San José State University
Urban and Regional Planning Department
URBP 200 – Seminar on Urban & Regional Planning
Spring 2019

Instructor: Gordon Douglas, PhD
Office location: Washington Square Hall WSQ 216
Telephone: 408-924-5882
Email: gordon.douglas@sjsu.edu
Office hours: Tuesdays 1:30 – 3:30 PM (by appointment please)
Class days/time: Tuesdays 4:30 – 7:00 PM
Classroom: Clark Hall CL 243
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
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.

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 urban and regional planning made by influential individuals such as Hippodamus of Miletus, Pierre L'Enfant, Baron Haussman, Daniel Burnham, Frederick Law Olmsted, Patrick Geddes, 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 and regional planning in the U.S. These include, but are not limited to: the Sanitary Reform movement, the City Beautiful/Municipal Arts Movement, Burnham’s Chicago Plan, 1929 Regional Plan of New York and Its Environ, and court cases including Village of Euclid v. Ambler Realty Co. (1926). Additional court cases include, but are not limited to: Pennsylvania Coal Co. v. Mahon (1922), Berman v. Parker (1954), Nollan v. California Coastal Commission (1987), Dolan v. City of Tigard (1994), Young v. American Mini Theaters, Inc. (1976), and Kelo v. City of New London (2005).

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

10. 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), 1.(b), 1.(c), 1.(d), 1.(e), 1.(f), 2.(a), 2.(b), 2.(c), 2.(e), 3.(a), 3.(b), 3.(c), 3.(d), and 3.(e).

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

Required Course Texts

I’ve tried to assign almost entirely readings that are available online (usually via SJSU access to ebooks and ejournals) or at least that the library holds in its collection. This doesn’t mean they aren’t worth buying (there is something nice about reading (and making notes in) a book rather than a screen, and most of these look very nice on a budding planner’s bookshelf. It’s also good planner karma to support your local independent bookstore. But I also know how expensive books can be.

Many readings come from the following two edited volumes that you can access online via SJSU’s Ebook library on the library’s website (page numbers refer to the electronic version):


We will also read chapters from the following books, which are likewise available online via SJSU library login:


Additional required readings, such as academic articles and news reports, are listed in the course schedule below. Usually they can be accessed via a search of the library website.

**Course Requirements and Assignments**

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

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due Date(s)</th>
<th>Percent of Course Grade</th>
<th>Course Learning Objectives Covered</th>
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<tbody>
<tr>
<td>Participation</td>
<td>n/a</td>
<td>14%</td>
<td>1- 9</td>
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A seminar relies on students being thoughtfully engaged in class discussion of course readings and related topics. All students are expected to come to class prepared to contribute with thoughts, questions, and opinions. I understand some students are quieter than others; there are many ways to demonstrate that you are actively engaged without talking all the time. There are also many things students can do to demonstrate they are not engaged. We will discuss all of this more in class.
### Weekly Discussion Questions

Each week, all students are required to submit at least one developed question on some aspect of the reading for that class and turn it in via email at least six hours prior to the start of the seminar (e.g. by 10:30am on the day of class). I will read through them and grade them (2 points for complete, 1 point for unsatisfactory, 0 if not submitted), and we will use some of them to guide our discussion during class. For those student questions selected for in-class discussion, the student who submitted it will be invited to expand/explain it to the group, and then we will all discuss.

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<tr>
<th>Topic</th>
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<tr>
<td>n/a</td>
<td>26%</td>
<td>1, 2</td>
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### Planning History and Theory Essay

Many of our readings in the first few weeks are “classic” works of urban planning and social science scholarship from the 20th Century. Thinking about these readings – from Engels (1845) to Simmel (1903) up through Mumford and Jacobs (1960s) and the contemporary analyses looking back at these years (e.g. Hall 2014), students will write a short essay (around 3-5 pages, double-spaced) considering the following questions: How do these interpretations of the city and the social issues confronting them relate to your own knowledge and experience of cities and planning today? Has planning, which grew in response these issues a hundred years ago, made cities better places? What big issues from the 19th and 20th Centuries do planners continue to struggle with?

