

Seminar on Urban and Regional Planning

URBP 200 (30500)

Department of Urban and Regional Planning
San José State University

Spring 2008, Tuesdays 7:15pm to 10:00pm, SH 411

Instructor: Jason Alexander Hayter
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Office Hours: Tuesdays 5:30pm to 6:30pm and by appointment, WSQ 218B

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 Objectives and Format

URBP 200 is tasked with the multiple objectives of providing students with a strong working understanding of North American urban and regional planning history, theory, and ethics, all in ways directly tied to daily practice, and with an additional emphasis on the development of writing skills so as to satisfy SJSU's Graduate Writing Assessment Requirement (GWAR). The Department of Urban and Regional Planning specifically requires that students be able to do the following after taking this course:

1. Apply the history and theory of planning in relation to social and economic structures, including, but not limited to, such characteristics as income, race, ethnicity, and gender.
2. Understand the ethics of professional practice and behavior, including the relationship to clients and the public, and the role of citizens in a democratic society.
3. Understand the role of government and civic participation in a democratic society and the balancing of individual and collective rights and interests.
4. Communicate effectively in writing.

In order to meet these objectives this course will be covering a considerable amount of literature, organized chronologically and topically, that examine major historical trends in urban and suburban development and these trends' associated theories of, and approaches to, city planning. Each week's collection of readings will contain works of history, writings from the era, discussions of the legacies of such writings, and descriptions of practice today. The goal of this combination is to enable planning students to conceptualize their profession in an historical context so as to be able to understand what happened when, how, and, most importantly, *why*.

Each class period will contain some lecturing from the instructor, some discussions led by fellow students, and overall class discussions. Several written assignments are designed to allow students to gain the most from exposure to the literature, from interaction with each other, and to hone important writing skills as they directly relate to planning issues. Some classes will also be held at outside locations, so as to directly connect students experientially with what they are studying.

Role of the Students

In any class students have a responsibility to themselves to fully participate in order to truly benefit from the course. In any graduate-level seminar students have the additional responsibility to their fellow classmates to participate in the class discussions so as to provide for the fullest exploration of the topics at hand. In this class students have an additional responsibility to themselves and to their classmates as part of the way this course is organized. As will be discussed below, it will be individual students' responsibility to tie the course's literature on history and theory to specific fields of planning practice and to address these fields' associated ethical issues. This means that it is up to the students to see that class is relevant to their own future career interests (from housing advocacy and urban wildlife management to urban design and bicycle transportation planning) and that the class covers those issues they consider to be of greatest ethical importance (from race relations and sustainability to equity and financial responsibility).

Prerequisites

In order to enroll in this course you must have passed the Writing Skills Test (WST). For more information about the WST, visit the Learning Assistance Resource Center website at http://www.sjsu.edu/larc/resources/wst_prep/tips/.

Reading Materials

The following reading materials are required for the course:

Books

- Peter Hall, *Cities of Tomorrow*, Third Ed., (UK: Blackwell Publishing, 2002).
- Charles J. Hoch, Linda C. Dalton, Frank S. So, eds, *The Practice of Local Government Planning*, Third Ed., (USA: International City County Management Agency, 2000).
- Kenneth T. Jackson, *Crabgrass Frontier: The Suburbanization of the United States*, (USA: Oxford University Press, 1985).
- Marc Weiss, *The Rise of the Community Builders: The American Real Estate Industry and Urban Land Planning*, (New York: Columbia University Press, 1987).

These books are on order at the SJSU bookstore and should be available by the first week of classes.

Course Reader

The reader for this course will be available at Unique Printing/San Jose Copy, located at 109 Santa Clara Street. between 3rd and 4th Streets (408-297-6698). The readers should be available by the first week of classes, but you may wish to call ahead and check.

Handouts

There will be a number of additional readings distributed in class.

Reading and Writing Groups

While the volume of reading for the course may seem high, it is essential to understanding the interplay between history, theory, and ethics in the planning profession. One way to make the reading load easier, and your personal gain from the course greater, is to divide into groups of three or four persons, with each member responsible for a portion of the reading for a particular week (although you should always try to read everything assigned for the week). Such groups are also very useful for developing your writing skills, for both this class and others. While busy

schedules and widely dispersed homes may make meetings difficult, we will arrange in class a way for every student who wishes to be in such a group to participate in one.

