SAN JOSÉ STATE UNIVERSITY
DEPARTMENT OF URBAN AND REGIONAL PLANNING
URBP 225, Land Use Planning Law, Section 1; ENVS/URBP 136-01
FALL 2020

Course and Contact Information

Instructor: Christopher Cheleden
Office Location: Zoom by Appointment
Telephone: (831) 818-4342
Email: christopher.cheleden@sjsu.edu
Office Hours: Zoom by Appointment. Generally I will be available from 7 to 7:30 pm before class.
Class Days/Time: Mondays, 7:30 pm to 10:15 pm (I intend to record and post lectures. If anyone does not want to be recorded for privacy reasons please let me know. Students are not authorized to record lectures without permission.)
Classroom: Online via Zoom.

Class Website: Canvas

Units: URBP 225 - 4 units; URBP /ENVS 136 - 4 units

Course Catalog Description

URBP 225: Study of contemporary growth and land use management techniques used by local, state and federal governments. Examination of the role of public law in addressing urban growth and environmental change issues, and the legal aspects of preparing and administering planning controls and incentives.

Course Overview

This course is a broad survey style course that generally covers California land use and planning law. Generally, each week a new topic is discussed.

Course Format

This course will be taught online via Zoom. Students will need internet access and a computer to participate in class and complete class assignments. The format of the course will consist of a combination of lecture and class discussion/participation. Active student participation based upon completion of assigned reading is essential. Also, students should bring their own experience and backgrounds into the discussion.

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas Learning Management System course login website at http://sjsu.instructure.com. You are responsible for regularly checking with the messaging system through MySJSU on Spartan App Portal http://one.sjsu.edu (or
via email) to learn of any updates. For help with using Canvas see Canvas Student Resources page (http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources)

Course Description and Course Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to:

1. Explain to the public the contexts in which planning takes place and the principles and processes by which planning decisions are made and implemented. Recognize both public- and private-sector stakeholders and their interests in the planning processes.

2. Describe the fundamental growth and land use management controls, and the interrelationships of these tools (e.g., general plan, zoning, Subdivision Map Act and permitting).

3. Determine whether a proposed project, permit, or other land use action is ministerial or discretionary, as well as the significance of that distinction, and also whether it is quasi-judicial or legislative.

4. Determine whether the major components of land use and development proposals comply with a jurisdiction’s planning policy framework (i.e., general plan, zoning ordinance, design guidelines, environmental legislation, etc.).

5. Explain the role of the California Environmental Quality Act (CEQA) in land use planning, policy and development and how it impacts the urban and regional development processes.


7. Analyze site plans and identify key issues associated with the plans, including consistency with a jurisdiction’s planning policy framework and principles of sound planning.

8. Prepare a municipal staff report regarding land use and development that uses appropriate structure, content, and tone.

9. Prepare clear, concise reports and oral presentations regarding land use and development issues.

10. Understand how California statutes are enacted, including the legislative process and use of legislative history to ascertain legislative intent.


Planning Accreditation Board (PAB) Knowledge Components

This course partially covers the following PAB Knowledge Components:

1. (a) Purpose and Meaning of Planning: appreciation of why planning is undertaken by communities, cities, regions, and nations, and the impact planning is expected to have.

   (c) Planning Law: appreciation of the legal and institutional contexts within which planning occurs.
2. (b) Written, Oral and Graphic Communication: ability to prepare clear, accurate and compelling text, graphics and maps for use in documents and presentations.

(d) Plan Creation and Implementation: integrative tools useful for sound plan formulation, adoption, and implementation and enforcement.

3. (b) Governance and Participation: appreciation of the roles of officials, stakeholders, and community members in planned change.

(c) Sustainability and Environmental Quality: appreciation of natural resource and pollution control factors in planning and understanding of how to create sustainable futures.

A complete list of the PAB Knowledge Components can be found at:

http://www.sjsu.edu/urbanplanning/courses/pabknowledge.html

Required Texts

Textbooks:


Other Readings

As assigned. I will be assigning/distributing additional readings periodically throughout the semester for use in class.

Library Liaison

The SJSU Library Liaison for the Urban and Regional Planning Department is Ms. Peggy Cabrera. If you have questions, you can contact her at peggy.cabrera@sjsu.edu or 408-808-2034.

Course Requirements and Assignments

Assignment #1: Describe your interests in land use planning, the planning profession, and the legal aspects of this class as it relates to your academic, professional, or personal background. (Approximately 2 pages)

Assignment #2: Attend local Planning Commission or City Council Meeting meeting with at least three land-use items on the agenda and complete required paper. This assignment will help to explain the quasi-judicial nature of local governmental boards and explain legal requirements for public meetings. (Engagement Unit) (Additional details to be provided in handout.)

