SAN JOSÉ STATE UNIVERSITY
URBAN AND REGIONAL PLANNING DEPARTMENT
URBP 200 SEMINAR ON URBAN AND REGIONAL PLANNING
FALL 2016

Instructor: Joseph Kott, PhD, AICP, PTP
Office location: WSQ 218
Telephone: 650-814-0961
Email: Joseph.Kott@SJSU.edu
Office hours: Tuesdays, from 3:00 pm to 4:30 pm
Class days/time: Tuesdays, from 4:30 pm to 7:00 pm
Classroom: SH 332
Class website: On SJSU Canvas website
Prerequisites: None
Units: 4

Course Catalog Description
Overview of the historical development of urban and regional planning in the United States, as well as prominent theories of urban planning practice. Emphasizing the connection between the theoretical and historical material and current planning practice.

Course Description and Course Learning Objectives
The course description should be distinct from the course learning objectives (CLOs). The former will likely be a narrative (one or more paragraphs), while the CLOs should be presented as a list.

Upon successful completion of the course, students will be able to:

1. Describe and explain why planning is undertaken by communities, cities, regions, and nations. What are the most essential things that planners do.

2. Describe and explain the impact planning is expected to have at the community, city, region, and nation-level.

3. Describe and explain the growth and development of places over time and across space, including the evolution of the social and spatial structure of urban agglomerations, and the
significance of the natural (e.g. climate, topography, available construction materials) and man-made (e.g. political, religious, economic, defense) determinants of urban form.

4. Discuss and evaluate the important contributions to the field of planning made by influential individuals such as Hippodamus of Miletus, Pierre L’Enfant, Baron Haussman, Daniel Burnham, Frederick Law Olmsted, Jacob Riis, Ebenezer Howard, Robert Moses, Jane Jacobs, William Levitt, and Ian McHarg, among others.

5. Describe the major historical antecedents during the late 19th and early 20th century that led to the development of the field of urban planning in the U.S. These include, but are not limited to: the Sanitary Reform movement, the City and weaknesses of the major theories (e.g. Rational Planning, Incremental Planning, Communicative Action, and Advocacy Planning), behaviors, and structures that frame the field of urban planning, City Beautiful/Municipal Arts Movement, and Burnham’s Chicago Plan.

6. Describe the major theories (e.g. Rational Planning, Incremental Planning, Communicative Action, and Advocacy Planning), behaviors, and structures that frame the field of urban planning and explain how those theories can bring about sound planning outcomes.

7. Compare and contrast the strengths and weaknesses of the major theories (e.g. Rational Planning, Incremental Planning, Communicative Action, and Advocacy Planning), behaviors, and structures that frame the field of urban planning.

8. Describe the three main sections of the AICP Code of Ethics and apply the rules of conduct (Section B) to examples of ethical dilemmas that professional planners are likely to face during their career, including, but not limited to the ethics of public decision-making, research, and client representation.

9. Describe and explain different approaches to planning across world regions.

10. Describe and explain the impacts of interactions, flows of people and materials, and cultures on planning in the U.S. and internationally.

11. Summarize the relationships between past, present, and future in planning domains, and identify how methods of design, analysis, and intervention can influence the future.

12. Prepare high-quality, grammatically correct written documents prepared using standard conventions for professional written English.

Planning Accreditation Board (PAB) Knowledge Components

This course partially covers the following PAB Knowledge Components:

1. a) Describe and explain why planning is undertaken by communities, cities, regions, and nations, and the impact planning is expected to have. (Purpose and Meaning of Planning)

1. b) Describe and explain the behaviors and structures available to bring about sound planning outcomes, as well as the strengths and weaknesses of different ones. (Planning Theory)

1. d) Describe and explain the growth and development of places over time and across space. (Human Settlements and History of Planning)

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1. e) Describe and explain the relationships between past, present, and future in planning domains, as well as the potential for methods of design, analysis, and intervention to influence the future. (The Future)

1. f) Describe and explain interactions, flows of people and materials, cultures, and differing approaches to planning across world regions. (Global Dimensions of Planning)

2. b) Prepare clear, accurate and compelling text, graphics and maps for use in documents and presentations. (Written, Oral and Graphic Communication) (emphasis for URBP 200 is on text)

3. a) Describe and explain key issues of planning ethics and related questions of the ethics of public decision-making, research, and client representation (including principles of the AICP Code of Ethics). (Professional Ethics and Responsibility)

A complete list of the PAB Knowledge Components can be found at http://www.sjsu.edu/urbanplanning/courses/pabknowledge.htm

**Required Course Texts**

Textbooks are available at the San Jose State University Spartan Bookstore, 1125 N 7th St, San Jose or via Amazon, Barnes & Noble, or other online bookseller.