Assignments and Requirements

Students must meet all of the following requirements, and must turn in all of the following assignments in order to pass the course:

I. Participation

Student participation is essential to making the course work. Students are expected to regularly attend class and actively participate in the discussions. Your level of participation in class will be noted by the instructor, and while a letter grade will not be assigned for this requirement, if you regularly contribute to class discussions and demonstrate that you have done the readings you will receive full credit for this portion of your final class grade.

Portion of final grade: 5%

II. Class Discussion Leaders

Starting with the **February 12th** class and ending with the **May 6th** class, one or two students are expected to lead the first hour of discussion about the week's readings and topic. This includes the classes that are held in the field, but the discussion format and length for these sessions will be different depending on locations we are visiting.

Discussion leaders for the week will be expected to summarize the readings to the class in a brief lecture (each leader for the week will be expected to speak) as well as discuss a contemporary planning-related issue (or multiple issues) of interest to themselves that can be categorized as part of the week's topic.

Leaders must also produce handouts for the class that answer each of the following questions in a manner that is succinct, but thorough:

1. What were the main arguments and issues covered by this week's readings?
2. How were the problems and solutions conceived of at the time?
3. What different planning and planning-related professions were discussed in the readings and what role did they play?
4. What were the ethical issues of the time that were discussed, and what are the ethical issues involved today for these same topics?
5. What lessons are there for contemporary planners that are found in this week's readings?
6. How would you each rate the readings on a scale of 1 (poor) to 10 (good)?
7. What is the contemporary issue(s) you will be presenting to the class, how does it relate to the planning profession and the week's topic, and why should the class be interested?

Any additional materials the leaders may wish to provide may also be brought to the class.

The grade for this assignment will be based on the quality of the students' summation of the readings to the class, their ability to lead the class in discussion, the quality of their discussion of their own selected issue(s), and the writing quality, organization, and the depth and breadth of the knowledge contained in the handouts for the class.

Portion of final grade: 15%

III. Project Papers

Students will produce three theme-specific papers on a single planning-related project that will then become part of a final report for the class. All of these papers will be about a policy, building, development, or organization that the student must select and inform the instructor about by **February 12th**. Possible project topics include a light rail system, a highway, a new school, a zoning policy, or a homeless outreach organization – the list is endless. What is essential is that the project (1) be related in some way to planning, (2) have been implemented or finished for at least one year, and (3) be tied to a specific physical location whose problems led to its implementation/creation and where its effects can be measured. This project will be explored in the following three theme-specific papers:

Paper 1: Description and History

This paper should answer the following questions:

- What is the project you are researching this semester? Describe thoroughly.
- What is the historical background of the problem/issue being addressed by your project, locally, as well as at the state and national level?
- What is the history of proposed solutions to such a problem/issue locally and at the state and national level?
- What is the history of your specific project?

Due: **March 4th**

Paper 2: Theory and Ethics

This paper should answer the following questions:

- How was the problem/issue your project addresses conceived of at the time the project was developed?
- What are the major ideas or theories underpinning the solution your project offered? (Such as: active streets reduce crime or parks reduce stress)
- What was the role of planning in framing the problem and the solution?
- What are the major ethical dilemmas involved with the project now, and what were they in the past?

Due: **April 7th**

Paper 3: Practice

This paper should answer the following questions:

- Which planning, and planning-related professions, were and still are involved with the project?
- What was each of their individual roles?
- What were the roles of the government, community groups, individual citizens, private business, and other trained professionals in the solution?

Due: **April 22nd**

There is no need to re-introduce your topic in Papers 2 and 3. Assume the reader already knows what you have described in Paper 1.

Each paper should be approximately seven typed pages in length, contain in-text citations, and have a bibliography that builds towards the one needed for the final report (see the final report description, below) and. Images are optional. Reports will be graded (1) for their content, organization, and the quality of writing, (2) the depth and breadth of outside research represented, and (3) on how well they incorporate the readings from the class and relate them to their topic.

