SAN José State University
Urban and Regional Planning Department
URBP-295: Capstone Studio: Community Planning
Fall 2017

Instructors: Rick Kos, AICP | Dr. Kevin Fang
Office location: WSQ-218C (Kos) | WSQ-218 (lecturer desk) (Fang)
Telephone: (408) 924-5854 (Kos)* | (408) 924-5882 (Fang)*
*office phones; please try to reach us via email first
Email: richard.kos@sjsu.edu | kevin.fang@sjsu.edu
Office hours: Kos: Wednesdays (11:00 a.m.–1:00 p.m.) and Thursdays (2:00–4:00 p.m.)
Appointments strongly preferred. Sign up here: https://goo.gl/pEvVod
Fang: Mondays (3:30 – 4:30 p.m.)
Class days/time: Section 03 (Kos): Wednesdays 1:30 – 7:00 p.m.
Section 02 (Fang): Mondays 4:30 – 10:00 p.m.
Classroom: WSQ-208
Class website: All course materials will be posted to Canvas.
Prerequisites: Instructor consent
Units: 6 units

Course Catalog Description
Through fieldwork and laboratory assignments, the student applies theories and techniques of analysis to identify the assets, problems, and opportunities of an urban community.

Course Overview
Professional planners are engaged in meaningful work that helps to create a comprehensive vision for a community. Good planning helps create communities that offer better choices for where and how people live. Planning also helps community members envision the direction their community will grow, and helps determine the right balance of new development and essential services, protection of the environment, and innovative change.¹ Fundamentally, urban planners help to shape our built environment.

The foundation for any meaningful and responsive planning effort is a thorough documentation of the location to be studied. We call this a Community Assessment, and typical components include an analysis of current conditions such as history, land use, transportation, urban form, streetscapes, demographics, and community stakeholders. In URBP-295 students are exposed to contemporary

tools, terms, and methods of community assessment. Completing such an assessment forms a baseline, or starting point, for later stages of the community planning and engagement process.

In this course, you will be an integral part of a service learning team of Masters degree candidates in the Urban and Regional Planning Department who will collaborate closely with residents and business owners to assess San Jose's Delmas Park neighborhood. It is bordered by Interstate 280 on the south, State Highway 87 to the east, West Santa Clara Street (SAP Center) to the north, and the Caltrain railroad tracks to the west.

The culmination of the course is the production of a professional report that captures the primary assessment findings and which is shared with the community leaders for the next stages in the community design process. A number of past reports produced by students in this course have won regional and state-level awards from the American Planning Association! Along the way, you will collaborate with the neighborhood residents and business owners to determine their top neighborhood planning priorities.

Whereas traditional planning practice has focused on a "needs-based" assessment approach, this course instead adopts an "asset-based" approach by building relationships with local community leaders, business owners, and trusted institutions that already possess the capacity to shape and enact positive change in their community. This approach positions local residents and business owners as the true experts in their community’s affairs. The faculty-guided student teams, in turn, are trained to develop expertise in the process of documenting current conditions qualitatively and quantitatively while facilitating fact-finding dialogues with community members.

You will have an exciting opportunity to craft a professional planning document through guided exercises, extensive research and documentation, and active community engagement. The draft assessment findings, to be presented to local residents at a Tuesday, December 5th community open house, will present existing conditions in a manner designed to elicit input from Delmas Park residents. Taking what we learn at the open house, we will complete a final Community Assessment Report in mid-December. This finished report will be of great value to Delmas Park leaders, to the City of San Jose planning staff, and District 3 Supervisor Raul Peralez. Also, it will serve as a solid reference for partner organizations, local neighborhood business groups, and other key stakeholders with a strong interest in improving the health and vibrancy of the Delmas Park neighborhood.

**Community Engagement Opportunities**

In addition to the assessment tasks described above, student teams will take part in activities that will involve direct engagement with many of the project stakeholders. Specifically, students will:

- Conduct extensive fieldwork to assess the neighborhood’s physical conditions (blocks, buildings, streets), document existing land uses, and identify community stakeholders.
- Undertake a door-to-door survey on Saturday, September 23 to gather Delmas Park residents’ views of their community. **Student attendance is required at this event.**
- Join informational walking tours led by Delmas Park community leaders in order to better understand our project study area.
- Attend Delmas Park Board meetings to keep up with important progress with community improvement efforts. Students are **not** required to attend these meetings, but members of
certain project teams will be strongly encouraged to do so. Please note that these meetings will likely not fall within our designated class period, so you will need to plan accordingly.

