

SAN JOSÉ STATE UNIVERSITY
URBAN AND REGIONAL PLANNING DEPARTMENT
URBP 200 SEMINAR ON URBAN & REGIONAL PLANNING
Fall 2019

Instructor:	Richard W. Lee, PhD, AICP
Office location:	WSQ 218
Telephone:	510-387-0996
Email:	Richard.Lee@SJSU.edu
Office hours:	Thursdays, from 3:30 pm to 4:30 pm
Class days/time:	Thursdays, from 4:30 pm to 7:00 pm
Classroom:	CL 243
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

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.
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 urban and regional planning made by influential individuals such as Hippodamus of Miletus, Pierre L'Enfant, Baron Haussman, Daniel Burnham, Frederick Law Olmsted, Patrick Geddes, Jacob Riis, Ebenezer Howard, Robert Moses, Jane Jacobs, William Levitt, and Ian McHarg, 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 and regional planning in the U.S. These include but are not limited to the Sanitary Reform movement, the City Beautiful/Municipal Arts Movement, Burnham's Chicago Plan, 1929 Regional Plan of New York and Its Environs.
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 and regional 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 and regional 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. Summarize the relationships between past, present, and future in planning domains, and identify how methods of design, analysis, and intervention can influence the future.
10. 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) 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.
2. e) Planning Process Methods: tools for stakeholder involvement, community engagement, and working with diverse communities.

A complete list of the PAB Knowledge Components can be found at

<http://www.sjsu.edu/urbanplanning/courses/pabknowledge>

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.-

Susan S. Fainstein & James Defilippis (Eds.). *Readings in Planning Theory*. (4th ed.). Malden, MA: Wiley, 2016. ISBN 978-1-119-04506-9 (41.51 - \$59.95)

Peter G. Hall. *Cities of Tomorrow: An Intellectual History of Urban Planning and Design since 1880* (4th Ed.). Malden, MA: Wiley Blackwell, 2014. ISBN 978-1-118-45647-7 (\$42.09 - \$59.95)

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 the links indicated.

American Institute of Certified Planners. (2005). AICP code of ethics and professional conduct. Washington, DC. <https://www.planning.org/ethics/ethicscode/>

Berke, Phillip R. (2002) Does sustainable development offer a new direction for planning? Challenges for the twenty-first century. *Journal of Planning Literature*, 17, 262-331. https://sjsu-primo.hosted.exlibrisgroup.com/permalink/f/egdih2/TN_sage_s10_1177_088122017001002

Brain, David. (2005). From good neighborhoods to sustainable cities: Social science and the social agenda of the new urbanism. *International Regional Science Review*, 2, 217-238. https://sjsu-primo.hosted.exlibrisgroup.com/permalink/f/egdih2/TN_sage_s10_1177_0160017605275161

Campbell, Scott. (1996). Green cities, growing cities, just cities? Urban planning and the contradictions of sustainable development. *Journal of the American Planning Association* 62, 296-312. https://sjsu-primo.hosted.exlibrisgroup.com/permalink/f/egdih2/TN_tayfranc10.1080/01944369608975696

Daniels, Thomas L. (2009). A trail across time: American environmental planning from City Beautiful to sustainability. *Journal of the American Planning Association* 75, 178-192. https://sjsu-primo.hosted.exlibrisgroup.com/permalink/f/egdih2/TN_tayfranc10.1080/01944369608975696

Day, Diane. (1997). Citizen Participation in the planning process: An essentially contested concept. *Journal of Planning Literature* 11, 421-434. [Note: follow link, then find the article using the year of publication (1997), Volume (11), Issue (3), then find in list of published articles. <https://sjsu-primo.hosted.exlibrisgroup.com/permalink/f/1gfgqrb/01CAL51440193650002901>

Gunder, Michael. (2006). Sustainability: Planning's saving grace or road to perdition. *Journal of Planning Education and Research* 26, 208-221. https://sjsu-primo.hosted.exlibrisgroup.com/permalink/f/egdih2/TN_sage_s10_1177_0739456X06289359

