

SAN JOSÉ STATE UNIVERSITY
URBAN AND REGIONAL PLANNING DEPARTMENT
URBP-295: CAPSTONE STUDIO IN COMMUNITY PLANNING
FALL 2021

Instructors:	Gordon Douglas, Ph.D. Rick Kos, AICP
Email:	gordon.douglas@sjsu.edu richard.kos@sjsu.edu
Office location:	WSQ-218A WSQ-218C
Office hours:	Kos: Wednesdays (11:00 a.m.–1:00 p.m.) and Thursdays (1:30–3:30 p.m.). Appointments strongly preferred. Sign up here: https://goo.gl/pEvVod Douglas: Tuesdays 12:30 p.m.–2:30 p.m. or Wednesdays over lunch (please email gordon.douglas@sjsu.edu for appointment)
Class days/time:	Wednesdays 1:30 – 7:00 p.m. beginning August 25, 2021
Classroom:	Washington Square Hall, Room 208
Class website:	All course materials, including Zoom links, will be posted to Canvas.
Prerequisites:	Completion of at least 24 MUP course units and/or instructor consent
Units:	6 units

Course Catalog Description

Through fieldwork and laboratory assignments, the student applies theories and techniques of analysis to identify the assets, problems, and opportunities of an urban community.

Course Format

This is a hybrid course. Some class meetings will be held in person in WSQ-208 or in the field. Other class meetings will be held via Zoom. Details for each class session will be provided on Canvas.

Course Overview

Professional planners are engaged in meaningful work that helps to create a comprehensive vision for a community. Good planning helps create communities that offer better choices for where and how people live. Planning also helps community members envision the direction their community will grow and helps determine the right balance of new development and essential services, protection of the environment, and innovative change.¹

¹ American Planning Association, “What is Planning?” <http://www.planning.org/aboutplanning/whatisplanning.htm> (accessed July 31, 2012)

In this exciting service-learning course, students will be guided by Profs. Gordon Douglas and Rick Kos in partnership with Veggielution, a nonprofit organization based in San José. Their mission statement is: “Veggielution connects people from diverse backgrounds through food and farming to build community in East San Jose.”

In URBP-295 we will work to raise awareness of the importance of urban agriculture as a component of fostering healthy communities. Veggielution has requested the talents of the faculty and graduate students in the Masters of Urban Planning program to conduct community outreach as part of opening a new 7,000-square foot pocket park in San Jose’s SoFA (South First St. Area) district.

The SoFA Pocket Park at 540 South First Street has transformed an unused lot into a vibrant, art-filled, food-focused community space. It opened to the public in summer 2021. The park features raised planter beds where local residents can learn to grow their own food at home, a farm stand selling locally grown products, pop-up food trucks, eight stunning textile-inspired murals by local artists, and a dog park.

Veggielution needs our research and data collection expertise to “gather and leverage community input to make the SoFA Pocket Park design and programming as welcoming and inclusive as possible.” Our work this semester will take place through a wonderful multi-sector partnership called CommUniverCity. It’s all in the name: working with a local community, the faculty and students at our university, and city of San Jose staff members and elected officials. CommUniverCity’s motto is “a two-way street for community-engaged learning.”

Phase One of the course is designed to help you become acquainted with the study area as you learn about the geography, land uses, transportation networks, business climate, and hard-working people in our study area. The activities for this phase include:

- Guided walking tours with Veggielution staff and community leaders
- Aerial photo analysis of the study area
- Demographic mapping with Esri Community Analyst software
- Preparation of an Urban Montage and an ArcGIS StoryMap to synthesize observations

In **Phase Two** you will prepare data collection instruments (surveys, interview questions, maps, etc.) and begin documenting awareness of the SoFA Pocket Park and urban agriculture in the communities surrounding our site. You’ll develop highly marketable skills in community engagement, community conditions assessment, data collection and visualization, and professional project management techniques.

In **Phase Three**, which will take place during the final few weeks of the course, our job will be to do what urban planners do best – to synthesize quantitative and qualitative information collected from the previous phases to prepare a high-quality draft report and graphics for our community partners. You’ll then present your findings to our partners and consider their input before producing the final report in December.

Course 'Mindset'

In URBP-295 students are exposed to contemporary tools, terms, and methods of a community assessment – an authoritative and accurate reporting of current conditions as a platform for future planning. The data you collect about the SoFA Pocket Park study area will be important to Veggielution staff, city staff and officials, and neighborhood groups as we consider the value of urban agriculture as a component of healthy communities.

This course will present an unparalleled opportunity to engage in substantive and challenging issues around urban agriculture in central San Jose. We will collaborate with local residents and business owners in conversations about community change, fresh food access, and social equity. Guest speakers will help us explore these topics more deeply.

Our engagement with central San Jose communities will be characterized by rigorous data collection methods while embracing an “asset-based community development” mindset. What is this mindset? In brief, whereas traditional planning practice has focused on a "needs-based" assessment approach (i.e. focusing primarily on what’s “wrong” with a community and how planners can “fix” these problems), this course instead adopts an "asset-based" approach by building relationships with local community leaders, business owners, and trusted institutions that *already* possess the capacity to shape and enact positive change in their community. This approach positions local residents and business owners – not planners – as the true *experts* in their community's affairs. The faculty-guided student teams, in turn, are trained to develop *expertise* in the process of documenting current conditions qualitatively and quantitatively while facilitating fact-finding dialogues with community members.

