

SAN JOSÉ STATE UNIVERSITY
URBAN AND REGIONAL PLANNING DEPARTMENT
URBP 101: THE CITY
GEOG 105: URBAN GEOGRAPHY
FALL 2020

Instructor: Dr. Charles Rivasplata¹
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Office Hrs.: Mondays, 3:00-4:00 pm
Class Time: Mondays and Wednesdays: 1:30-2:45 pm
Classroom: On-line
Prerequisites: Passage of the Writing Skills Test (WST or ENGL/LLD 100A with a C or better (C- not accepted), completion of Core General Education and upper division standing are prerequisites to all SJSU studies courses. Completion of (or co-registration in) 100W is strongly recommended.
Units: 3

Course Descriptions

URBP 101: History and organization of the city, emphasizing contemporary issues and strategies for influencing urban policy.

GEOG 105: Spatial patterns in the urban environment: City function and morphology; population patterns and functional zonation; analysis of recent changes.

The course examines the city from multi-disciplinary perspectives, including history, sociology, geography, anthropology, economics and political science, as a basis for understanding current urban problems and the role of urban planning in the creation or solutions to these problems.

Learning Objectives

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

1. Critically observe and understand the urban environment in which they live
2. Apply new perspectives on their own communities through comparison with other cities (in the U.S. and around the world).

¹ Special thanks to instructor Rick Kos, who originally developed this syllabus.

3. Describe the interrelationship of individuals and racial, class and cultural groups, to understand and appreciate issues of diversity, equality, and structured inequality in the U.S., its institutions, and its cultures

We will accomplish these objectives through discussion, some guest speakers in a variety of fields, consideration of current events through news articles and by completing the required readings.

Planning Accreditation Board (PAB) Knowledge Components

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

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

3c) 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 Planning Accreditation Board Knowledge Components can be found at: <http://www.sjsu.edu/urbanplanning/courses/pabknowledge.html>.

Required Course Readings

The following readings will be available on Canvas, or on-line:

- **Reading 1:** Macionis, John J. and Vincent N. Parillo. 2009. The Origins and Development of the World's Cities, in *Cities and Urban Life*, 5th ed., Prentice Hall, pp. 23-53.
- **Reading 2:** Jacobs, Jane. 2011. The Uses of Sidewalks, *The Death and Life of Great American Cities*, in LeGates, Richard T. and Frederic Stout, eds., *The City Reader* (Fifth Edition). New York: Taylor & Francis, pp. 105-109
- **Reading 3:** Whyte, William H. 2011. The Design of Spaces from City: Rediscovering the Center, in LeGates, Richard T. and Frederic Stout, eds., *The City Reader* (Fifth Edition). New York: Taylor & Francis, pp. 510-517
- **Reading 4:** Kunstler, James Howard. 1993. *The Geography of Nowhere: The Rise and Decline of America's Man-Made Landscape*, New York: Simon and Schuster, pp. 189-216.
- **Reading 5:** Buntin, John. 2017. In the Elusive Search for Affordable Housing, Clues Emerge, *Governing.com*. <https://www.governing.com/topics/urban/gov-affordable-housing-leimert-park-los-angeles.html> (accessed June 30, 2020).

- **Reading 6:** Levy, John M. 2018. Planning in Other Nations, in *Contemporary Urban Planning*. (11th edition). New York: Routledge, pp. 387-430.
- **Reading 7:** Davis, Benjamin, Tony Dutizk and Phineas Baxandall. 2012. *Transportation and the New Generation: Why Young People are Driving Less and What it Means for Transportation Policy*. Frontier Group and U.S. PIRG Education Fund.
- **Reading 8:** Jepson, Edward. 2009. Planning and Sustainability, in *Urban Planning in the 21st Century*, Graber, Daniel S. and Kenneth A. Birmingham, eds. Nova Science Publishers, Inc., pp. 103-116.
- **Reading 9:** San Francisco Bay Area Planning and Urban Research Association (SPUR). 2014. Freedom to Move: How the Santa Clara Valley Transportation Authority Can Create Better Transportation Choices in the South Bay.
- **Reading 10:** Putnam, Robert. 2011. Bowling Alone: America's Declining Social Capital in LeGates, Richard T. and Frederic Stout, eds. *The City Reader* (Fifth Edition). New York: Taylor & Francis, pp. 134-142.