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### Class Presentation on Key Court Case


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<td>4/9</td>
<td>10%</td>
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### Neighborhood Analysis (Engagement Unit Assignment)

Choose a Bay Area neighborhood that you are interested in and can visit easily – you will need to visit it several times. Analyze the social, economic, and land-use issues at play in this community, and use your research here - from books, from examining the built environment, from talking to people – as a lens through which to consider one or more of the major urban planning challenges that we have learned about in class. Then bring the knowledge of planning theory that you have gained in class to propose some solutions to these

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<td>5/7</td>
<td>30%</td>
<td>1, 2, 3, 4</td>
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challenges that planners, policymakers, or community members might take in your neighborhood. Write a research paper presenting your findings and thoughts. Papers must contain some original thoughts and conclusions about the processes at work in the chosen neighborhood, and some possible proposals for addressing local concerns or needs going forward. Images are also encouraged. Papers must be 10-15 pages in length.

*Multiple students may choose the same neighborhood and visit together, but students must conduct their own analyses and interpretation.

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<tr>
<th>Final Presentations</th>
<th>5/7</th>
<th>10%</th>
<th>1, 2, 3, 4</th>
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<tr>
<td>Students will briefly present their projects during our final day of class.</td>
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Detailed instructions for each assignment – including evaluation guides for larger papers – will be discussed and distributed in class, and posted as necessary on the course website.

Note that the Neighborhood Analysis assignment, which is the Engagement Unit activity for the course, 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 Neighborhood Analysis 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. More details on the assignment will be uploaded onto the course Canvas class site and discussed in class.

**Final Examination or Evaluation**
This course is evaluated through multiple assignments and class participation. The Neighborhood Analysis assignment (see above) is due on the last regular class meeting, during which time students will briefly present their projects.

**Grading Information**
For course letter grade: A+ (98 and above); A (93 to 97); A- (90 to 92); B+ (88 to 89); B (83 to 87); B- (80 to 82); C+ (78 to 79); C (73 to 77); C- (70 to 72); D+ (68 to 69); D (63 to 67); D- (60 to 62); F (below 60)

**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 succeed. 

San José State University
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 completing the assigned reading, visiting your field site, and completing assignments (including preparing for the presentation). Details on how to complete these activities will be provided in class.

**Classroom Protocol**

True to its name, this course will run as a traditional graduate seminar: it is not a lecture, it is a group discussion, driven by student ideas, questions, and reactions to readings. Because the class relies on students being thoughtfully engaged in our discussion of course readings and related topics, all students are expected to come to class prepared to contribute. I understand some students are quieter than others; that’s fine, and there are many ways to demonstrate that you are actively engaged without talking all the time. That said, we are a small group and you are all present and future colleagues, so I hope with time everyone will begin to feel comfortable speaking. There are also many things students can do to demonstrate they are not engaged, such as staring at a phone or computer screen during discussion, arriving late or dozing off, not prioritizing attendance and assignments, etc.. We will discuss all of this more in class.

**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](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**

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.

Students may use either of the styles in this course, as long as they pick one or the other to use consistently throughout any given assignment. In planning, especially professional reports, footnotes are more common; in some academic writing, in-text parenthetical citations are more typical, with footnotes/endnotes used for more discursive asides.
URBP 200 – Social Issues In Planning
Fall 2017
Course Schedule

*Subject to change with fair notice – any changes will be announced in class well in advance. Readings listed here are to be complete *before* that day’s class. Page numbers in LeGates & Stout, Peter Hall, and Fainstein & DeFillipis refer to the ebook versions accessible via the library.

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<tr>
<th>No.</th>
<th>Date</th>
<th>Topic, Reading and Assignments</th>
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<tr>
<td></td>
<td>1/22</td>
<td>(no class)</td>
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**Introduction and Course Overview**

1  1/29  *Before first meeting, please read*


2  2/5

**Common Ground: The City in History**

Lewis Mumford (1937) “What is a City?” (pp. 91-95) in LeGates & Stout (eds) *The City Reader.*