The final report you produce in December will capture our primary assessment and community engagement findings. It will be widely shared with city staff and community leaders will play a role in fostering awareness of urban agriculture in San Jose. A number of past reports produced by students in this course have won regional and state-level awards from the American Planning Association and SPUR!

We hope you really enjoy this service-learning course and use it as an opportunity to practice the work of professional planners, develop new skill sets, apply your existing strengths and talents, and directly serve vital San Jose communities.

Course Learning Objectives

This course implements one of the Urban & Regional Planning Department's Program Learning Objectives: *“developing planning strategies to advance community priorities through collaborative engagement with stakeholders, and to do so in a manner that deliberately incorporates multicultural and historical perspectives.”*

URBP-295 is a “learning by doing” course, a culminating experience where you apply what you've learned academically and professionally to a real-world planning study. Be prepared to contribute substantially each week, both individually and as a team member. Put another way, this is NOT a passive-learning, lecture-based class, and the majority of your grade will be based upon how effectively you contribute to the project. You can think of your role this semester as taking part in an internship, or working in a small consulting firm with your instructors as the

project managers.

URBP-295 can be a lot of fun, and the work will undoubtedly be very rewarding and useful to your career development. Thank you in advance for your energy, hard work and dedication this semester.

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

1. Use a systematic urban planning process to identify, analyze, communicate, and develop solutions to complex real-world situations. The planning processes that students will learn to conduct include, at a minimum, the following components:
 1. Selecting, managing and applying appropriate research strategies for identifying the assets, problems and opportunities present in a community.
 2. Selecting, managing and applying appropriate outreach strategies for engaging diverse community stakeholders in the planning process. Community engagement strategies include, among others, stakeholder interviews, focus groups, door-to-door canvassing, community workshops and charrettes.
 3. Applying a collaborative, community-based process to develop a plan in partnership with a client community.
2. Create graphics (including base maps, analytical and conceptual diagrams, and illustrative plans), written materials and oral presentations to clearly communicate to a client community the results of the community assessment and plan development processes.
3. Evaluate, select, and develop the best means to disseminate the information synthesized in the plans. Dissemination methods include, among others, oral presentations at public meetings, visual displays, written reports, websites, and videos.
4. Work effectively as members and leaders of diverse planning teams and apply an understanding of interpersonal group dynamics to assure effective group action.
5. Prepare a plan to effectively facilitate a meeting.
6. Describe and explain how theories of community participation and engagement can be used to bring about sound planning outcomes.
7. Compare and contrast community participation in planning in different countries.
8. Describe and explain key ethical issues related to working with clients.
9. Describe and explain the role of officials, stakeholders, and community members in the planning process.
10. Describe and explain the social and cultural factors that influence urban growth and change.
11. Describe and explain the equity concerns of the community planning process.

Planning Accreditation Board (PAB) Knowledge Components

This course partially covers PAB Knowledge Components 1b, 1d, 1e, 1f, 2a, 2b, 2d, 2e, 2f, 3a-3e.

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

<https://www.sjsu.edu/urbanplanning/graduate/masters-in-urban-planning/pab-knowledge.php>

Field Work Safety Protocols

Student safety is a top priority this semester. You will be asked to review a written safety protocol that complies with the Santa Clara County Public Health Department standards. You will also be asked to sign a few forms required by the university that are necessary when coursework is conducted off campus.

URBP-295 works best when students can personally visit the community being studied. With proper safety standards in place, we plan to take a few walking tours of the main Veggelution farm in east San Jose, the new SoFa Pocket Park, and surrounding neighborhoods including Washington/Guadalupe and South University. We will safely collect information in the field through direct observation and appropriately distanced interactions with local residents.

We understand that some students may be reluctant to do field work in this COVID-19 era. No one will be forced to undertake field work, but we will actively encourage you to take part as much as you feel comfortable in order to get the fullest experience in the course. For those students who choose to opt out of field work, the instructors will assign a number of project support tasks.

Course Readings

There are no textbooks to purchase for this course. Instead, all readings will be available on Canvas. Throughout the semester, students will produce written responses, posted on Canvas discussion boards, based on each of the five themed sets of readings listed below. From time to time, we may post additional short readings to Canvas to supplement the list below. All details will be explained clearly in class.

Community Assessment and Citizen Engagement in San Jose

1. San Jose State University, URBP-295 Capstone Studio in Community Planning Students, Fall 2019 and Spring 2020. "Community Priorities for the Alum Rock Corridor".

