

Land Use
Fall 2023
Credits: 3

Instructional Mode: Hybrid

Mon/Wed 9:00-10:20 am

Professor Kellen Zale

University of Houston Law Center

Email: kbzale@central.uh.edu

Office: 431E

Staff assistant: Amanda Parker (amparker@central.uh.edu)

Overview and Learning Objectives:

This course examines land use law and policy. Land is one of the most fundamental and valuable resources to individuals and communities, and a wide array of public regulation as well as private controls shape the use and development of land. Specific topics that will be covered in the course include planning, zoning, subdivision regulation, aesthetic and historic preservation, regulatory takings, inclusionary housing, environmental review, private covenants, and the role of markets. Throughout our study of these issues, we will consider competing ideas about how, when, and why land use should be regulated and the comparative advantages and disadvantages of various land uses controls.

The objectives of this course are to: (1) gain a foundation in the substantive law of the subject matter; (2) apply critical legal thinking to identify and understand constitutional, statutory, and regulatory constraints applicable to the subject matter; (3) recognize the policy implications and ethical questions related to the subject matter; and (4) integrate the doctrinal study of the subject matter with the analytical and practical skills necessary to the practice of law. Classes will involve on-call discussion, lecture, small group exercises (in person or via breakout rooms on Zoom), and other learning modalities (such as occasional possible pre-recorded/asynchronous sessions and/or other remote learning activities/assignments).

Instructional Mode (IM): This course is designated as a **hybrid** IM course (note that this is a distinct IM from hyflex mode). As defined by UH, a hybrid course has “a fixed meeting pattern that includes both face-to-face and virtual classrooms,” meaning that some of the weekly class sessions are virtual, and some are face-to-face. The fixed meeting pattern for this hybrid course is as follows (with limited exceptions to be designated if needed to accommodate scheduling needs such as guest speakers, etc.):

- **Mondays:** Live virtual class
- **Wednesdays:** Face-to-face class (Location: TBA)

Class Materials: Students are responsible for all required assignments listed on the schedule of assignments, whether in the casebook or other required readings/assigned materials posted on the course website as required supplemental reading.

- **Required Casebook:** The required casebook is Sterk, Peñalever, Bronin, LAND USE REGULATION (West, 3rd ed. 2020). The casebook is available for both purchase and rental from the publisher and third parties. Students should always have the casebook with them during class unless otherwise instructed.
 - ***As noted below, e-books are an electronic source and thus are not permitted during the final exam; therefore, students should ensure that they do not purchase an e-book only version of the casebook or the required supplement book, since e-books are not permitted during the exam.***
- **Required supplemental readings/assigned materials and remote learning assignments:** Additional cases and other materials are assigned from time to time (as will be designated on full schedule of assignments at start of semester). When assigned, these will be posted under the “Supplemental Required Reading” tab on the course website.
- **PowerPoint slides:** There are PowerPoint presentations corresponding to each chapter we cover in the casebook/required supplement, which we will use to guide our live class sessions. (The Powerpoints are organized by chapters in the casebook, so the same set of Powerpoints may be utilized for several classes, since we spend multiple classes working through each chapter). All PowerPoints will be posted in advance of the class(es) they will be used in on Canvas under the “Powerpoints” tab.
- **Handouts:** Occasionally, handouts on particular topics will be used during class or provided for students as reference after class. Any such handouts will be posted on Canvas under the “Handouts” tab.
- **Remote learning activities/assignments:** From time to time, remote learning activities/assignments may be assigned. These assignments vary but may include one or more remote learning activities, such as worksheets/questionnaires; statutory exercises/quizzes; discussion posts; practice hypos. When assigned, these assignments are ungraded but mandatory and are considered as part of the participation component of the course (see “Participation” below). Repeated failure to complete remote learning activities/assignments in good faith and on time will be considered a lack of preparation and result in a deduction to your final grade. (The schedule of assignments below lists “TBA” under most modules for remote learning activities, since I do not know at the outset of the semester which modules may lend themselves to remote learning activities. If any remote learning activities are assigned, students will be notified a week in advance of the due date and the syllabus will be updated accordingly.)
- **Optional Materials:** The schedule of assignments below also lists “optional materials” from time to time. These are entirely optional materials: we will not cover these materials in class and students will not be tested on them. The optional materials vary, and includes materials such as full-length books, movies, newspaper articles, Youtube clips, and a variety of other sources. Links to some of the sources are posted on Canvas under the “Optional Materials” tab (such as podcasts, Youtube clips, etc.); others are simply listed for student reference on the syllabus (i.e., full length books or movies). The

