Instructor: Ginette Wessel
Office location: Washington Square Hall, WSQ-218A
Telephone: Email communication preferred
Email: ginette.wessel@sjsu.edu
Office hours: Tuesday 3:00-4:00pm and Thursday 12:00-1:00pm or by appointment
Class days/time: Thursday 1:30-7:00pm
Classroom: Washington Square Hall, WSQ 208
Class website: SJSU Canvas: http://www.sjsu.edu/at/ec/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 Description and Course Learning Objectives
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. Fundamentally, urban planners help to shape our built environment.

The basic element of a planner’s work is the creation of a plan — a document which arises from a goal-setting process and which integrates data analysis, fieldwork, the input of community members, professional judgment and personal experience. At best, community leaders and residents use a well-constructed plan frequently as a reference to guide growth and change in a manner that represents the collective intentions of the community.

The foundation for any meaningful and responsive planning effort is a thorough assessment 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. With this solid foundation of facts, planners can then proceed to subsequent stages of the community planning process including goal formulation and plan development.

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 in the South University Neighborhood (SUN) which is situated just south of the main SJSU campus and north of Interstate 280 (see image below). Specifically, we will develop a comprehensive Community Assessment report for SUN. The resulting document will encapsulate the community’s assets, challenges, demographics, and aspirations as well as the numerous city, county, and state regulations that play a role in shaping the community.

You will have an exciting opportunity to craft a professional planning document through guided exercises, extensive research and documentation, and active community engagement. We will utilize the processes and tools employed by today’s professional planners and work closely with the community and multiple regulatory agencies. The draft assessment findings, to be presented to local residents at a community open house, will present existing conditions in a manner designed to elicit input from the community we will study. Taking what we learn at the open house, we will complete a final Community Assessment report in mid-April. The report that you develop will also build upon the previous classes work with new topics and themes.

The document you will develop over the next 17 weeks will be of great value to the community we assess this semester, to SUN 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 South University Neighborhood.
Community Engagement

In addition to the tasks described above, student teams will take part in assessment 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.

• Synthesize the results from the neighborhood survey to gauge the feelings of community residents regarding safety, amenities, civic engagement, and other livability factors. These door-to-door surveys took place in September with teams of graduate planning and undergraduate sociology students.

• Join informational walking tours led by SUN community leaders in order to better understand our project study area.

• Design, set up, and execute a Community Open House in order to summarize our assessment findings, share them with community stakeholders, and elicit feedback. Your attendance at this event is required.

• Attend SUN Board meetings to keep up with important progress with community improvement efforts. Students are not required to attend these meetings but are strongly encouraged to do so.

San José State University

Urban and Regional Planning Department
Course Structure
URBP-201 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 instructor serving as the project manager. URBP-201 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 the Community
- **Phase Two**: Data Collection and Analysis; Preparations for Community Open House
- **Phase Three**: Preparation of a comprehensive *Community Assessment Report*

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 the following PAB Knowledge Components: 1b, 2b, 2c, 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 Texts
There are no textbooks to purchase for this course. Instead, all required readings will be available via the class Canvas 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 Canvas website.


**Recommended Course Readings**

We encourage each student to select a few of the readings below that sound interesting – they will enhance your learning experience in URBP-201. Students working in small project teams during Phases 2 and 3 of the course will be strongly encouraged to complete some of the readings below 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. 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. To take full advantage of the course resources, each student should have access to a computer with an Internet connection and have access to a web browser (e.g. Chrome, Internet Explorer, Firefox), Adobe Acrobat Reader (available for free at www.adobe.com), Microsoft Word, Microsoft Excel, and Microsoft PowerPoint.

It is strongly recommended, though not required, that each student purchase a basic sketch book (approx. $10) 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.

**Fundamentals for Success in this Course**

I 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 exceed expectations.

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 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 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: I fully understand the temptations and distractions we all face today with email, web sites, Twitter, Facebook and IMs vying for our attention, but lab computers may not be used for getting other work or e-mail done. Out of respect for everyone in a focused learning environment, please turn computer monitors off when not being used for course exercises. If you have to "get something else done" during the class period, please do it elsewhere. Mobile phones need to be in silent mode, or turned off.

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
- Focus on the bare 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.

