## Instructor
Rick Kos, AICP

## Office location
WSQ-218C

## Office Telephone
(408) 924-5853

## Email
Richard.Kos@sjsu.edu

## Office hours
Tuesdays and Thursdays 11:30 a.m. – 12:30 p.m.
(Appointments strongly preferred)
Instructor may also be able to meet with students at Panera restaurant in San Francisco (4th & King Streets, adjacent to Caltrain station)

## GE/SJSU Studies Category
Area S: Self, Society and Equality in the United States

## Class days/time
Tuesdays and Thursdays 1:00 – 5:00 pm between July 9 – August 8, 2013

## Classroom
WSQ-208

## Class website
http://urbp101.pbworks.com

## Prerequisites
Completion of core GE, satisfaction of Writing Skills Test and upper division standing. For students who begin continuous enrollment at a CCC or a CSU in Fall 2005 or later, completion of, or corequisite in a 100W course is required.

## Units
3 units

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### Course Catalog Description

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

### Course Overview and Learning Objectives

The course examines the city from multi-disciplinary perspectives, including history, sociology, geography, anthropology, economics and political science, as a basis for understanding contemporary urban problems and the role of urban planning in the creation or solutions to these problems. Upon successful completion of the course, students will be able to:

- describe how identities (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences within contexts of equality and inequality;
- describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.;
- describe social actions which have led to greater equality and social justice in the U.S. (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age);
describe the contemporary practice of urban planning via readings, field work, and discussions related to transportation, urban design, land use analysis, and sustainability;
apply new perspectives on their own communities through comparison with other cities around the world;
recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.

We’ll accomplish these objectives through lots of discussion, a number of professional guest speakers in a variety of fields related to urban analysis, consideration of current events through news articles and mini-field trips, and by completing and discussing the required readings.

Instructor Responsibilities

- To create a physically and intellectually safe and stimulating environment for learning
- To assist students as much as possible with their individual and collective learning goals
- To help resolve conflicts that hinder learning by answering student questions clearly and promptly, or to research answers and reply to the student as soon as possible
- To treat students with respect and kindness, using encouragement and humor to foster learning
- To arrive prepared and organized, with clear learning objectives and a schedule for each class period
- To evaluate and grade student work fairly and accurately while providing constructive feedback

Student Responsibilities

- To attend each class session and to arrive punctually, bringing all needed materials
- To treat other students and the instructor with absolute respect, supporting fellow students whenever possible with their learning objectives, and minimizing distractions in class
- To complete all assignments on time and professionally, according to the requirements listed in this syllabus
- To fully read and understand all aspects of this syllabus and to carry out the requirements therein
- To actively and consistently participate in class discussions and question-and-answer sessions
- To demonstrate self-reliance and self-direction in setting and completing learning objectives
- To accept responsibility for working collaboratively in the learning process

Required Course Readings

A course reader containing all required readings will be available for purchase online from University Readers; details about the ordering process will be provided via email in late June or early July. Additional required reading: *The San Jose Mercury News* or other daily newspaper from which students
will select articles related to urban life and/or urban planning for written commentaries. Further required reading will be posted to the course website and explained in class.

**Final Grade Calculation**

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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent of Total Grade</th>
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</thead>
<tbody>
<tr>
<td>Assignment 1 – Written Reflections on “Secrets of Ancient Empires”</td>
<td>5%</td>
</tr>
<tr>
<td>Assignment 2 – Written Reflections on “Cities and Urban Life”</td>
<td>5%</td>
</tr>
<tr>
<td>Assignment 3 – Your Family’s Immigration Path</td>
<td>5%</td>
</tr>
<tr>
<td>Assignment 4 – Written Reflections on “Looking and Cities” &amp; “Images of the City”</td>
<td>10%</td>
</tr>
<tr>
<td>Assignment 5 – Observations from downtown San Jose Field Observations</td>
<td>5%</td>
</tr>
<tr>
<td>Assignment 6 – Written Reflections on “The Geography of Nowhere”</td>
<td>5%</td>
</tr>
<tr>
<td>Assignment 7 – Santana Row Observations, “Then and Now” Photo Pairings</td>
<td>5%</td>
</tr>
<tr>
<td>Assignment 8 – Urban Sustainability Module using ArcGIS.com</td>
<td>10%</td>
</tr>
<tr>
<td>Assignment 9 – Newspaper Article Summary</td>
<td>10%</td>
</tr>
<tr>
<td>Assignment 10 – City Profile of a non-U.S. City</td>
<td>15%</td>
</tr>
<tr>
<td>Participation – Consistent, active, well-prepared, and measureable engagement in lectures and reading discussions, small team tasks, and presentations in class</td>
<td>10%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>15%</td>
</tr>
</tbody>
</table>

**Assignment 1** will introduce students to the historic development of cities by assigning five short videos and requesting written observations of the key factors that allowed for early cities to develop.