optional materials are offered to illustrate additional points of view or offer a more in-depth look into issues we cover, and they are just a sampling of the multitude of sources related to these topics. I may occasionally notify students of additional optional materials related to current events that occur during the semester related to the course; these will also be posted under the “Optional Materials” tab. I am happy to discuss any particular optional material one-on-one outside of class or during office hours, but as noted above, optional materials will not be part of the class discussion and they will not be tested.

- **Guest speakers:** On occasion, and pending availability, outside guest speakers may be invited to speak (in person or remotely) to the class. If any such speakers are scheduled, the schedule below and/or designated class format may be modified to accommodate the guest speakers. If any such modifications are needed, students will be notified via announcement on Canvas/email and an updated syllabus showing the modifications will be posted under the “Syllabus” tab on Canvas.

Course Technology:

- **Zoom:** All designated remote class sessions will be conducted via Zoom. The link to the Zoom meeting ID and passcode will be provided to students at the start of the semester as well provided in the “Policies and Protocols for Remote Class Sessions” at the end of this document; see that section of the syllabus as well for important information regarding technology and policies for Zoom class sessions.
- **Canvas:** For fall 2023, UHLC will transitioned from Blackboard to Canvas, so the class website will be hosted on the **UH Canvas** system. Since this is the first semester faculty are utilizing Canvas (and the course has not yet been loaded into Canvas for faculty to review and familiarize ourselves with), note that some of the references below to materials posted on Canvas may be updated /revised on the final syllabus once the course is loaded into Canvas. The course website is where I will post all announcements relating to the class, as well as the links to all pre-recorded class sessions and links to live class session recordings, all required supplemental readings, weekly mandatory quizzes, class handouts, Powerpoints, and the like. Please access the class website early in the semester and regularly check it.
- **UH E-Mail:** Email communications related to this course will be sent to will be sent to your **Exchange email account** which each University of Houston student receives (which is also the email that links to the course Canvas page). Please regularly check this email account. The Exchange mail server can be accessed via Outlook, which provides a single location for organizing and managing day-to-day information, from email and calendars to contacts and task lists. Exchange email accounts can be accessed by logging into Office 365 with your Cougarnet credentials or through Access UH. Additional assistance can be found at the [Get Help](#) page.

Reserve books at UHLC Library: A hard copy of the required casebook for the course is available on reserve at the UHLC Library. Students with questions about library resources and availability of books on reserve should contact the library.

Assessment Method: The final grade will be primarily based on an **in-person** final exam (90%) and a required report on a public land use hearing (10%). Final grades may be modified up or down by one-third of a letter grade based on class participation (see “Participation” below).

- **Final Exam (90%):** the final exam is a **three-hour, in-class, limited open book** exam. The exam will be a combination of multiple choice and essay questions.
 - **Students must take the exam in person.** This means that students must be physically present in the UHLC building at the date/time and room location that is assigned by UH administration for the exam [which has not yet been announced by UHLC], unless student has obtained a prior accommodation from the Justin Dart, Jr. Student Accessibility Center or obtained permission for other arrangements from UHLC Office of Student Services.
 - “Limited open book exam” means students are permitted to bring into the exam: (1) the course textbook; (2) any materials posted on the Class Canvas page; and (3) notes or outlines prepared by the student alone or with classmates. However, no hornbooks, treatises, or commercial outlines are permitted, and no electronic sources can be consulted during the exam. **E-books are an electronic source and thus are not permitted during the exam; therefore, students should ensure that they do not purchase an e-book only version of the casebooks, since e-books are not permitted during the exam.**
 - Additional information regarding the exam will be provided during the semester, including practice exam questions/answer rubrics/model answers).
- **Report on a public land use hearing (10%):**
 - Each student must attend (either in-person or remotely) one public hearing conducted by a local public body addressing a land use issue during the semester and submit a short report (and contribute to a class discussion) on it. Attendance may be via electronic/remote attendance or in-person.
 - The purpose of this exercise is to expose students to the formalities (or lack thereof) of public meetings and to provide an opportunity for students to observe and analyze how policymakers make land use decisions. Land use attorneys are often required to participate in public hearings before local boards on behalf of their clients, and as you will see in the readings over the course of the semester, the vast majority of cases that end up in litigation result from the decisions of local boards, so observing a local board land use meeting “live” provides an important practical perspective on the doctrinal materials we are studying.
 - Students must complete the report and email it to me by the designated due date in mid-November [specific date will be announced in F2023] to receive a grade in the course (you may turn it in earlier if you would like).
 - Additional information about the content and format of the report and which types of local public bodies are eligible for this report is provided in a handout

