

URBP 200: SEMINAR ON URBAN & REGIONAL PLANNING SPRING 2012

Instructor:	Laurel Prevetti
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Office hours:	Wednesday 4:00 to 5:00 p.m. (except 3/14, 3/21, & 3/28) and by appointment
Class day/time:	Thursday 7:15 – 10:00 p.m.
Classroom:	DMH 162
Prerequisites:	None

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 Student Learning Objectives:

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

1. Describe the evolution of the social and spatial structure of urban agglomerations, and list and explain 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.
2. Discuss and evaluate the important contributions to the field of planning made by influential individuals such as Hippodamus of Miletus, Pierre L'Enfant, Baron von Hausman, Daniel Burnham, Frederick Law Olmsted, Jacob Riis, Ebenezer Howard, Robert Moses, Jane Jacobs, William Levitt, and Ian McHarg.
3. 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.
4. Explain the legal framework in the U.S. that supports the objectives and outcomes of urban planning (e.g. key constitutional amendments such as the 5th and 14th Amendments, the role of *Euclid v. Ambler Realty*, the difference between eminent domain and police power) in terms of the historical significance and impact of these events in planning.
5. Explain how issues of diversity (including, but not limited to income, race, ethnicity, gender, sexual orientation) have influenced and are influenced by the field of planning.

6. Identify the major theories (e.g. Rational Planning, Incremental Planning, Communicative Action, and Advocacy Planning) that frame the field of urban planning and explain how those theories relate to and are evident in current planning practice.
7. Describe how historical events of importance to the field of planning have shaped the development of theories in planning (e.g. social concerns and civil rights and their relationship to advocacy planning).
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.
9. Prepare high-quality, grammatically correct written documents prepared using standard conventions for professional written English.
10. Use library resources to find a range of professional and academic literature on a planning-related topic and evaluate the appropriateness of reference material for a planning-related research project.
11. Research and write a review of literature on a planning-related topic. The review should analyze and synthesize existing research in the field of planning and relate the findings to a contemporary research question in planning.

Planning Accreditation Board (PAB) Knowledge Components:

This course partially covers the following PAB Knowledge Components:

4.2.1. An understanding of human settlement as it relates to planning based on knowledge of the relevant concepts and theories from:

- 4.2.1. (a) social sciences (history, economics, sociology, political science, anthropology, psychology, geography) including knowledge of the social and spatial structure of urban and regional systems, local public finance, economics of development, infrastructure provision and effects of globalization.
- 4.2.1. (b) the environmental sciences (biology, ecology, environmental studies) including knowledge about ecological and physical systems in relation to human activity at different geographic scales.
- 4.2.1. (c) the design arts (architecture, landscape architecture, art, urban design) including knowledge about the relationship between the design of the built environment and its functional, aesthetic and social precedents and consequences.
- 4.2.1. (d) legal studies including knowledge about constitutional rights and principles, state and local government law, administrative rules and regulations, especially those focusing on the use and taxation of land.

4.2.2. An understanding of historical and contemporary planning practice, policy and processes based on knowledge of the relevant concepts and theories pertaining to:

- 4.2.2. (a) the purpose and meaning of planning and its ethical, visionary, and normative imperatives.
- 4.2.2. (b) history of urban planning practice and the development of urban planning profession in the United States and abroad.

4.2.2. (c) the institutions that both shape and respond to plans and planning-related activities: including knowledge of the economic, social and political institutions that influence planning and that are susceptible to purposeful change. At a minimum this study should include institutions across scale (e.g. local to global) and sector (e.g. public, private and nonprofit).

4.2.2. (g) knowledge of the ways in which planners and planning practice have succeeded in altering the policies, institutions, and decisions that oppose the needs of disadvantaged persons.

4.2.2 (h) the laws and policies relating to environmental planning and the principles and scientific support for assessing the capacity of natural and built resources.

