Instructor: Dr. Kevin Fang
Office location: WSQ 218A
Email: kevin.fang@sjsu.edu
Office hours: By appointment until spring break
                      Tuesday’s 3:30-4:15, 7:15-8:00 after spring break
Class days/time: Wednesday’s 4:30-7pm
Classroom: Clark 243
Class website: On Canvas
Prerequisites: None
Units: 4

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
In most parts of the world, population has grown rapidly in the past several decades. While growth rates are slowing, estimates project billions more growth worldwide in the coming decades. Most of these additional people will be housed in urban areas. In 2014, the United Nations found for the first time that a majority of the global population lived in urban areas rather than rural areas. This has been true in the United States since the 1920s. In California, 95 percent of residents live in urban areas.

With that growth comes impacts, positive and negative. Governments, in order to get the type of growth they want, and prevent the type of growth they do not want, have enacted regulations, provided incentives, and taken actions that are commonly described as “growth management”. These strategies often act to guide the form, location, timing, and other key characteristics of growth.

In this course, we will start by exploring patterns of urban development, most notably urban sprawl, the dominant form of contemporary development. Sprawl is a term mostly used pejoratively due to its touted negative environmental, social, and economic effects. We will explore the causes and consequences of urban sprawl, and the potential of the reformist Smart Growth and New Urbanist movements. In the middle of the course, we will look at the tools governments have available to try and shape growth, their potential and limitations. In the final part of the course, we will look at growth management in several special situations.

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

- Identify the characteristics and consequences of urban sprawl.
- Identify the characteristics and merits of alternative development patterns such as smart growth and New Urbanism
- Debate the pros and cons of urban sprawl, smart growth, and new urbanism
- Describe historical, current, and projected demographic characteristics and individual preferences that can affect demand for different types of development
- Identify the tools jurisdictions have to influence the form, location, timing and other key characteristics of development, and the opportunities and constraints of those tools
- Articulate the benefits and disadvantages of different growth management approaches
- Identify the stakeholders and regulatory agencies involved in managing urban and regional growth
- Discuss notable case studies of different development patterns
Planning Accreditation Board (PAB) Knowledge Components

This course partially covers the following PAB Knowledge Components:

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

3e) Social Justice: appreciation of equity concerns in planning.

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

Required Course Texts

There is no required textbook for this course. Readings will be posted to Canvas and/or available as links on the syllabus.

Course Assignments and Grading Policy

Assignments in this class include a series of exercises reviewing and practicing material learned in class, a term project and engagement unit activity applying your new quantitative analysis skills to a real neighborhood in San Jose, and one qualitative quiz.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Share of Course Grade</th>
<th>Course Learning Objectives Covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Growth trade-offs activity debrief</td>
<td>10%</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>2) Describing and analyzing trends in growth</td>
<td>20%</td>
<td>4</td>
</tr>
<tr>
<td>3) Growth management ballot measures</td>
<td>20%</td>
<td>5, 6, 7</td>
</tr>
<tr>
<td>Engagement Unit presentation</td>
<td>25%</td>
<td>8</td>
</tr>
<tr>
<td>Final</td>
<td>25%</td>
<td>1-8</td>
</tr>
</tbody>
</table>

Late Assignments

Late assignments are accepted. Assignments submitted within one day of the due date will be reduced in score by 10%. Assignments submitted thereafter will be reduced an additional 5% per day with a maximum late penalty of 40%. The deadline to turn in late assignments is Thursday, May 24 at 11:59pm.

Grading Information

Grades for the course will be assigned based on your percentage of total points earned on all assignments according to the following distribution:

- >96.67% = A+, >93.33%-96.67% = A
- >89.5%-93.3% = A-, >86.67%-89.5%, B+, >83.33%-86.67% = B
- >79.5%-83.3% = B-, >76.67%-79.5%, C+, >73.33%-76.67% = C
- >69.5%-73.3% = C-, >66.67%-69.5%, D+
- >63.33%-66.67% = D, >59.5%-63.3% = D-, 0%-59.5% = F
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.

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

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.