- Hirt, Sonia A. (2009). Premodern, postmodern? Placing new urbanism into a historical perspective. *Journal of Planning History* 8, 248-273. https://sjsu-primo.hosted.exlibrisgroup.com/permalink/f/egdih2/TN_sage_s10_1177_1538513209338902
- Hise, Greg. (2009). Whither the region? Periods and periodicity in planning history. *Journal of Planning History* 8, 295-307. https://sjsu-primo.hosted.exlibrisgroup.com/permalink/f/egdih2/TN_sage_s10_1177_1538513209345490
- Kenworthy, Jeffrey. (2006). The eco-city: Ten key transport and planning dimensions for sustainable city development. *Environment and Urbanization* 18, 67-85. https://sjsu-primo.hosted.exlibrisgroup.com/permalink/f/egdih2/TN_sage_s10_1177_0956247806063947
- Kelbaugh, Douglas. (1997). The new urbanism. *Journal of Architectural Education*. 51, 142-144. https://sjsu-primo.hosted.exlibrisgroup.com/permalink/f/egdih2/TN_tayfranc10.1080/10464883.1997.10734764
- Neuman, Michael and Smith, Sheri. (2010). City planning and infrastructure: Once and future partners. *Journal of Planning History* 9, 21-42. https://sjsu-primo.hosted.exlibrisgroup.com/permalink/f/egdih2/TN_sage_s10_1177_1538513209355373
- Nieuwenhuijsen, Mark J. (2016). Urban and transport planning, environmental exposures and health-new concepts, methods and tools to improve health in cities. *Environmental Health*, 15(Suppl 1):38. https://sjsu-primo.hosted.exlibrisgroup.com/permalink/f/egdih2/TN_medline26960529
- Saab, A. Joan (2007). Historical amnesia: New urbanism and the city of tomorrow. *Journal of Planning History* 6, 191-213. https://sjsu-primo.hosted.exlibrisgroup.com/permalink/f/egdih2/TN_sage_s10_1177_1538513206296409
- Seltzer, Ethan, and Mahmoudi, Dillon. (2013). Citizen participation, open innovation, and crowdsourcing: Challenges and opportunities for planning. *Journal of Planning Literature* 27, 43-60.
- Talen, Emily. (2006). Design that enables diversity: The Complications of a planning ideal. *Journal of Planning Literature* 20, 233-249. https://sjsu-primo.hosted.exlibrisgroup.com/permalink/f/egdih2/TN_sage_s10_1177_0885412205283104
- Talen, Emily. (2008). Beyond the front porch: Regionalist ideals in the new urbanist movement, *Journal of Planning History* 7, 20-47. https://sjsu-primo.hosted.exlibrisgroup.com/permalink/f/egdih2/TN_sage_s10_1177_1538513207307427
- Aeleneia, Laura, Ferreira, Ana Monteiro, Claudia S., Ricardo, Gomes, Gonçalves, Helder, Camelo, Susana, and Silvab, Carlos. (2016). Smart City: A systematic approach towards a sustainable urban transformation, *Energy Procedia* 91, 970 – 979. [To access: Paste citation into Google Scholar and the Pdf from ScienceDirect will appear on the side of the citation. Click on it and entire article will be available].

Course Requirements and Assignments

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

Assignments and Graded Activities	Percent of Course Grade	Course Learning Objectives Covered
Reading Memos, summarizing and reflecting upon what you have read; one page in length	10%	1,2,3,4,5,6,7,9,10,11
Paper or Presentation on an historically significant figure in Planning. 4 to 5 pages in length or 12 -15 PowerPoint slides	15%	1, 2, 5
Preparation and participation in a Mock Public Hearing and preparation of a 2-page Memo of Highlights and Reflections on the experience	10%	1,2,3,6,,9
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)	30%	10
Final Examination on all material covered in the course; choice of 4 out of 7 essay questions	25%	1,2,3,4,5,6,7,8,9,10
Memo on Ethical Issues in Planning and the AICP Code of Ethics; 2 to 3 pages in length	10%	8

Reading memos are expected to be concise, thus no more than **one page** in length. You are asked to summarize the highlights of one or two key readings and to add your own reflections. You must turn in your reading memo at the beginning of each class. You are encouraged to keep a copy of your memo to facilitate class discussions of the readings.