called “Instructions for Required Report on Public Land Use Meeting” posted under the “Handouts” tab on Canvas.

- *For students enrolled in both this class and my State & Local Gov’t class during the same semester (Fall 2023): You may attend a single local government meeting to fulfill the required reports for both classes if it meets the requirements for both classes (i.e., if it is a public meeting of a local government entity in Texas that addresses land use issues specifically), and you may include the same information in both reports where it overlaps. You still must submit two separate reports, however, since there is certain required information for the reports that differs for each class; be sure to provide the differing required information as needed for the separate reports you submit for each class (see the instructions posted under the “Handouts” tab on Canvas for each class to compare where there is slightly different information required for the Land Use report compared to the Local Government report).*

Participation: Classes will be a combination of lecture and discussion. All students are expected to be prepared for every class, which includes: presenting cases; responding to prompts/questions that were raised in pre-recorded lectures or remote learning assignments or during our in-class discussions; analyzing material in the notes and problems in the casebook; analysis/discussion of any required supplemental materials (if assigned). *All students are on call for each weekly class; however, see “pass system” below for how to opt out of being on-call a limited number of times during the semester.* Because of time limitations, we will not always cover every problem or note in the assigned materials during live classes, but students are responsible for all assigned materials for purposes of the exam. Thus, if you have questions about assigned material that we did not have time to cover in class, please either raise the question during class or office hours or via email.

- *Pass system:* If you are unprepared to be called on for a class session, you may utilize a “pass” up to **twice** over the course of the semester. To utilize a pass, you must email me at least 30 minutes prior to the start of class on the day of the class you are passing (you do not need to provide an explanation or reason, just notify me that you are electing to use a pass). If you exceed two passes, it will be considered a lack of preparation and result in a deduction to your final grade.
- *Course Structure:* A schedule of topics to be covered is provided at the end of this document (an updated version will be posted on Canvas prior to start of semester with precise breakdown of assignments by page number). This schedule is subject to adjustment to account for the pace of class and unforeseen circumstances (i.e., professor illness, extreme weather event, the evolving nature of the global pandemic, etc.). If there are any changes to the schedule, students will be given advance notice of changes by email and/or announcement posted to the course website. *Students should regularly check the updated version of this document (link posted on Canvas under “Syllabus” tab) for the most current version of the syllabus schedule.*

- Leftover material: If we do not finish covering the assigned material for a particular class, we may start the next class with the leftover material before moving onto the current class's assignment; students should be prepared to discuss the leftover material from the previous class if such a situation arises. Alternately, depending on the complexity of leftover material and timing constraints, I may notify students that a short supplemental recorded lecture wrapping up the material has been posted on the course website, which will wrap up the material and which students will be responsible for reviewing as part of the assigned materials.
- Participation component to final grades: Final grades may be modified up or down by one-third of a letter grade (i.e., from a B to a B+ or A to A-) based on class participation. The decision to lower a grade for participation is at my discretion and may result from exceeding the pass limit, or from a combination of unpreparedness or inattention in class, inappropriate use of technology, failure to regularly complete assigned remote learning assignments in a good faith timely manner, or repeated lateness and absences. In exceptional circumstances, students may have their grade raised by one-third of a letter grade.

Attendance: Attendance for class will be taken through an online sign-in process using Google Forms. At the start of each class session, I will assign a passcode for the day. Students should then log onto the designated Google form link (to be provided via Canvas prior to the start of the semester) and enter your last name and the passcode for the day. The attendance sheet will be closed 10 minutes after class ends; if you attend class but miss signing in or make a mistake in doing so, please notify my staff assistant promptly. You do **not** need to email me in advance if you will be absent. UHLC policy requires students to attend at least 80% of class meetings; excessive absences (absent extenuating circumstances) will be considered a lack of preparation and result in a deduction to your final grade.