4.2.3. Possess the skills needed to practice planning in a variety of venues in ways consistent with the ethical norms for planning, including:

4.2.3. (b) use research skills to identify, test and evaluate empirical relationships between various aspects of urban settlements, or plans and policy outcomes, and to conduct such research from conception to completion.

4.2.4 Understand the different values and ethical standards affecting the practice of planning, demonstrating knowledge for:

4.2.4. (a) comprehending and discriminating among the goals that an individual, group, community and organization holds when considering the future including the values of justice, equity, fairness, efficiency, order and beauty.

4.2.4. (b) assessing and choosing among different forms of democratic decision making that support and improve the quality of plans and planning related activity including the values of fair representation, equal opportunity and non discrimination by race, ethnicity, gender, age, religion, nationality, sexual orientation or disability.

4.2.4. (c) comparing and respecting the complex social, historical and ecological legacies that accompanies urban settlement across the globe including the values of social equity, cultural and historical preservation and environmental conservation and sustainability.

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

Course Prerequisite:

None.

This course meets the university's Graduation Writing Assessment Requirement (GWAR).

Required Course Readings:

Available from the Spartan Bookstore and other booksellers:

1. Brooks, Michael P. *Planning Theory for Practitioners*. Chicago: Planners Press, 2002. (ISBN 978-1-884829-59-8)
2. Levy, John M. *Contemporary Urban Planning*. Ninth Edition. San Francisco: Longman, 2011. (ISBN 0-205-78159-4)

Additional articles to be provided by the instructor.

Course Assignments and Grading Policy:

Your grade for the course will be based primarily on the following assignments:

Assignment Title	Percent of Total Grade
Literature Review Assignment*	50%
Ethics Assignment	20%
Historical Figure Profile	10%
Short Exercises/Assignments	10%
Participation	10%

***Please note:** This course satisfies the GVAR requirement for SJSU. In order to meet the GVAR requirement, you must receive at least a "C" grade on the "Literature Review Assignment" portion of this course. Students who receive a grade below "C" for this part of the course will not meet the GVAR requirement, even if their overall grade for the course is higher. Please check with me if you are unclear about these requirements.

All assignment instructions will be provided as handouts in class.

As a seminar, student participation in class discussions is a vital component of this course. For example, the short exercises and assignments will be graded on the quality of the written work as well as the student's participation in the discussion on the topic. Students should make every attempt to attend all classes and actively participate in discussions. If a student misses a significant number of class sessions or does not actively participate (in a substantial and thoughtful manner) in discussions related to the course readings or class topic, this will impact the final course grade.

To facilitate class discussion, students are asked to put away all cell phones, mp3 players, and other devices.

Other grading/assignment issues

Late assignments (those turned in after 9:00 p.m. on the due date) will not be accepted for full credit. A 10% grade reduction will be applied for assignments turned in up to 24 hours late. After the first 24 hours, each 24-hour period that follows will result in an additional 10% grade reduction. If life begins to overtake you such that you expect you will not be able to complete an assignment on time and you let me know well before the due date, it may be possible for us to make alternative arrangements that may reduce the grade penalty for lateness.

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>
- Examples of plagiarism at <http://www.indiana.edu/~istd/examples.html>
- Plagiarism quiz at <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.

In this class, you will be able to choose which system to use. Students who are unfamiliar with the citation systems are strongly encouraged to visit me during office hours with any questions. Grading on assignments will include a component for proper citation formatting and I would much rather catch errors in advance than deduct points on assignments.

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.

As much as possible, instructional materials used in this course are available in an accessible format. If any student requires instructional materials in a different format, please contact me.

Disclaimer

This syllabus is intended as a class guide and is designed to be as accurate as possible. It is possible, however, that this syllabus may change during the semester as class needs change. Any changes will be discussed in class with as much notice as possible. Since our course only meets once per week, primary communication will occur during class time. If you are absent, please contact a classmate for missed material. In the event that I need to contact you between class sessions, I will use the e-mail addresses contained for the class in MySJSU. For this reason, please ensure that your e-mail address is accurate in that system. If you have difficulty with e-mail, or limited access, please let me know so that we can arrange an alternative means of communication.