Course Structure
URBP-295 is a “learning by doing” course, a culminating experience where you apply what you’ve learned academically and professionally to a real-world planning study. Be prepared to contribute substantially each week, both individually and as a member of a small team. Put another way, this is NOT a passive-learning, lecture-based class, and the majority of your grade will be based upon how effectively you contribute to the project. You can think of your role this semester as a staff member in a small consulting firm with your instructors serving as the project managers. URBP-295 can be a lot of fun, and the work will be very rewarding and useful to your career development.

Your work in this course will take place during three phases:

- **Phase One:** Getting to Know Our Client and Key Issues in the Delmas Park community
- **Phase Two:** Data Collection and Analysis; Preparations for December 5 Open House
- **Phase Three:** Preparation of a comprehensive Community Assessment Report

Thank you in advance for your energy, hard work and dedication to the production of a professional-quality planning report. We hope you really enjoy this service-learning course and use it as an opportunity to practice the work of professional planners, develop new skill sets, apply your existing strengths and talents, and serve an important San Jose community.

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

1. Use a systematic urban planning process to identify, analyze, communicate, and develop solutions to complex real-world situations. The planning processes that students will learn to conduct include, at a minimum, the following components:
   a. Selecting, managing and applying appropriate research strategies for identifying the assets, problems and opportunities present in a community.
   b. Selecting, managing and applying appropriate outreach strategies for engaging diverse community stakeholders in the planning process. Community engagement strategies include, among others, stakeholder interviews, focus groups, door-to-door canvassing, community workshops and charrettes.
   c. Applying a collaborative, community-based process to develop a plan in partnership with a client community.

2. Create graphics (including base maps, analytical and conceptual diagrams, and illustrative plans), written materials and oral presentations to clearly communicate to a client community the results of the community assessment and plan development processes.

3. Evaluate, select, and develop the best means to disseminate the information synthesized in the plans. Dissemination methods include, among others, oral presentations at public meetings, visual displays, written reports, websites, and videos.

4. Work effectively as members and leaders of diverse planning teams, and apply an understanding of interpersonal group dynamics to assure effective group action.

5. Prepare a plan to effectively facilitate a meeting.
6. Describe and explain how theories of community participation and engagement can be used to bring about sound planning outcomes.

7. Compare and contrast community participation in planning in different countries.

8. Describe and explain key ethical issues related to working with clients.

9. Describe and explain the role of officials, stakeholders, and community members in the planning process.

10. Describe and explain the social and cultural factors that influence urban growth and change.

11. Describe and explain the equity concerns of the community planning process.

Planning Accreditation Board (PAB) Knowledge Components
This course partially covers PAB Knowledge Components 1b, 1d, 1e, 1f, 2a, 2b, 2d, 2e, 2f, 3a, 3b, 3d, 3e.

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

Required Course 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, as well as e-books from the MLK Library that you can read online and download. Sorry, but due to cost constraints, you may not use department printers to print reading materials – thank you for understanding. From time to time, we may distribute additional short readings during class – all details will be explained clearly when we meet.

Please note: unless otherwise indicated, the readings below can be downloaded from the course website.


**Recommended Course Readings**

We encourage each student to select a few of the recommended readings (listed, with links, on Canvas) that sound interesting – they will enhance your learning experience in URBP 295. Students working in small project teams during Phases 2 and 3 of the course will be strongly encouraged to complete some of the recommended readings to assist with their assigned tasks.

**Work Materials and Locations**

The computer laboratory in WSQ208 and “mini-lab” (in the Planning Department lounge area, in WSQ 218) are available to you to complete class assignments and homework. If you plan to use your personal computer to complete assignments started in class, a USB flash drive with at least 2 GB of capacity is strongly recommended for saving your in-class work and transferring it to your personal computer.

It is strongly recommended, though not required, that each student purchase a basic sketch book (approx. $10) and engineer’s scale (approx. $8) in order to maintain an ongoing record of analysis and techniques introduced in class, particularly cognitive mapping, urban design analysis, field work sketches, and other graphical exercises. Above all, it is hoped that your sketchbook will be a valuable resource to you during the semester and in your future urban planning career. As for the scale, every planner should have this simple and useful tool at the ready, in our opinion.
**Fundamentals for Success in this Course**

We will make every effort to help you succeed in this course so that you can apply what you’ve learned to your personal and professional growth. Naturally, it is your responsibility to complete all assignments and to take advantage of the many learning opportunities this semester. Your final grade will reflect your overall commitment to learning; higher grades correlate with student efforts that clearly meet – or exceed – instructor expectations for graduate-level work.