**Articles and Monographs**

Articles can be retrieved in electronic form from the Dr. Martin Luther King, Jr. Library at San Jose State University by following this link: http://library.sjsu.edu/electronic-journals-index/electronic-journals-index (Links to an external site.). All articles will also be uploaded to Canvas.


**Course Requirements and Assignments**

Your grade for the course will be based on the following assignments and other activities:

<table>
<thead>
<tr>
<th>Assignments and Graded Activities</th>
<th>Percent of Course Grade</th>
<th>Course Learning Objectives Covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz #1 on material through September 27, 2016</td>
<td>10%</td>
<td>1, 2, 3, 4, 5, 9, 10, 11</td>
</tr>
<tr>
<td>Quiz #2 on material through November 22, 2016</td>
<td>10%</td>
<td>1, 2, 3, 4, 5, 6, 7, 9, 10, 11</td>
</tr>
<tr>
<td>Reading Memos, summarizing and reflecting upon what you have read; 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>to 2 pages in length</td>
<td>10%</td>
<td>1, 2, 3, 4, 5, 6, 7, 9, 10, 11</td>
</tr>
<tr>
<td>Brief Paper or Presentation on an Historic Case in Planning Law</td>
<td>5%</td>
<td>1, 2, 11, 12</td>
</tr>
<tr>
<td>Draft Literature Review for Staff Report on a topic pertaining to the</td>
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<td></td>
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<tr>
<td>course; prior approval of the instructor required for the topic chosen; 3 to 5 pages in length; describes literature linking real-world engagement in planning to planning history and theory</td>
<td>5%</td>
<td>12</td>
</tr>
<tr>
<td>Draft Staff Report on a topic pertaining to the course; prior approval of the instructor required for the topic</td>
<td>5%</td>
<td>12</td>
</tr>
</tbody>
</table>

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chosen; 10 to 15 pages in length; links planning history and theory to real-world engagement in planning

| Final Staff Report on a topic pertaining to the course; prior approval of the instructor required for the topic chosen; 10 to 15 pages in length; links planning history and theory to real-world engagement in planning (Engagement Unit activity) |
|---|---|---|
| 25% | 12 |

| Final Examination on all material covered in the course; choice of 4 out of 7 essay questions |
|---|---|---|
| 25% | 1,2,3,4,5,6,7,8,9,10,11 |

| Memo on Ethical Issues in Planning and the AICP Code of Ethics; 2 to 3 pages in length |
|---|---|
| 5% | 8 |

| Extra Credit; participate in an in-class “improv theatre” performance or attend and/or participate in the any event or activity pertaining to one or more of the class topics; summarize and reflect upon the performance, event or activity in a memo; 1 to 2 pages in length; prior approval of the instructor required |
|---|---|
| 2.5% | 1,2 |

Each quiz will be in short answer format with students given a choice of any two out of three questions to answer. At least two of the questions on each quiz will be on specific planning history or planning theory topics covered in the course.

Reading memos are expected to be concise, thus no more than one or two pages at most. Students are asked to summarize the highlights of the readings and to add their own reflections. The Memo on Ethical Issues in Planning and the AICP Code of Ethics will be a 2 to 3 page essay on ethics in planning.

Students can either write a briefing paper or give a brief PowerPoint presentation on an historic case in planning law. The briefing paper should be no more than 3 pages in length. The PowerPoint Presentation should be no more than ten (10) minutes in length. The list of cases to choose from will be uploaded onto the course site on Canvas.

