Instructor: John Davidson
Office location: San Jose City Hall, 3rd Floor Tower (200 E. Santa Clara Street)
Telephone: 408-535-7895
Email: john.davidson@sanjoseca.gov
Office hours: Tuesdays, 4:30 to 5:30 p.m.
Class days/time: Thursdays, 4:30 to 7:00 p.m.
Classroom: Dudley Moorhead Hall Room 165
Prerequisites: For URBP/DSIT 151, upper division standing is required.
Units: URBP 231: 4 units; DSIT 151/URBP 151: 3 units

Course Catalog Description:
URBP 231: Urban design as part of the planning process; contemporary and historic urban design thought and ways of improving design quality in the urban environment.
URBP/DSIT 151: Principles, goals and methods of the urban design process. Urban design as the comprehensive treatment of the human-made environment.

Course Description and Course Learning Objectives:
This course is designed to provide students with a general overview of the ideas and events that have shaped contemporary cities, with an emphasis on the American experience. We will examine the complex relationships between human societies—culture, politics, and economics—and the shape of urban settlements. Although the course is structured as a chronological history of urban form, it will include an introduction to major concepts, tools, and methods in urban design practice. Throughout the course, students will apply these to the analysis and understanding of urban settings and the dynamics of urban transformation.

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

1. Demonstrate a general understanding of urban form through history in Europe and the U.S., and its relationship to major shifts in culture, society, and economy, including:
   • The earliest cities
   • Cities of Classical Antiquity
   • Medieval and Renaissance Cities
   • Cities of the Colonial Americas
   • Political Absolutism and the Baroque
   • Urban Transformations in Bourgeois Europe
• The Victorian Industrial City
• Modernism and the City
• Suburbanization in the U.S.
• Sustainability
• The Postmodern City
• The New Urbanism and other contemporary trends

2. Demonstrate an understanding of the physical form and patterns of use and activity of urban districts by conducting field visits to urban districts, make close observations of their physical form and patterns of use and activity, and make field notes and diagrams.

3. Demonstrate a basic facility with creating analytical graphics in plan and section, either digitally or by hand, at a specified scale. Be able to interpret graphical representations of urban form, and draw conclusions about scale, grain, and pattern.

4. Illustrate and analyze the urban form of a chosen study area by developing a series of basic analytical graphics at several scales, using publicly accessible base materials, illustrating the urban form of their chosen study area. These may include:
   • A figure-ground map showing street/block networks and open space
   • A building footprint map showing the scale, grain, and pattern of development
   • Thematic diagrams of transportation, land use, pedestrian activity, open space, etc.
   • An environment-behavior study, mapping patterns of behavior in a specific space

5. Demonstrate an ability to evaluate the physical infrastructure of a neighborhood using a standardized scoring mechanism, and the ability to integrate that quantitative data into a clear, engaging report on that neighborhood.

6. Demonstrate an ability to integrate disparate information collected into a coherent report about their study area drawing on their graphics, as well as planning documents and other materials to analyze patterns of use and activity, assess dynamics of change and identity, and identify key issues and opportunities.

Planning Accreditation Board (PAB) Knowledge Components

This course partially covers the following PAB Knowledge Components:
1. a) Purpose and Meaning of Planning: appreciation of why planning is undertaken by communities, cities, regions, and nations, and the impact planning is expected to have.
1. d) Human Settlements and History of Planning: understanding of the growth and development of places over time and across space.
1. c) The Future: understanding of the relationships between past, present, and future in planning domains, as well as the potential for methods of design, analysis, and intervention to influence the future.
2. b) Written, Oral and Graphic Communication: ability to prepare clear, accurate and compelling text, graphics and maps for use in documents and presentations.
A complete list of the PAB Knowledge Components can be found at http://www.sjsu.edu/urbanplanning/courses/pabknowledge.html.

**Required Course Texts:**


**Reference Texts:**


**Course Assignments and Grading Policy:**

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

<table>
<thead>
<tr>
<th>Assignments</th>
<th>URBP/DSIT 151</th>
<th>URBP 231</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percent of grade</td>
<td>Percent of grade</td>
</tr>
<tr>
<td>Field Observation Assignment</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>Midterms</td>
<td>30%</td>
<td>20%</td>
</tr>
<tr>
<td>Term Project Draft Analysis</td>
<td>20%</td>
<td>15%</td>
</tr>
<tr>
<td>Term Project Final</td>
<td>30%</td>
<td>20%</td>
</tr>
<tr>
<td>Irvine - Minnesota Inventory Data</td>
<td>n/a</td>
<td>20%</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>Presentation</td>
<td>n/a</td>
<td>5%</td>
</tr>
</tbody>
</table>

**Assignments**

**Field Observation assignment:** The Field Observation assignment involves finding and selecting an active use area for the term project, describing, based on preliminary field observations, the area is appropriate for study, and creating a series of base maps for the later use.
**Midterms:** The midterms are in-class short answer and essay tests on the material covered in readings, films walking tours, and class lectures.

