URBP 200: SEMINAR ON URBAN & REGIONAL PLANNING
SPRING 2014

Instructor: Laurel Prevetti
Office Location: San Jose City Hall
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Office hours: Wednesday 4:00 to 5:00 p.m. and by appointment
Class day/time: Thursday 7:30 – 10:00 p.m.
Classroom: 162 DMH
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 Learning Objectives:
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. What are the most essential things that planners do. (PLO 1a)
2. Describe and explain the impact planning is expected to have at the community, city, region, and nation-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 career, 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)
13. Use library resources to find a range of professional and academic literature on a planning-related topic and evaluate the appropriateness of reference material for a planning-related research project. (PLO 2a)
14. Research and write a review of literature on a planning-related topic. The review should analyze and synthesize existing research in the field of planning and relate the findings to a contemporary research question in planning. (PLO 2a)

Planning Accreditation Board Knowledge, Skills and Values (KSVs) Covered in URBP200:

This course partially covers the following PAB Knowledge, Skills and Values:

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. b) Planning Theory: appreciation of the behaviors and structures available to bring about sound planning outcomes.
   1. d) Human Settlements and History of Planning: understanding of the growth and development of places over time and across space.
   1. e) 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.
   1. f) Global Dimensions of Planning: appreciation of interactions, flows of people and materials, cultures, and differing approaches to planning across world regions.
2. a) Research: Tools for assembling and analyzing ideas and information from prior practice and scholarship, and from primary and secondary sources.
2. b) Written, Oral and Graphic Communication: ability to prepare clear, accurate and compelling text, graphics and maps for use in documents and presentations.
3. a) Professional Ethics and Responsibility: appreciation of 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)

A complete list of the PAB Knowledge, Skills and Values can be found at http://www.sjsu.edu/urbanplanning/courses/pabknowledge.html.
Program Learning Objectives (PLOs) covered in URBP 200

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. a) Assemble and analyze ideas and information from prior practice and scholarship, and from primary and secondary sources. (Research)

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

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)

Course Prerequisite:

None.

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

Required Course Readings:

Available from the Spartan Bookstore and other booksellers:


The instructor will provide additional articles for this course at https://sjsu.instructure.com/.
Course Assignments and Grading Policy:

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

<table>
<thead>
<tr>
<th>Assignment Title</th>
<th>Percent of Total Grade</th>
<th>Course Objectives Covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature Review Assignment*</td>
<td>30%</td>
<td>12, 13, 14</td>
</tr>
<tr>
<td>Engagement Assignment</td>
<td>25%</td>
<td>1, 2, 12</td>
</tr>
<tr>
<td>Ethics Assignment</td>
<td>10%</td>
<td>8, 12</td>
</tr>
<tr>
<td>Historical Figure Profile</td>
<td>10%</td>
<td>4, 12</td>
</tr>
<tr>
<td>Theory Assignment</td>
<td>10%</td>
<td>6, 7, 12</td>
</tr>
<tr>
<td>Reading Assessments</td>
<td>10%</td>
<td>3, 5, 9, 10, 11, 12</td>
</tr>
<tr>
<td>Participation</td>
<td>5%</td>
<td>All</td>
</tr>
</tbody>
</table>

All assignment instructions will be provided as handouts in class.

The Literature Review Assignment has three distinct components, including an Annotated Bibliography, Detailed Outline, and Literature Review Paper. Students select a topic that is approved by the instructor and use peer-reviewed journal articles as the basis for the Assignment.

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

The Engagement Assignment involves interviews, observations of public meetings, and associated data collection regarding a current topic in the field of Urban Planning and how the profession is responding to the emerging issues and public dialogue. To what extent is the profession advancing a coherent strategy for this topic versus reacting as events unfold?

The Ethics Assignment assesses the students’ knowledge of the AICP Code of Ethics and its application.

The Historical Figure Profile involves research in the life and contribution of a specific “important person” to the Urban Planning field. Students are required to provide the appropriate context of historical events and trends that shaped the individual and their specific achievements.

The Theory Assignment assesses the students’ understanding of the four dominant Planning Theories, including an analysis of their comparative strengths and weaknesses.

Reading Assessments are short written analyses of select readings focused on specific discussion question(s).

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

- No extra credit or the "redo" of assignments occurs in this course.
- Late work will receive a progressively lower grade by one-third for each calendar day it is late. For example, if the paper merits an "A" and it is turned in three days late, the paper will receive a "B" grade.
- If life begins to overtake you such that you expect you will not be able to complete an assignment on time and you let me know well before the due date, it may be possible for us to make alternative arrangements that may reduce the grade penalty for lateness.

Calculation of Final Course Letter Grade

Each assignment is given a letter grade. The calculation of the final grade is based on the grade of each assignment and class participation weighed according to the percentages in the above table. Specifically, the letter grade is converted to a number using a 4-point scale (A+ = 4.3, A = 4.0, A- = 3.7, B+ = 3.3, B = 3.0, B- = 2.7, C+ = 2.3, C = 2.0, C- = 1.7, D+ = 1.3, D = 1, D- = 0.7, and F = 0). Then, the numbers and weights are used 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- = 1.50 – 1.84, D+ = 1.17 – 1.49, D = 0.85 – 1.16, F = 0 – 0.84).

