# URBAN AND REGIONAL PLANNING DEPARTMENT

## SUMMER 2016

### URBP-101: THE CITY

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Rick Kos, AICP</th>
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<tbody>
<tr>
<td>Office location</td>
<td>WSQ-218C</td>
</tr>
<tr>
<td>Office Telephone</td>
<td>(408) 924-5854 (office phone)</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:Richard.Kos@sjsu.edu">Richard.Kos@sjsu.edu</a></td>
</tr>
</tbody>
</table>
| Office hours     | Mondays and Wednesdays (June 6 – July 6) 11:00 a.m. – 12:30 p.m.  
Sign up for office hours here: [https://goo.gl/VvCB81](https://goo.gl/VvCB81) |
| GE/SJSU Studies Category | Area S: Self, Society and Equality in the United States |
| Class days/time  | Mondays and Wednesdays (June 6 – July 6) 1:00 a.m. – 5:10 p.m.  
(no class meeting on Monday, July 4) |
| Classroom        | WSQ-208        |
| Class website    | http://urbp101.pbworks.com |
| Prerequisites    | Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), completion of Core General Education and upper division standing are prerequisites to all SJSU studies courses. Completion of, or co-registration in, 100W is strongly recommended. |
| Units            | 3 units        |

## Course Catalog Description

History and organization of the city, emphasizing contemporary issues and strategies for influencing urban policy.

## Course Description and Learning Objectives

The course examines the city from multi-disciplinary perspectives, including history, sociology, geography, anthropology, economics and political science, as a basis for understanding contemporary urban problems and the role of urban planning in the creation or solutions to these problems. Upon successful completion of the course, students will be able to:

- Critically observe and understand the physical environment in which they live
- Apply new perspectives on their own communities through comparison with other cities around the world
• Describe the interrelationship of individuals and racial, class and cultural groups to understand and appreciate issues of diversity, equality, and structured inequality in the U.S., its institutions, and its cultures

We’ll accomplish these objectives through lots of discussion, a number of professional guest speakers in a variety of fields related to urban analysis, consideration of current events through news articles and mini-field trips, and by completing and discussing the required readings.

**Instructor Responsibilities**

• To create a physically and intellectually safe and stimulating environment for learning
• To assist students as much as possible with their individual and collective learning goals
• To help resolve conflicts that hinder learning by answering student questions clearly and promptly, or to research answers and reply to the student as soon as possible
• To treat students with respect and kindness, using encouragement and humor to foster learning
• To arrive at the start of each class session fully prepared and organized, with clear learning objectives and a schedule for the day’s tasks ready to go
• To evaluate and grade student work fairly and accurately while providing constructive feedback

**Student Responsibilities**

• To attend each class session and to arrive punctually, bringing all needed materials
• To treat other students and the instructor with absolute respect, supporting fellow students whenever possible with their learning objectives, and minimizing distractions in class
• To complete all assignments on time and professionally according to the requirements listed in this syllabus
• To fully read and understand all aspects of this syllabus and to carry out the requirements herein
• To actively and consistently participate in class discussions and question-and-answer sessions
• To demonstrate self-reliance and self-direction in setting and completing learning objectives
• To accept responsibility for working collaboratively in the learning process

**Required Readings**

There are no textbooks to purchase for this course. Instead, all required readings will be available via the class website in downloadable PDF format. Sorry, but due to cost constraints, you may not use department printers to print reading materials – thank you for understanding. From time to time, I may distribute additional short readings during class – all details will be explained clearly when we meet.


**Recommended Course Readings**

I encourage each student to select a few of the readings below that sound interesting – they will enhance your learning experience in URBP-101. If you need assistance tracking down these articles, I recommend contacting Library Liaison Toby Matoush. See details on page 11 of this syllabus.


Course Assignments and Grading Policy

Your grade for the course will be based on the following assignments and other components. All relevant materials and assignment details will be posted to the course website.

