Course Catalog Description:

Overview of the historical development of urban and regional planning in the United States, as well as prominent theories of urban planning practice. Emphasizing the connection between the theoretical and historical material and current planning practice.

Course Description and Course Learning Objectives:

This class will introduce students to the history of city planning and the theoretical basis for urban and regional planning practice. The readings will describe the intellectual foundations of the profession, the historical conditions in which it developed, and current issues in planning practice. Lectures will elucidate and extend the written material, which will be supplemented by the documentary films *Urbanized* and *End of Suburbia*. The second half of each class will be convened as a seminar to discuss the topics presented that week.

The first two class sessions will comprise an overview of course and of the field of urban and regional planning. The next three classes will be focused on the historical and intellectual origins of city planning. The following three sessions will explore tools of the profession and its sub-disciplines. Course material will conclude with classes on challenges facing the profession, the sustainable city, the new urbanism, the healthy city, and current topics in urban and regional planning. The last two class sessions will be devoted to student presentations on important course topics.
Planning Accreditation Board (PAB) Knowledge Components

The following PAB knowledge, skills, and values (KSVs) are covered in URBP 200:

1. a) Purpose and Meaning of Planning: appreciation of why planning is undertaken by communities, cities, regions, and nations, and the impact planning is expected to have.
1. b) Planning Theory: appreciation of the behaviors and structures available to bring about sound planning outcomes.
1. d) Human Settlements and History of Planning: understanding of the growth and development of places over time and across space.
1. e) The Future: understanding of the relationships between past, present, and future in planning domains, as well as the potential for methods of design, analysis, and intervention to influence the future.
1. f) Global Dimensions of Planning: appreciation of interactions, flows of people and materials, cultures, and differing approaches to planning across world regions.
2. b) Written, Oral and Graphic Communication: ability to prepare clear, accurate and compelling text, graphics and maps for use in documents and presentations.
3. a) Professional Ethics and Responsibility: appreciation of key issues of planning ethics and related questions of the ethics of public decision-making, research, and client representation (including principles of the AICP Code of Ethics).

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

The following Program Learning Objectives (PLOs) are covered in URBP 200:

1. a) Describe and explain why planning is undertaken by communities, cities, regions, and nations, and the impact planning is expected to have.
1. b) Describe and explain the behaviors and structures available to bring about sound planning outcomes, as well as the strengths and weaknesses of different ones.
1. d) Describe and explain the growth and development of places over time and across space.
1. e) Describe and explain the relationships between past, present, and future in planning domains, as well as the potential for methods of design, analysis, and intervention to influence the future.
1. f) Describe and explain interactions, flows of people and materials, cultures, and differing approaches to planning across world regions.
2. b) Prepare clear, accurate and compelling text, graphics and maps for use in documents and presentations (note that the emphasis for URBP 200 is on text).
3. a) Describe and explain key issues of planning ethics and related questions of the ethics of public decision-making, research, and client representation (including principles of the AICP Code of Ethics).

A complete list of the PLOs can be found at http://www.sjsu.edu/urbanplanning/mission/index.html.

Course Learning Objectives (CLOs)

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

1. Describe and explain why planning is undertaken by communities, cities, regions, and nations. What are the most essential things that planners do? (PLO 1a)
2. Describe and explain the impact planning is expected to have at the community, city, region, and nation-level. (PLO 1a)

3. Describe and explain the growth and development of places over time and across space, including the evolution of the social and spatial structure of urban agglomerations, and the significance of the natural (e.g. climate, topography, available construction materials) and man-made (e.g. political, religious, economic, defense) determinants of urban form. (PLO 1d)

4. Discuss and evaluate the important contributions to the field of planning made by influential individuals such as Hippodamus of Miletus, Pierre L’Enfant, Baron Haussman, Daniel Burnham, Frederick Law Olmsted, Jacob Riis, Ebenezer Howard, Robert Moses, Jane Jacobs, William Levitt, and Ian McHarg, among others. (PLO 1d)

5. Describe the major historical antecedents during the late 19th and early 20th century that led to the development of the field of urban planning in the U.S. These include, but are not limited to: the Sanitary Reform movement, the City Beautiful/Municipal Arts Movement, and Burnham’s Chicago Plan. (PLO 1d)

6. Describe the major theories (e.g. Rational Planning, Incremental Planning, Communicative Action, and Advocacy Planning), behaviors, and structures that frame the field of urban planning and explain how those theories can bring about sound planning outcomes. (PLO 1b)

7. Compare and contrast the strengths and weaknesses of the major theories (e.g. Rational Planning, Incremental Planning, Communicative Action, and Advocacy Planning), behaviors, and structures that frame the field of urban planning. (PLO 1b)

