

**San José State University**  
**College of Social Sciences, Department of Urban and Regional Planning**  
**URBP 225 Land Use Planning and Law / ENVS 136 / URBP 136 Intro to Land Use**  
**Planning, Section 1, Spring 2021**

**Course and Contact Information**

|                  |  |
|------------------|--|
| Office Location: | WSQ 113-A but not on campus this semester                              |
| Telephone:       | (408) 924-5475 but direct email yields faster response                 |
| Email:           | <a href="mailto:kerry.rohrmeier@sjsu.edu">kerry.rohrmeier@sjsu.edu</a> |
| Office Hours:    | Tuesdays 9:00-10:00 am on Zoom and by appointment                      |
| Class Days/Time: | Online (asynchronous format)   |
| Classroom:       | Canvas   |
| Prerequisite     | Upper division standing or instructor consent                          |
| Units            | 4  |

**Course Catalog Description**

**URBP 225:** Study of contemporary growth and land use management techniques used by local, state and federal governments. Examination of the role of public law in addressing urban growth and environmental change issues, and the legal aspects of preparing and administering planning controls and incentives.

**URBP/ENVS 136:** Land use and facilities planning practices in the context of American cities, emphasizing interrelationships between various land uses and public facilities and service requirements. Study of the role of public law in addressing urban growth and environmental change issues.

Course Overview

**Course Format**

This course is taught entirely online in an asynchronous format meaning there are no class meetings. Students are required to have an electronic device (laptop, desktop or tablet) with internet access. SJSU has a free equipment loan program available for students. New course materials can be found on the Canvas Learning Management System at <http://sjsu.instructure.com> each Monday. Students are responsible for regularly checking the website for announcements and updates.

**Course Description and Course Learning Outcomes (CLO)**

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

1. Explain to the public the contexts in which planning takes place and the principles and processes by which planning decisions are made and implemented. Recognize both public- and private- sector stakeholders and their interests in the planning processes.

2. Describe the fundamental growth and land use management controls, and the interrelationships of these tools (e.g., general plan, zoning, Subdivision Map Act and permitting).
3. Determine whether a proposed project, permit, or other land use action is ministerial or discretionary, as well as the significance of that distinction, and also whether it is quasi-judicial or legislative.
4. Determine whether the major components of land use and development proposals comply with a jurisdiction's planning policy framework (i.e., general plan, zoning ordinance, design guidelines, environmental legislation, etc.).
5. Explain the role of the California Environmental Quality Act (CEQA) in land use planning, policy and development and how it impacts the urban and regional development processes.
6. Review and be able to apply major land use planning case law, including cases of national impact.
7. Analyze site plans and identify key issues associated with the plans, including consistency with a jurisdiction's planning policy framework and principles of sound planning.
8. Prepare a municipal staff report regarding land use and development that uses appropriate structure, content, and tone.
9. Prepare clear, concise reports and oral presentations regarding land use and development issues.

### **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.  
(c) Planning Law: appreciation of the legal and institutional contexts within which planning occurs.
2. (b) Written, Oral and Graphic Communication: ability to prepare clear, accurate and compelling text, graphics and maps for use in documents and presentations.  
(d) Plan Creation and Implementation: integrative tools useful for sound plan formulation, adoption, and implementation and enforcement.
3. (b) Governance and Participation: appreciation of the roles of officials, stakeholders, and community members in planned change.  
(c) Sustainability and Environmental Quality: appreciation of natural resource and pollution control factors in planning and understanding of how to create sustainable futures.

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

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

### **Texts**

Fulton, William (2018). Guide to California Planning, Fifth Edition. Point Arena: Solano Press.  
Available as a Kindle e-book for less expense.

Barclay, Cicely (2020) California Land Use and Planning Law, 37<sup>th</sup> Edition. Point Arena: Solano Press.  
Available as a Kindle e-book for less expense.

### **Other Readings**

Additional readings are assigned on the course schedule. These are available through the MLK library website.

### **Technology**

Students create land use maps using ArcGIS Online (AGOL). Please email the instructor as soon as possible if you need access and the free license to this ESRI cloud-based software. It works across platforms and devices.

