Instructor: Dr. Joseph Kott and Dr. Charles Rivasplata
Office location: Washington Square (WSQ) 218B
Telephones: Dr. Kott: 650-814-0961 / Dr. Rivasplata: 415-701-5383
E-mails: joseph.kott@sjsu.edu / charles.rivasplata@sjsu.edu
Office hours: Tuesdays, 3:00–4:00 p.m. (Dr. Kott)
Tuesdays, 7:00–8:00 p.m. (Dr. Rivasplata): February 2, 16; March 1, 8; April 5, 12; May 3
Class days/time: Tuesdays, 4:30-7:00 p.m.
Classroom: Dudley Moorhead Hall 167
Prerequisites: URBP 256: Instructor consent
URBP 178/ENVS 178: Upper division standing
Units: 4

Course Catalog Descriptions (by Section)
URBP 256 (Graduate Section): Examination of transportation planning issues addressed at the neighborhood and municipal level such as bicycle and pedestrian planning, traffic calming, and parking policy, with a focus on promoting sustainable communities.

URBP 156 (Undergraduate Section): In general, same focus as URBP 256. Prerequisites: Upper division standing or instructor consent.

Course Description and Course Learning Objectives:
This course is designed to help the student better understand many of the local issues confronting transportation and learn ways of making these systems more efficient and sustainable in the long term. It will both acquaint the student with some of the key concerns of transportation planners working in local government and help her/him develop proficiency in the skills needed to improve mobility in towns and cities.

In addition, this course is intended to help prepare students for employment as a transportation planner or policy analyst. There are a growing number of such positions with local, regional, and central governments, private consulting firms as well as with firms providing transportation services. This course alone will not, however, prepare students for more specialist transportation positions.
such as computer modeler or traffic engineer. For students interested in working in such specialist positions, additional course work would be required.

The bulk of the course focuses on local transportation policy and planning. While some transportation planning occurs at the regional level, it has become increasingly evident that transportation must be planned in coordination with land use planning, which is largely controlled at the local (e.g., city and county) levels. In order to appreciate the importance of regional planning and its importance in promoting sustainable transport, it is essential to understand city and community-level planning, including the General Plan process.

Upon successful completion of the course, each student will be able to:

1. Discuss the principal critical mobility issues confronting local areas
2. List and describe relationships between the primary elements of transportation systems, such as modes, networks, controls and users
3. Characterize the various modes of the transportation system, including walking, bicycling, and various transit options (rail, bus, paratransit, etc.), as well as the evolution of street, highway and transit systems
4. Describe the scope of transportation and its environmental impact; analysis and mitigations.
5. Describe the role of local planning in establishing transportation policies and priorities
6. Work as a transportation planner or a transportation policy analyst.

An engagement activity component is a notable part of the course. This activity will provide students with first-hand (and hands-on) experience in the field of transportation planning. The goals for the engagement activity include:

• Providing the student direct contact with the transportation planning profession, and people involved in and affected by transportation planning
• Familiarizing the student with transportation planning concepts, skills and applications, thereby increasing your marketable skills.

Opportunities for engagement with practicing transportation planning professionals will occur during the traffic calming and walking audit assignments, as well as during the small group project assignment. These assignments are discussed below.

**Planning Accreditation Board (PAB) Knowledge Components**

This course covers the following PAB Knowledge Components: 1d, 1e, 1f, 2a, 2b, 2c, 2d, and 3c.

1d) Human Settlements and History of Planning: understanding of the growth and development of places over time and across space.

1e) The Future: understanding of the relationships between past, present, and future in planning domains, as well as the potential for methods of design, analysis, intervention to influence the future.

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

2a) Research: tools for assembling and analyzing ideas and information from prior practice and scholarship, and from primary and secondary sources.
2b) Written, Oral and Graphic Communication: ability to prepare clear, accurate and compelling text, graphics and maps for use in documents and presentations.

2c) Quantitative and Qualitative Methods: data collection, analysis and modeling tools for forecasting, policy analysis, and design of projects and plans.

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

3e) 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.

**Required Course Texts to Purchase**

Price: $45.15 - $100.30 at SJSU Bookstore

Price: $32.05 - $42.75 at SJSU Bookstore

In addition, a URBP 256 Course Reader will be made available to students.