Urban Agriculture and Community Building

2. Shinew, K. J., Glover, T. D., & Parry, D. C. (2004). "Leisure spaces as potential sites for interracial interaction: Community gardens in urban areas." *Journal of Leisure Research*, 36(3), 336-355. SJSU access: <https://www-proquest-com.libaccess.sjlibrary.org/docview/201134140/BB89EB14BE9E4E96PQ/4?accountid=10361>
3. Travaline, K. & C. Hunold (2010). "Urban agriculture and ecological citizenship in Philadelphia." *Local Environment*, 15(6): 581-590. SJSU access: https://csu-sjsu.primo.exlibrisgroup.com/permalink/01CAL_SJO/1nj5q0c/cdi_informaworld_taylorfrancis_310_1080_13549839_2010_487529
4. Litt, J. S., et al. (2011). "The influence of social involvement, neighborhood aesthetics, and community garden participation on fruit and vegetable consumption." *American Journal of Public Health*, 101(8), 1466-73. SJSU access: <http://search.proquest.com.libaccess.sjlibrary.org/scholarly-journals/influence-social-involvement-neighborhood/docview/878542302/se-2?accountid=10361>

Access and Equity in Urban Placemaking

5. Schmelzkopf, Karen. (1995). "Urban Community Gardens as Contested Space." *Geographical Review*, 85(3):364-381. SJSU access: <https://www-proquest-com.libaccess.sjlibrary.org/docview/225345075?accountid=10361>
6. Alkon, Allison & Christie G. McCullen. (2010). "Whiteness and Farmers Markets: Performances, Perpetuations... Contestations?" *Antipode*, 43(4): 937-59. SJSU access: [https://csu-sjsu.primo.exlibrisgroup.com/permalink/01CAL\\$SJO/1nj5q0c/cdi_gale_infotracademiconefile_A263670462](https://csu-sjsu.primo.exlibrisgroup.com/permalink/01CAL$SJO/1nj5q0c/cdi_gale_infotracademiconefile_A263670462)
7. Douglas, Gordon CC. 2018. "Ch. 5. The Spatial Reproduction of Inequality" and "Ch. 6. Pop-Up Planning" in *The Help-Yourself City: Legitimacy and Inequality in DIY Urbanism*. Ebook via library: [https://sjsu-primo.hosted.exlibrisgroup.com/permalink/f/1cue0e3/01CAL\\$S_ALMA71484436070002901](https://sjsu-primo.hosted.exlibrisgroup.com/permalink/f/1cue0e3/01CAL$S_ALMA71484436070002901)
8. Aptekar, Sofya & Justin S. Myers. 2020. "The Tale of Two Community Gardens: Green Aesthetics vs Food Justice in the Big Apple." *Agriculture and Human Values*, 37(3): 779-792. SJSU Access: [https://csu-sjsu-primo.exlibrisgroup.com/permalink/01CAL\\$SJO/1nj5q0c/cdi_crossref_primary_101007_s10460_019_10011_w](https://csu-sjsu.primo.exlibrisgroup.com/permalink/01CAL$SJO/1nj5q0c/cdi_crossref_primary_101007_s10460_019_10011_w)

Qualitative Data Collection and Community Research

9. Small, Mario L. (2006). *Villa Victoria: The Transformation of Social Capital in a Boston Barrio*. (Peruse this book to learn what it is about, see the approach, style, and findings, and also check out the excellent Methodological Appendix at the end.) eBook online via library: [https://sjsu-primo.hosted.exlibrisgroup.com/permalink/f/1cue0e3/01CAL\\$S_ALMA51439670130002901](https://sjsu-primo.hosted.exlibrisgroup.com/permalink/f/1cue0e3/01CAL$S_ALMA51439670130002901)
10. Fakhreddine, Natalie (2017) "Investigating Gentrification and Exclusion in Bay View Hunters Point." SJSU student term paper, URBP 233. This example from a former MUP student is available on Canvas.
11. Turner, D. W. (2010). "Qualitative Interview Design: A Practical Guide for Novice Investigators." *The Qualitative Report*, 15(3), 754-760. Retrieved from <https://nsuworks.nova.edu/tqr/vol15/iss3/19>
12. Northrop, Mia. (2011). "Developing Your Interviewing Skills, Part I: Preparing for an Interview". *UX Matters*. Retrieved from <https://www.uxmatters.com/mt/archives/2011/01/developing-your-interviewing-skills-part-i-preparing-for-an-interview.php>
13. Northrop, Mia. (2011). "Developing Your Interviewing Skills, Part II: During the Interview". *UX Matters*. Retrieved from <https://www.uxmatters.com/mt/archives/2011/02/developing-your-interview-skills-part-ii-during-the-interview.php>

Best Practices for Community Engagement

14. Federowicz, Martha with Olivia Arena and Kimberly Burrowes. (2020) “Community Engagement during the COVID-19 Pandemic and Beyond: A Guide for Community-Based Organizations.” Urban Institute. (available on Canvas)
15. National Institutes of Health. (2011). Principles of Community Engagement, Second Edition. NIH Pub. No. 11-7782, June 2011, pgs. xv. – xvii., 3-44 (skim), 45-53. <http://permanent.access.gpo.gov/gpo15486/PCE-Report-508-FINAL.pdf> (accessed August 17, 2019)
16. Myerson, Deborah L.. (2004) “Involving the Community in Neighborhood Planning”. ULI Community Catalyst Report Number 1. http://uli.org/wp-content/uploads/2012/07/Report-1-Involving-the-Community-in-Neighborhood-Planning.ashx_.pdf (accessed August 20, 2019).
17. Biggs, David, et al. (2018) “100 great community engagement ideas: tips, tricks, and best practices to help guide planners to better results!”, Metroquest. (available on Canvas)
18. Flores-Marcial, Xochitl M. (2021). “Getting Community Engagement Right: Working with Transnational Indigenous Stakeholders in Oaxacalifornia.” *Latin American and Latinx Visual Culture*, 3(1): 98-108. <https://online.ucpress.edu/lalvc/article/3/1/98/116184/Getting-Community-Engagement-RightWorking-with>.

