SAN JOSÉ STATE UNIVERSITY
URBAN AND REGIONAL PLANNING DEPARTMENT
SPRING 2014
URBP-160: TOPICS IN ENVIRONMENTAL PLANNING
URBP-260: ENVIRONMENTAL PLANNING TOPICS

Instructor               Rick Kos, AICP
Office location          WSQ-218C
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Email                    Richard.Kos@sjsu.edu
Office hours             Tuesdays and Wednesdays 2:00 p.m. – 4:00 p.m.
                         (Appointments strongly preferred)
Class days/time          Tuesdays 4:30 p.m. – 7:00 p.m.
Classroom                Clark 129
Class website            http://urbp260healthycities.pbworks.com
Prerequisites            Prerequisites specific to URBP-160: Upper division standing or instructor consent (per course catalog).
Units                    4 units

Course Catalog Description
URBP 160/260: In-depth examination of selected topics specifically related to environmental planning. Course may be repeated for credit when topic changes.

Course Description and Learning Objectives
Our focus this semester will be on techniques, case studies, and data-driven approaches to measure the healthiness of communities and the specific roles that planners can play to foster such places. In order to build a solid foundation for understanding our topics, we will first draw heavily from epidemiologist Richard Jackson’s “Designing Healthy Communities” which provides a holistic overview of health challenges facing American communities as well as an array of remedies. Next, in order to remain mindful of the role that planners can play in fostering healthy communities, we will draw inspiration and techniques from “Planning as if People Matter” by Brenman and Sanchez.

To put our research into practice, students will be engaged in a project with the non-profit Sustainable San Mateo. We will evaluate the healthiness of communities in San Mateo County with a particular focus on transportation as well as other factors of interest to the student and our client, including air and water pollution, fresh food availability, income distribution, and open space access. Each student will “adopt” one San Mateo County municipality and be guided in evaluating its healthiness from multiple perspectives. Components of this project will include the use of browser-based mapping tools, informational interviews, field work, report production, and presentations.
Upon successful completion of the course, you will be able to:

1. Describe facets of healthy (and unhealthy) communities in the areas of public health measures, social inequality, land use and transportation policy impacts, and other physical environmental features.

2. Utilize browser-based mapping tools to quantitatively measure factors tied to the relative healthiness of communities.

3. Explain the role of health impact assessments in measuring the healthiness of communities.

4. Describe the role that the planning profession can play in achieving healthier and more equitable communities.

5. Describe the intersection of community health and sustainability in terms of problems, indicators, and potential solutions.

6. Research, design, and present a professional-grade report to a sustainability-focused client by collaborating effectively and proactively with other students in class.

Planning Accreditation Board (PAB) Knowledge, Skills, and Values (KSV) Components

This course partially covers the following PAB KSVs: 1a, 1b, 1c, 2a, 2b, 2c, 3b, 3c, 3d, 3e.

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

Required Readings

In order to minimize costs for students, all readings will be available via e-books, permalinks to materials in the campus library, websites, and other materials provided by the instructor.


Putnam, Robert D. Bowling Alone: The Collapse and Revival of American Community. New York: Simon & Shuster, 2000. (Selected chapters will be available via the course website)

Recommended Readings


Fundamentals for Success in this Course

I will make every effort to help you succeed in this course so that you can thoroughly explore myriad topics tied to planning for healthy cities. Naturally, it is your responsibility to complete all assignments and to take advantage of the many learning opportunities this semester. Your final grade will reflect your overall commitment to learning; highest grades correlate with student efforts that exceed expectations. Here are some tips to help you succeed this semester:

**Enjoyment of Learning:** A strong motivation to learn, explore and have fun with fieldwork, class discussions, and browser-based mapping applications will be a strong asset. This course will require a significant amount of independent work and relies heavily on student initiative.

**Focus and Respect:** I fully understand the temptations and distractions we all face today with email, web sites, Twitter, Facebook and IMs vying for our attention, but lab computers may not be used for getting other work or e-mail done. Out of respect for everyone in a focused learning environment, I will be ruthless in getting everyone to turn computer monitors off when not being used for course exercises. If you have to "get something else done" during the class period, please do it elsewhere. Cell phones need to be in silent mode, or turned off.