## **Library Liaison**

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

## **Course Requirements and Assignments**

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. Because this is a four-unit class, you can expect to spend a minimum of nine hours per week in addition to time spent in class and on scheduled tutorials or activities. Special projects or assignments may require additional work for the course. Careful time management will help you keep up with readings and assignments and enable you to be successful in all of your courses. For this class, you will have to undertake additional activities outside the class hours.

### **Assignments**

There are weekly assignments meant to expand knowledge of land use planning, the planning profession, and planning law as it relates to your academic, professional, and/or personal interests. Assignments range by course topic but includes researching statutes and codes for site planning and environmental review of development impacts. Students will evaluate development plans from an agency review perspective through staff report preparation. Students must attend one local City of San Jose Planning Commission hearing having at least three land use agenda items to explain the quasi-judicial nature of local governmental boards and legal and procedural requirements for public meetings. Students will also write a planning law brief on precedent setting legal case at the local, state, or federal level to consider legislative history and process. Additionally, though this is an asynchronous course, there are required instructor check ins held via Zoom throughout the term. These will be scheduled to accommodate student group availability.

### **Campus Visioning Engagement Project**

Experiential learning is an important aspect of an applied discipline such as planning. Throughout the semester this course will be involved in the SJSU Campus Master Plan update process. Students will evaluate and prepare vision statements that describe community values and aspirations which become the shared ideal of what a place wants to be over the next 20 years. When thinking about the future of San Jose State University as a higher education campus and thriving student, faculty, and staff community, this vision should realistically address the intellectual, social, cultural, and economic fabric of its unique downtown environment. Statements should be forward thinking and written in a positive, affirmative and inspirational style. This vision statement is typically generated through public participation workshops and political hearing processes. As Master of Urban Planning and Urban Studies students helping the team of professional consultants hired to lead a three-year campus master planning effort, your experience and contributions are highly valued.

Students in this class are tasked to envision the future of SJSU and its place in downtown San Jose even in these unusual times. Enrollment at SJSU prior to Covid-19 was approximately 33,000 students. One-third of the students were in class at any time during the academic year on Monday through Friday. Based on the CSU Full Time Equivalency (FTE) calculations applied to existing facilities it was determined that the instructional space was lacking and also poorly utilized. President Papazian's Transformation 2030 Strategic Plan (<https://www.sjsu.edu/strategicplan/>) emphasizes future growth in transfer and advanced experiential education models for health sciences, science, engineering, humanities and arts studios) that will require more specialized instructional spaces offering greater support in smaller venues.

In Fall 2020 a professional consultant team, headed by Dr. Linda Dalton, initiated a three-year process to work with SJSU and its Facilities, Development and Operations (known as FD&O) department to update the campus master plan (<https://www.sjsu.edu/campusmasterplan/>). To date stakeholder interviews and background information have been compiled for the two SJSU campus areas (Main Campus and South Campus) along with information on other properties that accommodate university programs. In Spring 2021, using a virtual platform the consultants will workshop an Open House to engage the community and seek public input to inform a development framework for the new master plan. The goal is to explore various options for how to best accommodate projected enrollment.

This course has the opportunity to contribute the campus master planning process by examining five scenarios for campus development based on a future targeted Fall headcount of 45,000-50,000 students by 2040, as shown in the table below:

|                      | Fall '10 | Fall '15 | Fall '20 | <i>Fall '25</i> | <i>Fall '30</i> | <i>Fall '35</i> | <i>Fall '40</i> |
|----------------------|----------|----------|----------|-----------------|-----------------|-----------------|-----------------|
| Freshmen             | 2,761    | 3,474    | 3,341    | 3,900           | 4,192           | 4,346           | 4,500           |
| Transfer             | 2,802    | 3,605    | 4,329    | 5,000           | 5,558           | 6,154           | 6,750           |
| New Graduate         | 2,679    | 2,657    | 2,651    | 2,900           | 3,173           | 3,462           | 3,750           |
| Continuing Undergrad | 17,466   | 19,867   | 20,032   | 20,500          | 22,981          | 24,615          | 26,250          |
| Continuing Graduate  | 5,769    | 5,626    | 5,949    | 6,300           | 6,942           | 7,846           | 8,750           |
| Total                | 31,477   | 35,229   | 36,302   | 38,600          | 42,846          | 46,423          | 50,000          |

Currently, SJSU can house about 4,200 students on campus. The university is considering the following scenarios which aim to forecast how many students at each level should live on campus, live nearby in off-campus housing, or commute regionally and/or attend distance learning courses and programs. Each scenario must address what proportion or number of students would take classes in person on campus (or elsewhere) and what proportion of students or programs would be conducted remotely.

