Course Catalog Description
URBP 255: Extensive study of causes, consequences and costs of sprawl; study of growth management and smart growth programs at the state, regional and local level, including the rationale, techniques; and economic, political, and organizational implications.

URBP 175: In depth examination of selected topics. Consult schedule of classes for current offerings. Course may be repeatable for credit with different topic. Prerequisite: Upper division standing or instructor consent.

Course Description and Course Learning Objectives
What do the terms ‘growth management’ and ‘smart growth’ mean? What are the different kinds of growth management programs in place throughout the country? What are the potential impacts of growth management/smart growth on urban development? What are some of the new approaches to think about and design built environment? This course aims to discuss these and such other questions/issues related to growth management in the United States.
Several cities/regions and a few states in the United States have adopted growth management/smart growth programs. The desire to control sprawl is one of the reasons for adopting these programs. The course begins with an introduction to sprawl and discusses its causes, consequences, and costs. Second, it examines the growth management/smart growth programs at the state, regional, and local level. Third, it discusses the physical, socio-economic, and environmental dimensions of growth management; and in the end reviews a few new approaches for designing the built environment. These approaches include new urbanism, form-based codes, transit-oriented development, neo-traditional communities, and walkable suburbs.

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

1. Debate the pros and cons of urban sprawl.

2. Articulate the different types of growth management approaches and their benefits and disadvantages.

3. Identify the stakeholders and regulatory agencies involved in managing urban and regional growth.

4. Debate constraints and opportunities confronting communities while developing policy approaches to growth management.

5. Describe smart growth principles and best practices in managing urban and regional growth.

**Planning Accreditation Board (PAB) Knowledge Components**

This course partially covers the following PAB Knowledge Components: 3B and 3E.

3B) Governance and Participation: appreciation of the roles of officials, stakeholders, and community members in planned change.


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

**Required Course Texts**

Readings are electronically available through San Jose State University’s learning management system (LMS), Canvas by Instructure. A quick guide on how to access CANVAS is at http://www.sjsu.edu/ecampus/docs/Canvas-Student-Quick-Guide.pdf. I may also hand out a small number of additional articles in class, and at times may ask you to read material available on the web.
Course Requirements and Assignments

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

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Percent of Course Grade</th>
<th>Course Learning Objectives Covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1: One discussion question and narrative per “discussion seminar” class</td>
<td>5%</td>
<td>1-5</td>
</tr>
<tr>
<td>Assignment 2: In-class discussion</td>
<td>5%</td>
<td>1-5</td>
</tr>
<tr>
<td>Assignment 3: Paper 1: Debate pros and cons of sprawl</td>
<td>20%</td>
<td>1</td>
</tr>
<tr>
<td>Assignment 4: Paper 2 draft: Critique of a local jurisdiction’s growth management/ smart growth program</td>
<td>10%</td>
<td>2-5</td>
</tr>
<tr>
<td>Assignment 5: Paper 2 final: Critique of a local jurisdiction’s growth management/ smart growth program</td>
<td>25%</td>
<td>2-5</td>
</tr>
<tr>
<td>Assignment 6: Engagement Unit Activity 1: Attend a Public Meeting and Write a Reflection Paper</td>
<td>10%</td>
<td>2-5</td>
</tr>
<tr>
<td>Assignment 7: Engagement Unit Activity 2: Participate in One Role Playing Group with a Guest Lecturer and Write a Reflection Paper and a Synthesis Paper</td>
<td>15%</td>
<td>3-4</td>
</tr>
<tr>
<td>Assignment 8: Presentation of Paper 2</td>
<td>10%</td>
<td>2-5</td>
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This class will be a combination of lecture by the instructor, in-class discussion, and presentations by the guest speakers. You have to read the assigned material prior to attending that week’s class, and participate in class discussion.

For every class marked “Discussion Seminar” in the weekly schedule, each student is required to contribute one question that s/he would like to see discussed in class. In addition to the question, describe the main points that you would like to see discussed as part of the discussion generated by that question. Write one or two paragraphs (75-100 words). This question will be in addition to any question you might want to ask to clarify a concept/part of the reading. The question and the description should be sent to the instructor at shishir.mathur@sjsu.edu by Sunday night with the subject line “First Name Last Name: Week “x” Discussion Question and Narrative” where “x” stands for the week number. See the weekly schedule for the week number.

The discussion question and narrative is only required for the classes marked “Discussion Seminar” in the weekly schedule. The weekly discussion question and narrative submissions will be graded based on completion and as well as demonstrated thoughtfulness of the reading material based on the level of insight and nuance reflected by the submission. In-class discussion requires participation but more importantly thoughtful reflection. You will not be assessed on the amount of participation per se, but
rather your contribution to the course learning objectives and class discourse through insightful questions or comments.