Students can either write a briefing paper or give a brief PowerPoint presentation on an historical figure in urban and regional planning. This involves research in the life and contribution of a specific "important person" to the planning field. Students are required to provide the appropriate context of historical events and trends that shaped the individual and their specific achievements. The paper should be no more than 5 pages in length. The PowerPoint Presentation should be no more than ten (15) minutes in length, or 12-15 PowerPoint slides. More details about this assignment will be provided and discussed in class.

The Memo of Highlights and Reflections on the Mock Public Hearing should be two pages in length. Students will volunteer or be assigned roles in the Mock Public Hearing. Details on the proposed development project discussed, debated, and decided upon in the Mock Public Hearing will be provided and discussed in class.

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 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. More details on the Staff Report will be provided and discussed in class.

The Memo on Ethical Issues in Planning and the AICP Code of Ethics will be a two-page essay on ethics in planning.

All assignments should be submitted in both hardcopy and electronic form either as Word or pdf files. Additional details on each assignment will be provided and discussed in class.

Final Examination

The Final Examination will be comprehensive, covering all the course material. The format will be a series of short answer questions. Students will have a choice of five out of seven questions to answer. Students will receive the exam by email on Friday, December 6, and must email their completed Final Examination to the instructor no later than 3:00 pm on Saturday, December 7th.

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, the Paper or Presentation on a historical figure in Planning represents up to 15% or 15 points of the total of a possible 100.0% or 100 points for the assignments in the course.

The following point ranges will correspond to letter grades:

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

Other Grading and Assignment Issues

All classwork received late will be marked down as follows:

Weekly Memos (10): If received within the first 24 hours after the scheduled deadline, it will be marked down 0.2 point (from a total of one point per memo). Thereafter, it will be marked down per the following schedule:

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

Other Assignments: If received within 24 hours of the scheduled deadline, it will be marked down 1/3 of a grade (e.g., from A- to B+, from B to B-, etc.). Thereafter, it will be marked down per the following schedule:

- 1-4 days late: 2/3 of a grade
- 4-7 days late: 1 full grade
- 7-10 days late: 2 full grades

Final Exam: If received within 24 hours of the 3:00 P.M. deadline, it will be marked down one full grade. Thereafter, it will be marked down according to the following schedule:

- 1-4 days late: two full grades
- Over 4 days: no credit given

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 Activity.

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 José 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.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

Plagiarism and Citing Sources Properly

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

Plagiarism will lead to grade penalties and a record filed with the Office of Student Conduct and Ethical Development. In severe cases, students may also fail the course or even be expelled from the university.

If you are unsure what constitutes plagiarism, it is your responsibility to make sure you clarify the issues before you hand in draft or final work.

Learning when to cite a source and when not to is an art, not a science. However, here are some common examples of plagiarism that you should be careful to avoid:

- Using a sentence (or even a part of a sentence) that someone else wrote without identifying the language as a quote by putting the text in quote marks and referencing the source.
- Paraphrasing somebody else's theory or idea without referencing the source.
- Using a picture or table from a webpage or book without reference the source.
- Using data some other person or organization has collected without referencing the source.

The University of Indiana has developed a very helpful website with concrete examples about proper paraphrasing and quotation. See in particular the following pages:

- Overview of plagiarism at www.indiana.edu/~istd/overview.html
- Examples of plagiarism at www.indiana.edu/~istd/examples.html
- Plagiarism quiz at www.indiana.edu/~istd/test.html

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

Citation style

All instructors in the URBP department are encouraged to have students follow the citation formatting guidelines in Turabian's *A Manual for Writers of Research Papers*. By using a consistent style across classes, we make it easier for students to learn and apply proper formatting.

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 may use either system.

Library Liaison

The SJSU Library Liaison for the Urban and Regional Planning Department is Ms. Peggy Cabrera. If you have questions, you can contact her at: peggy.cabrera@sjsu.edu or 408-808-2034.

