

SAN JOSÉ STATE UNIVERSITY
URBAN AND REGIONAL PLANNING DEPARTMENT

URBP-101: THE CITY
SUMMER 2011

GENERAL EDUCATION AREA S: SELF, SOCIETY AND EQUALITY IN THE UNITED STATES

Instructors	Rick Kos, AICP (lead instructor) joined by Walter Rask, AIA, AICP
Office location	WSQ-218C
Office Telephone	(408) 924-5853
Email	<u>Rick</u> : rickkos@gmail.com <u>Walter</u> : walterrask@yahoo.com Mondays and Thursdays 10:30 a.m. – 12:30 p.m.
Office hours	Appointments can be made to meet outside of the above times
Class days/time	Instructor(s) may also be able to meet with students at Panera restaurant in San Francisco (4 th & King Streets, adjacent to Caltrain station) Mondays and Thursdays 1:00 – 4:45 pm between July 11 – August 11, 2011 Note: no class meeting on Monday, July 11 th
Classroom	WSQ-208
Class website	http://urbp101.pbworks.com
Prerequisites	Completion of core GE, satisfaction of Writing Skills Test and upper division standing. For students who begin continuous enrollment at a CCC or a CSU in Fall 2005 or later, completion of, or corequisite in a 100W course is required.

Official Course Catalog Description

History and organization of the city, emphasizing contemporary issues and strategies for influencing urban policy.

Course Overview and Learning Objectives

The course examines the city from multi-disciplinary perspectives, including history, sociology, geography, anthropology, economics and political science, as a basis for understanding contemporary urban problems and the role of urban planning in the creation or solutions to these problems. Students will develop skills at observing and understanding the physical environment in which they live. Students will gain perspective on their own communities through comparison with other cities around the world. Students will study the interrelationship of individuals and racial, class and cultural groups to understand and appreciate issues of diversity, equality, and structured inequality in the U.S., its institutions, and its cultures. We'll do all this through lots of discussion, a number of professional guest speakers in a variety of urban-related fields, consideration of current events through news articles and mini-field trips, and through the required readings.

I will make every effort to help you succeed in this course. 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 meet or exceed expectations. I conduct this course in a manner that mirrors professional practice in order to help you develop valuable workplace and inter-personal skills.

Instructor Responsibilities

- 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 and grade student work fairly and accurately while providing constructive feedback

Student Responsibilities

- 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 the requirements listed in this syllabus
- To fully read and understand all aspects of this syllabus and to carry out the requirements therein
- 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

Required Course Readings

A course reader containing all required readings will be available for purchase online from University Readers; details about the ordering process will be provided via email on approximately July 6th. Additional required reading: *The San Jose Mercury News* or other daily newspaper from which students

will select articles related to urban life and/or urban planning for written commentaries. Further required reading will be posted to the course web site.

Final Grade Calculation

Your final grade for this course will be determined by your performance in the following weighted areas:

- Assignments 1-10: 60%
- Consistently active participation in class: 20%
- Final Exam: 20%

Other Grading and Assignment Issues

I understand that grades are important to students on both a personal and professional level. They are a measure of your achievements in class and your progress towards meeting the course learning objectives. I also understand that there tends to be a great deal of “grade anxiety” in a university setting. The best way that I can help students with these matters is to be as clear as possible about grading criteria and weightings in this syllabus, so that you can plan accordingly. Please understand that I am a very thoughtful, careful, thorough and fair grader of student assignments and it is a responsibility that I do not take lightly. You are encouraged to review your graded assignments with me at any time to discuss my comments and suggestions for improvement.

I’ve been called a “tough grader”, and it’s true! High grades must be earned and all grades reflect my estimation of a student’s effort - just as our efforts in a professional work environment are judged accordingly and considered by supervisors for promotions and pay raises. For example, I reserve a grade of “A” only for exceptional work, as a way of honoring students who go “above and beyond” when completing course assignments. After all, the strict definition of an “A” grade is “exceptional” - not “average” or even “above average”. The guidelines in this section should help explain general grading criteria but, as your instructor, I reserve the right to use my professional discretion at all times, taking into account a student’s entire approach to the course: participation and alertness in class, consistent timely submissions of assignments, demonstrated and repeated willingness to assist other students with in-class assignments, and other factors. If you have any questions about this approach, you are more than welcome to talk with me privately.