Here are some tips to help you succeed this semester:

**Enjoyment of Learning:** A strong motivation to learn, explore and have fun while learning is essential. This course will require a significant amount of independent work and relies heavily on student initiative. The course is intended to be a culminating experience in which you apply all of your knowledge from previous coursework, professional practice, and your own life experiences to create a planning document for a real-world community. As in the planning profession itself, a great deal of self-initiative is required. A sense of humor always helps, too!

**Understanding Roles:** The role of the instructor in a studio course is to teach, guide, mentor and encourage the project teams. The role of the student is to take full advantage of the academic freedom and flexibility offered by a studio course to collaborate with fellow students, to complete assigned tasks in a manner that exceeds expectations wherever possible, to serve a local San Jose community, and to produce a professional-grade document and presentation for the student’s portfolio. The course will be conducted in a manner that mirrors professional practice in order to help you develop valuable workplace skills.

**Focus and Respect:** We fully understand the temptations and distractions we all face today with smartphones vying for our attention. Please turn off or mute your phone during class, and note that lab computers may only be used for class exercises during the class period. If you have to "get something else done" during the class period, please step outside and do it elsewhere.

**Professional Conduct:** We will conduct this course in a manner that mirrors professional practice in order to help you develop valuable workplace skills. We all need to be in agreement that the following standards will apply, as listed in the two sections below.

**Instructor responsibilities** include:

- 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 prepared and organized, with clear learning objectives and a schedule for each class period
- To evaluate/grade student work fairly and accurately while providing constructive feedback

**Student responsibilities** include:

- 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 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

More Success Tips
Students that typically do well in studio courses:

• Pull their weight by sharing the workload equally with team members and attend all team meetings and discussions
• Consistently demonstrate enthusiasm for the project, even when deadlines loom and stress levels elevate
• Consistently demonstrate full support for their team
• Proactively raise concerns with team members and, if necessary, the instructors, and attempt to address them in a respectful and positive manner
• Devise strategies for carrying out the team’s short- and long-term tasks and goals
• Are organized, respectful and professional in their conversations with community members and agency officials
• Embrace the flexibility and inherent creativity of a studio course to actively pursue career interests and the acquisition of new skills
• Quickly adapt to changes in project goals and schedule changes (though these will be minimized to the extent practicable)
• Have confidence in their abilities and recognize that their contributions are valuable and important
• Know when to ask for help, then ask for it
• Are organized and diligent note-takers
• Are respectful of everyone in the class and handle disagreements professionally and assertively, focusing on the issues at hand and not the person
• Share ideas with others and offer constructive suggestions to improve work processes and project goals

Students that typically do not do well in studio courses:

• Expect the course to be “an easy A”
• Rely on their team members to perform the bulk of the work
• Do not take initiative at key moments to move their team and the project forward
• Focus on setbacks and negativity rather than finding proactive solutions
• Are consistently late to class and to group meetings
• Add a minimum of effort, rather than quality work that reflects the best of their abilities
• Fail to ask for assistance when it is needed
It is important to remember that the instructor’s primary role in a planning studio course is to help you succeed and grow as a professional planner. Therefore, you should always feel welcome to ask for help during the class period, privately during office hours, or remotely via e-mail. Asking for assistance will never be perceived as a liability and will never impact your grade negatively.

We look forward to a creatively exciting semester with each student. You are encouraged to offer your views of the course at any time during the semester; you do not need to wait for the formal end-of-semester course evaluation. We very much wish for this course to be useful, interesting and exciting for you, so please let us know how you feel the course is progressing. Compliments and constructive criticisms are both welcome!

