

**SAN JOSÉ STATE UNIVERSITY**  
**URBAN AND REGIONAL PLANNING DEPARTMENT**  
**URBP-101: THE CITY | SUMMER 2021**

<b>Instructor</b>	Rick Kos, AICP
<b>Email</b>	richard.kos@sjsu.edu
<b>Office hours</b>	Tuesdays and Thursdays (July 6 – August 5) 12:00 – 1:30 p.m. via Zoom --- Sign up for office hours here: <a href="https://goo.gl/VvCB81">https://goo.gl/VvCB81</a> ---
<b>GE/SJSU Studies Category</b>	Area S: Self, Society and Equality in the United States
<b>Class days/time</b>	Asynchronous course (no scheduled class meetings). Optional/encouraged weekly Zoom discussion sessions from 4:00 – 5:00 p.m. on Tuesdays
<b>Class website</b>	All course material available on Canvas
<b>Prerequisites</b>	Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), completion of Core General Education and upper division standing are prerequisites to all SJSU studies courses. Completion of, or co-registration in, 100W is strongly recommended.
<b>Units</b>	3 units

### Course Catalog Description

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

### Course Description and Learning Objectives

This is a practice-oriented course that provides an overview of multiple disciplines within the field of Urban and Regional Planning. The course examines cities from multi-disciplinary perspectives, including history, sociology, geography, anthropology, economics and political science, as a basis for understanding contemporary urban problems and the role of urban planning in the creation or solutions to these problems.

Students will be expected to think and write critically about urban landscapes both familiar and new, and complete weekly written reflections and five assignments tied to the course learning objectives. Upon successful completion of the course, students will be able to:

- Describe tools and practices customarily employed by urban planners, including geographic information systems, demographic analysis, zoning and other land use regulations, community participation techniques, and long-range planning documents;
- Discuss the roots and impacts of power dynamics and structured urban inequality in the United States and how the urban planning profession has played a role in these problems, as well as possible planning solutions to ‘level the playing field’;
- Give original examples of the relationship between land use and transportation planning, and their influence on housing and real estate development, regional planning, ‘smart growth’ techniques,

and urban resiliency planning;

- Paraphrase the links between urban planning and public health, including the impacts of urban pollution and climate change, and solutions including walkable neighborhoods, ‘complete streets’, public open space interventions, and environmental justice efforts.

## **Instructor Responsibilities**

- 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 at the start of each class session fully prepared and organized, with clear learning objectives and a schedule for the day’s tasks ready to go
- To evaluate and grade student work fairly and accurately while providing constructive feedback

## **Student Responsibilities**

- 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 the requirements listed in this syllabus
- To fully read and understand all aspects of 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

## **Course Readings and Videos**

This list includes both required and recommended readings and videos for the course. Links to all required readings and videos will be available via Canvas. Some recommended readings are available on Canvas, while other recommended readings are available online or with the assistance of an SJSU librarian.<sup>1</sup>

### **Urban Sustainability**

- **Reading 1:** National Academies of Sciences, Engineering, and Medicine 2016. “Pathways to Urban Sustainability: Challenges and Opportunities for the United States.”
- **Reading 1A:** Sampson, Robert J. “Urban sustainability in an age of enduring inequalities: Advancing theory and econometrics for the 21st-century city”. Proceedings of the National Academy of Sciences Aug 2017, 114 (34) 8957-8962; DOI: 10.1073/pnas.1614433114
- **Video 1A:** “Urban Sustainability: 7 principles for building better cities” (14:20 mins.) <https://www.youtube.com/watch?v=IFjD3NMv6Kw>
- **Video 1B:** "Urban Sustainability is at the Heart of Copenhagen Culture" (5:48 mins.) <https://www.freethink.com/videos/urban-sustainability>

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<sup>1</sup> The MLK Library liaison for the Dept. of Urban & Regional Planning is Peggy Cabrera – see details later in this syllabus.