Examples of Community Planning in Latinx Communities

19. Rojas, James. 2010. “Latino Urbanism in Los Angeles” (pp. 36-45) in Jeffrey Hou’s *Insurgent Public Space*. Available as an ebook via the library: https://sjsu-primo.hosted.exlibrisgroup.com/permalink/f/egdih2/TN_cdi_askewholts_vlebooks_9781136988028
20. Barreto, Matt, Sonja Diaz & Tyler Reny. (2018). Should I Stay or Should I Go? How Effective Transit-Oriented Development Can Lead to Positive Growth Without Displacing Latinos.” UCLA Luskin Latino Policy and Politics Initiative. <https://ucla.app.box.com/s/0ytk7qpg7fjloc0ggfwb8iuuxt94uk12>
21. “Futuro de Frogtown” (website). <https://www.mas.la/futuro-frogtown> (accessed August 18, 2019)
22. “The People's Plan for Boyle Heights (El Plan del Pueblo) English Version 2015” (website). https://issuu.com/eastlacomunitycorporation/docs/plandelpueblo_english_digitalversion (accessed August 18, 2019)

Fundamentals for Success in this Course

We will make every effort to help you succeed in this course so that you can apply what you’ve learned to your personal and professional growth. Naturally, it is your responsibility to complete all assignments and to take advantage of the many learning opportunities this semester. Your final grade will reflect your overall commitment to learning; higher grades correlate with student efforts that clearly meet – or exceed – instructor expectations for graduate-level work.

Here are some tips to help you succeed this semester:

Enjoyment of Learning: A strong motivation to learn, explore and have fun while learning is essential. This course will require a significant amount of independent work and relies heavily on student initiative. The course is intended to be a culminating experience in which you apply all of your knowledge from previous coursework, professional practice, and your own life experiences to create a planning document for a real-world community. As in the planning profession itself, a great deal of self-initiative is required. A sense of humor always helps, too!

Understanding Roles: The role of the instructor in a studio course is to teach, guide, mentor and encourage the project teams. The role of the student is to take full advantage of the academic freedom and flexibility offered by a studio course to collaborate with fellow students, to complete assigned tasks in a manner that exceeds expectations wherever possible, to serve San Jose communities, and to produce a professional-grade document and presentation for the student's portfolio. The course will be conducted in a manner that mirrors professional practice in order to help you develop valuable workplace skills.

Focus and Respect: We fully understand the temptations and distractions we all face today with smartphones vying for our attention. Please turn off or mute your phone during class, and note that lab computers may only be used for class exercises during the class period. If you have to "get something else done" during the class period, please step outside and do it elsewhere.

Professional Conduct: We will conduct this course in a manner that mirrors professional practice in order to help you develop valuable workplace skills. We all need to be in agreement that the following standards will apply, as listed in the two sections below.

Instructor responsibilities include:

- To create a physically and intellectually safe and stimulating environment for learning
- To assist students as much as possible with their individual and collective learning goals
- To help resolve conflicts that hinder learning by answering student questions clearly and promptly, or to research answers and reply to the student as soon as possible
- To treat students with respect and kindness, using encouragement and humor to foster learning
- To arrive prepared and organized, with clear learning objectives and a schedule for the day
- To evaluate/grade student work fairly and accurately while providing constructive feedback

Student responsibilities include:

- To attend each class session and to arrive punctually, bringing all needed materials
- To treat other students and the instructor with absolute respect, supporting fellow students whenever possible with their learning objectives, and minimizing distractions in class
- To complete all assignments on time and professionally according to requirements listed in this syllabus
- To fully read and understand this syllabus and to carry out the requirements herein
- To actively and consistently participate in class discussions and question-and-answer sessions

- To demonstrate self-reliance and self-direction in setting and completing learning objectives
- To accept responsibility for working collaboratively in the learning process

More Success Tips

Students that typically do well in studio courses:

- Pull their weight by sharing the workload equally with team members and attend all team meetings and discussions
- Consistently demonstrate enthusiasm for the project, even when deadlines loom and stress levels elevate
- Consistently demonstrate full support for their team
- Proactively raise concerns with team members and, if necessary, the instructors, and attempt to address them in a respectful and positive manner
- Devise strategies for carrying out the team's short- and long-term tasks and goals
- Are organized, respectful and professional in their conversations with community members and agency officials – you are a representative of the planning profession and our university
- Embrace the flexibility and inherent creativity of a studio course to actively pursue career interests and the acquisition of new skills
- Quickly adapt to changes in project goals and schedule changes (though these will be minimized to the extent practicable)
- Have confidence in their abilities and recognize that their contributions are valuable and important
- Know when to ask for help, then ask for it
- Are organized and diligent note-takers
- Are respectful of everyone in the class and handle disagreements professionally and assertively, focusing on the issues at hand and not the person
- Share ideas with others and offer constructive suggestions to improve work processes and project goals

Students that typically do **not** do well in studio courses:

- Expect the course to be “an easy A” – it's most definitely not
- Rely on their team members to perform the bulk of the work – this is inexcusable
- Do not take initiative at key moments to move their team and the project forward
- Focus on setbacks and negativity rather than finding proactive solutions
- Are consistently late to class and to group meetings – this is inexcusable
- Add a minimum of effort, rather than quality work that reflects the best of their abilities
- Fail to ask for assistance when it is needed

It is important to remember that the instructor's primary role in a planning studio course is to help you succeed and grow as a professional planner. Therefore, you should always feel welcome to ask for help during the class period, privately during office hours, or remotely via e-mail. Asking for assistance will never be perceived as a liability and will never impact your grade negatively.