**Course Assignments and Grading Policy**

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

<table>
<thead>
<tr>
<th>Assignments and Other Graded Activities</th>
<th>Percent of Course Grade</th>
<th>Course Learning Objectives Covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1: Written reflections on readings about physical planning theory and the community assessment process.</td>
<td>10%</td>
<td>1, 4</td>
</tr>
<tr>
<td>Assignment 2: Esri Story Map of Delmas Park neighborhood. Students will integrate walking tour findings and other information about the neighborhood into an online, interactive webmap.</td>
<td>5%</td>
<td>2</td>
</tr>
<tr>
<td>Assignment 3: Cognitive Map of Delmas Park neighborhood. Using only hand-drawn graphics, students will translate their initial impressions of Delmas Park into drawings, as a demonstration of the power of the cognitive mapping process to elicit community feedback during a community assessment.</td>
<td>5%</td>
<td>2</td>
</tr>
<tr>
<td>Assignment 4: Demographic analysis maps using Esri Community Analyst to display decennial/American Community Survey data.</td>
<td>10%</td>
<td>2</td>
</tr>
<tr>
<td>Assignment 5: Presentations of course readings: pairs of students will select from sets of course readings and present the main points of each, tying reading material directly to the assessment process used in this course, and lead a discussion of the readings with the class.</td>
<td>15%</td>
<td>6 - 11</td>
</tr>
<tr>
<td>Assignment 6: Phase 2 Draft and Final Deliverables: tasks include gathering citywide and neighborhood-specific data, reviewing pertinent city and regional regulations, preparation of maps and graphs, conducting interviews with community stakeholders, creation of an assessment findings video, and preparations for the December 5 Community Open House.</td>
<td>25%</td>
<td>1 - 5</td>
</tr>
<tr>
<td>Assignment 7: Completion of summary report related to assessment surveys (block/vacant lot conditions, building conditions, others as needed).</td>
<td>5%</td>
<td>1, 4</td>
</tr>
<tr>
<td>Assignment 8: Phase 3 Draft and Final Deliverables: tasks include refining Phase 2 deliverables, planning and executing final presentation to community stakeholders on December 13, and production of final assessment report.</td>
<td>25%</td>
<td>1 - 5</td>
</tr>
</tbody>
</table>
Calculation of Final Course Letter Grade

We 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, we 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).

We 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).

Please visit the “Grading Standards” section of Canvas for more details about how the instructors will evaluate written and oral work.

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. You can participate in many ways such as helping explain a concept to others, sharing a thoughtful perspective that aligns with the topic covered in section, monitoring yourself so you don’t hold the floor for too long and dominate the discussion, coming to office hours with thoughtful questions, commenting on your peers’ work, asking questions, and responding to questions thoughtfully. Your intellectual contribution to the discussion will be noted each time you participate.

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 negatively. According to SJSU 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”.

We realize that life happens. If you expect not to be able to complete an assignment on time, it is important for you to do two things:

1. Contact your instructor at least 24 hours prior to the due date and, if appropriate, the other students in a group (for group project work). If you do not communicate an anticipated late assignment within this timeframe, the standards above will apply.

2. Provide a date and time by which the late assignment will be submitted. If the late assignment is not received on the date promised, the assignment will receive a grade of zero.

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. Note that lat assignments will not be supported for group work in Assignments 6 and 8.
Since this course focuses on the development of professional skills used by urban planners, 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.

**Final Examination or Evaluation**

Assignment 8, Part 2 (team-based completion of the final Community Assessment Report) will essentially constitute the final examination for this course, along with an individual end-of-the-semester reflection on the community assessment process. **Attendance on Dec. 13 is mandatory.**

**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 **six**-unit class, you can expect to spend a minimum of **fifteen** hours per week in addition to time spent in class. You should plan to set aside a significant amount of time for out of class activities including, but not limited to, required course readings, data collection and analysis, group meetings, research, preparation of final client materials, etc.

**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/) at 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. In this class, students should use the “notes” style plus corresponding bibliography.

**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.

**About the Instructor: Rick Kos, AICP**

I am very much looking forward to working with you this semester and expect that you will learn quite a bit in our 3-1/2 months together. We'll have some fun along the way, too. My goal is to serve as a mentor as we practice a number of fundamental skills used by today’s planners while demonstrating professional project management techniques.

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 an assistant planner in Middlesex County, NJ, 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 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 weren’t particularly receptive at first to deviations from conventional suburban planning.

After relocating to the Bay Area in 2000, I worked with the Metropolitan Transportation Commission as a GIS Planner/Analyst. The Bay Area Lifeline Transportation Map that I completed for MTC locates disadvantaged neighborhoods and thousands of geocoded essential destinations (e.g., grocery stores, daycare centers, clinics) within the 9-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 45-person 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.