**Professional Conduct:** I conduct this course in a manner that mirrors professional practice in order to help you develop valuable workplace skills. We all need to be in agreement that the following standards will apply, as listed in the two sections below:

**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 at the start of each class session fully prepared and organized, with clear learning objectives and a schedule for the day’s tasks ready to go
- 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 herein
- 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

**Course Assignments and Grading Policy**

Your grade for the course will be based on the following assignments and other components. All relevant materials and assignment details will be posted to the course web site.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent of Total Grade (URBP-160)</th>
<th>Percent of Total Grade (URBP-260)</th>
<th>Course Learning Objectives Covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – Reading Reflection #1</td>
<td>10%</td>
<td>10%</td>
<td>1,5</td>
</tr>
<tr>
<td>2 – Reading Reflection #2</td>
<td>10%</td>
<td>10%</td>
<td>1,5</td>
</tr>
<tr>
<td>3 – Client Project Status Report #1</td>
<td>10%</td>
<td>10%</td>
<td>6</td>
</tr>
<tr>
<td>4 – Findings from Mapping Tool Applications to San Mateo County Cities</td>
<td>10%</td>
<td>10%</td>
<td>2,3</td>
</tr>
<tr>
<td>5 – Reading Reflection #3</td>
<td>10%</td>
<td>10%</td>
<td>1,5</td>
</tr>
<tr>
<td>6 – Client Project Status Report #2</td>
<td>10%</td>
<td>10%</td>
<td>6</td>
</tr>
<tr>
<td>7 – Reading Reflection #4</td>
<td>10%</td>
<td>10%</td>
<td>1,4,5</td>
</tr>
<tr>
<td>8 – Draft Findings Report for Adopted City (Professional Engagement Activity)</td>
<td>10%</td>
<td>10%</td>
<td>5,6</td>
</tr>
<tr>
<td>9 – Final Findings Report for Adopted City; Presentation to Client and Partners (Professional Engagement Activity)</td>
<td>15%</td>
<td>15%</td>
<td>5,6</td>
</tr>
</tbody>
</table>

**Participation** – Consistent, active, well-prepared, and measurable engagement in lectures and reading discussions, small team tasks, and presentations in class

5% 5% ----
Assignment 1 will allow students to discover and write about linkages between causes of health problems in American cities, the role of urban planners in studying and solving these problems, and the role that our course client plays in the community health dialogue within San Mateo County.

Assignment 2 gives students an opportunity to explore in writing the linkages between community design and social connectedness by completing readings from “Designing Healthy Cities” and Robert Putnam’s “Bowling Alone”.

Assignment 3 gives our student consulting team an opportunity to report on their research efforts to date for our course client. Students will compile a status report in a manner that mirrors professional practice by describing completed tasks, remaining tasks, and listing specific feedback needs from our client.

Assignment 4 asks students to describe findings from using two browser-based mapping tools as they pertain health-related variables in their adopted San Mateo County community.

Assignment 5 gives students an opportunity to explore in writing a number of strategies to foster healthier cities as well as roles for contemporary planners.

Assignment 6 is similar to Assignment 3 in terms of providing a status update report to our course client.

Assignment 7 is the final reading reflection opportunity in this course, with a focus on “examples of change”: case studies of American communities that have dedicated themselves to becoming healthier places for their residents. In addition to the written reflection, each student will share his or her findings in a facilitated class discussion.

Assignments 8 and 9 cover the production of draft and final deliverables for our course client which will include a professional-grade report, a presentation to the client and their partners, and the delivery of material for eventual inclusion in Sustainable San Mateo’s Indicators Report website.

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 comprehensive 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 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.</td>
</tr>
<tr>
<td>B-, B and B+</td>
<td>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.</td>
</tr>
<tr>
<td>C-, C and C+</td>
<td>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.</td>
</tr>
<tr>
<td>D and F</td>
<td>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).</td>
</tr>
<tr>
<td>Zero</td>
<td>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.</td>
</tr>
</tbody>
</table>
I will grade undergraduate level work (i.e., submitted by students in URBP-160) more leniently than for the work submitted by graduate level (i.e., URBP-260) students. Typically, this will generally result in a half-grade difference; for example, an undergraduate student that earns a grade of B on an assignment will correlate with a grade of B- for the graduate student completing the same assignment with similar quality.

This grading scheme will not always be followed strictly since upward adjustment of the final course 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 me early in the semester to discuss expectations.

Opportunities for extra credit will be explained in individual assignment handouts that students can download from the course web site.

