SAN JOSÉ STATE UNIVERSITY

URBAN AND REGIONAL PLANNING DEPARTMENT

URBP 200 – SEMINAR ON URBAN AND REGIONAL PLANNING

FALL 2015

Instructor: Joseph Kott, PhD, AICP, PTP.
Office location: WSQ 218B
Telephone: 650-814-0961
Email: Joseph.Kott@sjsu.edu
Office hours: Thursdays from 3 pm to 4 pm or by appointment
Class days/time: Thursdays, from 4:30 pm to 7:00 pm
Classroom: DMH 354
Class website: On SJSU Canvas Web site
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.
Course Learning Objectives (CLOs):

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?
2. Describe and explain the impact planning is expected to have at the community, city, region, and nation-level.
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.
4. Discuss and evaluate the important contributions to the field of planning made by influential individuals such as Hippocampus of Miletus, Pierre L'Enfant, Baron Haussmann, Daniel Burnham, Frederick Law Olmsted, Jacob Riis, Ebenezer Howard, Robert Moses, Jane Jacobs, William Levitt, and Ian Char, among others.
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.
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.
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.
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.
9. Describe and explain different approaches to planning across world regions.
10. Describe and explain the impacts of interactions, flows of people and materials, and cultures on planning in the U.S. and internationally.
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.
12. Prepare high-quality, grammatically correct written documents prepared using standard conventions for professional written English.

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. c) 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.htm

**Required Course Texts**

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**

Articles 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 (Links to an external site.).


Gunder, Michael. “Sustainability: Planning’s Saving Grace or Road to Perdition.” Journal of

Hirt, Sonia A. “Premodern, Postmodern? Placing New Urbanism into a Historical Perspective.”

Hoechner, Christine M., Brennan, Laura K., Brownson, Ross C., Handy, Susan L, and Killingsworth,
Richard E. “Opportunities for Integrating Public Health and Urban Planning Approaches to
Promote Active Community Environments.” American Journal of Health Promotion 18, no.1

Kenworthy, Jeffrey. “The Eco-City: Ten Key Transport and Planning Dimensions for Sustainable

Neuman, Michael and Smith, Sheri. ”City Planning and Infrastructure: Once and Future Partners.”


Saab, A. Joan (2007). Historical Amnesia: New Urbanism and the City of Tomorrow. Journal of
Planning History 6 no. 3 (2007):191-213

Seltzer, Ethan. and Mahmoudi, Dillon. “Citizen Participation, Open Innovation, and
Crowdsourcing: Challenges and Opportunities for Planning.” Journal of Planning Literature 27, no.1


Zhu, Xue mei and Sallis, James F. “Designing for Healthy Communities: Active Living and
Comprehensive Community Development.” Journal of Comprehensive Community Development,
external site.).
### 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 and Graded Activities</th>
<th>Percent of Course Grade</th>
<th>Course Learning Objectives Covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz #1 on material through September 3, 2015</td>
<td>12.5%</td>
<td>1,2,3,4,5,9,10,11</td>
</tr>
<tr>
<td>Quiz #2 on material through November 5, 2015</td>
<td>12.5%</td>
<td>1,2,3,4,5,6,7,9,10,11</td>
</tr>
<tr>
<td>Fortnightly 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>Draft Literature Review for Staff Report on a topic pertaining to the course; prior approval of the instructor required for the topic chosen; 3 to 5 pages in length; describes literature linking real-world engagement in planning to planning history and theory</td>
<td>5%</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 (Engagement Unit activity)</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, including the draft Literature Review, and Final Staff Report, also including the Final Literature Review, 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 and discussed in class.

**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-

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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 such as an illness or family emergency.

No make-up quizzes will be given without a compelling reason. Assignments may be submitted in 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 such as an illness or family emergency.

**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**

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf 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. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.
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 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 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 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 at
http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with
disabilities requesting accommodations must register with the Accessible Education Center (AEC) at
http://www.sjsu.edu/aec 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.

**Accommodation to Students' Religious Holidays**
San José State University shall provide accommodation on any graded class work or activities for
students wishing to observe religious holidays when such observances require students to be absent
from class. It is the responsibility of the student to inform the instructor, in writing, about such
holidays before the add deadline at the start of each semester. If such holidays occur before the add
deadline, the student must notify the instructor, in writing, at least three days before the date that
he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to
honor the student request without penalty, and of the student to make up the work missed. See

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

**Library Liaison**
The SJSU Library Liaison for the Urban and Regional Planning Department is Ms. Toby Matoush.
If you have questions, you can contact her at toby.matoush@sjsu.edu or 408-808-2096.

