San José State University
Urban and Regional Planning Department

URBP 233 – Social Issues in Planning
URBP 133 – Introduction to Social Issues in Planning

Fall 2017

Instructor: Gordon Douglas
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Email: gordon.douglas@sjsu.edu
Office hours: Wednesdays 1:30 – 3:30 PM (by appointment please)
Class days/time: Tuesdays 7:30 – 10:00 PM
Classroom: Clark Hall CL 243
Prerequisites: None for 233
Upper division standing or instructor consent required for 133
Units: 4

Course Catalog Description
233: Multi-disciplinary study of the principles that guide the growth of a community so all members have equal access to the benefits of living in an urban environment. The course examines the coordination of citizen groups and government bodies to secure needed social services and facilities, champion initiatives that improve quality of life in our community, and engage issues important to underrepresented groups.

133: Contemporary social issues related to urban and regional planning. Assessment of community social needs and resident planning. Focus on ethnic areas such as African, Asian, and Mexican American neighborhoods. Prerequisite: Upper division standing or instructor consent.

Course Description and Course Learning Objectives
Are there any issues faced by planners that are not in some sense social? Planners not only have the challenge of serving the “public,” but their decisions have direct and often powerful impacts on the people and places that they work to shape. How can a planner best serve communities with diverse needs and values (across age, gender, race and ethnicity, ability, socio-economic status, and cultural background)? In addition, how should planners understand and address social issues like homelessness, housing affordability, unsafe streets, environmental injustice, and social exclusion?

While “social planning” was an important focus of the urban planning discipline in the 1970s, today it is unhelpfully often both assumed in principle and ignored in practice, even as issues of equity.
access, and social benefit are as present as ever. Our cities have become more diverse, with a wide variety of people and communities, each bringing a distinctive set of perspectives and needs.

The purpose of this course is to put a focus squarely on the social issues inherent in urban planning and development. Through readings, discussion, and an empirical research project, students will gain a foundation in urban social theories and key concepts and learn how to identify, think through, and ultimately address competing needs to ensure that all have an equal opportunity to both change and benefit from their environment. Subjects of discussion and analysis include planning for ability, age, gender, and race and concepts ranging from neighborhood identity to environmental justice.

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

1. Incorporate knowledge of different social theories and concepts in critically interpreting the urban planning process and be able to identify how planning and development does or does not account for differences in society and the distinctive needs of different segments of the public.

2. Identify and describe variables such as race, age, gender, class, and ability by which people and groups of people may be stratified or segmented, and the distinctive concerns and needs of different groups living and working in the urban environment.

3. Conduct empirical research in order to analyze local conditions and develop solutions to particular social problems in urban communities.

4. Understand the history of participatory planning and how to conduct respectful and community-engaged plan-making processes in our region.

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

This course partially covers the following PAB Knowledge Components: 1.(a), 1.(b), 1.(d), 1.(e), 2.(a), 2.(c), 2.(e), 3.(a), 3.(b), 3.(c), 3.(d), and 3.(e).

A complete list of the PAB Knowledge Components can be found at http://www.sjsu.edu/urbanplanning/courses/pabknowledge.html.

**Required Course Texts**

I've tried to assign almost entirely readings that are available online (usually via SJSU access to ebooks and ejournals) or at least that the library holds in its collection.

Many readings come from the following two edited volumes that you can access online via SJSU’s Ebook library (page numbers refer to the electronic version):


We will also read several chapters from this book, which is likewise available online via SJSU library login:


*Permalink: https://quod-lib-umich.edu.libaccess.sjlibrary.org/cgi/t/text/text-idx?c=acls;idno=heb31519.0001.001

Additional required readings, listed in the course schedule below, will be available online or distributed as necessary.