We look forward to a creatively exciting experience with each student. You are encouraged to offer your views of the course at any time during the semester; you do not need to wait for the formal end-of-semester course evaluation. We very much wish for this course to be useful, interesting and exciting for you, so please let us know how you feel the it is progressing. Compliments and professional, constructive criticisms are both welcome!

Commitment to Diversity and Inclusion

We strive to create a supportive learning environment where everyone has a place at the table. We all can benefit from welcoming a diversity of thoughts, perspectives and experiences that includes all of our identities (including race, gender, ethnicity, sexual orientation, socioeconomic status, religion, disability, and others). It is our hope that you will contribute your views, while working together to create a space where everyone is valued for their contributions.

While we may have challenging discussions, our intention is to approach these moments first and foremost with respect for other people, patience, care, and generosity. In doing so, we can deepen our understanding of different perspectives, listen and learn from others, and have an opportunity to understand how our identities and experiences may influence our worldviews and those of others around us. Acts of discrimination and harassment—direct and indirect—have no place in this classroom.

The field of urban planning has historically been dominated by a subset of privileged voices. Where possible, we have made a concerted effort to highlight the work and contributions from Black, Indigenous, and People of Color in the course materials. There may be unintended omissions; however, recognizing a diverse range of perspectives helps to strengthen our understanding of cities. Please feel free to contact us or submit anonymous feedback if you have suggestions for how to improve the quality of the course materials.

Your experience in the class is important to us. With the recognition that learning to support students from all backgrounds is an ongoing process, we acknowledge that improving our practices of diversity and inclusion in the classroom requires active work and thoughtful reflection. Your suggestions for how we can improve the effectiveness of the course for you personally or for other students is deeply encouraged and appreciated.

Course Assignments and Grading Policy

Each course assignment is designed to produce written and/or graphical material that can be integrated into the final course report due on December 8. Since the final professional-grade report will be used by many community stakeholders, our work needs to be well researched, clearly written, authoritative, and with easily understood graphics to support the narrative. The instructors will set high standards and provide frequent feedback to move us all in this direction.

Your grade for the course will be based on the following assignments and other graded activities (which will be discussed in greater detail in class):

Assignments and Other Graded Activities	Percent of Course Grade	Course Learning Objectives Covered
Written Reflections on Course Readings		
Reading Reflections. To deepen the course project experience, students will individually prepare five separate written reactions and observations based on the five themed sets of readings listed in the “Course Readings” section above. The written remarks will be shared in Canvas Discussions and students will be encouraged to respond to postings by their peers. Each posting will be evaluated for substance, insight, and clarity of writing. (3% of final course grade x 5 postings)	15%	6-11
PHASE ONE: Getting to Know the Study Area		
Assignment 1: Getting to Know Our Study Area. Students will individually synthesize information from a series of readings about our study area. Additionally, students will use Esri Community Analyst to deepen an understanding of the population dynamics of the study area.	10%	1, 9, 10, 11
Assignment 2: Urban Montage Experiential Poster + Interactive Story Map. Students will work in small teams to prepare a digital or physical montage that documents their initial experiences in the study area. Individually, students will supplement this work by producing a digital, interactive ArcGIS StoryMap.	10%	2
PHASE TWO: Community Outreach and Data Collection		
Assignment 3: Phase Two Interim Progress Presentation. Working in teams, students will present an update on survey data collection progress as well as findings from an analysis of related policies, regulations, and precedent analysis of urban agriculture programs in other U.S. cities. The presentation to project stakeholders will integrate findings from the previous two assignments, as relevant, as well as information provided by guest speakers.	20%	2, 3, 4, 5
PHASE THREE: Synthesis and Presentation of Collected Data and Findings		
Assignment 4: Survey Data Findings. Students will work in small teams to present their synthesized findings to project stakeholders in written, graphical, and oral form based on findings from Phases One and Two.	20%	6, 7, 8
Assignment 5: Final Course Deliverables. Students will work in small teams to submit a final report and deliver a formal presentation to project stakeholders.	25%	2, 3, 4, 5

Calculation of Final Course Letter Grade

We will calculate the final letter grade for the course by weighting the grade for each assignment according to the percentages in the table above. To do this, we first convert the letter grade for

each assignment to a number using a 4-point scale (A+ = 4.33, A = 4.0, A- = 3.67, B+ = 3.33, B = 3.0, B- = 2.67, C+ = 2.33, C = 2.0, C- = 1.67, D = 1, and F = 0).

We then use these numbers and the weights for each assignment to calculate a final, numerical grade for the course based on a 4-point scale. That number is converted back to a letter grade (A = 3.85+, A- = 3.50 – 3.84, B+ = 3.17 – 3.49, B = 2.85 – 3.16, B- = 2.50 – 2.84, C+ = 2.17 – 2.49, C = 1.85 – 2.16, C- = 1.41 – 1.84, D+ = 1.17 – 1.40, D = 0.85 – 1.16, F = 0 – 0.84).

