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Biographical Sketch

James Kushner teaches land use law at Southwestern University in Los Angeles. He is the author of *The Post-Automobile City* (2004), *Land Use Regulation* (2d ed. 2004), *Comparative Urban Planning Law* (2003), *Subdivision Law and Growth Management* (2d ed. 2001 & Supp. 2005), and *Housing and Community Development Law* (3d ed. 1999). He graduated from the University of Miami and received his Juris Doctorate from the University of Maryland. He specializes in European planning and land development. Professor Kushner has published numerous studies comparing American and European urban planning law and policy, examining housing, land use, transportation, and community and economic development policies. His comparative studies have appeared in numerous publications. He has taught at Utrecht University in The Netherlands, Dortmund University in Germany, the University of British Columbia in Canada, the University of Missouri, the University of Virginia, the University of California in both Berkeley and Los Angeles, and at the University of Southern California.

In addition, the following writings relative to Smart Growth have been published:

New Urbanism: Urban Development and Ethnic Integration in Europe and the United States, *University of Maryland Journal of Race* (forthcoming 2005)

Car Free Housing Developments: Towards Sustainable Smart Growth and Urban Regeneration: Car-Free Zoning, Car-Free Redevelopment, Pedestrian Improvement Districts, and New Urbanism, *UCLA Journal of Environmental Law & Policy* (forthcoming 2005)

Smart Growth, New Urbanism, and Diversity: Progressive Planning Movements in America and Their Impact on Poor and Minority Ethnic Populations, 21 UCLA Journal of Environmental Law & Policy 45 (2002/2003)

Planning for Downsizing: a Comparison of the Economic Revitalization Initiatives in American Communities Facing Military Base Closure with the German Experience of Relocating the National Capital from Bonn to Berlin, 33 Urban Lawyer 119 (2001)

Social Sustainability: Planning for Growth in Distressed Places - the German Experience in Berlin, Wittenberg, and the Ruhr, 3 Washington University Journal of Law & Policy 849 (2000), published in Evolving Voices in Land Use Law Ch. 13 (Germany) (Washington University Journal of Law & Policy 2000)

Smart Growth: Urban Growth Management and Land-Use Regulation Law in America, 32 Urban Lawyer 211 (2000), reprinted as modified, Institute on Planning, Zoning & Eminent Domain Ch. 7 (2000)

A Comparative Vision of the Convergence of Ecology, Empowerment, and the Quest for a Just Society, 52 University of Miami Law Review 931 (1998)

Growth for the Twenty-First Century: Tales from Bavaria and the Vienna Woods - Comparative Images of Urban Planning in Munich, Salzburg, Vienna, and the United States, 29 Urban Lawyer 911 (1997), reprinted as modified, 6 Southern California Interdisciplinary Law Journal 89 (1997)

Growth Management and the City, 12 Yale Law & Policy Review 68 (1994)

A Tale of Three Cities: Land Development and Planning for Growth in Stockholm, Berlin, and Los Angeles, 25 Urban Lawyer 197 (1993)

Property and Mysticism: The Legality of Exactions as a Condition for Public Development Approval in the Time of the Rehnquist Court, 8 Journal of Land Use & Environmental Law 53 (1992)

DMS: The Development Monitoring System is the Latest Technique for Subdivision Review and Growth Management, 11 Zoning and Planning Law Report 33 (1988)

Course Prospectus

Narrative Introduction

Since 2002, I have taught a class designed to look at contemporary urban planning issues and specifically the issues of Smart Growth and New Urbanism, reflecting the most significant American progressive planning movements. I elected to explore these topics through materials and discussions that are comparative, so that students could compare the American experience with the techniques and experiences of other countries. I call the class Comparative Urban Planning Law.

In 2003, I published a text book entitled "Comparative Urban Planning Law," reflecting the readings supporting the class. Since 2002, I have been teaching the class in various schools as an urban geography class, and as a law school class. At Utrecht University in the Netherlands, I taught it to honors undergraduate students. This summer I will teach it for the third time at the University of British Columbia in Vancouver to upper division law students. I have also taught the class three times at Southwestern University School of Law and once at the University of Southern California Law School. Although the word "law" is often troubling to urban planners and geographers, it simply reflects that planning theory and policy requires implementation. The "law" refers to considering not only policy, but what implementation devices or laws can be utilized to employ policy, particularly through regulation, subsidies, or tax and other incentives and at which level of government. Implementation might also involve privatized actions or non-governmental actors and that is also explored.