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

The narrative below describes the main attributes of A, B, C, D and F work. These are general criteria for written student work and I will make necessary adjustments considering that some of our work may take the form of maps and other graphics. Still, the general sentiment of these criteria will be applied to all student work this semester, especially to your final project report.

"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.

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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
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 undertaken in class. It is not anticipated that grades of D or F will be given.

A: Cohesive, avoids jargon, accurate, professionally presented, entertaining, demonstrates exceptional organization
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, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

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2 Adapted in part from Dr. Julia Rodriguez-Curry’s handout on “Grading Criteria,” San José State University, Mexican-American Studies Department, 2003
Since this is a four-unit class, students 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 will 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.

Students will also be required to undertake additional activities outside the class hours, including preparations for, and execution of, research tasks related to our client, Sustainable San Mateo. Details on how to complete these tasks will be explained verbally in class and in all related handouts posted to the class website.

**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.

Since this course focuses on the development of professional skills used by urban planners, the presentation of submitted materials will be considered as part of the assignment’s grade. 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 resource conservation intent 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.
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 www.sjsu.edu/senate/docs/S07-2.pdf.

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 to the source.
- Using data some other person or organization has collected without referencing the source.

The University of Indiana has developed a very helpful website with concrete examples about proper paraphrasing and quotation. See in particular the following pages:

- Overview of plagiarism at www.indiana.edu/~istd/overview.html
- Examples of plagiarism at www.indiana.edu/~istd/examples.html
- Plagiarism quiz at www.indiana.edu/~istd/test.html

If you still have questions, feel free to talk to me personally. There is nothing wrong with asking for help, whereas even unintentional plagiarism is a serious offense.

Citation style

It is important to properly cite any references you use in your assignments. The Department of Urban and Regional Planning uses Kate Turabian’s A Manual for Writers of Research Papers, Theses, and Dissertations, 8th edition (University of Chicago Press, 2013, ISBN 780226816388). Copies are available in the SJSU King Library. Additionally, the book is relatively inexpensive, and you may wish to purchase a copy.
Please note that Turabian’s book describes two systems for referencing materials: (1) “notes” (footnotes or endnotes), plus a corresponding bibliography, and (2) in-text parenthetical references, plus a corresponding reference list. 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 AEC (Accessible Education Center) to establish a record of their disability.

You can find information about the services SJSU offers to accommodate students with disabilities at the Accessible Education Center website at [www.sjsu.edu/aec](http://www.sjsu.edu/aec).

**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 408-808-2096.

**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).

**About the Instructor: Rick Kos, AICP**

I am particularly excited to teach this course since my initial foray into the field of urban planning was spurred by a strong interest in environmental planning and the intertwined human and natural environments. I am very much looking forward to working with you this semester and expect that you will learn quite a bit in our three and a half months together. I take pride in providing personal, one-on-one attention to the needs of my students and strongly encourage you to take advantage of all opportunities to meet with me during class and during office hours.
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, 1995). 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 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 nine 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. Additionally, I have co-authored a book titled GIS for Economic Development with Professor Mike Pogodzinski of the SJSU Economics Department. The book was released in late 2012 by Esri Press. I also engage in a number of freelance GIS projects, including transit planning analyses for Mobility Planners, LLC.

This will be my eighteenth semester teaching at San José State and, I must admit, it is my favorite job of the many I've listed above. Welcome, and let’s look deeply into methods for planning for sustainable, healthy cities.

