

**SAN JOSÉ STATE UNIVERSITY**  
**DEPARTMENT OF URBAN AND REGIONAL PLANNING**  
**URBP 225-01 Land Use & Planning Law**  
**SPRING 2023**

Course and Contact Information

Instructor: **Jeffrey B. Hare**  
Office Location: **WS111D**  
Telephone: **408-279-3555 (Voicemail)**  
Email: **Jeffrey.Hare@sjsu.edu**  
Office Hours: **3:30 – 4:30 p.m. Thursdays, (WS111D or by Appointment)**  
Class Days/Time: **Thursday 7:30 – 10:15 p.m.**  
Classroom: **WS111**  
Class Website: **Canvas**  
Units: **URBP 225-01: 4 Units**

**Course 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 with a focus on California land use and planning law and its application to both development and governmental regulatory decisions. It is intended to provide a practical and topical perspective for planners on both sides of the counter, including subjects such as entitlements, fees, exactions, environmental review, zoning, and policy. Through this course, students will explore issues related to housing and commercial development, including historical and contemporary policies, with a focus on both legislative measures and court rulings that result from and guide how planning and land use decisions are made.

**Course Format**

Generally, each week a new topic is introduced and discussed. At this time, the plan is for this course to be taught in person, but shift to an online format if circumstances or University policies direct otherwise. The format of the course will consist of a combination of lecture and class discussion/participation. Students will be assigned reading from both the textbook and articles, as

well as assigned court rulings and legislative measures. Students will be expected to submit questions each week for class discussion based on the assigned reading, and make presentations based on the court rulings. Students are encouraged to bring their own experience and backgrounds into the discussion.

Course grades will be based primarily on completion of a series of assignments and a final paper, which will be submitted using Canvas. Two of the assignments will involve “attending” a public hearing involving a land use matter and submitting a report on what occurred. Students will be expected to review the agenda materials, and observe the public comments and debate among the decision-makers. “Attending” the public hearing may be done in person or online. One assignment will involve reviewing two court rulings that have to do with land use, and making a (brief) presentation to the class about one of the cases. Another assignment involves doing research into a current or recent legislative matter involving land use and submitting a brief report. The final assignment will involve writing a report about a real-world development project. Students will be provided with information about the project, and be expected to use their knowledge and materials from the class to prepare and write an objective analysis about the proposed project.

## **Course Textbook and other Materials**

### **Textbook and Required Reading**

Barclay, Cecily (2020) *California Land Use and Planning Law*, 38th Edition. Point Arena: Solano Press. May only be available as Kindle e-book. Some printed copies of the 37<sup>th</sup> Edition may be available at SJSU Bookstore and Solano.com.

Rothstein, *Color of Law*, © 2017, Liveright Publishing Company; Available at SJSU bookstore, as a Kindle e-book, and through Amazon and other sources.

### **Other Readings**

Land use and planning issues are constantly the subject of public hearings, legislative actions, ballot measures, court decisions, and in the public discourse, especially in the area of various measures to address concerns about affordable housing, sustainable development, and the impact of climate change on the urban environment. In addition to assigned articles, case law and legislative matters, students will be asked to review relevant material as it pertains to the course material for general background and to enhance the student’s knowledge of the subject matter.

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](http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources))

**See additional comments about Reading assignments at end of Syllabus.**

## **Other technology requirements**

Students should have access to and be able to use computer technology for purposes of accessing the Canvas Learning Management System, as well as to virtually attend online public hearings, and conduct online research from databases which are available through the University, including but not limited to online legal and legislative databases. Students will be expected to be able to receive and submit Assignments via Canvas. In addition, in the event the in-person format for the class has to switch to an online format, students will be expected to have the ability to participate virtually in the class (i.e., Zoom).

