Course Catalog Description

URBP 255: Extensive study of causes, consequences and costs of sprawl; study of growth management and smart growth programs at the state, regional and local level, including the rationale, techniques; and economic, political, and organizational implications.

Course Description and Course Learning Objectives

What do the terms ‘growth management’ and ‘smart growth’ mean? What are the different kinds of growth management programs in place throughout the country? What are the potential impacts of growth management/smart growth on urban development? What are some of the new approaches to thinking about and designing the built environment? This course aims to discuss a variety of questions/issues related to growth management in the United States.

Over the years, several cities/regions and a few states in the U.S. have adopted growth management/smart growth programs. The desire to control sprawl is one of the reasons for adopting these programs. The course begins with an introduction to sprawl and discusses its causes, consequences, and costs.

Second, it examines the growth management/smart growth programs at the state, regional, and local level. Third, it discusses the physical, socio-economic, and environmental dimensions of growth management; and in the end reviews a few new approaches for designing the built environment. These approaches include new urbanism, form-based codes, transit-oriented development, neo-traditional communities, and walkable suburbs.

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

1. Debate the pros and cons of urban sprawl.
2. Articulate approaches to growth management, their benefits and disadvantages.
3. Identify the stakeholders and regulatory agencies involved in managing urban and regional growth.
4. Debate constraints and opportunities confronting communities while developing policy approaches.

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1 Special thanks to Prof. Shishir Mathur who originally developed this course and syllabus.
to growth management.

5. Describe smart growth principles and best practices in managing urban and regional growth.

**Planning Accreditation Board (PAB) Knowledge Components**

This course partially covers the following PAB Knowledge Components: 3B and 3E.

3B) Governance and Participation: appreciation of the roles of officials, stakeholders, and community members in planned change.


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](https://www.sjsu.edu/urbanplanning/graduate/masters-in-urban-planning/pab-knowledge.php)

**Required Course Texts**

Readings are electronically available through San Jose State University’s learning management system (LMS), Canvas by Instructure. A quick guide on how to access CANVAS is at [http://www.sjsu.edu/ecampus/docs/Canvas-Student-Quick-Guide.pdf](http://www.sjsu.edu/ecampus/docs/Canvas-Student-Quick-Guide.pdf). We may send out some additional articles for class, and at times may ask you to read material available on the web.

**Online Teaching Considerations**

This class will be taught entirely online. Key considerations arising from the online delivery mode include the following:

- Students are required to have an electronic device (laptop, desktop or tablet) with a camera and built-in microphone. SJSU has a free [equipment loan](https://www.sjsu.edu/urbanplanning/graduate/masters-in-urban-planning/pab-knowledge.php) program available for students.

- Students are responsible for ensuring that they have access to reliable Wi-Fi during tests. If students are unable to have reliable Wi-Fi, they must inform the instructor, as soon as possible.

- Students are encouraged, but not required, to turn on their cameras in Zoom.

- We intend to record some classes and post them on Canvas. University policy ([S12-7](https://www.sjsu.edu/urbanplanning/graduate/masters-in-urban-planning/pab-knowledge.php)) requires consent from all individuals who will appear in a class recording. We will poll the class during our first session regarding consent to recording.

- Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings.

**Zoom Classroom Etiquette**

- **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.
  - Avoid video setups where people may be walking behind you, people talking/making noise, etc.
  - Avoid activities that could create additional noise, such as shuffling papers, listening to music in the background, etc.
• **Position Your Camera Properly:** Be sure your webcam is in a stable position and focused at eye level.

• **Limit Your Distractions/Avoid Multitasking:** You can make it easier to focus on the meeting by turning off notifications, closing or minimizing running apps, and putting your smartphone away (unless you are using it to access Zoom).

• **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 or demeaning.

