Instructor: Joseph Kott, PhD, AICP, PTP
Office location: WSQ 218
Telephone: 650-814-0961
Email: Joseph.kott@sjsu.edu
Office hours: Tuesdays, 3:00 – 4 PM or by appointment
Class days/time: Tuesdays, 4:30 – 7:00 PM
Classroom: CCB 101
Class website: SJSU Canvas
Prerequisites: None.
Units: 4

Course Catalog Description
Overview of the historical development of urban and regional planning in the United States, as well as prominent theories of urban planning practice. Emphasizing the connection between the theoretical and historical material and current planning practice.

Course Description and Course Learning Objectives
This class will introduce students to the history of city planning and the theoretical basis for urban and regional planning practice. The readings will describe the intellectual foundations of the profession, the historical conditions in which it developed, and how these pertain to current issues in planning practice. Lectures will elucidate and extend the written material, which will be supplemented by the documentaries *Urbanized* and *Designing Healthy Communities*, as well as a number of video clips. A portion of each class will be convened as a seminar to discuss the topics presented that week.

The initial class session will comprise an overview of course and of the field of urban and regional planning. The next four classes will be focused on the historical and intellectual origins of city planning. The following three sessions will explore planning theory. These are followed by four class sessions on the contemporary topics in urban and regional planning and a session each on public engagement and ethics in planning, all seen through the lens of planning history and theory. The final class will discuss the future of cities and of urban and regional planning, once again in the context of planning history and theory.

Upon successful completion of the course, students will be able to:
1. Describe and explain why planning is undertaken by communities, cities, regions, and nations. (PLO 1a)

2. Describe and explain the impact planning is expected to have at the community, city, region, and national level. (PLO 1a)

3. Describe and explain the growth and development of places over time and across space, including the evolution of the social and spatial structure of urban agglomerations, and the significance of the natural (e.g. climate, topography, available construction materials) and man-made (e.g. political, religious, economic, defense) determinants of urban form. (PLO 1d)

4. Discuss and evaluate the important contributions to the field of planning made by influential individuals such as Hippodamus of Miletus, Pierre L'Enfant, Baron Haussman, Daniel Burnham, Frederick Law Olmsted, Jacob Riis, Ebenezer Howard, Robert Moses, Jane Jacobs, William Levitt, and Ian McHarg, among others. (PLO 1d)

5. Describe the major historical antecedents during the late 19th and early 20th century that led to the development of the field of urban planning in the U.S. These include, but are not limited to: the Sanitary Reform movement, the City Beautiful/Municipal Arts Movement, and Burnham’s Chicago Plan. (PLO 1d)

6. Describe the major theories (e.g. Rational Planning, Incremental Planning, Communicative Action, and Advocacy Planning), behaviors, and structures that frame the field of urban planning and explain how those theories can bring about sound planning outcomes. (PLO 1b)

7. Compare and contrast the strengths and weaknesses of the major theories (e.g. Rational Planning, Incremental Planning, Communicative Action, and Advocacy Planning), behaviors, and structures that frame the field of urban planning. (PLO 1b)

8. Describe the three main sections of the AICP Code of Ethics and apply the rules of conduct (Section B) to examples of ethical dilemmas that professional planners are likely to face during their careers, including, but not limited to the ethics of public decision-making, research, and client representation. (PLO 3a)

9. Describe and explain different approaches to planning across world regions. (PLO 1f)

10. Describe and explain the impacts of interactions, flows of people and materials, and cultures on planning in the U.S. and internationally. (PLO 1f)

11. Summarize the relationships between past, present, and future in planning domains, and identify how methods of design, analysis, and intervention can influence the future. (PLO 1e)

12. Prepare high-quality, grammatically correct written documents prepared using standard conventions for professional written English. (PLO 2b)

Planning Accreditation Board (PAB) Knowledge Components

This course partially covers the following PAB Knowledge Components:

1. a) Describe and explain why planning is undertaken by communities, cities, regions, and nations, and the impact planning is expected to have. (Purpose and Meaning of Planning)