When one looks at Smart Growth, the full panoply of urban planning policies must be reviewed. For example, the topics of comprehensive and regional planning and the implementation techniques of zoning and project review through subdivision, site plan, or planned unit development must be discussed. The topics of growth management cannot be fully addressed without exploring the financing of infrastructure and the world of exactions. Further, regulation of land cannot be fully discussed without discussing the property rights regime as interpreted by the courts and modified by legislatures. Obviously, transportation planning must be integrated with a discussion of property and land use just as the tax and support for infrastructure, facilities, and services must be explored. The discussion of Smart Growth also calls for a discussion of environmental policy and sustainability, leading to a discussion of transport alternatives and the contrast and role of central cities and suburban communities. Clearly, a discussion of Smart Growth calls for a discussion of all the topics touching on urban planning. My class focuses on five major policy considerations:

1. Growth Management
2. Infrastructure Finance
3. Housing and Affordable Housing
4. Transportation
5. Urban Revitalization

Although the class covers the spectrum of planning issues, the focus is really Smart Growth and New Urbanism. This course offers an opportunity to explore the subjects of urban sprawl, smart growth, new urbanism, urban revitalization, affordable housing, transportation planning, and a range of issues affecting urban design and environmental sustainability.

Focusing on the experiences of a wide array of cities and nations in addressing the breadth of urban and regional planning concerns, the class addresses the comparison of legal mechanisms addressing or affecting urban planning. The class places special emphasis on the experience in Canada, the United States, and Europe, but reflects the experiences from Africa, Asia, Central and South America, and Australia. Unlike traditional law courses, this class uses a broad interdisciplinary, policy-driven approach to evaluating alternative legal mechanisms through a stimulating investigation that would appeal to economists, planners, geographers, social scientists, public administrators, and ecologists, as well as students of the law and urban studies.

Explanation of the Course

The book and class are divided into a series of discussion topics, typically offering descriptions of the American response to specific urban problems and contrasting the American experience with approaches from other nations. Seeking to offer instructors, including those with no experience in the field, a wide range of discussion topics to suit their interests, the selected subjects range from traditional planning techniques such as zoning, comprehensive planning, subdivision and project review to Smart Growth management systems, affordable housing, transportation, economic development, and urban revitalization.

Course Outline

Each chapter is developed to provide background for a class meeting discussion. I have taught the class as a writing seminar, as a class integrating writing, examination, and class and group presentations for evaluation, and have offered the class based on a written examination. The class has been offered as a two credit hour writing seminar, as a two and three credit examination-based class, and has been taught as a four hour class utilizing a combination of examinations, writing assignments and a group writing project culminating in a class presentation conference at the end of the course.

For writing seminars, instructors could assign research papers based on the selected components, having a different student present their thesis and conduct a class discussion of the topic. Alternatively, for example, a two-hour meeting could be split with one student assigned to conduct a general discussion for the first hour, followed by a presentation by the student writer with questioning by the class.

Other ideas for successful class management would be to assign, or allow each student to select, a different country, with each student writing a paper on land use controls and land development law in the selected country, comparing it with their home country. A variation on

that theme, where students have access to a proper library or the Internet, would be to assign, or allow each student to select a city in a particular country, whether it be the home nation, or perhaps a foreign nation, such as the site of a foreign summer abroad program, and to write a paper comparing how problems or challenges facing their selected city might be addressed under the law of the county and perhaps the law of their home nation, or simply allow the student to choose the nation to compare.

If instructors are not amused by student paper presentations, they could divide the class into four groups, assign each a role (such as representing environmental groups, developers, local government, the poor, etc.) and set up a hypothetical problem that the students can advocate a solution on behalf of their clients. A good technique is to allow the groups 10 to 30 minutes to discuss issues and formulate their positions, returning to the larger group where a spokesperson presents the position of their group. After hearing the four positions, the discussion can be opened up to all to discuss the broader set of issues. This stimulates widespread active learning and usually a more active class. An alternative is to pick an actual court decision and have the class sit as the highest appellate court to decide the issue through deliberation. My own practice is to vary each class, presenting a video or a slide presentation based on my studies and travels, a lecture on policy and law, a group discussion as described, or have the class sit as a court and discuss and decide an actual case.

Comparative Urban Planning and Land Development Law contains a sufficient amount of textual introductions and discussion of the topics so that the book can be read by those simply interested in a field with a dearth of literature, or a reader searching for a lively discussion of contemporary problems.