### Course Requirements and Grading Policy

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

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Pct. of Course Grade</th>
<th>Course Learning Objectives Covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1: One discussion question and narrative per “discussion seminar” class</td>
<td>5%</td>
<td>1-5</td>
</tr>
<tr>
<td>Assignment 2: In-class discussion</td>
<td>5%</td>
<td>1-5</td>
</tr>
<tr>
<td>Assignment 3: Paper 1: Debate pros and cons of sprawl</td>
<td>20%</td>
<td>1</td>
</tr>
<tr>
<td>Assignment 4: Paper 2 draft: Critique a local area’s growth management/ smart growth program</td>
<td>10%</td>
<td>2-5</td>
</tr>
<tr>
<td>Assignment 5: Paper 2 final: Critique a local area’s growth management/ smart growth program</td>
<td>25%</td>
<td>2-5</td>
</tr>
<tr>
<td>Assignment 6A: Engagement Unit Activity 1: Attend a Public Meeting in Jurisdiction A, write a Reflection Paper on it.</td>
<td>10%</td>
<td>2-5</td>
</tr>
<tr>
<td>Assignment 6B: Engagement Unit Activity 2: Attend a Public Meeting in Jurisdiction B, write a Reflection Paper comparing/contrasting Jurisdictions 6A &amp; 6B.</td>
<td>15%</td>
<td>3-4</td>
</tr>
<tr>
<td>Assignment 7: Presentation of Paper 2</td>
<td>10%</td>
<td>2-5</td>
</tr>
</tbody>
</table>

This class will be a combination of lecture by the instructors, in-class discussion, and presentations by students and possibly guest speakers. You will need to read the assigned material **prior** to attending that week’s class and participate in class discussion.

For every class marked “Discussion Seminar” in the weekly schedule, each student is required to contribute one question that s/he would like to see discussed in class. In addition to the question, describe the main points that you would like to see discussed in the discussion generated by that question. Write one or two paragraphs (75-100 words). This question will be in addition to any question you want to ask to clarify a specific concept or part of the reading. The question and the description should be posted on the course Canvas page (in the “Assignments” section) by Tuesday night.

The discussion question and narrative are only required for the classes marked “Discussion Seminar” in the weekly schedule. The weekly discussion question and narrative submissions will be graded based on
Calculation of Final Course Letter Grade

The course grade consists of eight assignments. Assignments 1 & 2 are worth 5 points each; Assignment 3, 20 points; Assignment 4, 10 points; Assignment 5, 25 points; Assignment 6A, 10 points; Assignment 6B, 15 points; and Assignment 7, 10 points; for a total of 100 points. If a student named “Joe” obtains 4 points on Assignment 1, 4 on Assignment 2, 17 on Assignment 3, 8 on Assignment 4, 21 on Assignment 5, 9 on Assignment 6A, 13 on Assignment 6B and 9 on the Assignment 7, his final letter grade can be calculated using the following steps:

a) Add the score for each assignment to arrive at the final score for the course. Final score = 
   \[ 4 + 4 + 17 + 8 + 21 + 9 + 13 + 9 = 85 \]

b) The following grading scheme converts the final score into a letter grade. A+ (97 and above); A (93 to 97); A- (90 to 93); B+ (87 to 90); B (84 to 87); B- (80 to 84); C+ (78 to 80); C (75 to 78); C- (72 to 75); D+ (69 to 72); D (66 to 69); D- (63 to 66); F (below 63)

c) Using the grading scheme provided in step “b” to arrive at the letter grade, the score of 85 for “Joe” equals a letter grade of “B.”

Other Grading and Assignment Issues

Late work will not be accepted, except with the instructor’s prior permission.

Course Workload

Success in this course is based on the expectation that students will spend 45 hours for each unit of credits (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course-related activities including but not limited to internships, labs, clinical practice. Other course structures will have equivalent workload expectations.

Because this 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 your courses. For this class, you will have to undertake additional activities outside the class hours (assignments 6A and 6B), such as, attending public meetings related to growth management issues; writing memos critically analyzing the issues discussed in these public meetings; providing peer responses to such memos written by fellow students: and revising your memo based upon the peer responses. Details on how to complete these
activities will be provided on handouts distributed later in the semester.

**Classroom Protocol**

This class is primarily run as a seminar. As such, it is expected that students attend each class, be on time, complete the assigned readings prior to each class, and actively participate in discussions with an open mind. If you are unable to attend a class, please notify us in advance. Lectures by the instructors and/or guest experts will supplement class discussions. We will request that you refrain from texting, tweeting, surfing on an electronic device unless it is for taking notes or for looking up information relevant to the discussion at hand. Phones must be off or on silent.

**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/](http://www.sjsu.edu/gup/syllabusinfo/).

**Academic Integrity Statement, Plagiarism, and Citing Sources Properly**

SJSU’s Policy on Academic Integrity states: “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](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/](http://www.sjsu.edu/studentconduct/).

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 University of Indiana has developed a very helpful website with concrete examples about proper paraphrasing and quotation. In particular, see the following pages:
• Overview of plagiarism at www.indiana.edu/~istd/overview.html
• Examples of plagiarism at www.indiana.edu/~istd/examples.html
• Plagiarism quiz at www.indiana.edu/~istd/test.html

If you still have questions, feel free to talk to the instructors 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*, Eighth Edition (University of Chicago Press, 2013, ISBN: 978-0226816388). 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 second system, i.e., in-text parenthetical references.

