

**SAN JOSÉ STATE UNIVERSITY
DEPARTMENT OF URBAN AND REGIONAL PLANNING**

**URBP 200-01 (23212)
SEMINAR ON URBAN AND REGIONAL PLANNING
SPRING 2020**

Instructor:	Laxmi Ramasubramanian, PhD, AICP
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Office Hours:	Tuesdays, 3.00 PM to 4.15 pm or <u>by appointment</u>
Class Days/Time:	Tuesdays, 4.30 PM to 7.00 PM
Classroom:	CL 243
Units:	4
Prerequisites:	None

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. Note: This course satisfies graduate-level GWAR in this master's program. 4 units; satisfies graduate level Graduation Writing Assessment Requirement in this master's program.

Course Description

This class is the foundation course designed to introduce first semester MUP students to the field of planning. Integrating history and theory, the course offers a broad overview of the structure and process of contemporary planning practice in the United States. We will review the growth of modern city planning; highlight both the theoretical debates and practical challenges that planners are likely to encounter within different substantive subfields of planning practice; and discuss problem-solving techniques and strategies used by practicing planners working in different institutional contexts. Readings and in-class work will examine different planning approaches, models, issues, policies and techniques, emphasizing community-based and participatory planning as well as planning for sustainability. Lectures and discussions will cover topics such as: land use planning and zoning, environment and open space, housing, community and economic development, transportation, infrastructure and municipal services, regional planning, intergovernmental relations, preservation planning, ethics in planning, and global urbanization and planning. This course is focused on planning as practiced in the United States; although examples will be drawn from international contexts, where appropriate. At the end of this semester, students will have enough background about specific substantive areas (e.g., housing or urban design) to help them decide how they may want to focus their subsequent coursework and professional work.

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Course Learning Outcomes

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 human-made (e.g. political, religious, economic, defense) determinants of urban form;
4. Discuss and critically evaluate the important contributions to the field of urban and regional planning made by influential individuals such as Pierre L'Enfant, 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 and critically evaluate planning 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. 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;
8. Summarize the relationships between past, present, and future in planning domains, and identify how methods of design, analysis, and intervention can influence the future;
9. Prepare high-quality, grammatically correct written documents prepared using standard conventions for professional written English.
10. Analyze and communicate planning knowledge to a variety of stakeholders

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.

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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 Textbooks

Textbooks

LeGates, Richard & Frederic Stout. 2003. *The City Reader, 5th edition (later editions are fine too)*. New York: Routledge. ISBN-13 978-0-415-55665-1 [**City Reader**]

Duerksen, C, Dale, C. G, Dale, & D. Elliott 2009. *The Citizen's Guide to Planning, 4th Edition*. Chicago: American Planning Association ISBN-13 978-1138487321 [**Citizen's Guide**]

Additional articles and readings may be assigned during the course of the semester.

Some Recommended Books

Bacon, E. 1967. Design of Cities. New York: Viking Penguin

Jacobs, J. 1961, The Death and Life of Great American Cities. New York: Vintage

Friedmann, John. 1987. Planning in the public domain: From knowledge to action. Princeton, NJ: Princeton University Press

Course Requirements and Assignments

I. Attendance and Class Participation (15%)

Attendance at every class is expected. Required readings and additional suggested readings will be assigned for every class session. You are expected to have completed your readings ahead of time. Your familiarity with assigned readings, especially your ability to critique them and integrate them within class discussions will help to determine your class participation grade. It is crucial to the quality of class discussions that you stay current with the readings. Each day, please read local/regional newspapers for information on planning and neighborhood issues as well as the wide range of online newspapers and journals devoted to planning issues. Become a student member of the American Planning Association and gain access to APA publications.

II. Profile of Historical Moment or Historical Figure (15%)

You will write a short report (approximately 1500 words) about a key moment in our field. You can also choose to write about a historical figure who influenced planning.