Assignment #3: Analyze assigned land-use planning case in writing and present in class. (Additional details to be provided in handout.) Each student will present at a different class session as assigned and will therefore have a different due date for Assignment #3. This assignment will explain how the case law system of precedent at the local, state and federal level both facilitates and constrains planning decisions.

Assignment #4: Conduct statutory research exercise relating California planning statute, including understanding the legislative process and researching legislative history. This exercise is intended to expose students to the statutes that govern planning and land-use. (Additional details to be provided in handout.)
Final Examination/Evaluation

Assignment #5: Final Research Paper/Class Presentation. Students will analyze a proposed development project, draft a Staff Report, and present to the Class. (Engagement Unit) (Additional details to be provided in handout.)

Quizzes. There will be three short quizzes during the semester to access the students’ comprehension, understanding, and application of course content.

Discussion Questions. Prior to each class, students shall submit one discussion questions from the readings and be prepared to discuss them in class. Discussions question shall be submitted to Chris Cheleden via e-mail by 5:00 pm the Saturday before class.

Course Workload

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Because this is a four-unit class, you can expect to spend a minimum of nine hours per week in addition to time spent in class and on scheduled tutorials or activities. Special projects or assignments may require additional work for the course. Careful time management will help you keep up with readings and assignments and enable you to be successful in all of your courses. For this class, you will have to undertake additional activities outside the class hours. These activities may include attendance at public meetings and field work and policy research. Details on how to complete these activities will be provided on handouts distributed in class later in the semester.

Grading Information

Throughout the semester, individual assignments will be graded on a 0-100 point scale. The point values for each assignment will be pro-rated according to the information stated above, and a final letter grade will be assigned to the total score as follows:

A (93 and above); A- (90 to 92.9); B+ (87 to 89.9); B (83 to 86.9); B- (80 to 82.9); C+ (77 to 79.9); C (73 to 76.9); C- (70 to 72.9); D+ (67 to 69.9); D (63 to 66.9); D- (60 to 62.9); F (below 60).

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Percent of Course Grade</th>
<th>Course Learning Objectives Covered</th>
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</thead>
<tbody>
<tr>
<td>Assignment # 1: Personal Statement</td>
<td>5%</td>
<td>1</td>
</tr>
<tr>
<td>Assignment #2: Planning Commission Report (Engagement)</td>
<td>15%</td>
<td>1,3,4</td>
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<tr>
<td>Assignment #3: Case Analysis/Presentation</td>
<td>15%</td>
<td>6,4</td>
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<tr>
<td>Assignment #4: Statutory Research Exercise</td>
<td>10%</td>
<td>10</td>
</tr>
<tr>
<td>Assignment #5: Final Staff Report Paper/Class Presentation. (Engagement)</td>
<td>25%</td>
<td>1,2,7,9,8</td>
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</tbody>
</table>
Quizzes: 15% 11,5,4
Class Participation (’s, Participation, Preparation): 15% 1,2
Total 100%

Classroom Protocol
This course will consist of a lecture/seminar format. It is expected that students will read all assigned readings before class so that they can contribute in class during class discussions.

University Policies
Per University Policy S16-9 (http://www.sjsu.edu/senate/docs/S16-9.pdf), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on Syllabus Information web page (http://www.sjsu.edu/gup/syllabusinfo), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.

Plagiarism and Citing Sources Properly
Plagiarism is the use of someone else’s language, images, data, or ideas without proper attribution. It is a very serious offense both in the university and in your professional work. In essence, plagiarism is both theft and lying: you have stolen someone else’s ideas, and then lied by implying that they are your own. Plagiarism will lead to grade penalties and a record filed with the Office of Student Conduct and Ethical Development. In severe cases, students may also fail the course or even be expelled from the university. If you are unsure what constitutes plagiarism, it is your responsibility to make sure you clarify the issues before you hand in draft or final work.

Learning when to cite a source and when not to is an art, not a science. However, here are some common examples of plagiarism that you should be careful to avoid:

- Using a sentence (or even a part of a sentence) that someone else wrote without identifying the language as a quote by putting the text in quote marks and referencing the source.
- Paraphrasing somebody else’s theory or idea without referencing the source.
- Using a picture or table from a webpage or book without reference the source.
- Using data some other person or organization has collected without referencing the source.

If you still have questions, feel free to talk to me personally.

Citation Style
It is important to properly cite any references you use in your assignments. The Department of Urban and Regional Planning uses Kate Turabian’s A Manual for Writers of Research Papers, Theses, and Dissertations, 8th edition (University of Chicago Press, 2013, ISBN 780226816388). Please note that Turabian’s book describes two systems for referencing materials: (1) “notes” (footnotes or endnotes), plus a corresponding bibliography, and (2) in-text parenthetical references, plus a corresponding reference list. Either system is acceptable in this class.

