### Instructor
Sonja Caldwell Kos, AICP

### Office location
WSQ-218

### Office Telephone
(408) 924-5882 (Department office phone, but email is a much better way to reach me)

### Email
sonja.kos@sjsu.edu

### Office hours
Wednesdays (January 24 – May 9) 10:00 a.m. – 1:00 p.m.
--- Sign up for office hours here: https://goo.gl/VvCB81 ---

### GE/SJSU Studies Category
Area S: Self, Society and Equality in the United States

### Class days/time
Wednesdays (January 24 – May 9) 3:00 p.m. – 5:45 p.m.

### Classroom
DBH-202

### Class website
See Canvas site created for this course

### 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 Canvas 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.

- Reading 6: Davis, Benjamin, Tony Dutizk and Phineas Baxandall. “Transportation and


### 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 MLK Library Liaison Toby Matoush. See details on page 7 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 Canvas.

<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>
</tr>
<tr>
<td>5 – City Profile of a non-U.S. City</td>
<td>20%</td>
</tr>
<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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</tbody>
</table>

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.
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.

High grades must be earned and all grades reflect my comprehensive estimation of a student's effort. For example, I reserve a grade of “A” only for exceptional work, as a way of honoring students who go “above and beyond”. After all, the strict definition of an “A” grade is “exceptional”, not “average” or even “above average”.

Final Examination or Evaluation

The final exam for this course will be administered on May 17, 2018. It will be completed during the class period and will consist of multiple choice questions and prompts for short answers.

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.

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/

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 9780226816388). 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.

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: Sonja Caldwell 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 three months together. We'll have some fun along the way, too.

A little about my background: my formal training is in architecture (BArch., Hampton University, 1992) as well as regional planning with a concentration in housing, real estate and community development (M.R.P., University of North Carolina at Chapel Hill, 1995).

After relocating to the Bay Area in 2001, I worked for the City and County of San Francisco Planning Department as a Code Enforcement Planner. In addition to working for non-profit organizations, I worked for TODCO (a San Francisco affordable housing developer) as a Community Advocate Manager.

This will be my second year teaching at San José State and, I must admit, it is a great pleasure and a fascinating job. Welcome! Let’s work hard and have fun learning about cities and global urbanism! I’m here to help you succeed.
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.

| January 24  
| (Wed.)     | Welcome; Introductions; Course and Syllabus Overview 
| Introductions, Course and Syllabus Review, Why We Should Care About Cities, the Early Rise of Cities | Pre-Test (not graded): how much do you already know about cities? 
|            | Warm-Up Discussion: what are the essential qualities that define cities? Which cities are you most familiar with – what makes them unique? 
|            | Lecture and Discussion: The historic rise of cities 
|            | Hands-on: exploring cities with Urban Observatory 
|            | Video: “Secrets of Ancient Empires: First Cities” |

| January 31  
| (Wed.)     | Video: “Tenement Life in NYC” 
| The Industrial Revolution and the Rapidly Changing Scale and Role of Cities | Lecture: The Rise of Cities, Industrial Cities and Transportation Innovations 
|            | In-Class Mapping Exercise: Locating early cities and regions |

| February 7  
| (Wed.)     | Assignment 1 Due: The Rise of Cities 
| “Reading” a City | Reading 1 Due: The Origins and Development of the World’s Cities (pgs. 23-53) 
|            | Lecture: How are cities developed? Reading a City 
|            | Video: “Insights into a Lively Downtown” 
|            | Observational Fieldwork: East Santa Clara Street Exploration 
|            | Guest Speaker invited |

| February 14  
| (Wed.)     | Reading 2 Due: “Sidewalks”: Death and Life of Great American Cities (pgs. 143-151) 
| Urban Design and Human Interactions in Urban Spaces | Lecture: Social Life of Cities and Urban Design 
|            | Video: “The Social Life of Small Urban Spaces” and Jane Jacobs biography 
|            | Guest Speaker invited |

| February 21  
| (Wed.)     | Reading 3 Due: “The Design of Spaces” in City: Rediscovering the Center (pgs. 510-517) 
<p>| Rediscovering the Center - Downtown | Observational Fieldwork: Downtown San Jose design characteristics |</p>
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<tr>
<th>Date</th>
<th>Activity</th>
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<tr>
<td><strong>February 28</strong> (Wed.)</td>
<td><strong>Assignment 2 Due:</strong> Suburban Expansion and Smart Growth Alternatives</td>
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<td><strong>Reading 4 Due:</strong> <em>The Geography of Nowhere</em> (pgs. 189-216)</td>
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<td>- <strong>Lecture:</strong> Suburban sprawl and smart growth alternatives</td>
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<td>- <strong>Video:</strong> “Tragedy of Suburbia” or “Save Our Land, Save Our Towns”</td>
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<td></td>
<td>- <strong>Observational Fieldwork:</strong> Is Santana Row &quot;Smart Growth&quot;? (tentative)</td>
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<td><strong>Mar. 7</strong> (Wed.)</td>
<td><strong>Reading 5 Due:</strong> “How Los Angeles is Becoming the Next Great Mass-Transit City”</td>
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<td><strong>Reading 6 Due:</strong> “Transportation and the New Generation”</td>
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<td>- Guest Speaker invited</td>
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<td><strong>March 14</strong> (Wed.)</td>
<td><strong>Reading 7 Due:</strong> Housing in the Bay Area</td>
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<td>- Housing in the Bay Area - What are the challenges?</td>
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<td><strong>March 21</strong> (Wed.)</td>
<td><strong>Reading 8 Due:</strong> “Freedom to Move”</td>
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<td>- <strong>Videos:</strong> “Urban Planning 101: Walkability”; “City Planning: the Economics of Walkability”</td>
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<td>- <strong>Observational Fieldwork:</strong> Complete Streets Audit of a local roadway</td>
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<td><strong>Mar. 28</strong></td>
<td><strong>SPRING BREAK</strong></td>
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<td><strong>Apr. 4</strong> (Wed.)</td>
<td><strong>Assignment 3 Due:</strong> Newspaper Article Summary</td>
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<td>- Why did you choose this article?</td>
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<td>- In class discussion and presentations</td>
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<td>- Guest Speaker invited</td>
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<td>Apr. 11</td>
<td><strong>Reading 9 Due:</strong> “Planning and Sustainability”&lt;br&gt;● Lecture: Urban Sustainability&lt;br&gt;● Video: “Cities”&lt;br&gt;● Guest Speaker invited</td>
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<td>Apr. 18</td>
<td><strong>Reading 10 Due:</strong> Bowling Alone (pgs. 307-318)&lt;br&gt;● Lecture: Social Capital and Environmental Justice; The Role of Urban Planning&lt;br&gt;● Videos: “Chavez Ravine”&lt;br&gt;● Guest Speaker invited</td>
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<td>Apr. 25</td>
<td><strong>Exercise:</strong> In Class: How do cities work?&lt;br&gt;GROUP Exercise: Use flow-chart or other chart to visually show your answer</td>
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<td>May. 2</td>
<td><strong>Assignment 4 Due:</strong> Urban Sustainability&lt;br&gt;● Guest Speaker invited</td>
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<td>May. 9</td>
<td><strong>Assignment 5 Due:</strong> City profile paper for a city outside of the United States&lt;br&gt;● PRESENTATION: Why did you choose this city?&lt;br&gt;● Course Evaluation</td>
</tr>
<tr>
<td>May. 17</td>
<td><strong>FINAL EXAM:</strong> Exam Time: 12:15 - 2:30 PM</td>
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