## Zoning and General Plans

- **Reading 2:** Feldstein, Lisa M., “General Plans and Zoning: A toolkit for building healthy, vibrant communities”. California Department of Health Services, 2007. Pages 3-4, 9-17, 23-33, 35-38, 91-124.
- **Reading 2A:** Badger, Emily and Quoctrung Bui. “Cities Start to Question an American Ideal: A House with a Yard on Every Lot.” *The New York Times*, June 17, 2019.  
<https://www.nytimes.com/interactive/2019/06/18/upshot/cities-across-america-question-single-family-zoning.html> (accessed July 1, 2019)
- **Video 2:** “An Introduction to Zoning” (5:57 mins.)  
<https://www.youtube.com/watch?v=9kVWDWMcLT4>

## Urban Transportation Topics

- **Reading 3:** Shoup, Donald, 1997. “The High Cost of Free Parking”, summarized by Tri-State Transportation Campaign. *Journal of Planning Education and Research*.
- **Reading 3A:** SPUR, Karen Steen, ed. “Freedom to Move: How the Santa Clara Valley Transportation Authority Can Create Better Transportation Choices in the South Bay”, 2014.
- **Reading 3B:** Davis, Benjamin and Tony Dutzik, Phineas Baxandall. “Transportation and the New Generation: Why Young People are Driving Less and What it Means for Transportation Policy”. Frontier Group and the U.S. PIRG Education Fund, 2012.
- **Reading 3C:** Manjoo, Farhad. “I’ve Seen a Future Without Cars, and It’s Amazing”. *New York Times*, July 9 2020. <https://www.nytimes.com/2020/07/09/opinion/sunday/ban-cars-manhattan-cities.html?searchResultPosition=4>
- **Video 3:** “Cars Almost Killed Our Cities, But Here’s How We Can Bring Them Back” (19:31 mins.) <https://www.youtube.com/watch?v=GXn2Iu8mSWY>

## Community Engagement in the Planning Process

- **Reading 4:** Salazar, Dayana and Peter Wechsler. “Collaborative Neighborhood Planning: Silicon Valley as a Laboratory for Community Service Learning.” Paper presented to Association of Collegiate Schools of Planning Conference, 2002.
- **Video 4:** “Participatory Urban Planning: Lessons from the Field” (12:09 mins.)  
<https://www.youtube.com/watch?v=MQHJCD-cQ4Y&t=168s>
- **Reading 4A:** Putnam, Robert. “Thinking about Social Change in America” in *Bowling Alone: the Collapse and Revival of American Community*, 15-28. New York, NY: Simon & Schuster, 2000.
- **Video 4A:** “It’s Time for Citizens to Take Back Urban Planning.”  
<https://www.youtube.com/watch?v=FPqnUK3iNHk> (13:42 mins.)

## Urban Inequities, Environmental Injustice

- **Reading 5:** Sacoby Wilson, Malo Hutson, and Mahasin Mujahid. “How Planning and Zoning Contribute to Inequitable Development, Neighborhood Health, and Environmental Injustice.” *Environmental Justice*, Volume 1, Number 4, 2008.
- **Video 5:** “Taking a Stand Against Environmental Injustice” (7:18 mins.)  
<https://www.youtube.com/watch?v=YMJNqKbtC-Q>
- **Video 5A:** “Chavez Ravine: A Los Angeles Story.” (23:41 mins.)  
<https://www.youtube.com/watch?v=eBOtKhAAUHs>

- **Reading 5A:** Jones, Todd. “Why Urban Planning Must Ensure Climate Justice.” May 18, 2021, Triple Pundit – the Business of Doing Better. <https://www.triplepundit.com/story/2021/urban-planning-climate-justice/722751>
- **Reading 5B:** Bagley, Katherine. “Connecting the Dots Between Environmental Injustice and the Coronavirus”. Yale Environment 360, May 7, 2020. <https://e360.yale.edu/features/connecting-the-dots-between-environmental-injustice-and-the-coronavirus>

### Planning for Healthy Communities; ‘Smart Growth’ Techniques

- **Reading 6:** Kunstler, James Howard. “The Geography of Nowhere: The Rise and Decline of America’s Man-Made Landscape”, Simon and Schuster, 1993, pgs. 189-216.
- **Video 6:** “Arlington’s Smart Growth Journey” (51:58 mins.) [https://www.youtube.com/watch?v=uFHs1\\_P4qTU&t=1642s](https://www.youtube.com/watch?v=uFHs1_P4qTU&t=1642s)
- **Video 6A:** “The Ghastly Tragedy of the Suburbs” (19:32 mins.) [https://www.ted.com/talks/james\\_howard\\_kunstler\\_the\\_ghastly\\_tragedy\\_of\\_the\\_suburbs/transcript?language=en](https://www.ted.com/talks/james_howard_kunstler_the_ghastly_tragedy_of_the_suburbs/transcript?language=en)
- **Video 6B:** “How an Obese Town Lost a Million Pounds.” (15:15 mins.) <https://www.youtube.com/watch?v=raCIUeGUr3s>
- **Video 6C:** “Insights into a Lively Downtown.” (19:42 mins.) <https://www.youtube.com/watch?v=TWojmRSg85s>