URBP 200: SEMINAR ON URBAN & REGIONAL PLANNING SPRING 2012 TENTATIVE COURSE SCHEDULE

The assigned readings cover a wide range of topics in urban planning and include some classic texts in the field. The course schedule listed below is tentative and it may be updated as the course progresses. Any changes will be discussed in class with as much advance notice as possible. Assignment deadlines are unlikely to change; however, in the event that due dates are adjusted, students will be given as much advance notice as possible.

Week 1 (January 26): Introductions and Course Overview

Week 2 (February 2): Researching and Writing a Literature Review and History of Planning

Readings:

1. Chapter 3: "Finding Useful Sources" in *A Manual For Writers*.
2. Chapter 4: "Engaging Sources" in *A Manual for Writers*.
3. Chapter 2: "Urbanization of America" in *Contemporary Urban Planning*.
4. Chapter 3: "History of Planning: Part I" in *Contemporary Urban Planning*.
5. Chapter 4: "History of Planning: Part II" in *Contemporary Urban Planning*.

Further Exploration (optional):

1. Peterson, Jon A. *The Birth of City Planning in the United States*. Baltimore: John Hopkins University Press, 2003. (Read Chapter 6: The Birth of the City Planning Ideal, 1902-1903)
2. Peterson, Jon A. *The Birth of City Planning in the United States*. Baltimore: John Hopkins University Press, 2003. (Read Chapter 12: The Birth of City Planning, 1909-1910)

Assignments Due:

- Public Interest Exercise

Week 3 (February 9): Legal Basis for Planning and National Planning in the United States

Readings:

1. Chapter 5: "The Legal Basis of Planning" in *Contemporary Urban Planning*.
2. Chapter 17: "National Planning in the United States" in *Contemporary Urban Planning*.

Assignments Due: None

Week 4 (February 16): Important People in the Planning Profession

Readings: None

Assignments Due:

1. Important Person in the Planning Profession paper
2. Presentations and Discussion

Week 5 (February 23): International Planning

Readings:

1. Chapter 18: "Planning in Other Nations" in *Contemporary Urban Planning*.

Assignments Due:

1. Identification of Literature Review Topic
2. Continue Important People Presentations and Discussion

Week 6 (March 1): Values and Ethics

Readings:

1. Chapter 5: "The Critical Role of Values and Ethics" in *Planning Theory for Practitioners*.
2. AICP Code of Ethics and Professional Conduct:
<http://www.planning.org/ethics/ethicscode.htm>

Assignment Due:

- Values Exercise

Week 7 (March 8): Overview of Planning Theory

Readings:

1. Chapter 2: "Planning Practice and Planning Theory" in *Planning Theory for Practitioners*.
2. Chapter 4: "Rationales for Public Planning" in *Planning Theory for Practitioners*.
3. Chapter 6: "Centralized Rationality: The Planner as Applied Scientist" in *Planning Theory for Practitioners*.
4. Chapter 7: "Centralized Non-Rationality: The Planner Confronts Politics" in *Planning Theory for Practitioners*.

Assignment Due:

- Planning Ethics Assignment

Week 8 (March 15): Guest Speaker

Readings: None

Assignment Due: None

Week 9 (March 22): Planning Theories, continued

Readings:

1. Chapter 8: "Decentralized Rationality: The Planner as Political Activist" in *Planning Theory for Practitioners*.
2. Chapter 9: "Decentralized Non-Rationality: The Planner as Communicator" in *Planning Theory for Practitioners*.

Further Exploration (optional):

Martha Feldman and Shawn Spano.

Assignments Due:

- Annotated Bibliography (Literature Review Assignment Part I)

Week 10 (March 29): SPRING RECESS / NO CLASS

Week 11 (April 5): Politics of Planning

Readings:

1. Chapter 1: "Planning Practice and Political Power" in *Planning Theory for Practitioners*.
2. Chapter 3: "Running the Gauntlet of Planning Critics" in *Planning Theory for Practitioners*.
3. Chapter 6: "Planning and Politics" in *Contemporary Urban Planning*.