I recently was a digital cartographer with WorldLink, based in the Presidio of San Francisco. I helped 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 also manage the GIS Education Center affiliated with City College of San Francisco. Additionally, I have co-authored a book titled *GIS for Economic Development* with Professor Mike Pogodzinski of the SJSU Economics Department. The book was released in late 2012 by Esri Press.

I also engage in occasional freelance GIS projects. For example, I am now assisting Mobility Planners, LLC in the preparation of bus routing studies in various rural California communities. I am also assisting the Mori Foundation (Japan) with the collection of geospatial data sets for the City of Los Angeles in support of a project that compares the competitiveness of major world cities using a variety of metrics.

This will be my tenth year teaching at San José State and, I must admit, it is my favorite job of the many I’ve listed above. Welcome, and let’s work hard and have fun! I’m here to help you succeed.

**About the Instructor: Kevin Fang, Ph.D.**

I am also looking forward to working with all of you this semester, and I’m particularly excited to work with some of you for the second or third time! This will be my third year teaching at San Jose State. Last year I taught Land Use Planning and Law, Planning Report Proposal Writing, and advised for Planning Report Development and Completion. This year, I am teaching Quantitative Methods in addition to this class. I have also previously taught Computer Applications for Planning at Cal Poly – San Luis Obispo from 2007-2009, and Environmental Impact Assessment (CEQA) at UC Davis since 2015.

Like perhaps many of you, I am somewhat of a convert to planning as my undergraduate degree was actually in Integrative Biology from UC Berkeley in 2006. I then completed a Masters of City and Regional Planning and Transportation Engineering from Cal Poly in 2009, and a PhD in Transportation Technology and Policy from UC Davis in 2015. While biology and planning may seem unrelated at first glance, I think the two are actually intimately connected. When studying
things like ecology, you can’t help but cover how biological systems are affected by human activity. The built environment we create is arguably our biggest activity, and the transportation system is a major part of the built environment.

My research activities focus on sustainable transportation and the land use policies that enable or prevent sustainable transportation. The research group I worked in at UC Davis focused on non-motorized transportation, which included my dissertation research on skateboarding as a mode of travel. Our group also has a paper coming out this fall in the *Transportation Research Record* on the impacts of a road diet project on walking, bicycling, and driving. Some of my other brewing research projects include California’s changes to traffic impact analysis of development projects and how the public votes on transportation policy-related ballot measures.

In addition to more academic research, I have also worked on projects for various government agencies over the years including the City of Grover Beach, a General Plan Housing Element update for the City of San Luis Obispo, the San Joaquin Valley Air Pollution Control District (SJVAPCD), the California Strategic Growth Council (SGC), and the California Governor’s Office of Planning and Research (OPR).
**URBP 295: CAPSTONE STUDIO IN COMMUNITY PLANNING**  
**FALL 2017 COURSE SCHEDULE**

The following course schedule serves as a guide for topics and assignments covered in class. Details are subject to change. We will communicate changes via email and verbally in class. Your work in this course will take place during three phases:

- **Phase One**: Getting to Know Our Client and Key Issues in the Delmas Park Community
- **Phase Two**: Data Collection and Analysis; Preparations for December 5 Open House
- **Phase Three**: Preparation of a comprehensive *Community Assessment Report*