Online Teaching Considerations

This class will be taught entirely online. Key considerations arising from the online delivery mode include the following:

- Students are required to have an electronic device (laptop, desktop or tablet) with a camera and built-in microphone. SJSU has a free [equipment loan](#) program available for students.
- Students are responsible for ensuring that they have access to reliable Wi-Fi during tests. If students are unable to have reliable Wi-Fi, they must inform the instructor, as soon as possible
- Students are encouraged, but not required, to turn on their cameras in Zoom
- We intend to record some classes and post them on Canvas. University policy ([S12-7](#)) requires consent from all individuals who will appear in a class recording. We will poll the class during our first session regarding consent to recording.
- Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings.

Zoom Classroom Etiquette

- **Mute Your Microphone:** To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking.
- **Be Mindful of Background Noise and Distractions:** Find a quiet place to “attend” class, to the greatest extent possible.
 - Avoid video setups where people may be walking behind you, people talking/making noise, etc.

- Avoid activities that could create additional noise, such as shuffling papers, listening to music in the background, etc.
- **Position Your Camera Properly:** Be sure your webcam is in a stable position and focused at eye level.
- **Limit Your Distractions/Avoid Multitasking:** You can make it easier to focus on the meeting by turning off notifications, closing or minimizing running apps, and putting your smartphone away (unless you are using it to access Zoom).
- **Use Appropriate Virtual Backgrounds:** If using a virtual background, it should be appropriate and professional and should NOT suggest or include content that is objectively offensive or demeaning.

Course Assignments and Grading Policy

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

Assignments and Graded Activities	Due Date(s)	Percent of Final Grade	Course Learning Objectives
Assignment 1	Sep. 9	15	1d-f
Assignment 2	Nov. 9	15	1d-f
Reading Memos (total of six)	Various*	12	All
Class Participation	Ongoing	8	All
Term Paper	Dec. 2	25	All
Final Exam	Dec. 7	25	All

*See Course Schedule on pp. 12-13

Additional details on each assignment will be distributed as class handouts.

Calculation of Final Course Letter Grade

As indicated in the table above, the final course grade incorporates graded activities. The following scheme will be used to translate each student's total numeric score into a final grade for the course:

A+ (98 to 100); A (93 to 98); A- (90 to 93); B+ (87 to 90); B (83 to 87); B- (80 to 83); C+ (77 to 80); C (74 to 77); C- (70 to 74); D+ (68 to 70); D (66 to 68); D- (63 to 66); F (below 63).

Other Grading and Assignment Issues

All classwork received late will be marked down accordingly.

Reading Memos (6): If received within the first 24 hours after the scheduled deadline, they will be marked down 0.2 point (from a total of one point per memo). Thereafter, it will be marked down according to the following schedule:

1-4 days late: 0.4 point

4-7 days late: 0.6 point

Over 7 days: no credit given

Assignments and Final Paper: 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 according to the following schedule:

1-4 days late: 2/3 of a grade

4-7 days late: 1 full grade

Over 7 days: no credit given

Take-Home Final: If received within 24 hours of the deadline, it will be marked down one full grade. Thereafter, it will be marked down according to the following schedule:

1-2 days late: two full grades

Over 2 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 45 hours over the length of the course (normally, three hours per unit per week) for instruction or preparation/studying or course-related activities. Careful time management will help you keep up with readings and assignments and enable you to be successful in all your courses. Details on how to complete these activities will be provided in handouts distributed later in the semester.

The course workload (totaling 100 points) will be based on the following activities:

- **Reading Memos** will reflect an understanding of course readings and critical thinking. During specific weeks, students will be required to submit a 1 to 2-page summary/reaction memo on one of the assigned readings by 1:00 on the day of class. A maximum of 12 points will be awarded: two points for each memo.
- **Class Participation** will be based on active contributions to class discussions throughout the semester. A maximum of 8 points will be awarded
- **Assignment 1** will provide students with an opportunity to reflect on the origin and characteristics of the world's earliest cities. A maximum of 15 points will be awarded
- **Assignment 2** asks students to prepare a "city profile" paper that describes the historic, cultural, and demographic qualities of a city outside of the U.S. A maximum of 15 points will be awarded
- **Term Paper Project** requires that each student research a related topic and write an 8-page, double-spaced paper, due on Canvas and via e-mail on December 2 at 7:00 p.m. Topics must be approved by the instructor. A one-page outline of the term paper is due October 14.

