 1” margins?
  - 12-point type?
  - A readable typeface?
  - Double-spaced text?
  - Indented first lines for each paragraph?
  - Page numbers?
  - Headings and subheadings, if appropriate?
  - Citations (if needed) in the appropriate format?
- Does your paper clearly state your thesis in the opening paragraph?
- Is the body of your paper organized into paragraphs that support your thesis?
- Do your supporting paragraphs provide examples to illustrate the arguments?
- Does your paper deliver a strong conclusion?
- Is your writing free of the errors that distract readers from your substantive arguments?
  - Avoid the passive voice. [§2, pp. 3-5 & 270.]
  - Avoid vague antecedents; “this” needs a noun. [§12b, pp. 32-34.]
  - Use the serial comma. [§17c, p. 56.]
  - Use apostrophes appropriately. [§19, pp. 65-67.]
  - Is it *its* (possessive) or *it’s* (the contraction of “it is”)? [§19d, pp. 67, 266.]
  - Most punctuation marks go *inside* the quotation marks. [§20d, pp. 68-70.]
  - Did you mean *e.g.* (“for example”) instead of *i.e.* (“that is”)? [§23a, p. 80.]
  - Numbers versus figures. [§23b, pp. 80-81.]

**Worksheet: *The Social Life of Small Urban Spaces***

<b><u>Watch for:</u></b>	<b><u>Whyte's Example</u></b>	<b><u>Your Example</u></b>
Relationship to street		
Sittable space		
Sun		
Water		
Trees		
Food		
Triangulation		
Scale		

**TO:** Graduate Students, California Land Use Policy, PPA 250

**FROM:** Peter Detwiler

**SUBJECT:** MEMO E --- Writing A Book Review

Unlike book reports, a book review is a specialized form of the essay. Oscar Handlin said that a good essay is a product of experience joined to scholarly thought (Jackson, p. 10). It draws together information and illuminates its meaning. Because that's a tall order, here are my suggestions on how to write an effective book review.

**Read it.** Your first step in writing a book review is to read the book. If you bought the book and plan to keep it, write marginal notes to yourself. If it's not your own copy, then scribble your notes on Post-its, a notebook, or your laptop. The goal is to engage the unseen author in dialogue by reacting immediately to interesting or controversial arguments. Jot down your reactions so you can go back and review them later. Even a simple "Ah-ha!" written in the margin will remind you of the startling epiphany that seemed so important at the time. When you disagree, write down a phrase that will allow you to come back to that point. Marking the relevant passages allows you to chase a theme through several chapters. You can return to them and discover how the author used the concept in different settings.

**Organize your thoughts.** Start by re-reading Memo B: Recommendations For Successful Paper Writing, reminding yourself of the need for a title page, an effective title, a consistent theme, a strong opening and closing, and using the paragraph as the unit of composition. Now that you know what you're looking for, open the book and scan your own marginal notes. Look for the themes that impressed you. Make lists of what you liked and what annoyed you. What features stand out now that you've read the whole book? Did the author deliver on the promises made in the introduction? Did the final chapter pull the threads together into a cohesive fabric?

**Identify the main argument.** The first question to ask yourself (and the first point that I'll look for when I read your book review) is: *What is the author trying to make me [the reader] understand?* Find the answer to that question and you are well on your way to writing an effective book review.

**Author's justification.** Explain how the author justifies the book's main argument. In your book review give examples of the evidence that the author uses: accumulated observations, survey research, controlled experiments, logical arguments, appeals to emotion, persuasive anecdotes. Using specific examples to illustrate your explanation shows me that you've read and really understood the book!

**Wider context.** Demonstrate your understanding of the author's main argument by placing it in a wider context. How did historical, political, economic, and social events influence the author's views? How does the author's main argument relate to:

- Major themes in this course.
- Other books or articles that you have read?
- Your own observations and personal experiences?