**Assignment 2** will provide an opportunity for students to compare and contrast early cities with contemporary cities. The material will adequately prepare the student for the guest speaker’s lecture.

**Assignment 3** will enable the student to document the immigration/migration of his/her family to where they live today. In addition to writing a short narrative of this history, each student will trace this migration pattern using maps.

**Assignment 4** will enable the students to reflect upon two readings pertaining to techniques and visual cues that urban planners and designers use to “read” an urban environment.

**Assignment 5** incorporates references to recent readings and personal observations from a guided walking tour of San Jose with the objective of summarizing the city’s urban design qualities.

**Assignment 6** provides students an opportunity to reflect upon a reading related to suburban sprawl and urban decline in the United States.

**Assignment 7** gives students a platform to share their observations of Santana Row and an opportunity to design a “then and now” photo pairing of a San Jose location of their choosing.

**Assignment 8** will involve a guided exercise related to urban sustainability using a browser-based mapping tool called ArcGIS.com.
Assignment 9 will require students to locate and summarize a recent newspaper article related to urban planning and/or urban life in the San Francisco Bay Area.

Assignment 10 asks students to prepare a “city profile” paper of a non-U.S. city.

Calculation of Final Course Letter Grade

I will calculate the final letter grade for the course by weighting the grade for each assignment according to the percentages in the table above. To do this, I first convert the letter grade for each assignment to a number using a 4-point scale (A+ = 4.2, A = 4.0, A- = 3.67, B+ = 3.33, B = 3.0, B- = 2.67, C+ = 2.33, C = 2.0, C- = 1.67, D = 1, and F = 0).

I then use these numbers and the weights for each assignment to calculate a final, numerical grade for the course based on a 4-point scale. That number is converted back to a letter grade (A = 3.85+, A- = 3.50 – 3.84, B+ = 3.17 – 3.49, B = 2.85 – 3.16, B- = 2.50 – 2.84, C+ = 2.17 – 2.49, C = 1.85 – 2.16, C- = 1.41 – 1.84, D+ = 1.17 – 1.40, D = 0.85 – 1.16, F = 0 – 0.84).

Other Grading and Assignment Issues

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

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

Below are the grading criteria for this course.

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

B-, B and B+  If work is above average in quality, thoroughness and presentation, I tend to issue a grade of B-, B or B+. I interpret these grades to mean “much better than ‘just good’”; in such instances the student has demonstrated more of a commitment to quality work than an assignment graded with a C. If you receive a grade in the B’s, you can be assured that your work was of very good quality and that I am pleased with your progress.

C-, C and C+  If student work is sufficient and acceptable, I issue a grade of C or C+ because these grades are reserved for work of average quality. I do not view a C or C+ as a terrible grade; it is an acknowledgment of average and acceptable effort, but that you could have done better.

D and F  I certainly hope not to issue any such grades this semester, but will do so for student work that is sub-par on all levels (D’s) or demonstrates the barest of minimal effort (F).

Zero  For assignments that are not submitted on the due dates listed in this syllabus and/or assignments which do not adhere to the late-submission policy described herein.

Grades on student work will be assigned as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>98-100</td>
</tr>
<tr>
<td>A</td>
<td>94-97</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>88-89</td>
</tr>
<tr>
<td>B</td>
<td>84-87</td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
</tr>
<tr>
<td>C+</td>
<td>78-79</td>
</tr>
<tr>
<td>C</td>
<td>74-77</td>
</tr>
<tr>
<td>C-</td>
<td>70-73</td>
</tr>
<tr>
<td>D+</td>
<td>68-69</td>
</tr>
<tr>
<td>D</td>
<td>64-67</td>
</tr>
<tr>
<td>D-</td>
<td>60-63</td>
</tr>
<tr>
<td>F</td>
<td>below 60</td>
</tr>
</tbody>
</table>