Portion of final grade: Each paper is worth 10%, together equaling 30%

IV. Reviewing Project Papers

Each student must review one paper from a fellow student for Papers 1, 2, and 3. Students should e-mail who they wish to receive papers from in advance of the due date, and review the document for the following criteria:

- Basics: Spelling, Grammar, Citation, Page Layout, Bibliography
- Argument: Organization, Clarity, Persuasiveness
- Sources: Quality and Quantity of Sources
- Overall Impressions

Comments should be made in the text of the document itself and a brief one paragraph review should be typed up as well and stapled to the marked paper. The review and marked paper should be given to the instructor one week after the original paper was due.

Reviewing other students' work is an essential part of learning good writing skills. Students will be assigned a grade based on the quality of their reviews of their fellow students' papers.

Portion of final grade: 10%

V. Final Report

For the final report for the class, students will take all of the project papers, for which they will have received comments from the instructor and their fellow students, and combine them with new material to create a single comprehensive document about their selected project. The final report must cover all of the topics covered by the project papers, but they should be arranged in a manner that will allow for the report to read as a single, cohesive document with an introduction, conclusion, etc.

This report will also have three additional components:

A. One new section will be added: Evaluation

This portion of the report should answer the following questions:

- Is the project achieving its goals?
- Has the project had any unintended consequences or benefits?
- Does it represent a learning from history or a repeating of history?
- Could it be improved upon? How?
- Could it be systematized in order to be applied to other locations?
- What is your opinion of the project?

B. The previous bibliographies must also be now combined into a single bibliography that contains a minimum of two works from each of the following areas:

- General Histories
 - Such as histories of cities, society, movements, etc.
- Professional Histories
 - Such as a history of professions relevant to your topic (although it does not have to be exactly your specialty area)
- Articles from Academic Journals
 - Two articles drawn from two different specialty publications intended for an academic audience, such as the *Journal of Urban Design*
- Articles from Trade Journals
 - Two articles drawn from two different specialty publications intended for a professional audience, such as *Parking*
- Professional Textbooks
 - Such as professional training guides
- Professional Documents
 - Such as urban tree planting guidelines, transportation plans, etc.
- On-Line Resources
 - Resources about your specialty area on the internet
- Print Media Articles
 - Articles on issues related to your profession from two different mainstream newspapers and magazines
- Print Media Editorials
 - Editorials submitted to two different mainstream newspapers and magazines about issues related to your profession

- C. The final report must contain information from an interview with an individual who was/is involved with the project. The interview can be in person, or by phone, but must include a minimum of twelve questions. Include the questions asked in an appendix to the final report.

As with the project papers, the final report will be graded (1) for its content, organization, and the quality of writing, (2) the depth and breadth of outside research represented, and (3) on how well it incorporates the readings from the class and relates them to the project. But, the report will also be graded on how well students have responded to the comments and suggestions on their project papers provided by the instructor and their peers. The page length is not set.

I will give feedback on any rough draft of the final report, no matter how rough, given to me on or before **April 29th**. The reports themselves are due in the URBP office by **noon, Friday, May 16th**.

Portion of final grade: 40%

Please note: Because this course satisfies the GWAR requirement for SJSU, students must receive at least a “C” grade on the final report. Students who receive a grade below “C” for this assignment 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.

Classes Held Off Campus

Two classes during the semester will be held off campus. Students should try to attend at least one of these two field trips.

Citation

All writing handed in for this class should follow a standardized, and widely accepted, citation format. Of the two main citation styles, (1) footnotes and endnotes with corresponding bibliography, and (2) in-text parenthetical references with a corresponding reference list, both are acceptable in this class. For a good guide to citation style it is suggested that you use (and buy if you do not yet own it) Kate Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations*, Sixth Ed., (University of Chicago Press, 1996). (Or a later edition, if available.)

Academic Integrity

"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 F06-2)

Anytime you use someone else's data, images, ideas, words, or sentences, proper attribution must always be given. It can often be less than clear when one should cite another individual when creating products for class. However, a simple rule of thumb is that if you have any doubt, insert a citation. You will never be graded down in this course for over-citation.