8. Describe the three main sections of the AICP Code of Ethics and apply the rules of conduct (Section B) to examples of ethical dilemmas that professional planners are likely to face during their career, including, but not limited to the ethics of public decision-making, research, and client representation. (PLO 3a)

9. Describe and explain different approaches to planning across world regions. (PLO 1f)

10. Describe and explain the impacts of interactions, flows of people and materials, and cultures on planning in the U.S. and internationally. (PLO 1f)

11. Summarize the relationships between past, present, and future in planning domains, and identify how methods of design, analysis, and intervention can influence the future. (PLO 1e)

12. Prepare high-quality, grammatically correct written documents prepared using standard conventions for professional written English. (PLO 2b)

**Special notes**

This course has been approved by SJSU Grad Studies and Research as meeting the Graduation Writing Requirement for Master of Urban Planning students.
Readings:

Texts

Textbooks are available at the San Jose State University Spartan Bookstore, 1125 N 7th St, San Jose and the Roberts Bookstore, 330 South 10th Street, San Jose, or via Amazon, Barnes & Noble, or other online bookseller.


Articles

All articles except that of Zhu & Sallis, can be retrieved in electronic form from the Dr. Martin Luther King, Jr. Library at San Jose State University by following this link: http://library.sjsu.edu/electronic-journals-index/electronic-journals-index. The Zhu & Sallis citation below contains a link for retrieval in electronic form.


Course Assignments and Grading Policy:

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

<table>
<thead>
<tr>
<th>Assignment/Course Element</th>
<th>Percent of Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz 1 (in-class)</td>
<td>15%</td>
</tr>
<tr>
<td>Quiz 2 (in-class)</td>
<td>15%</td>
</tr>
<tr>
<td>Reading Memos</td>
<td>15%</td>
</tr>
<tr>
<td>Urban and Regional Policy Plan</td>
<td>25%</td>
</tr>
<tr>
<td>Literature Review for Term Paper</td>
<td>10%</td>
</tr>
<tr>
<td>Draft Term Paper</td>
<td>10%</td>
</tr>
<tr>
<td>Final Term Paper</td>
<td>10%</td>
</tr>
</tbody>
</table>

Each quiz will be in short answer format with students given a choice of any two out of three questions to answer. Two of the questions will be on specific planning history or planning theory topics covered in the course.

Reading memos are expected to be concise, thus no more than one or two pages at most. Students are asked to summarize the highlights of the readings and to add their own reflections.

The Urban and Regional Policy Plan is expected to be between 10 and 15 pages in length, exclusive of appendices. The Policy Plan is expected to cover one of the topics discussed in the course, focused on one of the following geographic levels: a city, town, or county or an entire region such as the nine-county Bay Area. This assignment affords students opportunities to engage with the real-world of urban and regional planning. In this sense, this course requirement extends classroom work beyond the classroom in a significant way. The educational purpose of this assignment is in, quoting the course catalog description, “emphasizing the connection between the theoretical and historical material and current planning practice”. Through this activity, URBP 200 students will have the opportunity to engage in real-world planning practice and apply the lessons in planning history and planning theory learned throughout the course. Students should select a policy plan topic, for example sustainable transportation, social equity, urban design, or affordable housing, which they believe is particularly interesting and important. Students are expected to consult with the instructor on a possible topic or for this work and to document this consultation in the Policy Plan. Once a topic is selected, students should research pertinent plans and studies that pertain to their topic. In addition, students should consult professional planners working on their topic in the jurisdiction they have selected. This assignment is intended to be a real-world, creative exercise in policy planning grounded urban and regional planning history and planning theory. How would you apply the lessons learned in this course, including those from planning history and planning theory, to urban planning policy in a municipality or a region? More specifics on this assignment will be given to students early in the semester.

The Term Paper should also be between 10 and 15 pages in length, exclusive of appendices. Students must choose a topic in the course syllabus related to planning history and theory to explore in more depth in the Term Paper. An academic Literature Review will be an important
part of the Term Paper. The Literature Review, Draft Paper, and Final Paper are to be prepared and submitted in sequence for assessment. The Term Paper satisfies the Graduate Writing Assessment Requirement (GWAR) requirement for SJSU. In order to meet the GWAR requirement, you must receive at least a “C” grade on the Term Paper portion of this course. Students who receive a grade below “C” for this part of the course will not meet the GWAR requirement, even if their overall grade for the course is higher. Please check with me if you are unclear about these requirements. More specifics on this assignment will be provided to students early in the semester.

Other Grading and Assignment Issues
The Reading Memos for any given week may be submitted before the start of class or via e-mail in Word or Adobe Acrobat form at any time before the start of class. Late submission will not be accepted without a compelling reason.