**SJSU Writing Center**
The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone
through a rigorous hiring process, and they are well trained to assist all students at all levels within all
disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center
also offers workshops every semester on a variety of writing topics. To make an appointment or to
refer to the numerous online resources offered through the Writing Center, visit the Writing Center
website at http://www.sjsu.edu/writingcenter. The SJSU Writing Center is located in Room 126 in
Clark Hall.

**SJSU Counseling and Psychological Services**
The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San
Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers,
and counselors are available to provide consultations on issues of student mental health, campus
climate or psychological and academic issues on an individual, couple, or group basis. To schedule
an appointment or learn more information, visit Counseling and Psychological Services website at
http://www.sjsu.edu/counseling.

San José State University
Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

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.
### URBP 200 Seminar on Urban and Regional Planning

**Fall 2015**

**Course Schedule** *(Any changes will be discussed in class with as much notice as possible)*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignments due</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 20, 2015 [History and theory]</td>
<td>Course Overview; Urbanized</td>
<td></td>
<td></td>
</tr>
<tr>
<td>August 27, 2015 [History and theory]</td>
<td>Origins of Urban &amp; Regional Planning I; <em>Designing Healthy Communities: Retrofitting Suburbia</em></td>
<td>Hall, Chapter 1; Reps, Chapters 1, 2, 3 and 4</td>
<td></td>
</tr>
<tr>
<td>September 3, 2015</td>
<td>Origins of Urban &amp; Regional Planning II</td>
<td>Hall, Chapter 2, 3, and 4; Reps, Chapter 5 and 6</td>
<td><strong>Reading Memo #1</strong></td>
</tr>
<tr>
<td>September 10, 2015</td>
<td>Origins of Urban &amp; Regional Planning III</td>
<td>Hall, Chapters 5, 6, and 7; Reps, Chapters 7 and 8</td>
<td></td>
</tr>
<tr>
<td>September 17, 2015</td>
<td>Origins of Urban &amp; Regional Planning IV</td>
<td>Reps, Chapters 9, 10, 11, 12, and 13</td>
<td><strong>Reading Memo #2</strong></td>
</tr>
<tr>
<td>September 24, 2015</td>
<td>Planning Theory I</td>
<td>Brooks, Chapters 1, 2, 3, and 4</td>
<td><strong>Quiz #1</strong></td>
</tr>
<tr>
<td>October 1, 2015</td>
<td>Planning Theory II</td>
<td>Brooks, Chapters 5, 6, 7, and 8</td>
<td><strong>Reading Memo #3</strong></td>
</tr>
<tr>
<td>October 8, 2015</td>
<td>Planning Theory III</td>
<td>Brooks, Chapters 9, 12, and 13</td>
<td></td>
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<tr>
<td>October 15, 2015</td>
<td>Planning Issues: Lens of Theory and History</td>
<td>Hall, Chapter 8, 9, 10 and 11</td>
<td><strong>Reading Memo #4</strong></td>
</tr>
<tr>
<td>October 22, 2015</td>
<td>The Sustainable City, The Just City: Lens of Theory</td>
<td>Newman; Kenworthy; Talen; Berke; Gunder; and Campbell</td>
<td></td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading Material</td>
<td>Assignments</td>
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<tr>
<td>October 29, 2015</td>
<td>The New Urbanism in the Lens of Theory and History</td>
<td>Brain; Saab; and Hirt</td>
<td>Reading Memo #5</td>
</tr>
<tr>
<td>November 5, 2015</td>
<td>The Healthy City and other Topics in Planning Practice in the Lens of History and Theory</td>
<td>Daniels; Hoechner et al.; Corburn; and Zhu &amp; Sallis</td>
<td>Quiz #2</td>
</tr>
<tr>
<td>November 12, 2015</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 #6; Draft Staff Report due, including draft Literature Review</td>
</tr>
<tr>
<td>November 19, 2015</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>November 26, 2015</td>
<td>THANKSGIVING DAY – NO CLASS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>December 3, 2015</td>
<td>The Future of Cities</td>
<td>Hall, Chapter 12 and 13</td>
<td>Final Staff Report Due; Reading Memo #13 Due</td>
</tr>
<tr>
<td>December 11, 2015</td>
<td>FINAL EXAMINATION</td>
<td></td>
<td>Final Examination</td>
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