For additional guidance, San Jose State University has a website tutorial on plagiarism available at <http://tutorials.sjlibrary.org/tutorial/plagiarism/index.htm>. The official SJSU policy on plagiarism, "Policy on Academic Dishonesty," is available at <http://www.sjsu.edu/senate/S04-12.pdf>. The "Academic Dishonesty Procedures" are also available in the SJSU Schedule of Classes. Lastly, Academic Senate Policy F06-2 on academic integrity (quoted above) can be found at <http://www.sjsu.edu/senate/S04-12>. Always feel free to talk to me personally as well.

Accommodation for Disabilities

If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, 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 register with the Disability Resource Center to establish a record of their disability (408-924-6000).

COURSE OUTLINE

Date	Topics & Assignments	Readings
Jan 29	<p>Course Description</p> <p>Introductions</p> <p>Framing History</p>	<p>Framing Planning History Mary Corbin Sies and Christopher Silver, "Introduction: The History of Planning History," pp 1-34. From: Mary Corbin Sies and Christopher Silver, eds, <i>Planning in the 20th Century</i>, (Baltimore: Johns Hopkins University Press, 1996).</p> <p>Leonie Sandercock, "Introduction: Framing Insurgent Historiographies for Planning," pp 1-33. From: Leonie Sandercock, <i>Making the Invisible Visible: A Multicultural Planning History</i>, (Berkeley, CA: University of California Press, 1998).</p>
Feb 5	<p>Framing Theory, Practice, and Ethics</p>	<p>Framing Planning Theory Scott Campbell and Susan Fainstein, "Introduction: The Structure and Debates of Planning Theory," pp 1-14. From: Scott Campbell and Susan Fainstein, eds, <i>Readings in Planning History</i>, (USA: Blackwell Publishing, 1996).</p> <p>Michael P. Brooks, Part 3: "Alternative Paradigms for Public Planning," (Introduction and Chapters 6-9) pp 79-133. From: Michael P. Brooks, <i>Planning Theory for Practitioners</i>, (USA: Planners Press, 2002).</p> <p>Framing Planning Practice Charles J. Hoch, Chapter 2: "Making Plans," pp 19-40. From: Charles J. Hoch, Linda C. Dalton, Frank S. So, eds, <i>The Practice of Local Government Planning</i>, Third Ed. (USA: International City County Management Agency, 2000).</p> <p>William Fulton, Chapters 4 and 5: "The Structure of Planning Decision-Making" Parts 1 and 2, pp 67-79. From: William Fulton, <i>Guide to California Planning</i>, Second Ed. (USA: Solano Press Books, 1999).</p> <p>Framing Planning Ethics W.E.B. Du Bois, "The Negro Problems of Philadelphia," "The Question of Earning a Living" and "Color Prejudice," in <i>The Philadelphia Negro</i> (1899). From: Richard T. LeGates and Frederic Stout, eds., <i>The City Reader</i>, (New York: Routledge, 2000) pp 56-62.</p>