- 1) Increase building height to add capacity on the Main Campus
- 2) Expand the Main Campus onto nearby and adjacent parcels in the City
- 3) Develop additional uses at the South Campus
- 4) Distribute some instructional and academic programs to other sites in the region, through partnerships with organizations such as community colleges, technology companies, and other affiliates
- 5) Increase distance learning and fully online degree programs to accommodate increased enrollment without expanding Main Campus capacity

In addition to describing the population needs and effects above, the report will:

- a) Prioritize and map major land uses on the Main Campus, South Campus, and those land uses within a one-mile radius
- b) Identify uses that would remain on the Main and South Campuses and determine where to relocate other uses
- c) Create a new land use map that implements your scenario vision
- d) Consider other important implications or impact, such as sense of place, accessibility, mobility, sustainability, what or who might be displaced by these changes
- e) Summarize advantages and disadvantages of this vision

### Midterm

Student groups will prepare a project proposal based on background research of one scenario outlined above. The proposal will discuss demographics, socioeconomics, and student success metrics along with an in-depth

discussion of the physical landscape (campus facilities and capacities) and their environmental impacts. The proposal should include perceived environmental, social, and economic strengths and weakness along with an assessment of gaps in your baseline findings.

### Final

The final project report will portray the future scenario vision in written form along with land use maps. Each scenario report will be pasted into a master Google document deliverable compiling all five scenarios to be presented to the consultant team. Students must consider information gathered during the proposal stage and research planning initiatives and best practices to create a better future campus community. Each group will explain the scenario vision in a detailed vision statement addressing items (a) through (e) above and conclude with recommended place-based policies for implementation. The narrative must be a minimum of 5,000 words (excluding policies, figures, tables, citations, captions, and footnotes/endnotes) and submit as a copy of the google document in Canvas (using 12-point, Times New Roman font with 1” margins on all sides in Turabian citation format).

Each group will present their scenario vision statement to the consultant team on Zoom. The project presentation should be a succinct 10-minutes followed by a 20-minute question and answer session. Since this is an asynchronous course, each group presentation will be scheduled separately, but all students are invited to attend other group presentations.

### Grading Information

| Assignments                | Points Possible |
|----------------------------|-----------------|
| Seventeen (17) Assignments | 600             |
| Project Proposal           | 100             |
| Project Report Draft       | 140             |
| Project Presentation       | 80              |
| Project Report Final       | 80              |
| <b>TOTAL</b>               | <b>1000</b>     |

### SCALE:

|                        |                   |                         |
|------------------------|-------------------|-------------------------|
| <b>A plus</b> = ≥98%   | <b>A</b> = 94-97% | <b>A minus</b> = 90-93% |
| <b>B plus</b> = 87-89% | <b>B</b> = 84-86% | <b>B minus</b> = 80-83% |
| <b>C plus</b> = 77-79% | <b>C</b> = 74-76% | <b>C minus</b> = 70-73% |
| <b>D plus</b> = 67-69% | <b>D</b> = 60-66% | <b>D minus</b> = 51-59% |
|                        |                   | <b>F</b> = ≤50%         |

All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades. In keeping with this policy, and to making grading responsive. All assignments are due as stated on the Course Schedule and Canvas. Please save all your work until after you have checked your final course grade.

### University Policies

Per University Policy S16-9 (<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>), which is hosted by the Office of Undergraduate Education. 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. 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.

## **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, 8th edition* (University of Chicago Press, 2013, ISBN 780226816388). 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. Either system is acceptable in this class.

## **Accommodation for Disabilities**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at

[http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at

<http://www.sjsu.edu/aec> to establish a record of their disability.

## **SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to 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 is located on the corner of 7th 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>.