I 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. I very much wish for this course to be useful, interesting and exciting for you, so please let me 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 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><strong>Assignment 1 (due Feb. 11)</strong></td>
<td></td>
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<tr>
<td>Reflections on Readings about Effective Teamwork and Community Assessment Starting Points</td>
<td>5%</td>
<td>1, 4</td>
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<tr>
<td><strong>Assignment 2 (due Feb. 18)</strong></td>
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<tr>
<td>Reflections on Readings about Assessment of Physical and Qualitative Community Assets and Liabilities</td>
<td>5%</td>
<td>1, 6</td>
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<tr>
<td><strong>Assignment 3 (due Feb. 18)</strong></td>
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<tr>
<td>Cognitive Map of Study Neighborhood</td>
<td>5%</td>
<td>2</td>
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<tr>
<td><strong>Assignment 4 (due Feb. 25)</strong></td>
<td></td>
<td></td>
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<tr>
<td>Demographic Analysis Maps using Esri Community Analyst to Display Decennial/American Community Survey Data</td>
<td>10%</td>
<td>2</td>
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<tr>
<td><strong>Assignment 5 (due March 17)</strong></td>
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<tr>
<td>Completion of Tasks and Summary Report related to assessment surveys (block and vacant lot conditions, and building conditions)</td>
<td>10%</td>
<td>1, 4</td>
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<tr>
<td><strong>Assignment 6 (due March 17 and April 7)</strong></td>
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<tr>
<td>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 November 21 Community Open House</td>
<td>25%</td>
<td>1 - 5</td>
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<tr>
<td>- March 17: 50% draft Phase 2 deliverables due</td>
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<tr>
<td>- April 7: 100% draft Phase 2 deliverables due</td>
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<tr>
<td><strong>Assignment 7 (due April 28)</strong></td>
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<tr>
<td>Reflections on Course Readings: students will choose any six readings from #7-#23 and summarize main points of each in at least one page of error-free writing, tying reading material directly to the community assessment process used in this course</td>
<td>15%</td>
<td>6 - 11</td>
</tr>
<tr>
<td><strong>Assignment 8 (due May 5 and May 19)</strong></td>
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<td></td>
</tr>
<tr>
<td>Phase 3 Draft and Final Deliverables</td>
<td>25%</td>
<td>1 - 5</td>
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<tr>
<td>- May 5: Draft Assessment Report</td>
<td></td>
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<tr>
<td>- May 19: Final Assessment Report</td>
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</tbody>
</table>
Calculation of Final Course Letter Grade

Assignment will be graded using a 100pt scale (100=excellent, 90=good, 80=average, 70=marginal, 60 & below = unacceptable). The following is a hypothetical set of grades for each assignment to illustrate how the grade is calculated.

First, calculate the weighted score for each assignment. The following examples equation is used to calculate each assignment. In the first example, the student scored a 92 points out of 100 on Assignment #1 and an 86 points on Assignment #6.

Assignment #1: 92 times 5% = 4.6
Assignment #6: 86 times 25% = 21.5

Overall Grade
Add the weighted score for each assignment to arrive at the final score for the course:

a) Final score = 4.6 +X +X +X +X +21.5 + X+X = XX
b) Use this grading scheme to arrive at the letter grade:
   A+ (96 and above); A (93 to 95); A- (90 to 92); B+ (87 to 89); B (84 to 86); B- (81 to 83); C+ (78 to 80); C (75 to 77); C- (72 to 74); D+ (69 to 71); D (66 to 68); D- (63 to 65); F(below 63)

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 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”.

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 assignment will receive a grade of zero.

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.
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.

**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.

**Academic Integrity Statement, Plagiarism, and Citing Sources Properly**

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

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 biblipgraphy.

Accommodation for Disabilities

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/aec to establish a record of their disability.

You can find information about the services SJSU offers to accommodate students with disabilities at the Accessible Education Center website at www.sjsu.edu/aec.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that
he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at http://www.sjsu.edu/senate/docs/S14-7.pdf.

Consent for Recording of Class and Public Sharing of Instructor Material

Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.

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.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter. The SJSU Writing Center is located in Room 126 in Clark Hall.

SJSU Counseling and Psychological Services

The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling and Psychological Services website at http://www.sjsu.edu/counseling.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.
About the Instructor: Ginette Wessel, Ph.D.

Welcome to Community Assessment! I look forward to working with you this semester and helping you improve your professional planning skills as we work with the South University Neighborhood residents. To introduce myself, I’ve provided a synopsis of my education, research, and professional engagements.

I began my academic studies in architecture at Southern Illinois University. I also worked for a mid-size architectural firm (Image Architects) during my undergraduate studies where I designed a variety of projects including campus dormitories, wineries, and assisted living centers across Southern Illinois. After my Bachelor’s degree I attended University of North Carolina at Charlotte where I completed my Master’s of Architecture and Master’s of Arts in Geography with a focus on Community Planning. During my graduate studies in Charlotte, I conducted computational research on urban visualization, cognition, and GPS navigation with the Digital Arts Center and ESRI’s Southwest Regional Office. These projects led to research publications at a variety of conferences including SEDAAG, ACSA, IEEE, SIGRAPH, ACADIA, CAADRIA.