		AICP Code of Ethics and Professional Conduct – (Adopted March 19, 2005, Effective June 1, 2005)
Feb 12	<p>Beginning to address the “urban”</p> <p>Research Lecture and Library Visit</p> <p>Project Paper Topics Due</p>	<p>History Peter Hall, Chapter 2: “The City of Dreadful Night,” pp 11-47. From: Peter Hall, <i>Cities of Tomorrow</i>, Third Ed., (UK: Blackwell Publishing, 2002).</p> <p>Jon A. Peterson, “The Impact of Sanitary Reform upon American Urban Planning, 1840-1890, pp 13-39. From: Donald A. Krueckeberg, ed. <i>Introduction to Planning History in the United States</i>, (New Brunswick, N.J.: Center for Urban Policy Research, Rutgers University, 1983).</p> <p>Writings From The Era: Reform and Revolution Freidrich Engels, “The Great Towns,” in <i>The Condition of the Working Class in England in 1844</i>. pp 46-55. From: Richard T. LeGates and Frederic Stout, eds., <i>The City Reader</i>, (New York: Routledge, 2000)</p> <p>Jacob Riis, “The Genesis of the Tenement,” “The Awakening,” and “The Italian in New York.” From <i>How the Other Half Lives: Studies Among the Tenements of New York</i>, (New York: Dover Publications, 1971 [1890]).</p> <p>Practice Today: Housing Planning John Landis and Richard LeGates, Chapter 10: “Housing Planning and Policy,” pp 227-264. From: Charles J. Hoch, Linda C. Dalton, Frank S. So, eds, <i>The Practice of Local Government Planning</i>, Third Ed., (USA: International City County Management Agency, 2000).</p>
Feb 19	<p>Beginning to address the “environment”</p>	<p>History Michael Williams, “The forest in American life,” pp 3-21. Michael Williams, <i>Americans & Their Forests</i>, (USA: Oxford, 1989).</p> <p>Anne Whiston Spirn, Chapter 1, “City and Nature,” pp 9-37. From: Anne Whiston Spirn, <i>The Granite Garden: Urban Nature and Human Design</i>, (USA: Basic Books, 1984).</p> <p>Roderick Frazier Nash, Chapter 10: “Hetch Hetchy,” pp 161-181. Roderick Frazier Nash, <i>Wilderness and the American Mind</i>, Fourth Ed., (New Haven: Yale University Press, 1967, 2001).</p> <p>Practice Today: Environmental Management John Randolph, Chapter 1: “Managing Human-Environment Interactions,” pp 3-15. From: John Randolph, <i>Environmental Land Use Planning and Management</i>, (Covelo: Island Press, 2004).</p>

<p>Feb 26</p>	<p>Garden Cities & Beautiful Cities</p>	<p>History Peter Hall, Chapter 4: “The City in a Garden” pp 88-141; Chapter 6: “The City of Monuments,” pp 188-217. From: Peter Hall, <i>Cities of Tomorrow</i>, Third Ed., (UK: Blackwell Publishing, 2002).</p> <p>Writings From The Era: Garden Cities & City Beautiful Ebenezer Howard, Chapter 1: “The Town-Country Magnet,” pp 50-57 and Chapter 2: “The Revenue of Garden City and how it is obtained – The Agricultural Estate,” pp 58-65. From: Ebenezer Howard, <i>Garden Cities of To-Morrow</i>, (London: Faber and Faber Ltd, 1946 [1898]).</p> <p>Daniel H. Burnham, Chapter 8 pp. 119-130. From: Daniel H. Burnham and Edward H. Bennett, Charles Moore, ed., <i>Plan of Chicago</i>, (New York: De Capo Press, 1970 [1909]).</p> <p>Practice Today: Urban Design “Urban Design Today,” pp 3-19. From Matthew Carmona, Tim Heath, Taner Oc, Steven Teisdell, <i>Public Places, Urban Spaces: the Dimensions of Urban Design</i>, (UK: Architectural Press, 2003).</p>
<p>March 4</p>	<p>The Rise of Suburbia, Part I: Early Suburbanization</p> <p>Project Paper 1 Due in Class</p>	<p>History Kenneth T. Jackson, <i>Crabgrass Frontier: The Suburbanization of the United States</i>, (USA: Oxford University Press, 1985). Introduction and Chapters 1-7</p> <p>Practice Today: Parks and Public Facilities Handouts</p>
<p>March 10</p>	<p>MONDAY CLASS IN THE FIELD</p> <p>Regionalism, Metropolitanism, and the Neighborhood</p>	<p>History Chapter 5: “The City in the Region” pp 142-187. From: Peter Hall, <i>Cities of Tomorrow</i>, Third Ed., (UK: Blackwell Publishing, 2002).</p> <p>Writings From The Era: The Region and the Neighborhood Benton MacKaye, Chapter 11: “Regional City vs. Metropolis,” pp 159-167, and Chapter 12: “Controlling the Metropolitan Invasion,” pp 168-200. From: Benton MacKaye, <i>The New Exploration: A Philosophy of Regional Planning</i>, (Urbana-Champaign, IL: University of Illinois Press, 1928).</p> <p>Clarence Perry, “The Neighborhood Unit” (1929), pp 54-65. From: Michael Larice and Elizabeth Macdonald, eds, <i>The Urban Design Reader</i>, (USA: Routledge, 2007).</p> <p>Practice Today: Growth Management Arthur C. Nelson, Chapter 15: “Growth Management,” pp 375-400. From: Charles J. Hoch, Linda C. Dalton, Frank S. So, eds, <i>The</i></p>

