

SAN JOSÉ STATE UNIVERSITY
DEPARTMENT OF URBAN AND REGIONAL PLANNING
ENVS/URBP 136-01/URBP 225-01
Intro to Land Use Planning/Land Use Planning and Law
Spring 2025

Course and Contact Information

Instructor:	Christopher Cheleden
Office Location:	111D Washington Square Hall
Telephone:	(831) 818-4342
Email:	christopher.cheleden@sjsu.edu
Office Hours:	Wednesdays 5:00-6:00 and by appointment (Via Zoom Link to be Provided Separately)
Class Days/Time:	Wednesday 6:00 PM-8:45 PM
Classroom:	Washington Square Hall 113
Class Website:	https://sjsu.instructure.com/courses/1604831 https://sjsu.instructure.com/courses/1600974
Units:	ENVS/URBP 136/URBP 225-4 Units

Course Catalog Descriptions

ENVS/URBP 136: Land use and facilities planning practices in the context of American cities, emphasizing interrelationships between various land uses and public facilities and service requirements. Study of the role of public law in addressing urban growth and environmental change issues.

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

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 and submittal of one discussion question each week is essential. Also, students should bring their own experience and backgrounds into the discussion.

Course materials such as syllabus, weekly powerpoints, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](#) for this class at <http://sjsu.instructure.com> (link above). You are responsible for regularly checking your 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)

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) and how these tools compare to equivalents used in other countries.
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.
6. Review and be able to apply major land use planning legal precedent, including cases of national impact. These cases will include, but are not limited to: *Friends of Mammoth v. Board of Supervisors* (1972), *Tennessee Valley Authority v. Hill*, (1978), *Horn v. County of Ventura* (1979), *Nolan v. California Coastal Commission* (1987), *Leshar Communications vs. City of Walnut Creek* (1991), *Save Tara vs. City of West Hollywood* (2008), and *California Building Industry Ass'n vs. City of San Jose* (2016.).
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.
11. Understand public laws relevant to Planning, including the Brown Act, Public Records 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.
(f) Global Dimensions of Planning: interactions, flows of people and materials, cultures, and differing approaches to planning across world regions.

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:

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

Texts

Textbooks:

Fulton, William (2022). Guide to California Planning, Sixth Edition. Point Arena: Solano Press.
Available at SJSU bookstore and solano.com and Kindle e-book.

Barclay, Cicely (2024) California Land Use and Planning Law, 39th Edition. Point Arena: Solano Press.
Available as Kindle e-book. Available at SJSU Bookstore and solano.com.

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) (Additional details provided in Handout for Assignment 1 available on Canvas).

Assignment #2: Attend local Planning Commission 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 for Assignment 2 available on Canvas.)

Assignment #3: Analyze assigned land-use planning case in writing and present in class. (Additional details to be provided in handouts for Assignment 3 available on Canvas.) Each student will present at a different class session as assigned throughout the semester 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 to 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 for Assignment No. 4 available on Canvas.)

Final Examination/Evaluation

Assignment #5: Final Research Paper/Class Presentation. Students will analyze a proposed development project, draft a Staff Report, and present the Project to the Class. (Engagement Unit) (Additional details to be provided in handout for Assignment No. 5 available on Canvas)

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

Discussion Questions. Prior to each class, students shall submit one discussion question from the readings and be prepared to discuss them in class. The purpose is to stimulate discussion in class based upon the week's assigned readings. Discussion questions shall be submitted to Chris Cheleden via e-mail by 5:00 pm the Sunday before each week's class. Class participation grade will be in part based upon weekly submittal of questions throughout the semester.

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 below, 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).

	Percent of Course Grade	Course Learning Objectives Covered
Assignments		
Assignment # 1: Personal Statement	5%	1

Assignment #2: Planning Commission Report (Engagement)	15%	1,3,4
Assignment #3: Case Analysis/Presentation	15%	6,4
Assignment #4: Statutory Research Exercise	10%	10
Assignment #5: Final Staff Report Paper/Class Presentation. (Engagement)	25%	1,2,7,9,8
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>.

ENVS/URBP 136; URBP 225 Spring 2025 Course Schedule

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

Week	Date	Topics, Readings, Assignments, Deadlines
1	January 29	Unit 1: Police Power Legal System Overview and Impacts to Planning Fulton Ch. 1, 4 Barclay Ch 1
2	February 5	Unit 2: General Plan Assignment No. 1 DUE Fulton Ch. 6 Barclay Ch. 2
3	February 12	Unit 3: Zoning Fulton Ch. 7 Barclay Ch. 4
4	February 19	Unit 4: Racial Origins of Zoning Unit 4: Subdivision Map Act Quiz No. 1 Handout Fulton Ch. 8 Barclay Ch. 5
5	February 26	Units 5-6: Environmental Review/CEQA Fulton Ch. 9 Barclay Ch. 6
6	March 5	Units 5-6 Environmental Review/CEQA (Con't)
7	March 12	Unit 7: Federal and State Wetlands Protection Unit 7: Endangered Species Protection Assignment No. 2 DUE Fulton Ch. 20 Barclay Ch. 7 Fulton Ch. 21 Barclay Ch. 8
8	March 19	Unit 8: Takings/Exactions Quiz No. 2 Barclay 11-12 Fulton 10, 13
9	March 26	Exactions/Regulatory Takings Con't Unit 9: Vested Rights/Rights of the Regulated Class VIA Zoom (Link to be Provided) Barclay 3,10 Fulton Ch 12
10	April 2	No Class
11	April 9	Unit 10: Design Review, Historic Preservation, Agricultural Design Review Historic Preservation Brown Act Assignment No. 4 DUE Barclay Ch. 9

Week	Date	Topics, Readings, Assignments, Deadlines
12	April 16	Unit 11: Laws Relating to Affordable Housing Inclusionary Zoning, Fair Housing, Density Bonus Unit 12: Transportation/Sustainability Fulton Ch. 15 Barclay Ch. 15 Fulton 16,19 Barclay Ch. 16
13	April 23	Unit 13: Land Use Litigation/Fiscalization of Land Use Fulton 14, 18 Barclay 18
14	April 30	Unit 14: Laws Relating to Planning (Brown Act, Public Records Act, Conflicts) Quiz No. 3 Barclay 17
15	May 7	Assignment #5 (Written Component) Due by 5:00 PM 5/7 Final Oral Presentations in Class
Final Exam	May 14	Final Oral Presentations in Class