**Course Requirements and Assignments**

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

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due Date(s)</th>
<th>Percent of Course Grade</th>
<th>Course Learning Objectives Covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>n/a</td>
<td>15%</td>
<td>1, 2, 3, 4</td>
</tr>
<tr>
<td>Come to class prepared to contribute to our discussion of the readings and related topics.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Response</td>
<td>10/3</td>
<td>25%</td>
<td>1, 2</td>
</tr>
<tr>
<td>Many of our readings in the first few weeks are “classic” works of urban social science from the 20th Century. Thinking about these early readings – from Simmel (1903) to Mumford and Jacobs (1960s) and even Logan &amp; Molotch (1987) - write a short essay (around 3-5 pages for students in 233; 2-3 for 133) considering the following question: Do the interpretations of the city and the social issues therein presented by these authors still seem accurate or relevant? Bring in your own knowledge and experience of cities and the social issues of today.</td>
<td></td>
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<tr>
<td>Neighborhood Analysis (Engagement Unit Assignment)</td>
<td>12/5</td>
<td>40%</td>
<td>1, 2, 3, 4</td>
</tr>
<tr>
<td>Choose a neighborhood that you are interested in and can visit easily – you will need to visit it several times. Use the knowledge of social issues in planning that you have gained in class as well as the urban research methods that we have learned – talk to people if possible! – to analyze the social and cultural issues at play in the neighborhood, how urban planning and development processes have shaped those conditions, and how planners, policymakers, or community members might respond. Write a research paper presenting your findings and thoughts. Papers should (for graduate students: must) contain some original thoughts and conclusions about the processes at work in</td>
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the chosen neighborhood, and some possible proposals for addressing local concerns or needs going forward. Images are also encouraged. Paper length is “as long as needed,” but for graduate students I imagine at least 10 pages, probably at least 6 or 7 for undergraduates.

*Multiple students may choose the same neighborhood and visit together, but students must conduct their own analyses and interpretation. (Undergraduate students working on the same may collaborate on the presentation.)

<table>
<thead>
<tr>
<th>Final Presentations</th>
<th>12/19</th>
<th>20%</th>
<th>1, 2, 3, 4</th>
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</thead>
<tbody>
<tr>
<td>Students will briefly present their projects during our finals period. Students enrolled in URBP 133 who have conducted research on the same neighborhood may present as a group.</td>
<td>@</td>
<td>7:45pm</td>
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Detailed instructions for each assignment will be discussed and distributed in class, and posted as necessary on the course website. Different expectations for undergraduate students as opposed to graduate students will be explained in detail.

Final Examination or Evaluation

This course is evaluated through multiple assignments and class participation. The Neighborhood Analysis assignment (see above) is due on the last regular class meeting during the final exam period meeting, during which time students will briefly present their projects.

Grading Information

The course grade consists of two writing assignments, an in-class presentation, and a grade for participation. The first writing assignment is worth 25% of the grade (25 points), the second is worth 40% (40 points) and the final presentation is worth 20% (20 points), with a final 15% allotted based on an evaluation of course participation.

For course letter grade: A+ (96 and above); A (93 to 95); A- (90 to 92); B+ (87 to 89); B (84 to 86); B- (80 to 83); C+ (77 to 80); C (74 to 76); C- (70 to 73); D+ (68 to 69); D (64 to 67); D- (60 to 63); F (below 60)

If a student gets an 21/25 on the first assignment, 36/40 on the second, 19/20 on the presentation, and receives 15 points for demonstrating consistent and engaged participation, her or his final letter grade can be calculated as a total of 91/100. The score of 91 for this student equals a letter grade of “A-”

Course Workload

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (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 practica. Other course structures will have equivalent workload expectations as described in the syllabus.

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 of your courses. For this class, you will have to undertake additional activities outside the class hours such as completing the assigned reading, visiting your field site, and completing assignments (including preparing for the presentation). Details on how to complete these activities will be provided in class.

Classroom Protocol

Insert your expectations for participation, attendance, arrival times, safety, cell phone use, etc. here.

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/

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.

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.

Students may use either of the styles in this course, as long as they pick one or the other to use consistently throughout any given assignment. In academic sociological writing, using parenthetical citations in-text, with footnotes/endnotes used for more discursive asides, is more typical.