Peter Hall (2014), “Ch. 1 Cities of Imagination” (pp. 2-11) and “Ch. 2 City of Dreadful Night” (12-48) in his *Cities of Tomorrow.*
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<tr>
<td>3</td>
<td>2/12</td>
<td>Planning at the Turn of the 20th Century</td>
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<td>Peter Hall (2014), “Ch. 3 The City of By-Pass Variegated” (pp. 50-89), “Ch. 4 The City in the Garden,” (91-148) and “Ch. 6 City of Monuments” (203-37) in his <em>Cities of Tomorrow.</em></td>
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<td>4</td>
<td>2/19</td>
<td>Modernist (and Authoritarian) Planning</td>
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<td>Peter Hall (2014), “Ch. 7 The City of Towers (pp. 238-91) and “Ch. 9 The City on the Highway” (pp.325-384) in his <em>Cities of Tomorrow.</em></td>
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<td><em>In class, view and discuss first part of Urbanized by Gary Hustwitt.</em></td>
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<td>5</td>
<td>2/26</td>
<td>Theorizing Planning I</td>
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<td><em>Guest Instructor: Robert Olshansky, PhD FAICP, Professor Emeritus of Urban &amp; Regional Planning, University of Illinois</em></td>
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<td>Peter Hall (2014) “Ch. 10. The City of Theory” (pp. 386-413) in his <em>Cities of Tomorrow.</em></td>
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<td>Kristof Van Assche et al. (2012) “Co-Evolutions of Planning and Design,” Ch. 2 (pp. 60-83) in Fainstein &amp; DeFilippis <em>Readings in Planning Theory.</em></td>
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<td>Peter Marcuse (2011) “The Three Historic Currents in City Planning,” Ch. 6 (pp. 125-38) in Fainstein &amp; DeFilippis <em>Readings in Planning Theory.</em></td>
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<td>Richard Klosterman (1985) “Arguments for and Against Planning,” Ch. 9 (pp. 174-90) in Fainstein &amp; DeFilippis <em>Readings in Planning Theory.</em></td>
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(*And please check out the report itself, by Heather Bromfield and Eli Moore of the UCBerkeley Haas Institute, which is linked to in the first paragraph. *)


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3/12  **No Class on 3/12. Class rescheduled for following week (and so forth).**
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<th>No.</th>
<th>Date</th>
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| 7   | 3/19 | **Cars, Sprawl, and the Expanded Urban Region**  
Peter Hall (2014) “Ch. 5 The City in the Region” (pp. 149-201) in his *Cities of Tomorrow*.  
Myron Orfield (2011) “Metropolitics” (pp. 296-314) in LeGates & Stout *The City Reader*.  
*In class, view and discuss second part of *Urbanized* by Gary Hustwitt* |
| 8   | 3/26 | **Planning Law and the Housing Crisis**  
*Guest instructor: Christopher Cheleden, J.D., M.U.P., Lead Deputy Counsel for Santa Clara County.*  
*Additional readings to be assigned* |
<p>| 4/2 |      | <strong>Spring Break – no class</strong> |</p>
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<td><strong>Informal Settlement and Everyday Urbanisms</strong></td>
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<td>Topic, Reading and Assignments</td>
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<tr>
<td>12</td>
<td>4/30</td>
<td><strong>Revisiting the Region</strong></td>
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<th>No.</th>
<th>Date</th>
<th>Topic, Reading and Assignments</th>
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| 13  | 5/7  | **One Step Forward… Progressive Planning and Persistent Inequality**  
  
| 14  | 5/14 | **Theorizing Planning II - What Role for Planning (and Planners) Today?**  
  
Campbell, Tait, and Watkins (2014) “Is there Space for Better Planning in a Neoliberal World?” Ch. 10 (pp. 191-116) in Fainstein & DeFilippis *Readings in Planning Theory*.  
Susan Fainstein (2013) “Spatial Justice in Planning” Ch. 13 (pp 261-74) in Fainstein & DeFilippis *Readings in Planning Theory*.  
Martin Wachs (2013) “The Past, Present, and Future of Professional Ethics in Planning,” Ch. 23 (pp. 462-76) in Fainstein & DeFilippis *Readings in Planning Theory*.  
*Final Papers due* |
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<th>Topic, Reading and Assignments</th>
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<tr>
<td>Finals week</td>
<td>5/21</td>
<td>Scheduled final exam period.</td>
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<td>5:15pm</td>
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**Widening Inequality**


**Spaces of Exclusion**


**Disaster, Extreme Weather, and Climate Change**

*LA Times article*


**Random stuff**


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