<table>
<thead>
<tr>
<th>Assignment Title</th>
<th>Percent of Total Grade</th>
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<tbody>
<tr>
<td>1 – The Rise of Cities</td>
<td>10%</td>
</tr>
<tr>
<td>2 – Suburban Expansion and Smart Growth Alternatives</td>
<td>10%</td>
</tr>
<tr>
<td>3 – Newspaper Article Summary of Current Urban Topic</td>
<td>10%</td>
</tr>
<tr>
<td>4 – Urban Sustainability Module using ArcGIS.com</td>
<td>20%</td>
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<tr>
<td>5 – City Profile of a non-U.S. City</td>
<td>20%</td>
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<tr>
<td>Final Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Consistently Active Participation in Class Discussions</td>
<td>10%</td>
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Assignment 1 will introduce students to the historic development of cities through a video on this topic, followed by written observations of the key factors that allowed for early cities to develop.

Assignment 2 will provide students with an opportunity to reflect in writing upon readings related to suburban sprawl, urban decline, and smart growth alternatives in the United States.

Assignment 3 will require students to locate and summarize a recent newspaper article related to urban planning and/or urban life in the San Francisco Bay Area.

Assignment 4 will involve a guided exercise related to urban sustainability using a browser-based mapping tool called ArcGIS.com.

Assignment 5 asks students to prepare a “city profile” paper that describes the historic, cultural, and demographic qualities of a non-U.S. city.
Calculation of Final Course Letter Grade

I will calculate the final letter grade for the course by weighting the grade for each assignment according to the percentages in the table above. To do this, I first convert the letter grade for each assignment to a number using a 4-point scale (A+ = 4.33, A = 4.0, A- = 3.67, B+ = 3.33, B = 3.0, B- = 2.67, C+ = 2.33, C = 2.0, C- = 1.67, D = 1, and F = 0).

I then use these numbers and the weights for each assignment to calculate a final, numerical grade for the course based on a 4-point scale. That number is converted back to a letter grade (A = 3.85+, A- = 3.50 – 3.84, B+ = 3.17 – 3.49, B = 2.85 – 3.16, B- = 2.50 – 2.84, C+ = 2.17 – 2.49, C = 1.85 – 2.16, C- = 1.41 – 1.84, D+ = 1.17 – 1.40, D = 0.85 – 1.16, F = 0 – 0.84).

Other Grading and Assignment Issues

I understand that grades are important to students on both a personal and professional level. They are a measure of your achievements in class and your progress towards meeting the course learning objectives. I also understand that there tends to be a great deal of “grade anxiety” in a university setting. The best way that I can help students with these matters is to be as clear as possible about grading criteria and weightings in this syllabus, so that you can plan accordingly. Please understand that I am a very thoughtful, careful, thorough and fair grader of student assignments and it is a responsibility that I do not take lightly. You are encouraged to review your graded assignments with me at any time to discuss my comments and suggestions for improvement.

I’ve been called a “tough grader”, and it’s true! High grades must be earned and all grades reflect my comprehensive estimation of a student’s effort - just as our efforts in a professional work environment are judged accordingly and considered by supervisors for promotions and pay raises. For example, I reserve a grade of “A” only for exceptional work, as a way of honoring students who go “above and beyond” when completing course assignments. After all, the strict definition of an “A” grade is “exceptional”, not “average” or even “above average”.

The guidelines in this section should help explain general grading criteria but, as your instructor, I reserve the right to use my professional discretion at all times, taking into account a student’s entire approach to the course: participation and alertness in class, consistent timely submissions of assignments, demonstrated and repeated willingness to assist other students with in-class assignments, and other factors. If you have any questions about this approach, you are more than welcome to talk with me privately. Below are the grading criteria for this course.

<table>
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<tr>
<th>Grades</th>
<th>Criteria and Interpretation</th>
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<tr>
<td>A-, A and A+</td>
<td>For assignments that clearly demonstrate excellence, workplace-quality professional presentation and obvious dedication to meeting course learning objectives, I reserve grades of A- and A. I very rarely issue an A+ grade unless student work exceeds my expectations on any and all levels. Put another way, you should not expect to receive an “automatic A” simply by completing assignments; these grades are set aside for students who go the extra mile. If you receive a grade in the A’s, it is my way of indicating that I am aware and proud of your extra effort. In instances where the work product is not of exceptional quality but the student has clearly demonstrated commitment in terms of extra time spent and/or seeking help with the assignment, earning a grade of A- is a strong possibility.</td>
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</table>
B-, B and B+  If work is **above average** in quality, thoroughness and presentation, I tend to issue a grade of B-, B or B+. I interpret these grades to mean “much better than ‘just good’”; in such instances the student has demonstrated more of a commitment to quality work than an assignment graded with a C. If you receive a grade in the B’s, you can be assured that your work was of very good quality and that I am pleased with your progress.