### Housing and Real Estate Development

- **Reading 7:** Oatman-Stanford, Hunter. “Demolishing the California Dream: How San Francisco Planned Its Own Housing Crisis.” Collectors Weekly, Sept. 21, 2018.
- **Video 7:** “Real Estate Wars: Inside the class and culture battle that's tearing San Francisco apart.” (23:51 mins.) <https://www.youtube.com/watch?v=LVVO8b4vvis>
- **Reading 7A:** Hansen, Louis. “Is this the end of single-family zoning in the Bay Area?” *The Mercury News*, March 2, 2021. <https://www.mercurynews.com/2021/03/01/is-this-the-end-of-single-family-zoning-in-the-bay-area/>
- **Video 7A:** “Short History of Public Housing in the United States (1930's - Present).” (15:49 mins.) <https://www.youtube.com/watch?v=LVVO8b4vvis>
- **Video 7B:** “High Rents Force Some in Silicon Valley to Live in Vehicles.” (9:25 mins.) [https://www.youtube.com/watch?v=KG0\\_KiM9Mv8](https://www.youtube.com/watch?v=KG0_KiM9Mv8)

### Future Visions for the Bay Area’s Growth

- **Reading 8:** SPUR. “Four Future Scenarios for the San Francisco Bay Area: Planning for the Region in the Year 2070.” March 2021.
- **Video 8:** “Plan Bay Area 2050: A Vision for the Future” (3:27 mins.) <https://www.youtube.com/watch?v=9gBA5G-qLCs>
- **Video 8A:** “The Future of Cities.” (18:12 mins.) <https://www.youtube.com/watch?v=xOOWk5yCMMs>

### Recommended Readings

- Rohe, William. “From Local to Global: One Hundred Years of Neighborhood Planning”, *Journal of the American Planning Association*, Vol. 75, No. 2, Spring 2009.
- Haas, Tigran. *New Urbanism and Beyond: Designing Cities for the Future*. Rizzoli New York, 2008.

- Brown, Juanita, and Isaacs, David. *World Cafe: Shaping Our Futures Through Conversations That Matter*. Williston, VT, USA: Berrett-Koehler Publishers, 2005.
- Frank, Kathryn. “The Potential of Youth Participation in Planning”, *Journal of Planning Literature* 20. (September 2006)
- Jackson, Richard J. and Stacy Sinclair. *Designing Healthy Communities*. San Francisco: John Wiley & Sons, 2012.
- Jacobs, Jane. “The Uses of Sidewalks” from *The Death and Life of Great American Cities* in *The City Reader (Fifth Edition)*. LeGates, Richard T. and Frederic Stout, eds. New York: Taylor & Francis, 2011, pgs. 105-109
- Macionis, John J. and Vincent N. Parillo, “Evolution of the World’s Cities”, *Cities and Urban Life*, 7<sup>th</sup> ed., Pearson Higher Ed., 2017, pp. 23-52.
- Neal, Peter (Ed). *Urban Villages and the Making of Communities*. Taylor & Francis, 2003.
- Putnam, Robert. “The Prosperous Community: Social Capital and Public Life.” *The American Prospect*, 2001. <http://prospect.org/article/prosperous-community-social-capital-and-public-life> (accessed August 17, 2014)
- Whyte, William H. “The Design of Spaces” from *City: Rediscovering the Center* in *The City Reader (Fifth Edition)*, LeGates, Richard T. and Frederic Stout, eds. New York: Taylor & Francis, 2011, pgs. 510-517
- Yglesias, Matthew. “How Los Angeles – Yes Los Angeles – is Becoming the Next Great Mass-Transit City”, *Slate.com*, Sept 17. 2012.

## Course Assignments and Weekly Written Reflections

Your grade for the course will be based on the following assignments and other components. All relevant materials and assignment details will be posted to Canvas.