**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 255: URBAN GROWTH MANAGEMENT
URBP 175: URBAN STUDIES SPECIAL TOPICS
SPRING 2018
COURSE SCHEDULE

*Subject to change with fair notice

**Wednesday, January 24**
Course Introduction
Activity: Growth trade-offs

**Wednesday, January 31**
Mass Suburbanization/Sprawl: The Dominant Form of Contemporary Urban Development

Readings:
- Jed Kolko (2015) – How Suburban are Big American Cities? Available at: https://fivethirtyeight.com/features/how-suburban-are-big-american-cities/
- Reid Ewing, Rolf Pendall, and Don Chen (2003) – Measuring Sprawl
- Transportation Cooperate Research Program (1998) – The Costs of Sprawl, Revisited, Chapter 1: Defining Sprawl (p. 5-8)

**Wednesday, February 7**
NO CLASS MEETING

**Wednesday, February 14**
Consequences of Sprawl
Assignment 1: Growth trade-offs activity debrief due

- Transportation Cooperate Research Program (1998) – The Costs of Sprawl, Revisited, Chapter 3: Public/Private Capital and Operating Costs (p. 45-60)
- Transportation Cooperate Research Program (1998) – The Costs of Sprawl, Revisited, Chapter 5: Land/Natural Habitat Preservation (p. 73-84)
**Wednesday, February 21**
Consequences of Sprawl (continued)
Basics of Smart Growth and New Urbanism

- International City/County Management Association and the U.S. Environmental Protection Agency (2014) – This Is Smart Growth

**Wednesday, February 28**
Debates on Sprawl vs. Smart Growth/New Urbanism
What are we planning for anyway? Consumer preferences

- Gerrit-Jan Knapp and Emily Talen (2005) – New Urbanism and Smart Growth: A Few Words from the Academy
- Planetizen (2007) – Contemporary Debates in Urban Planning
  - Chapter 1.5: Joel Kotkin – What Is The New Suburbanism?
  - Chapter 1.7: Harriet Tregoning – Zoning in a Time Warp: The Coming “Oversupply” of Single-Family Homes

A point-counterpoint pair of readings...
- Peter Gordon and Harry Richardson (1997) – Are Compact Cities a Desirable Planning Goal?
- Reid Ewing (1997) – Is Los Angeles Style Sprawl Desirable?

**Wednesday, March 7**
Sprawl: How Did We Get Here… Can we avoid past mistakes?

- Christopher Conte (2000) – The Boys of Sprawl
- Jed Kolko (2017) – Americans’ shift to the suburbs sped up last year. Available at: [https://fivethirtyeight.com/features/americans-shift-to-the-suburbs-spanded-up-last-year/](https://fivethirtyeight.com/features/americans-shift-to-the-suburbs-spanded-up-last-year/)

**Wednesday, March 14**
Describing and analyzing trends in growth
Meet in URBP Computer Lab – Washington Square 208

- Dowell Myers (2013) – Diversity and Aging in America
Wednesday, March 21
Growth Management Toolbox, Part 1

- Emily Talen (2013) – Zoning for and against sprawl

Wednesday, March 28
NO CLASS MEETING
SPRING BREAK

Wednesday, April 4
Growth Management Toolbox, Part 2
Assignment 2: Describing and analyzing trends in growth due

- Yan Song and Gerrit-Han Knaap (2004) – Is Portland Winning the War on Sprawl?

Wednesday, April 11
Wild Card - The Public: Direct Democracy, NIMBYism, and Local Politics

- William Fulton, et al. (2013) – Ballot Box Planning and Growth Management

Wednesday, April 18
Growth and Taxes: Who Should Pay for Growth, How We Pay Affects Growth

Wednesday, April 25
Sprawl and Commercial Development
Assignment 3: Growth Management Ballot Measures Due


Wednesday, May 2
Shrinking Cities/Historic Preservation


Wednesday, May 9
Course-Wrap Up
Engagement Unit Presentations

Wednesday, May 16
Course-Wrap Up
Engagement Unit Presentations (continued)
Final