Course Catalog Description

Graduate Course:
Study of contemporary growth and land use management techniques used by local, state and federal governments. Examination of the role of public law in addressing urban growth and environmental change issues, and the legal aspects of preparing and administering planning controls and incentives.

Undergraduate Course:
Land use and facilities planning practices in the context of American cities, emphasizing interrelationships between various land uses and public facilities and service requirements. Study of the role of public law in addressing urban growth and environmental change issues.

Course Description and Course Learning Objectives

Although population growth in California has slowed in recent years, the state has been adding 311,000 new residents per year according to the state Department of Finance. Projections suggest that California will add 5 million residents in the next 15 years, reaching as many 44 million by 2030, and 52.6 million by 2060. The fastest growth has been and is expected to continue in the Central Valley, the Sierra foothills, and the Inland Empire of Southern California. Our current governor, during his first tenure in office, said in 1978, “How to meet the needs of more people in California, while at the same time respecting fundamental limits on our tax dollars and natural resources is one of the inexorable challenges we face.”
How growth has occurred to this point and will occur in the future is shaped by the vision of many actors: decision makers, the public, planners, developers, interest groups, etc. These actors execute their vision with the planning tools and legal mechanisms that are available to them. This course explores the ways in which cities plan for growth and asks how cities can shape their future in a way that minimizes the harm to the environment while also meeting the needs of their residents. The course will introduce students to standard city planning tools (the general plan, zoning ordinances), as well as innovative tools that cities are using to manage their growth in an environmentally sensitive way.

The course focuses on local planning practices in California but considers examples from elsewhere in the U.S. and the relationships between local, state, and federal policy. The objective of the course is for students to acquire a basic understanding of local and regional planning with respect to law, policy, and practice.

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

1) Explain to the public the contexts in which planning takes place and the processes by which plans are made and implemented.

2) Explain to the public the fundamental growth and land use management controls and the interrelationships of these tools (e.g., general plan, zoning, and permitting).

3) Determine whether a proposed project, permit, or other land use action is ministerial or discretionary, and also whether it is quasi-judicial or legislative.

4) Determine whether the major components of land use and development proposals comply with a jurisdiction's planning policy framework (i.e., general plan, zoning ordinance, design guidelines, environmental legislation, etc.).

5) Explain the implications of important court cases and contemporary movements and trends affecting planning practice.

6) Analyze site plans and identify key issues associated with the plans, including consistency with a jurisdiction's planning policy framework and principles of sound planning.

7) Prepare a municipal staff report regarding land use and development that uses appropriate structure, content, and tone.

8) Prepare clear, concise reports and oral presentations regarding land use and development issues.

Planning Accreditation Board (PAB) Knowledge Components

This course partially covers the following PAB Knowledge Components: 1a, 1c, 1e, 1f, 2d, 3b, 3c. A complete list of the PAB Knowledge Components can be found at http://www.sjsu.edu/urbanplanning/courses/pabknowledge.html.

Required Course Texts


Publisher Quoted Cost: $55
Additional readings from journals, media sources, and Planning Magazine by the American Planning Association are denoted on the class schedule. Links to access these additional readings will be posted on Canvas.

**Course Assignments and Grading Policy**

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

<table>
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<tr>
<th>Assignments</th>
<th>Percent of Course Grade</th>
<th>Course Learning Objectives Covered</th>
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</table>
| Assignment 1: General Plans  
Exploration of elements of a general plan and a city’s vision as reflected by their adopted policies | 5% | 1, 2, 4, 6, 8 |
| Assignment 2: Zoning Codes  
Exploration of what is and what is not legally allowed on properties as per a city’s zoning code | 7.5% | 2, 3, 4, 6, 8 |
| Assignment 3: EIR Review  
Exploration of the process of environmental review and the required elements of an Environmental Impact Report | 7.5% | 4, 5, 6, 8 |
| Midterm Exam | 20% | 1, 2, 3, 4, 5, 6 |
| Final Exam | 35% | 1, 2, 3, 4, 5, 6 |
| Engagement Unit Project: Development Types  
One of the four units (25% of the grade) in most URBP courses is made up of an “engagement unit” where students can interact with real life planning processes. The engagement unit for this course will include field observation of different types of development found in the urban landscape and discussion of how planning regulations may have shaped them. | 25% | 1, 4, 5, 7, 8 |

For the undergraduate versions of the class (URBP/ENVS 136), some of the assignment instructions will vary.