My professional and community-building skills are notable through my collaboration with the City of San José, nonprofits, and neighborhood organizations in an effort to address urban growth issues. As a member of the San Francisco Planning and Urban Research Association (SPUR) Policy Board in San Jose, I collaborate with key stakeholders about issues ranging from new fiscal strategies to urban design guidelines. Recently, I led a public space reactivation team through the process of developing an operations and construction plan for a community café in St. James Park. The project engaged 40 local professionals and gave graduate students firsthand experience in working with community stakeholders.

Teaching in architecture and urban planning is my passion. I’m honored to have taught talented students at UNC Charlotte, UC Berkeley, and San Jose State. I have taught the subjects of urban and architectural history and theory, sustainability and the built environment, digital theory, research methods, and studios in urban planning and design.

I look forward to getting to know each of you this semester. When convenient, please stop by office hours to introduce yourself.
URBP 201: COMMUNITY ASSESSMENT, SPRING 2016
TENTATIVE COURSE SCHEDULE

*The following course schedule serves as a guide for topics and assignments covered in class. Details are subject to change. I will communicate changes via email and verbally in class.

<table>
<thead>
<tr>
<th>Class Meeting Dates</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 other related topics</th>
<th>Required Readings and Assignment Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PHASE ONE</strong></td>
<td>Getting to Know the Client and the Community</td>
<td></td>
</tr>
<tr>
<td>Thurs. Jan 28</td>
<td><strong>Overview and Brainstorming</strong></td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>▪ Introductions and Course Overview</td>
<td></td>
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<tr>
<td></td>
<td>▪ Assessment “Brainstorm” Session</td>
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<td>▪ Study Area Analysis: Aerial Photo and Google Street View Observations</td>
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<tr>
<td>Thurs. Feb 4</td>
<td><strong>Our Client, Study Neighborhood, &amp; Community Assessment Starting Points</strong></td>
<td>Reading 1: West, pgs. 3-37 and your personal teamwork experiences</td>
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<td>▪ Discussion: effective teamwork techniques and student character strengths</td>
<td>Reading 2: City of San Diego, pgs. 7-8, 25-36 (skim)</td>
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<td>▪ Guest Speakers: Fahteen Khan and Sajuti Rahman (their experiences in URBP 201)</td>
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<td>▪ Walking tour of the study area and meeting with our clients in the SUN</td>
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<td>▪ Lecture: Techniques for Initial Community Assessment (Part 1)</td>
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<td>▪ Adopting an asset-based approach vs. a needs-based approach</td>
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<td>▪ Jane Jacobs: “Sidewalks”</td>
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## PHASE TWO
Community Assessment Data Collection and Analysis; Preparations for Community Open House