Discussion Issues:

Growth Management and Smart Growth, including
Integration of land use planning with transportation
Sprawl versus Transit Villages

Zoning and land use controls
Vested Rights
Subdivision
Permits and Project Review
Regulatory Takings

Financing of Infrastructure, including
Exactions
Tax Policies
Funding Municipal Services

Affordable housing & Urban Design
Design

- Siting
- Mixed Use
- New Urbanism
- Walkability and Pedestrian Access
- Transport Integration

- Revitalization of Economically Distressed Areas
 - Street Misconduct
 - Brownfields Development

- Sustainability and the Environment, including
 - Siting Unpopular Uses
 - Environmental Justice
 - Environmental Review

- Litigation, including
 - Judicial Review
 - Alternative Dispute Resolution
 - SLAPP lawsuits
 - Judicial Standing

- Aesthetic Controls, including
 - Architectural Design
 - Historic Preservation
 - Public Art
- Freedom of Expression and Religion, including
 - Adult Entertainment
 - Church development

- Nondiscrimination Policies, including
 - Fair Housing and land use discrimination
 - Regulation of Occupancy

The following is a syllabus reflecting one course design based on a two-hour weekly writing seminar:

Syllabus: 2 Credit Writing Seminar

COMPARATIVE URBAN PLANNING LAW SEMINAR

**SOUTHWESTERN UNIVERSITY
SCHOOL OF LAW**

Fall, 2003 Syllabus

Professor James A. Kushner

I. TEXT:

James a. Kushner, *Comparative Urban Planning Law* (2003).

II. COURSE OUTLINE AND ASSIGNMENTS

The following is the order in which materials will be taken up. References are to the text or as otherwise indicated.

- August 21** Text Chapter 1 (pages 3-13)
Discussion of city life; street misconduct debate
Discussion of paper topics
Debate on homeless & Street Misconduct policy
Homeless advocate C
Chamber of Commerce D
Alternative point of view A
(e.g. environmentalist; Marxist)
Libertarian B
- August 28** Text: Chapter 1 (pages 13-22); Chapter 2: Zoning (23-31, 42-47)
Does Curitiba offer simple suggestions for American cities?
Peter Calthorpe - Sustainable Development Video
Discussion contrasting European and American urban design
Debate on appropriate level of government planning control
(federal, state, region, local)
Ethnic Minority Org. D
Federalists A
Alternative point of view B
(e.g. environmentalist; Marxist)
Homeowners Association. C
- September 4** Text: Chapter 4: Infrastructure Finance (73-76, 84-88, 93-97, 105-112)

Discussion of funding choices; tax-base sharing, and tax reform
 Debate on Tax Reform
 Advocating interests of the poor A
 Libertarian C
 Spokesperson for Democratic Socialists . B
 Suburban Homebuilders Association D

September 11 Text: Chapter 5: Planning (113-121, 125-129)
 Discussion of alternative planning models
 Debate on who should make zoning decisions
 (professional civil servant, judicial hearing
 examiner, planning commission, city council,
 regional agency, state, federal)
 Advocate for minority group C
 Advocate for Environment D
 Residential Developer A
 Homeowners Association B

Outline and bibliography for paper due

September 18 Text: Chapter 7: The Takings Doctrine (163-176)
 Discussion of the Takings Issue
 Debate on which takings regime is supreme
 United States/ Canada C
 Oregon Measure 7 B
 German/Swiss D
 Sweden A

September 25 Text: Chapter 9: Other Models for Land Use Decisionmaking (223-228, 231-242)
 Debate on Zoning Prohibition
 Debate on Zoning Prohibition
 Advocating interests of the poor D
 Libertarian A
 Spokesperson for Democratic Socialists . C
 Suburban Homebuilders Association B

October 2 Text: Chapter 10: Growth Management Policies (243-257, 270-284)
 Discussion of urban growth boundaries and takings
 Presentation on Transit Villages/ European Transit-Oriented Development

October 9 Debate on Urban Design & Growth Options (Text 284-291); Chapter 11 (299-317); Housing Discussion; Kushner, *Smart Growth, New Urbanism & Diversity*

(45-61)

Debate on Urban Design Options Text (284-298)

New Visions for Transit	<u>B</u>
Sprawl is Good	<u>C</u>
New Urbanists/Transit Villagers	<u>D</u>
Creative Car Accommodation	<u>A</u>

