SAN JOSE STATE UNIVERSITY
DEPARTMENT OF URBAN AND REGIONAL PLANNING

URBP 225: Land Use and Urban Planning
URBP 136: Introduction to Land Use Planning
ENVS 136: Introduction to Land Use Planning

Fall 2013 Syllabus

Instructor: Laurel Prevetti
Office location: San Jose City Hall
200 E. Santa Clara Street, 3rd Floor Tower
Telephone: 408 535-7901
Email: laurel.prevetti@sanjoseca.gov
Office hours: Wednesdays, 4:00 – 5:00 p.m. and by appointment
Class days/time: Thursday, 7:30– 10:00 p.m.
Classroom: Clark, Room 243
Prerequisites
URBP 225: None
URBP/ENVS 136: Upper division standing or instructor consent.
Units 4

Course Catalog Descriptions:
URBP 225: Land Use and Urban Planning
Study of the methods by which local, state and federal governments control the use of land.
Examination of contemporary growth and land use management techniques, as well as the review of
related capital facilities and service planning.

URBP 136/ENVS 136, Introduction to Land Use Planning
Land use and facilities planning practices in the context of American cities, emphasizing
interrelationships between various land uses and public facilities and service requirements.

Course Objectives:
Upon successful completion of this course, students will be able to:

1. Explain to the public the contexts in which planning takes place and the processes by which
   plans are made and implemented.
2. Explain to the public the fundamental growth and land use management controls and the
   interrelationships of these tools (e.g., General Plan, zoning, and permitting).
3. Determine whether a proposed project, permit, or other land use action is ministerial or
   discretionary, and also whether it is quasi-judicial or legislative.
4. Understand the major steps in the analysis of land use and development proposals to
determine whether they comply with a jurisdiction’s planning policy framework (i.e., General
   Plan, zoning ordinance, design guidelines, environmental legislation, etc.).
5. Analyze site plans and identify key issues associated with the plans, including consistency with
   a jurisdiction’s planning policy framework and principles of sound planning.
6. Understand the structure, content, and tone of a municipal planning staff report regarding land use and development.

7. Prepare clear, concise reports and oral presentations regarding land use and development issues.

**Planning Accreditation Board (PAB) Knowledge, Skills, and Values (KSVs):**

This course 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. c) Planning Law: appreciation of the legal and institutional contexts within which planning occurs.

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. [Note: could you use one or more land-use planning tools as an example.]

2. d) Plan Creation and Implementation: integrative tools useful for sound plan formulation, adoption, and implementation and enforcement.

3. b) Governance and Participation: appreciation of the roles of officials, stakeholders, and community members in planned change.

3. c) Sustainability and Environmental Quality: appreciation of natural resource and pollution control factors in planning, and understanding of how to create sustainable futures.

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

**Program Learning Outcomes (PLO):**

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. c) Describe and explain the legal and institutional contexts within which planning occurs. (Planning Law)

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)

2. d) Describe and assess when it is appropriate to use integrative tools for sound plan formulation, adoption, and implementation and enforcement. (Plan Creation and Implementation)

3. b) Describe and explain the roles of officials, stakeholders, and community members in planned change. (Governance and Participation)

3. c) Describe and explain natural resource and pollution control factors in planning, as well as how to create sustainable futures. (Sustainability and Environmental Quality)

**Required Course Texts:**


**Reference Texts:**


**Course Assignments and Grading Policy:**

Your grade for the course will be based primarily 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>Assignment #1: Planning Interest</td>
<td>10%</td>
<td>N.A.</td>
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<tr>
<td>Assignment #2: Print Media</td>
<td>15%</td>
<td>1</td>
</tr>
<tr>
<td>Assignment #3: Planning Commission</td>
<td>10%</td>
<td>6 and 7; Engagement Unit Activity</td>
</tr>
<tr>
<td>Assignment #4: City Council</td>
<td>15%</td>
<td>6 and 7; Engagement Unit Activity</td>
</tr>
</tbody>
</table>
Assignment Title | Percent of Total Grade | Course Objectives Covered
---|---|---
Final Project: Assessment and Using a Planning Tool | 30% | 1, 2, 3, 4, 5 and 7
Quizzes | 10% | All
Class Participation | 10% | All

Assignment #1: Describe your interest in land use planning, the planning profession, and this class as it relates to your academic, professional, or personal background (undergraduate and graduate student requirements different; details to be provided in a handout distributed in class).