Furthermore, you will write two papers and present the findings of the second paper to the class. For the first paper, you will write a memo discussing the pros and cons of sprawl. For the second paper, you will critically examine the growth management/smart growth program of a city or county of your choice. For both the papers, your audience is a busy policy maker who knows little about sprawl and growth management/smart growth. URBP 175 and URBP 255 will have separate writing requirements for these papers. These requirements and detailed guidelines about writing the papers will be provided later in the semester at the time the paper assignments are introduced. Assignments 6 and 7 constitute the engagement unit. See the section titled “Course Workload” for a brief description of these assignments.

**Calculation of Final Course Letter Grade**

The course grade consists of eight assignments. The first and second assignments are worth 5 points each, the third 20 points, the fourth 10 points, the fifth 25 points, the sixth 10 points, the seventh 15 points and the eighth 10 points, for a total of 100 points. If a student named “Joe” obtains 4 points on the first assignment, 4 on the second, 17 on the third, 8 on the fourth, 21 on the fifth, 9 on the sixth, 13 on the seventh and 9 on the eighth, his final letter grade can be calculated using the following steps:

a) Add the score for each assignment to arrive at the final score for the course. Final score = 4+4+17+8+21+9+13+9 = 85

b) The following grading scheme converts the final score into a 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)

c) Using the grading scheme provided in step “b” to arrive at the letter grade, the score of 85 for “Joe” equals a letter grade of “B.”

**Other Grading and Assignment Issues**

Late work will not be accepted, except with the instructor’s prior permission.

**Course Workload**

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 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 practice. 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 (assignments 6 and 7), such as, attending public meetings related to growth management issues; writing memos critically analyzing the issues discussed in these public meetings; providing peer responses to such memos written by fellow
students; and revising your memo based upon the peer responses. Details on how to complete these activities will be provided on handouts distributed later in the semester.

**Classroom Protocol**
This class is primarily run as a seminar. As such, it is expected that students attend each class, be on time, complete the assigned readings prior to each class, and actively participate in discussions with an open mind. If you are unable to attend a class, please notify me in advance. Lectures by the instructor and/or guest experts will supplement class discussions.

We live in a 24/7 connected world. However, I will request that you refrain from texting, tweeting, surfing, and anything else that you can do on an electronic device unless it is for taking notes or for looking up information relevant to the discussion at hand. Phones must be off or on silent.

**General Expectations, Rights and Responsibilities of the Student**
As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. To learn important campus information, view University Policy S16-15 (http://www.sjsu.edu/senate/docs/S16-15.pdf) and SJSU current semester’s Policies and Procedures (http://info.sjsu.edu/static/schedules/policies.html). In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not address the issue, it is recommended that the student contact the Department Chair as the next step.

**Consent for Recording of Class and Public Sharing of Instructor Material**
University Policy S12-7 (http://www.sjsu.edu/senate/docs/S12-7.pdf), requires students to obtain instructor’s permission to record the course. 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.

In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

**Academic Integrity**
Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy F15-7 (http://www.sjsu.edu/senate/docs/F15-7.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. Visit the Student Conduct and Ethical Development website (http://www.sjsu.edu/studentconduct/) for more
information.

Plagiarism and Citing Sources Properly

Plagiarism is the use of someone else's language, images, data, or ideas without proper attribution. It is a very serious offense both in the university and in your professional work. In essence, plagiarism is both theft and lying: you have stolen someone else's ideas, and then lied by implying that they are your own.

Plagiarism will lead to grade penalties and a record filed with the Office of Student Conduct and Ethical Development. In severe cases, students may also fail the course or even be expelled from the university.

If you are unsure what constitutes plagiarism, it is your responsibility to make sure you clarify the issues before you hand in draft or final work.

Learning when to cite a source and when not to is an art, not a science. However, here are some common examples of plagiarism that you should be careful to avoid:

- Using a sentence (or even a part of a sentence) that someone else wrote without identifying the language as a quote by putting the text in quote marks and referencing the source.
- Paraphrasing somebody else's theory or idea without referencing the source.
- Using a picture or table from a webpage or book without reference the source.
- Using data some other person or organization has collected without referencing the source.

The University of Indiana has developed a very helpful website with concrete examples about proper paraphrasing and quotation. See in particular the following pages:

- Overview of plagiarism at www.indiana.edu/~istd/overview.html
- Examples of plagiarism at www.indiana.edu/~istd/examples.html
- Plagiarism quiz at www.indiana.edu/~istd/test.html

If you still have questions, feel free to talk to me personally. There is nothing wrong with asking for help, whereas even unintentional plagiarism is a serious offense.

