

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

Instructors:	Rick Kos, AICP Jason Su
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Office hours:	Kos: Wednesdays (11:00 a.m.–1:00 p.m.) and Thursdays (2:00–4:00 p.m.) Appointments strongly preferred. Sign up here: https://goo.gl/pEvVod Su: Thursdays (3:30–5:30pm) via phone/videoconferencing. Please email prior to confirm appointment.
Class days/time:	Wednesdays 1:30 – 7:00 p.m. (most classes will actually meet 3:00 – 6:00) Class meetings will be held on Zoom: https://sjsu.zoom.us/j/82374810261
Class website:	All course materials 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 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 Fundamentally, urban planners help to shape our built environment and that's what you'll undertake during this course.

The focus of our course will be the people and businesses that live and work on Alum Rock Avenue in East San Jose. This area is experiencing a great deal of development, gentrification, and displacement pressure due to central San Jose's enviable location. All of central San Jose, as you likely have heard, is expected to undergo transformative change with the arrival of a massive Google campus, the extension of BART through East San Jose to downtown, and the arrival of California High-Speed Rail. Layered on top of the growth-induced pressures facing the Alum Rock corridor communities, COVID-19 has inflicted terrible economic and social damage. Businesses are

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

struggling to survive and timely documentation of these struggles are required in order to identify sources of assistance.

The City of San Jose wants to help support businesses and guide policies to improve the Alum Rock business community. However, staff and elected officials lack the capacity to study specific businesses in depth to more fully understand their near-term struggles and long-term goals. The City has asked faculty and students at SJSU to bridge that information gap and build connections to help inform the city when developing future business support policies. By leveraging the connections and resources of CommUniverCity, you and your URBP-295 colleagues will collaborate with the business community on the Alum Rock corridor, focused on the segment between US Highway 101 and Jackson Street. We will aim to give the business community a strong voice so that they are represented accurately to help shape support services and projects.

Phase One of the course is designed to help you become acquainted with the Alum Rock corridor 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 are:

- Guided walking tour with business leaders
- Aerial photo analysis of the study area
- Demographic mapping with Esri Community Analyst and Social Explorer
- Preparation of an Urban Montage and an ArcGIS StoryMap to synthesize observations

Phase Two of the course will focus on community outreach and survey data collection. Student teams will undertake these tasks:

- Business recruitment
- Survey of 20 businesses
- Survey of 60 customers
- Case study of 5 businesses

Since urban planners are trained to synthesize and present information from a wide variety of sources, in **Phase Three** you will use the data collected from all of the activities above to complete the following two deliverables:

- Public presentations to project stakeholders
- Final findings report

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 Alum Rock corridor businesses will be invaluable to city leaders and social support organizations in understanding how to keep the business community going during a time of unprecedented strain.

This course will present an unparalleled opportunity to engage in substantive and challenging issues in the Alum Rock Avenue corridor neighborhoods of East San Jose. We will engage Eastside residents and business owners in conversations about community change, economic development

pressures, public transit expansion impacts, gentrification, displacement, relationship to City Hall, and preservation of cultural identity. Guest speakers will help us explore these topics more deeply.

Our engagement with the Alum Rock community 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 May will capture our primary assessment and community engagement findings. It will be widely shared with city staff and community leaders and will build upon the work of your predecessors in this course from Fall 2019 and Spring 2020. We are happy to note that 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 a vital San Jose community.

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

There are no in-class meetings at SJSU in the Spring 2021 semester. However, with university approval and a written safety protocol that complies with the Santa Clara County Public Health Department standards, some coursework can be conducted outdoors, 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 Alum Rock Avenue corridor and safely collect information in the field through direct observation and appropriately distanced interactions with business owners. Each student will be required to read, sign, and adhere to a university-approved safety protocol document.

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. 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.

Alum Rock-Area History and Priorities

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”.
2. Lopez, Nadia. (2019) “The price of growth: Alum Rock businesses at risk of displacement”. San José Spotlight. <https://sanjosespotlight.com/the-price-of-growth-alum-rock-businesses-at-risk-of-displacement/> (accessed June 17, 2019)
3. Christensen, Lucia. (date unknown) “Somos Mayfair: Following a Legacy of Mexican-American Organizing - A History of Community Organizing in East San Jose 1950s-Present”.
4. _____. (2018) “SOMOS Mayfair: A Thriving Community Without Displacement in East San Jose”. Information flyer.
5. "Mapping Inequality" (georeferenced maps of historic red-lining documents)
<https://dsl.richmond.edu/panorama/redlining/#loc=4/36.71/-96.93&opacity=0.8>
(accessed August 22, 2019)
6. MIG Inc. (2018) “Si Se Puede! Collective Strategic Plan”. Consultant report.