Below are the grading criteria for this course.

Grades	Criteria and Interpretation
A-, A and A+	For assignments that clearly demonstrate excellence , workplace-quality professional presentation and obvious dedication to meeting course learning objectives, I reserve grades of A- and A. I very rarely issue an A+ grade unless student work exceeds my expectations on any and all levels. Put another way, you should not expect to receive an “automatic A” simply by completing assignments; these grades are set aside for students who go the extra mile. If you receive a grade in the A’s, it is my way of indicating that I am aware and proud of your extra effort. In instances where the work product is not of exceptional quality but the student has clearly demonstrated commitment in terms of extra time spent and/or seeking help with the assignment, earning a grade of A- is a strong possibility.
B-, B and B+	If work is above average in quality, thoroughness and presentation, I tend to

	issue a grade of B-, B or B+. I interpret these grades to mean “much better than ‘just good’”; in such instances the student has demonstrated more of a commitment to quality work than an assignment graded with a C. If you receive a grade in the B’s, you can be assured that your work was of very good quality and that I am pleased with your progress.
C-, C and C+	If student work is sufficient and acceptable , I issue a grade of C or C+ because these grades are reserved for work of average quality. I do not view a C or C+ as a terrible grade; it is an acknowledgment of average and acceptable effort, but that you could have done better.
D and F	I certainly hope not to issue any such grades this semester, but will do so for student work that is sub-par on all levels (D’s) or demonstrates the barest of minimal effort (F).
Zero	For assignments that are not submitted on the due dates listed in this syllabus and/or assignments which do not adhere to the late-submission policy described herein.

Grades on student work will be assigned as follows:

A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
98-100	94-97	90-93	88-89	84-87	80-83	78-79	74-77	70-73	68-69	64-67	60-63	below 60

This scheme will not be followed strictly since upward adjustment of the final grade will be made if performance on one activity is an outlier (e.g. exceptionally low) or if the pattern of scores shows a significant improvement. If such adjustments are made, they usually result in about a half-letter grade improvement. Students are encouraged to meet privately with the instructor early in the semester to discuss expectations.

Grading Criteria - Individual Written Reports and Assignments

The narrative below describes the main attributes of A, B, C, D and F work.

"A" Report: The principal characteristic of the "A" report is its rich content and the seamless integration of high quality supporting illustrations – maps, drawings, photographs, sketches – with the text. The information delivered is such that the reader feels significantly taught by the author, sentence after sentence, paragraph after paragraph. The "A" report is also marked by stylistic finesse: the opening paragraph is engaging; the transitions are artful; the phrasing is light, fresh, and highly specific; the sentence structure is varied; the tone enhances the purposes of the essay. Finally, the "A" report is carefully organized and developed. The author organizes the report so that it addresses the topic thoroughly. The report imparts a feeling of wholeness and clarity – it integrates the course readings, the lectures, the thoughts of the writer, as well as findings and interpretations derived from the systematic observation of the study area. This report leaves the reader feeling bright, thoroughly satisfied, and eager to reread the piece.

"B" Report: This report is significantly more than competent. Besides being almost free of mechanical errors, the "B" report delivers information that is substantial in both quantity and interest-value. Its specific points address the topic in question and are logically organized. It is well developed, and unified around a clear principle that is stated early in the essay. The opening paragraph draws the reader in; the closing paragraph is both conclusive and thematically related to

the opening. The transitions between sections/paragraphs are for the most part smooth; the sentence structures are varied and pleasing. Illustrations – maps, drawings, photographs, sketches – are abundant, carefully prepared, and clearly expand on the concepts presented in the text. This report also integrates the citations, course readings, the lectures, as well as the thoughts of the writer and conclusions derived from field observations, although perhaps not as thoroughly as the A report. The distinction of the "B" report is typically much more than concise and precise than that found in the "C" report. Occasionally, it even shows distinctiveness –i.e., finesse and memorability. On the whole, the "B" report makes the reading experience a pleasurable one, for it offers substantial information with few distractions.