The Staff Report, which is the Engagement Unit activity for the course, should be between 10 and 15 pages in length. Students must choose a topic in the course syllabus related to planning history and theory to explore in more depth in the Staff Report. Research for the Staff Report will engage students in real-world urban and regional planning that is informed by the theory and history of the profession. The Literature Review will discuss the academic work on the Staff Report topic, as informed by planning history and theory. The Draft Staff Report, including the draft Literature Review, and Final Staff Report, also including the Final Literature Review, are to be prepared and submitted in sequence for assessment. The Staff Report satisfies the Graduate Writing Assessment Requirement (GWAR) requirement for SJSU. In order to meet the GWAR requirement, you must receive at least a “C” grade on the Staff Report portion of this course. Students who receive a grade below “C” for this part of the course will not meet the GWAR requirement, even if their overall grade for the course is higher. Please check with me if you are unclear about these requirements.
All assignments should be submitted in electronic form either as Word or pdf files. Additional details on each assignment will be posted on the course website and discussed in class.

**Final Examination or Evaluation**

The Final Examination will be comprehensive, covering all the course material. The format will be a series of short answer questions. Students will have a choice of five out of seven questions to answer. Students must upload their completed Final Examination to the course Canvas site no later than 5:00 pm on Monday, December 19th.

**Calculation of Final Course Letter Grade**

Each assignment will be graded on a point scale. Each point equals one percent of the final course grade. For example, Quiz #1 represents up to 10.0% or 10.0 points of the total of a possible 102.5% or 102.5 points for the assignments in the course. The Service Learning / Extracurricular Learning Extra Credit activity is worth up to 2.5% or 2.5 points.

The following point ranges will correspond to letter grades:

- 100.0 points and greater = A+
- 95 to 99.9 points = A
- 92 – 94.9 points = A-
- 89 – 91.9 points = B+
- 84 – 88.9 points = B
- 81 – 83.9 points = B-
- 78 – 80.9 points = C+
- 73 – 77.9 points = C
- 70 – 72.9 points = C-
- 67 – 69.9 points = D+
- 62 – 66.9 points = D
- 59 – 61.9 points = D-
- 58.9 and below = F

**Other Grading and Assignment Issues**

Service/Extracurricular Learning Extra Credit of up to 2.5% will be awarded to students who participate in an improv performance or for student attendance and/or participate in an urban planning-related lecture, workshop, charrette, symposium, study tour, or similar event outside of class. To receive this credit, students must document in a one or two page Improv Reflections Memo describing the student’s experience and lessons learned or an Attendance Memo the title,
location, and date of the event attended; the event sponsor or sponsors; and what they learned through their attendance and/or participation.

The Reading Memos may be submitted via e-mail in Word or Adobe Acrobat form at any time before the start of class on the due date. Late submission will not be accepted without a compelling and documented reason such as an illness or family emergency.

No make-up quizzes will be given without a compelling and documented reason. Assignments may be uploaded to Canvas or submitted via e-mail in Word or Adobe Acrobat form and will be due by the date specified in the Course Schedule below. There will be no exceptions except for a compelling reason such as an illness or family emergency.

**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 3 hours per unit per week with 1 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 four-unit class, you can expect to spend a minimum of nine hours per week in addition to time spent in class and on scheduled tutorials or activities. Special projects or assignments may require additional work for the course. Careful time management will help you keep up with readings and assignments and enable you to be successful in all of your courses. For this class, you will have to undertake additional activities outside the class hours such as [add detail for your class]. Details on how to complete these activities will be provided [add explanation for your class: i.e., in this syllabus or on handouts distributed in class later in the semester].

**Classroom Protocol**

Students are expected to arrive in class by the appointed time. No cell phone use will be allowed during class sessions. Should a student need to use the phone, he or she should go out into the hallway or outside of the classroom building to do so. Students are expected to treat others courteously and to conduct themselves in a manner that reflects well on them and on the San Jose State University community. As a courtesy and to ensure efficient use of classroom time, students are asked not to use their laptop or tablet computers during class for any purpose not related to the course. Safety is a top priority. Everyone is asked to do their part to foster a classroom environment in which all students are able to participate in a safe and productive manner.

**University Policies**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' Syllabus Information web page at [http://www.sjsu.edu/gup/syllabusinfo/](http://www.sjsu.edu/gup/syllabusinfo/)

**Plagiarism and Citing Sources Properly**

Plagiarism is the use of someone else's language, images, data, or ideas without proper attribution. It is a very serious offense both in the university and in your professional work. In essence, plagiarism
is both theft and lying: you have stolen someone else's ideas, and then lied by implying that they are your own.

Plagiarism will lead to grade penalties and a record filed with the Office of Student Conduct and Ethical Development. In severe cases, students may also fail the course or even be expelled from the university.