No make-up quizzes will be given without a compelling reason. Assignments may be submitted in hard copy form or via e-mail in Word or Adobe Acrobat from and will be due by the specified in the Course Schedule below. There will be no exceptions except for a compelling reason.

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.

Classroom Protocol
Students are expected to arrive in class by the appointed time. No cell phone use will be allowed during class sessions. Should a student need to use the phone, he or she should go out into the hallway or outside of the classroom building to do so. Students are expected to treat others courteously and to conduct themselves in a manner that reflects well on them and on the San Jose State University community. As a courtesy and to ensure efficient use of classroom time, students are asked not to use their laptop or tablet computers during class for any purpose not related to the course. Safety is a top priority. Everyone is asked to do their part to foster a classroom environment in which all students are able to participate in a safe and productive manner.

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 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*, 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.

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.

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 408-928-2096.

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/.
## URBP 200 SEMINAR ON URBAN AND REGIONAL PLANNING

### Fall 2012

#### Tentative Course Schedule

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 22, 2012</td>
<td>Course Overview; Viewung the film <em>Urbanized</em></td>
<td>Cullingworth and Cave, Chapter 1 and 2; Hall, Chapter 1</td>
<td>Reading Memo #1</td>
</tr>
<tr>
<td>August 29, 2012</td>
<td>Overview of Urban &amp; Regional Planning Viewing the film <em>End of Suburba</em></td>
<td>Hall, Chapter 1</td>
<td>Reading Memo #1</td>
</tr>
<tr>
<td>September 5, 2012</td>
<td>Origins of Urban &amp; Regional Planning (Part 1)</td>
<td>Hall, Chapter 2 and 6; Cullingworth and Cave, Chapter 3</td>
<td>Reading Memo #2</td>
</tr>
<tr>
<td>September 12, 2012</td>
<td>Origins of Urban &amp; Regional Planning (Part 2)</td>
<td>Hall, Chapter 3, 4 and 5</td>
<td>Reading Memo #3</td>
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<tr>
<td>September 19, 2012</td>
<td>Origins of Urban &amp; Regional Planning (Part 3)</td>
<td>Hall, Chapter 7, 9 and 10; Cullingworth and Cave, Chapter 4</td>
<td>Reading Memo #4; First Quiz (in-class)</td>
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<tr>
<td>September 26, 2012</td>
<td>Planning Theory</td>
<td>Brooks, Chapters 6, 7, 8, and 9.</td>
<td>Reading Memo #5</td>
</tr>
<tr>
<td>October 3, 2012</td>
<td>Tools of the Trade (Part 1)</td>
<td>Cullingworth and Cave, Chapter 5, 6, and 7</td>
<td>Reading Memo #6</td>
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<tr>
<td>October 10, 2012</td>
<td>Tools of the Trade (Part 2)</td>
<td>Cullingworth and Cave, Chapter 8, 9, and 10</td>
<td>Reading Memo #7</td>
</tr>
<tr>
<td>October 17, 2012</td>
<td>Sub-disciplines (Part 1)</td>
<td>Cullingworth and Cave, Chapter 11, 12, and 13</td>
<td>Reading Memo #8</td>
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<tr>
<td>October 24, 2012</td>
<td>Sub-disciplines (Part 2)</td>
<td>Cullingworth and Cave, Chapter 15, 16, and 17</td>
<td>Reading Memo #9</td>
</tr>
<tr>
<td>October 31, 2012</td>
<td>Challenges Confronting Urban &amp; Regional Planning</td>
<td>Hall, Chapter 12, 13 and 19; Brooks, Chapter 12 and 13</td>
<td>Reading Memo #10; Term Paper Literature Review due</td>
</tr>
<tr>
<td>November 7, 2012</td>
<td>The Sustainable City; the Just City</td>
<td>Newman; Kenworthy; Talen, Berke; Gunder; and Campbell</td>
<td>Reading Memo #11</td>
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<tr>
<td>November</td>
<td>The New</td>
<td>Brain; Saab; and Hirt</td>
<td>Reading Memo #12</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading Material</td>
<td>Notes</td>
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<tr>
<td>November 28, 2012</td>
<td>Thanksgiving Holiday</td>
<td>The Healthy City; Topics in the State of the Practice; Planning Ethics</td>
<td>Reading Memo #13; Second Quiz (in-class); draft Term Paper due</td>
</tr>
<tr>
<td>December 5, 2012</td>
<td>Public Engagement Day</td>
<td>Brooks, Chapter 10, 11, 12, and 13</td>
<td>Reading Memo #14</td>
</tr>
<tr>
<td>December 12, 2012</td>
<td>Final Term Paper Due; Policy Plan due</td>
<td></td>
<td>Final Term Paper due; Policy Plan due</td>
</tr>
</tbody>
</table>