Accommodation for Disabilities
If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/aec to establish a record of their disability.

**SJSU Writing Center**
The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter.

**SJSU Counseling and Psychological Services**
The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling and Psychological Services website at http://www.sjsu.edu/counseling.
## URBP/ENVS 136/225 Fall 2020 Course Schedule

*Course Schedule is Subject to Change. Notice of changes to course schedule will be via email and posted on canvas.*

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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<tbody>
<tr>
<td>1</td>
<td>August 24</td>
<td>Course Overview  &lt;br&gt; Legal System Overview and Impacts to Planning</td>
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<td></td>
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<td>Fulton Ch. 4  &lt;br&gt; Barclay Ch 1</td>
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<td>2</td>
<td>August 31</td>
<td>General Plan/Specific Plan  &lt;br&gt; <strong>Assignment No. 1 DUE</strong></td>
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<td>Fulton Ch. 6  &lt;br&gt; Barclay Ch. 2-3</td>
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<td>3</td>
<td>September 7</td>
<td>Happy Labor Day! No class.</td>
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<td>4</td>
<td>September 14</td>
<td>Zoning                  &lt;br&gt; &lt;br&gt; Assignment No. 2 DUE</td>
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<tr>
<td>5</td>
<td>September 21</td>
<td>Zoning (Con’t) Racial Origins of Zoning  &lt;br&gt; Subdivision Map Act</td>
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<td></td>
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<td>Quiz No. 1  &lt;br&gt; &lt;br&gt; Assignment No. 3 DUE</td>
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<td>6</td>
<td>September 28</td>
<td>Environmental Review/CEQA                                &lt;br&gt; Quiz No. 1</td>
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<td>Fulton Ch. 9  &lt;br&gt; Barclay Ch. 6</td>
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<tr>
<td>7</td>
<td>October 5</td>
<td>Environmental Review/CEQA (Con’t)  &lt;br&gt; <strong>Assignment No. 2 DUE</strong></td>
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<tr>
<td>8</td>
<td>October 12</td>
<td>Federal and State Wetlands Protection  &lt;br&gt; Endangered Species Protection</td>
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<td>Fulton Ch. 20  &lt;br&gt; Barclay Ch. 4</td>
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<tr>
<td>9</td>
<td>October 19</td>
<td>Exactions/Regulatory Takings  &lt;br&gt; Constitutional Limits on Planning.     &lt;br&gt; Assignment No. 4 DUE</td>
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<td>Barclay 11-12  &lt;br&gt; Fulton Ch 10</td>
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<td>10</td>
<td>October 26</td>
<td>Exactions/Regulatory Takings Con’t  &lt;br&gt; Design Review, Historic Preservation, Agricultural Preserv.  &lt;br&gt; Assignment No. 5 DUE</td>
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<td>Barclay Ch. 9</td>
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<td>11</td>
<td>November 2</td>
<td>Vested Rights/Dev. Agreement  &lt;br&gt; <strong>Quiz No. 2</strong></td>
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<td>Barclay 10  &lt;br&gt; Fulton 12</td>
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<tr>
<td>12</td>
<td>November 9</td>
<td>Land-Use and Planning Law Relating to Affordable Housing  &lt;br&gt; Inclusionary Zoning, Fair Housing, Density Bonus  &lt;br&gt; Assignment No. 6 DUE</td>
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<td>Fulton Ch. 15  &lt;br&gt; Barclay Ch. 15</td>
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<td>13</td>
<td>November 16</td>
<td>Legal Issues and Climate Change/Transportation Planning  &lt;br&gt; Assignment No. 7 DUE</td>
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<td>Fulton 16,19  &lt;br&gt; Barclay Ch. 16</td>
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<td>14</td>
<td>November 23</td>
<td>Land Use Litigation (Due Process, Equal Protection)  &lt;br&gt; Assignment No. 8 DUE</td>
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<td>Barclay 19</td>
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<td>15</td>
<td>November 30</td>
<td>Laws Relating to Planning (Brown Act, Public Records Act, Conflicts Law)  &lt;br&gt; Quiz No. 3</td>
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<td>Assignment No. 9 DUE                                                       &lt;br&gt; Assignment No. 10 DUE</td>
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<td>16</td>
<td>December 7</td>
<td>Course Review/Wrap-Up  &lt;br&gt; <strong>Assignment #5 (Written Component) Due by 5:00 PM on 12/7</strong>  &lt;br&gt; Final Oral Presentations in Class</td>
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<td>Assignment #6 DUE                                                         &lt;br&gt; Assignment No. 11 DUE</td>
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<tr>
<td>Final Exam</td>
<td>December 14</td>
<td>Final Oral Presentations in Class</td>
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