Please read the “URBP-295 Grading Standards” document on Canvas for more details about how the instructors will evaluate written and oral work.

Participation in Class and Attendance

Student participation in class discussions is a vital component of this course and students should make every attempt to attend all classes and actively participate in discussions. You can participate in many ways such as helping explain a concept to others, sharing a thoughtful perspective that aligns with the topic covered in section, monitoring yourself so you don't hold the floor for too long and dominate the discussion, coming to office hours with thoughtful questions, commenting on your peers' work, asking questions, and responding to questions thoughtfully. Your intellectual contribution to the discussion will be noted each time you participate.

Participation in walking tours, data collection, group studio work, and other class activities is also essential for the learning goals of this course. In cases where a student misses a significant number of lectures or does not actively participate in discussions, this will impact the final course grade negatively. According to SJSU policy F69-24, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to ensure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

Completing Assignments on Time and Professionally

Assignments are due at the date and time specified on each assignment handout. In only rare instances will late assignments be accepted, as described below. Late assignments will receive a one-half letter grade deduction for each day an assignment is late. For example, if the assignment would normally receive a grade of “B” but is submitted one day late, it will receive a final grade of “B-minus” and after two days late it will receive a grade of “C+”.

We realize that life happens. If you expect not to be able to complete an assignment on time, it is important for you to do two things:

1. Contact your instructor **at least 24 hours prior to the due date** and, if appropriate, the other students in a group (for group project work). If you do not communicate an anticipated late assignment within this timeframe, the standards above will apply.
2. Provide a date and time by which the late assignment will be submitted. If you do not communicate an anticipated late assignment within this time frame or if the late assignment is not received on the date promised, the assignment will begin losing points for every day it is late, as described above. If submission of the assignment continues to be delayed, a final grade of 50 is likely.

A maximum of one late assignment (or parts of assignments) that adhere to this policy will be accepted; all subsequent late assignments will receive an automatic grade of 50. Sorry, no exceptions to these policies will be granted, in fairness to the majority of students who submit their assignments on time.

Since this course focuses on the development of professional skills used by urban planners, the presentation of submitted materials will be considered as part of the assignment's grade. All assignments must include the student's name, date, course number, assignment number and other items as directed by the instructor. Neatness, clarity and organization will influence your grade.

As in a professional setting, typed submissions are expected; handwritten assignments are not acceptable. Assignments not meeting these fundamental practices of professional presentation will generally receive a reduction in the grade.

Final Examination or Evaluation

The many activities that you will undertake as part of Assignment 5 will essentially constitute the final examination for this course, along with an individual end-of-the-semester reflection on the studio process. Attendance on the last day of the course (December 8) is mandatory.

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 six-unit class, you can expect to spend a minimum of fifteen hours per week in addition to time spent in class; some weeks will be busier than others as is typical for a project-based course. You should plan to set aside a significant amount of time for out of class activities including, but not limited to, required course readings, data collection and analysis, group meetings, research, preparation of final client materials, etc.

University Policies

Per [University Policy S16-9](#), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](#) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

Use of Camera in an Online Class

As much as possible/feasible given your unique circumstances at home, please turn on your Zoom camera throughout class meetings that are held on Zoom. If you have special needs or requests for any individual accommodations, please discuss this with the instructors.

Recording of Zoom-Based Classes

This course or portions of this course (i.e., lectures, discussions, student presentations) will be recorded for instructional or educational purposes. The recordings will only be shared with

students enrolled in the class through Canvas and will be deleted at the end of the semester.

University policy (S12-7) requires consent from all individuals who will appear in a class recording. If you do not wish to be identified in a class recording, please discuss this with the instructors. For example, we may permit an “anonymous” option (e.g., you temporarily turning off identifying information from the Zoom session, including name and picture, prior to recording).

Students are not allowed to record without instructor permission. Also, students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings. Materials created by the instructor for the course (syllabi, lectures and lecture notes, presentations, etc.) are copyrighted by the instructor. University policy (S12-7) is in place to protect the privacy of students in the course. Students who record, distribute, or post these materials will be referred to the Student Conduct and Ethical Development office. Unauthorized recording may violate university and state law. Students must obtain permission in advance to record any course materials. Such permission allows the recordings to be used for a student’s private, study purposes only. Students will not be permitted to share any class recordings with someone who isn’t enrolled in the class or without permission. The recordings are protected by instructor’s copyright.

Student Accommodations

Any student that needs accommodations or assistive technology due to a disability should work with the Accessible Education Center (AEC), and the instructors.

Conduct During Online Class Meetings

All federal, state, CSU system, and campus regulations on conduct including harassment and discrimination against other students or faculty apply to the online environment, just as in face-to-face instruction.

Technology Requirements for this Course

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 for students. Students are responsible for ensuring that they have access to reliable Internet access during class meetings. If students are unable to have reliable Internet service, they must inform the instructor as soon as possible or at the latest one week before the class meeting date determine an alternative.

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. Ideally everyone in class should be able to see your eyes and your whole face. Avoid having backlight from a window or other light source opposite the camera.

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.

