

**SAMPLE**

LAND USE LAW (PPD 207), [REDACTED]  
UNIVERSITY OF CALIFORNIA, IRVINE  
DEPARTMENT OF PLANNING, POLICY & DESIGN

### *Course Overview*

**Class Meetings:** [REDACTED]

**Classroom:** [REDACTED]

**Website:** [REDACTED]

**Professor:** [REDACTED]

**Office:** [REDACTED]

**Office Hours:** [REDACTED]

**E-mail:** [REDACTED]

### **Course Description**

This course is intended to provide students with a foundational knowledge of the legal aspects of land use planning in the U.S. It includes a brief introduction to the U.S. legal system and a consideration of the criteria for evaluating regulations and institutional design. The bulk of the course focuses on the legal institutions with which land use planners routinely contend.

### **Learning Objectives**

By the end of the course, students should be able to:

- Demonstrate knowledge of legal rules that planners routinely encounter.
- Interpret legal materials in order to identify mechanisms for achieving land use planning goals.
- Explain arguments for and against specific land use regulations, based on criteria related to efficiency, equity, aesthetics, and community-building.

### **Course Requirements**

Students are expected to complete all required readings before class, participate in all class meetings, and complete all assignments on time. Much of the reading consists of legal materials, such as judicial decisions and statutes. We will discuss *how* to read such materials during the first two weeks of class. The reading assignments, announced at the end of each class, will be relatively short (usually less than 20 pages). In many instances, students may have to read a case or statute several times before it becomes comprehensible. In addition, students should make frequent reference to a reputable legal dictionary, such as *Black's Law Dictionary*, which is available in the bookstore or via a link on EEE.

### **Course Materials**

Most readings are from the course textbook: Stewart E. Sterk and Eduardo M. Peñalver, *Land Use Regulation* (2011). Additional materials will be posted on the course website.

**Course Outline (reading assignments posted on a weekly basis)**

- I. Introduction (approx. 3 classes)
  - A. Why Regulate Land Use?
  - B. Criteria for Evaluating Land Use Regulation
  - C. Local Government and Land Use Regulation
  - D. Sources of Land Use Law in the United States
  - E. How to Read Legal Materials
    1. Cases
    2. Statutes
- II. Instruments of Public Land Use Regulation (approx. 5 classes)
  - A. Zoning
  - B. Supplements and Alternatives to Zoning
- III. Legal Challenges to Land Use Regulation (approx. 11 classes)
  - A. Developer Challenges Under Federal Law
    1. Due Process
    2. Takings
    3. Equal Protection & Fair Housing
  - B. Developer Challenges under State Law
  - C. Neighbor Challenges to Municipal Land Use Decisions
- IV. Wrap-up and Review (1 class)

**Assessment**

Course grades are based on the following:

***Development problems (30% of overall grade)***

Chapter seven of the textbook contains several problems requiring application of knowledge from the course to situations commonly encountered in planning practice. Three to four problem sets will be due throughout the quarter, depending on the pace of the course. Problem sets will include questions from problems number one (pp. 435-456) and two (pp. 456-468). Each assigned question will be labeled with the problem number and the question number. For example, "2.3" would be question number three from problem number two. The problem sets are group projects, and you will be assigned to a different group for each problem set. The due date for the first problem set (problems 1.2, 2.1, and 2.6) is .

Answers will be graded on a scale of 0 to 100 based on their accuracy, clarity, and concision. Please upload completed assignments in Microsoft Word format (.doc or .docx) to the dropbox on EEE. Submission in any other format will result in the automatic deduction of five points. Assignments submitted after the beginning of class on the due date are subject to the deduction of ten points for each day (or fraction thereof) of lateness.

A group may rewrite its problem set within a week of receiving the initial grade, in order to increase that grade by up to 15 points. Any group receiving a grade of 83 or lower *must* rewrite its problem set.

***Case briefs (15% of overall grade)***

Each student must individually prepare two written case briefs as described in the guidelines posted on EEE. Case briefs will be assigned based on the alphabetical order of students' last



names. Cases will be assigned every Thursday, and the briefs will be due at the beginning of class the following Tuesday. You should be prepared to discuss the case that you have briefed. The brief need not include any quotes and need not refer to any sources other than the assigned version of the relevant case. Any quoted material should be indicated with quotation marks and a citation. Any material consulted, whether or not it is quoted, should be appropriately cited. Plagiarism will result in a zero on the assignment in addition to any disciplinary action.

Case briefs will be graded on a check-plus/check/check-minus basis. Please upload completed assignments in Microsoft Word format (.doc or .docx) to the dropbox on EEE. Submission in any other format will result in the automatic deduction of one grade increment (e.g., check to check-minus). Briefs submitted after the beginning of class on the due date are subject to the deduction of one grade increment (e.g., check-plus to check or check-minus to zero) for each day (or fraction thereof) of lateness.

You may revise your brief within a week of receiving the initial grade, in order to increase that grade by up to one grade increment (i.e., check-minus to check, or check to check-plus). Any brief receiving a grade of check-minus *must* be rewritten.

### ***Class participation (15% of overall grade)***

Class attendance and participation are mandatory. Students should be prepared to address all reading questions and answer questions concerning the cases.

### ***Quizzes (10% of overall grade)***

Online multiple-choice quizzes are designed to help students focus on the reading questions and prepare for the exam. Each quiz will be open from Friday to 4:30 PM Tuesday, and may be accessed via EEE.

### ***Final exam (30% of overall grade)***

The final exam will take place on [REDACTED] from [REDACTED]. The exam will consist of multiple-choice and short answer questions. Students may consult their textbooks, printed copies of the supplemental readings, and printed notes. Electronic devices (including computers) are prohibited.

### **E-mail Policy**

Please post all general questions regarding course content and administration to the message board on MyEEE. Questions concerning personal matters such as specific absences should be sent via e-mail.

### **Laptop and Mobile Communication Device Policy**

Please do not use laptops or tablets in class for any purpose other than taking notes and referring to electronic course materials. The use of all other mobile communication devices, including phones, is strictly prohibited unless required for a special accommodation. Observed violations of this policy will be reflected in the class participation grade.



**Special Accommodations**

Students with a documented disability or any other problem that may affect performance in this class should contact the instructor early in the quarter regarding accommodations. For more information, see <http://disability.uci.edu>.

**Document Retention Policy**

Unclaimed student material, including exams, will be retained for 30 calendar days following the final exam. Students must initiate any inquiries concerning exams, assignments, or grades within that 30-day period.

**Academic Integrity**

Academic dishonesty will not be tolerated. It will result in a grade of zero on the relevant assignment in addition to any disciplinary action. For more information see <http://honesty.uci.edu/students.html>.