## ENVS 136, URBP 136, and URBP 225 Spring 2021 Schedule

This schedule is subject to change with fair notice so please refer to Canvas often for announcements.

| Date      | Topics, Readings, Assignments   |
|-----------|---|
| 1/27-1/30 | <p>GETTING STARTED<br/>           Topics: review the syllabus, familiarize yourself with the course Canvas website, meet your groupmates, ArcGIS Online account</p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Fulton Chapter 1</li> <li>• Barclay Chapter 1</li> <li>• San Jose State University Master Plan<br/> <a href="https://www.sjsu.edu/fdo/departments/pdc/whatwedo/masterplan/">https://www.sjsu.edu/fdo/departments/pdc/whatwedo/masterplan/</a></li> <li>• San Jose State Transformation 2030 Strategic Plan<br/> <a href="https://www.sjsu.edu/strategicplan/">https://www.sjsu.edu/strategicplan/</a></li> </ul> <p><b>Assignment 1:</b> Complete the introduction assignment, background survey and general availability poll, answer questions about the current SJSU Campus Master Plan and the Transformation 2030 Strategic Plan</p> <p><b>Extra Credit Event:</b> 1/29 @12:30pm Free SPUR lecture “Exploring President Biden’s Urban Agenda”</p>  |
| 2/1-2/6   | <p>COMPREHENSIVE PLAN &amp; SJSU MASTER PLAN<br/>           Topics: Discuss the campus visioning project, GAP Analysis, SWOT, accessing background data, project scenarios assigned</p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Fulton Chapter 6</li> <li>• Barclay Chapters 2-3</li> <li>• Dalton, Linda, C., Amir H. Hajrasouliha &amp; William W. Riggs (2018) State of the Art in Planning for College and University Campuses: Site Planning and Beyond, <i>Journal of the American Planning Association</i>, 84:2, 145-161</li> <li>• Envision San Jose 2040 General Plan <a href="https://www.sanjoseca.gov/your-government/departments/planning-building-code-enforcement/planning-division/citywide-planning/envision-san-jos-2040-general-plan">https://www.sanjoseca.gov/your-government/departments/planning-building-code-enforcement/planning-division/citywide-planning/envision-san-jos-2040-general-plan</a></li> <li>• Ryan, Brent D. “Reading through a plan.” <i>Journal of the American Planning Association</i>. Volume 77, Issue 4, October 2011, p. 309-327.</li> </ul> <p><b>Assignment 2:</b> Answer questions posted to Canvas about the current SJSU Campus Master Plan, the Transformation 2030 Strategic Plan, and the City of San Jose Comprehensive Plan</p> <p><b>Assignment 3:</b> Participate in the guest lecture and Q&amp;A with Dr. Linda Dalton, SJSU Campus Master Plan Consultant</p> |

| Date      | Topics, Readings, Assignments  |
|-----------|--|
| 2/8-2/13  | <p><b>SUBDIVISION &amp; ZONING</b><br/> Topics: orderly development, Subdivision Map Act, spot zoning, zoning and spatial inequality, protected uses (adult and religious)</p> <p>Readings and sources:</p> <ul style="list-style-type: none"> <li>• Fulton Chapter 7-8</li> <li>• Barclay Chapter 4-5</li> <li>• Ritzdorf, Marsha, “Locked Out of Paradise: Contemporary Exclusionary Zoning, the Supreme Court, and African Americans, 1970 to the Present,” pages 43-57. In Thomas, June Manning, and Marsha Ritzdorf, eds., <i>Urban Planning and the African American Community: In the Shadows</i>, Sage Publications, 1997.</li> <li>• Silver, Christopher, “The Racial Origins of Zoning,” pages 23-42. In Thomas, June Manning, and Marsha Ritzdorf, eds., <i>Urban Planning and the African American Community: In the Shadows</i>, Sage Publications, 1997.</li> <li>• San Jose GIS Data Portal <a href="https://gisdata-csj.opendata.arcgis.com">https://gisdata-csj.opendata.arcgis.com</a></li> </ul> <p><b>Assignment 4:</b> City of San Jose zoning map exercise using ArcGIS Online</p>   |
| 2/15-2/20 | <p><b>COMMUNITY PLANS, OVERLAYS &amp; PRESERVATION DISTRICTS</b><br/> Topics: planning for the public, planning ethics, standing, signs and speech, design review, legal nexus</p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Fulton Chapter 9</li> <li>• Barclay Chapter 12</li> <li>• Beatley, Timothy. <i>Ethical Land Use</i>. Baltimore, Maryland: John Hopkins Press, 1994. Chapters 3-4, 11-14.</li> <li>• Gene Bunnell &amp; Edward J. Jepson Jr. 2011. The Effect of Mandated Planning on Plan Quality, <i>Journal of the American Planning Association</i>, (77) 4: 338-353</li> </ul> <p><b>Assignment 5:</b> Write a case brief on <i>Friends of Mammoth v. Board of Supervisors</i> (1972), <i>Tennessee Valley Authority v. Hill</i>, (1978), <i>Horn v. County of Ventura</i> (1979), <i>Nollan v. California Coastal Commission</i> (1987), <i>First English v. Los Angeles County</i> (1987), <i>Leshner Communications vs. City of Walnut Creek</i> (1991), <i>Save Tara vs. City of West Hollywood</i> (2008), or <i>California Building Industry Association vs. City of San Jose</i> (2016).</p> <p><b>Assignment 6:</b> Group check-in with the instructor to go over project scenario background data collection</p> |