Factors Shaping Latino Communities

7. Rojas, James. (1999). “The Latino Use of Urban Space in East Los Angeles.” In *La Vida Latina in L.A.: Urban Latino Cultures*, edited by Gustavo Leclerc, Raul Villa, and Michael Dear, 131-38. Thousand Oaks, CA: Sage Publications.
8. Sandoval, G. F., & Herrera, R. (2019). Latino revitalization as “blight”. The Routledge Handbook of Urban Resilience.
9. Lara, J. J. (2018). *Latino Placemaking and Planning: Cultural Resilience and Strategies for Reurbanization*. University of Arizona Press.
10. Orozco, M. (2020). Reconceptualizing the Enclave: Measuring Success Among Latino-Owned Businesses. *Social Science Quarterly*, 101(4), 1374-1396.
11. “The Fight for Frogtown” (website). <https://lareviewofbooks.org/article/the-fight-for-frogtown-development-displacement-and-gentrification-in-los-angeles/#!> (accessed August 18, 2019)

Qualitative Data Collection and Analysis

12. 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>

13. 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#sthash.Qkr0HAuM.dpuf>
14. 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

15. 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.
16. 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)
17. 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).
18. Biggs, David, et al. (2018) "100 great community engagement ideas: tips, tricks, and best practices to help guide planners to better results!", Metroquest.
19. Lester, William T. (2018) "Restructuring Restaurant Work: Employer Responses to Local Labor Standards in the Full-Service Restaurant Industry". Urban Affairs Review I-35.

Examples of Community Planning Projects in Latino Communities

20. "Futuro de Frogtown" (website). <https://www.mas.la/futuro-frogtown> (accessed August 18, 2019)
21. "The People's Plan for Boyle Heights (El Plan del Pueblo) English Version 2015" (website). https://issuu.com/eastlacommunitycorporation/docs/plandelpueblo_english_digitalversio (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!

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 May 19. Since the final professional-grade report will be used by many community stakeholders, our work needs to be authoritative, clearly written, well researched, 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:

Assignments and Other Graded Activities	Percent of Course Grade	Course Learning Objectives Covered
PHASE ONE: Getting to Know the Study Area		
Assignment 1: Getting to Know Our Study Area. Students will synthesize information from a series of readings about our study area. Additionally, students will use Community Analyst and Social Explorer to deepen an understanding of the population dynamics of the study area.	15%	1, 9, 10, 11
Assignment 2: Urban Montage Experiential Poster + Interactive Story Map. Students will work in small teams to prepare a digital 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, including progress on survey data collection as well as findings from an analysis of related policies, regulations, and precedent analysis of business support 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.	25%	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 (1) business owner surveys; (2) customer surveys; and (3) case studies of five Alum Rock Avenue corridor businesses.	25%	6, 7, 8
Assignment 5: Final Course Deliverables. Students will submit a final report and deliver a formal presentation to project stakeholders.		
Approximately 10% of the Assignment 5 grade will be based on instructor reviews of student/team performance and further informed by confidential peer reviews submitted to the instructors at the end of Phase Three.	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.

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-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 "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 the late assignment is not received on the date promised, the assignment will receive a grade of zero.

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 zero. 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 project process. Attendance on the last day of the course 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, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

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 the class meeting. 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. The recordings 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 available 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. Additionally, the book is relatively inexpensive, and you may wish to purchase a copy.

Please note that Turabian's book describes two systems for referencing materials: (1) "notes" (footnotes or endnotes), plus a corresponding bibliography, and (2) in-text parenthetical references, plus a corresponding reference list. In this class, students should use the "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: Jason Su

Jason Su is an urban design and civic engagement professional who believes in the power of social infrastructure and the public realm in building community and thriving with nature.

Currently, he is the Executive Director of the Guadalupe River Park Conservancy (GRPC), where he guides the development and active-use of a three-mile stretch, 254-acre area of the Guadalupe River Park and Gardens. GRPC's program strategies center around education, stewardship, advocacy, park development, and community engagement. Through GRPC, he also represents the interests and priorities of the Guadalupe River Park and the San Jose parks and open space system through the City of San Jose's 2040 General Plan Four-Year Review 2019-2020 Task Force, Diridon Station Area Advisory Group, and other community convenings.