**What do you think?** Having described and understood the author's argument, now I want to know *your* views. Do you agree or disagree with the author's argument? What counter arguments or contradictory evidence did the author ignore? What faults do you find in the author's arguments? How different would the author's argument be if the book were written today? In other words, how have more recent historical, political, economic, and social events changed the context?

**The specific assignment.** You will review Boyd Gibbons' *Wye Island* this semester. Your book review in the APA format will run five to seven pages (about 1,500 to 2,100 words), maximum, (plus your title page). What theme will you use to organize your book review? By that point in the semester, you'll know the basics of California land use, so you might explore whether Rouse could have been more successful in California in 2015 instead of Maryland in the early 1970s. An alternative theme might be to compare the desire for small town life with the Eastern Shore residents' dread of urban centers. Or, what about the question of social class in making land use decisions.

We will discuss Gibbons' book during our March 19 seminar. That's a great chance to try out your themes before finishing your book review. Use *Wye Island* as a springboard into a wider essay. Your book review is due on **April 2**.



**TO:** Graduate Students, California Land Use Policy, PPA 250

**FROM:** Peter Detwiler

**SUBJECT:** MEMO F --- Your Thoughts on California's Suburbs

Throughout our semester together you have been reading Kenneth Jackson's *Crabgrass Frontier*. You are now familiar with Jackson's explanations of the forces that gave rise to suburban development. Jackson places suburban development in context, showing how historical, economic, technological, and political forces encouraged suburbanization. California did not invent the suburbs, but most Californians live there.

Although popular, California's suburbs are expensive. They use more land than denser patterns of development, they require substantial public capital for infrastructure to reach dispersed residents, they need costly public services to operate and maintain these dispersed public works, and they impose unplanned social costs on communities. Despite these costs, demand persists.

The study of public administration tells us that one way to change policy outcomes is to change the processes or structures of decision-making. How we organize public institutions and how we organize decision-making processes influence the likelihood of certain outcomes. What are your thoughts on how private firms and public agencies make their decisions about land use?

This assignment invites you to write a thoughtful essay about California's suburbs. In five to seven pages (about 1,500 to 2,100 words), maximum, (plus a title page) written in the APA format, you will write an essay about the future of suburban development in California.

Take a strong point-of-view and argue it forcefully. For example, your essay could offer your personal prescriptions for changing decision-making processes and political structures to change California's land use. What would you alter? More importantly, what would it take to bring about your recommended changes?

*Don't be shy about expressing your views and don't worry about agreeing with me.*

This assignment is not a book review of *Crabgrass Frontier*, although you may return to Jackson's work and themes to launch or bolster your arguments. Instead, you will deliver your own thoughts in this analytical essay. You should draw upon your other readings, our class discussions, and your own personal and professional experiences.

Unlike your other writing assignments this semester, there is very little direction about what you should write about. It's your chance to invent your own thesis, and then pull together what you've learned into a culminating essay which is due at our last class meeting on **May 14**.

**TO:** Graduate Students, California Land Use Policy, PPA 250

**FROM:** Peter Detwiler

**SUBJECT:** MEMO G --- Observe, Record, and Interpret (Group Project I)

Your first group project requires you to work successfully with others in observing, recording, and interpreting what you hear and see inside the one of the five Transit Planning Areas that the Sacramento Area Council of Governments (SACOG) has selected for special attention:

- Washington Specific Plan (City of West Sacramento)
- Fruitridge Road and Stockton Boulevard (City and County of Sacramento).
- R Street, 11th to 18th Street (City of Sacramento).
- Watt/Manlove Light Rail Station (County of Sacramento).
- Mather/Mills Light Rail Station (City of Rancho Cordova).

SACOG explains more about its five Transit Planning Areas at: [www.sacog.org/sustainable/tpa/](http://www.sacog.org/sustainable/tpa/)

You will use these results in your second group project when you evaluate the same area's underlying general plan. Your experiences will help you during the third group project when you propose changes that will revitalize this area.