**Course Assignments and Grading Policy**

Your grade for the course will be based on the following assignments and graded 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>Student Blog (blog posts on sustainable transportation issues)</td>
<td>10</td>
<td>All</td>
</tr>
<tr>
<td>Fortnightly Reading Memos/Class Participation (1-2 page memos on readings/regular class involvement)</td>
<td>10</td>
<td>All</td>
</tr>
<tr>
<td>Walking Assessment (summary of assessment done in the San Jose State area)</td>
<td>10</td>
<td>All</td>
</tr>
<tr>
<td>Traffic Calming Assessment (summary of assessment done in the San Jose State area)</td>
<td>10</td>
<td>All</td>
</tr>
<tr>
<td>TED Talk (8-10 or 5-7min. talk on a topic chosen by the student)</td>
<td>10</td>
<td>1 &amp; 2</td>
</tr>
<tr>
<td>Small Group Project (summary and presentation on one of the six topics)</td>
<td>25</td>
<td>1e, 2a, 2b, 2c, 2d</td>
</tr>
<tr>
<td>Term Paper (paper on an approved local transportation topic)</td>
<td>25</td>
<td>All</td>
</tr>
<tr>
<td>Extra Credit (a 1-2 page memo on public hearing on transportation)</td>
<td>2.5</td>
<td>1 &amp; 2</td>
</tr>
</tbody>
</table>
Expectations of Graduate Students Compared to Undergraduate Students

Graduate students are expected to prepare a 15 to 20 page term paper; the requirement for undergraduates is a 10 to 12 page term paper.

Graduate students are expected to post weekly to their blog; undergraduates must post at least once every two weeks.

Graduate student TED talks are expected to be from 8 to 10 minutes long; undergraduate TED talks need only be 5 to 7 minutes long.

Graduate student work will be graded in a more exacting manner than that of undergraduates since graduate students will have the advantage of more academic experience.

Calculation of Final Course Letter Grade

As indicated in the table above, the final course grade incorporates seven graded activities. The first five activities in the table are each worth 10 percent of the grade, the small group project is worth 25 percent of the grade, and the term paper is worth 25 percent of the grade.

The following grading scheme will be used to translate each student’s total numeric score into a final grade for the course:

- A+ (97 to 100); A (93 to 96); A- (90 to 92); B+ (87 to 89); B (84 to 86); B- (81 to 83); C+ (78 to 80); C (75 to 77); C- (72 to 74); D+ (69 to 71); D (66 to 68); D- (63 to 65); F (below 63).

Other Grading and Assignment Issues

All late classwork will be marked down as follows.

**Weekly Student Blog:** If posted within the first 24 hours after the scheduled deadline, they will be marked down 0.1 point. Thereafter, they will be marked down according to the following schedule:

- 1-4 days late: 0.2 point
- 4-7 days late: 0.4 point
- Over 7 days: no credit given

**Fortnightly Reading Memos/Participation:** If received within 24 hours of each scheduled deadline, they will be marked down 0.2 point. Thereafter, they will be marked down as follows:

- 1-4 days late: 0.4 point
- 4-7 days late: 0.6 point
- Over 7 days: no credit given

**Walking and Traffic Calming Assessments:** If received within 24 hours of the scheduled deadline, they will be marked down 1 point. Thereafter, they will be marked down as follows:

- 1-4 days late: 2 points
- Over 4 days: no credit given

**TED Talk:** This presentation must be given on one of the three dates indicated.
**Small Group Project:** If received within 24 hours of the scheduled deadline, it will be marked down one point (e.g., from a 23 out of 25 points to a 22 out of 25 points). Thereafter, it will be marked down according to the following schedule:

1-4 days late: 2 points  
4-7 days late: 3 points  
Over 7 days: no credit given

**Term Paper:** If received within 24 hours of the scheduled deadline, it will be marked down 1 point (e.g., from a 23 out of 25 points to a 22 out of 25 points). Thereafter, it will be marked down as follows:

1-4 days late: 2 points  
4-7 days late: 3 points  
7-10 days late: 5 points

Extra credit is available, as indicated below.

**Course Workload**

Each student of this course is expected to spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally, three hours per unit per week with one of the hours used for lecture) for instruction or preparation/studying or course-related activities including but not limited to internships, labs, and clinical practice. 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 assessments 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 work on your group project, or research for your term paper. Details on how to complete the larger activities will be provided in handouts distributed later in the semester.

The course workload will primarily be based on the following activities:

- **Weekly Student Blog** requires that each student creates his or her own Blog on sustainable transportation and makes at least one post on it each week during the course.