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III. What Planners Do – Semester-long Extended Project (30%)

The purpose of the term project is to understand professional planning from the perspective of an individual planner working in the field. This is an opportunity to examine what planners do and learn how their work is shaped by their values, ideologies, personality, the type of work they do, as well as organizational and institutional circumstances (3000 to 5000 words)

IV. Descriptive Analysis of a Community Forum or Meeting (20%)

This task will require to attend a community meeting or forum anywhere in the city or the suburbs (related to planning) and critically discuss the role of citizen participation in planning processes. (1500 words)

V. Take Home Exam – Essay Format (20%)

The final exam questions will ask you to integrate and synthesize knowledge acquired in this course

Grading Information

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

Assignments	Due Date(s)	Percent of Course Grade	Course Learning Objectives Covered
I. Attendance & In-class participation	continuous	15%	1-10
II. Profile a significant moment in planning history or a historical figure		15%	3,4,5,6,8
III. What Planners Do – Extended Semester Project (Engagement Activity)		30%	1-10
IV. Descriptive Analysis of a Community Forum/Meeting		20%	6,7,9,10
V. Take-home Final Exam Essay Format		20%	1-10

Submission Deadlines

Unexplained late submissions will not be graded. In special circumstances such as illness or family emergencies, the student can negotiate a later submission deadline by contacting me via email.

GWAR

This course satisfies the graduate GWAR requirement at SJSU. In order to meet the GWAR requirement, you must receive at least a “C” grade on the “What Planners Do” assignment. 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.

Grade	Percentage
<i>A plus</i>	96 to 100%
<i>A</i>	93 to 95%
<i>A minus</i>	90 to 92%
<i>B plus</i>	86 to 89 %
<i>B</i>	83 to 85%
<i>B minus</i>	80 to 82%
<i>C plus</i>	76 to 79%

Grade	Percentage
<i>C</i>	73 to 75%
<i>C minus</i>	70 to 72%
<i>D plus</i>	66 to 69%
<i>D</i>	63 to 65%
<i>D minus</i>	60 to 62%
<i>F</i>	59% and below

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Course Workload

Following [University Policy S16-9](#), “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, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

URBP 200 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 activities outside of class hours such as attending community events or conducting interviews with planners. Additional details on how to complete these activities will be discussed in class and as part of assignment guidelines.

Classroom Protocol

Students are expected to attend every class. Attendance will be recorded regularly. Moreover, participation points can only be earned by attending class sessions. An official documented excuse from an authorized person (e.g. doctor, supervisor, etc.) is required to justify absence. Missing more than three classes for any reason (whether excused or unexcused) will seriously impact your ability to pass this course. If you anticipate missing more than three classes, you should consider taking this course later.

Students have a responsibility to show respect to fellow classmates and the instructor.

To do so, please:

Do not disrupt the class by habitually coming in late or coming and going from the classroom during the session. If you know in advance that you will need to leave early, you should notify me before the class period begins

Avoid interrupting other speakers and listen to the ideas of others with respect

Do not use electronic devices for purposes not relevant to the class and/or when it is distracting to others or keeps you from being engaged in class

Participation Guidelines

You are expected to have carefully read and reflected on the assigned readings BEFORE each class session. Failure to read the assigned chapter(s) and/or article(s) will seriously hinder your ability to engage in class discussions and/or activities impacting your participation points and final grade. I encourage you to take notes while reading assigned materials.

Participation in class accounts for **15% of your final grade**. I expect that you will:

- Respond to questions raised in class
- Ask good questions
- Present alternative views to those offered by class readings, other students or the instructor
- Raise comments that encourage other students to get engaged in the discussion
- Discuss connections between materials covered in this class and other experiences or materials

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covered in other classes

- Be alert and attentive and listen carefully to others
- Participate in online discussions (if any)
- Please note that you may be randomly selected to answer a question about the readings or apply your knowledge gained through readings to a group activity or an in-class assignment. Your presence in class means that you are ready to engage in these class activities.

University Policies

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), 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](http://www.sjsu.edu/gup/syllabusinfo) (<http://www.sjsu.edu/gup/syllabusinfo>). Make sure to visit this page to review and be aware of these university policies and resources.

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.

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

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

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

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

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

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

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.