Last day to submit partial or full first draft of paper

October 16 Dutch-American Planning Conference. Morning Field Trip. Luncheon speaker: Arjen van den Burg, Director of Research, Dutch National Planning Office; afternoon conference

October 23 Text: Chapter 11: Housing Policy (318-344); Kushner, *Smart Growth, New Urbanism & Diversity* (61-74)

- Discussion of the Role of New Urbanism
- Presentation on European Social Housing
- Debate on housing policy alternatives
 - Advocating interests of the poor D
 - Environmental advocate A
 - Advocate for low density B
 - Advocate for high density housing transit villages C

October 30 Text: Chapter 13 Environmental Protection (383-387, 404-408)

- Discussion of Sustainability and Globalization
- Presentation on Sustainability
- Debate on globalization
 - Developing Nation C
 - World Trade Organization A
 - Alternative point of view. B
(e.g. Trade Unions; Marxist)
 - Green Party D

November 6 Text: Chapter 14: Redevelopment (409-417, 424-432, 435-452)

- Discussion of Urban Revitalization Theories & Strategies
- Debate on Urban Revitalization Theories & Strategies
 - Poverty Advocate D
 - New Urbanist C
 - Alternative point of view. A
(e.g. environmentalist; Marxist, libertarian)
 - Environmental Justice Advocate B

November 13 Text 432-435, 452-466; Chapter 15 Aesthetics (466-478)

- Supreme Court Conference on Stoyanoff
- Presentation on Brownfields

November 20 Text: Chapter 15: Aesthetic Regulation (478-482, 488-494, 502-516)

- Is Historic Preservation in the Interest of the poor?
- Supreme Court Conference on Serra.
- Debate on what should be the role of public art
 - Business Owners C
 - Downtown Resident A

Downtown Rehab. Housing Developer B
Suburban Homeowners Association D

December 4 PAPER DUE - no class meeting

III. CLASS PREPARATION:

Readings for each class are indicated above. The format of the meetings will be a short lecture or presentation followed by a discussion period. Following a break, the format will be composed of a debate and a discussion period. Each student is expected to participate on a regular basis in discussions and to participate in assigned debates.

IV. SEATING, ATTENDANCE AND PREPARATION:

Each student must keep the seat taken at the first class and place their name on the seating chart. Attendance will be taken regularly according to the school's academic rules. A pattern of unpreparedness or absences will result in an Administrative Withdrawal.

V. CLASS PREPARATION AND GRADING:

I design my classes for regular student participation. The entire grade for the semester course will be based on a research paper. You must submit two copies of your research paper. One copy will be graded and returned. The other will be retained by the law school. You must submit with your paper the original or copies of each and every draft of the paper and any outline and bibliography. Discard nothing regardless of how ugly or irrelevant. Earlier drafts will be reviewed after the paper is graded. The presence of all drafts will presumptively establish the absence of plagiarism. Note that presumptions can be rebutted, for example, if you say things like "read my lips," "four score and twenty years ago," or "give me liberty or give me death," etc. without quotes and attribution.

For Fall 2003, the paper can follow any of the models suggested. Please feel free to suggest an alternative design. The following are a dozen suggestions leading to a prompt topic selection.

In addition, in preparation for the conference with Utrecht University, it is suggested that you consider a paper that compares treatment of an issue in the context of the American and Dutch experiences, or at least the Dutch and another jurisdiction. For the conference on October 16, students will be chosen to participate on panels along with Dutch students, where papers may be presented or a powerpoint presentation offered. The tentative issues are Crime, security and gated communities, and a panel on Gentrification (wealthy displacing the poorer residents or shops). Students are encouraged to take one of these issues, hopefully with students taking different approaches.

1. Choose a topic that interests you. I would suggest going through the table of contents of the text and look to comparative literature for alternative approaches of other nations, legal or political philosophies. Contrast the approach or one or more American states with the experience of one or more foreign nations.

2. Another approach might be to focus on a problem that led you to find land planning to be interesting or relevant. For example, the problems of traffic congestion, homelessness, water

supply, the most effective model for providing safe, decent, and sanitary housing, providing social equity, preserving, or revitalizing neighborhoods. Locate international literature on that topic and when you find adequate sources, contrast the different approaches, legal structures, and successes with American jurisdictions.