URBP 200 FALL 2019 COURSE SCHEDULE

NOTE: ANY CHANGES WILL BE ADVISED WITH AS MUCH NOTICE AS POSSIBLE

Date	Topic	Reading	Assignments due
August 22, 2019 [History and theory]	Course Overview		
August 29, [History and theory]	Origins of Urban & Regional Planning I Video: <i>Urbanized</i>	Hall, Chapters 1 and 2 Fainstein & Defilippis, Chapter 1	<i>Reading Memo #1</i> <i>Due 4:30 pm in class</i>
September 5, [History and theory]	Origins of Urban & Regional Planning II	Hall, Chapter 3, and 4	<i>Reading Memo #2</i> <i>Due 4:30 pm in class</i>
Sept. 12 [History and theory]	Origins of Urban & Regional Planning III; View and discuss <i>Make No Little Plans: Daniel Burnham and the American City</i>	Hall, Chapters 5, 6, and 7 Neuman and Smith	<i>Reading Memo #3</i> <i>Due 4:30 pm in class</i>
Sept. 19 [History and theory]	Origins of Urban & Regional Planning IV; Improv Theatre: <i>What Makes a City Great?</i> ; View and discuss <i>Robert Moses vs. Jane Jacobs: Urban Fight of the Century</i>	Daniels Fainstein & Defilippis, Chapter 3, 4, and 6	<i>Reading Memo #4</i> <i>Due 4:30 pm in class</i>
Sept.19 [Theory]	Planning Theory I	Fainstein & Defilippis, Chapter 8 and 9	<i>Reading Memo 5</i> <i>Due 4:30 pm in class</i>

Sept. 26 [Theory]	Planning Theory II	Fainstein & Defilippis, Chapter 14 and 15	<i>Reading Memo #6</i>
Oct. 3 [Theory]	Planning Theory III	Fainstein & Defilippis, Chapter 10	<i>Historic Planning Person Paper / Presentation</i> <i>Due 4:30 pm in Class</i>
Oct. 10 [History and theory]	Regional Planning in the Lens of Theory and History	Hise; Talen (2008)	<i>Reading Memo #7</i>
Oct. 17 [History and theory]	The Highway City in the Lens of Theory and History; View and discuss <i>Sprawling from Grace</i>	Hall, Chapter 8, 9, 10, and 11	<i>Reading Memo #8</i>
Oct. 24 2019 [History and theory]	The Sustainable City and The Just City in the Lens of Theory, History	Kenworthy; Talen (2006); Berke; Gunder; and Campbell Fainstein & Defilippis, Chapter 13, 19, 21, and 22	<i>Reading Memo #9</i>
Oct. 31, [History and theory]	The New Urbanism in the Lens of Theory and History	Brain; Hirt; Kelbaugh, and Saab	<i>Reading Memo #10</i>
Nov. 7 [History and theory]	The Healthy City and other Topics in Planning Practice in the Lens of History and Theory; View and discuss <i>Designing Healthy Communities: Social Policy in Concrete</i>	Nieuwenhuijsen	<i>Mock Public Hearing</i>

Nov. 14 [History and theory]	Planning Ethics; <i>an Exercise in Planning Ethics</i> ; the Future of Cities; Smart Cities	AICP Code of Ethics Hall, Chapter 12 and 13 Fainstein & Defilippis, Chapter 23 Aeleneia	<i>Memo on Ethical Issues in Planning</i> <i>Due by 4:30 pm in class</i>
Nov. 21	Public Engagement in the Lens of History and Theory; <i>Mock Public Hearing: An Exercise in Public Engagement</i>	Day; Seltzer & Mahmoudi, Fainstein & Defilippis, Chapter 17 and 18	<i>Staff Report</i> <i>Due 7:00 pm in class</i>
Nov. 28	THANKSGIVING – NO CLASS		
Dec. 5, 2019	Course Wrap-up and Final Exam Preview		<i>Final Examination</i> <i>(Take- Home) Out 9:00 AM Friday Dec. 6; Due 3:00 PM Saturday, Dec. 7 by email to Richard.lee@sjsu.edu</i>