

URBP 200-01 - SEMINAR ON URBAN AND REGIONAL PLANNING SPRING 2023

Instructor: ANU NATARAJAN

Office Location: TBD

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Office Hours: By appointment

Class Days/Time: WEDNESDAYS 4.30 to 7.15 pm

Classroom: Room 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 will review the growth of modern city planning; highlight both the theoretical debates and practical challenges that planners are likely to encounter within different substantive subfields of planning practice; and discuss problem-solving techniques and strategies used by practicing planners working in different institutional contexts.

Readings and in-class work will examine different planning approaches, models, issues, policies and techniques, emphasizing community-based and participatory planning as well as planning for sustainability. Lectures and discussions will cover topics such as: land use planning and zoning, environment and open space, sustainability, housing, community and economic development, transportation, infrastructure and municipal services, regional planning, intergovernmental relations, preservation planning, ethics in planning, and global urbanization and planning.

This course is focused on planning as practiced in the United States; although examples will be drawn from international contexts, where appropriate. At the end of this semester, students will have enough background about specific substantive areas (e.g., housing or urban design) to help them decide how they may want to focus their subsequent coursework and professional work.

Course Learning Outcomes

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

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

This course partially covers the following PAB Knowledge Components:

1. a) Purpose and Meaning of Planning: appreciation of why planning is undertaken by communities, cities, regions, and nations, and the impact planning is expected to have.
1. b) Planning Theory: appreciation of the behaviors and structures available to bring about sound planning outcomes.
1. c) Human Settlements and History of Planning: understanding of the growth and development of places over time and across space.

1. d) 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. e) 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. c) 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>

Required 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 may be assigned during the course of the semester.

Very Highly Recommended Textbooks

Planning Theory

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

Planning History

Hall, Peter. (1988). *Cities of Tomorrow*. Hoboken, NJ: Wiley-Blackwell.

Course Requirements and Assignments

We will primarily meet in person with guest speakers via Zoom, we will use breakout rooms to conduct in-class discussions, and we will use short audio/video narratives to engage with the course materials.

I. In-Class Engagement (25 %)

Attendance at every synchronous class is expected. All assigned readings must be completed before a synchronous class session or in conjunction with assignments and tasks that have been assigned for completion during a particular week. Your familiarity with assigned readings, especially your ability to critique them and integrate them within class discussions will help to determine your class participation grade. It is crucial to the quality of class discussions that you stay current with the readings. You are expected to read local/regional newspapers as well as online newspapers and journals devoted to planning issues. This component will include three mini-assignments or exercises.

Exercise 1: Reading the City

Exercise 2: Film Review of Urbanist

Exercise 3: Follow an Ordinance

II. ASSIGNMENT 1
Profile of Historical Moment or Historical Figure (20%)

You will discuss a key moment in planning history. You can also choose a historical figure who influenced planning. This will be a class presentation in a **Pecha Kucha style**. Pecha Kucha is a presentation form of 20 images for 20 seconds. The slides change automatically, and the speaker must synchronize their speech with the images. It's sometimes also called a 20x20 presentation. So, the entire presentation always lasts for exactly 6 minutes and 40 seconds. You will upload your slide deck to complete the assignment.

III. ASSIGNMENT 2
What Planners Do – Project (20%)

The purpose of the project is to understand professional planning from the perspective of an individual planner. You are expected to critically examine the work that planners do and understand how their work is shaped by their own values, ideologies, personalities, and organizational circumstances (4000 to 5000 words). (Engagement Credit)

IV. ASSIGNMENT 3
Review of a Book related to the intersections of Race and Place (20%)

You will read and review a book approved by the instructor addressing the intersections between race, place, and planning. Your original review will be about approximately 1500- 2000 words. In addition, you will be asked to present your summary of the book with three key takeaways. A list of books will be provided for you to choose from. You can also select a relevant book not on the list, which will need the instructor's approval.

V. Take Home Exam (15%)

The final exam questions will ask you to integrate and synthesize knowledge. GRADING INFORMATION Your grade will be based on the following assignments:

GRADING INFORMATION

Your grade will be based on the following assignments:

Assignment	Due Date/s	% of Course Grade	Course Learning Objectives
Active participation in class discussions, attendance and level of interest	Continuous	10%	1-10
Exercise 1: Reading the City	February 1	5%	1-10

Exercise 2:	March 8	5%	1-10
Exercise 3: Follow an Ordinance (5%)	April 26	5%	1-10
Assignment 1 Profile of planning influencers/influences – Class Presentation	March 15	20%	3,4,5,6,8
Assignment 2 The State of the Planning Profession – Extended Semester Project (Engagement Activity)	April 19	20%	1-10
Assignment 3 Book Review and Discussion	May 10	20%	1-6, 8
Take Home Final Exam Essay Format	May 16	15%	2-7

Submission Deadlines: I will not grade unexplained late submissions unless there are unique circumstances. Under extenuating circumstances, you may be able to receive an extension in the submission deadlines for assignments. 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 requirement, you must receive at least a “B” grade in Assignment II and Assignment III. Students who receive a grade below “C: in these assignments will not meet the GWAR requirement, even if the overall grade for the class is higher.

