San José State University
Urban and Regional Planning Department
URBP 276, Social Media in Planning

Course and Contact Information
Instructor: Jason Su
Office Location: WSQ 218
Telephone: 408-924-5882
Email: Jason.Su@sjsu.edu
Office Hours: Tuesdays, 12:00-1:00 p.m.
Class Days/Time: Saturdays, 9:00am-12:00pm - January 26, February 9, February 23, March 9, March 23 (class meets five times during the 2019 Spring semester)
Classroom: WSQ 208

Course Description
This course is an introductory study on the current implementation of social media as it pertains to urban planning, civic engagement, advocacy, and economic development practices.

Since the dawn of contemporary social media platforms in the early 2000’s, the landscape of online engagement has drastically changed. Where originally these platforms were used to stay connected with family and friends, now we have seen businesses start, brands develop, persons as personalities, mobilizing for protests, and keeping our leaders, businesses, and governments accountable. Additionally, we have now seen the “weaponization” of social media – through the proliferation of fake news, “troll farms,” and other tactics that intend to erode the fabric of democracy and build distrust within our communities.

While cities see the potential of social media to enhance public participation, whether it is to make public input more accessible, or to promote better transparency in government processes, they are also seeing a new struggle of how to support constructive civic engagement, upholding the First Amendment Right to freedom of speech, and ensure all who participate can do so in a safe and equitable manner. As the lines of communication to our cities and civic leaders continue to democratize, new challenges arise on how to harness and manage this change.

And with social media's intimate relationship with technology, how can we develop frameworks on how to manage these changes as emerging technologies continue to redefine methods of communication and civic engagement.

Course Requirements
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.
Course Learning Outcomes (CLO)

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

1. Better understand the past and present social media landscape, especially in regards to how cities, organizations, businesses, and citizens use it to participate in civic discourse.

2. Introduction to research methods to assess the influence and patterns of social media content.

3. Understand how cities and organizations use social media to promote and brand districts for economic development.

4. Introduction to concepts of free speech, social movements, smart cities, and the digital divide, and how it relates to urban planning and community engagement practices.

5. Best practices for students to take on managing both organizational social media platforms, as well as optimizing personal social media accounts for professional advancement.

Planning Accreditation Board (PAB) Knowledge Components

This course partially covers the following PAB Knowledge Components: 1e, 2a, 2e, 3b, 3e.

1e) The Future: understanding of the relationships between past, present, and future in planning domains, as well as the potential for methods of design, analysis, intervention to influence the future.

2a) Research: tools for assembling and analyzing ideas and information from prior practice and scholarship, and from primary and secondary sources.


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

3e) Social Justice: appreciation of equity concerns in planning.

A complete list of the Planning Accreditation Board Knowledge Components can be found at: [http://www.sjsu.edu/urbanplanning/courses/pabknowledge.html](http://www.sjsu.edu/urbanplanning/courses/pabknowledge.html).

Course Format

This is a hybrid course with online and in-class components. You will be expected to attend each session—whether they be in-person or online. You will be required to have both internet connectivity and computer access as a part of this course. No book is required and all readings will be available on Canvas.

Canvas

Canvas will serve as the “hub” for this class. All assignments (homework and quizzes) for the class, slides for most lectures, and some additional readings will be posted there. You will turn in all assignments and papers on Canvas. You can find information on Canvas here: [http://www.sjsu.edu/at/ec/canvas/](http://www.sjsu.edu/at/ec/canvas/)

Required Texts/Readings

All course readings will be available on Canvas.
Grading Information

The total accumulated points a student is awarded from the elements shown in the table above will determine final grades. Final letter grades will result from total points received by each student based on the following grading scheme:

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

Students are expected to attend every class session and come prepared with readings and any assignments completed, ready to fully participate. Most days, class will begin with a lecture relating to the topic and readings for the day; questions and discussion are encouraged, and questions will be asked of students throughout. Throughout the course are guest lectures, instructional videos, class discussions, and student presentations. We encourage students to participate in discussions using their educational, personal, or professional experiences.