**Term Project (Draft Analysis and Final):** The term project is an environmental behavior study of an active use area of the student’s choosing, and is a combination of field observations, photos, maps, and in-class work totaling approximately 20 pages in length. The draft analysis is a way to provide feedback and help students focus their studies on the most interesting parts of their study areas.

**Irvine Minnesota Inventory Data:** The Irvine Minnesota Inventory consists of the collection of quantitative data on urban design features in neighborhoods that contribute to active use. Data collection involves analyzing block fronts within the students’ study neighborhoods, along with control neighborhoods.

**Presentation:** Graduate students are required to give a short in-class presentation describing the findings of their environmental behavior study.

**Participation:** The participation grade is based on the students’ active contribution to the class discussion. Students are expected to read all assigned materials and to be ready to discuss them.

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**Calculation of Final Course Letter Grade**

Throughout the semester, individual assignments will be graded on a 0-100 point scale. The point values for each assignment will be pro-rated according to the table above, and a final letter grade will be assigned to the total score as follows:

- A (93 and above);
- A- (90 to 92.9);
- B+ (87 to 89.9);
- B (83 to 86.9);
- B- (80 to 82.9);
- C+ (77 to 79.9);
- C (73 to 76.9);
- C- (70 to 72.9);
- D+ (67 to 69.9);
- D (63 to 66.9);
- D- (60 to 62.9);
- F (below 60).

**Other Grading and Assignment Issues**

Assignments less than four days late (the following Monday at 4:30 p.m.) will be accepted with a three-grade penalty; assignments later than four days late will not be accepted.

**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 of class hours, specifically including...
collecting data using the Irvine/Minnesota Inventory to help document the availability of pedestrian amenities within the study area and presenting that data as a part of the final presentation. Taken together, collection and presentation of the Irvine Minnesota Inventory Data constitute the Engagement Unit for this class. **Collection of neighborhood data using the Irvine/Minnesota Inventory and presenting that data as a part of the final report counts for 25% of the Final Grade in URBP 231.** Details on how to complete these activities will be provided in 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](http://www.indiana.edu/~istd/overview.html)
- Examples of plagiarism at [www.indiana.edu/~istd/examples.html](http://www.indiana.edu/~istd/examples.html)
- Plagiarism quiz at [www.indiana.edu/~istd/test.html](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, students can use either style for referencing materials.

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](http://www.drc.sjsu.edu).

Consent for Recording of Class and Public Sharing of Instructor Material

Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.

Library Liaison

The SJSU Library Liaison for the Urban and Regional Planning Department is Ms. Toby Matoush. If you have questions, you can contact her at toby.matoush@sjsu.edu. You can also reach her by phone at 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](http://www.sjsu.edu/writingcenter).

**URBP 231/151 Urban Design in Planning**

**Spring 2013**
**COURSE SCHEDULE**  
(subject to modification)

**1/24 Introduction: What Is Urban Design?**

Thomas W. Schurch  

**1/31 Urban Form in the Ancient World**

Edmund Bacon, *Design of Cities* pp. 5-78.  

**2/7 Medieval and Renaissance Cities**


**2/14 Colonial Cities in the Americas**


**2/21 Urban Transformation in Bourgeois Europe**  
*Assignment #1 due in class*

Edmund Bacon, *Design of Cities*, pp. 149-203.

**2/28 The Industrial City and the Progressive Response**
Sim Van der Ryn and Peter Calthorpe


3/7 Quiz #1
covers material presented through 2/28

3/14 20th Century Modernism: formalism and technocracy

Peter Hall


Jan Gehl, *Cities for People*, pp. 31-61, 193-213.

3/21 Suburbanization, Decline, and Rebellion


3/28 SPRING BREAK

4/4* Sustainability
*Term Project Draft due in class

David Owen, *Green Metropolis*, in its entirety.

Other readings TBA.
4/11 Postmodern Urbanism

Jan Gehl, Cities for People, pp. 63-116.


M. Christine Boyer

4/18 Streets and Street Design

Allan Jacobs, Great Streets. pp. 201-268.

Jan Gehl, Cities for People, pp. 117-193.

4/25 Quiz #2/Cities of the Developing World

Jan Gehl, Cities for People, pp. 215-229.

Other readings TBA.

5/2 The New Urbanism and Neo-traditional Planning

The Congress for the New Urbanism
Charter of the New Urbanism, 1998 (2 pages)

Michael Leccese and Kathleen McCormick, editors
Principles of the Charter (Contents)/Principles Seven to Twenty-seven from Charter of the New Urbanism. McGraw-Hill, 2000. Read: (pp 53 to 175)

5/9 Contemporary Models: Landscape Urbanism, Temporary, Retrofit, Bike Infrastructure (possible field visit to San Francisco)

Witold Rybczynski, Makeshift Metropolis, pp. 93-200.

Other readings TBA.

5/16 Graduate Student Presentations (exam period)

*All students must attend the presentations
*Term Project final report due in class.