- **Fortnightly Reading Memos** consist of one to two page summaries of reading highlights and the student’s own reflections on the readings. (Due via e-mail at 5 p.m. on the following dates: Feb. 8 and 22; March 7 and 21; Apr. 4 and 18; and May 2).

- **Walking Assessment** will encompass a summary of pedestrian conditions and access, employing a specific methodology provided in class. This assessment will take place in the local vicinity of San Jose State University. (Due March 15)

- **Traffic Calming Assessment** will similarly involve a summary of traffic calming conditions, using a methodology provided in class. This assessment will be conducted in the local vicinity of San Jose State University. (Due April 26)

- **TED Talk** will allow each student to give a presentation on a topic chosen by the student pertinent to the class subject matter (Scheduled for April 26, May 3 and May 10).
The **Small Group Project** will involve the collaboration of three or four students on one of a number of group assignments. Each student will be expected to actively participate in project development and submittal. Each group will choose one of the following local transportation projects:

1. Traffic calming plan for neighborhood in the SJSU environs
2. Multimodal transportation plan for an “urban village” in the San Jose General Plan
3. Downtown Simulated San Jose Transportation Management Association and Transportation Demand Management Plan
4. Active Transportation (Pedestrian and Bicycle) for the San Jose State campus and environs within one-half mile of campus
5. Agency plan for improving transit coordination in downtown San Jose.
6. Santa Cruz Rail and Trail

This project is a student engagement assignment and as such, requires that students engage with practicing urban and regional planners in completing the assignments. The instructors will assist the groups in establishing this engagement.

For the **Term Paper** each student will research and write a paper on a topic related to the course, i.e., a policy paper discussing a local or sustainable transportation planning topic. Each student topic must be approved by one of the instructors (Due in class on May 10).

Here are some possible subject areas for term paper projects:

1. Sustainability and Transportation
2. Transportation, Land Use and Climate Change at the Local Level
3. Improving Access to San José State and its Environs.
4. Policy Analysis of Gender, Aging and Other Demographic Transportation Issues
5. Policy Analysis of Road and Parking Pricing Options
7. Land Use and Urban Form Policy in Relation to Travel Demand
8. The Future of Local Public Transport
9. Transportation and the Local Environment
10. The Transportation/Circulation Element as a Component of the General Plan
11. Other Subject Areas by Mutual Agreement.

The Term Paper is also a student engagement assignment and as such, requires that students engage with a practicing urban and regional planner in completing the assignment. The instructors will assist students in establishing this engagement.

For **Extra Credit**, interested students can attend a public hearing on transportation and write up a one to two-page memo on the activity and reflections on the hearing.
Academic Integrity Statement, Plagiarism, and Citing Sources Properly

SJSU’s Policy on Academic Integrity states: “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](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/](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 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](http://www.indiana.edu/~istd/overview.html)
- Examples of plagiarism at [www.indiana.edu/~istd/examples.html](http://www.indiana.edu/~istd/examples.html)
- Plagiarism quiz at [www.indiana.edu/~istd/test.html](http://www.indiana.edu/~istd/test.html)

If you still have questions, feel free to talk to the instructors 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*, Eighth Edition (University of Chicago Press, 2013, ISBN: 978-0226816388), so please follow this style. Copies are available in the SJSU King Library. Additionally, the book is relatively
inexpensive, and you may wish to purchase a copy. Please note that Turabian’s book describes two systems for referencing materials: (1) “notes” (footnotes or endnotes), plus a corresponding bibliography, and (2) in-text parenthetical references, plus a corresponding reference list. In this class, students should use the second system, i.e., in-text parenthetical references.

**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 the instructors as soon as possible, or see us during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations register with the Accessible Education Center or AEC (formerly known as the Disability Resource Center or DRC) to establish a record of their disability.

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

**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 University Policy S14-7 at [http://www.sjsu.edu/senate/docs/S14-7.pdf](http://www.sjsu.edu/senate/docs/S14-7.pdf).

**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 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. To make an appointment or refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at [http://www.sjsu.edu/writingcenter](http://www.sjsu.edu/writingcenter).
SJSU Counseling and Psychological Services
The SJSU Counseling and Psychological Services office is located on the corner of Seventh 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.