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

**Grading Criteria - Individual Written Reports and Assignments**

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

"A" Report: The principal characteristic of the "A" report is its rich content and the seamless integration of high quality supporting illustrations – maps, drawings, photographs, sketches – with the text. The information delivered is such that the reader feels significantly taught by the author, sentence after sentence, paragraph after paragraph. The "A" report is also marked by stylistic finesse: the opening paragraph is engaging; the transitions are artful; the phrasing is light, fresh, and highly specific; the sentence structure is varied; the tone enhances the purposes of the essay. Finally, the "A" report is carefully organized and developed. The author organizes the report so that it addresses the topic thoroughly. The report imparts a feeling of wholeness and clarity – it integrates the course readings, the lectures, the thoughts of the writer, as well as findings and interpretations derived from the systematic observation of the study area. This report leaves the reader feeling bright, thoroughly satisfied, and eager to reread the piece.
"B" Report: This report is significantly more than competent. Besides being almost free of mechanical errors, the "B" report delivers information that is substantial in both quantity and interest-value. Its specific points address the topic in question and are logically organized. It is well developed, and unified around a clear principle that is stated early in the essay. The opening paragraph draws the reader in; the closing paragraph is both conclusive and thematically related to the opening. The transitions between sections/paragraphs are for the most part smooth; the sentence structures are varied and pleasing. Illustrations – maps, drawings, photographs, sketches – are abundant, carefully prepared, and clearly expand on the concepts presented in the text. This report also integrates the citations, course readings, the lectures, as well as the thoughts of the writer and conclusions derived from field observations, although perhaps not as thoroughly as the A report. The distinction of the "B" report is typically much more than concise and precise than that found in the "C" report. Occasionally, it even shows distinctiveness – i.e., finesse and memorability. On the whole, the "B" report makes the reading experience a pleasurable one, for it offers substantial information with few distractions.

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

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

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

Grading Criteria - Oral Presentations

The criteria below describe the main attributes of A, B and C presentations and will be applied to any formal presentations in this course. It is not anticipated that grades of D or F will be given.

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

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1 Adapted in part from Dr. Julia Rodriguez-Curry’s handout on “Grading Criteria,” San José State University, Mexican-American Studies Department, 2003
B: Cohesive, some jargon, accurate, reasonably professional presentation, demonstrates reasonable organization

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

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, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Participation in Class and Attendance
Student participation in class discussions is a vital component of this course and students should make every attempt to attend all classes and actively participate in discussions. In cases where a student misses a significant number of lectures or does not actively participate in discussions, this will impact the final course grade. According to University policy F69-24, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to ensure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

Completing Assignments on Time and Professionally
Assignments are due at the date and time specified on each assignment handout. In only rare instances will late assignments be accepted, as described below. Late assignments will receive a one-letter grade deduction for each day an assignment is late. For example, if the assignment would normally receive a grade of “B” but is submitted one day late, it will receive a final grade of “C”.

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

All assignments must include the student’s name, date, course number, assignment number and other items as directed by the instructor. Neatness, clarity and organization do count. As in a professional setting, typed submissions are expected; handwritten assignments are not acceptable. Printing assignments on the clean sides of already-printed paper is neither professional nor acceptable (though the thought is appreciated, of course). Assignments not meeting these fundamental practices of professional presentation will generally receive a one-half to one-point deduction in the grade.
Odds and Ends

- **Adds/Drops:** Students are responsible for understanding the policies and procedures about add/drops, academic renewal, withdrawal, etc. found at www2.sjsu.edu/senate/S04-12.pdf

- **Incomplete Grade:** An incomplete grade will only be assigned for a documented, serious, non-academic reason.

- **Students Adding the Class after the First Day of Class:** Students who add the class after the first day of class are responsible for completing all work in the course on the same schedule as students who were registered from the first day of the semester.

**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 examples of plagiarism that you should be careful to avoid:

- If you use a sentence (or even a part of a sentence) that someone else wrote and don’t identify the language as a quote by putting the text in quote marks and referencing the source, you have plagiarized.
- If you paraphrase somebody else's theory or idea and don't reference the source, you have plagiarized.
- If you use a picture or table from a webpage or book and don't reference the source, you have plagiarized.
- If your work incorporates data someone else has collected and you don't reference the source, you have plagiarized.

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](http://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. In this class, students should use the “notes” style since I feel that it creates a less distracting experience for your reader than the parenthetical-reference style.

Accommodation for Disabilities

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

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. To seek permission, please see the instructor at the beginning of each class session for which you would like to record.

In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.

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 www.sjsu.edu/writingcenter/about/staff/. A number of our department’s students find the Writing Center tutors quite helpful. Students can sign up for one-on-one appointments with the tutors.