Assignment #2: Analyze articles, columns, and editorials published in the print media regarding a land use planning issue, and complete required paper (undergraduate and graduate student requirements different; details to be provided in a handout distributed in class). See URBP 225 Engagement Unit for additional information.

Assignment #3: Attend Planning Commission meeting(s) regarding land use matters and complete required paper (undergraduate and graduate student requirements different; details to be provided in a handout distributed in class). See URBP 225 Engagement Unit for additional information.

Assignment #4: Attend City Council meeting(s) regarding land use matters and complete required paper (undergraduate and graduate student requirements different; details to be provided in a handout distributed in class). See URBP 225 Engagement Unit for additional information.

Final Project: Complete a two part assignment in which the first part assesses the student’s understanding of key course content and the second part involves the student evaluating a land use planning issue using a specific Planning “tool,” conducting necessary field work and research, and completing a written report and oral presentation (undergraduate and graduate student requirements different; specific issues and details to be provided in a handout distributed in class).

Quizzes: Periodic testing will occur during the course to assess the students’ comprehension, understanding, and application of the course content. The schedule for the quizzes is contained later in this syllabus.

Class Participation: Class participation consists of 10% of the grade in the class. Class participation includes, but is not limited to: asking questions, answering questions posed by the instructor and/or classmates, providing examples or experiences relevant to the class topic, brainstorming ideas, suggesting other material that expands or supplements the discussion, or contributing in other constructive ways.

Engagement Unit (or 4th Unit): This unit of engagement is designed to enrich students’ learning experiences and to facilitate student achievement of course learning objectives. Engagement is an integral part of the Planning profession and will be discussed throughout the term. The 4th unit is worth 25% of the overall grade and specifically consists of Assignments 3 and 4. All students are required to attend Planning Commission and City Council meetings in person, outside of class time to complete the assignments.
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.

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, 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 – 2.84, 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 – 1.40, 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 attendance at Planning Commission and City Council meetings per the required course assignments. Details on how to complete these activities will be provided in handouts distributed in class for each assignment.

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 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 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.

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. Due to the highly interactive nature of this course, additional permission may 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 408-928-2096.

