

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

**URBP 200-01
SEMINAR ON URBAN AND REGIONAL PLANNING
SPRING 2024**

Instructor:	T. William Lester, PhD Professor, Department of Urban and Regional Planning
Office Location:	
Email:	thomas.lester@sjsu.edu (preferred method of contact)
Office Hours:	Tuesdays 9:00-11:00am, Wednesdays 1-2:30pm, Thur. 12-1pm. Book appointment with me here
Class Days/Time:	Wednesdays, 4.30 PM to 7.15 PM
Classroom:	Washington Square Hall (WSQ) 111
Units:	4
Prerequisites:	None

Course Catalog Description

Overview of the historical development of urban and regional planning in the United States, as well as prominent theories of urban planning practice. Emphasizing the connection between the theoretical and historical material and current planning practice. Note: This course satisfies graduate-level GWAR in this master's program.

Course Description

This class is the foundation course designed to introduce first semester MUP students to the field of urban and regional planning. Integrating history and theory, the course offers a broad overview of the structure and process of contemporary planning practice in the United States. We begin by presenting basic theories of urbanization and asking questions like: Why do cities exist? What causes urban growth? Why are cities located where they are? We will review the growth of modern city planning; highlight both the theoretical debates and practical challenges that planners are likely to encounter within different substantive subfields of planning practice; and discuss problem-solving techniques and strategies used by practicing planners working in different institutional contexts. Readings and in-class work will examine different planning approaches, models, issues, policies and techniques. Special attention will be paid to the role of planning—particularly in the mid-20th century—in generating and sustaining racial and economic inequality in the United States.

Lectures and discussions will cover topics such as: land use planning and zoning, environment and open space, housing, community and economic development, transportation, infrastructure and municipal services, regional planning, intergovernmental relations, and ethics in planning. This course is focused on planning as practiced in the United States; although examples will be drawn from international contexts, where appropriate. At the end of this semester, students will have enough background about specific substantive areas (e.g., land use, transportation, housing or economic development) to help them decide how they may want to focus their subsequent coursework and professional work.

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Course Learning Outcomes

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

1. Describe and explain why planning is undertaken by communities, cities, regions, and nations;
2. Describe and explain the impact planning is expected to have at the community, city, region, and nation-level;
3. Describe and explain the growth and development of places over time and across space, including the evolution of the social and spatial structure of urban agglomerations, and the significance of the natural (e.g. climate, topography, available construction; materials) and human-made (e.g. political, religious, economic, defense) determinants of urban form;
4. Discuss and critically evaluate the important contributions to the field of urban and regional planning made by influential individuals such as Pierre L'Enfant, Daniel Burnham, Frederick Law Olmsted, Patrick Geddes, Jacob Riis, Ebenezer Howard, Robert Moses, Jane Jacobs, William Levitt;
5. Describe the major historical antecedents during the late 19th and early 20th century that led to the development of the field of urban and regional planning in the U.S. These include but are not limited to the Sanitary Reform movement, the City Beautiful/Municipal Arts Movement, Burnham's Chicago Plan, 1929 Regional Plan of New York and Its Environs;
6. Describe and critically evaluate planning theories (e.g. Rational Planning, Incremental Planning, Communicative Action, Advocacy Planning, and Equity Planning), behaviors, and structures that frame the field of urban and regional planning and explain how those theories can bring about sound planning outcomes;
7. Describe the three main sections of the AICP Code of Ethics and apply the rules of conduct (Section B) to examples of ethical dilemmas that professional planners are likely to face during their career, including, but not limited to the ethics of public decision-making, research, and client representation;
8. Summarize the relationships between past, present, and future in planning domains, and identify how methods of design, analysis, and intervention can influence the future;
9. Prepare high-quality, grammatically correct written documents prepared using standard conventions for professional written English.
10. Analyze and communicate planning knowledge to a variety of stakeholders

Required Textbooks

Textbooks

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

Additional articles and readings will be assigned during the course of the semester and will be made available as PDFs or web-links on the CANVAS site.

Course Requirements and Assignments

1.

In-Class Engagement and Critical Case Presentation (30 %)

Attendance at every class is expected. All assigned readings must be completed before each class session. Your familiarity with assigned readings, especially your

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ability to critique them and integrate them within class discussions will help to determine your class participation grade. Each student is expected to post a short (300-400 word) summary of the week’s reading to the CANVAS site (20%).

In addition, each student (perhaps with a partner) will make one 20-30 minute “critical case” presentation on a real-world planning example that relates to one of the week’s readings. More details will be provided in class. (10%)

2. Planning Meeting Critique (Engagement Activity) (20%)

Students will find a public meeting or hearing (held virtually or online, live or recorded) and write a short critical essay (approximately 2000 words) that summarizes the issue at hand and reflects upon how the meeting process relates to planning theory.

