

San José State University
Department of Urban & Regional Planning
URBP 200, Seminar on Urban & Regional Planning
Fall 2024

Instructor: Pietro Calogero
Email: pietro.calogero@sjsu.edu
Class Days & Time: Wednesdays, 3:00-5:45pm
Classroom: Washington Square 111
Office Hours: Wednesdays 6-7pm, Philz Coffee on Paseo de San Antonio;
Or on Zoom, held via appointment.

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 GVAR in this master's program.

Prerequisites: None, other than graduate standing.

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.

Required Textbooks

None. All readings will be provided online.

Course Learning Objectives (CLOs):

Upon successful completion of this 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 and human-made 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, Ebenezer Howard, Robert Moses, Jane Jacobs;
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.

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>

Grading of the course

will be assigned based on your percentage of total points earned on all assignments according to the following distribution:

A+ = 100 to 96	B+ = 89 to 87	C+ = 80 to 78	D+ = 69 to 67	F = 59 points or lower
A = 95 to 93	B = 86 to 84	C = 77 to 73	D = 66 to 63	
A- = 92 to 90	B- = 83 to 81	C- = 72 to 70	D- = 62 to 60	

Course Assignments

Assignment	Percent of Course Grade	Due Date	CLOs Covered
1: Discussion Prompts and Participation	30%	Weekly for 10 Mtgs	1-10
2: Critical Analysis of a Planning Meeting	20%	November 15	3,4,5,6,8
3: Research Paper			
3a: Abstract Proposal	10%	September 6	1-10
3b: Literature Review	20%	October 25	1-10
3c: Full Report	20%	December 6	1-10

Task #1: Discussion Prompts and Participation. Each student must contribute one question to promote class discussion. The question must reflect the readings assigned for that day. You may also ask clarification questions about the readings, but the substantive question must reflect an understanding of the concepts in the readings.

1 point per question; due on the Tuesday night before class.

The remaining two points are earned by class participation. Now that you have written a question that you would like to see discussed, ask it to the class.

Task #2: Planning Meeting Critique. 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.

Task #3: Research Paper on a Planning Topic You Choose. Identify a specific issue as a case study of a planning sub-discipline that interests you. Perhaps this will be preliminary research for your thesis. Or, if you are unsure, use this as an opportunity to explore which aspect of planning interests you. Planning sub-disciplines substantially overlap, but here are some ways to think of them: land use, housing, transportation, social justice, climate change, economic development, urban design, and resilience.

Task #3 is divided into three sub-parts:

Task #3a: 250-300 word Abstract Proposal: This is a brief proposal in which you describe the topic of your research. You do not need to have a fully-formed research question yet. Try to focus your topic as narrowly as possible.

Task #3b: Literature Review. Evaluate at least 5 peer-reviewed and 5 other sources pertaining to your policy. 1,800-2,000 words. Use the peer-reviewed sources to build your general conceptual framework. The other 5 sources should provide rich information on your specific case.

Task #3c: Final Draft Report. 3,000-3,300 words. Images, diagrams, and charts welcome.

Expected Workload

You are expected to spend three hours per unit per week in courses at SJSU. For this 4-unit course, this means 12 hours per week on this course. This includes class, reading, and writing time.

Topics and Readings

In this class, you must read the assigned material *prior* to attending that week's class in order to develop discussion prompts and in order to actively participate in class discussion (Task #1).

Week 1 (8/21): Introductions, Course Overview

No required readings ahead of class this week.

For all following weeks, complete readings and write prompt questions before the class.

Week 2 (8/28): The Urban Revolution and the Modern Revolution

The Chaco Culture as Case Study of Independent Urban Genesis; The Great Modern Transformation in Six Commodifications: Risk, Labor, Land, Time, Ideas, and Attention

Week 2 Required Readings:

Childe, V. Gordon. 1950. "The Urban Revolution." *The Town Planning Review* 21 (1): 3–17.

