SAIT JOSÉ STATE UNIVERSITY
URBAN AND REGIONAL PLANNING DEPARTMENT
URBP 200 SEMINAR ON URBAN AND REGIONAL PLANNING
SPRING 2017

Instructor: Joseph Kott, PhD, AICP, PTP
Office location: WSQ 218
Telephone: 650-814-0961
Email: Joseph.Kott@SJSU.edu
Office hours: Wednesdays, from 3:00 pm to 4:30 pm
Class days/time: Wednesdays, from 4:30 pm to 7:00 pm
Classroom: SH 444
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
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 Environs, and court cases including Village of Euclid v. Ambler Realty Co. (1926). Additional court cases include, but are not limited to:


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) Purpose and Meaning of Planning: appreciation of why planning is undertaken by communities, cities, regions, and nations, and the impact planning is expected to have.

1. b) Planning Theory: appreciation of the behaviors and structures available to bring about sound planning outcomes.

1. c) Planning Law: appreciation of the legal and institutional contexts within which planning occurs.

1. d) Human Settlements and History of Planning: understanding of the growth and development of places over time and across space.
1. e) The Future: understanding of 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.

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

2. a) Research: tools for assembling and analyzing ideas and information from prior practice and scholarship, and from primary and secondary sources.

2. b) Written, Oral and Graphic Communication: ability to prepare clear, accurate and compelling text, graphics and maps for use in documents and presentations.

2. c) Planning Process Methods: tools for stakeholder involvement, community engagement, and working with diverse communities.

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

**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.


San José State University


**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>
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<tbody>
<tr>
<td>Quiz #1 on material through March 1, 2017</td>
<td>10%</td>
<td>1, 2, 3, 4, 5, 9, 10</td>
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<tr>
<td>Quiz #2 on material through May 3, 2017</td>
<td>10%</td>
<td>1, 2, 3, 4, 5, 6, 7, 9</td>
</tr>
<tr>
<td>Reading Memos, summarizing and reflecting upon what you have read; 1 to 2 pages in length</td>
<td>10%</td>
<td>1, 2, 3, 4, 5, 6, 7, 9, 10, 11</td>
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<tr>
<td>Brief Paper or Presentation on an Historic Case in Planning Law</td>
<td>5%</td>
<td>1, 2, 5</td>
</tr>
<tr>
<td>Staff Report on a topic pertaining to the course; prior approval of the instructor required for the topic chosen; at least 15 pages in length; links planning history and theory to real-world engagement in planning (Engagement Unit activity)</td>
<td>35%</td>
<td>10</td>
</tr>
<tr>
<td>Final Examination on all material covered in the course; choice of 4 out of 7 essay questions</td>
<td>25%</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</td>
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</tbody>
</table>
Memo on Ethical Issues in Planning and the AICP Code of Ethics; 2 to 3 pages in length

Extra Credit: participate in an in-class “improv theatre” performance or attend and/or participate in the an 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

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 is as follows:

Pennsylvania Coal Co. v. Mahon (1922)
Village of Euclid v. Ambler Realty Co. (1926)
Berman v. Parker (1954)
Citizens to Preserve Overton Park, Inc v Volpe (1971)
Golden v Planning Board of Ramapo (1972)
Young v. American Mini Theaters, Inc. (1976)
Village of Arlington Heights v Metropolitan Housing Development Corp (1977)
Southern Burlington County NAACP v Township of Mt. Laurel (1983)
Nollan v. California Coastal Commission (1987)
Dolan v. City of Tigard (1994)

The Staff Report, which is the Engagement Unit activity for the course, should be at least 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 section of the Staff Report will discuss the academic work on the Staff San José State University
Report topic, as informed by planning history and theory. 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 Wednesday, May 24th.

**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 from 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/”

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.

URBP 200
SPRING 2017
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>February 1, 2017</td>
<td>Course Overview; View and discuss Urbanized</td>
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<tr>
<td>February 8, 2017</td>
<td>Origins of Urban &amp; Regional Planning I</td>
<td>Hall, Chapter 1</td>
<td></td>
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<tr>
<td>February 15, 2017</td>
<td>Origins of Urban &amp; Regional Planning II</td>
<td>Hall, Chapter 2, 3, and 4</td>
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<tr>
<td>February 22, 2017</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>March 1, 2017</td>
<td>Origins of Urban &amp; Regional Planning IV; Improv Theatre: What Makes a City Great; View and discuss Daniels</td>
<td></td>
<td>Quiz #1 due</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Chapters</td>
<td>Due Date</td>
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<tr>
<td>March 8, 2017</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>March 15, 2017</td>
<td>Planning Theory II</td>
<td>Brooks, Chapters 5, 6, 7, and 8</td>
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<tr>
<td>March 22, 2017</td>
<td>Planning Theory III</td>
<td>Brooks, Chapters 9, 12, and 13</td>
<td>Planning Law Briefing Paper or Presentation due</td>
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<tr>
<td>March 29, 2017</td>
<td>Spring Recess</td>
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<tr>
<td>April 5, 2017</td>
<td>Regional Planning in the Lens of Theory and History</td>
<td>Hise; Talen (2008)</td>
<td>Reading Memo #3 due</td>
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<tr>
<td>April 12, 2017</td>
<td>The Highway City in the Lens of Theory and History; View and discuss <em>Sprawling from Grace</em></td>
<td>Hall, Chapter 8, 9, 10 and 11</td>
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<tr>
<td>April 19, 2017</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>April 26, 2017</td>
<td>The New Urbanism in the Lens of Theory and History</td>
<td>Brain; Saab; and Hirt</td>
<td>Reading Memo #4 due</td>
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<tr>
<td>May 3, 2017</td>
<td>The Healthy City and other Topics in Planning Practice in the Lens of History and Theory; View and discuss <em>Designing Healthy Communities: Social Policy in Concrete</em></td>
<td>Hoechner et al.</td>
<td>Quiz #2 due</td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>Page References</td>
<td>Notes</td>
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<tr>
<td>May 10, 2017</td>
<td>Public Engagement in the Lens of History and Theory; an Exercise in Public</td>
<td>Brooks, Chapter 10 an</td>
<td>Reading Memo #5 Due;</td>
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<td>[History and</td>
<td>Engagement; Planning Ethics; Improv Theatre: *An Exercise in Planning</td>
<td>11; Seltzer &amp; Mahmoudi</td>
<td>Memo on Ethical Issues in Planning Due</td>
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<td>theory]</td>
<td>Ethics*; The Future of Cities</td>
<td>AICP Code of Ethics</td>
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<td>Hall, Chapter 12 and 13</td>
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<td>May 17, 2017</td>
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<td>*Staff Report Due</td>
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<td>May 24, 2017</td>
<td><strong>FINAL EXAMINATION</strong></td>
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<td>Final Examination (Take-Home) Due, 5:00 pm</td>
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