**Get into it.** It's time for role play! Assume that SACOG has contracted with Sacramento State's (nonexistent) Institute for Regional Studies (IRS) to better understand these Transit Planning Areas. The IRS has assigned your working group to document current conditions inside one of these Transit Planning Areas; the area that you've picked. Drawn from several disciplines, the members of your working group will observe, record, and interpret the area. The resulting report and portfolio prepared for SACOG will identify the area's strengths and weaknesses. In your next two group projects, you'll rely on what you learned from this expedition.

**Get organized.** By February 5 (Week 2), you must form a working group of four students. You will work with this same working group for all three group projects. When you assemble your working group, try to pick at least two people whom you didn't know before you started this course. *Pick colleagues with backgrounds unlike your own.* You will discover that this diversity will help your working group during all three group projects.

**Get going.** Everyone's busy! One of the hardest parts of a group project is getting everyone together in the same place at the same time. Exchange telephone numbers and e-mail addresses. Agree on regular meetings (e.g., Thursday afternoons before class, Saturday mornings). Meet on campus, in an office conference room, or at someone's home. Start seeing yourselves as a cohesive working group. If you start working together regularly in February, you'll save a lot of late nights in April and May. *Don't wait to get going.*

**Get it together.** This assignment is worth 10% of your total grade. In every group project leaders emerge, but sometimes there are shirkers. *Everyone in your group receives the same grade.* This policy intentionally creates peer pressure within your group. Because we all have different talents, one group member may carry a bigger burden on this assignment while others produce less. On the other group projects, adjust the burdens. Some conflicts are inevitable and I prefer that you work them out among yourselves. After all, this assignment simulates a professional working environment. However, if you have a persistent problem that you can't solve, please let me know. I can meet with you individually or with your whole group.

**Observe.** Schedule a time when your entire group can visit the Transit Planning Area that you picked. Set aside about two hours for your visit. You can travel separately or as a group, but try getting there by Regional Transit bus or light rail. Everyone needs a note pad. Other recording devices may be useful: digital or phone cameras, audio recorders, sketch pads, and graph paper.

**Record.** Spend about an hour with your entire group, walking along one of your area's commercial corridors, plus up and down the neighboring streets, observing carefully. Take time to look, listen, and absorb your impressions. Divide your time into 10-minute periods. Stop every 10 minutes, so that each of you can record what you have seen. After your observations, find a café where you can sit down and talk. Compare notes about what you saw and heard. *You will turn in your notes with your report and portfolio.* Here are some questions to ask each other.

**Buildings:**

- What kinds of buildings did you see? What materials are they made of?
- When were they built? Were they all built at the same time?
- What are their current functions?
- Did they have earlier functions? If so, what were they before?
- What condition are they in? How well are they maintained?
- How are they decorated? Signs? Architectural features?
- What visual clues do their owners and users send to observers?  
Signs? Decorations? Graffiti? Doors? Windows? Yards? Sidewalks?
- In the neighborhood, can you tell the rentals from the owner-occupied houses?
- What changes going on? New construction? Remodeling?

**People:**

- How many people did you see? Was the area busy or deserted?
- What were the people doing?
- What kinds of people did you see? Age? Gender? Race?
- What clues did you pick up about them? Clothes? Appearance? Languages?
- Was the area noisy or quiet? Did you hear machines? Vehicles? Animals?
- Would your observations be different if you visited at another time? Another day?

Place:

- What is the physical environment like? Trees? Grass? Air quality? Relationship to water? Relationship to views? To light and shadow?
- What kinds of transportation did you see? What are the transportation connections between your area and the rest of the region? Buses? Light rail? Arterials? Freeways?
- What condition are the public works? Street surfaces? Parking lots? On-street parking? Fire hydrants? Street lights? Traffic signals? Official signs? Bus benches? Utility wires?
- How do the buildings relate to the street? What is the “street furniture” like? Who uses it?

**Please remember.** If your group leaves the public sidewalks, you may be on private property. You may be in an area where the residents might be uncomfortable with strangers. Group members should be aware of their colleagues’ behavior and physical safety. *If you have any reason for concern, just leave. You can go back later.*

**Interpret.** By now, your group can reach some initial conclusions about what you’ve seen in your Transit Planning Area: its economic activity, how it relates to the natural environment, how it relates to adjacent areas, and how it relates to the wider Sacramento metropolitan region.