Assignments Due: None

Week 12 (April 12): The Effective Planner

1. Chapter 10: "Setting the Stage..." in *Planning Theory for Practitioners*.
2. Chapter 11: "The Feedback Strategy" in *Planning Theory for Practitioners*.
3. Chapter 12: "The Politically Savvy Planner" in *Planning Theory for Practitioners*.
4. Chapter 13: "Vision" in *Planning Theory for Practitioners*.

Assignments Due: None

Week 13 (April 19): Urban Design and the City as Place

Readings:

1. Chapter 10: "Urban Design" in *Contemporary Urban Planning*.
2. Jacobs, Jane. *The Death and Life of Great American Cities*. New York: Vintage Books, 1961. (Read chapter 22)
3. Lynch, Kevin. *The Image of the City*. Cambridge: MIT Press, 1960. (Read chapter 1: The Image of the Environment)
4. Mumford, Lewis. *The Culture of Cities*. New York: Harcourt Brace & Company, 1970 edition. (Read pages 479 – 493)

Further Exploration (optional):

CEO's for Cities: <http://www.ceosforcities.org>

Florida, Richard. *Rise of the Creative Class: And How It's Transforming Work, Leisure, Community and Everyday Life*. New York: Basic Books, 2002.

Assignment Due:

- Literature Review Detailed Outline (Literature Review Assignment Part II)

Week 14 (April 26): Critique of Sprawl and the Return of Traditional Planning

Readings:

1. Katz, Peter. *The New Urbanism: Toward an Architecture of Community*. New York: McGraw-Hill, Inc., 1994. (Read Preface and "The Region"; optional reading: "Planning the American Dream")
2. Local Government Commission Ahwahnee Principles: <http://www.lgc.org/ahwahnee/principles.html>
3. Congress for the New Urbanism, Charter: <http://www.cnu.org/charter>
4. Urban Ecology, Inc. *Blueprint for a Sustainable Bay Area*. Dharma Enterprises, 1996. (Read Chapter 1: A Pivotal Moment and Chapter 6: Making Sustainability Happen)

Further Exploration (optional):

1. Calthorpe, Peter and Fulton, William. *The Regional City: Planning for the End of Sprawl*. Washington: Island Press, 2001.
2. Greenbelt Alliance. *Smart Infill: A Practical Guide to Creating Vibrant Places Throughout the Bay Area*. San Francisco: Greenbelt Alliance, 2008.

Assignments Due: None

Week 15 (May 3): Sustainability in Planning: Towards an Ecological Sensibility

Readings:

1. Chapter 15: "Environmental and Energy Planning" in *Contemporary Urban Planning*.
2. Farr, Douglas. *Sustainable Urbanism: Urban Design with Nature*. Hoboken: John Wiley & Sons, Inc., 2008 (Read Part One: The Case for Sustainable Urbanism)
3. McHarg, Ian. *Design with Nature*. Garden City: Doubleday & Company, Inc., 1971. (Read pages 174 – 185, and 196 and 197).
4. Leadership in Energy and Environmental Design for Neighborhood Development (LEED-ND): <http://www.usgbc.org/DisplayPage.aspx?CMSPageID=148>, click on LEED 2009 for Neighborhood Development Rating System (pdf), and read through page xx.

Further Exploration (optional):

Rachel Carson, Aldo Leopold, Carolyn Merchant, Richard Norgaard.

Assignments Due: None

Week 16 (May 10): The Future of Planning

Readings:

1. SB375: <http://www.onebayarea.org>
2. Boarnet, Marlon. "Planning's Moment," *Planning* 75, no. 11 (December 2009): 48.

Assignments Due: None

Finals Week 17 (May 17, same location and time): Final Papers and Presentations

Readings: None

Assignments Due:

- Final Literature Review (Literature Review Assignment Part III)
- Literature Review Presentations