1. b) Describe and explain the behaviors and structures available to bring about sound planning outcomes, as well as the strengths and weaknesses of different ones. (Planning Theory)
1. d) Describe and explain the growth and development of places over time and across space. (Human Settlements and History of Planning)

1. e) Describe and explain 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. (The Future)

1. f) Describe and explain interactions, flows of people and materials, cultures, and differing approaches to planning across world regions. (Global Dimensions of Planning)

2. b) Prepare clear, accurate and compelling text, graphics and maps for use in documents and presentations. (Written, Oral and Graphic Communication) (emphasis for URBP 200 is on text)

3. a) Describe and explain key issues of planning ethics and related questions of the ethics of public decision-making, research, and client representation (including principles of the AICP Code of Ethics). (Professional Ethics and Responsibility)

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

**Required Course Texts to Purchase**

Textbooks are available at the San Jose State University Spartan Bookstore, 1125 N 7th St, San Jose or via Amazon, Barnes & Noble, or other online bookseller.


**Articles and Monographs**

All articles except that of Zhu & Sallis, can be retrieved in electronic form from the Dr. Martin Luther King, Jr. Library at San Jose State University by following this link: http://library.sjsu.edu/electronic-journals-index/electronic-journals-index. The Zhu & Sallis and American Institute of Certified Planners citation below each have a link for retrieval in electronic form.


# 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>Percent of Course Grade</th>
<th>Course Learning Objectives Covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz #1 (in-class) on material through September 23, 2013</td>
<td>10%</td>
<td>1,2,3,4,5,9,10,11</td>
</tr>
<tr>
<td>Quiz #2 (in-class) on material through November 18, 2013</td>
<td>10%</td>
<td>1,2,3,4,5,6,7,9,10,11</td>
</tr>
<tr>
<td>Reading Memos, summarizing and reflecting upon what you have read; 1 to 2 pages in length</td>
<td>10%</td>
<td>1,2,3,4,5,6,7,9,10,11</td>
</tr>
<tr>
<td>Literature Review for the Draft Staff Report; prior approval of the instructor required for the topic chosen; 3 to 5 pages in length</td>
<td>10%</td>
<td>12</td>
</tr>
<tr>
<td>Draft Staff Report on a topic pertaining to the course; prior approval of the instructor required for the topic chosen; 10 to 15 pages in length; links planning history and theory to real-world engagement in planning</td>
<td>5%</td>
<td>12</td>
</tr>
<tr>
<td>Final Staff Report on a topic pertaining to the course; prior approval of the instructor required for the topic chosen; 10 to 15 pages in length; links planning history and theory to real-world engagement in planning (Engagement Unit activity)</td>
<td>25%</td>
<td>12</td>
</tr>
<tr>
<td>Final Examination on all material covered in the course; choice of 3 out of 5 essay questions</td>
<td>25%</td>
<td>1,2,3,4,5,6,7,8,9,10,11</td>
</tr>
<tr>
<td>Memo on Ethical Issues in Planning and the AICP Code of Ethics; 2 to 3 pages in length</td>
<td>5%</td>
<td>8</td>
</tr>
<tr>
<td>Service/Extracurricular Learning Extra Credit; attend and /or participate in the an event or activity pertaining to one or more of the class topics; summarize and reflect upon the event or activity in a memo; 1 to 2 pages in length; prior approval of the instructor required</td>
<td>5%</td>
<td>1,2</td>
</tr>
</tbody>
</table>

Each quiz will be in short answer format with students given a choice of any two out of three questions to answer. At least two of the questions on each quiz will be on specific planning history or planning theory topics covered in the course.
Reading memos are expected to be concise, thus no more than one or two pages at most. Students are asked to summarize the highlights of the readings and to add their own reflections. The Memo on Ethical Issues in Planning and the AICP Code of Ethics will be a 2 to 3 page essay on ethics in planning.