How would professionals from different disciplines think about this area?

Economists?	Attorneys?	Psychologists?
Geographers?	Civil engineers?	Sociologists?
Historians?	Political scientists?	Real estate appraisers?
Anthropologists?	Public administrators?	Social workers?

What would these professionals emphasize that your group might not have considered?

**Research.** As you explore, talk to people who know your area: a neighbor, a real estate agent, a local builder, a planner, a resident, a business owner, a citizen activist, or a local elected official. Do your perceptions match the their views? Did you miss anything? This talk is your “reality check.”

**Your work product.** Your working group will prepare a report and portfolio for SACOG which is your client. Your work product must include a cover letter addressed to SACOG’s MTP/SCS team manager. Your cover letter, report, and portfolio will show how well you understand the current conditions in the area that you picked to study. Your written report should be seven to 10 pages (about 2,100 to 3,000 words), maximum. You don’t need to follow the APA format, but the report must be professional in appearance and writing style. Your portfolio should contain graphics (e.g., photos, drawings, charts, tables, maps) to complement your written text. Attach the working notes that you took during your observations.

You will turn in your report and portfolio to me on **February 19.**

**TO:** Graduate Students, California Land Use Policy, PPA 250

**FROM:** Peter Detwiler

**SUBJECT:** MEMO H --- Plan Evaluation (Group Project II)

How do you know if a plan is any good? In Group Project II, your working group will emulate a planning firm that evaluates a local plan and delivers a professional critique to its client.

**Get into it.** It's time again to role play! Assume that your working group is a planning firm hired by Susan Sorenson, a local attorney. Ms. Sorenson represents an unnamed, confidential client who is interested in the revitalization of the Transit Planning Area that you observed in your first group project. I will give your working group a letter of engagement from Ms. Sorenson, asking you to evaluate the general plan that applies to this area. She knows that most major land use projects must be consistent with this general plan. Mindful of the *El Toro* and *Camp* decisions, as well as the *Calaveras* case, Sorenson needs your working group to tell her if the general plan is adequate. Sorenson needs to know the plan's strengths and weaknesses so that she can advise her confidential client.

**Get it.** Call or visit the relevant city or county planning department or website to find out how to get a copy of the general plan and its supporting documents.

**Get answers.** The well-regarded reference book, *California Land Use and Planning Law* suggests that plan reviewers organize their responses around 13 questions:

- Is it complete?
- Is it informational, readable, and available to the public?
- Is it internally consistent?
- Is it consistent with state policy?
- Does it cover all territory within its boundaries?
- Is it long-term in perspective?
- Does it address all locally relevant issues?
- Is it current?
- Does it contain the statutory criteria required by state law as demanded by the courts?
- Are the diagrams or maps adequate?
- Does it serve as a yardstick?
- Does it contain an action plan or implementation plan?
- Finally, was it adopted correctly?

I'll give each working group a single-use copy of the relevant pages.

More superb source advice is in OPR's *General Plan Guidelines*. You can consult this 290-page document online at: [http://opr.ca.gov/docs/General\\_Plan\\_Guidelines\\_2003.pdf](http://opr.ca.gov/docs/General_Plan_Guidelines_2003.pdf)

**Get help?** There's nothing wrong --- and there's a lot right --- with talking to practicing planners and others who already know a lot about the area that your group is studying. You might even look at the city or county's annual evaluation prepared pursuant to Government Code §65400 (a)(2). Look at what the Department of Housing and Community Development had to say about the city or county's housing element: <http://hcd.ca.gov/hpd/hrc/plan/he>

Learning from others is always part of the professional experience. Plagiarism is not. You must give credit where it is due. Also (for your sake and mine), someone in your working group should write thank-you letters to the people who helped you.