## **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](mailto:peggy.cabrera@sjsu.edu) or 408-808-2034.

## **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 plans 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, the interrelationships of these tools (e.g., general plan, zoning, and permitting).
3. Determine whether a proposed project, permit, or other land use action is ministerial or discretionary, 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.
6. Explain the implications of major legal precedents including, but not limited to:

Village of Euclid v. Ambler Realty (1926); Penn Central Transp. v. New York City (1978); Friends of Mammoth v. Mono County (1972); First English v. Los Angeles County (1987); Friends of Westwood v. City of Los Angeles (1987); Laurel Heights Improvement Assn. v. Regents of the UC (1988); Nollan v. Calif. Coastal Comm. (1987); Dolan v. City of Tigard (1994); Ehrlich v. City of Culver City (1996); Tahoe Sierra Preservation Council v. Tahoe Regional Planning Agency (2002); BIA v. BAAQMD (2015); and other cases as assigned.

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 historic policies and government regulations affecting development and eligibility for housing influenced and shaped communities.
11. Understand how local agencies work to develop housing objectives, the obstacles to achieving those objectives, and how legislative responses are designed to address these issues.
12. Understand how concepts of sustainable development and climate change are influencing planning models and decision making.
13. Review and understand the role of key court decisions in planning and land use, both at the State and Federal level, and their significance.
14. Understand the legislative process and how statutes are enacted; learn how to review legislative history to analyze legislative intent.
15. Study and analyze specific development proposals from the perspectives of both the developer and the stakeholders in the context of consistency with the General Plan, policies, and political factors.
16. Understand public laws relevant to Planning, including the Brown Act, Public Records Act, the Political Reform Act and Conflict of Interest laws.

### **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.

Here is an updated link to the Knowledge Components

<https://www.sjsu.edu/urbanplanning/graduate-programs/masters-in-urban-planning/pab-knowledge.php>

### **Course Requirements and Assignments (All assignments submitted via Canvas).**

**Assignment #1:**     Personal Objective; Identify Your Community. Describe your objectives for this course, your academic goal at SJSU, and a brief summary of your academic and professional background. Identify the community you call “home.” This may be a City, or a neighborhood where you were raised, or where you currently live. Describe what you consider the **three (3) biggest challenges** facing your community. **Select one** of these challenges and briefly describe what is being done, if you know, to address that challenge. Discuss whether you feel what is being done is adequate to solve the challenge, and if you feel it is not adequate, describe what you would do differently if you were in charge. **(Two-page limit; not graded unless not turned in; Total possible points: 5.0.)**

**Assignment #2:**     Attend Public Hearing; Report Results. Land use issues are a regular part of every City and County Planning Commission and City Council meeting. Each local agency (City or County) usually publishes an Agenda online about three days prior to the scheduled hearing, many with links to the staff reports, exhibits, and related documents. Familiarize yourself with the online resources provided by different local agencies about upcoming meetings, and select one meeting that includes a land use matter on the Agenda. Read the Agenda and the Staff Report or Staff Memorandum for the matter on the Agenda. Attend and observe the public hearing, either online or in person. Take note of the process by which the public hearing is conducted – who makes the initial presentation, public comments, discussion and debate among the public officials, and then the final vote or other action taken on the matter. **In a brief report, summarize the subject of the hearing, the vote and the outcome. (Three-page limit; Total possible points: 10. Engagement Unit.)**

**Assignment #3:**     Case Review and Analysis; Presentation. One of the key learning objectives of this course is to understand how court decisions guide public officials in making land use and planning decisions. In this assignment, you will learn how to look up and review a published court opinion, and evaluate how the decision had an impact on land use planning procedures. **For this assignment, you will be asked to review two (2) court rulings involving a land use matter, prepare a written summary of each case, and do a brief presentation to the class on one of the cases. (Two page limit per case; 5-10 minute presentation in class; Total possible points: 15.0)**

**Assignment #4:**     Statutory Analysis. Court decisions often arise in response or a challenge to a land use issue. The Court’s ruling, in turn, often leads to a demand for legislative action: a new statute or law. This occurs on both the local and state level, and sometimes on a federal (Congressional) level. In this assignment, you will be tasked to review and analyze an assigned California statute. You will learn how to research the legislative history, understand the issues the legislation is attempting to address, and determine where the statute (or the amendment to an existing statute) fits within the structure of California land use and planning laws. **(Submit responses to specific questions about the statute; Total possible points: 15.0).**