C-, C and C+  If student work is **sufficient and acceptable**, I issue a grade of C or C+ because these grades are reserved for work of average quality. I do not view a C or C+ as a terrible grade; it is an acknowledgment of average and acceptable effort, but that you could have done better.

D and F  I certainly hope not to issue any such grades this semester, but will do so for student work that is **sub-par on all levels** (D’s) or demonstrates the **barest of minimal effort** (F).

Zero  For assignments that are not submitted on the due dates listed in this syllabus and/or assignments which do not adhere to the late-submission policy described herein.

This grading scheme will not always be followed strictly since upward adjustment of the final course grade will be made if performance on one activity is an outlier (e.g. exceptionally low) or if the pattern of scores shows a significant improvement. If such adjustments are made, they usually result in about a half-letter grade improvement. Students are encouraged to meet privately with me early in the semester to discuss expectations.

Opportunities for extra credit will be explained in individual assignment handouts that students can download from the course website.

**Grading Criteria - Individual Written Reports and Assignments**

The narrative below describes the main attributes of A, B, C, D and F work. These are general criteria for written student work and I will make necessary adjustments considering that GIS work typically takes the form of maps and other graphics. Still, the general sentiment of these criteria will be applied to all student work this semester, especially to your final project report.

"**A** Report:  The principal characteristic of the "A" report is its rich content and the seamless integration of high quality supporting illustrations – maps, drawings, photographs, sketches – with the text. The information delivered is such that the reader feels significantly taught by the author, sentence after sentence, paragraph after paragraph. The "A" report is also marked by stylistic finesse: the opening paragraph is engaging; the transitions are artful; the phrasing is light, fresh, and highly specific; the sentence structure is varied; the tone enhances the purposes of the essay. Finally, the "A" report is carefully organized and developed. The author organizes the report so that it addresses the topic thoroughly. The report imparts a feeling of wholeness and clarity – it integrates the course readings, the lectures, the thoughts of the writer, as well as findings and interpretations.

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1 Adapted in part from Dr. Julia Rodriguez-Curry’s handout on “Grading Criteria,” San José State University, Mexican-American Studies Department, 2003
derived from the systematic observation of the study area. This report leaves the reader feeling bright, thoroughly satisfied, and eager to reread the piece.

"B" Report: This report is significantly more than competent. Besides being almost free of mechanical errors, the "B" report delivers information that is substantial in both quantity and interest-value. Its specific points address the topic in question and are logically organized. It is well developed, and unified around a clear principle that is stated early in the essay. The opening paragraph draws the reader in; the closing paragraph is both conclusive and thematically related to the opening. The transitions between sections/paragraphs are for the most part smooth; the sentence structures are varied and pleasing. Illustrations – maps, drawings, photographs, sketches – are abundant, carefully prepared, and clearly expand on the concepts presented in the text. This report also integrates the citations, course readings, the lectures, as well as the thoughts of the writer and conclusions derived from field observations, although perhaps not as thoroughly as the A report. The distinction of the "B" report is typically much more than concise and precise than that found in the "C" report. Occasionally, it even shows distinctiveness – i.e., finesse and memorability. On the whole, the "B" report makes the reading experience a pleasurable one, for it offers substantial information with few distractions.

"C" Report: This report is generally competent. It meets the assignment, has few mechanical errors, and is reasonably well organized and developed. The actual information it delivers, however, seems thin and unsubstantiated by the literature. One reason for that impression is that the ideas are typically cast in the form of vague generalities. These generalities prompt the confused reader to ask marginally: "in every case?," "exactly how?," "why?," "according to whom?." Stylistically, the "C" report has other shortcomings as well: the opening paragraph does little to draw the reader in; the final paragraph offers only a perfunctory wrap-up; the transitions between paragraphs are often bumpy; the sentences, besides being a bit choppy, tend to follow unclear logic; and the diction is occasionally marred by unconscious repetition, redundancy, and imprecision. The "C" report gets the job done, but it lacks intellectual rigor and hence does not address the topic in an in-depth format. It lacks care in the presentation and integration of graphic material.