The Staff Report, which is the Engagement Unit activity for the course, should be between 10 and 15 pages in length. Students must choose a topic in the course syllabus related to planning history and theory to explore in more depth in the Staff Report. Research for the Staff Report will engage students in real-world urban and regional planning that is informed by the theory and history of the profession. The Literature Review will discuss the academic work on the Staff Report topic, as informed by planning history and theory. The Draft Staff Report and Final Staff Report are to be prepared and submitted in sequence for assessment. The Staff Report satisfies the Graduate Writing Assessment Requirement (GWAR) requirement for SJSU. In order to meet the GWAR requirement, you must receive at least a “C” grade on the Staff Report portion of this course. Students who receive a grade below “C” for this part of the course will not meet the GWAR requirement, even if their overall grade for the course is higher. Please check with me if you are unclear about these requirements.

All assignments should be submitted in electronic form either as Word or pdf files. Additional details on each assignment will be posted on the course website.

**Calculation of Final Course Letter Grade**

Each assignment will be graded on a point scale. Each point equals one percent of the final course grade. For example, Quiz #1 represents up to 10% or 10 points of the total of a possible 105% or 105 points for the assignments in the course. The Service Learning / Extracurricular Learning Extra Credit activity is worth up to 5% or 5 points.

The following point ranges will correspond to letter grades:

- 100.0 points and greater = A+
- 95 to 99.9 points = A
- 92 – 94.9 points = A-
- 89 – 91.9 points = B+
- 84 – 88.9 points = B
- 81 – 83.9 points = B-
- 78 – 80.9 points = C+
- 73 – 77.9 points = C
- 70 – 72.9 points = C-
- 67 – 69.9 points = D+
- 62 – 66.9 points = D
- 59 – 61.9 points = D-
- 58.9 and below = F
Other Grading and Assignment Issues

Service/Extracurricular Learning Extra Credit of up to 5% will be awarded to students for attendance and/or participation in an urban planning-related lecture, workshop, charrette, symposium, study tour, or similar event outside of class. To receive this credit, students must document in a one or two page Attendance Memo the title, location, and date of the event; the event sponsor or sponsors; and what they learned through their attendance and/or participation.

The Reading Memos for any given week may be submitted via e-mail in Word or Adobe Acrobat form at any time before the start of class. Late submission will not be accepted without a compelling reason.

No make-up quizzes will be given without a compelling reason. Assignments may be submitted via e-mail in Word or Adobe Acrobat from and will be due by the date specified in the Course Schedule below. There will be no exceptions except for a compelling reason.

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 the class hours such as research for your Staff Report and, if you choose to do so, completion of a Service Learning / Extracurricular activity. Details on how to complete these activities are provided in this syllabus and on handouts distributed in class later in the semester in the form of handouts and/or pdf files uploaded to the class Canvas site.

Academic Integrity Statement, Plagiarism, and Citing Sources Properly

SJSU’s Policy on Academic Integrity states: “Your own commitment to learning, as evidenced by your enrollment at San Jose State University, and the University's Academic Integrity Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Student Conduct and Ethical Development” (Academic Senate Policy S07-2). The policy on academic integrity can be found at http://www.sjsu.edu/senate/S07-2.htm.

Plagiarism is the use of someone else's language, images, data, or ideas without proper attribution. It is a very serious offense both in the university and in your professional work. In essence, plagiarism is both theft and lying: you have stolen someone else’s ideas, and then lied by implying that they are your own.

Plagiarism will lead to grade penalties and a record filed with the Office of Student Conduct and Ethical Development. In severe cases, students may also fail the course or even be expelled from the university.
If you are unsure what constitutes plagiarism, it is your responsibility to make sure you clarify the issues before you hand in draft or final work.

Learning when to cite a source and when not to is an art, not a science. However, here are some 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
- 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 978-0226816388). 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 notes, plus a corresponding bibliography.

**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.

**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. Students are required to ask the instructor’s permission orally on a whole semester or individual class basis. 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 [http://www.sjsu.edu/writingcenter](http://www.sjsu.edu/writingcenter).