3. Planning Reflection Essay Part 1: Critiquing a Historical Plan (GWAR) (20%)

Students will find a historical planning document, preferably from the mid-20th century and write a critique of the plan from the perspective of planning history and planning theory. (2500-3000 words).

4. Planning Reflection Essay Part 2: Critiquing a Contemporary Plan (GWAR) (20%)

Students will find a contemporary planning document, preferably from the city or on the same theme and write a critique of the plan from the perspective of planning history and planning theory, making comparisons to the differences in planning language and process over time. (3000-4000 words).

5. Take Home Exam – Essay Format (10%)

The final exam questions will ask you to integrate and synthesize knowledge.

Grading Information

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

Assignments	Due Date(s)	Percent of Course Grade	Course Learning Objectives Covered
1) In-Class Engagement/Case Presentation	continuous	30%	1-10
2) Planning Meeting Critique (Engagement Activity)	Mar. 6 th	20%	3,4,5,6,8
3) Planning Reflection Essay Part 1: Critiquing a Historical Plan (GWAR)	Apr. 17 th	20%	1-10
4) Planning Reflection Essay Part 2: Critiquing a Contemporary Plan (GWAR)	May 8 th	20%	1-10
5) Final Exam	May 15 th	10%	1-10

Submission Deadlines

I will not grade unexplained late submissions unless there are unique circumstances. You will have to write to me before the due date and explain your unique situation and request an extension.

GWAR

This course satisfies the graduate GWAR requirement at SJSU. In order to meet the GWAR

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requirement, you must receive at least a “B” grade in Assignment III and Assignment IV. Students who receive a grade below “C” in these assignments will not meet the GWR requirement, even if their overall grade for the course is higher.

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

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

Course Workload

Following [University Policy S16-9](#), “Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

URBP 200 is a four-unit class. You can expect to spend a minimum of nine hours per week in addition to time spent in class and on scheduled tutorials or activities. Special projects or assignments may require additional work for the course. Careful time management will help you keep up with readings and assignments and enable you to be successful in all of your courses. For this class, you may have to undertake activities outside of class hours such as attending community events or conducting interviews with planners. Additional details on how to complete these activities will be discussed in class and as part of assignment guidelines.

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University Policies

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

Plagiarism and Citing Sources Properly

Plagiarism is the use of someone else's language, images, data, or ideas without proper attribution. It is a very serious offense both in the university and in your professional work.

Plagiarism will lead to grade penalties and a record filed with the Office of Student Conduct and Ethical Development. In severe cases, students may also fail the course or even be expelled from the university. If you are unsure what constitutes plagiarism, it is your responsibility to make sure you clarify the issues before you hand in draft or final work.

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

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

Citation style

It is important to properly cite any references you use in your assignments. The Department of Urban and Regional Planning uses Kate Turabian's *A Manual for Writers of Research Papers, Theses, and Dissertations*, 9th edition (University of Chicago Press, 2018, ISBN: 9780226430577). **Please follow the Author-Date format for work submitted.** Use the Citation Quick Guide available at: <https://www.chicagomanualofstyle.org/turabian/turabian-author-date-citation-quick-guide.html>

Library Liaison

The SJSU Library Liaison for the Urban and Regional Planning Department is Ms. Lauren Decelle lauren.decelle@sjsu.edu

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**URBP 200: SEMINAR ON URBAN & REGIONAL PLANNING
SPRING 2024 COURSE SCHEDULE**

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

Week	Date	Topics	Assignments Due
1	Jan 31 th	Introductions, Course Overview, What is Planning? Defining Urban Problems	
2	Feb 7 th	Origin of Cities, History of Settlement Form in the U.S.	
3	Feb 14 th	Planning History I: The birth of planning: From the City Beautiful to the Garden City	
4	Feb 21 st	Urban Policy and Settlement Form: Housing & Infrastructure	
5	Feb 28 th	Theory 1: Dominant Planning Paradigms	
6	Mar. 6 th	Planning History II: The Rise and Fall of Modernist Planning	Assignment 2 Due
7	Mar. 13 th	Mid-20 th Century Urban Planning and The Legacy of Racial Injustice	
8	Mar. 20 th	Theory 2: Challenging the Rational Planning Model	
9	Mar. 27 th	Theory 3: The Communicative Turn	
	Apr. 3 rd	NO CLASS – SPRING BREAK	
10	Apr. 10 th	Land-use and Environmental Planning	
11	Apr. 17 th	Transportation and Regional Planning	Assignment 3 Due
12	Apr. 24 th	Housing and Community Economic Development	
13	May. 1 st	Planning History III: New Urbanism, Re-urbanism, and Hyper Urbanism	
14	May. 8 th	The Normative and Ethical Foundations of Contemporary Planning	Assignment 4 Due
FinalExam	May 15 th	NO CLASS MEETING	Take Home Exam Due

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DETAILED SCHEDULE AND READINGS

Week 1: Introductions, Course Overview, What is Planning? Defining Urban Problems

Sennett, Richard (2018) "Building and Dwelling" Introduction and Chapter One.