Office Hours: Schedule for office hours will be provided at the start of the semester. Office hours will be held remotely via Zoom and a designated Zoom link will be provided to students at the start of the semester. To better accommodate students and avoid multiple students waiting, an online sign-up form will be provided for students who wish to drop into office hours (details will be provided at the start of the semester). If you are unable to meet during office hours, I will also be available at other times by appointment; please email me to schedule a mutually convenient time. If office hours need to be rescheduled for any other particular week, students will be notified in advance.

Accommodations: The University of Houston System complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for students who have a disability. In accordance with Section 504 and ADA guidelines, the Student Accessibility Center strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them. If you believe that you have a disability requiring an academic adjustments/auxiliary aid,

please call the Justin Dart, Jr. Student Accessibility Center at [\(713\) 743-5400](tel:7137435400) or email them at JDCenter@central.uh.edu.

Chosen Names/Preferred Pronouns: I use first names when calling on students and I will honor requests to use alternate/preferred names or gender pronouns. If you wish me to do so, please advise me of your preference early in the semester so that I may make appropriate changes to my records.

Counseling and Psychological Services: Counseling and Psychological Services (CAPS) can help students who are having difficulties managing stress, adjusting to the demands of a professional program, or feeling sad and hopeless. You can reach CAPS (www.uh.edu/caps) by calling 713-743-5454 during and after business hours for routine appointments or if you or someone you know is in crisis. No appointment is necessary for the “Let's Talk” program, which offers a (virtual) drop-in consultation service at convenient hours around campus.

http://www.uh.edu/caps/outreach/lets_talk.html. The Texas Lawyers’ Assistance Program (“TLAP”) also supports law students who are dealing with stress, anxiety, depression, substance abuse, and other mental health problems. You can reach TLAP at any time at 1-800-343-8527. TLAP’s website includes a page with links to sources about mental health that are of interest to law students: <https://www.tlaphelps.org/law-students>.

Other Support Services: Law school can be a challenging experience, and on top of that, we are in an economic depression and a global health crisis. In addition to the resources above, there are other resources on campus to help. If you find yourself food insecure, housing insecure, or in need of mental health or other services, the University has other free resources for students available here: <https://www.uh.edu/dsaes/coogscare/>.

Discrimination and Sexual Misconduct Policy: The University is committed to maintaining and strengthening an educational, working and living environment where students, faculty, staff, and visitors are free from discrimination and sexual misconduct. If you have experienced an incident of discrimination or sexual misconduct, there is a confidential reporting process available to you. Please be aware that under the sexual misconduct policy, SAM 01.D.08, faculty are required to report to the University any information received regarding sexual misconduct as defined in the policy. Please note that the reporting obligations under the sexual misconduct policy reach to employees and students. Also, as a required reporting party, Law Center employees and faculty members are not a confidential resource. For more information, please refer to the University system’s Anti-Discrimination Policy SAM 01.D.07 and Sexual Misconduct Policy SAM 01.D.08, available here: <http://www.uhsystem.edu/compliance-ethics/uhs-policies/sams/01-general-information/index.php>

http://www.uhsystem.edu/compliance-ethics/_docs/sam/01/1d7.pdf (antidiscrimination)

http://www.uhsystem.edu/compliance-ethics/_docs/sam/01/1d8.pdf (sexual misconduct)

Diversity and Inclusion: The University of Houston embraces diversity and recognizes our responsibility to foster an open, welcoming environment where students, faculty and staff of all backgrounds can collaboratively learn, work and serve. We value the academic, social, and broader community benefits that arise from a diverse campus and are committed to equity, inclusion and accountability. Diversity enriches our university community and is a driving force

instrumental to our institutional success and fulfillment of the university's mission. We commit to engaging in an ongoing dialogue to thoughtfully respond to the changing realities of our increasingly interconnected world. We will continually strive to work together to address the challenges of the future in a way that removes barriers to success and promotes a culture of inclusivity, compassion and mutual respect. The competencies gained through diverse experiences across campus prepare all of our students, staff and faculty to thrive personally and professionally in a global society. If you feel like your class performance is impacted by your experiences inside or outside of class, please reach out to me. If you feel more comfortable speaking with someone else, Student Services is an excellent resource: 713-743-2182. Students may also bring any issues negatively impacting UHLC's openness to diversity and inclusion to the Law Center's Diversity and Inclusion committee. The D&I committee's charge includes "[building] on the Law Center's strengths as a diverse and inclusive environment." You can contact the committee directly at UHLCD&I@uh.edu.