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 SJSU MLK Library provides a short (15 minutes) and informative plagiarism tutorial. The MUP faculty highly encourage all students to complete it. Details are here:

<https://libguides.sjsu.edu/c.php?g=853661&p=6111789>

Also, 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 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*, 9th edition (University of Chicago Press, 2018). Copies are available in the SJSU King Library or are relatively inexpensive to purchase.

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 "notes" style plus corresponding bibliography.

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.

About the Instructor: Rick Kos, AICP

I am very much looking forward to working with you this semester and expect that you will learn quite a bit in our sixteen weeks together. We'll have some fun along the way, too. My goal is to serve as a mentor as we practice a number of fundamental community assessment skills used by today's planners while demonstrating professional project management techniques.

A little about my background: my formal training is in environmental planning and urban design (B.S., Rutgers University, 1985) as well as regional planning and New Urbanism (Masters, University of North Carolina at Chapel Hill, 1993). In the late 1980s, I worked as an assistant planner in Middlesex County, NJ, reviewing subdivision and site plan proposals for compliance with county regulations. In the 1990s, I served two rapidly-growing North Carolina municipalities in a dual role as town planner and GIS coordinator (the latter being a role I created for both towns), so I am equally conversant in the language of both disciplines. From 1996 - 2000, I served as Senior Town Planner for Huntersville, North Carolina - the fastest-growing town of its size in the state at the time. The New Urbanist principles mandated by the Town's development regulations applied to both greenfield and infill sites. Since the regulations were design-based (i.e., non-Euclidean), they required me to make frequent subjective judgments on the visual qualities of streets, the orientation of proposed buildings to public spaces, and the relationship of buildings and land uses to one another. I thoroughly enjoyed defending the principles of traditional town planning, often to developers and citizens that weren't particularly receptive at first to deviations from conventional suburban planning.

After relocating to the Bay Area in 2000, I worked with the Metropolitan Transportation Commission as a GIS Planner/Analyst. The Bay Area Lifeline Transportation Map that I completed for MTC locates disadvantaged neighborhoods and thousands of geocoded essential destinations (e.g., grocery stores, daycare centers, clinics) within the 9-County region, along with existing public transit services. The spatial analyses enabled by this mapping work allowed transportation planners to locate gaps in transit service so that decision-makers could direct funding to alter bus schedules, connections and routing for improved neighborhood connectivity.

From 2003 to 2007 I served as GIS Manager for Design, Community & Environment, a 45-person planning and design firm in Berkeley. I managed all aspects of the firm's GIS practice and took great pride in keeping hundreds of data layers organized across multiple projects, ensuring that the firm's metadata was up-to-date, training staff to use ArcGIS and ArcCatalog, and managing the production of hundreds of maps for General Plans and EIRs throughout California. I engage in occasional freelance GIS projects. For example, I am now assisting Mobility Planners, LLC in the preparation of

bus routing studies in various rural California communities. I am also assisting the Mori Foundation (Japan) with the collection of geospatial data sets for the City of Los Angeles in support of a project that compares the competitiveness of major world cities using a variety of metrics.

I've been teaching at SJSU since 2007 and, I must admit, it is my favorite job of the many I've listed above. Welcome, and let's work hard and have fun! I'm here to help you succeed.

About the Instructor: Gordon Douglas

I am looking forward to co-teaching URBP 295 with Rick for the first time this semester. For those who don't know me, I'm an assistant professor in the Urban Planning program. I have been at SJSU since 2016, teaching courses in urban design, social issues in planning, and urban planning theory, history, and criticism. My research and community work focus especially on questions of access, equity, and local cultural identity in urban planning and design. I'm also director of the Institute for Metropolitan Studies, where I'm working to expand the relevance and visibility of urban scholarship and public programming at SJSU among the communities we serve throughout the Bay Area.

Prior to coming to SJSU, I was associate director (and, for a time, acting director) of the Institute for Public Knowledge at New York University. This experience leading an interdisciplinary social science institute focused on public scholarship honed my deep commitment to community engagement, which carries over into what I care about most in urban planning scholarship. I am not trained as a planner, but rather did my undergrad in international relations (USC) a master's degree in media and communication (London School of Economics) and a PhD in sociology (University of Chicago). My interest since become "an academic" has been on the qualitative study of cities and communities, and in particular the social and cultural implications of urban planning, development, and design. My writing and photography have appeared in a range of publications including *City and Community*, *Urban Studies*, the *Journal of Urban Design* and a variety of magazines, newspapers, and blogs. My dissertation research on "do-it-yourself urbanism" led to my 2018 book *The Help-Yourself City*, which offers a review, celebration, and critique of all sorts of informal urbanism and grassroots placemaking efforts. (I've had the privilege of speaking about this work in different forums all over the world; there's a fun episode of the "99% Invisible" podcast about it too, if you're interested.) My current research concerns the extraordinary places and communities that unhoused people in Oakland are building in large informal settlements on public land; separately, I'm finishing up a grant-funded study of Oakland's pandemic-inspired "Slow Streets" program.