**Assignment #5:**     Attend Public Hearing; Analyze Staff Report. In Assignment #2, you were asked to locate and attend a public hearing involving a land use matter that you selected, and report what happened. In this assignment, you will be assigned to attend a specific public hearing, and analyze the Staff Report or Memorandum, using the criteria to be provided. In this case, you will be expected to do a more in-depth analysis of how the public hearing was influenced or affected by the Staff Report (if at all), and explain what role the Staff Report and staff’s recommendations played in the outcome. Take note of the process by which the public hearing is conducted – who makes the initial presentation, public comments, discussion and debate among the public officials, and then the final vote or other action taken on the matter. **(Submit report responding to specific questions about the hearing; Total possible points: 15.0. Engagement Unit.)**

**Assignment #6:**     Analysis of Staff Report or Memorandum. As you’ve come to recognize, one of the key roles played by the planner, whether working for a government entity or a private developer, is to assist in the preparation of what is known as the “Staff Report” or “Staff Memorandum.” The primary purpose of the Staff Report or Memorandum is to provide the elected or appointed decision-makers (City Council members, Planning Commissioners, Planning Director, etc.), as well as members of the public, with a comprehensive, accurate and objective analysis of a proposed land use project that requires approval by that decision-making body. The Staff Report contains a review of the project, the setting, and a detailed explanation of the specific land use and regulatory elements that need to be reviewed as part of the approval process. The Staff Report usually also includes a summary of the alternative options the decision-makers can vote on, based on the applicable land use and planning laws, and sometimes includes a recommendations by Staff. **For this assignment, you will be provided with a Staff Report for a specific land use project, along with some specific questions that will require a detailed analysis of the Staff Report. Total possible points: 15.0)**

**Final Assignment:**

**Assignment #7:**     Final Paper. For the final assignment, the class will be introduced to a new, real-world development project that is in the process of being submitted to a local jurisdiction for land use approval. If possible, the project developer will be invited to make a presentation to the class about the project, and will supply some of the key elements about the project. Students will have the opportunity to ask questions and do any additional research about the project. Students will then prepare and submit a Staff Report addressed to the decision-making body as if they were the assigned planner for the local planning agency. **Using the**

**materials covered in class and the textbook, as well as any additional information obtained through independent research, students will be expected to identify the key land use issues, discuss how the project is affected by existing land use and planning laws and guidelines, and write a Staff Report.** Specific details about the assignment will be provided later. **Total Possible Points: 20.0.)**

ALL ASSIGNMENTS ARE TO BE SUBMITTED VIA CANVAS. LATE SUBMITTALS WILL BE SUBJECT UP TO A 50% GRADE PENALTY. NO ASSIGNMENTS WILL BE ACCEPTED MORE THAN 24 HOURS AFTER DEADLINE BASED ON CANVAS TIMESTAMP.

**Discussion Questions.** This class is intended to be **interactive** and engage you in the process. Prior to each class, each shall submit one discussion questions from the assigned readings and be prepared to discuss the discussion topic in class. Discussions questions shall be submitted to **Jeffrey Hare** via e-mail by 5:00 pm Wednesday night before Thursday’s 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. (Amendment A to University Policy S16-9, Course Syllabi, adopted March 5, 2018). 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+ (96 -100); A (93 to 95); A- (90 to 92); B+ (87 to 89); B (83 to 86); B- (80 to 82); C+ (77 to 79); C (73 to 76); C- (70 to 72); D+ (67 to 69); D (63 to 66); D- (60 to 62); F (below 60).