Citation style

It is important to properly cite any references you use in your assignments. The Department of Urban and Regional Planning uses Kate Turabian’s *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th edition (University of Chicago Press, 2013, ISBN 780226816388). Copies are available in the SJSU King Library. Additionally, the book is relatively inexpensive, and you may wish to purchase a copy. Please note that Turabian’s book describes two systems for referencing materials: (1) “notes” (footnotes or endnotes), plus a corresponding bibliography, and (2) in-text parenthetical references, plus a corresponding reference list. The instructor prefers the latter.
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 requires that students with disabilities requesting accommodations must register with the AEC (Accessible Education Center) 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.

Library Liaison

The SJSU Library Liaison for the Urban and Regional Planning Department is Ms. Peggy Cabrera. If you have questions, you can contact her at peggy.cabrera@sjsu.edu or 408-808-2034.

SJSU Writing Center

The San José State University Writing Center offers a variety of resources to help students become better writers, and all of their services are free for SJSU students. Their mission is to enhance the writing skills of SJSU students so they can communicate clearly in any setting (informal, academic, or professional). They accomplish this goal by creating original writing resources, offering workshops, and conducting one-on-one and small-group tutoring sessions.

The SJSU Writing Center has two locations: drop-in tutoring sessions in Clark Hall, Suite 126; and scheduled appointments on the second floor of the MLK Library. All writing tutors 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 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.

SJSU Counseling and Psychological Services

The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To
URBP 255: URBAN AND REGIONAL GROWTH MANAGEMENT
URBP 175: URBAN STUDIES TOPICS

FALL 2019

COURSE SCHEDULE
(subject to change with fair notice)

1. August 26
   Course Overview

2. September 2 – no class (Labor Day!)

3. September 9
   Sprawl—I: The Debate over Urban Sprawl
   Class Type: Discussion Seminar

   Reading:


   Details of Paper #1 handed out

4. September 16
   Sprawl—II: Causes of Sprawl
   Class Type: Discussion Seminar

   Reading:

5. September 23

Sprawl–III: Costs and Consequences of Sprawl: Socio-Economic and Health/Safety Costs

Class Type: Discussion Seminar

Reading:

Economic cost

Social costs


Health and safety costs


6. September 30

Sprawl–IV: Costs and Consequences of Sprawl: Environmental Costs; Converging Views

Environmental Cost

Converging Views
Growth Management and Smart Growth: Introduction

Reading:


7. October 7
State Growth Management Programs
Class Type: Discussion Seminar

Reading:


Paper #1 due
Details of Paper #2 handed out

8. October 14
Regional Growth Management Programs
Guest Speaker: TBD
Class Type: Guest Lecture + Discussion


Association of Bay Area Governments (ABAG) and Metropolitan Transportation Commission MTC. 2013. *Plan Bay Area*. Oakland: ABAG and MTC.

Note: Read pages 1-16. Skim the rest of the report.
9. October 21

Local Growth Management/ Smart Growth Programs and Tools

Class Type: Discussion Seminar

Reading:


10. October 28

Efficacy of Growth Management/ Smart Growth: Physical Dimension

Guest Speaker: TBD

Class Type: Guest Lecture + Discussion

Reading:


11. November 4
Efficacy of Growth Management/ Smart Growth: Socio-Economic Dimension
Class Type: Discussion Seminar

Reading:


12. November 11
Growth Management/ Smart Growth: Environmental/ Health Dimension
Class Type: Discussion Seminar

Reading:


13. November 18
Growth Management/ Smart Growth: Housing Affordability
Guest Speaker: TBD
Class Type: Guest Lecture + Discussion

Reading:

Draft Paper #2 due (bring a hard copy to the class and also email at shishir.mathur@sjsu.edu with the following subject line: URBP255/URBP 175 Draft Paper 2 First Name, Last Name. The instructor will distribute the paper among your classmates.)

14. November 25
New Approaches to Built Environment: New Urbanism, Form-Based Codes, TOD, Neo Traditional Communities, and Walk-able Suburbs
Class Type: Discussion Seminar

Reading:


15. December 2
Presentation of Paper #2
(Guidelines for presentation will be handed out separately in class)

16. December 9
Presentation of Paper #2

17. December 16 (final exam week)
The class will meet from 7:45 pm to 10 pm

Course reflection
Final Paper #2 due (email at shishir.mathur@sjsu.edu with the following subject line: URBP 255/URBP 175 Final Paper 2 First Name, Last Name)