"D" Report: Its treatment and development of the subject are rudimentary. While organization is present, it is neither clear nor effective. Sentences are frequently awkward, ambiguous, and marred by serious mechanical errors. Evidence is either misrepresented or not used at all, or it is scanty (showing little study of the readings, course readings, lectures or field observation). The whole report gives the impression of having been produced carelessly. Illustrations lack care and precision, and detract from the overall integrity of the report.

"F" Report: Its treatment of the subject is superficial; its theme lacks discernible organization. Stylistically, it is wanting. There is no evidence of reading, reflection, or of integration of the materials of the class and the field observations. The ideas, the organization, and style fall far below what is acceptable graduate level writing. It is often seriously incomplete and shows no evidence of familiarity with either the course material, the assignment instructions, or the study area.

**Course Workload**

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally three hours per unit per week with one of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.
Because this is a three-unit class, students can expect to spend a minimum of seven to eight hours per week in addition to time spent in class and on scheduled tutorials or activities. Special projects or assignments will 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.

**Participation in Class and Attendance**

Student participation in class discussions is a vital component of this course and students should make every attempt to attend all classes and actively participate in discussions. In cases where a student misses a significant number of lectures or does not actively participate in discussions, this will impact the final course grade. According to University policy F69-24, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to ensure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

**Completing Assignments on Time and Professionally**

Assignments are due at the date and time specified on each assignment handout. In only rare instances will late assignments be accepted, as described below. Late assignments will receive a one-letter grade deduction for each day an assignment is late. For example, if the assignment would normally receive a grade of “B” but is submitted one day late, it will receive a final grade of “C”.

I realize that life happens. If you expect not to be able to complete an assignment on time, it is important for you to contact me at least 24 hours prior to the due date and, if appropriate, the other students in a group (for group project work). You must also provide a date and time by which the late assignment will be submitted. If you do not communicate an anticipated late assignment within this time frame or if the late assignment is not received on the date promised, the assignment will receive a grade of zero. The grading policies described earlier in the syllabus will still apply. **A maximum of two late assignments that adhere to this policy will be accepted;** all subsequent late assignments will receive an automatic grade of zero. Sorry, no exceptions to these policies will be granted, in fairness to the majority of students who submit their assignments on time.

The presentation of submitted materials will be considered as part of the assignment’s grade. All assignments must include the student’s name, date, course number, assignment number and other items as directed by the instructor. Neatness, clarity and organization do count. As in a professional setting, typed submissions are expected; handwritten assignments are not acceptable. Printing assignments on the clean sides of already-printed paper is neither professional nor acceptable (though the resource conservation intent is appreciated, of course). Assignments not meeting these fundamental practices of professional presentation will generally receive a one-half to one-point deduction in the grade.

**Academic Integrity Statement, Plagiarism, and Citing Sources Properly**

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and
Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

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.

The University of Indiana has developed a very helpful website with concrete examples about proper paraphrasing and quotation. See in particular the following pages:

- Overview of plagiarism at www.indiana.edu/~istd/overview.html
- Examples of plagiarism at www.indiana.edu/~istd/examples.html
- Plagiarism quiz at www.indiana.edu/~istd/test.html

If you still have questions, feel free to talk to me personally. There is nothing wrong with asking for help, whereas even unintentional plagiarism is a serious offense.

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). Copies are available in the SJSU King Library. Additionally, the book is relatively inexpensive, and you may wish to purchase a copy.

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. **In this class, students should use the “notes” style** since I feel that it creates a less distracting experience for your reader than the parenthetical-reference style.
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.

You can find information about the services SJSU offers to accommodate students with disabilities at the Accessible Education Center website at www.sjsu.edu/aec.

Accommodation to Students’ Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at http://www.sjsu.edu/senate/docs/S14-7.pdf.

Consent for Recording of Class and Public Sharing of Instructor Material

Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material. To seek permission, please see me at the beginning of each class session for which you would like to record. In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.

Library Liaison

The SJSU Library Liaison for the Urban and Regional Planning Department is Ms. Toby Matoush. If you have questions, you can contact her at toby.matoush@sjsu.edu or 408-808-2096.

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. The SJSU Writing Center is located in Room 126 in Clark Hall.
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.