**URBP 233 / 133 – Social Issues In Planning**
**Fall 2017**
**Course Schedule**

*Subject to change with fair notice – any changes will be announced in class well in advance. Readings listed here are to be complete before that day’s class.*

<table>
<thead>
<tr>
<th>No.</th>
<th>Date</th>
<th>Topic, Reading and Assignments</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>8/22</td>
<td>(no class)</td>
</tr>
</tbody>
</table>

Introduction: All Planning is Social

1 8/29 Darwin BondGraham (2017) “Plans for a ‘New’ Oakland are Taking Shape, But Existing Residents are Demanding More Equitable Development,” news article in the *East Bay Express.*

History and Overview

2 9/5 Lewis Mumford (1937) “What is a City?” (pp. 91-95) in LeGates & Stout *The City Reader.*


Early Theory on the City

### Identity, Community, and Local Character

**4 9/19**


- Iris Marion Young (2000) “Social Difference is Not Identity,” Ch. 19 (pp. 390-406) in Feinsteint & DeFilippis *Readings in Planning Theory*.


  *Optional: Li, Wei & Edward Park (2006). “Asian Americans in Silicon Valley: High-Technology Industry Development and Community Transformation” Ch. 5 in Li’s *From Urban Enclave to Ethnic Suburb. (On Reserve.)]*

### Urban Political Economy

**5 9/26**

- Logan and Molotch (2007 [1987]) “The Social Construction of Cities” (pp. 1-15) and “The City as a Growth Machine” (pp. 50-98) in their *Urban Fortunes: The Political Economy of Place*.


**6 10/3**

#### Issue 1. Geographies of Inequality


- Edward Soja (2010) “On the Production of Unjust Geographies” (pp. 31-66) in his *Seeking Spatial Justice*. (Online via library.)

*Reading Response Assignment due*

#### Issue 2. Conflicting Expectations in Urban Development
<table>
<thead>
<tr>
<th>Date</th>
<th>Issue</th>
<th>Reading</th>
</tr>
</thead>
</table>
| 7 10/10 |       | Margaret Mead (1973) “The Kind of City We Want,” *Ekistics* vol. 35(2): pp. 204-207.  
| 8 10/17 | Issue 3. Spaces of Exclusion | Mike Davis (2006 [1990]) “Fortress L.A.” (pp. 221-64) in his *City of Quartz*. (Online via library.)  
  Talmadge Wright (1997) “Ch. 1 Social-Physical Space, Social Imaginaries, and Homeless Identities” (pp. 39-80) and section on San Jose in Ch. 3(pp. 160-77) in his *Out of Place: Homeless Mobilizations, Subcities, and Contested Landscapes*. (Online via library.)  
  Sherry Arnstein (1969) “A Ladder of Citizen Participation” (pp. 238-50) in LeGates and Stout *A City Reader*.  
  Additional readings and details to come. |
  Melody Hoffman (2016) “Bike Lanes are White Lanes: Gentrification and Historical Racism in Portland’s Bicycle Infrastructure Planning,” Ch. 3 (pp. 81-) in her *Bike Lanes are White Lanes*.  

https://sccgov.iqm2.com/Citizens/FileOpen.aspx?Type=4&ID=99492

Rachel Swan (2015). “Public Health Problems in Oakland Linked to Housing Crisis”

11/14 Issue 6. Jobs, Growth and Widening Inequality

George Avalos (2014) “Silicon Valley’s Inequality Intensifies Even as Job Market Booms,” Mercury News website:
http://www.mercurynews.com/2014/02/04/silicon-valleys-inequality-intensifies-even-as-job-market-booms/


11/21 Issue 7. Disaster, Extreme Weather, and Climate Change


https://www.jacobinmag.com/2015/12/this-changes-everything-naomi-klein-climate-change/

11/28 Issue 8. Informal Urbanism and the Right to the City

David Harvey (2008) “The Right to the City,” New Left Review vol. 53, online at:
https://newleftreview.org/II/53/david-harvey-the-right-to-the-city

James Rojas. 2010. “Latino Urbanism in Los Angeles” (pp. 36-45) in Jeffrey Hou’s
**Additional readings to be assigned.**

15 12/5 **What Can Planning (and Planners) Do?**

Campbell, Tait, and Watkins (2014) “Is there Space for Better Planning in a Neoliberal World?” Ch. 10 (pp. 191-116) in Fainstein & DeFilippis Readings in Planning Theory.


*Final Papers due*

12/12 **Study day – No Class**

<table>
<thead>
<tr>
<th>Finals week</th>
<th>12/19 7:45pm</th>
<th><strong>Class Presentations and Wrap Up</strong></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Final presentations</td>
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