If you are unsure what constitutes plagiarism, it is your responsibility to make sure you clarify the issues before you hand in draft or final work.

Learning when to cite a source and when not to is an art, not a science. However, here are some common examples of plagiarism that you should be careful to avoid:

- Using a sentence (or even a part of a sentence) that someone else wrote without identifying the language as a quote by putting the text in quote marks and referencing the source.
- Paraphrasing somebody else's theory or idea without referencing the source.
- Using a picture or table from a webpage or book without reference the source.
- Using data some other person or organization has collected without referencing the source.

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**

All instructors in the URBP department are encouraged to have students follow the citation formatting guidelines in Turabian’s *A Manual for Writers of Research Papers*. By using a consistent style across classes, we make it easier for students to learn and apply proper formatting.

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 may use either system.
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.

Course Number and Title
Fall 2016
Course Schedule

Note: Any changes will be discussed in class and noted on the class Canvas site with as much notice as possible

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignments due</th>
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<tbody>
<tr>
<td>August 30, 2016</td>
<td>Course Overview; View and discuss Urbanized</td>
<td></td>
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<tr>
<td>September 6, 2016</td>
<td>Origins of Urban &amp; Regional Planning I</td>
<td>Hall, Chapter 1</td>
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<tr>
<td>September 13, 2016</td>
<td>Origins of Urban &amp; Regional Planning II</td>
<td>Hall, Chapter 2, 3, and 4</td>
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<tr>
<td>September 20, 2016</td>
<td>Origins of Urban &amp; Regional Planning III; View and discuss Make No Little Plans: Daniel Burnham and the American City</td>
<td>Hall, Chapters 5, 6, and 7 Neuman and Smith</td>
<td>Reading Memo #1 due</td>
</tr>
<tr>
<td>October 4, 2016</td>
<td>Planning Theory I</td>
<td>Brooks, Chapters 1, 2, 3, and 4</td>
<td>Reading Memo #2 due</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading Material</td>
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<tr>
<td>October 11, 2016</td>
<td>Planning Theory II</td>
<td>Brooks, Chapters 5, 6, 7, and 8</td>
<td></td>
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<tr>
<td>October 18, 2016</td>
<td>Planning Theory III</td>
<td>Brooks, Chapters 9, 12, and 13</td>
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<td></td>
<td>Planning Law Briefing Paper or Presentation due</td>
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<tr>
<td>October 25, 2016</td>
<td>Regional Planning in the Lens of Theory and History</td>
<td>Hise; Talen (2008)</td>
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<tr>
<td></td>
<td>Reading Memo #3 due</td>
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<tr>
<td>November 1, 2016</td>
<td>The Highway City in the Lens of Theory and History</td>
<td>Hall, Chapter 8, 9, 10 and 11</td>
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<td>November 8, 2016</td>
<td>The Sustainable City and The Just City in the Lens of Theory, History</td>
<td>Kenworthy; Talen (2006); Berke; Gunder; and Campbell</td>
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<td>November 15, 2016</td>
<td>The New Urbanism in the Lens of Theory and History</td>
<td>Brain; Saab; and Hirt</td>
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<tr>
<td>November 22, 2016</td>
<td>The Healthy City and other Topics in Planning Practice in the Lens of History and Theory; View and discuss Designing Healthy Communities: Social Policy in Concrete</td>
<td>Hoechner et al.</td>
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<tr>
<td>November 29, 2016</td>
<td>Public Engagement in the Lens of History and Theory; an Exercise in Public Engagement</td>
<td>Day; Brooks, Chapter 10 an 11; Seltzer &amp; Mahmoudi</td>
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<tr>
<td></td>
<td>Draft Staff Report due, including draft Literature Review due</td>
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<tr>
<td>December 6, 2016</td>
<td>Planning Ethics; Improv Theatre: An Exercise in Planning</td>
<td>AICP Code of Ethics</td>
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</tr>
</tbody>
</table>
|                    | Reading Memo #5 Due; Memo on Ethical Issues in Planning Due | Hall, Chapter 12 and 13
### Planning Ethics; The Future of Cities

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 13, 2016</td>
<td>Final Staff Report Due</td>
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<tr>
<td>December 19, 2016</td>
<td>Final Examination (Take-Home) Due, 5:00 pm</td>
</tr>
</tbody>
</table>

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