Adams, Char (2022) "'Tenants have no choice': Racism in urban planning fuels high rate of Black fire deaths" *NBC News*. <https://www.nbcnews.com/news/nbcblk/tenants-no-choice-racism-urban-planning-fuels-high-rate-black-fire-dea-rcna11986>

Week 2- Origin of Cities, History of Settlement Form in the U.S.

Jacobs, J. (1969). *The Economy of Cities*, New York: Random House. Chapter 1 "Cities First—Rural Development Later" pp. 1-48.

From *The City Reader*

- (optional) Davis, "The Urbanization of the Human Population"
- Mumford, "The Urban Drama"
- Childe, "The Urban Revolution"

Week 3: Planning History I: The birth of planning: From the City Beautiful to the Garden City

Hall, Peter (1996) Chapter 2 "The City of Dreadful Night" in *Cities of Tomorrow*

From *The City Reader*

- Wirth, "Urbanism as a Way of Life"
- Olmstead, "Public Parks and the Enlargement of Towns"
- Howard, "The Town-Country Magnet"

Week 4: Urban Policy and Settlement Form: Housing & Infrastructure

Muller, P. O. 2004. Transportation and urban form: Stages in the spatial evolution of the American metropolis. In *The Geography of Urban Transportation*, edited by S. Hanson and G. Giuliano, pp. 59-85. New York: Guilford.

Fishman, R. The American metropolis at century's end: Past and future influences. *Housing Policy Debate*, 11(1): 199-213.

Kenneth T. Jackson, "Federal Subsidy and the Suburban Dream" Chapter 11 in *Crabgrass Frontier: The Suburbanization of the United States*, (New York: Oxford University Press, 1985) pp. 190-218.

Moore, Natalie K. (2016) "The South Side" Chapters. 1-3.

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Week 5: Planning Theory 1- Dominant Planning Paradigms

Brooks, Michael P. –Chapter 6. “Centralized Rationality: The Planner as Applied Scientist” pp. 81-96.

Nelson, Garrett Dash (2018) “Rexford Guy Tugwell and the Case for Big Urbanism,” *Places Journal*, January 2018. Accessed 14 May 2019. <https://doi.org/10.22269/180109>

From *The City Reader*

- Perry, “The Neighborhood Unit”

Week 6: Planning History II: The Rise and Fall of Modernist Planning

Hall, Peter Chapter 7. “The City of Towers: The Corbusian Radiant City: Paris, Chandigarh, Brasilia, London, St. Louis” in Cities of Tomorrow. pp. 204-240.

Hirsch, Arnold 1985 Making the Second Ghetto (selected chapters)

From *The City Reader*

- Le Corbusier, “A Contemporary City”

(optional advanced theory reading)

Scott, J. C. (1998). *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed*. New Haven: Yale University Press.

Week 7: Mid-20th Century Urban Planning and the Legacy of Racial Injustice

Thomas, June M. (1994). “Planning History and the Black Urban Experience: Linkages and Contemporary Implications.” *Journal of Planning Education and Research*, 14(1), 1–11.

<https://doi.org/10.1177/0739456X9401400101>

Fullilove, M. (2005) Root Shock: How Tearing Up City Neighborhoods Hurts America and What We Can Do About It. Intro and Chapter 3.

Coats, Ta Nehisi (2014) “The Case for Reparations” *The Atlantic*

<https://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/>

(optional) Lester, T. William (2022) “Chapter 1: The Planning Profession’s Reckoning with Urban Renewal” in *Not in My Neighborhood: Urban Renewal and the Conflict to Shape Neighborhood Change* (unfinished book manuscript)

Film Screening- *The Pruitt Igoe Myth* (2010) In Class

Week 8: Planning Theory 2- Challenging the Rational Planning Model

Giloth, R., & Wiewel, W. (1996). Equity Development in Chicago: Robert Mier’s Ideas and Practice. *Economic Development Quarterly*, 10(3), 204–216. <https://doi.org/10.1177/089124249601000301>

Brooks, Michael P. (2002)—Chapter 3. “Running the Gauntlet of Planning Critics” pp. 35-49.