Dropping and Adding
Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

About the Instructor: Rick Kos, AICP
I am very much looking forward to working with you this summer and expect that you will learn quite a bit in our five weeks together. We'll have some fun along the way, too.

A little about my background: my formal training is in environmental planning and urban design (B.S., Rutgers University, 1985) as well as regional planning and New Urbanism (Masters, University of North Carolina at Chapel Hill, 1993). In the late 1980s, I worked as a planner in Middlesex County, New Jersey, reviewing subdivision and site plan proposals for compliance with county regulations. In the 1990s, I served two rapidly-growing North Carolina municipalities in a dual role as town planner and GIS (Geographic Information System) coordinator (the latter being a role I created for both towns), so I am equally conversant in the language of both disciplines. From 1996 - 2000, I served as Senior Town Planner for Huntersville, North Carolina - the fastest-growing town of its size in the state at the time. The New Urbanist principles mandated by the Town's development regulations applied to both greenfield and infill sites. Since the regulations were design-based (i.e. non-Euclidean), they required me to make frequent subjective judgments on the visual qualities of streets, the orientation of proposed buildings to public spaces, and the relationship of buildings and land uses to one another. I thoroughly enjoyed defending the principles of traditional town planning, often to developers and citizens that were not particularly receptive, at first, to deviations from the conventional suburban planning model.

After relocating to the Bay Area in 2000, I worked with the Metropolitan Transportation Commission in Oakland as a GIS Analyst. The Bay Area Lifeline Transportation Map that I completed for MTC was chosen from among thousands of entries for inclusion in Esri’s 2003 Map Book. This annual publication showcases innovative uses of Esri’s GIS software to solve real-world problems. The Lifeline Map locates disadvantaged neighborhoods and thousands of geocoded essential destinations (e.g. grocery stores, daycare centers, clinics) within the nine county region, along with existing public transit services. The spatial analyses enabled by this mapping work
allowed transportation planners to locate gaps in transit service so that decision-makers could direct funding to alter bus schedules, connections, and routing for improved neighborhood connectivity.

From 2003 to 2007 I served as GIS Manager for Design, Community & Environment, a planning and design firm in Berkeley. I managed all aspects of the firm's GIS practice and took great pride in keeping hundreds of data layers organized across multiple projects, ensuring that the firm's metadata was up-to-date, training staff to use ArcGIS and ArcCatalog, and managing the production of hundreds of maps for General Plans and EIRs throughout California.

Currently, I am a digital cartographer with WorldLink, based in the Presidio of San Francisco. I am helping to create an engaging geobrowser application called Interactive Earth that is designed to excite school-age children about geography and in becoming world citizens. I am also a part-time GIS instructor with the GIS Education Center affiliated with City College of San Francisco. I have co-authored a book titled *GIS for Economic Development* with Professor Mike Pogodzinski of the SJSU Economics Department, released in late 2012 by Esri Press. I also engage in a number of freelance GIS projects, including transit planning analyses for Mobility Planners, LLC.

This will be my ninth year teaching at San José State and, I must admit, it is my favorite job of those listed above. **Welcome!** Let’s work hard and have fun! I’m here to help you succeed.
# URPB-101: The City
## Summer 2016 Course Schedule

The following course outline describes the general approach we will take this semester, but please bear in mind that specific details are subject to change with reasonable notice. I will communicate changes via email or verbally in class.