		<i>Practice of Local Government Planning</i> , Third Ed., (USA: International City County Management Agency, 2000).
March 11	The Rise of Suburbia, Part II: Zoning	<p>History Marc Weiss, <i>The Rise of the Community Builders: The American Real Estate Industry and Urban Land Planning</i> (New York: Columbia University Press, 1987) Chapters 1, 2, 3, 6, and Conclusion.</p> <p>Practice Today: Zoning and Real Estate Development Stuart Meck, Paul Wack, and Michelle J. Zimet, Chapter 14: "Zoning and subdivision regulations," pp 343-374. From: Charles J. Hoch, Linda C. Dalton, Frank S. So, eds, <i>The Practice of Local Government Planning</i>, Third Ed., (USA: International City County Management Agency, 2000).</p>
March 18	No class	No class because of two classes the week of March 10th
March 25	No class	Spring Break
March 18	No class	No class because of two classes the week of April 7th
April 7	<p>MONDAY CLASS IN THE FIELD</p> <p>Modernism and Urban Renewal</p> <p>Project Paper 2 Due in Class</p>	<p>History Anastasia Loukaitou-Sideris and Tridib Banerjee, Chapter 2: "Models of Downtown Design," pp. 35-70. From: Anastasia Loukaitou-Sideris and Tridib Banerjee, <i>Urban Design Downtown: Poetics and Politics of Form</i>, (Berkeley: University of California Press, 1998).</p> <p>Chapter 7: "The City of Towers" pp 218-261. From: Peter Hall, <i>Cities of Tomorrow</i>, Third Ed., (UK: Blackwell Publishing, 2002).</p> <p>John Mollenkopf, Charter 4: "Forging Progrowth Coalitions in Urban Politics: Boston and San Francisco," pp 139-179. From: John Mollenkopf, <i>The Contested City</i>, (Princeton, NJ: Princeton University Press, 1983).</p> <p>Writings From The Era: Modernist Urbanism Le Corbusier, Chapter 1: "The Pack-Donkey's Way and Man's Way," pp 7-13; Chapter 11: "A Contemporary City," pp 163-179. From: Le Corbusier, <i>The City of Tomorrow and Its Planning</i>, (USA: Dover Publications Inc., 1987 [1929]).</p>

		<p>Practice Today: Redevelopment William Fulton, Chapter 15: "Redevelopment," pp 243-262. From: William Fulton, <i>Guide to California Planning</i>, Second Ed. (USA: Solano Press Books, 1999).</p>
April 8	Transportation	<p>History Clifton Hood, Chapter 8: "Subways, Transit, Politics, and Metropolitan Spatial Expansion," pp 191-211. From: David Ward and Oliver Zunz, Eds., <i>The Landscape of Modernity: New York City, 1900-1940</i>, (Baltimore: Johns Hopkins University Press, 1992).</p> <p>Alan Altshuler, Chapter 10: "The Intercity Freeway," pp 190-234. From: Donald A. Krueckeberg, <i>Introduction to Planning History in the United States</i>, (New Brunswick: CUPR Press, 1983).</p> <p>Practice Today: Transportation Planning Sandra Rosenbloom and Alan Black, Chapter 9: "Transportation Planning," pp 201-226. From: Charles J. Hoch, Linda C. Dalton, Frank S. So, eds, <i>The Practice of Local Government Planning</i>, Third Ed., (USA: International City County Management Agency, 2000).</p>
April 15	Responses to Modernism and Urban Renewal	<p>Writings from the Era: Responses to Government Actions Freidrich A. Hayek, Chapter 5: "Planning and Democracy," pp. 56-71. From: Freidrich A. Hayek, <i>The Road to Serfdom</i>, (USA: University of Chicago Press, 1944).</p> <p>Paul Davidoff, "Advocacy and Pluralism in Planning," (1965) From: Richard T. LeGates and Frederic Stout, eds., <i>The City Reader</i>, (New York: Routledge, 2000) pp 423-433.</p> <p>Writings From The Era: Responses to Modernist Design Jane Jacobs, Chapter 1: "Introduction," pp 3-25; Chapter 2: "The uses of sidewalks: safety," pp 29-54; Chapter 7: "The generators of diversity," pp 143-151. From: Jane Jacobs, <i>The Death and Life of Great American Cities</i>, (USA: Random House, 1961).</p> <p>Practice Today: Consensus Building and Community Participation William R. Klein, Chapter 18: "Building Consensus," pp 423-438; Howell S. Baum, Chapter 19: "Communities, organizations, politics, and ethics," pp 439-464. From: Charles J. Hoch, Linda C. Dalton, Frank S. So, eds, <i>The Practice of Local Government Planning</i>, Third Ed., (USA: International City County Management Agency, 2000).</p>