The course grade is based on completion of the five assignments and on a participation component. A student’s total points earned out of 100 points will be determined and, using the following grading scheme, will be converted into a letter grade:

Grade	Points	Percentage
A plus	960 to 1000	96 to 100%
A	930 to 959	93 to 95%
A minus	900 to 929	90 to 92%
B plus	860 to 899	86 to 89%
B	830 to 859	83 to 85%
B minus	800 to 829	80 to 82%
C plus	760 to 799	76 to 79%
C	730 to 759	73 to 75%
C minus	700 to 729	70 to 72 %
D plus	660 to 699	66 to 69%
D	630 to 659	63 to 65%
D minus	600 to 629	60 to 62%

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 practice. 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.

Classroom Protocols

Students are expected to attend every synchronous class. Attendance will be recorded regularly. Engagement points can be earned by attending class and participating in activities that occur during class.

Zoom Classroom Etiquette (for sessions on zoom or guest speakers on zoom)

- 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.
- Position Your Camera Properly. Be sure your webcam is in a stable position and focused at eye level. You are required to have your camera on unless there is a compelling reason to not do so.
- 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, demeaning, or threatening.
- Do not use your electronic devices for purposes not relevant to the class and/or when it is distracting to others or keeps you from being engaged in class.

Recording Zoom Classes

This course or portions of this course (i.e., lectures, discussions, and student presentations) will be recorded for instructional or educational purposes. The recordings will only be shared with students enrolled in the class. The recordings will be deleted at the end of the semester. If, however, you would prefer to remain anonymous during these recordings, then please speak with the instructor about possible accommodations (e.g. temporarily turning off identifying information from the Zoom session, including student name and picture, prior to recording). Students are prohibited from recording course materials and/or distributing downloaded recordings outside of the class.

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 at <http://www.sjsu.edu/gup/syllabusinfo>

Make sure to visit this page to review and be aware of these 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-quickguide.html>

Library Liaison

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

PLANNING URBP 200: SEMINAR ON URBAN & REGIONAL PLANNING SPRING 2023 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	ASSIGNMENT DUE DATE
ONLINE	January 25	Introduction/Overview	
In person	February 1	Evolution of Cities	Exercise 1: Reading the City
In person	February 8	Big Ideas for Cities	
ONLINE	February 15	Dominant Planning Paradigms	Get book approval for review
In person	February 22	Planning and Governance in the 21 st Century	
NO CLASS	March 1	Watch and write a review of URBANIZED (Exercise 2)	
ONLINE	March 8	Regional Planning/Transportation Planning	Exercise 2: Review of "Urbanized"- the film
In person	March 15	Influences in Planning – Student Presentations	Assignment 1 In class presentations
ONLINE	March 22	Community Building/Culture of Cities	
ONLINE	April 5	Urban Design and Placemaking	
NO CLASS	April 12	Work on Exercise 2: Follow an Ordinance	
In person	April 19	Housing Matters	Assignment 2: State of the Planning Profession
ONLINE	April 26	Environmental Planning/Climate Resiliency	Exercise 3: Follow an Ordinance
In person	May 3	Social Justice/Law and Ethics in planning	
In person	May 10	Book Review Presentation in class	Assignment 3: Book Review
	May 17	TAKE HOME EXAM	
			Take Home Exam Due

DETAILED SCHEDULE AND READINGS SESSIONS

SESSION 1/January 25

INTRODUCTION/OVERVIEW

Welcome, introductions, review of class purpose and goals, bibliography, readings, basis for grading, office hours/contact, and expectations. Cities and City Building. Why are there cities? What constitutes a good city? What are the roles and purposes of planning, and for whom is it done?

EXERCISE 1: READING THE CITY (Due February 1)

Draw a sketch of a city you are familiar with (it can be the one in which you live or work). Include the neighborhood boundaries, street network/connections, landmarks, and “placemakers”. Use 8.5 x 11 sized paper. You can do this either on the computer or sketch by hand. Send a pdf version of the assignment on Canvas or by email.