**Your work product.** Your working group will write a report to your client, Ms. Sorenson. Your report will be 10 to 15 pages, maximum. Your work product must include a cover letter addressed to your client. You don't need to follow the APA format, but the report must be professional in appearance and writing style.

In previous years, working groups found it helpful to organize their thoughts by relying on a three-step evaluation:

- What's required? (Explain the mandate in statute or case law.)
- What's there? (Describe what you found in the plan that you reviewed.)
- Is it complete and adequate? (Deliver your working group's analysis and judgment.)

This critical review evaluates the plan's strengths and weaknesses. Your report should include specific examples from the plan to illustrate your key points, references to our course readings, and allusions to other, outside sources (e.g., interviews with planners or builders, material from other documents).

You will turn in this assignment to me on **March 12**.

**TO:** Graduate Students, California Land Use Policy, PPA 250

**FROM:** Peter Detwiler

**SUBJECT:** MEMO I --- Community Reinvestment (Group Project III)

In your third and final group project, imagine that your working group is a consulting firm hired by a client who wants your recommendations on how to reinvest in the Transit Planning Area that you picked. Your team must propose a set of public and private actions that will lead to your location's successful revitalization.

What you learned in your first two projects will help you focus on your client's particular needs and preferences. With my help, your working group will pick your hypothetical client: a local elected official, a prospective developer, a public agency, or a neighborhood association.

**Prepare.** Any time after February 19, your working group must make an appointment to meet with me. We'll spend a half-hour talking about what your client might want and how to meet those needs. Within a week after our meeting, you will give me a copy of a hypothetical engagement letter in which your client outlines what they expect you to deliver.

**Project.** In drafting your recommendations, you should ask yourselves:

- Who is our client?
- What does our client need or want from our group?
- What can we propose to revitalize this Transit Planning Area?
- What positive assets or processes does the area have that we want to retain and promote?
- What negative features or processes burden the area that we want to change, stop, or divert?
- What private sector actions will make the area better?
- What are the public policies and decisions that will make the area better?
- How can we realistically make these changes happen?
  - What features and processes are beyond our control?

One of our required books, *Retrofitting Suburbia*, is full of good ideas and case studies. Chapter 9, Implementing the General Plan in OPR's *General Plan Guidelines* can be a source of ideas.

Your working group will find other provocative ideas on:

- Planetizen: [www.planetizen.com](http://www.planetizen.com)
- Project for Public Spaces: [www.pps.org](http://www.pps.org)
- *The Atlantic's* CityLab: [www.citylab.com](http://www.citylab.com)
- *Planning Commissioners Journal*, "PlannersWeb" [www.plannersweb.com](http://www.plannersweb.com)

Think about the advice that Jane Jacobs gave in her 1958 article, "Downtown is for people" <http://features.blogs.fortune.cnn.com/2011/09/18/downtown-is-for-people-fortune-classic-1958/>



Rely on your own observations from your first group project. Use what you learned from your own plan evaluation. It's always a good idea to talk to anyone else who might help. Nevertheless, your proposal must be your own, original work.

**Present.** Your group will prepare a 20-minute presentation that involves all four members. Consider this event as your "pitch" presentation to the client. The members of your working group will dress and act appropriately for the occasion. Your working group will make its presentation on **May 7**.

Speak directly to your client, as if he or she were actually in the room.

Introduce your vision to your client. Show your client that you know the area. Feature its assets and problems. Then explain your proposal and how it can be carried out. Of course, your presentation should be lively, informative, and hold your client's interest. Your group cannot take more than 20 minutes, including time for questions and answers.

Besides your oral presentation, use visual aids. Although fascinating, complicated presentations sometimes crash. While fancy graphics aren't necessary, you can use PowerPoint presentations. Be sure to pick appropriate media. Whether you use PowerPoint or story boards, you should always hand out paper copies of your graphics. Bring enough copies for everyone.

A panel of local land use observers will join us for the evening. After all of the groups have presented their proposals, our panelists will give their reactions.