Here are some possible subject areas for term paper projects:

1. Sustainability and Planning
2. Land Use and Climate Change at the Local Level
3. Land Use and Transport Planning

4. Land Use and Urban Form
5. The Role of Economic Development in Planning
6. Open Space Planning
7. Planning and the Local Environment
8. International Planning Topics – housing, urbanization
9. Other Subject Areas by Mutual Agreement with the Instructor

Ideally, your paper will feature a brief introduction (your purpose/objectives and the focus of your paper); a brief (half-page) literature search on the topic; description of the issues; your findings; and a conclusion/recommendation. A maximum of 25 points will be awarded

- **Final Exam** (Take-Home) will cover the class readings and topics discussed in class. It will be e-mailed on Friday, December 11 at 4:00 p.m. and will be due back to the instructor on Saturday, December 12 at 10:00 a.m. A maximum of 25 points will be awarded.

For other specific deadlines, see the Course Schedule at the end of this syllabus (pp. 11-12).

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. If you need to be absent, please notify both instructors at your earliest convenience. I 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.

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 at <http://www.sjsu.edu/gup/syllabusinfo/>.

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> 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 providing proper attribution. It is a very serious offense both in the university and in your professional work. Plagiarism is both theft and lying--you have stolen someone else's ideas, and then have 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 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 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). 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 is 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.

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>.

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. Peggy Cabrera. If you have questions, you can contact her at: peggy.cabrera@sjsu.edu or 408-808-2034.

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>.

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/>.

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Required Course Readings

As listed on pp. 2-3 of this syllabus, the following readings are required:

- **Reading 1:** Macionis, John J. and Vincent N. Parillo. 2017. The Evolution of the World's Cities, in *Cities and Urban Life*, 5th ed., Prentice Hall, pp. 23-53.
- **Reading 2:** Jacobs, Jane. 2011. The Uses of Sidewalks, *The Death and Life of Great American Cities*, in LeGates, Richard T. and Frederic Stout, eds., *The City Reader* (Fifth Edition). New York: Taylor & Francis, pgs. 105-109
- **Reading 3:** Whyte, William H. 2011. The Design of Spaces from City: Rediscovering the Center, in LeGates, Richard T. and Frederic Stout, eds., *The City Reader* (Fifth Edition). New York: Taylor & Francis, pgs. 510-517
- **Reading 4:** Kunstler, James Howard. 1993. *The Geography of Nowhere: The Rise and Decline of America's Man-Made Landscape*, New York: Simon and Schuster, pgs. 189-216.
- **Reading 5:** Buntin, John. 2017. In the Elusive Search for Affordable Housing, Clues Emerge, *Governing.com*. <https://www.governing.com/topics/urban/gov-affordable-housing-leimert-park-los-angeles.html> (accessed June 30, 2020).
- **Reading 6:** Borja, Jordi and Manuel Castells. 1997. *Local and Global: Management of Cities in the Information Age*. London: Earthscan, pp. 16-44.
- **Reading 7:** Davis, Benjamin, Tony Dutizk and Phineas Baxandall. 2012. *Transportation and the New Generation: Why Young People are Driving Less and What it Means for Transportation Policy*. Frontier Group and U.S. PIRG Education Fund.
- **Reading 8:** Jepson, Edward. 2009. Planning and Sustainability, in *Urban Planning in the 21st Century*, Graber, Daniel S. and Kenneth A. Birmingham, eds. Nova Science Publishers, Inc., pgs. 103-116.
- **Reading 9:** Steen, Karen (ed.). 2014. Freedom to Move: How the Santa Clara Valley Transportation Authority Can Create Better Transportation Choices in the South Bay. San Francisco Bay Area Planning and Urban Research Association (SPUR).
- **Reading 10:** Putnam, Robert. 2011. Bowling Alone: America's Declining Social Capital in LeGates, Richard T. and Frederic Stout, eds. *The City Reader* (Fifth Edition). New York: Taylor & Francis, pgs. 134-142.

Recommended Course Readings

I encourage each student to select a few of the readings below (if you need assistance tracking down these articles, I recommend contacting MLK Library Liaison Toby Matoush):