SESSIONS 2/February 1

EVOLUTION OF CITIES

Required Reading From The City Reader

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

Additional Reading

Sjoberg, “The Origin and Evolution of Cities” Scientific American, pp. 55-62
Blumenfeld. The Modern Metropolis” Scientific American, pp 64-74

SESSION 3/February 8

BIG IDEAS FOR CITIES

From The City Reader Required Reading

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

SESSION 4/ February 15

DOMINANT PLANNING PARADIGMS

Required Reading from The City Reader

- Burgess, “The Growth of the City: An Introduction to the Research Project”
- Hall, “The City of Theory”
- Taylor, “Anglo American Planning Theory since 1945: Three Significant Developments but No Paradigm Shifts”

- Kaiser and Godschalk, “Twentieth Century Land Use Planning: A Stalwart Family Tree”
- Dear, “The Los Angeles School of Urbanism: An Intellectual History”

SESSION 5/February 22

PLANNING AND GOVERNANCE IN THE 21ST CENTURY

Issues of City, Metropolitan, and Regional Governance. Common forms of municipal governance. Conflicts of urban/regional policy and place-based land use decision-making. Evolving local decision-making and participation in larger geographic regions. Interagency cooperation: voluntary and forced.

From The City Reader Required Reading

- Forester, “Planning in the Face of Conflict”
- Harvey, “Contested Cities: Social Process and Spatial Form”
- Clarence Stone, “Reflections on Regime Politics: From Governing Coalition to Urban Political Order”

SESSION 6/March 1: NO CLASS

Video: Urbanized - <https://sjsu.kanopy.com/video/urbanized-2>

EXERCISE 2: REVIEW OF URBANIZED (Due March 8)

Watch the video URBANIZED. Write a 1500-word paper with your analysis of the movie. Include an overview, main ideas, and three key takeaways from the video content. Include a paragraph on ideas that could have been discussed.

SESSION 7/March 8

REGIONAL PLANNING/TRANSPORTATION PLANNING

From The City Reader Required Reading

- Fishman, “Beyond Suburbia: The rise of the technoburb”
- Jackson, “The Drive-in Culture of Contemporary America”

Jacobs, “The Use of Sidewalks: Safety”

- Davis, “Fortress LA” • Bruegmann, “The Causes of Sprawl”
- Calthorpe & Fulton, “Designing the Region” and “Designing the Region is designing the Neighborhood”
- Plan Bay Area 2050: <https://www.planbayarea.org/2050-plan/plan-bay-area-2050-draftblueprint>

SESSION 8/March 15

INFLUENCES IN PLANNING STUDENT PECHA KUCHA PRESENTATIONS {ASSIGNMENT 2}

SESSION 9/March 22

COMMUNITY BUILDING/CULTURE OF CITIES

From The City Reader Required Reading

- Arnstein, “A Ladder of Citizen Participation”
- Davidoff, “Advocacy and Pluralism in Planning”
- DuBois, “The Negro Problems of Philadelphia”, “The Question of Earning a Living” • Putnam, “Bowling Alone: America’s Declining Social Capital”
- Wilson, “From Institutional to Jobless Ghettos”
- Wilson & Kelling, “Broken Windows”

March 29 – SPRING BREAK

SESSION 10/ April 5

URBAN DESIGN and PLACEMAKING

From The City Reader Required Reading

- Lynch, “The City Image and Its Elements”
- Jacobs & Appleyard, “Towards an Urban Design Manifesto” • Whyte, “The Design of Spaces” • Project for Public Spaces, “What is Placemaking?”
- 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”

SESSION 11 / April 12 – NO CLASS

EXERCISE 3: FOLLOW AN ORDINANCE (Due April 26)

In this assignment, you will research how any zoning ordinance is adopted in a city. Focus on the process, public meetings, stakeholders and decision-makers. In addition, choose an adopted ordinance that enables additional housing/affordable housing and review the impact of the ordinance. For example, if the city adopted an ADU ordinance, include the year of implementation and the impact of the ordinance up to the present (e.g. – how many ADU permits have been approved and built?)

SESSION 12/April 19

HOUSING MATTERS

SESSION 13/ April 26

ENVIRONMENTAL PLANNING AND CLIMATE RESILIENCY

From The City Reader Required Reading

- Wheeler, “Urban Planning and Global Climate Change”

Additional Readings will be added to this module.

SESSION 14/ May 3

SOCIAL JUSTICE/ LAW AND ETHICS IN PLANNING

American Institute of Certified Planners. (2005). AICP code of ethics and professional conduct. Washington, DC.

<https://www.planning.org/ethics/ethicscode/> Additional Readings Discussion Additional

Readings will be added to this module.

SESSION 15/May 10

BOOK REVIEW PRESENTATIONS IN CLASS

TAKE HOME EXAM

Take Home Exam questions handed out on May 10
EXAM SUBMISSIONS DUE NO LATER THAN May 16