ABA Standard 306 Distance Education: ABA Standard 306 sets out the parameters for earning credit for study offered through distance education and provides that "A law school may award credit for distance education . . . if: (1) there is ample interaction with the instructor and other students both inside and outside the formal structure of the course throughout its duration; and (2) there is ample monitoring of student effort and accomplishment as the course progresses." This course satisfies ABA Standard 306 by providing regular interaction between instructor and students both in and outside of the formal structure of the course for its duration through weekly synchronous classes, asynchronous assignments, and office hours, and provides ample monitoring of student effort and accomplishment as the course progresses through weekly assignments, formative assessments, participation component to the final grade, and the final exam.

Honor Code: The Honor Code applies to all aspects of this class. *Students are responsible for knowing all Honor Code provisions and for complying with the Honor Code.* Please ask if you have any questions regarding how the Honor Code's provisions apply to specific activities or situations in the course.

["Policies and Protocols for Live Remote Class Sessions" and the "Schedule of Assignments" are on the following pages]

Policies and Protocols for Live Remote Class Sessions

- **UH Remote-Learning Resources:** The University of Houston is committed to student success, and provides information to optimize the online learning experience through the [Power-On](#) website remote-learning website for students, <https://uh.edu/online/students/remote-learning/index>, which has links to resources on remote-learning tools and tips, internet access, and assistance contacts. Please visit this website for a comprehensive set of resources, tools, and tips including: obtaining access to the internet, AccessUH, and Canvas; requesting a laptop through the Laptop Loaner Program; using your smartphone as a webcam; and downloading Microsoft Office 365 at no cost. UH offers a UH also offers a remote-learning planning guide for students at <https://uh.edu/infotech/about/planning/off-campus/students/>. For questions or assistance contact UHOnline@uh.edu.
- **Zoom meeting info:**
 - TBA
- **Zoom class protocols:** All distance learning classes in this course will be conducted using the Zoom platform. To facilitate a robust remote learning environment and legal professionalism, the following policies apply to students participating in distance education:
- **Before the Zoom class session:**
 - We will use a recurring Zoom meeting room for designated remote classes, with the same URL and password for the entire semester. I will distribute the Zoom link/meeting ID and the meeting password by email before our first class session. Please do not share our Zoom meeting password outside this class.
 - Technology requirements: You must be connected to the Zoom session at the starting time of our live class sessions. If you are unfamiliar with Zoom, please review the UH remote-learning resources above and familiarize yourself with the Zoom website interface/Zoom app interface prior to the start of the semester. Your computer must have a working video camera and quality audio capability, and you should minimize distractions from other activities during the Zoom session. Unless there are extenuating circumstances, students should not join the Zoom session using dial-in by phone: many of the Zoom capabilities are limited or not available at all for participants joining by phone. If extenuating circumstances require that you join by phone, you should email me prior to class (or as soon as possible thereafter, if technological issues make it impossible to do so before the start of class).
 - Identification: When you join the Zoom meeting, you must identify yourself in Zoom by “Last name, Preferred First Name.”
 - Video: Students are expected to join class sessions using video, which facilitates class engagement. If you have extenuating circumstances that necessitate joining by audio only for a particular class session, you must email me prior to class to notify me.