**Classroom Protocol**

Students are expected to arrive in class by the appointed time. No cell phone use will be allowed during class sessions. Should a student need to use the phone, he or she should go out into the hallway or outside of the classroom building to do so. Students are expected to treat others courteously and to conduct themselves in a manner that reflects well on them and on the San Jose State University community. As a courtesy and to ensure efficient use of classroom time, students are asked not to use their laptop or tablet computers during class for any purpose not related to the course. Safety is a top priority. Everyone is asked to do their part to foster a classroom environment in which all students are able to participate in a safe and productive manner.
## Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 26, 2014</td>
<td>Course Overview; Urbanized</td>
<td>Hall, Chapter 1; Reps, Chapters 1, 2, 3 and 4</td>
<td>Reading Memo #1</td>
</tr>
<tr>
<td>September 2, 2014</td>
<td>Origins of Urban &amp; Regional Planning I; Designing Healthy Communities: Retrofitting Suburbia</td>
<td>Hall, Chapter 2, 3, and 4; Reps, Chapter 5 and 6</td>
<td>Reading Memo #2</td>
</tr>
<tr>
<td>September 9, 2014</td>
<td>Origins of Urban &amp; Regional Planning II</td>
<td>Hall, Chapters 5, 6, and 7; Reps, Chapters 7 and 8</td>
<td>Reading Memo #3</td>
</tr>
<tr>
<td>September 16, 2014</td>
<td>Origins of Urban &amp; Regional Planning III</td>
<td>Reps, Chapters 9, 10, 11, 12, and 13</td>
<td>Reading Memo #4; Quiz #1</td>
</tr>
<tr>
<td>September 23, 2014</td>
<td>Planning Theory I</td>
<td>Brooks, Chapters 1, 2, 3, and 4</td>
<td>Reading Memo #5</td>
</tr>
<tr>
<td>October 7, 2014</td>
<td>Planning Theory, Part II</td>
<td>Brooks, Chapters 5, 6, 7, and 8</td>
<td>Reading Memo #6</td>
</tr>
<tr>
<td>October 14, 2014</td>
<td>Planning Theory, Part III</td>
<td>Brooks, Chapters 9, 12, and 13</td>
<td>Reading Memo #7</td>
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<tr>
<td>October 21, 2014</td>
<td>Planning Issues: Lens of Theory and History</td>
<td>Hall, Chapter 8, 9, 10 and 11</td>
<td>Reading Memo #8; Draft Literature Review Due</td>
</tr>
<tr>
<td>October 28, 2014</td>
<td>The Sustainable City, The Just City: Lens of Theory, History</td>
<td>Newman; Kenworthy; Talen; Berke; Gunder; and Campbell</td>
<td>Reading Memo #9</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Authors/Readings</td>
<td>Notes</td>
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<tr>
<td>November 4, 2014</td>
<td>The New Urbanism in the Lens of Theory and History</td>
<td>Brain; Saab; and Hirt</td>
<td>Reading Memo #10</td>
</tr>
<tr>
<td>November 11, 2014</td>
<td>VETERAN’S DAY – NO CLASS</td>
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<tr>
<td>November 18, 2014</td>
<td>The Healthy City and other Topics in Planning Practice in the Lens of History and Theory</td>
<td>Hoechner et al.; Corburn; and Zhu &amp; Sallis</td>
<td>Reading Memo #11; Quiz #2</td>
</tr>
<tr>
<td>November 25, 2014</td>
<td>Public Engagement in the Lens of History and Theory; an Exercise in Public Engagement</td>
<td>Day; Brooks, Chapter 10 an 11; Seltzer &amp; Mahmoudi</td>
<td>Reading Memo #12</td>
</tr>
<tr>
<td>December 2, 2014</td>
<td>Planning Ethics; and Exercise in Planning Ethics</td>
<td>AICP Code of Ethics</td>
<td>Memo on Ethical Issues in Planning Due</td>
</tr>
<tr>
<td>December 9, 2014</td>
<td>The Future of Cities</td>
<td>Hall, Chapter 12 and 13</td>
<td>Final Staff Report Due</td>
</tr>
<tr>
<td>December 16, 2014</td>
<td>FINAL EXAMINATION</td>
<td></td>
<td>Final Examination</td>
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