"C" Report: This report is generally competent. It meets the assignment, has few mechanical errors, and is reasonably well organized and developed. The actual information it delivers, however, seems thin and unsubstantiated by the literature. One reason for that impression is that the ideas are typically cast in the form of vague generalities. These generalities prompt the confused reader to ask marginally: "in every case?," "exactly how?," "why?," "according to whom?." Stylistically, the "C" report has other shortcomings as well: the opening paragraph does little to draw the reader in; the final paragraph offers only a perfunctory wrap-up; the transitions between paragraphs are often bumpy; the sentences besides being a bit choppy, tend to follow unclear logic; and the diction is occasionally marred by unconscious repetition, redundancy, and imprecision. The "C" report gets the job done, but it lacks intellectual rigor and hence does not address the topic in an in-depth format. It lacks care in the presentation and integration of graphic material.

"D" Report: Its treatment and development of the subject are rudimentary. While organization is present, it is neither clear nor effective. Sentences are frequently awkward, ambiguous, and marred by serious mechanical errors. Evidence is either misrepresented or not used at all, or it is scanty (showing little study of the readings, course readings, lectures or field observation). The whole report gives the impression of having been produced carelessly. Illustrations lack care and precision, and detract from the overall integrity of the report.

"F" Report: Its treatment of the subject is superficial, its theme lacks discernible organization. Stylistically, it is wanting. There is no evidence of reading, reflection, or of integration of the materials of the class and the field observations. The ideas, the organization, and style fall far below what is acceptable graduate level writing. It is often seriously incomplete and shows no evidence of familiarity with either the course material, the assignment instructions, or the study area.

Grading Criteria - Oral Presentations

The criteria below describe the main attributes of A, B and C presentations which, in this course, will likely consist of short descriptions of reading material and lessons learned from it, as well as personal observations derived from life experience and fieldwork.

A: Cohesive, avoids jargon, accurate, professionally presented, entertaining, demonstrates exceptional organization

B: Cohesive, some jargon, accurate, reasonably professional presentation, demonstrates reasonable organization

C: Not cohesive, jargon in speech, accuracy questionable, boring, disorganized

(The preceding two sections of this syllabus were adapted in part from Dr. Julia Rodriguez-Curry's handout on "Grading Criteria," San José State University, Mexican-American Studies Department, 2003)

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. 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. 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 in the course syllabus. 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”.

I realize that life happens. If a student expects not to be able to complete an assignment on time, it is important for the student to contact me at least 24 hours prior to the due date and, if appropriate, the other students in a group (for group project work). The student must also provide a date and time by which the late assignment will be submitted. If a student does not communicate an anticipated late assignment within this time frame or if the late assignment is not received on the date promised, the assignment will receive a grade of zero. The grading policies described earlier in the syllabus will still apply. A maximum of two late assignments that adhere to this policy will be accepted; all subsequent late assignments will receive an automatic grade of zero. Sorry, no exceptions to these policies will be granted, in fairness to the majority of students who submit their assignments on time.

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 thought 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.

Odds and Ends

- **Adds/Drops:** Students are responsible for understanding the policies and procedures about add/drops, academic renewal, withdrawal, etc. found at <http://www2.sjsu.edu/senate/S04-12.pdf>
- **Incomplete Grade:** An incomplete grade will only be assigned for a documented, serious, non-academic reason.

- **Students Adding the Class after the First Day of Class:** Students who add the class after the first day of class are responsible for completing all work in the course on the same schedule as students who were registered from the first day of the semester
- **Level of Effort:** This course requires approximately 5 to 7 hours of work per week outside of the normal class period to complete assigned readings and reports. Students should expect to spend slightly more time per week for long-term projects such as Assignment 10 (city profile).