**Products.** Your working group will submit a *portfolio* that documents your project. The format is up to you, but in previous years three-ring binders have been effective. Supplementing your portfolio is a *poster* that presents your project's key features. You also turn in a *written report* (seven to 10 pages, maximum) that emphasizes your vision and explains the detailed recommendations for your project, plus a *cover letter* from your consulting group to your client. You don't need to follow the APA format, but you must be professional in tone, appearance, and style.

Here are some questions that your final portfolio should answer:

- What's your overall vision for revitalizing the Transit Planning Area?
- What specific actions do you want to happen?
- Who is responsible for acting?
- What resources (e.g., public capital, private capital) will they need?
- What regulatory decisions must occur?
- What political actions must occur?
- Who needs to review the project?
- Who could block it? Who could promote it?
- What's a realistic schedule? What are the key deadlines?
- How can the client tell if the project succeeds?

**TO:** Graduate Students, California Land Use Policy, PPA 250

**FROM:** Peter Detwiler

**SUBJECT:** MEMO J --- An Extra Credit Opportunity

Sometimes an assignment just doesn't turn out the way you wanted: your working group flaked out on you, you hated the other reading assignments, or the general plan evaluation paper was a real struggle.

You can earn 5% extra credit by writing another book review. Follow the same general instructions as for the required book review (see Memo D).

**Urban land development students** should read and then review Christopher B. Leinberger's *The Option of Urbanism: Investing in a New American Dream* (Washington, Island Press, 2008). Leinberger is a successful developer, real estate consultant, and author who has tackled creative projects in suburban Washington, D.C., St. Petersburg (Russia), and Albuquerque, New Mexico. Written as the real estate bubble was bursting, Leinberger's book is prescient about where the new real estate economy will emerge. If you want to be a profit-driven developer in the 21st Century, I think you'll be inspired by *The Option of Urbanism*.

**Public policy and administration students** should read and then review Witold Rybczynski's *Last Harvest: How A Cornfield Became New Daleville* (New York, Scribner, 2007). Rybczynski is a professor of urbanism at the University of Pennsylvania. When I read *Last Harvest*, it was as if Jackson's *Crabgrass Frontier* met up with Gibbons' *Wye Island* in the early 21st Century in Pennsylvania. If you're interested in looking behind the scenes at how modern developers operate, I think you'll like *Last Harvest*.

You may submit your extra credit book review any time during our semester, but the final deadline is **May 14**, which is also our last class.

**TO:** Graduate Students, California Land Use Policy, PPA 250

**FROM:** Peter Detwiler

**SUBJECT:** MEMO K --- Retrieving Documents

Many of the articles from academic journals and public documents that you will read this semester are readily available online. Learning how to retrieve documents is one of the skills that you'll master in PPA 250. This memo explains the steps that you can follow.

**Retrieving journal articles.** The CSUS Library's webpage allows students retrieve articles from academic journals without cost. For example, the syllabus contains this reading assignment in the APA format:

Campbell, S. (1996). Green cities, growing cities, just cities? *Journal of the American Planning Association*, 62, 296-312.

You need to read Scott Campbell's article called, Green cities, growing cities, just cities? which appeared in the *Journal of the American Planning Association*, published in 1996, as Volume 62, Number 3 (Summer), pages 296 through 312. Here's how to retrieve Campbell's article.

Go to <http://library.csus.edu/>

In the box called **Resources & Collections**, find the item **Journal Titles A-Z**. Click it.

That brings up a new screen with a blank field at the top. In that field, type **Journal of the American Planning Association** then find the **Search** button. Click it.

That brings up a new screen which displays four results, the first of which is **Journal of the American Planning Association (Online)**. Click it.

That brings up a new screen with four choices, the first of which is **ABI/INFORM Complete**. Click it.

That brings up a new screen for the Journal of the American Planning Association that allows you to browse specific issues by using a list. Because Campbell's article appeared in 1996, find **1990 - 1999** and click it. A drop down menu offers specific years; find **1996** and click it. A horizontal menu offers four specific issues. Because Campbell's article appeared in the Summer issue, find **Summer 1996; Vol. 62 (3)** and click it.