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 on time to class, be courteous to other students and the instructors and refrain from using a cell phone, texting and the internet in class, except as permitted by the instructors. In the event that you need to be absent, please notify both instructors at your earliest convenience. We recognize that illness, personal emergencies and other legitimate conflicts may occur, however please remember that each class meeting represents a substantial fraction of the total course. Be sure to check with the instructors regarding any materials or information given out at the session you were absent from, and if possible obtain class notes from a classmate.
URBP 256 / URBP 156  
Spring 2016  
Course Schedule

(We will announce any changes in class).

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignments Due</th>
</tr>
</thead>
</table>
| Feb. 2, 2016 | Welcome and Introduction (Kott/Rivasplata)             | 1) Tumlin, Chapters 1 & 2  
2) Newman and Kenworthy, Chapters 1, 4 & 5 | None                                  |
| Feb. 9, 2016 | Cities and Transport (Kott)                             | 1) Newman and Kenworthy, Chapters 1, 4 & 5  
2) Newman and Kenworthy, Chapters 2 & 3  
3) Cervero and Golub, Chapter 17  
4) Tumlin, Chapter 3  
5) Black, Chapter 4 | Reading Memo  
(due Feb. 8);  
Student Blog         |
| Feb. 16, 2016| Urban Transport Abroad (Rivasplata)                     | 1) Newman and Kenworthy, Chapters 2 & 3  
2) Cervero and Golub, Chapter 17  
3) Tumlin, Chapter 6 & 7 | Student Blog         |
| Feb. 23, 2016| Transport, the Environment and Health (Kott)            | 1) Tumlin, Chapter 3  
2) Black, Chapter 4  
3) White (article)  
4) Rivasplata et al. (article) | Reading Memo  
(due Feb. 22);  
Student Blog         |
| Mar. 1, 2016 | Active Transport (Rivasplata)                          | 1) Tumlin, Chapters 6 & 7  
2) Newman and Kenworthy, Chapters 2 & 3  
3) Cervero and Golub, Chapter 17  
4) Tumlin, Chapter 12  
5) Tumlin, Chapter 5 | Student Blog         |
| Mar. 8, 2016 | Public Transport (Rivasplata)                           | 1) Tumlin, Chapter 8  
2) White (article)  
3) Rivasplata et al. (article) | Reading Memo  
(due Mar. 7);  
Student Blog         |
| Mar. 15, 2016| Transit-Oriented Devel. & Access to Public Transport (Kott) | 1) Tumlin, Chapter 12 | Walking Assignment;  
Student Blog         |
| Mar. 22, 2016| Streets (Kott)                                         | 1) Tumlin, Chapter 5  
2) Newman and Kenworthy, Chapters 2 & 3  
3) Cervero and Golub, Chapter 17  
4) Tumlin, Chapter 12  
5) Tumlin, Chapter 5 | Reading Memo  
(due Mar. 21);  
Student Blog         |
| Mar. 29, 2016| Spring Break (No Class)                                |                                              |                                      |
| Apr. 5, 2016 | Parking Reform (Rivasplata)                            | 1) Tumlin, Chapter 10 | Reading Memo  
(due Apr. 4);  
Student Blog         |
| Apr. 12, 2016| Transport Demand Management (Rivasplata)               | 1) Tumlin, Chapter 13  
2) Litman (article) | Student Blog         |
| Apr. 19, 2016| Traffic Calming (Kott)                                 | 1) ITE, Traffic Calming Measures            | Reading Memo  
(due Apr. 18);  
Student Blog         |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apr. 26, 2016</td>
<td>The Auto in Cities; Carsharing (Kott)</td>
<td>1) Tumlin, Chapters 9 &amp; 11 Traffic Calming Assignment; Student TED Talks</td>
</tr>
<tr>
<td>May 3, 2016</td>
<td>Goods Movement in Cities (Rivasplata)</td>
<td>1) Schiller et al. 2) Panero et al. Reading Memo (due May 2); Student TED Talks</td>
</tr>
<tr>
<td>May 10, 2016</td>
<td>Wrap Up: Putting Pieces Together (Kott/Rivasplata)</td>
<td>1) Tumlin, Chapters 4 &amp; 14 2) Newman and Kenworthy, Chapters 6 - 8 3) Lee Term Paper; Student TED Talks</td>
</tr>
</tbody>
</table>

**Assigned Readings:**


Institute of Transportation Engineers (ITE), “Traffic Calming Measures”. Available at [http://www.ite.org/traffic/tcdevices.asp](http://www.ite.org/traffic/tcdevices.asp)


*Denotes URBP 256 Course Reader selection.

Revised 2 Feb. 2016

---

San José State University
Urban and Regional Planning Department