<p>April 22</p>	<p>The Rise of Suburbia, Part III: The Triumph of Suburbia</p> <p>Project Paper 3 Due in Class</p>	<p>History Kenneth T. Jackson, <i>Crabgrass Frontier: The Suburbanization of the United States</i>, (USA: Oxford University Press, 1985). Chapters 8-15.</p> <p>Practice Today: Addressing Equity Handouts</p>
<p>April 29</p>	<p>Responses to Suburbia</p>	<p>History: Responses to Sprawl Robert Bruegmann, Part II “The Diagnosis: Three Campaigns Against Sprawl,” pp 115-166. From: Robert Bruegmann, <i>Sprawl: A Compact History</i>, (Chicago: University of Chicago Press, 2005).</p> <p>Writings From The Era and Their Legacies: Responses to Sprawl “Executive Summary,” <i>Beyond Sprawl: New Patterns of Growth to Fit the New California</i>, (1995) Bank of America, California Resources Agency, Greenbelt Alliance and The Low Income Housing Fund.</p> <p>Peter Gordon and Harry W. Richardson, <i>The Case for Suburban Development</i>, (March, 1996) Lusk Center Research Institute, University of Southern California.</p> <p>Peter Calthorpe, “The Next American Metropolis” and “Guidelines,” pp 13-55. From: Peter Calthorpe, <i>The Next American Metropolis: Ecology, Community, and the American Dream</i>, (New York: Princeton Architectural Press, 1993).</p> <p>Practice Today: Economic Analysis John P. Blair and Richard Bingham, Chapter 6: “Economic Analysis,” pp 119-137. From: Charles J. Hoch, Linda C. Dalton, Frank S. So, eds, <i>The Practice of Local Government Planning</i>, Third Ed., (USA: International City County Management Agency, 2000).</p>
<p>May 6</p>	<p>Ecology and Sustainability</p> <p>Last day to submit rough drafts for review by instructor</p>	<p>Writings From The Era and Their Legacies: Urban Ecology Ian McHarg, “Nature in the Metropolis,” pp 54-65; “A Response to Values,” pp 78-93. From: Ian McHarg, <i>Design with Nature</i>, (Garden City, New York: Doubleday & Company, Inc., 1969).</p> <p>Michael Hough, Chapter 1: “Urban ecology: a basis for shaping cities,” pp. 5-25. From: Michael Hough, <i>Cities & Natural Process</i>, Second Ed., (Canada: Routledge, 2004).</p> <p>Practice Today: Environmental Planning and Sustainability Margot W. Garcia, Robert B. Olshansky, and Raymond J. Burby, Chapter 5: “Environmental Planning,” pp 87-118. From: Charles J.</p>

		Hoch, Linda C. Dalton, Frank S. So, eds, <i>The Practice of Local Government Planning</i> , Third Ed., (USA: International City County Management Agency, 2000).
May 13	Potential Futures	Handouts
Friday, May 16	Final Papers Due	Hand papers in at the URBP office by noon.

Disclaimer

This syllabus may change during the semester as the class progresses and new needs arise. Any changes will be discussed with the class in advance.

Acknowledgements

Several portions of this course draw inspiration from courses, writings, and/or suggestions from Drs. Jean Stockard, Paul Groth, Hilary Nixon, and Asha Weinstein Agrawal.