Academic integrity statement, plagiarism, and citing sources properly

SJSU's Policy on Academic Integrity states: "Your own commitment to learning, as evidenced by your enrollment at San Jose State University, and the University's Academic Integrity Policy 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" (Academic Senate Policy S07-2). The policy on academic integrity can be found at <http://www.sjsu.edu/senate/S07-2.htm>.

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 examples of plagiarism that you should be careful to avoid:

- If you use a sentence (or even part of a sentence) that someone else wrote and don't reference the source, you have committed plagiarism.
- If you paraphrase somebody else's theory or idea and don't reference the source, you have committed plagiarism.
- If you use a picture or table from a webpage or book and don't reference the source, you have committed plagiarism.
- If your work incorporates data someone else has collected and you don't reference the source, you have committed plagiarism.

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](http://www.indiana.edu/~istd/overview.html)
- [Examples of plagiarism at http://www.indiana.edu/~istd/examples.html](http://www.indiana.edu/~istd/examples.html)
- [Plagiarism quiz at http://www.indiana.edu/~istd/test.html](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, 7th edition" (University of Chicago Press, 2007, ISBN-10: 0-226-82336-9). 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. I very much prefer the "notes" style.

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 DRC (Disability Resource Center) to establish a record of their disability.

About the Instructor: Rick Kos, AICP

I am very much looking forward to working with you this summer and expect that you will learn quite a bit in our five weeks together. We'll have some fun along the way, too.

A little about my background: my formal training is in environmental planning and urban design (B.S., Rutgers University, 1985) as well as regional planning and New Urbanism (Masters, University of North Carolina at Chapel Hill, 1993). In the late 1980s, I worked as a planner in Middlesex County, New Jersey, reviewing subdivision and site plan proposals for compliance with county regulations. In the 1990s, I served two rapidly-growing North Carolina municipalities in a dual role as town planner and GIS (Geographic Information System) coordinator (the latter being a role I created for both towns), so I am equally conversant in the language of both disciplines. From 1996 - 2000, I served as Senior Town Planner for Huntersville, North Carolina - the fastest-growing town of its size in the state at the time. The New Urbanist principles mandated by the Town's development regulations applied to both greenfield and infill sites. Since the regulations were design-based (i.e. non-Euclidean), they required me to make frequent subjective judgments on the visual qualities of streets, the orientation of proposed buildings to public spaces, and the relationship of buildings and land uses to one another. I thoroughly enjoyed defending the principles of traditional town planning, often to developers and citizens that were not particularly receptive, at first, to deviations from the conventional suburban planning model.

After relocating to the Bay Area in 2000, I worked with the Metropolitan Transportation Commission in Oakland as a GIS Analyst. The Bay Area Lifeline Transportation Map that I completed for MTC was chosen from among thousands of entries for inclusion in ESRI's *2003 Map Book*. This annual publication showcases innovative uses of ESRI's GIS software to solve real-world problems. The Lifeline Map locates disadvantaged neighborhoods and thousands of geocoded essential destinations (e.g. grocery stores, daycare centers, clinics) within the 9-County region, along with existing public transit services. The spatial analyses enabled by this mapping work allowed transportation planners to locate gaps in transit service so that decision-makers could direct funding to alter bus schedules, connections and routing for improved neighborhood connectivity.

From 2003 to 2007 I served as GIS Manager for Design, Community & Environment, a 45-person planning and design firm in Berkeley. I managed all aspects of the firm's GIS practice and took great pride in keeping hundreds of data layers organized across multiple projects, ensuring that the firm's metadata was up-to-date, training staff to use ArcGIS and ArcCatalog, and managing the production of hundreds of maps for General Plans and EIRs throughout California.