| Date      | Topics, Readings, Assignments   |
|-----------|---|
| 2/22-2/27 | <p>CONSTRAINTS MAPPING, SITE PLANNING &amp; PLACEMAKING<br/> Topics: brownfields, greenfields, redevelopment, infill, leapfrog development, sprawl</p> <p>Readings and sources:</p> <ul style="list-style-type: none"> <li>• Lawrence D. Frank, James F. Sallis, Terry L. Conway, James E. Chapman, Brian E. Saelens, and William Bachman, 2006. Many Pathways from Land Use to Health: Associations between Neighborhood Walkability and Active Transportation, Body Mass Index, and Air Quality, <i>Journal of the American Planning Association</i>, Vol. 72, No. I, Winter, pp 75-87.</li> <li>• San Jose Zoning Ordinance <a href="https://library.municode.com/ca/san_jose/codes/code_of_ordinances?nodeId=TIT20ZO">https://library.municode.com/ca/san_jose/codes/code_of_ordinances?nodeId=TIT20ZO</a></li> <li>• Santa Clara County Map <a href="https://ges.sccgov.org/discovergis/sccmap">https://ges.sccgov.org/discovergis/sccmap</a></li> </ul> <p><b>Assignment 7A:</b> Create an infill development site plan for any vacant parcel within a 1-mile radius of the main campus of south campus<br/> <b>Extra Credit Event:</b> 2/26 SJSU SAVI Speaker Series</p> |
| 3/1-3/6   | <p>ENVIRONMENTAL REVIEW / CEQA<br/> Topics: CEQA checklist and mitigation measures, Federal ESA, and takings</p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Fulton Chapter 9-10 and 20-21</li> <li>• Barclay Chapters 7-8 and 11-12</li> <li>• CEQA Checklist <a href="https://www.califaep.org/docs/2020_ceqa_book.pdf">https://www.califaep.org/docs/2020_ceqa_book.pdf</a></li> </ul> <p><b>Assignment 7B:</b> Complete the CEQA Checklist based your site plan in assignment 7A<br/> <b>Assignment 8:</b> Group check-in with the instructor to go over project scenario charts, graphs, figures, and mapping</p>  |
| 3/8-3/13  | <p>ENTITLEMENTS &amp; PERMITTING<br/> Topics: Special or conditional uses, variances, building permits, and codes</p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Barclay Chapter 17</li> </ul> <p><b>Assignment 7C:</b> Prepare a Staff Report memorandum addressing a classmate's proposed development and CEQA document created in assignments 7A and 7B</p>   |