Accommodation for Disabilities

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building is evacuated, please make an appointment with the instructors as soon as possible, or see us during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations register with the Accessible Education Center or AEC (formerly known as the Disability Resource Center or DRC) to establish a record of their disability. You can find information about the services SJSU offers to accommodate students with disabilities at the AEC website at www.aec.sjsu.edu.

Accommodation to Students’ Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at http://www.sjsu.edu/senate/docs/S14-7.pdf.

Consent for Recording of Class and Public Sharing of Instructor Material

Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.

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 or 408-808-2034.

**SJSU Writing Center**

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. To make an appointment or refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at [http://www.sjsu.edu/writingcenter](http://www.sjsu.edu/writingcenter).

**SJSU Counseling and Psychological Services**

The SJSU Counseling and Psychological Services office is located on the corner of Seventh Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling and Psychological Services website at [http://www.sjsu.edu/counseling](http://www.sjsu.edu/counseling).

**Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at [http://info.sjsu.edu/static/catalog/policies.html](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/](http://www.sjsu.edu/provost/services/academic_calendars/). The Late Drop Policy is available at [http://www.sjsu.edu/aars/policies/latedrops/policy/](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/](http://www.sjsu.edu/advising/).
URBP 255: URBAN AND REGIONAL GROWTH MANAGEMENT
FALL 2020 COURSE SCHEDULE
(subject to change with fair notice)

1. August 19
   Course Overview

2. August 26
   Course Overview II: Why Do Cities and Regions Need Management?
   Class Type: Discussion Seminar
   Readings:
   Video:
   Urban Growth Boundary - Controlling Growth and Preserving Farmland
   https://www.youtube.com/watch?v=0mofvXjphMU

3. September 2
   Sprawl –I: The Debate over Urban Sprawl
   Class Type: Discussion Seminar
   Readings:
   Details of Paper #1 handed out

4. September 9
   Sprawl–II: Causes of Sprawl
   Class Type: Discussion Seminar
   Readings:


Video:
Urban Sprawl: Which U.S. City Sprawls the Most?
https://www.youtube.com/watch?v=t54iKae1SiY

5. September 16

*Sprawl–III: Costs and Consequences of Sprawl: Socio-Economic and Health/Safety Costs*

Class Type: Discussion Seminar

Readings

*Economic cost*

*Social costs*


*Health and safety costs*


6. September 23

*Sprawl–IV: Costs and Consequences of Sprawl: Environmental Costs; Converging Views*

Class Type: Discussion Seminar

Readings:

*Environmental Cost*

*Converging Views*

*Growth Management and Smart Growth: Introduction*

7. September 30

*State Growth Management Programs*

Class Type: Discussion Seminar

Readings:


*Paper #1 due*

*Details of Paper #2 distributed*

8. October 7

*Regional Growth Management Programs*

Guest Speaker: TBD

Class Type: Guest Lecture + Discussion

Readings:


Association of Bay Area Governments and Metropolitan Transportation Commission. 2013. *Plan Bay Area*. Oakland: ABAG/MTC. (Recommended)

9. October 14

*Local Growth Management/ Smart Growth Programs and Tools*

Class Type: Discussion Seminar

Readings:


California Governor’s Office of Planning and Research (CGOPR). 2012. *Overview of the California Environmental Review and Permit Approval Process*. (Recommended)

**10. October 21**

Efficacy of Growth Management/Smart Growth: Socio-Economic Dimension  
Class Type: Discussion Seminar

Reading:


**11. October 28**

Growth Management/Smart Growth: Housing Affordability  
Guest Speaker: TBD  
Class Type: Guest Lecture + Discussion

Readings:


Draft Paper #2 due.

**12. November 4**

Growth Management/ Smart Growth: Environmental/Health Dimension  
Class Type: Discussion Seminar

Readings:


Video:
How can we make a better Bay Area?
https://www.youtube.com/watch?v=H1MvU-47jnM

13. November 11
Veterans Day—NO CLASS

14. November 18
New Approaches to the Built Environment: New Urbanism, Form-Based Codes, TOD, Neo Traditional Communities, and Walk-able Suburbs
Class Type: Discussion Seminar

Readings:

15. November 25
Thanksgiving—NO CLASS

16. December 2
Presentation of Paper #2

December 9 (final exam week)
Final Paper #2 due (Post on Canvas and e-mail both instructors--subject line: Last name, URBP 255)

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