Currently, I am a digital cartographer with WorldLink, based in the Presidio of San Francisco. I am helping to create an engaging geobrowser application called Interactive Earth that is designed to excite school-age children about geography and in becoming world citizens. I am also a part-time GIS instructor with the GIS Education Center affiliated with City College of San Francisco. Additionally, I am co-authoring a book titled *GIS and Economic Development* with Professor Mike Pogodzinski of the SJSU Economics Department. ESRI Press will release the book in the summer of 2012.

About the Instructor: Walter S. Rask, AIA AICP LEED-AP

Walter Rask is an architect and city planner specializing in urban design. He has 24 years of experience in urban redevelopment, including 13 years as principal architect of the San Jose Redevelopment Agency and eight years as manager of architecture and planning at the Centre City Development Corporation, San Diego's downtown planning and redevelopment agency. For three years, he was a principal of ROMA Design Group in San Francisco.

Mr. Rask holds master's degrees in architecture and city planning from MIT and the University of Pennsylvania, respectively. He is a licensed architect in California and is a member of the American Institute of Architects, American Institute of Certified Planners, LEED-AP, Urban Land Institute, and Lambda Alpha International, the honorary society for the advancement of land economics. He served two years on the AIA San Diego board of directors and co-chaired that chapter's urban design committee for eight years. He now serves as the secretary of the AIA Santa Clara Valley chapter.

URBP-101: THE CITY

SUMMER 2011

TENTATIVE COURSE SCHEDULE

The following course outline describes the general approach we will take this semester, but please bear in mind that specific details are subject to change with reasonable notice. I will communicate changes via email or verbally in class.

Pre-July 11	<p>Note: no class meeting on Monday, July 11 since Rick will be in San Diego at the International ESRI GIS Conference. In lieu of meeting on July 11, students are assigned the following three preliminary assignments, due at 1:00 p.m. on Thursday, July 14</p> <ul style="list-style-type: none"> ▪ Assignment 1 Distributed: Video series “Secrets of Ancient Empires: First Cities”; written reflections on the characteristics that defined the earliest cities. ▪ Assignment 2 Distributed: Reading and written reflection: “Cities and Urban Life” and “The History of the City”; contrast early cities with contemporary cities ▪ Assignment 3 Distributed: Trace the immigration/migration of your own family to where you live today. When and why did your family come to the USA, urbanize, suburbanize and/or move to the area(s) in which they settled?
July 11 (M)	<ul style="list-style-type: none"> ▪ No class meeting today – see above
July 14 (Th) The Rise of Cities	<ul style="list-style-type: none"> ▪ Assignments 1, 2 and 3 Due (see above) ▪ Readings Due: <i>Cities and Urban Life</i> (pgs. 23-53); <i>History of the City</i> (pgs. 733-735) ▪ Welcome; Introductions; Course and Syllabus Overview ▪ Pre-Test (not graded): how much do you know about cities? ▪ Warm-Up Discussion: what are the essential qualities that define cities? Which cities are you most familiar with – what makes them unique? ▪ Lecture and Discussion: the historic rise of cities ▪ Hands-on: exploring cities with Google Earth ▪ Preparations: for Naglee Park and East Santa Clara Street fieldwork next week