**Calculation of Final Course Letter Grade**

Throughout the semester, the percentage score earned on each assignment will be pro-rated according to the table above, and a final letter grade will be assigned to the weighted total score as follows: A+ (97% and above); A (93 to 96.9); A- (90 to 92.9); B+ (87 to 89.9); B (83 to 86.9); B- (80 to 82.9); C+ (77 to 79.9); C (73 to 76.9); C- (70 to 72.9); D+ (67 to 69.1); D (63 to 66.9); D- (60 to 62.9); F (below 60).
Other Grading and Assignment Issues

I will accept late assignments. Any assignment submitted late will accrue at least a 10% late penalty. An additional 10% will be deducted for each week the assignment is late, with a maximum of a 50% penalty. I will accept late work through the final exam.

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 a field trip/field observations for the engagement unit project. Details on how to complete this project will be provided in class later in the semester.

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 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 http://www.indiana.edu/~istd/overview.html
• Examples of plagiarism at http://www.indiana.edu/~istd/examples.html
• Plagiarism quiz at http://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 simpler Option 2 (in-text parenthetical references plus a reference list)

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/.

Classroom Protocol

Class sessions will have a mix of lectures and discussion activities. I encourage all of you to participate openly in discussions to keep our class lively and engaging. Classes in our department our long. If I am the only one who talks for two and a half hours that is going to be painful for all of us.
# Course Schedule

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>1</td>
<td>February 3</td>
<td>Introduction/Basis for Planning</td>
<td>Chapter 1 and 2 Browse <a href="http://www.planetizen.com">www.planetizen.com</a> and <a href="http://www.cp-dr.com">www.cp-dr.com</a> to see planning issues in the news</td>
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<td>3</td>
<td>February 17</td>
<td>Who Does What?</td>
<td>Chapter 4 and 5</td>
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<tr>
<td>4</td>
<td>February 24</td>
<td>Vision - The General Plan</td>
<td>Chapter 6 “Diversity and Aging in America” – Planning Magazine “American Demographics c. 2109” – Planning Magazine</td>
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<td>5</td>
<td>March 2</td>
<td>Implementation 1 - Zoning</td>
<td>Chapter 7 and 8</td>
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<tr>
<td>6</td>
<td>March 9</td>
<td>Implementation 2</td>
<td>Chapter 12 “Form-based codes: Implementing Smart Growth” – Local Government Commission</td>
<td>Assignment 1 – General Plans</td>
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<tr>
<td>7</td>
<td>March 16</td>
<td>Environmental Review</td>
<td>Chapter 9</td>
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<tr>
<td>8</td>
<td>March 23</td>
<td>Environmental Review / Midterm Review</td>
<td>Catch up on reading…</td>
<td>Assignment 2 – Zoning</td>
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<td>9</td>
<td>March 30</td>
<td>No Class Spring Break</td>
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<tr>
<td>10</td>
<td>April 6</td>
<td>Midterm / Development Types</td>
<td>Chapter 11 “God and the Mall” – Planning Magazine</td>
<td>Midterm</td>
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<tr>
<td>Class</td>
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<td>Reading</td>
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<td>10</td>
<td>April 13</td>
<td>Growth Management/Infrastructure Basics and Finance</td>
<td>Chapter 10 and 19 “Oregon’s 40-year-old innovation” – Planning Magazine</td>
<td>Assignment 3 – EIR Review</td>
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<td>“Round 3 for Eminent Domain” – Planning Magazine</td>
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<td>11</td>
<td>April 20</td>
<td>Transportation</td>
<td>Chapter 20 “Complete Streets” – ITE Journal</td>
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<td>12</td>
<td>April 27</td>
<td>People vs. Nature Environmental Planning</td>
<td>Chapter 21 and 22 “Western Riverside County Multi Species Plan” – CalAPA</td>
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<td>13</td>
<td>May 4</td>
<td>Nature vs. People Hazard Planning</td>
<td>Chapter 23 “In the Path of the Inferno” – Planning Magazine</td>
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<td>“Living in Earthquake Country” – Planning Magazine</td>
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<tr>
<td>14</td>
<td>May 11</td>
<td>Wrap-up / Final Review</td>
<td>“Can paradise be planned?” – New York Times</td>
<td>Engagement Unit Project</td>
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<td>Final</td>
<td>May 18</td>
<td>Final Exam</td>
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<td>Final Exam @ 7:45pm</td>
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