Assignment Title	Percent of Total Grade
1 – Mapping urban sustainability indicators using ArcGIS Online (due July 15)	15%
2 – Urban transportation systems (due July 22)	15%
3 – Attend a Planning Commission meeting, or explore two current Bay Area urban planning topics (due July 29)	15%
4 – Create an interactive ArcGIS StoryMap describing an urban neighborhood (due August 3)	15%
5 – Prepare a ‘city profile’ report and present findings (due August 5)	20%
Weekly remarks/observations, submitted on Canvas Discussions, on lecture topics and assigned readings and videos (approx. 5% of final grade per weekly posting x 4 postings) (due July 13, 20, 27; August 3)	20%

**Assignment 1** is a guided exercise with a focus on urban sustainability. Students will use ArcGIS Online to undertake a comparative analysis of neighborhood-level urban sustainability indicators (e.g. income distribution, racial diversity, access to food stores, health care access). Prior to the mapping work, students

will watch a series of videos to explore facets of urban sustainability and write responses and reactions to these videos.

**Assignment 2** is a “choose your adventure” assignment that provides students with opportunities to explore transportation-related topics of interest such as car-free cities, Street Films videos, the StreetMix website for designing complete streets, and summaries of contemporary readings on urban transportation. Students will choose three of nine options, and extra credit can be earned by completing additional tasks beyond the minimum of three.

**Assignment 3** will require students to attend a local Planning Commission meeting (either in person or virtually) and report on the agenda topics, discussions, public input, and outcomes. Alternatively, students may summarize two recent articles related to urban planning topics in the San Francisco Bay Area.

**Assignment 4** will have students create a personalized, interactive, web-based ArcGIS StoryMap to highlight characteristics of an urban neighborhood of interest.

**Assignment 5** asks students to prepare a “city profile” paper that describes the historic, cultural, and demographic qualities of a major world city of interest to the student, either within the United States or elsewhere. Students will record a presentation of their findings and submit it to the instructor for evaluation. Each student may elect to share their video with peers; the instructor will add links to Canvas.

**Weekly Remarks and Observations.** These are meant to encourage meaningful class participation and discussion while providing an opportunity for students to reflect in writing on the course material. Posts on Canvas Discussions are due at 11:59 p.m. Pacific time each Tuesday starting July 13, 2021. Late posts received after 11:59 p.m. on the due dates will receive half credit; posts received more than 24 hours late will not receive any credit. Students must submit 4 daily reading responses over the course of the semester.

## Calculation of Final Course Letter Grade

I 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, I 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).

I 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).

## Other Grading and Assignment Issues

I understand that grades are important to students on both a personal and professional level. They are a measure of your achievements in class and your progress towards meeting the course learning objectives. I also understand that there tends to be a great deal of “grade anxiety” in a university setting. The best way that I can help students with these matters is to be as clear as possible about grading criteria and weightings in this syllabus, so that you can plan accordingly. Please understand that I am a very thoughtful, careful, thorough and fair grader of student assignments and it is a responsibility that I do not take lightly. You are encouraged to review your graded assignments with me at any time to discuss my comments and suggestions for improvement.

I’ve been called a “tough grader”, and it’s true! High grades must be earned and all grades reflect my comprehensive estimation of a student’s effort - just as our efforts in a professional work environment are judged accordingly and considered by supervisors for promotions and pay raises. For example, I reserve a grade of “A” only for **exceptional** work, as a way of honoring students who go “above and beyond” when completing course assignments. After all, the strict definition of an “A” grade is “exceptional”, not

“average” or even “above average”. Each assignment will include a rubric so that you can see how I will evaluate your work.

## Final Examination or Evaluation

Assignment 5 will effectively constitute the final exam for the course. Students will prepare a detailed report about a major world city, integrating material covered throughout the course. Students will also record a presentation of their findings and submit the recording to the instructor for evaluation.

## Communications

Most communications for this course will be sent via the Announcements function in Canvas; make sure you have Canvas set up to receive announcement notifications. The instructor may also use e-mail to communicate with students; please check your email regularly.

This course is registered in Canvas where you will find the most up to date syllabus, announcements, and details about the assignments. If you registered for this course but are not able to see the Canvas page, please let the instructor know as soon as possible.

## 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 three hours per unit per week with one 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 three-unit class, students can expect to spend a minimum of seven to eight hours per week in addition to time spent in class and on scheduled tutorials or activities. Special projects or assignments will 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.