Wirth, Louis. 1938. "Urbanism as a Way of Life." *The American Journal of Sociology* 44 (1): 1–24.

Week 3 Optional Readings:

Davis, Kingsley. 1965. "The Urbanization of the Human Population." *Scientific American* 213 (3 (September)): 40–53.

Week 3 (9/4): What is to be Done? Capabilities, Biopolitics, & Rise of Regulation

Industrial urbanism and initial reactions to it.

Week 3 Required Readings:

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

Foucault, Michel. 2003. "The Birth of Biopolitics." In *The Essential Foucault*, edited by Paul Rabinow and Nikolas Rose, 202–7. New York: New Press.

Week 3 Optional Readings:

Engels, Friedrich. 1999. "The Great Towns." In *The Condition of the Working Class in England*, edited by David McLellan. Oxford World's Classics. New York: Oxford University Press.

De Forest, Robert W, and Lawrence Veiller, eds. 1903. *The Tenement House Problem, Including the Report of the New York State Tenement House Commission of 1900*. New York: The Macmillan company.

Steven Johnson 2006, *The Ghost Map*

Week 4 (9/11): American Housing Policy Successes & Failures

Risk-intervention in middle class mortgages; homeownership as household savings policy; denial of credit to Black Americans; public housing as doomed policy from the start

Week 4 Required Readings:

Wright, Gwendolyn. 1981. "The New Suburban Expansion and the American Dream." Ch. 13 of *Building the Dream: A Social History of Housing in America*. 1st ed. New York: Pantheon Books.

Bristol, Katharine. 1991. "The Pruitt-Igoe Myth." *Journal of Architectural Education* 44 (3): 163–71.

Week 4 Optional Readings:

Bauer, Catherine. 1934, *Modern Housing*. Boston: Houghton Mifflin Company.

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.

Week 5 (9/18): The Rise and Fall of Modernist Planning

Urban modernization became more directed and comprehensive by the 1930s, including housing standards, planning for mechanized traffic, and urban redevelopment. Unfortunately it also ran afoul of institutional racism.

Week 5 Required Readings:

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.

Coates, Ta-Nehisi. 2014. "The Case for Reparations." *The Atlantic*.

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

Week 5 Optional Readings:

Hirsch, Arnold. 1985. *Making the Second Ghetto* Ch1: "Dynamics of Neighborhood Change."

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.

Week 6 (9/25): Anti-Technocrat, But What Sort of Democratic Planning?

Rejection of urban redevelopment focused on vilification of Robert Moses, most famously by Jane Jacobs (1961) and Robert Caro (1975). Planning ethics shifted to maximum citizen participation & public transparency. But who actually benefits most from this change?

Week 6 Required Readings:

Davidoff, Paul. 1965. "Advocacy and Pluralism in Planning." *Journal of the American Institute of Planners* 31 (4): 331–38.

Arnstein, Sherry R. 1969. "A Ladder of Citizen Participation." *Journal of the American Institute of Planners* 35 (4): 216–24.

Rittel, Horst, and Melvin Webber. 1973. "Dilemmas in a General Theory of Planning." *Policy Sciences*, no. 4, 155–69.

Week 6 Optional Readings:

Forester, John. 1987. "Planning in the Face of Conflict: Negotiation and Mediation Strategies in Local Land Use Regulation." *American Planning Association. Journal* 53 (3): 303–14.

Brooks, Michael P. 2002. Chapter 3. "Running the Gauntlet of Planning Critics" pp. 35-49.

Week 7 (10/2): "It did not have to be this way," Singapore as Planning Counterfactual

Phang, Sock Yong. 2007. "The Singapore Model of Housing and the Welfare State." In *Housing and the New Welfare State: Perspectives from East Asia and Europe*, edited by Rick Groves, Alan Murie, and C.J. Watson, 15–44. Aldershot, England: Ashgate Publishing.