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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, ISBN: 9780226430577). **Please follow the Author-Date format for work submitted.**

Use the Citation Quick Guide available at:

<https://www.chicagomanualofstyle.org/turabian/turabian-author-date-citation-quick-guide.html>

Library Liaison

The SJSU Library Liaison for the Urban and Regional Planning Department is Ms. Peggy Cabrera (peggy.cabrera@sjsu.edu).

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**URBP 200: SEMINAR ON URBAN & REGIONAL PLANNING
SPRING 2020 COURSE SCHEDULE**

This schedule is subject to change with fair notice; students will be notified in class and through their sjsu email. It is the student's responsibility to check their sjsu email regularly

Week	Date	Topics	Assignments Due
1	Jan 28th	Introductions, Course Overview, What is Planning?	
2	Feb 4th	Planning – Historical Traditions 1	Assignments II, III, IV given
3	Feb 11th	Planning – Historical Traditions 2	
4	Feb 18th	Dominant Planning Paradigms	
5	Feb 25th	Planning Outside the USA	
6	Mar 3rd	Reactions/Challenges to the Rational Model	
7	Mar 10th	Planning in the 21 st century	Assignment II due
8	Mar 17th	What do contemporary planners do?	
9	Mar 24th	Review and discussion Day	Assignment III update
<i>Spring Break</i>			
10	Apr 7th	Housing and Community Development	Assignment IV due
11	Apr 14th	Environmental Planning	
12	Apr 21st	Transportation and Regional Planning	
13	Apr 28th	Urban Design	Assignment III due
14	May 5th	Ethics and Planning Practice	
15	May 12th	Planning: Prospect and Retrospect	Assignment V (Exam) given
Final Exam		Take Home Exam	Exam Due May 19 th 5 PM

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DETAILED SCHEDULE AND READINGS

SESSIONS 1 & 2 /January 28th and February 4th Historical Traditions Part 1

Required Reading

From *The City Reader*

- Davis, "The Urbanization of the Human Population"
- Mumford, "What is a City?"
- Childe, "The Urban Revolution"
- Kitto, "The Polis"
- Sitte, "The Relationship between Buildings, Monuments, and Public Squares, and the Enclosed Character of Public Squares"

Citizens Guide

Chapter 1: Why Plan?

Chapter 2: Navigating the Planning Landscape

Questions to Answer

1. What are the historical roots of planning? Can you describe the actors, institutions, and the socio-political contexts within which particular approaches to planning emerged?
2. Are there universal planning principles and ideas? Or is planning always culturally constrained?

SESSION 3/February 11th Historical Traditions, Part 2

Required Reading

From *The City Reader*

- Wirth, "Urbanism as a Way of Life"
- Olmstead, "Public Parks and the Enlargement of Towns"
- Howard, "The Town-Country Magnet"
- Le Corbusier, "A Contemporary City"
- Wright, "Broadacre City: A New Community Plan"

Questions to Answer

1. What are the values (both explicit and hidden) that shaped the visions of people like Olmstead, Howard, Corbusier, and Wright and other plans of this era.
2. What are the roles of different societal institutions in shaping the planning discourse – example, the financial institutions, the media, the educated elites, and so on.

SESSION 4/February 18th Dominant Planning Paradigms

Required Reading

From *The City Reader*

- Perry, "The Neighborhood Unit"
- Burgess, "The Growth of the City: An Introduction to the Research Project"

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- Hall, "The City of Theory"
- Taylor, "Anglo American Planning Theory since 1945: Three Significant Developments But No Paradigm Shifts"
- Porter, "The Competitive Advantage of the Inner City"
- Kaiser and Godschalk, "Twentieth Century Land Use Planning: A Stalwart Family Tree"
- Dear, "The Los Angeles School of Urbanism: An Intellectual History"

Citizens Guide

Chapter 3: The Comprehensive Plan

Chapter 4: What Are We Trying to Achieve

Chapter 5: Putting the Plan to Work

Questions to Answer

1. What are the dominant planning paradigms in the early/mid-20th century in the USA?
2. In what ways were these paradigms successful in creating safe, healthy, and livable communities? If they fell short, explain how.