- Brown, Juanita, and Isaacs, David. *World Cafe: Shaping Our Futures Through Conversations That Matter*. Williston, VT, USA: Berrett-Koehler Publishers, 2005.
- Frank, Kathryn. “The Potential of Youth Participation in Planning”, in *Journal of Planning Literature* 20. (September 2006)
- Garvin, Alexander. *The American City: What Works, What Doesn't*. New York: McGraw-Hill, 2002
- Haas, Tigran. *New Urbanism and Beyond: Designing Cities for the Future*. New York: Rizzoli, 2008.
- Jackson, Richard J. and Stacy Sinclair. *Designing Healthy Communities*. San Francisco: John Wiley & Sons, 2012.
- Jonas, Andrew, Eugene McCann and Mary Thomas. *Urban Geography: A Critical Introduction* pp. 1-26. Chichester, UK: John Wiley & Sons, 2015.
- Leach, John. Seven Steps to Better Writing. *Planning* (June): 26-7, 1993.
- Neal, Peter (Ed). *Urban Villages and the Making of Communities*. Oxford, UK: Taylor & Francis, 2003.
- Orwell, George. The Politics of the English Language, in *The Orwell Reader: Fiction, Essays, and Reportage*, 355-66. San Diego: Harcourt Brace & Company, 1984.
- Putnam, Robert. “Thinking about Social Change in America” in *Bowling Alone: The Collapse and Revival of American Community*, 15-28. New York, NY: Simon & Schuster, 2000.
- Putnam, Robert. “The Prosperous Community: Social Capital and Public Life.” *The American Prospect*, 2001. <http://prospect.org/article/prosperous-community-social-capital-and-publiclife> (accessed August 17, 2014).
- Rohe, William. “From Local to Global: One Hundred Years of Neighborhood Planning”, *Journal of the American Planning Association*, Vol. 75, No. 2, Spring 2009.
- Salazar, Dayana and Peter Wechsler. “Collaborative Neighborhood Planning: Silicon Valley as a Laboratory for Community Service Learning.”

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COURSE SCHEDULE

Week/Date	Topic	Reading/Video	Memo/Paper Due
Aug. 19	Introductions; Course and Syllabus Overview	Syllabus; other handouts	None
1 Aug. 24/26	The Historic Rise of Cities	Video: Secrets of Ancient Empires- First Cities https://www.youtube.com/watch?v=i2JnMOhmavY	
2 Aug. 31/Sep. 2	The Industrial Revolution and the Rapidly Changing Scale and Role of Cities	Reading 1 Video: A Trip Through the Tenement Museum New York https://www.youtube.com/watch?v=XZohCshF0Yg	Reading Memo 1 (due Sep. 2)
3 Sep. 9	Getting to Know Cities (Guest Speaker: Lord)	Video: How do Cities Grow? https://www.youtube.com/watch?v=HO0BZqQ42lc	Assignment 1 (due Sep. 9)
4 Sep. 14/16	Urban Design and Human Interactions in Space	Reading 2	
5 Sep. 21/23	Rediscovering the City Center/Downtown	Reading 3 Video: Insights into a Lively Downtown https://www.youtube.com/watch?v=VsrqBHEOT0k	Reading Memo 2 (due Sep. 23)
6 Sep. 28/30	Suburban Expansion and Smart Growth (Guest Speaker: Lee)	Reading 4	
7 Oct. 5/7	Housing in the Bay Area	Reading 5 The Tragedy of Urban Renewal https://www.youtube.com/watch?v=mWGwsA1V2r4	Reading Memo 3 (due Oct. 7)
8 Oct. 14	City Planning Abroad	Reading 6	Term paper summary
9 Oct. 19/21	Urban Transportation Systems (Guest Speaker: Bignardi)	Reading 7	Reading Memo 4 (due Oct. 21)
10 Oct. 26/28	Urban Sustainability	Reading 8 Video: A Song of the City https://www.ted.com/talks/jaime_lerner_a_song_of_the_city/transcript?language=en	

11	Nov. 2/4	Pedestrian-scaled Urban Transportation	Reading 9	Reading Memo 5 (due Nov. 4)
12	Nov. 9	City Profile	None	Assignment 2
13	Nov. 16/18	How Does City Planning Work? (Guest Speaker: Wu)	Video: A Brief History of U.S. City Planning https://www.youtube.com/watch?v=2Q5bICcek6s	
	Nov. 23	Urban Poverty, Environmental Justice and Social Capital	Reading 10 Video: Chavez Ravine https://www.youtube.com/watch?v=eBOtKhAAUHs	Reading Memo 6 (due Nov.23)
14	Nov 30/Dec 2	Future of Cities	None	Final Term Paper (due Dec. 2) and One Minute Summary
15	Dec. 7	Class Wrap-Up	None	
	Dec. 7 Final Exam	Take-Home Exam: E-mailed to students on Friday, Dec. 11 at 4:00 p.m. Due back to instructor on Dec. 12 at 10:00 a.m.		

I will announce any changes to the above schedule.

Rev. 14 Aug. 2020