About the Instructor: Rick Kos, AICP

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

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

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

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

Currently, I am a digital cartographer with WorldLink, based in the Presidio of San Francisco. I am helping to create an engaging geobrowser application called Interactive Earth that is designed to excite school-age children about geography and in becoming world citizens. I am also a part-time GIS instructor with the GIS Education Center affiliated with City College of San Francisco.
# URBP-101: The City
## Summer 2013
### Tentative Course Schedule

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Activities</th>
</tr>
</thead>
</table>
| July 9 (Tu) | Introductions, Course and Syllabus Review, Why Should we Care About Cities?, the Early Rise of Cities | - Welcome; Introductions; Course and Syllabus Overview  
- Pre-Test (not graded): how much do you know about cities?  
- Warm-Up Discussion: what are the essential qualities that define cities? Which cities are you most familiar with – what makes them unique?  
- Lecture and Discussion: the historic rise of cities  
- Hands-on: exploring cities with ArcGIS.com  
- Video: “Secrets of Ancient Empires: First Cities” |
| July 11 (Th) | The Industrial Revolution and the Rapidly Changing Scale and Role of Cities | - Assignment 1 Due: Video series “Secrets of Ancient Empires: First Cities”; written reflections on the characteristics that defined the earliest cities.  
- Readings Due: Cities and Urban Life (pgs. 23-53); “The Setting of the Industrial Revolution” (Benevolo)  
- Video: “Industrial Revolution Overview”  
- Guest Speaker: Urban Designer and Architect Walter Rask |
| July 16 (Tu) | “Reading” a City | - Assignment 2 Due: Reading and written reflection: “Cities and Urban Life”; contrast early cities with contemporary cities  
- Assignment 3 Due: Trace the immigration/migration of your own family to where you live today. When and why did your family come to the USA, urbanize, suburbanize and/or move to the area(s) in which they settled?  
- Readings Due: Looking at Cities (pgs. 14-29); Image of the City (pgs. 46-85)  
- Video: “Insights into a Lively Downtown”  
- Observational Fieldwork: Naglee Park and South Campus neighborhoods |
| July 18 (Th) | Human Interactions in Urban Spaces | - Assignment 4 Due: Reading and written reflection: “Looking at Cities” and “Image of the City”.  
- Readings Due: Death and Life of Great American Cities (pgs. 143-151); Social Life of Small Urban Spaces (pgs. 10-23)  
- Video: “The Social Life of Small Urban Spaces” and Jane Jacobs conversations  
- Observational Fieldwork: Downtown San Jose  
- Guest Speaker: Walter Rask |
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment Due:</th>
<th>Reading Due:</th>
<th>Lecture:</th>
<th>Video:</th>
<th>Guest Speaker Panel:</th>
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<tr>
<td><strong>July 23 (Tu)</strong> Urban Transportation Systems</td>
<td>Observations from your fieldwork in downtown San Jose. Write about the physical (or other) characteristics of the neighborhood that enhance or detract from interaction among the residents or sense of community. Be sure to include references to the readings – especially Jacobs, Whyte and Lynch.</td>
<td></td>
<td>Urban Transportation, suburban sprawl, and smart growth alternatives</td>
<td>“Collision Course”</td>
<td>Joe Kott, Chris Lepe, Steve Fisher</td>
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<tr>
<td><strong>July 25 (Th)</strong> Suburban Expansion and Smart Growth Alternatives</td>
<td>Reading and written reflection: “Geography of Nowhere”</td>
<td><em>The Geography of Nowhere</em> (pgs. 189-216)</td>
<td>Suburban sprawl and smart growth alternatives</td>
<td>“Save Our Land, Save Our Towns”, James Kunstler</td>
<td></td>
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| **July 30 (Tu)** Urban Sustainability |  | Part 1: write a commentary on Santana Row  
Part 2: “then-and-now” photo pairing and commentary on transportation and land use changes in central San Jose.  
Part 3: written reflections R. Crumb’s “A Short History of America”. |  |  |  |
| **August 1 (Th)** Urban Poverty, Environmental Justice and Social Capital | Reading: “Thinking about Social Change in America” in *Bowling Alone* (pgs. 15-28) |  |  |  |
| **August 6 (Tu)** City Planning and Administration | Summary of newspaper article related to urban life/planning. |  | The Art and Science of City Planning | “Edens Lost and Found: Los Angeles” or “Chavez Ravine” | John Davidson, Senior Planner, City of San Jose |
| **August 8 (Th)** The Future of Cities and Final Exam | city profile paper for a city outside of the United States. Be sure to include demographics (size, density, diversity), why the city is where it is, key economic characteristics, how it’s governed, and some of its urban problems |  |  | Don Weden, Santa County principal planner (retired) |  |
|  |  |  |  |  |  |