<table>
<thead>
<tr>
<th>Date</th>
<th>Our Work as Contemporary Urban Planners: discussions and guest speakers pertaining to community assessment techniques, the tools of our trade, ethical considerations, and related topics</th>
<th>Required Readings and Assignment Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PHASE ONE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week 1</strong></td>
<td><strong>Overview and Brainstorming</strong></td>
<td></td>
</tr>
<tr>
<td>Wed. Aug 23 (Kos)</td>
<td>• Introductions and course overview</td>
<td></td>
</tr>
<tr>
<td>Mon. Aug. 28 (Fang)</td>
<td>• Assessment “brainstorm” session</td>
<td></td>
</tr>
<tr>
<td>Mon. Sept. 4 (Fang)</td>
<td>• Aerial photo and Google Street View observations of Delmas Park study area</td>
<td></td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td><strong>Our Client, Study Neighborhood, &amp; Community Assessment Starting Points</strong></td>
<td>Assignment 1 Due: Reading reflection</td>
</tr>
<tr>
<td>Wed. Aug 30 (Kos)</td>
<td>• Walking tour of the study area and meeting with our clients in Delmas Park</td>
<td>Reading 1: Lynch/Whyte, pgs. 499-517 (in LeGates, editor)</td>
</tr>
<tr>
<td>Mon. Sept. 11 (Fang)</td>
<td>• Lecture/Discussion: Techniques for Initial Community Assessment (Part 1)</td>
<td>Reading 2: Jones, pgs. 11-38</td>
</tr>
<tr>
<td></td>
<td>• Adapting an asset-based approach vs. a needs-based approach</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Highlights from Readings 1 and 2</td>
<td></td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
<td><strong>Public Realm and Demographic Assessment</strong></td>
<td>Reading 3: West, pgs. 3-37 and your personal teamwork experiences</td>
</tr>
<tr>
<td>Wed. Sept. 6 (Kos)</td>
<td>• Lecture/Discussion: Techniques for Initial Community Assessment (Part 2)</td>
<td>Reading 4: City of San Diego, pgs. 7-8, 25-63 (skim)</td>
</tr>
<tr>
<td>Mon. Sept. 18 (Fang)</td>
<td>• Mental/Cognitive Mapping</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Video: “Insights into a Lively Downtown”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Mapping with Esri Community Analyst</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Discussion: effective teamwork techniques and student character strengths</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Overview of Phase 2 tasks/teams; student poll</td>
<td></td>
</tr>
</tbody>
</table>
# PHASE TWO
## Community Assessment Data Collection and Analysis

<table>
<thead>
<tr>
<th>Week 4</th>
<th>Our Work with CommUniverCity</th>
<th>Assignment 2 Due: Photo map of Delmas Park neighborhood</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed. Sept. 13 (Kos)</td>
<td>Guest Speakers: CommUniverCity San Jose staff</td>
<td></td>
</tr>
<tr>
<td>Mon. Sept. 25 (Fang)</td>
<td>Phase 2 Studio Team Work begins</td>
<td></td>
</tr>
</tbody>
</table>

| Assignment 3 Due: Cognitive map of Delmas Park neighborhood |
| Reading 5: Christensen and Jackson, pgs. 42-69 |

<table>
<thead>
<tr>
<th>Week 5</th>
<th>Assessment of Social &amp; Cultural Factors</th>
<th>Reading 6: Brenman, pages. 1-14 (skim), pgs. 15-44</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon. Oct. 2 (Fang)</td>
<td>Readings Presentation #1 of 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Phase 2 Studio Team Work</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Phase 2 teams: progress update #1 of 3</td>
<td></td>
</tr>
</tbody>
</table>

| Reading 8: SPUR Report: “Freedom to Move” |

| Sat. Sept. 23                | Community Survey Day (student attendance required) |

<table>
<thead>
<tr>
<th>Week 6</th>
<th>Transportation and Land Use Assessment</th>
<th>Assignment 4 Due: Demographic analysis maps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed. Sept. 27 (Kos)</td>
<td>Lecture: Transportation Assessment Techniques</td>
<td>Reading maps</td>
</tr>
<tr>
<td>Mon. Oct. 9 (Fang)</td>
<td>Phase 2 Studio Team Work</td>
<td></td>
</tr>
</tbody>
</table>

| Assignment 5 Due: Demographic analysis maps |
| Reading 8: SPUR Report: “Freedom to Move” |

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon. Oct. 16 (Fang)</td>
<td>Readings Presentation #2 of 5</td>
<td>Reading 11: Bosselmann and Macdonald, pgs. 168-180</td>
</tr>
<tr>
<td></td>
<td>Introduction to Building Conditions Assessment</td>
<td>Reading 12: A. Jacobs, pgs. 28-37</td>
</tr>
<tr>
<td></td>
<td>Phase 2 Studio Team Work</td>
<td></td>
</tr>
</tbody>
</table>

| Reading 13: Sirianni |

<table>
<thead>
<tr>
<th>Week 8</th>
<th>The Role of Storytelling in the Planning Process</th>
<th>Assignment 6 (Part 1) Due: 50% Draft Phase 2 Deliverables</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed. Oct. 11 (Kos)</td>
<td>Guest Speaker Flo Pucci (invited)</td>
<td>Reading 13: Sirianni</td>
</tr>
<tr>
<td>Mon. Oct. 23 (Fang)</td>
<td>Phase 2 Studio Team Work</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Phase 2 teams: progress update #2 of 3</td>
<td></td>
</tr>
</tbody>
</table>

| Assignment 7 Due: Building Conditions Assessment Observations |
| Reading 13: Sirianni |