## 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”.

I realize that life happens. If you expect not to be able to complete an assignment on time, it is important for you to contact me **at least 24 hours prior to the due date** and, if appropriate, the other students in a group (for group project work). You must also provide a date and time by which the late assignment will be submitted. If you do not communicate an anticipated late assignment within this time frame or if the late assignment is not received on the date promised, the assignment will receive a grade of zero. The grading policies described earlier in the syllabus will still apply. **A maximum of two late 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.

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 do count. 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 one-half to one-point deduction in the grade.

## 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/>

## 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](http://www.indiana.edu/~istd/overview.html)
- Examples of plagiarism at [www.indiana.edu/~istd/examples.html](http://www.indiana.edu/~istd/examples.html)
- Plagiarism quiz at [www.indiana.edu/~istd/test.html](http://www.indiana.edu/~istd/test.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.

## 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). 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** since I feel that it creates a less distracting experience for your reader than the parenthetical-reference style.

## 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](mailto: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 summer and expect that you will learn quite a bit in our five weeks together. We'll have some fun along the way, too.

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 a planner in Middlesex County, New Jersey, 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 (Geographic Information System) 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 were not particularly receptive, at first, to deviations from the conventional suburban planning model.

After relocating to the Bay Area in 2000, I worked with the Metropolitan Transportation Commission in Oakland as a GIS Analyst. The Bay Area Lifeline Transportation Map that I completed for MTC was chosen from among thousands of entries for inclusion in Esri's *2003 Map Book*. This annual publication showcases innovative uses of Esri's GIS software to solve real-world problems. The Lifeline Map locates disadvantaged neighborhoods and thousands of geocoded essential destinations (e.g. grocery stores, daycare centers, clinics) within the nine 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 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.

Hmmm...what else? I manage the GIS Education Center for a regional non-profit organization called BayGeo. Also, I have co-authored a book titled *GIS for Economic Development* with Professor Mike Pogodzinski of the SJSU Economics Department, released in late 2012 by Esri Press. I also engage in a number of freelance GIS projects, including transit planning analyses for Mobility Planners, LLC.

I've been teaching at San José State since 2007 and, I must admit, it is my favorite job of those listed above. **Welcome!** Let's work hard and have fun learning about cities and global urbanism! I'm here to help you succeed.

# URBP-101: THE CITY

## SUMMER 2021 COURSE MODULES

The following outline describes the nine primary course modules. Please bear in mind that specific details are subject to change with reasonable notice. I will communicate changes via Canvas Announcements.

### Module 0: Welcome!

Introductions; Course and Syllabus Review; Thinking about "Wicked" Planning Problems

- **Step 1:** Lecture Video #0
- **Step 2:** Review Lecture Slides from Video #0
- **Step 3:** "Wicked problems" Jamboard

**Step 4:** Review optional/recommended materials below (encouraged):

- **Video:** "Where and Why did the First Cities and States Appear?" (10:45 mins.)
- **Video:** "A Brief History of Urban Planning in the U.S." (14:30 mins.)
- **Video:** "Brief History of Urban Planning" - compare to video #1 above! (4:39 mins.)
- **Video:** "What is Urban Planning?" (5:56 mins.)

### Module 1: Urban Sustainability and Working with Geographic Information Systems Maps and Data

- **Step 1: Reading:** (read pages 9-26; then select any **two** of the nine cities in Chapter 4 to read about). "Pathways to Urban Sustainability: Challenges and Opportunities for the United States"
- **Step 2: Video:** Urban Sustainability: "7 principles for building better cities" (14:20 mins.)
- **Step 3: Video:** "Urban Sustainability is at the Heart of Copenhagen Culture" (5:48 mins.)
- **Step 4:** Lecture Video #1
- **Step 5:** Review Lecture Slides from Lecture Video #1

**Step 6:** Review optional/recommended materials below (encouraged):

- **Video:** "Creativity is boosting urban sustainability – and here are 10 examples"
- **Reading:** "Urban sustainability in an age of enduring inequalities: Advancing theory and econometrics for the 21st-century city"

### Module 2: The Tools of Professional Urban Planning; Zoning and General Plans

- **Step 1: Reading:** (read pages 3-4, 9-17, 23-33, 35-38, 91-124.) "General Plans and Zoning: A toolkit for building healthy, vibrant communities."
- **Step 2: Video:** "An Introduction to Zoning." (5:57 mins.)
- **Step 3:** Lecture Video #2
- **Step 4:** Review Lecture Slides from Lecture Video #2

**Step 5: Review optional/recommended materials below (encouraged):**

- **Reading:** “Cities Start to Question an American Ideal: A House with a Yard on Every Lot.” *The New York Times*, June 17, 2019.