3. Another, albeit challenging, approach would be to pick an American city and choose a sister city in another nation. The choice can be random, such as both places are romantic, or were places you have lived or visited, or where your parents or grandparents lived. You could also choose cities that have a similar climate, size, geography, or economic base. The paper might explore the role of law in generating or mitigating urban problems. The paper might then look at how the current legal system aggravates or resolves the identified problem or problems. An alternative or additional component might be to recommend legislative, judicial, or administrative initiatives that you might propose for one or the other community. Your paper could look to a national issue looking at the national system of law, the regional or city, or the neighborhood level, of course looking to the interplay of national, regional, or local regulation or its absence. For example the experience of gentrification as a result of successful urban revitalization in an American community and in a neighborhood of London, Amsterdam, Berlin, Beijing, or in several cities. Can we live without cars, can we live with cars: Solutions or responses to American traffic congestion and accommodating growth as compared with European experiments and policies for both auto-free cities and automobile reduction policies. Are there other traffic reduction strategies in Curitiba or Sydney?

4. Another variation would be to identify two cities in two different countries. Describe the cities in terms such as geography, economic base, physical design and condition, identifying one or more problems faced by the community, e.g., housing conditions, adequacy of supply, affordability, transportation, employment, urban decline, racial segregation, or other housing, economic, social, or cultural problems. Please choose a cities of at least one million population and a city you have not resided in (with one exception: if you want to discuss Los Angeles you can as it is such a difficult community to comprehend). Strategy suggestion: If you have selected a subject that you would like to focus on, do your research on the issue and you may find literature or a case involving the experience regarding that issue in one or several communities. This geography-related research should be done last, after you have developed your legal thesis, otherwise you will be doing catch-up. Do not get on the computer and look for “redlining in Cleveland” or “segregation in Minneapolis” or “growth management in Tibet” as this type of search is largely a dead end of insufficient information upon which to design a paper.

5. If you still have not identified a topic, research your city and identify a problem it faces that interfaces with urban planning and planning or development law or where such regulation or deregulation might mitigate the problem. Find a problem that interests you, and look to that topic and the literature on its causes and solution.

6. All identified problems, or the problem you choose to focus on, should be explored for possible policies that would mitigate or abate the problem. These solutions can include a single strategy or a combination of strategies, such as existing programs, litigation strategies, or the

proposal for new legislative, or administrative initiatives, or suggestions for utilization of the courts. The flexibility of this research design should allow a student to pursue research on any facet of urban housing, planning, and community development, revitalization, or preservation policy.

7. Warning: Do not delay the selection of a topic and the undertaking of a review of the literature and other sources (cases, law review articles, books and monographs). The sooner you decide and get going, the better will be the result and the more fulfilling experience in the seminar. You will never pick the perfect topic unless you take the complete course and then select a topic. It is quite typical that as we proceed through various topics, many in the class will experience heightened interest in the various issues, issues that might not initially appear to be compelling, such as questions about racial segregation, rejuvenation of the impoverished central city, integrating land use, housing needs, and transportation planning.

8. Strategy Suggestion: If you are development/business/finance oriented consider focusing on issues such as tax treatment for housing or commercial development, or urban design and the appropriate role of government. You could focus on downtown revitalization, putting together a deal under a tax credit-financed housing project, exploring the implications of developing “New Urbanism” developments, exploring the comparative attractiveness of developing traditional stand-alone/detached subdivision housing as compared to developing a mixed-use neighborhood project with stores, homes, offices, recreation, or other uses; the use of urban redevelopment under the federal Enterprise Zone legislation, community development block grant funding, or under the California Tax Increment Financing technique, as compared to revitalization policies and approaches of other nations.

9. If you are policy driven, look to alternatives in designing cities, approaches to designing neighborhoods and transportation. Access by the poor to employment, or even educational policy might be linked to housing or neighborhood policies. Should housing and urban policy be color blind? Or should public policy be geared toward racial and/or economic integration. A focus could be on environmental Sustainability. How to build communities that depend on a lowered consumption of natural resources and a lowered adverse environmental impact. How should urban development be linked with brownfields recovery, the rejuvenation of former industrial sites and other toxic sites. You can tie such policy discussions to legal questions where they intersect or where you identify legal impediments to the accomplishment of your policy initiative. You could suggest proposed legislation, amending current legislation, or possibly a litigation strategy. Should you find a problem that is just not litigation or legislation-related (and I can't imagine such an issue) you could satisfy course requirements with a philosophical discussion and exploration, such as examining the problem through various theories of planning, economic, or political theorists. If you really are intrigued with history you could try looking to see if contemporary issues were solved or comparative experiences of planning ancient civilizations might inform current policy discussions. For those interested in civil rights, in addition to the discussion of segregation above, you could explore how race (or ethnicity, national origin, gender, sexual orientation, etc.) intersects with any of the issues of the course from designing housing, cities, and neighborhoods, or gaining equal access to housing.