<p>July 18 (M)</p> <p>“Reading” a City</p>	<ul style="list-style-type: none"> ▪ Assignment 4 Due: Reading and written reflection: “Looking at Cities” and “Image of the City”. ▪ Readings Due: <i>Looking at Cities</i> (pgs. 14-29); <i>Image of the City</i> (pgs. 46-85) ▪ Warm-Up Discussion: what are visual cues we can use to help us “read” a city? ▪ Video: “Insights into a Lively Downtown” ▪ Guest speaker: Michael Brilliot, Senior Planner, City of San Jose Planning Dept. ▪ Observational Fieldwork: Naglee Park and East Santa Clara Street
<p>July 21 (Th)</p> <p>Human Interactions in Urban Spaces</p>	<ul style="list-style-type: none"> ▪ Readings Due: <i>Death and Life of Great American Cities</i> (pgs. 143-151); <i>Social Life of Small Urban Spaces</i> (pgs. 10-23) ▪ Warm-Up Discussion: in your experience, do people interact differently in cities across the globe? ▪ Video: “Social Life of Small Urban Spaces” ▪ Observational Fieldwork: Downtown San Jose and people’s usage of public urban spaces
<p>July 25 (M)</p> <p>Urban Transportation Systems</p>	<ul style="list-style-type: none"> ▪ Assignment 5 Due: Observations from your fieldwork in downtown San Jose. Write about the physical (or other) characteristics of the neighborhood that enhance or detract from interaction among the residents or sense of community. Be sure to include references to the readings – especially Jacobs, Whyte and Lynch. ▪ Assignment 6 Due: Summary of a newspaper article related to urban life and/or urban planning. Focus: Redwood Shores development ▪ Warm-Up Discussion: is the private automobile the enemy or savior of city livability? ▪ Lecture: Urban transportation systems as shapers of cities ▪ Video: “Collision Course” ▪ Guest Speaker: Jim Helmer ▪ Observational Fieldwork: Diridon Station area
<p>July 28 (Th)</p> <p>Suburban Expansion and Smart Growth Alternatives</p>	<ul style="list-style-type: none"> ▪ Assignment 7 Due: Reading and written reflection: “Geography of Nowhere” ▪ Readings Due: <i>The Geography of Nowhere</i> (pgs. 189-216) ▪ Warm-Up Discussion: why is sprawl considered such a big problem? Shouldn’t Americans be allowed to live wherever and however they like? ▪ Lecture: Suburban sprawl and alternatives ▪ Video: “Save Our Land, Save Our Towns” ▪ Observational Fieldwork: Santana Row

<p>August 1 (M) Urban Sustainability</p>	<ul style="list-style-type: none"> ▪ Assignment 8 Due: Reading and written reflection on “Cities in Time” video ▪ Warm-Up Discussion: what is sustainability and what can city governments and residents do to embrace the concept? ▪ Video: “Cities” ▪ Guest speakers: Don Weden, retired Santa Clara County planner and Hilary Nixon, professor, SJSU Dept. of Urban & Regional Planning ▪ GIS and Urban Sustainability: Urban Sustainability Module using ArcGIS.com
<p>August 4 (Th) Urban Poverty, Environmental Justice and Social Capital</p>	<ul style="list-style-type: none"> ▪ Assignment 9 Due: <ul style="list-style-type: none"> ○ <u>Part 1:</u> write a commentary on Santana Row as an example of the New Urbanism. Be sure to reference the readings at least twice. ○ <u>Part 2:</u> “then-and-now” photo pairing and commentary on transportation and land use changes in central San Jose. ○ <u>Part 3:</u> written reflections R. Crumb’s “A Short History of America”. ▪ Readings Due: <i>Bowling Alone (307-318)</i> ▪ Warm-Up Discussion: how should the needs of the poor be addressed in cities? ▪ Guest speaker: Paul Pereira and Elizabeth Figueuroa, Communiversity San Jose ▪ Videos: “Chavez Ravine”; “Slum Futures” ▪ Site Visit: McKinley Center
<p>August 8 (M) City Planning and Administration</p>	<ul style="list-style-type: none"> ▪ Assignment 10 Due: city profile paper for a city outside of the United States. Be sure to include demographics (size, density, diversity), why the city is where it is, key economic characteristics, how it’s governed, and some of its urban problems ▪ Warm-Up Discussion: is building a baseball stadium in central San Jose good for the city in the short- and long-term? ▪ Lecture: The Art/Science of City Planning ▪ Video: Edens Lost and Found: Los Angeles ▪ Guest speaker: Laurel Prevetti, Assistant Planning Director, City of San Jose ▪ Site Visit: San Jose City Hall
<p>August 11 (Th) The Future of Cities and Final Exam</p>	<ul style="list-style-type: none"> ▪ Lecture: future issues that cities must confront ▪ Course Evaluation ▪ Final Exam