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 the Engagement Assignment and Literature Review. Details on how to complete these activities will be provided with assignment 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 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 examples of plagiarism that you should be careful to avoid:

- Using a sentence (or even part of a sentence) that someone else wrote and 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 referencing 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 http://www.indiana.edu/~istd/overview.html
- Examples of plagiarism at http://www.indiana.edu/~istd/examples.html
- Plagiarism quiz at http://www.indiana.edu/~istd/test.html

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

Citation style

It is important to properly cite any references you use in your assignments. The Department of Urban and Regional Planning uses Kate Turabian’s *A Manual for Writers of Research Papers, Theses, and Dissertations*, 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 in-text parenthetical references, plus a corresponding reference list.

Students who are unfamiliar with the citation systems are strongly encouraged to visit me during office hours with any questions. Grading on assignments will include a component for proper citation formatting and I would much rather catch errors in advance than deduct points on assignments.

Accommodation for Disabilities

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

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

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. Due to the highly interactive nature of this course, additional permission may be required of fellow classmates at the discretion of and arrangement by the instructor. Such permission must be granted prior to each recording for class session via email at least 48 hours before the class session.

If such permission is granted, it 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 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. FYI on the Writing Center: Some of our MUP students find the Writing Center tutors quite helpful. Students can sign up for one-on-one appointments with the tutors. The Writing Center website is located at http://www.sjsu.edu/writingcenter.

Classroom Protocol

- To facilitate student participation, please refrain from the use of electronic devices (cell phones, tablets, laptop computers, etc.) during class time. If a student using an approved electronic device for note-taking, no internet use is allowed while class is in session.
- Students should come to class well-prepared to participate in discussions, answer questions regarding the assigned material, and ask questions to encourage critical thinking.
- Students should complete all assignments by the due dates, including field work.
- All written work should be well-organized, thorough, thoughtful, and free from grammatical and typographical errors.
- All presentations should be well-organized, demonstrating clear thinking and communication techniques.
Disclaimer

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

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

January 23: Course Overview

1. Welcome and Introductions  
2. Course Overview  

January 30: Researching and Writing a Literature Review, and History of Human Settlements

Readings:


Assignment Due:

1. Assessment of Readings 3, 4, and 5

February 6: Why Plan and the Legal Basis of Planning

Readings:


Assignment Due:

1. Identification of Literature Review Topic
February 13: History of Planning in the United States

Readings:


Further Exploration (optional):


Assignment Due:

1. Assessment of Required Readings

February 20: Important People in the Planning Profession

Readings: None.

Assignments Due:

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

February 27: Important People in the Planning Profession, continued

Readings: None.

Assignment Due:

1. Continue Important People Presentations and Discussion

March 6: Values and Ethics

Readings:


Assignments Due: None
March 13: Planning Theories

Readings:

2. Chapter 4: “Rationales for public planning” in Planning theory for practitioners.

Assignment Due:

1. Planning Ethics Assignment

March 20: Planning Theories, continued

Readings:


Further Exploration (optional):

- The writings of Martha Feldman and Shawn Spano.

Assignment Due:

1. Annotated Bibliography (Literature Review Assignment Part I)

March 27: SPRING RECESS: NO CLASS

April 3: Politics of Planning

Readings:

1. Chapter 1: "Planning practice and political power" in Planning theory for practitioners.
2. Chapter 3: "Running the gauntlet of planning critics" in Planning theory for practitioners.
3. Chapter 6: “Planning and politics” in Contemporary urban planning.

Assignment Due:

1. Theory Assignment
April 10: The Effective Planner

Readings:

1. Chapter 10: “Setting the stage…” in Planning theory for practitioners.

Assignments Due: None

April 17: Global Influences and International Planning

Readings:

1. Chapter 18: “Planning in other nations” in Contemporary urban planning.

Assignment Due:

1. Assessment of Required Readings

April 24: Urban Design and the City as Place

Readings:


Further Exploration (optional):

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

Assignment Due:

1. Literature Review Detailed Outline (Literature Review Assignment Part II)
May 1: Sustainability in Planning: Towards an Ecological Sensibility

Readings:


5. Chapter 15: “Environmental and energy planning” in *Contemporary urban planning.*


Further Exploration (optional):


3. As well as the writings of Rachel Carson, Aldo Leopold, Carolyn Merchant, and Richard Norgaard.

Assignments Due: None

May 8: The Future of Planning

Readings:

1. SB375: http://www.onebayarea.org


Assignment Due:

1. Engagement Assignment
May 15: Final Papers and Presentations

Readings: None

Assignments Due:

1. Final Literature Review (Literature Review Assignment Part III)
2. Literature Review Presentations