I was born in London, England and raised in Davis, California. I've also lived for multiple years in Los Angeles, Chicago, and New York. I'm an avid photographer, gardener, cyclist, and activist (and a fledgling stand-up-paddleboarder). In particular, I'll note that I've been actively involved in urban gardening and urban agriculture (and some guerrilla gardening) everywhere I've lived, including helping found a farmer's market on the South Side of Chicago alongside a community garden that I worked in (it was one of the first farmers' markets to accept food stamps). I was also an early member of Smiling Hogshead Ranch, an incredible urban farm in Queens, NY, that began as a squat before evolving into a successful nonprofit (we'll hear more about Hogshead this semester). I now live in Oakland with my family and commute to campus via BART+bike. I'm on the board of Transport Oakland, a transit advocacy organization, and an active member of Eastlake United for Justice, an anti-gentrification group in my neighborhood. Happy to talk more about any and all of this stuff with anyone who's interested.

I'm so excited about this class and our project this semester! As you can probably tell, it's right up my alley in many ways. And I'm looking forward to getting to know all of you. I have it on good authority that URBP 295 is an intense but wonderful experience. I look forward to working together. Please don't hesitate to reach out to meet during office hours or to chat over a coffee or a beer.

URBP 295: CAPSTONE STUDIO IN COMMUNITY PLANNING

FALL 2021 COURSE SCHEDULE

The following course schedule serves as a general guide for topics and assignments covered in class. Details are subject to change, as is sometimes the case with a project-based studio course. We will communicate changes via email and verbally in class.

Class Meeting Date	Class Activities	Due Dates for Readings and Assignments
PHASE ONE Getting to Know the Study Area		
Week 1 August 25	<ul style="list-style-type: none"> • Introductions and course/project overview • Success tips from recent URBP-295 students • CommUniverCity San Jose's role in the project • Aerial photo analysis of project study area • Overview of Assignments 1 and 2 • Esri Community Analyst overview 	
Week 2 September 1	<ul style="list-style-type: none"> • Walking tour #1: Veggielution Farm in east San Jose, and SoFA Pocket Park 	Reading Reflections #1 due (theme: urban agriculture and community building)
PHASE TWO Community Outreach, Data Collection, Data Analysis		
Week 3 September 8	<ul style="list-style-type: none"> • Kickoff Phase Two teams; set liaison update approach • Overview of Assignments 3, 4 and 5 • Discuss: Phase Two survey data collection approaches • IMS event at 5:30 p.m. 	Reading Reflections #2 due (theme: access and equity in urban placemaking)
Week 4 September 15	<ul style="list-style-type: none"> • Walking tour #2: Washington and Guadalupe neighborhoods • Review findings from Assignment 1 • Movie screening at SoFa Pocket Park (7:00 p.m.) 	Assignment 1 Due Getting to Know our Study Area: Reflections on Readings; Demographic Analysis
Week 5 September 22	<ul style="list-style-type: none"> • Walking tour #3: South University neighborhood • Practice survey questions during class 	Reading Reflections #3 due (theme: qualitative data collection and community research)
Week 6 September 29	<ul style="list-style-type: none"> • Review findings from Assignment 2 • Studio time – Phase Two teams • Meetings with instructors on team progress • International perspectives on community engagement: experiences in Ouro Preto, Brazil • Determine guest list for Oct. 20 presentation 	Assignment 2 Due Urban Montage/Story Map based on site visits and neighborhood walking tour #1 and #2

Class Meeting Date	Class Activities	Due Dates for Readings and Assignments
Week 7 October 6	<ul style="list-style-type: none"> • Studio time – Phase Two teams • Meetings with instructors on team progress • Guest speakers 	Reading Reflections #4 due (theme: best practices for community engagement)
Week 8 October 13	<ul style="list-style-type: none"> • Dress rehearsal for Oct. 20 presentation • Collaborative development of final report outline and standards for graphics and writing • Studio time – Phase Two teams • Meetings with instructors on team progress 	Reading Reflections #5 due (theme: examples of community planning in Latinx communities)
Week 9 October 20	<ul style="list-style-type: none"> • Mid-semester presentation to project partners • Finalize report outline; share with partners to review • Studio time – Phase Two teams • Complete Phase Two peer reviews 	Assignment 3 Due Phase Two Interim Progress Update Presentation
PHASE THREE Synthesis and Presentation of Collected Data and Findings		
Week 10 October 27	<ul style="list-style-type: none"> • Kickoff Phase Three teams; set liaison update approach 	
Week 11 November 3	<ul style="list-style-type: none"> • Studio time – Phase Three teams • Meetings with instructors on team progress 	
Week 12 November 10	<ul style="list-style-type: none"> • Studio time – Phase Three teams • Comments on draft report text due from partners • Incorporate partner feedback into report 	
Week 13 November 17	<ul style="list-style-type: none"> • Studio time – Phase Three teams • ‘Dress rehearsal’ of final December 1 presentation • Moving towards completing Phase Three tasks 	
Week 14 November 24	No Class – Thanksgiving Week	
Week 15 December 1	<ul style="list-style-type: none"> • Final presentation to project partners • Submission of all Phase Three draft materials • Complete course evaluation (SOTES) 	Assignment 4 Due Submission of all Phase Three Draft Materials; Presentation of survey data findings to project partners
Week 16 (Finals Week) December 8 Attendance required	<ul style="list-style-type: none"> • Submission of all Phase Three final materials • Written reflections on course accomplishments and evaluation of planning project outcomes • Complete Phase Three peer reviews • End of semester celebration! 	Assignment 5 Due Submission of all Phase Three Final Materials