10. Finally, I very much enjoy discussing research topics so feel free to run any ideas by me, I can often suggest possible directions or warn about the possible scarcity of materials on particular subjects. Whatever you decide, do not hide and put this important task off as the semester becomes quite short when you have a deadline and several deadlines are already approaching (to submit a topic, outline, and draft of all or a portion). For best results plan to put in 15 hours to identify sufficient sources to allow you confidence in selecting your topic and plan to do the time the first week of class.

11. Final Warning! There tends to be a wide array of literature on planning issues in Western Europe. However, Spain is very difficult as there is little translated into English. Similarly, the smaller, less developed, and non-English speaking nation, is likely to have less literature in the English language. Nevertheless there is a prolific comparative legal scholarship and a broad planning literature accessed through specialty libraries or a general research library. Many university libraries can be accessed on-line. For Dutch literature, try Utrecht University's library. It is available in English and contains current and recent issues of numerous on-line full text journals.

12. Final Strategy! When you choose your topic, read the chapter or chapters in the text that most closely relates, both to get more ideas on related issues and an introduction to some of the literature. Try the on-line Index to Legal Periodicals (or the bound volume in the library), Westlaw secondary literature search, and planning and/or social science Index to Periodicals. International legal indices are also available in the library. You will find that certain journals, law reviews, specialize in comparative land use and simply sitting down with the volumes of recent years can yield a treasure trove of different ideas and sources.

VI. CLASS MEETINGS:

Class will meet on Thursdays according to the university calendar as indicated above. Classes will meet in Room BW3, from 3:45 p.m. to 5:45 p.m..

VI. OFFICE HOURS:

No appointment will be necessary. Students are encouraged to come to my office in room 343 BW and discuss any issues, questions, problems or ideas at any time. I am generally available in my office or the library from 9:00 a.m. to 3 p.m. and following class on Thursdays. On Tuesdays and Fridays I am generally available in my office or the library from 9:00 a.m. to 2, and after 3:30 when classes are in session. I will also likely be around on many Mondays and Wednesdays. Should an appointment be necessary please e-mail or call me (213) 738-6824, stop by, or leave word with faculty support personnel on the third or fourth floor. Leave a message when you might stop back or desire an appointment and if I cannot be available at that time I will leave a counter-proposal. Greatest accessibility will be assured on the day that our class meets. I am pretty good in responding to E-Mail: jkushner@swlaw.edu, and based on recent experience

it is the communication device of choice.

Concluding Narrative

While the attached syllabus is targeting a two-credit hour writing seminar focused on comparative urban planning and how foreign countries engage in planning as compared to the U.S., because research, other than through the internet is difficult, I would recommend shifting the paper assignment to an American city or cities as there is such a wealth of legal, planning, and geographic literature. I have also taught the class as a two hour summer school course and as a three hour semester class. Each version was evaluated based on a written examination in which I would describe different communities and ask the students to identify planning problems, offer two alternative solutions, describe implementation laws or ordinances, discuss the benefits and costs of each and recommend policies. The summer class is very popular but the three hour full semester class allows a fuller exploration of the rich literature and issues and was the most favorably received. Another alternative was a four hour class including both a research paper, shorter essays and an examination. The class was taught to college seniors many of whom had no planning, geography, or law background and the result was the majority of the students pursued graduate study in law or geography.

Every issue in urban planning, from transportation to housing, economic development, infrastructure planning and finance, and community revitalization as well as sprawl-related issues involves a discussion of smart growth and New Urbanism.

Although the course could be easily refocused on specific local Smart Growth issues such as urban growth boundaries, urban service districts, affordable housing, transportation, or urban revitalization, I have opted to retain the international comparative approach and discuss local problems in the context of class discussions.

It has been my experience that this class in each of its formats has created an extraordinary interest in students to pursue urban planning as a career and to see how the topics are directly linked to the quality of life. Furthermore, study of Smart Growth and New Urbanism can instill a significant amount of optimism and a positive attitude in students for improving the urban and environmental condition. The class does not require an instructor expert in the law nor in urban planning technique.