| Date                         | Topics, Readings, Assignments  |
|------------------------------|--|
| 3/15-3/20                    | <p>PUBLIC PARTICIPATION<br/>Topics: community, local, regional, and interagency coordination and planning</p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Barclay 19</li> <li>• Carissa Schively. “Understanding the NIMBY and LULU Phenomena: Reassessing Our Knowledge Base and Informing Future” <i>Journal of Planning Literature</i> 2007 21: 255.</li> <li>• Carolyn G. Loh, Neha Sami, 2012. Death of a planning department: Challenges for regionalism in a weak mandate state, <i>Land Use Policy</i>, Volume 32, Pages 39-49.</li> </ul> <p><a href="#">Assignment 9</a> Attend a Planning Commission Hearing write a recap<br/><a href="#">Assignment 10</a> Participate in the SJSU campus planning workshop</p>   |
| 3/22-3/27                    | <p>MIDTERM</p> <p><a href="#">Project Proposal</a> Due on 3/23</p> <p><a href="#">Assignment 11</a>: Group meeting with SJSU Campus Planning Consultant Team and instructor to go over proposal to be scheduled for 3/24-3/26</p>  |
| <b>3/29-4/3 SPRING BREAK</b> |  |
| 4/5-4/10                     | <p>SUSTAINABLE GROWTH<br/>Topics: urban growth boundaries, compact cities, smart cities, linking land use and transportation, climate action plans, ecodistricts, conservation and open space, the Williamson Act, agricultural for resiliency</p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Fulton Chapters 16 and 19</li> <li>• Barclay Chapter 16</li> <li>• APA Review memo on Comprehensive Sustainability Standards at <a href="http://www.planning.org/sustainingplaces/complanstandards/pdf/complansustainabilitystandards.pdf">http://www.planning.org/sustainingplaces/complanstandards/pdf/complansustainabilitystandards.pdf</a></li> <li>• Daniels, Katherine H. and Edward J. Sullivan, “Oregon’s 40-Year-Old Innovation,” <i>Planning</i>, February 2013.</li> <li>• Reid Ewing &amp; Robert Cervero, 2012. Travel and the Built Environment, <i>Journal of the American Planning Association</i>, 76:3, 265-29.</li> <li>• Ye, Lin, Sumedha Mandpe, and Peter B. Meyer. What Is ‘Smart Growth?’—Really? <i>Journal of Planning Literature</i> 19 (3), 301-315. 2005.</li> </ul> <p><a href="#">Assignment 12</a>: Future scenario land use and zoning maps due</p> |

| Date      | Topics, Readings, Assignments   |
|-----------|---|
| 4/12-4/17 | <p><b>INCENTIVES &amp; STREAMLINING</b><br/> Topics: inclusive zoning, affordable housing, density bonuses, form-based codes, mixed-use zones, enterprise zones, tax increment financing, improvement districts, public-private partnerships</p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Fulton Chapter 15</li> <li>• Barclay Chapter 15</li> <li>• Inclusionary Zoning: The California Experience, National Housing Conference, Vol. 3, No. 1, 2004.</li> <li>• Szold, Terry S., “What Difference Has the ADA Made?” <i>Planning</i>, April 2002.</li> </ul> <p><a href="#">Assignment 13</a>: Check in with instructor to go over project scenario future land use and zoning maps<br/> <a href="#">Assignment 14</a>: attend either URBP event: 4/14 @ 5 pm IMS Speaker Dr. Mindy Thompson Fullove “Main Street: How a City’s Heart Connects Us All,” or 4/16 SJSU SAVI Speaker Series</p> |
| 4/19-4/24 | <p><b>PLURAL PERSPECTIVES</b><br/> Topics: 1) stakeholders (developer, neighbor, agency staff, consultant, technical expert, nonprofit/advocacy groups),</p> <p>Readings: check out these professional planning affiliation websites: American Planning Association (APA and CA APA), Urban Land Institute, Lincoln Land Institute, Congress of New Urbanism, Project for Public Spaces, Smart Growth America, Lincoln Land Institute, SPUR</p> <p><a href="#">Assignment 15</a>: conduct one open-ended interview with a stakeholder for your project scenario</p>   |
| 4/26-5/1  | <p><b>CAMPUS PLANNING PROJECT</b></p> <p><a href="#">Project Report</a> draft due 4/27</p> <p><a href="#">Assignment 16</a>: Group check in with instructor for feedback on draft to be scheduled for 4/28-5/1</p>  |
| 5/3-5/8   | <p><b>CAMPUS PLANNING PROJECT</b></p> <p><a href="#">Assignment 17A</a>: Submit a recorded practice presentation by 5/4<br/> <a href="#">Assignment 17B</a>: Group check in with instructor for feedback on practice presentation to be scheduled for 5/5-5/6</p> <p><a href="#">Project Presentation</a> to the SJSU Campus Planning Consultant Team 5/7 on Zoom</p>   |

| Date        | Topics, Readings, Assignments   |
|-------------|---|
| Finals Week | DELIVERABLE<br><br><a href="#">Project Report</a> final draft due 5/19<br><br>Instructor will compile the scenarios project reports in a deliverable for the class and client on 5/23 |