Chua, Beng Huat. 2014. "Navigating Between Limits: The Future of Public Housing in Singapore." *Housing Studies* 29 (4): 520–33. <https://doi.org/10.1080/02673037.2013.874548>.

Week 8 (10/9): California: General Plans and the CA Environmental Quality Act (CEQA)

Fulton, William, and Paul Shigley. 2020. "The General Plan." Chapter 6 of *Guide to California Planning, 5th Edition*. Edited by Catherine Courtenaye. 5th edition. Solano Press Books.

California Office of Planning Research (OPR). 2023 update. *General Plan Guidelines*.

Week 9 (10/16): Cities as Drivers and Impactees of Climate Change

Wheeler, Stephen. 2011. "Urban Planning and Global Climate Change." In *The City Reader*, 5th ed. Routledge.

Williams, David Samuel, María Mániz Costa, Catherine Sutherland, Louis Celliers, and Jürgen Scheffran. 2019. "Vulnerability of Informal Settlements in the Context of Rapid Urbanization and Climate Change." *Environment and Urbanization* 31 (1): 157–76.

<https://doi.org/10.1177/0956247818819694>.

Week 10 (10/23): Development Metrics & Graphics

Lot area, floor area ratio, coverage, setbacks, density, street size, plans, sections, and isos none. Your Literature Review is due this week.

Week 11 (10/30): Transportation, Social Justice, and the Carbon TransitionWeek 11 Required Readings:

Appleyard, Donald. 1980. "Livable Streets: Protected Neighborhoods?" *The Annals of the American Academy of Political and Social Science* 451:106–17.

Shoup, Donald. 2018. "Putting a Cap on Parking Requirements." In *Parking and the City*. Routledge.

Nieuwenhuijsen, Mark J. 2020. "Urban and Transport Planning Pathways to Carbon Neutral, Liveable and Healthy Cities; A Review of the Current Evidence." *Environment International* 140 (July):105661. <https://doi.org/10.1016/j.envint.2020.105661>.

Week 11 Optional Readings:

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.

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.

Week 12 (11/6): Urban Design for Walkability

Pierre L'Enfant's D.C. Plan; Hassumann's Paris Plan; Cerda's Barcelona Eixample Plan; Olmsted's Back Bay Plan; Burnham's Chicago Plan; Corbusier's Voisin Plan; Howard's Garden Cities schema

Week 12 Required Video & Readings (pick 3):

"Revisiting Donald Appleyard's Livable Streets." November 1, 2010. "<https://vimeo.com/16399180>

Jacobs, Allan, and Donald Appleyard. 1987. "Toward an Urban Design Manifesto." *Journal of the American Planning Association* 53 (1): 112–20. <https://doi.org/10.1080/01944368708976642>.

Bosselmann, Peter, Elizabeth Macdonald, and Thomas Kronmeyer. 1999. "Livable Streets Revisited." *Journal of the American Planning Association* 65 (2): 168–80.

<https://doi.org/10.1080/01944369908976045>.

- Southworth, Michael. 2005. "Designing the Walkable City." *Journal of Urban Planning and Development* 131 (4): 246–57. [https://doi.org/10.1061/\(ASCE\)0733-9488\(2005\)131:4\(246\)](https://doi.org/10.1061/(ASCE)0733-9488(2005)131:4(246)).
- Ewing, Reid, Susan Handy, Ross C. Brownson, Otto Clemente, and Emily Winston. 2006. "Identifying and Measuring Urban Design Qualities Related to Walkability." *Journal of Physical Activity and Health* 3 (s1): S223–40. <https://doi.org/10.1123/jpah.3.s1.s223>.
- Forsyth, Ann. 2015. "What Is a Walkable Place? The Walkability Debate in Urban Design." *URBAN DESIGN International* 20 (4): 274–92. <https://doi.org/10.1057/udi.2015.22>.
- Kim, Yujin, Hwasoo Yeo, and Lisa Lim. 2024. "Sustainable, Walkable Cities for the Elderly: Identification of the Built Environment for Walkability by Activity Purpose." *Sustainable Cities and Society* 100 (January):105004. <https://doi.org/10.1016/j.scs.2023.105004>.