<table>
<thead>
<tr>
<th>Date</th>
<th>Activities</th>
<th>Reading 1 Due</th>
<th>Reading 2 Due</th>
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<tbody>
<tr>
<td>Thurs. Feb 11</td>
<td><strong>Public Realm and Demographic Assessment</strong></td>
<td>Assignment 1 Due</td>
<td>Assignment 2 Due</td>
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<tr>
<td></td>
<td>- Lecture/Discussion: Techniques for Initial Community Assessment (Part 2)</td>
<td>Reading 3A, 3B, 3C: Jackson, Brugemann, Jacobs, pgs. 65-74, 105-109, 211-221</td>
<td>Assignment 3: Cognitive map of SUN neighborhood</td>
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<td></td>
<td>- Kevin Lynch: Elements of City Form</td>
<td>Reading 4: Jones, pgs. 11-38</td>
<td>Assignment 4: Demographic analysis maps</td>
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<td></td>
<td>- Mental/Cognitive Mapping</td>
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<td>Reading 7: Christensen and Jackson, pgs. 42-69</td>
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<td></td>
<td>- Video: “Insights into a Lively Downtown”</td>
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<td>Reading 8: Flint, pgs. 130-168 (skim)</td>
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<td></td>
<td>- Overview and Hands-On with Esri Community Analyst for Census Demographic Mapping</td>
<td></td>
<td>Reading 9: Al-Kodmany, pgs. 37-44</td>
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<td></td>
<td>- Discuss Assignment 3 &amp; 4</td>
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<td>Reading 10: SPUR Report: “Freedom to Move”</td>
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<td>- Overview of Phase 2 tasks and teams</td>
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<td>Thurs. Feb 18</td>
<td><strong>Public Realm Assessment</strong></td>
<td>Assignment 3: Cognitive map of SUN neighborhood</td>
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<td></td>
<td>- Guest Speaker: CommUniverCity San Jose Overview</td>
<td>Assignment 3: Cognitive map of SUN neighborhood</td>
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<td>- Door-to-Door Survey Overview (Galadriel Burr)</td>
<td>Assignment 4: Demographic analysis maps</td>
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<td></td>
<td>- Block and Vacant Lot Assessment Training</td>
<td>Reading 7: Christensen and Jackson, pgs. 42-69</td>
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<td>- Building Conditions Assessment Training</td>
<td>Reading 8: Flint, pgs. 130-168 (skim)</td>
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<td>- Phase 2 Studio Team Work</td>
<td>Reading 9: Al-Kodmany, pgs. 37-44</td>
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<tr>
<td>Thurs. Feb 25</td>
<td><strong>Community Assessment &amp; Field Data Collection</strong></td>
<td>Assignment 4: Demographic analysis maps</td>
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<td></td>
<td>- Field Work: Block &amp; Vacant Lot Conditions Assessment</td>
<td>Reading 7: Christensen and Jackson, pgs. 42-69</td>
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<td>- Adobe Illustrator Basics Training</td>
<td>Reading 8: Flint, pgs. 130-168 (skim)</td>
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<td>- Phase 2 Studio Team Work</td>
<td>Reading 9: Al-Kodmany, pgs. 37-44</td>
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<td>- Panel Discussion</td>
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<td>- Fieldwork: Building Conditions Assessment</td>
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<td>- Phase 2 Studio Team Work</td>
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<td>Thurs. March 10</td>
<td><strong>Assessment of Social &amp; Cultural Factors</strong></td>
<td>Reading 11: Brenman, pages. 1-14 (skim), pgs. 15-44</td>
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<td></td>
<td>Lecture: Stakeholder Identification and Analysis, Role of Officials, Stakeholders, and Community Members in the Planning Process</td>
<td>Reading 12: Pucci</td>
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<td>Guest Speaker: Flo Pucci</td>
<td>Reading 13: Putnam, pgs. 134-142</td>
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<td>Phase 2 Studio Team Work</td>
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<td>Thurs. March 17</td>
<td><strong>Urban Form and Streetscapes Assessment</strong></td>
<td>Assignment 5: Survey Summary Report Due</td>
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<td></td>
<td>Lecture: Evaluating Urban Form, Density, and Streetscapes</td>
<td>Reading 14: Bosselmann and Macdonald, pgs. 168-180</td>
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<td></td>
<td>Exercise: Urban planning in other countries</td>
<td>Reading 15: Jacobs, pgs. 28-37</td>
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<td>Phase 2 Studio Team Work</td>
<td>Assignment 6: (Part 1): 50% Draft Phase 2 Deliverables Due</td>
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<td>Thurs. March 24</td>
<td><strong>Professional Meeting Facilitation Methods</strong></td>
<td>Reading 16: Sirianni</td>
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<td>Lecture: Effective public speaking and presentation techniques</td>
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<td>Tips and tricks for facilitating great meetings</td>
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<td>Phase 2 Studio Team Work</td>
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<td>Thurs. March 31</td>
<td>No class meeting. Spring Break</td>
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<td>Thurs. April 7</td>
<td><strong>Equity and Ethical Concerns for Planners</strong></td>
<td>Assignment 6 (Part 2): 100% Draft Phase 2 Deliverables Due</td>
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<td>Lecture: Equity Concerns in the Planning Process</td>
<td>Reading 17: Davidoff, pgs. 331-338</td>
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<td>Adobe InDesign Basics Training</td>
<td>Reading 18: Arnstein, pgs. 238-250</td>
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<td>Phase 2 Studio Team Work</td>
<td>Reading 19: Brenman, pgs. 45-61</td>
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<td>Thurs. April 14</td>
<td><strong>Professional Presentation Techniques</strong></td>
<td>Reading 20: Nat'l Inst. Of Health, pgs. xv.-xvii, 3-44 (skim), 45-53</td>
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<td>Phase 2 Studio Team Work</td>
<td>Reading 21: CommunityPlanning.net</td>
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<td>Community Open House Preparation</td>
<td>Reading 22: Shiller</td>
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<td>Date</td>
<td>Professional Data Synthesis Techniques</td>
<td>Notes</td>
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| Thurs. April 21 | Setting a Road Map: Report Outline Development  
Professional Report Design and Writing  
Overview of Phase 3 teams and tasks | Reading 23: Collins |
| Thurs. April 28  | Phase 3 Studio Team Work                                                                              | Assignment 7: Reading Reflections                                      |
| Thurs. May 5    | Phase 3 Studio Team Work                                                                              | Assignment 8 (Part 1): Draft Community Assessment Report Due          |
| Thurs. May 12   | Phase 3 Studio Team Work                                                                              |                                                                       |
| Thurs. May 19   | Class Meets for Final Exam  
All students are required to attend this course culminating experience  
Reflections on course accomplishments and evaluation of sound planning outcomes as a result of our project work | Assignment 8 (Part 2) Final Community Assessment Report Due            |