SESSION 5/February 25th Planning Outside the USA

Required Reading

From *The City Reader*

- Brenner and Keil, "From Global Cities to Globalized Urbanization"
- Zhang, "Chinese Cities in a Global Society"
- Sassen, "The Impact of New Technologies and Globalization on Cities"
- Beatley, "Planning for Sustainability in European Cities"

Note: Additional readings will be added here.

SESSION 6/March 3rd Reactions/Challenges to the Rational Model

Required Reading

From *The City Reader*

Arnstein, "A Ladder of Citizen Participation"

Davidoff, "Advocacy and Pluralism in Planning"

Forester, "Planning in the Face of Conflict"

Harvey, "Contested Cities: Social Process and Spatial Form"

Citizens Guide

Chapter 6: The Plan in Action

Chapter 7: The Law of Planning

Questions to Answer

Is advocacy planning a relevant model for planning in our globalized world? Take a position and support your arguments with practical examples and evidence

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SESSION 7/March 10th Planning in the 21st Century

Required Reading

From *The City Reader*

- Wheeler, "Urban Planning and Global Climate Change"
- Gehl, "Thee Types of Outdoor Activities", "Life Between Buildings", and "Outdoor Activities and the Quality of Outdoor Space"

Questions to Answer

1. What should planning in the 21st century be about? Do our old models still help us; or, are they getting in the way?

SESSION 8/March 17th What Planners Do?

Readings to come soon; not from either of the required books.

SESSION 9/March 24th Review and Discussion

No readings for today, come prepared to discuss your assignment III

SESSION 10/ April 7th Housing and Community Development

From *The City Reader*

- DuBois, "The Negro Problems of Philadelphia", "The Question of Earning a Living"
- Putnam, "Bowling Alone: America's Declining Social Capital"
- Wilson, "From Institutional to Jobless Ghettos"
- Wilson & Kelling, "Broken Windows"

Questions to Answer

1. How should planners facilitate community development?
2. How do race, class, gender, and citizenship intersect in neighborhood planning decisions?

SESSION 11 / April 14th Environmental Planning

Readings to be added here

Questions to Answer

1. How can planners engage with environmental questions that are heavily dependent on scientific research and evidence (e.g., questions related to air and water quality)?
2. Can planning for natural hazards be managed using a participatory planning approach, or should it always be a top-down process? Why or why not?

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SESSION 12/April 21st Transportation and Regional Planning

From *The City Reader*

- Fishman, “Beyond Suburbia: The rise of the technoburb”
- Jackson, “The Drive-in Culture of Contemporary America”
- Jacobs, “The Use of Sidewalks: Safety”
- Davis, “Fortress LA”
- Bruegmann, “The Causes of Sprawl”
- Calthorpe & Fulton, “Designing the Region” and “Designing the Region is designing the Neighborhood”

Questions to Answer

1. How do regional planning agencies function in the United States? Be prepared to discuss the work of a single agency, highlighting both the agency’s strengths and weaknesses.
2. What are the connections between patterns of development (land use) and transportation?
3. In what ways do transportation patterns impact our quality of life?

SESSION 13/April 28th Urban Design and Management and Public Spaces

Required Reading

From *The City Reader*

- Lynch, “The City Image and Its Elements”
- Jacobs & Appleyard, “Towards and Urban Design Manifesto”
- Whyte, “The Design of Spaces”
- Madanipour, “Social Exclusion and Space”
- Congress for the New Urbanism, “Charter of the New Urbanism”
- Duany & Plater-Zyberk, “The Neighborhood, the District, and the Corridor”

Questions to Answer

1. What is “good” urban design? Bring examples. Be prepared to explain and justify your choices. You must have relatively specific information to support your observations.

SESSION 14/May 5th Ethics and Planning Practice

Required Reading

APA Ethical Planning Principles
AICP Code of Ethics

Citizens Guide

Chapter 8: Behaving Yourself – The Ethics of Planning

Questions to Answer

1. What kinds of ethical conflicts are you likely to encounter as a planner?

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2. Be prepared to define the "public interest" in class and to defend your definition.

**SESSION 15/May 12th
Planning: Prospect and Retrospect**

No assigned readings

Take Home Exam questions handed out

EXAM SUBMISSIONS DUE NO LATER THAN May 19th at 5 PM