From *The City Reader*

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- Arnstein, "A Ladder of Citizen Participation"
- Davidoff, "Advocacy and Pluralism in Planning"
- Forester, "Planning in the Face of Conflict"

Week 9: Planning Theory 3- The Communicative Turn

Healey, P. (1993). Planning Through Debate: The Communicative Turn in Planning Theory. The Argumentative Turn in Policy Analysis and Planning. F. Fischer, Forester, John. Durham, NC, Duke University Press.

Innes, J. E., Booher, David E. (1999). "Consensus Building as Role Playing and Bricolage: Toward a Theory of Collaborative Planning." Journal of the American Planning Association 65(1).

Week 10: Land-use and Environmental Planning

Herbert, D. T., and C. J. Thomas. 1997. *Cities in Space: City as Place*. Savage, MD: Barnes and Noble. Chapter 9, The residential mosaic, pp. 195-237.

O'Flaherty, B, 2004. *City Economics*, Chapter 6, Land 116-144, Harvard University Press.

From *The City Reader*

- Lynch, "The City Image and Its Elements"
- Whyte, "The Design of Spaces"
- Wheeler, "Urban Planning and Global Climate Change"

Week 11: Transportation and Regional Planning

Martens, Karel, Aaron Golub, and Glenn Robinson. "A justice-theoretic approach to the distribution of transportation benefits: Implications for transportation planning practice in the United States." *Transportation research part A: policy and practice* 46, no. 4 (2012): 684-695.

Weir, M., Wolman, H., and Swanstrom, T. (2005) "The Calculus of Coalitions: Cities, Suburbs, and the Metropolitan Agenda" *Urban Affairs Review*, Vol. 40, No. 6, July 2005 730-760.

From *The City Reader*

- Fishman, "Beyond Suburbia: The rise of the technoburb"
- Jackson, "The Drive-in Culture of Contemporary America"
- Bruegmann, "The Causes of Sprawl"
- (optional) Calthorpe & Fulton, "Designing the Region" and "Designing the Region is designing the Neighborhood"

Week 12: Housing and Community Economic Development

Sanneh, Kalefa (2016) "Is Gentrification Really a Problem?" *The New Yorker*, July 11th & 18th Issue.

Markusen, A., & Nicodemus, A. G. (2014). Creative placemaking: how to do it well. *Community Development Investment Review*, 2, 35-42.

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From *The City Reader*

- DuBois, “The Negro Problems of Philadelphia”, “The Question of Earning a Living”
- Putnam, “Bowling Alone: America’s Declining Social Capital”
- Wilson, “From Institutional to Jobless Ghettos”
- (optional) Wilson & Kelling, “Broken Windows”

Week 13: Planning History III- New Urbanism, Re-urbanism, and Hyper Urbanism

Chakrabarti, Vishaan, and Norman Foster (2013). *A Country of Cities: A Manifesto For An Urban*. New York: Metropolis Books, Section 1: “Why Cities are Good” *A Country of Cities*. pp. 52-125.

From *The City Reader*

- Madanipour, “Social Exclusion and Space”
- Congress for the New Urbanism, “Charter of the New Urbanism”
- Duany & Plater-Zyberk, “The Neighborhood, the District, and the Corridor”

Week 14: The Normative and Ethical Foundations of Contemporary Planning

Lester, T. W. (2019). "Replacing Truth with Social Hope and Progress with Redescription: Can the Pragmatist Philosophy of Richard Rorty Help Reinvigorate Planning?" *Journal of Planning Education and Research*: doi: 0739456X19827636.

Harvey, D. (2000). *Spaces of Hope*. Berkeley, University of California Press.—Chapter 8 “The Spaces of Utopia” pp. 133-181.

APA Ethical Planning Principles

AICP Code of Ethics

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Planning Accreditation Board (PAB) Knowledge Components

This course partially covers the following PAB Knowledge Components:

1. a) Purpose and Meaning of Planning: appreciation of why planning is undertaken by communities, cities, regions, and nations, and the impact planning is expected to have.
1. b) Planning Theory: appreciation of the behaviors and structures available to bring about sound planning outcomes.
1. d) Human Settlements and History of Planning: understanding of the growth and development of places over time and across space.
1. e) The Future: understanding of the relationships between past, present, and future in planning domains, as well as the potential for methods of design, analysis, and intervention to influence the future.
1. f) Global Dimensions of Planning: appreciation of interactions, flows of people and materials, cultures, and differing approaches to planning across world regions
2. a) Research: tools for assembling and analyzing ideas and information from prior practice and scholarship, and from primary and secondary sources.
2. b) Written, Oral and Graphic Communication: ability to prepare clear, accurate and compelling text, graphics and maps for use in documents and presentations.
2. e) Planning Process Methods: tools for stakeholder involvement, community engagement, and working with diverse communities.

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

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