University Policies

Per University Policy S16-9 (http://www.sjsu.edu/senate/docs/S16-9.pdf), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs’ Syllabus Information webpage at http://www.sjsu.edu/gup/syllabusinfo/

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. 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. See in particular 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 me personally. There is nothing wrong with asking for help, whereas even unintentional plagiarism is a serious offense.
<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due Date(s)</th>
<th>Percentage of Course Grade</th>
<th>Course Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Social Media Use and Reflection</td>
<td>Feb 9</td>
<td>10%</td>
<td>1, 5</td>
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<tr>
<td>Students will track their use of social media for one week, indicating which social media platforms and the length of time and activity on each. Students will then write a reflection of this activity, highlighting the type of information most often received and shared, and from which sources.</td>
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<td>2. Community Feedback Analysis</td>
<td>Feb 23</td>
<td>20%</td>
<td>2, 3</td>
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<td>Select a hashtag related to a development, urban planning, or district branding initiative and analyze the top posts on Facebook, Twitter, and other applicable platforms to gauge the messaging of the particular initiative. Analysis will involve methods discussed in class. Examples of relevant hashtags include, but are not limited to: #BetterBikewaySJ #SanJoseFlood #408creates #dtsj #GoogleSanJose #campfire #MuraldelaRaza #VisionZero #housingcrisis</td>
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<tr>
<td>3a. Social Media Audit</td>
<td>Mar 9</td>
<td>20%</td>
<td>1, 2</td>
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<tr>
<td>Students will select an active social media account of a city, advocacy group, nonprofit, business association, transportation agency, university, public figure, or company working in the field of urban planning, and conduct an audit of their social media inventory, practice, use, and engagement levels.</td>
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<td>3b. Engagement Strategy Plan</td>
<td>Mar 23</td>
<td>20%</td>
<td>3, 4, 5</td>
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<tr>
<td>Based off the work from assignments 1, 2, and 3a and the lectures from class, develop an engagement strategy plan that focuses on the use of social media for the organization, entity, or public figure selected in Assignment 3. The assignment will focus on their goals and methods to achieve them through social media engagement.</td>
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<td>3c. Final Presentation</td>
<td>Mar 23</td>
<td>10%</td>
<td>2, 3, 5</td>
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<td>In-class presentation not to exceed 5 minutes that highlights the most salient points of Assignment 3.</td>
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<td>6. Reflection</td>
<td>Mar 23</td>
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<td>1, 3, 4</td>
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<td>In-class reflection on the learning objectives of the class and how the student intends to implement social media practices in their urban planning profession.</td>
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<td>7. Attendance and participation</td>
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<td>10%</td>
<td>1</td>
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<td>8. Extra Credit</td>
<td>Mar 23</td>
<td>5%</td>
<td>1, 4</td>
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## Course Schedule

<table>
<thead>
<tr>
<th>No.</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines (If appropriate, add any extra column(s) to meet your needs.)</th>
</tr>
</thead>
</table>
| 1   | 1/26  | Introduction to the course  
Definition and overview of social media and current users  
Overview of media, free speech  
Definitions of and levels of engagement  
Assignment 1 Introduced |
| 2   | 2/9   | Current practices of social media in urban planning  
Research methods with social media  
Guest speaker: Chloe Meyere, Communications Officer, San Jose Mayor’s Office  
Assignment 1 Due  
Assignment 2 Introduced |
| 3   | 2/23  | Social media and its use for economic development  
Social media and creative placemaking  
Online district branding strategies  
Guest speaker: Bree von Faith, Director of Marketing, Communication, and Events, San Jose Downtown Association  
Assignment 3 Introduced |
| 4   | 3/9   | Introduction to smart cities  
Overview and challenges of the digital divide in inclusive urban planning  
Guest speaker: TBD  
Assignment 3a Due |
| 5   | 3/23  | Assignments 3b and 3c Due  
Course reflection Due (in-class)  
Extra credit Due (optional) |

The schedule is subject to change with fair notice given through email communication.