

Seminar on Urban and Regional Planning

Section 01

URBP 200

Spring 2025 Hybrid 4 Unit(s) 01/23/2025 to 05/12/2025 Modified 01/31/2025

Contact Information

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I welcome you to contact me outside of class! Please keep in mind I am relatively slow at responding to emails -- please allow at least 24-48 hours for a response. (This is why you must request an extension at least 3 days in advance of the due date!)

Office Hours

- Wednesday, 12:00 PM to 2:30 PM, zoom (Wednesday) - [here \(https://sophiekelmenson.youcanbook.me/\)](https://sophiekelmenson.youcanbook.me/)
- also available by appointment

Office hours will typically be on zoom, though if you would prefer to meet in person just let me know. I *strongly* encourage you to take advantage of office hours - we can discuss how the course is going for you, an upcoming or previous assignment, or related topics that would be useful to discuss together outside of class.

Course Information

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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.

different planning approaches, models, issues, policies and techniques. Special attention will be paid to the application of planning theory and practice to current regional and economic development issues. The course will also explore the role of planning in the development of the region.

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.

~~Course Description~~ of this residential development to agricultural planning

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.

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>

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

Program Information

MUP Program Learning Outcomes

Students will:

- 1) Conceptualize planning problems from complex, real-world situations so that the problems are meaningful to clients, and are research-worthy; Frame research questions and hypotheses; and design appropriate methodologies to answer research questions;
- 2) Communicate effectively: in writing, by expressing concepts in visual terms, and through public speaking;
- 3) Work effectively as team members and leaders of planning teams, and to apply an understanding of interpersonal and group dynamics to assure effective group action;
- 4) Analyze and synthesize planning knowledge and apply it to address actual planning problems; and,
- 5) Develop planning strategies to advance community priorities through collaborative engagement with stakeholders, and do so in a manner that deliberately incorporates multicultural and historical perspectives

Course Learning Outcomes (CLOs)

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

Attendance at every synchronous or in-person class is expected. All assigned readings must be completed before each class session. 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. Each student is expected to post a short (300-600 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%)

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

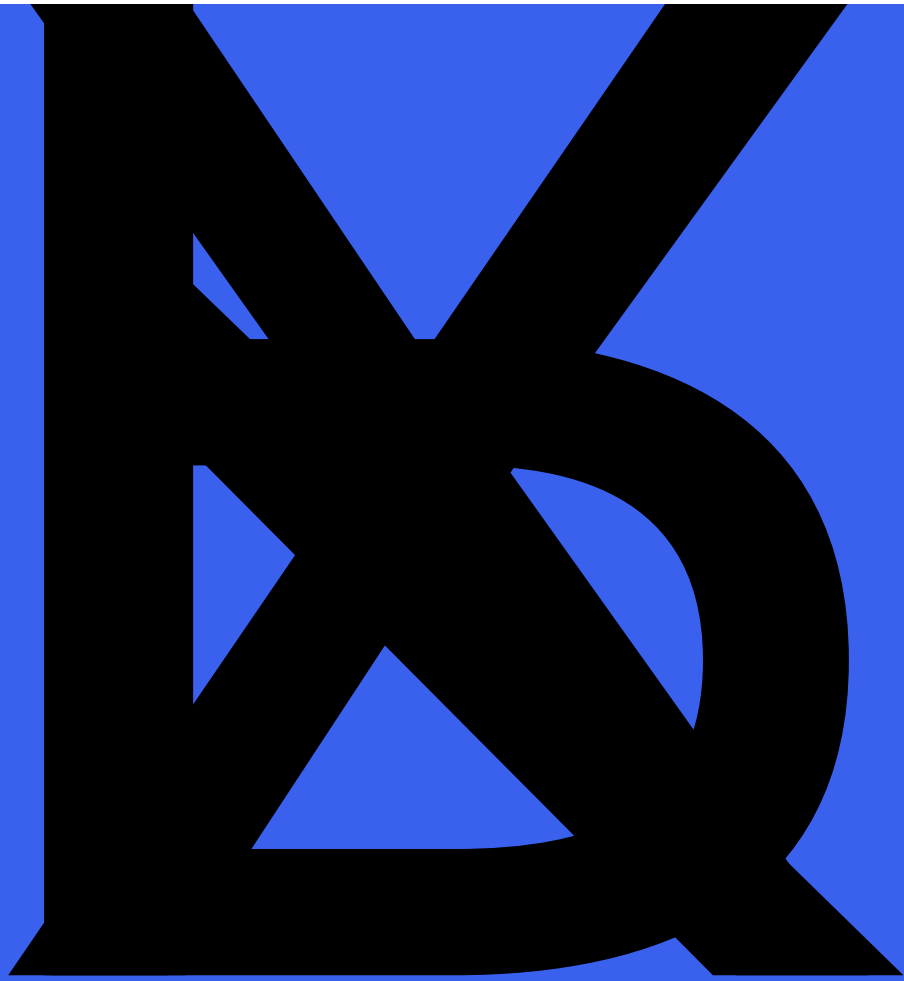
Planning Reflection Essay Part 1: Critiquing a Historical Plan (GWAR) (20%)

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).

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).

Take Home Exam – Essay



9	Mar. 20	Critical Urban Theory	
10	Mar. 27	Mid-20th Century Urban Planning and The Legacy of Racial Injustice	Critical Reflection Part 1 Due
11	Apr. 10	Land-use and Environmental Planning	
12	Apr. 17	Transportation and Regional Planning	
13	Apr. 24	Housing and Community Economic Development	
15	May. 1	Planning History III: New Urbanism, Re-urbanism, and Hyper Urbanism	Critical Reflection Part 2 Due
16	May 8	The Normative and Ethical Foundations of Contemporary Planning	
Final Exam	May 15	Take Home Exam	