Assig'mt	Topic	% Course Grade	CLOs Covered
# 1:	Personal Objectives; Describe “Community”	5%	1
#2:	Attend Hearing; Report Results. (Engagement)	10%	1,3,4,5,11,12,15
#3:	Case Review and Analysis; Presentation	15%	4,5,6,9,13

#4:	Statutory Analysis	15%	10,11,12,14
#5:	Attend Hearing; Staff Report Analysis (Engagement).	15%	1,2,3,4,5,7,11,15
#6:	Staff Report; Detailed Analysis	15%	3,4,5,9,12,15,16
#7:	Final Paper	20%	1,2,3,7,9,8,15,16
	Class Participation (Participation, Discussion Topics):	5%	1,2,6,9,12,13
	Total	100%	

### **Late or Missed Assignments**

Students are provided ample time to complete each assignment, and are expected to manage their schedule and workload accordingly. Therefore, as a standard policy, late submissions will be subject to up to a 50% grade penalty. No assignments will be accepted more than 24 HOURS AFTER THE CANVAS TIMESTAMP DEADLINE. Exceptions due to extraordinary circumstances (i.e., Canvas is down; health emergencies) will be considered on a case-by-case basis.

### **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 actively participate in class discussions. **Students will be required to submit one or two discussion topics based on the assigned reading, and may be called upon to lead a brief discussion on the topic or question raised.** Students are expected to complete the assigned reading materials, and apply this information to the various assignments, whether or not the assigned material in the textbook was covered or discussed in class.

### **Recordings Not Permitted**

Students are not allowed to record. Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings. Materials created by the instructor for the course (syllabi, lectures and lecture notes, presentations, etc.) are copyrighted by the instructor. This university policy (S12-7) is in place to protect the privacy of students in the course, as well as to maintain academic integrity through reducing the instances of cheating. Students who record, distribute, or post these materials will be referred to the Student Conduct and Ethical Development office. Unauthorized recording may violate university and state law. It is the responsibility of students that require special accommodations or assistive technology due to a disability to notify the instructor.

**Zoom Class Etiquette:** In the event the class modality must switch to an online (virtual) format, the following will apply. Class will be conducted on Zoom, and students will be expected to obtain and know how to use the necessary equipment (computer, camera, speaker and

microphone) systems to participate in class. The following are required etiquette for use of Zoom.

- **Mute Your Microphone:** To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking.
- **Be Mindful of Background Noise and Distractions:** Find a quiet place to “attend” class, to the greatest extent possible. ○ Avoid video setups where people may be walking behind you, people talking/making noise, etc. ○ Avoid activities that could create additional noise, such as shuffling papers, listening to music in the background, etc.
- **Position Your Camera Properly:** Be sure your webcam is in a stable position and focused at eye level.
- **Limit Your Distractions/Avoid Multitasking:** You can make it easier to focus on the meeting by turning off notifications, closing or minimizing running apps, and putting your smartphone away (unless you are using it to access Zoom).
- **Use Appropriate Virtual Backgrounds:** If using a virtual background, it should be appropriate and professional and should NOT suggest or include content that is objectively offensive or demeaning.

Use full name in Profile: It’s both a courtesy and helpful to display your full name in your Zoom profile. If I do not recognize your name, I will not admit you into the class from the Waiting Room. If you attempt to log in using someone else’s computer, understand that this may result in you not being admitted to the class since the displayed name will not be yours.

### **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 the University’s 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 the Chicago Manual of Style. See Kate Turabian's *A Manual for Writers of Research Papers, Theses, and Dissertations*, 9th edition (University of Chicago Press, 2013, ISBN 780226816388). For details and some quick tips, see the following links:

<https://www.chicagomanualofstyle.org/turabian/citation-guide.html>

<https://www.chicagomanualofstyle.org/turabian/Student-Tip-Sheets.html>

**IMPORTANT:** In your assignments, especially when submitted through Canvas, please minimize the use of links, and instead provide a brief summary (in a footnote or the body of your paper), of the information you want the reader to see. You may always provide a link to a source in addition to your description or summary. Also, make certain that your links are accurate.