That brings up a new screen for the Summer 1996 edition. Campbell's article is the fifth item. Click it.

That brings up Campbell's article, with graphics. You can read it online, save it, or print it.

**Retrieving California statutes.** In this example, you want to find Government Code §65302, the contents of general plans.

Go to the California Legislative Information page: <http://leginfo.legislature.ca.gov>

In the top bar, find **California Law**. Click it.

That brings up a new screen which offers each of the statutory codes. Find **Government Code - GOV**. Click it.

That brings up a new screen which gives you a list of Titles with section numbers. Find **TITLE 7. PLANNING AND ZONING [65000 - 66499.8]**. Click it.

That brings up a new screen which gives you a list of Divisions, Chapters, and Articles. In **CHAPTER 3. Local Planning** find **ARTICLE 5. Authority for and Scope of General Plans**. Click it.

That brings up a new screen which shows each section in Article 5. Find **65302**. Click it.

You can read the text online or print it.

**Retrieving the Attorney General's opinions.** In this example, you want to read Attorney General's Opinion No. 99-602, regarding LAFCOs and Proposition 218.

Go to the home page for the California Attorney General: <http://oag.ca.gov>

In the top menu bar, find **Programs A-Z**. Put your cursor over that item and find **Legal Opinions**. Click it.

That brings up a new screen which describes this service. Find **Search for Opinions**. Click it.

That brings up a new screen with field that allows you to search for opinions. In that field, type **99-602**. Find the **Search** button. Click it.

That brings up a new screen with a summary of this opinion. To see the full text, find the entry **99-602**. Click it.

That brings up the pdf of the full text of Opinion 99-602. You can read it online or print it.

**Retrieving administrative regulations.** In this example, you need to understand the concept of “lead agency” in the CEQA Guidelines which you know is at 14 CCR §15050.

Go to the home page for the Office of Administrative Law: <http://www.oal.ca.gov/ccr.htm>

In the text, find the explanation that “The CCR is compiled into **Titles**” and click on **Titles\***

That brings up a new screen which offers a list of Titles. Find **Title 14. Natural Resources**. Click it.

That brings up a new screen which offers a list of Divisions. Find **Division 6. Resources Agency**. Click it.

That brings up a new screen which offers a list of Articles and Chapters. Find **Chapter 3. Guidelines for the Implementation of the California Environmental Quality Act**. Click it.

That brings up a new screen which offers a list of Articles. Find **Article 4. Lead Agency**. Click it.

That brings up a new screen with offers four sections. Find **§ 15050. Lead Agency Concept**. Click it.

That brings up a new screen with the text of §15050. You can read it online or print it.

**Retrieving California court decisions.** In this example, you want to retrieve the Supreme Court decision *California Redevelopment Association v. Matosantos* (2011) 153 Cal.4th 231.

Go to the home page for the California court system: [www.courts.ca.gov](http://www.courts.ca.gov)

In the menu bar, put your cursor over **Opinions** and a drop down menu will appear. Find click **Published / Citable Opinions**. Click it.

That brings up a new screen. Find **Official Reports (Searchable 1850-Present)**. Click it.

That brings up a new screen which allows you to search. Find **I have read and agree to these Terms and Conditions**. Check the box then find **BEGIN SEARCHING OPINIONS**. Click it.

That brings up a new screen which, in the upper left corner, offers you five ways to search for cases. Find **By Citation**. Click it.

That brings up a new screen with search fields. Enter the citation for the *Matosantos* decision, by filling out the three fields:

- In the **Enter Volume** field, type **53**
- Use the pull down menu called **--Select Reporter--** to find **Cal.4th** Click it.
- In the **Enter Page #** field, type **231**

Find the **Go** button at the lower right of the box. Click it. You may have to wait a few moments for the *Matosantos* decision to load. Patience is a virtue...

That brings up the decision's text. You can read it online or print it.