He has been a faculty member of San Jose State University's Urban and Regional Planning Department since 2018, teaching topics related to community planning and urban design.

Previously, he was the Street Life Manager for the San Jose Downtown Association (SJDA), where he implemented art, concept visioning, and activation projects, as well as the MOMENT parking garage retail retrofit on San Pedro Street. Jason has also worked in the streetscapes division of San

Francisco's Public Works department on the Castro Streetscape Project and in strategic planning and research with the City of Oakland and SPUR.

Jason is a fellow with K880 Emerging City Champions, New Leaders Council, Pathways to Equity, and Harvard Business School's Young American Leaders Program. He is currently an Advisory Board Member of for New Leaders Council Silicon Valley, and formerly served on the American Planning Association, Northern Section's board as the Young Planners Group co-director for five years.

Jason earned his Master of Urban Planning degree from San Jose State University, a Bachelors in Economics and Sociology from UC Irvine, and a Certificate in Landscape Architecture from UC Berkeley Extension.

URBP 295: CAPSTONE STUDIO IN COMMUNITY PLANNING SPRING 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 January 27	<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 • Overview of Assignments 1 and 2 • Esri Community Analyst overview 	
Week 2 February 3	<ul style="list-style-type: none"> • Guest speakers – Alum Rock Business Network • Aerial photo analysis of project study area • Kickoff Phase One teams; set liaison update approach • Social Explorer overview 	
Week 3 February 10	<ul style="list-style-type: none"> • Walking Tour #1 – Alum Rock Avenue corridor 	Assignment 1 Due Written reflections on readings; demographic mapping
Week 4 February 17	<ul style="list-style-type: none"> • Discuss: findings from walking tour #1 • Review findings from Assignments 1 and 2 • Discuss: Phase Two survey data collection approaches • Formation of Phase Two teams and kick-off 	Assignment 2 Due Urban Montage and Story Map
PHASE TWO		
Community Outreach and Data Collection		
Week 5 February 24	<ul style="list-style-type: none"> • Collaborative development of final report outline and standards for graphics and writing • Develop final report graphical and writing standards • Business case study interview #1 of 3 	
Week 6 March 3	<ul style="list-style-type: none"> • Studio time – Phase Two teams • Meetings with instructors on team progress • Guest speakers • Finalize report outline; share with partners to review 	
Week 7 March 10	<ul style="list-style-type: none"> • Customer and business survey event #1 of 2 • Guest speakers 	
Week 8 March 17	<ul style="list-style-type: none"> • Determine guest list for May 19 presentation • Studio time – Phase Two teams • Meetings with instructors on team progress • Guest speakers 	

Class Meeting Date	Class Activities	Due Dates for Readings and Assignments
Week 9 March 24	<ul style="list-style-type: none"> • Studio time – Phase Two teams • International perspectives on community engagement: experiences in Ouro Preto, Brazil • Business case study interview #2 of 3 • Discuss: Assignment 3 progress and next steps 	Assignment 3 Due Phase Two Interim Progress Update Presentation
Week 10 March 31	No Class – Spring Break	
Week 11 April 7	<ul style="list-style-type: none"> • Walking Tour #2 – Alum Rock Avenue corridor • Customer and business survey event #2 of 2 	
Week 12 April 14	<ul style="list-style-type: none"> • Studio time – Phase Two teams • Meetings with instructors on team progress • Complete Phase Two peer reviews • Formation of Phase Three teams and kick-off • Guest speakers 	
PHASE THREE Synthesis and Presentation of Collected Data and Findings		
Week 13 April 21	<ul style="list-style-type: none"> • Business case study interview #3 of 3 • Studio time – Phase Three teams • Draft report text to project stakeholders for review • Finalize flyer to promote May 19 presentation 	
Week 14 April 28	<ul style="list-style-type: none"> • Presentation of synthesized survey data findings • Studio time – Phase Three teams 	Assignment 4 Due Presentation of survey data findings
Week 15 May 5	<ul style="list-style-type: none"> • Comments on draft report text due from partners • Incorporate partner feedback into report • Studio time – Phase Three teams 	
Week 16 May 12	<ul style="list-style-type: none"> • Moving towards completing Phase Three tasks • ‘Dress rehearsal’ of final May 19 presentation • Complete course evaluation (SOTES) 	
Week 17 (Finals Week) May 19 Course culmination activities: attendance required	<ul style="list-style-type: none"> • Presentation of findings to project stakeholders • 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 Final Phase Three Deliverables: public presentation and final report