I'm here to help you succeed.
The course outline describes the general approach we will take this semester, but please note that specific details are subject to change with reasonable notice, which is common in a studio-based, fluid, course of this nature. The instructor will communicate changes via email or verbally in class.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings Due</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 28</td>
<td>Introductions; Course and Project Overview; Qualities of (un)Healthy Cities</td>
<td>None</td>
<td>None</td>
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<tr>
<td></td>
<td>Videos: Unnatural Causes (Trailer) and Designing Healthy Communities (Trailer)</td>
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<tr>
<td>Feb. 04</td>
<td>(optional/encouraged): SPUR lunchtime talk: “Five Ways to Think about Healthier Cities”</td>
<td>Brenman (pgs. 1-44)</td>
<td>None</td>
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<td></td>
<td>Discussion: symptoms of unhealthy cities</td>
<td>Jackson (pgs. 15-34)</td>
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<tr>
<td></td>
<td>Video: Unnatural Causes #1 (Episode 1)</td>
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<tr>
<td></td>
<td>Overview: client project</td>
<td></td>
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<tr>
<td>Feb. 11</td>
<td>Meeting with our Client: Sustainable San Mateo</td>
<td>Urban Land Institute (pgs. 1-23) and Sustainable San Mateo Website Materials</td>
<td>1 – Reading Reflection #1</td>
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<tr>
<td></td>
<td>Video: Designing Healthy Communities (Episode 3, Pt. 1)</td>
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<tr>
<td>Feb. 18</td>
<td>Social Policy in Concrete</td>
<td>Jackson (pgs. 35-50)</td>
<td>2 – Reading Reflection #2</td>
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<tr>
<td></td>
<td>Video: Unnatural Causes (Episode 3 and 5)</td>
<td>Putnam (Chapters 1, 12, 16, 18)</td>
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<tr>
<td></td>
<td>Video: Designing Healthy Communities (Episode 3, Pt. 2)</td>
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<tr>
<td>Feb. 22 (Sat.)</td>
<td>Silicon Valley Transportation Choices and Healthy Communities Summit (Palo Alto)</td>
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## Phase Two: Diagnosis
How Can We Measure Qualities of (Un)healthy Cities?

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Readings</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb. 25</td>
<td>Health Impact Assessments</td>
<td>Eitler (pgs. 6-31)</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Jackson (pgs. 159-188)</td>
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<tr>
<td>Mar. 04</td>
<td>Exploration of Community Health Indicators using Mapping Tools at HealthyCities.org and Applications to San Mateo County</td>
<td>Readings from website: San Mateo County Health System Healthy Communities Initiatives (smhealth.org)</td>
<td>3 – Client Project Status Report #1</td>
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<tr>
<td></td>
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<td>Readings from website: Healthy City (V5healthycity.org)</td>
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<tr>
<td>Mar. 11</td>
<td>Exploration of Community Health Indicators using Esri Community Analyst and Applications to San Mateo County</td>
<td>Readings from website: “Building Health into San Mateo County Cities” (gethealthysmc.org)</td>
<td>None</td>
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<tr>
<td>Mar. 18</td>
<td>Discussion: Mapping Tool Diagnostic Findings</td>
<td>None</td>
<td>4 – Findings from Mapping Tool Applications to San Mateo County Cities</td>
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<tr>
<td>Mar. 25</td>
<td>No Class Today: SJSU Spring Break!</td>
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## Phase Three: Exploring Cures
What Strategies Can Foster Healthier Cities and What is the Role for Contemporary Planners?

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Readings</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>Apr. 01</td>
<td>Retrofitting Suburbia Video: Designing Healthy Communities (Episode 1)</td>
<td>Brenman (pgs. 45-61)</td>
<td>5 – Reading Reflection #3</td>
</tr>
<tr>
<td>Apr. 08</td>
<td>Rebuilding Places of the Heart Video: Designing Healthy Communities (Episode 2)</td>
<td>None</td>
<td>6 – Client Project Status Report #2</td>
</tr>
<tr>
<td>Apr. 15</td>
<td>Discussion: Case Studies of Healthy, Sustainable Cities Video: Designing Healthy Communities (Episode 4)</td>
<td>Jackson (Chapters 4-10) Chapters and related summaries to be divided among the students</td>
<td>7 – Reading Reflection #4</td>
</tr>
<tr>
<td>Apr. 22</td>
<td>Diversity and Inclusion; Public Involvement and Participation</td>
<td>Brenman (pgs. 63-113)</td>
<td>8 – Draft Findings Report for Adopted City</td>
</tr>
<tr>
<td>Apr. 29</td>
<td>Technology for Social Equity</td>
<td>Brenman (pgs. 115-134)</td>
<td>None</td>
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<tr>
<td>Date</td>
<td>Event Description</td>
<td>Notes</td>
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<tr>
<td>May 6</td>
<td>Studio Work Session</td>
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<td>None</td>
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<td>May 13</td>
<td>Studio Work Session</td>
<td>None</td>
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<td></td>
<td>Final Presentation to Client</td>
<td>9 – Final Findings Report for Adopted City; Presentation to Client and Partners</td>
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<td>None</td>
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<tr>
<td>May 20</td>
<td>Report Finalization Tasks; Reflections on Semester Accomplishments; End of Semester Celebration</td>
<td>None</td>
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<tr>
<td>(Official Final Exam)</td>
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<td>None</td>
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