Instructor: Dr. Shishir Mathur
Office location: WSQ 216E
Telephone: 408-310-7856
Email: shishir.mathur@sjsu.edu
Office hours: Monday 2:30 pm — 4 pm & by appointment
Class days/time: Tuesday 4:30 pm — 7 pm
Classroom: SH 315
Class website: http://www.sjsu.edu/people/shishir.mathur/courses/gmfall2013
Prerequisites: URBP 175: Upper division standing or instructor consent.
URBP 255: None
Units: 4 units

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.

Course Description and Course Learning Objectives
What do we mean by the terms ‘growth management’ and ‘smart growth’? 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 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 the causes, consequences and costs of
sprawl. 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 to design the built environment. These approaches include new urbanism, transit-oriented development, neo-traditional communities, and walk able 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 growth.
4. Debate constraints and opportunities confronting communities in developing policy approaches to growth management.

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.

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

Required Course Readings
Readings are electronically available at the course web page as well as on electronic reserve with the library. The instructor may also assign additional reading throughout the semester.

Course Assignments and Grading Policy
This course meets the requirements for URBP 175 and URBP 255. Each will be graded based on the following assignments and scoring weights.

<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 and narrative per week</td>
<td>10%</td>
<td>1 through 5</td>
</tr>
<tr>
<td>Assignment 2: In-class discussion</td>
<td>10%</td>
<td>1 through 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 through 5</td>
</tr>
<tr>
<td>Assignment 5: Paper 2 final: Critique of a local jurisdiction’s growth management / smart growth</td>
<td>15%</td>
<td>2 through 5</td>
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</table>

San José State University
Urban and Regional Planning Department
Assignment 6: Engagement Unit Activity 1: Attend a public meeting & Write a reflection paper

Assignment 7: Engagement Unit Activity 2: Role Playing Group with a Guest Lecturer & Write a Reflection and Synthesis Paper

Assignment 8: Presentation of Paper 2

Each student is required to contribute one question that s/he would like to see discussed in the class. In addition to the question, describe in one or two paragraphs (150-250 words) the main points that you would like to see discussed as part of the discussion generated by that question. This question will be in addition to any questions that you might want to ask to clarify a concept/part of the reading. The question and the description should be sent to the instructor two days before the class. As this class meets on Tuesday evening, the question and the narrative should be sent to the instructor (via email) by Sunday night with the subject line “First Name Last Name: Class ‘x’ Discussion Question and Narrative”.

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 participation. You will not be assessed on the amount of participation per se, but rather your contribution to the course learning objective and class discourse through insightful questions or comments.

Furthermore, you will have to 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 10 points each, the third second 20 points, the fourth 10 points, and the fifth 15 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 8 points on the first assignment, 8 on the second, 17 on the third, 8 on the fourth, 13 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 = 8+8+17+8+13+9+13+9 = 85

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

\[ \text{A+ (96 and above); A (93 to 95); A- (90 to 92); B+ (87 to 89); B (84 to 86); B- (81 to 83); C+ (78 to 80); C (75 to 77); C- (72 to 74); D+ (69 to 71); D (66 to 68); D- (63 to 65); F (below 63)} \]

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**

Papers are due at the beginning of class. Please submit both an electronic copy and a hard copy. Late paper submissions will be docked 20% for each day it is late. If an emergency or a legitimate situation arises that requires some flexibility on the due date, please contact me in advance to discuss.

**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 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 in class later in the semester.

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

You can find information about the services SJSU offers to accommodate students with disabilities at the Disability Resource Center website at www.drc.sjsu.edu.
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.

Classroom Protocol
This class is primarily run as a seminar, with the goal to foster critical thinking in the complex world of urban growth management. 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 the 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. If you must connect for other reasons, I ask that you either wait until break or do so with discretion. Phones must be off or on silent.
URBP 255: URBAN GROWTH MANAGEMENT
URBP 175: URBAN STUDIES TOPICS

FALL 2013

COURSE SCHEDULE

(subject to change with fair notice)

1. August 27
Course Overview

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

Reading:


Details of Paper #1 handed out

3. September 10
Sprawl II: Causes of Sprawl
Class Type: Discussion Seminar

Reading:


San José State University
Urban and Regional Planning Department


**4. September 17**

*Sprawl–III: Costs and Consequences of Sprawl*

Class Type: Discussion Seminar

Reading:

*Economic cost*


*Social costs*


*Health and safety costs*


*Environmental Cost*


**5. September 24**

*Growth Management and Smart Growth: Introduction*

Class Type: Discussion Seminar

Reading:


6. October 1
State & Regional Growth Management Programs
Class Type: Discussion Seminar

Reading:


**Note:** Read pages 1-16. Skim the rest of the report.

*Paper #1 due
Details of Paper #2 handed out*

7. October 8
Local Growth Management/ Smart Growth Programs and Tools
Guest Speaker: TBD
Class Type: Guest Lecture + Discussion

Reading:


San José State University
8. October 15
Future of Urban Growth Management
Public Attitudes towards Growth Management
Class Type: Discussion Seminar

Reading:


9. October 22
Growth Management/ Smart Growth: Physical Dimension
Guest Speaker: TBD
Class Type: Guest Lecture + Discussion

Reading:


10. October 29
Growth Management/ Smart Growth: Socio-Economic Dimension
Class Type: Discussion Seminar

Reading:


### 11. November 5

*Growth Management/ Smart Growth: Environmental/ Health Dimension*

Guest Speaker: TBD

Class Type: Guest Lecture + Discussion

**Reading:**


### 12. November 12

*Growth Management/ Smart Growth: Housing Affordability*

Guest Speaker: TBD

Class Type: Guest Lecture + Discussion

**Reading:**


*Draft Paper #2 due; also to be distributed among the class mates*

### 13. November 19

*New Approaches to Built Environment: New Urbanism, TOD, Neo Traditional Communities, and Walk-able Suburbs*

Class Type: Discussion Seminar

**Reading:**


14. **November 26**

*Presentation of Paper #2*

(Guidelines for presentation will be handed out separately in class)

15. **December 3**

*Presentation of Paper #2*

16. **December 10**

*No class*

*Final Paper #2 due*

17. **December 17 (final exam week)**

Please note that the class will meet from 5:15 pm to 7:30 pm

*Course reflection*