**Module 3: Urban Transportation Systems and ‘Complete Streets’ Analysis**

- **Step 1: Reading:** “The High Cost of Free Parking.”
- **Step 2: Video:** “Cars Almost Killed Our Cities, But Here’s How We Can Bring Them Back.” (19:31 mins.)
- **Step 3:** Lecture Video #3
- **Step 4:** Review Lecture Slides from Lecture Video #3

**Step 5: Review optional/recommended materials below (encouraged):**

- **Reading:** "Freedom to Move."
- **Reading:** "Transportation and the New Generation."
- **Reading:** "I've Seen a Future Without Cars and It's Amazing!"

**Module 4: Community Engagement in the Urban Planning Process; the Role of Social Capital**

- **Step 1: Reading:** “Collaborative Neighborhood Planning: Silicon Valley as a Laboratory for Community Service Learning.”
- **Step 2: Video:** “Participatory Urban Planning: Lessons from the Field.” (12:09 mins.)
- **Step 3:** Lecture Video #4
- **Step 4:** Review Lecture Slides from Lecture Video #4

**Step 5: Review optional/recommended materials below (encouraged):**

- **Reading:** Bowling Alone: America's Declining Social Capital."
- **Video:** “It's Time for Citizens to Take Back Urban Planning.” (13:42 mins)

**Module 5: Urban Inequities, Environmental Injustice and Potential Solutions**

- **Step 1: Reading:** “How Planning and Zoning Contribute to Inequitable Development, Neighborhood Health, and Environmental Injustice.”
- **Step 2: Video:** “Taking a Stand Against Environmental Injustice.” (7:18 mins.)
- **Step 3:** Lecture Video #5
- **Step 4:** Review Lecture Slides from Lecture Video #5

**Step 5: Review optional/recommended materials below (encouraged):**

- **Reading:** “Why Urban Planning Must Ensure Climate Justice.”
- **Reading:** "Connecting the Dots Between Environmental Injustice and the Coronavirus."

- **Video:** - “Chavez Ravine: A Los Angeles Story.” (23:41 mins.)

## **Module 6:** The Link Between Urban Planning and Public Health; Techniques for Fostering Healthy Communities; ‘Smart Growth’ Techniques

- **Step 1: Reading:** “The Geography of Nowhere: The Rise and Decline of America’s Man-Made Landscape.”
- **Step 2: Video:** “Arlington’s Smart Growth Journey.” (51:58 mins.)
- **Step 3:** Lecture Video #6
- **Step 4:** Review Lecture Slides from Lecture Video #6

### Step 5: Review optional/recommended materials below (encouraged):

- **Video:** “The Ghastly Tragedy of the Suburbs.” (19:32 mins.)
- **Video:** “How an Obese Town Lost a Million Pounds.” (15:15 mins.)
- **Video:** “Insights into a Lively Downtown.” (19:42 mins.)

## **Module 7:** The Role of Urban Planning in Housing and Real Estate Development

- **Step 1: Reading:** “Demolishing the California Dream: How San Francisco Planned Its Own Housing Crisis.”
- **Step 2: Video:** “Real Estate Wars: Inside the class and culture battle that’s tearing San Francisco apart.” (23:51 mins.)
- **Step 3:** Lecture Video #7
- **Step 4:** Review Lecture Slides from Lecture Video #7

### Step 5: Review optional/recommended materials below (encouraged):

- **Video:** “Short History of Public Housing in the United States (1930’s - Present).” (15:49 mins.)
- **Video:** “High Rents Force Some in Silicon Valley to Live in Vehicles.” (9:25 mins.)
- **Video:** “Is this the end of single-family zoning in the Bay Area?”

## **Module 8:** Future Visions for the Bay Area’s Growth

- **Step 1: Reading:** “Four Future Scenarios for the San Francisco Bay Area: Planning for the Region in the Year 2070.”
- **Step 2: Video:** “Plan Bay Area 2050.”
- **Step 3:** Lecture Video #8
- **Step 4:** Review Lecture Slides from Lecture Video #8

### Step 5: Review optional/recommended materials below (encouraged):

- **Video:** “The Future of Cities.” (18:12 mins.)