**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**

- 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.
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPICS</th>
<th>REQUIRED READINGS AND ASSIGNMENTS</th>
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| August 22  | Course Overview:  
- What is land use Planning?  
- Why Plan?  
- Who Plans? | None |
| August 29  | Federal and California Planning Framework  
- Authority for Land Use Planning  
Land Use/Planning Hierarchy  
The General Plan | *First Paper Due: Introduction*  
Barclay: Chapter 1 (Local Land Use Authority)  
Barclay: Chapter 2 (General Plan)  
Fulton: Chapter 1 (Introduction)  
Fulton: Chapter 3 (Land Use Planning and Regulation)  
Fulton: Chapter 6 (General Plan) |
| Sept. 5    | Zoning:  
- Legal Authority  
- Purpose  
- Approaches/Content | *Quiz #1*  
Barclay: Chapter 4 (Zoning)  
Fulton: Chapter 7 (Zoning)  
Other Materials to be Provided |
| Sept. 12   | Specific Plans | Barclay: Chapter 3 (Specific Plans)  
Fulton: Chapter 12 (Specific Plan section only) |
| Sept. 19   | The Subdivision Map Act  
Integrating Land Use with Capital Facilities and Services Planning, Including Financing Capital Improvements  
Development Agreements | *Second Paper Due: Media*  
Skim Barclay: Chapter 5 (Subdivision)  
Barclay: Chapter 10 (Vested Rights)  
Skim Barclay: Chapter 12 (Exactions)  
Fulton: Chapter 8 (Subdivision)  
Fulton: Chapter 10 (Exactions)  
Fulton: Chapter 12 (Development Agreements portion only)  
Skim Fulton: Chapter 19 (Infrastructure) |
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| Sept. 26 | Natural Resource Protections (Federal and State)                        | Barclay: Chapter 6 (CEQA)  
Barclay: Chapter 9 (Storm Water Quality section only)  
Barclay: Chapter 16 (Water Supply section only)  
Fulton: Chapter 9 (CEQA)  
Skim Fulton: Part Six (Natural Resources Protection) |
|          | Water Supply Planning                                                  |                                                                                                                                             |
|          | Environmental Review:                                                  |                                                                                                                                             |
|          | - California Environmental Quality Act                                 |                                                                                                                                             |
|          | - National Environmental Policy Act                                   |                                                                                                                                             |
|          |，“Smart Growth” Planning                                               |                                                                                                                                             |
| Oct. 3   | Growth Controls                                                        | Quiz #2                                                                                                                                                  |
|          | - Urban Growth Boundaries                                              | Barclay: Chapter 11 (Takings)  
Barclay: Chapter 14 (LAFCO)  
Barclay: Chapter 16 (Growth Management, Smart Growth, & Sustainable Development and Transportation Policy sections only)  
Fulton: Chapter 11 (Growth Management and Smart Growth)  
Fulton: Chapter 13 (Property Rights) |
|          | - Takings                                                              |                                                                                                                                             |
|          | “Smart Growth” Planning                                                |                                                                                                                                             |
| Oct. 10  | Climate Change and Sustainability                                      | Third Paper Due: Planning Commission  
Barclay: Chapter 16 (Remainder)  
Fulton: Chapter 17 (Infill)  
Fulton: Chapter 18 (Sustainability) |
|          | SB375                                                                  |                                                                                                                                             |
|          | Green Building                                                         |                                                                                                                                             |
| Oct. 17  | The Permitting Process                                                 |                                                                                                                                             |
|          | - Permit Streamlining Act                                              | Barclay: Chapter 17 (Rights of the Regulated)                                                                                                          |
|          | - Facts and Findings                                                   |                                                                                                                                             |
|          | - Elements of Successful Staff Reports                                 |                                                                                                                                             |
|          | (John Baty, Senior Planner and Guest Lecturer)                         |                                                                                                                                             |
| Oct. 24  | Design Review                                                          | Quiz #3                                                                                                                                                  |
|          | - Reading and Analyzing Site Plans                                     | Barclay: Chapter 9 (Design Review and Historic Preservation sections only)  
Other Materials to be Provided |
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<tbody>
<tr>
<td>Oct. 31</td>
<td>Economic and Social Issues:</td>
<td>Barclay: Chapter 15 (Affordable Housing)</td>
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<td>- Neighborhood Revitalization Plans</td>
<td>Fulton: Chapter 14 (Economic Development)</td>
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<td>- Redevelopment</td>
<td>Fulton: Chapter 15 (Redevelopment)</td>
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<td>- Affordable Housing</td>
<td>Fulton: Chapter 16 (Housing)</td>
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<td>- Equity/Environmental Justice</td>
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<td>Nov. 7</td>
<td>Stakeholders in the Planning Process</td>
<td>Fulton: Chapter 5 (Other Players in the Planning Process)</td>
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<td>- Public Participation Models</td>
<td>Other Materials to be Provided</td>
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<td>- Stakeholder Exercise</td>
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<td>Nov. 14</td>
<td>Politics of Planning</td>
<td>Fourth Paper Due: City Council</td>
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<td>Fulton: Chapter 4 (Local Governments)</td>
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<td>Nov. 21</td>
<td>Ballot Box Planning</td>
<td>Quiz #4</td>
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<td>Barclay: Chapter 13 (Initiative and Referendum)</td>
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<td>Fulton: Chapter 24 (Conclusion)</td>
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<td>Dec. 5</td>
<td>FINAL PRESENTATIONS</td>
<td>All Final Written Reports Due</td>
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<td>The written report and presentation are the “culminating activities” of</td>
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<td>this course in lieu of a final exam.</td>
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<tr>
<td>Dec. 12</td>
<td>FINAL PRESENTATIONS</td>
<td>The written report and presentation are the “culminating activities” of</td>
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<tr>
<td>(same start time of 7:30 p.m., assuming all students can be present)</td>
<td></td>
<td>this course in lieu of a final exam. Students who give their presentations</td>
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<td>on Dec. 5th are required to attend on Dec. 12th.</td>
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