<table>
<thead>
<tr>
<th>Date (Mon.)</th>
<th>Introductions, Course and Syllabus Review, Why We Should Care About Cities, the Early Rise of Cities</th>
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<tbody>
<tr>
<td>June 6</td>
<td>Welcome; Introductions; Course and Syllabus Overview&lt;br&gt;<strong>Pre-Test</strong> (not graded): how much do you already know about cities?&lt;br&gt;<strong>Warm-Up Discussion</strong>: what are the essential qualities that define cities? Which cities are you most familiar with – what makes them unique?&lt;br&gt;<strong>Lecture and Discussion</strong>: The historic rise of cities&lt;br&gt;<strong>Hands-on</strong>: exploring cities with Urban Observatory&lt;br&gt;<strong>Video</strong>: “Secrets of Ancient Empires: First Cities”</td>
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<tr>
<th>Date (Wed.)</th>
<th>The Industrial Revolution and the Rapidly Changing Scale and Role of Cities</th>
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<tr>
<td>June 8</td>
<td><strong>Video</strong>: “History of Britain”&lt;br&gt;<strong>Lecture</strong>: The Rise of Cities, Industrial Cities and Transportation Innovations&lt;br&gt;<strong>In-Class Mapping Exercise</strong>: Locating early cities and regions&lt;br&gt;<strong>Observational Fieldwork</strong>: San Jose History Park (tentative)</td>
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<tr>
<th>Date (Mon.)</th>
<th>“Reading” a City</th>
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<tr>
<td>June 13</td>
<td><strong>Assignment 1 Due</strong>: The Rise of Cities&lt;br&gt;<strong>Reading 1 Due</strong>: <em>The Origins and Development of the World’s Cities</em> (pgs. 23-53)&lt;br&gt;<strong>Lecture</strong>: Reading a City&lt;br&gt;<strong>Video</strong>: “Insights into a Lively Downtown”&lt;br&gt;<strong>Guest Speaker</strong>: Matt VanOosten, City of San Jose Planning Division&lt;br&gt;<strong>Observational Fieldwork</strong>: East Santa Clara Street Exploration</td>
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<table>
<thead>
<tr>
<th>Date (Wed.)</th>
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<tbody>
<tr>
<td>June 15</td>
<td><strong>Reading 2 Due</strong>: “Sidewalks”: <em>Death and Life of Great American Cities</em> (pgs. 143-151)&lt;br&gt;<strong>Reading 3 Due</strong>: “The Design of Spaces” in <em>City: Rediscovering the Center</em> (pgs. 510-517)&lt;br&gt;<strong>Lecture</strong>: Social Life of Cities and Urban Design&lt;br&gt;<strong>Video</strong>: “The Social Life of Small Urban Spaces” and Jane Jacobs biography&lt;br&gt;<strong>Guest Speaker</strong>: Jason Su, Street Life Project Manager at San Jose Downtown Association&lt;br&gt;<strong>Observational Fieldwork</strong>: Downtown San Jose urban design characteristics</td>
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<tr>
<td>Date</td>
<td>Topic and Events</td>
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<tr>
<td>June 20</td>
<td>Assignment 2 Due: Suburban Expansion and Smart Growth Alternatives</td>
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<td>Reading 4 Due: The Geography of Nowhere (pgs. 189-216)</td>
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<td>Reading 5 Due: “How Los Angeles is Becoming the Next Great Mass-Transit City”</td>
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<td>• Lecture: Suburban sprawl and smart growth alternatives</td>
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<td>• Video: “Tragedy of Suburbia” and “Save Our Land, Save Our Towns”</td>
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<td>• Observational Fieldwork: Is Santana Row &quot;Smart Growth”? (tentative)</td>
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<td>Assignment 3 Due: Newspaper Article Summary</td>
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<td>Reading 8 Due: “Planning and Sustainability”</td>
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<td>• Lecture: Urban Sustainability</td>
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<td>• Video: “Cities”</td>
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<td>• Guest Speakers: Katherine Cushing and Derek Ouyang</td>
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<td>• Computer Lab: Urban Sustainability Module using ArcGIS.com</td>
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<td>June 29</td>
<td>Reading 9 Due: Bowling Alone (pgs. 307-318)</td>
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<td>• Lecture: Social Capital and Environmental Justice; The Role of Urban Planning</td>
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<td>• Site Visit: San Jose City Hall; Dept. of City Planning</td>
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<td>• Guest Speaker: Matt VanOosten, City of San Jose Planning Division</td>
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<td>• Videos: (time permitting) “Chavez Ravine” or “Slum Futures” or “Urbanized” or &quot;Edens Lost and Found: Los Angeles&quot;</td>
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<td>July 4</td>
<td>Independence Day – no class meeting</td>
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<td>July 6</td>
<td>Assignment 4 Due: Urban Sustainability</td>
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<td>Assignment 5 Due: City profile paper for a city outside of the United States</td>
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<td>• Guest Speaker: Don Weden, Santa Clara County Principal Planner (retired): &quot;Silicon Valley 3.0&quot;</td>
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<td>• Course Evaluation</td>
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<td>• Final Exam</td>
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