- Professionalism: Recognizing that individual circumstances of remote learning from home or other non-classroom locations may mean there may be an occasional guest appearance by a family member, or pet, or other on-camera interruption, please try to minimize interruptions. Please maintain a professional presence on camera by presenting your face and upper body area professionally in the video stream. Zoom offers the option to set up an automated background, which you are welcome to use, but please keep it professional. Drinking water/beverages occasionally on camera during the Zoom session is fine, but please avoid eating on camera as it can be distracting to other participants and does not present professionally.
- **During the Zoom class session:**
 - Mute/unmute function: Students will be automatically muted upon entry to Zoom session. When called on, students should manage their “mute button” to unmute themselves, and after finishing speaking, re-mute themselves. When you are speaking, please speak loudly and clearly. If you anticipate background noise during the Zoom session, please utilize headphones (no expensive equipment should be required: generic smartphone headphones are typically adequate).
 - Raise hand function: Students should use the raise hand function on Zoom if they have a question (find this icon by clicking on “Participants” at the bottom of the Zoom screen; a list of participants will then appear on the right side of the screen with your name, as well as a list of functions, including “raise hand”). I will check for blue hand icons during topic breaks/pauses in our discussions (which may be a few minutes after you’ve raised your hand), so please keep your “raise hand” icon raised until I’ve called on you. Please select the “lower hand” icon after you’ve been called on. Note that there may be times where the class pace requires that we move forward and not have time for all questions; in such a situation, if you have any unanswered questions, please either stay on Zoom after class ends (see below) or email me your question and I will respond after class.
 - Chat function: Because I cannot moderate the chat function simultaneously while teaching and facilitating student discussion (and we do not have a TA to serve as a chat monitor in this class), please limit your use of the chat function. If you have questions, please use the “raise hand” function instead.
- **After the Zoom class session:**
 - Post-class Q&A: I will remain on the Zoom meeting for several minutes after the class session ends to respond to any lingering questions individual student(s) may have. These post-class Q&A sessions will be recorded as part of the recording of that day’s class session. However, if you would like to speak with me privately after class, I can use the Zoom breakout room feature to communicate with you. (Students can also send post-class questions via email or during office hours as well).
- **Video recording of classes**: As noted, all classes are recorded per UH policy. Zoom generates recordings of sessions after the live session and a link to the recording of

every class session will be posted on Canvas (under the “Class Recordings” tab) within a day after each class (occasionally there may be technology slowdowns, in which case the link to the recording will be posted once it has been generated). To promote accessibility for all users, the Zoom cloud recording includes an audio transcript that captions the audio of the session.

[“Schedule of Assignments” follows on next page]

Schedule of Assignments

Course Structure: Below is an outline of the topics to be covered during the semester (an updated version will be posted on Canvas prior to start of semester with precise breakdown of assignments by page number). Note that in addition to reading from the casebook, supplemental material will be posted during the semester on the course website (Canvas) that students are responsible for. Please note schedule is subject to adjustment to account for the pace of class and unforeseen circumstances (i.e., professor illness, extreme weather event, etc.). Students should check the course website for the most up-to-date version of the syllabus. If there is any changes to the schedule, students will be given notice of any changes to the schedule by announcement in class, via email, or by posting on the course website.

Topics to be Covered

Chapter 1 – Introduction and Overview

- Why regulate land use, Who Regulates, and the Doctrinal Basis for Regulating Land Use

Chapter 2 – Zoning Basics

- The Zoning Enabling Act and Zoning Ordinances
- Tools for Increasing the Flexibility of Zoning Ordinances (Rezoning, Variances, Special Exceptions or Conditional Uses, Incentive Zoning, TDRs, Impact Fees & Exactions)
- Accessory Uses
- Non-conforming uses

Chapter 3 – Site Issues

- Special Zoning for Large Developments, Subdivision Controls, Site Plan Review
- Transit Oriented Development

Chapter 4 – Historic Preservation & Aesthetics

- Historic Preservation
- Aesthetic Regulation: Architectural Review, Form-Based Codes

Chapter 5 – Developer Challenges to Land Use Decisions and Regulations under State Law

- Locality Exceeding its Powers, Uniformity, Vested Rights, Zoning Estoppel, Public Policy, Vagueness

Chapter 6 – Developer Challenges to Land Use Decisions and Regulations under Federal Law

- Takings (5th Amendment)
- Discrimination Claims: Equal Protection and the Fair Housing Act
- Free Speech Claims: Sign Regulations and Adult Use Regulations
- Religious Freedom Claims

Chapter 7 – Neighbor Challenges to Land Use Decisions

- Standing, Spot Zoning, Standard of Review, Environmental Review

Chapter 8 – Development Problem Hypos

Chapter 9 – Private Restrictions on Land Use

- Private Covenants and Common Interest Communities

Chapter 10 – The Problem of Scale in Land Use Lawmaking

Chapter 11– Local Gov’t as Market Participant: Use of Eminent Domain in Land Use Planning

[Full schedule of assignments with all details will be provided at start of semester]