Week 13 (11/13): Community Economic Development

- Gans, Herbert J. 1963. "Social and Physical Planning for the Elimination of Urban Poverty." *Washington University Law Quarterly* 1963:2.
- Hartley, Daniel A., Nikhil Kaza, and T. William Lester. 2016. "Are America's Inner Cities Competitive? Evidence From the 2000s." *Economic Development Quarterly* 30 (2): 137–58. <https://doi.org/10.1177/0891242416638932>.

Week 14 (11/20): The Ethics of Contemporary Planning

- Lester, T. William. (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.

APA Ethical Planning Principles

AICP Code of Ethics

Wednesday, Nov. 27: No Class.

Week 15 (12/4): To Be Determined...

Muwekma Ohlone SJSU Area Land Acknowledgement

The San José State University community recognizes that the present-day [Muwékma Ohlone Tribe](#), with an enrolled Bureau of Indian Affairs documented membership of over 550, is comprised of all of the known surviving American Indian lineages aboriginal to the San Francisco Bay region who trace their ancestry through the Missions Santa Clara, San José, and Dolores, during the advent of the Hispano-European empire into Alta California; and who are the successors and living members of the sovereign, historic, previously Federally Recognized Verona Band of Alameda County.



Furthermore, the San José State University community recognizes that the university is established within the Thámien Ohlone-speaking tribal ethnohistoric territory, which based upon the unratified federal treaties of 1851-1852, includes the unceded ancestral lands of the Muwékma Ohlone Tribe of the San Francisco Bay Area. Some of the enrolled Muwékma lineages are descended from direct ancestors from the Thámien Ohlone tribal territory whose ancestors had affiliation with Mission Santa Clara.

The San José State University community also recognizes the importance of this land to the indigenous Muwékma Ohlone people of this region, and consistent with our principles of community and diversity strives to be good stewards on behalf of the Muwékma Ohlone Tribe whose land we occupy.

This Land Acknowledgement was generously given to SJSU by the Muwékma Ohlone Tribe for SJSU use. Tribe Chairwoman Charlene Nijmeh gives a powerful detailed accounting of the specific steps and history of the disenfranchisement of the Muwékma Ohlone peoples, as well as the strength and presence of their community today. Tribe Vice Chairwoman Monica V. Arellano gives a detailed context to understand our presence on the ancestral lands of the Muwékma Ohlone, land on which our institution and the city of San Jose occupy. Their leadership reminds us of how much further we have to go, and that this Land Acknowledgement is a very small step towards further action.

We are grateful for Charlene Nijmeh and Monica V. Arellano of the [Muwékma Ohlone Tribal Council](#) for providing SJSU with a Land Acknowledgement and Greeting.

We encourage you to use the Land Acknowledgment in its entirety out of respect for the process and words given us by the Muwékma Ohlone.

[Download a PDF version](#) of this Land Acknowledgment

[Link to shareable Google Slides document](#) with this Land Acknowledgment specifically for SJSU events and meetings

[Download a PDF of the Muwékma Ohlone greeting](#) to Learn More about the Tribe and its History
[Pronunciation Guide](#) for this Land Acknowledgment

University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90–5 at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the SJSU catalog, at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>.

In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor.

If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Dropping and Adding

Students are responsible for understanding the policies and procedures about adding, dropping, and grade forgiveness. Refer to the current semester's Catalog Policies section at <http://info.sjsu.edu/static/catalog/policies.html>.

Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at <http://www.sjsu.edu/advising/>

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at <http://www.sjsu.edu/studentconduct/>.

Plagiarism and Citing Sources Properly

Plagiarism is the use of someone else's language, images, data, or ideas without proper attribution. It is a 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 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 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*, 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.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.