### **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](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>.

### **ADDITIONAL INFORMATION ABOUT READING ASSIGNMENTS**

Land use and planning is a dynamic, ever-changing and at times, a very controversial topic that impacts both our professional and personal lives. During the course of the semester, we can expect to see new statutes, court decisions, and local government actions on topics such as housing policy, commercial developments, transportation issues, and other projects that will be part of the discussion in class, and possibly be the subject of one or more of the Assignments. The assigned reading in the Textbook, as well as additional assigned reading (usually posted on Canvas), is intended and designed to provide you with the background information and context. The lectures are intended to highlight some of the key factors and provide a basis for classroom discussion of these issues. The more time you devote to reading and comprehending the assigned reading, the more prepared you will be to participate in classroom discussions, and the more prepared you will be if you are pursuing a professional career in the area of land use and planning.

**READ AHEAD; SUBMIT QUESTIONS:** Each student is asked to email a question to me about the assigned reading no later than the Wednesday before class, and will be expected to elaborate on the question as part of classroom discussion of the issue. We may not always get to each question asked, but I have found that this process helps me to better understand where there may be a need for clarification.

**COMMENT ABOUT COURT CASE PRESENTATIONS:** You have the option to prepare and present using PowerPoint, the whiteboard, or whatever format you choose. Of the two (2) cases you will be randomly assigned, you pick the one you wish to do a presentation on. There are about 40 cases on my list, of which we will only get to see as many presentations as there are students enrolled in the class, so this is my best effort to share some of the details about these cases that have such a strong influence and impact on what we do in the world of land use and planning.

**IMPORTANT: Don't allow yourself to get stuck or lost ... contact me if you have questions. I do my best to respond to emails within 24 hours, often much faster if I can. So if you don't get a response, resend! It's possible your email got buried, or the system may be down. [Jeffrey.Hare@sjsu.edu](mailto:Jeffrey.Hare@sjsu.edu) Put URBP225 in the Subject Line of your email, and it will catch my attention. Good luck!**

**URBP 225-01: SPRING 2023 Course Schedule**

NOTE: Course Schedule is Subject to Change. Notice of changes to course schedule will be via email and posted on Canvas.

<b>Week</b>	<b>Date</b>	<b>Topic, DEADLINES</b>	<b>Reading Assignment</b>
1	Jan 26	Course Overview	Barclay Ch 1
2	Feb 2	General Plan/Specific Plan ASSIGNMENT NO. 1 DUE BY JAN 31	Barclay Ch 2 - 3
3	Feb 9	Zoning	Barclay Ch 4
4	Feb 16	Subdivisions; Intro to Vesting, Conditions Discretionary v. Ministerial	Barclay Ch 5
5	Feb 23	Vested Rights, Development Agreements, Entitlements and Takings ASSIGNMENT NO. 2 DUE BY FEB 21	Barclay Ch 10 -11
6	Mar 2	Zoning and Racism, Equity Issues; Housing – Affordable, Inclusionary Role of Case Law	Barclay Ch 15 <i>Color of Law</i>
7	Mar 9	Environmental Review/CEQA	Barclay Ch 6
8	Mar 16	Federal and State Wetland Regulation; Stormwater regulations; Statutory Analysis. ASSIGNMENT NO. 3 DUE BY MAR 14	Barclay Ch 7, 9 PRESENTATIONS
9	Mar 23	Exactions, Constitutional limits; fees; key case law decisions.	Barclay Ch 12 Assigned cases
	Mar 30	NO CLASS	
10	Apr 6	Substantive and Procedural Due Process; Enforcement; Land Use Litigation ASSIGNMENT NO. 4 DUE BY APR 4	Barclay Chs 17, 18, 19 PRESENTATIONS
11	Apr 13	Initiatives and Referenda CEQA Litigation (last part of Chapter 19)	Barclay Ch 13, 19 PRESENTATIONS
12	Apr 20	Design Review, Historic Preservation. Brown Act, Public Records Act, FPPC. ASSIGNMENT NO. 5 DUE BY APR 18	Chapter 17 PRESENTATIONS
13	Apr 27	Sustainable Development	Barclay Ch. 16
14	May 4	Reserved for Final Assignment Discussion	TBD
15	May 11	Wrap Up – Final Assignment Q&A – Course Review and Discussion of Final Assignment FINAL ASSIGNMENT (NO. 7) DUE MAY 16	LAST CLASS!