<table>
<thead>
<tr>
<th>Week 9</th>
<th>Report Outline and Development</th>
<th>Assignment 7 Due: Building Conditions Assessment Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed. Oct. 18 (Kos)</td>
<td>Professional Report Design and Writing</td>
<td></td>
</tr>
<tr>
<td>Mon. Oct. 30 (Fang)</td>
<td>Setting a Road Map: Report Outline Development</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Community Open House Preparations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Readings Presentation #3 of 5</td>
<td></td>
</tr>
</tbody>
</table>
# PHASE THREE

**Synthesis of Assessment Findings and Assessment Report Production; Community Open House Preparation**

<table>
<thead>
<tr>
<th>Week 10</th>
<th><strong>Professional Meeting Facilitation Methods</strong></th>
</tr>
</thead>
</table>
| Wed. Oct. 25 (Kos) | - Guest Speaker Laurel Prevetti (invited)  
- Lecture: Tips for Facilitating Great Meetings  
- Community Open House Preparations  
- Phase 2 teams: progress update #3 of 3  
- Overview of Phase 3 teams and tasks |
| Mon. Nov. 6 (Fang) | Reading 14: Nat’l Inst. Of Health, pgs. xv.-xvii, 3-44 (skim), 45-53 |

<table>
<thead>
<tr>
<th>Week 11</th>
<th><strong>Professional Presentation Techniques</strong></th>
</tr>
</thead>
</table>
| Wed. Nov. 1 (Kos) | - Lecture: Using PowerPoint Effectively  
- Phase 3 Studio Team Work begins  
- Open House role-playing practice session  
- Readings Presentation #4 of 5 |
| Mon. Nov. 13 (Fang) | Assignment 6 (Part 2) Due: 100% Draft Phase 2 Deliverables |

<table>
<thead>
<tr>
<th>Week 12</th>
<th><strong>Equity and Ethical Concerns for Planners</strong></th>
</tr>
</thead>
</table>
| Wed. Nov. 8 (Kos) | - Lecture: Equity Concerns in the Planning Process  
- Phase 3 Studio Team Work  
- Open House “dry run” practice session  
- Readings Presentation #5 of 5 |
| Mon. Nov. 20 (Fang) | Reading 15: Collins, pg. 1185  
Reading 16: Al-Kodmany, pgs. 37-44 |

<table>
<thead>
<tr>
<th>Week 13</th>
<th><strong>Phase 3 Work: Open House Preparations</strong></th>
</tr>
</thead>
</table>
| Wed. Nov. 15 (Kos) | - Phase 3 Studio Team Work  
- Community Open House preparation  
- Phase 3 teams: progress update #1 of 2 |
| Mon. Nov. 27 (Fang) | Reading 17: Davidoff, pgs. 331-338  
Reading 18: Arnstein, pgs. 238-250  
Reading 19: Brenman, pgs. 45-61 |

| Nov 22 (Kos) | No Class (Thanksgiving Week) |

<table>
<thead>
<tr>
<th>Week 14</th>
<th><strong>Final Report/Presentation Preparation</strong></th>
</tr>
</thead>
</table>
| Wed. Nov. 29 (Kos) | - Phase 3 Studio Team Work  
- Community Open House preparation/practice |
| Mon. Dec. 4 (Fang) | |

<table>
<thead>
<tr>
<th>Tues. Dec. 5</th>
<th><strong>DELMAS PARK COMMUNITY OPEN HOUSE</strong>  (Attendance required)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Week 15</th>
<th><strong>Final Report/Presentation Preparation</strong></th>
</tr>
</thead>
</table>
| Wed. Dec. 6 (Kos) | - Phase 3 Studio Team Work  
- Dry run of Dec. 13 presentation to stakeholders  
- Phase 3 teams: progress update #2 of 2 |
| Mon. Dec. 11 (Fang) | Assignment 8 (Part 1) Due: Draft Community Assessment Report |

<table>
<thead>
<tr>
<th>Finals</th>
<th><strong>Final Presentation</strong></th>
</tr>
</thead>
</table>
| Wed. Dec 13 (Combined - All students required to attend this course culmination) | - Presentation of Assessment Findings to Delmas Park Community Leaders  
- Reflections on course accomplishments and evaluation of planning project outcomes |
| Assignment 8 (Part 2) Due: Final Community Assessment Report |