SAN JOSE STATE UNIVERSITY
URBAN AND REGIONAL PLANNING DEPARTMENT

URBP 133 / 233 – SOCIAL ISSUES IN PLANNING
FALL 2015

Instructor: Rob Eastwood
Office location: Washington Square Hall (WSQ) 216 (upon request)
Telephone: 408-299-5792
Email: rob.eastwood@pln.sccgov.org
Office hours: Tuesday 6:00 – 7:00 (by appointment only)
Class days/time: Tuesday 7:15 – 10:00 PM
Classroom: Boccardo Business Complex 122
Prerequisites: None
Units 4

Course Catalog Description:
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.

Course Description:
Planners often have the challenge of serving the “public”. How can a planner best serve a public which has diverse needs and values based on age, gender, ethnicity and cultural background? In addition, how do planners trained in land use planning account for and address social issues such as homelessness, housing affordability, environmental racism and the increased privatization of space?

While social planning was an important and central focus of the urban planning discipline in the 1970’s, today it is barely mentioned or studied within academia or at the local and regional level. Yet, social issues and challenges are just as prevalent today. Our urban communities continue to face the challenging issues of homelessness, affordable housing, and environmental justice. In addition, our populous has become more diverse spanning a wide variety of cultures and backgrounds, each bringing a distinctive set of perspectives and needs.

Social planning is the practice of identifying and addressing the needs of various segments of the population to ensure that all have an equal opportunity affect change in the built environment and benefit from it. The purpose of this course is to analyze social planning theory and practice at the local, regional and national level. This course will also entail a contemporary study of social issues and problems commonly encountered in an urban environment and how they’re integrated into and addressed through the practice of land use planning. Included subjects of discussion and analysis shall include: planning theory, planning for age (young and elderly), gender, race, and plan implementation.
Course Student Learning Objectives:
Objectives of this course are for students to emerge from the class with the understanding and tools needed to address diverse perspectives in the practice of urban planning. Planners will be able to recognize different segments of society differentiated by age, gender, and cultural background, and account for these difference and needs in approaching urban planning policy and implementation.

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

1. Incorporate the knowledge of different planning theories and paradigms in approaching the urban planning process, be able to identify how the plan-making (comprehensive planning) process accounts for differences in society.

2. Identify different segments of the population differentiated by race, age, and gender and their distinctive needs and concerns with respect to living and working in the urban environment.

3. Evaluate development plans and general plans with a critical eye to identify how they have accounted for the distinctive needs of different segments of the public, distinguished by age, race, and gender.

4. Prepare development plans and general plans incorporating a plan making process that accounts for and incorporates the needs of different segments of the population.

5. Find resources to develop solutions to social issues or problems, and an aptitude to plan an appropriate solution with tangible results.

Planning Accreditation Board (PAB) Knowledge Components
This course partially covers the following PAB Knowledge Components: 4.2.1. (a), 4.2.2. (c), 4.2.2. (g), 4.2.3 (a), 4.2.3. (i) 4.2.4 (a), and 4.2.4 (b). A complete list of the PAB Knowledge Components can be found at http://www.sjsu.edu/urbanplanning/courses/pabknowledge.htm.

Required Course Readings:
This Course uses a Reader for all reading materials. The Course Reader is available at San Jose Copy / Unique Printing, located at 109 E.Santa Clara St. between 3rd and 4th Streets (phone: 408.297.6698). The approximate cost of the reader is $50.
Course Assignments and Grading Policy:

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

<table>
<thead>
<tr>
<th>Assignment Title</th>
<th>Percent of Total Grade</th>
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</thead>
<tbody>
<tr>
<td>Participation</td>
<td>20%</td>
</tr>
<tr>
<td>First Paper (Identify Groups)</td>
<td>15%</td>
</tr>
<tr>
<td>Second Paper (Needs assessment)</td>
<td>15%</td>
</tr>
<tr>
<td>Third Group Paper (Strategic Plan)</td>
<td>20%</td>
</tr>
<tr>
<td>Individual Field Research</td>
<td>15%</td>
</tr>
<tr>
<td>Exam</td>
<td>15%</td>
</tr>
</tbody>
</table>

**Participation** – This class only meets once each week. As such, each student is expected to be in attendance for every class. However if you are sick or have an unavoidable conflict, please notify me in advance by email. Any unexcused absences may be counted against your participation grade. Students will be expected to have read the required readings before the start of each class and be ready to discuss the key questions and issues raised. Class discussions will include student presentations of selected readings.

**Identifying and Planning for an underrepresented groups – Three Part Assignment**

Individual and Group assignments / projects will focus on one theme throughout the course – identifying an underrepresented group in society and developing a strategic plan for addressing their needs and concerns within the context of land use planning. Students will both work individually and in groups to in turn (a) Identity and characterize your group (b) Identify existing programs and plans which address your groups needs and identify areas of need, and (b) develop a strategic plan or land use policies which will address the needs of your group.

I. First Paper: Identify groups in need (Individual Assignment)

Identify a specific social group within society whose needs appear underrepresented in land use planning policies. This group can be characterized by age, gender, race, cultural background, specific socioeconomic circumstances, and geographic location. For example, the group could include:

Hispanic Single Mothers living in East San Jose  
Homeless Families in the South Bay  
Elderly Chinese Men in Downtown San Jose  
African American children in Oakland  
Children (in general) in San Francisco  
Homeless teenagers in the Bay Area  
Single Female College students living in Downtown San Jose  
Japanese Families in Japantown  
Migrant workers in the agricultural areas around Gilroy

II. Second Paper: Identify existing programs and provide gap analysis (Individual Assignment)

Identify existing programs, plans, and policies which are intended to address the needs of your selected group. Evaluate if these programs adequately address the needs of your group.
Provide a gap analysis of where needs are not being met. Evaluate the built environment in which your group lives and works and evaluate how it does or does not meet their needs.

III. Third Group Paper: Provide a Strategic Plan for addressing the needs of your group (Group Assignment)

In groups, select a group you will focus on in preparing your strategic plan. Based on the needs and gap analysis from task II and the methods and examples discussed in class, provide a strategic plan for your selected group. Your final assignment will be to both submit the strategic plan and present it before the class.

Individual Field Research - The object of the field research paper is to explore the results of planning for our community’s various needs. The student is to write a 3-page paper on a field trip to one of four types of locations;

- An affordable housing complex,
- A senior housing complex,
- A homeless shelter, or
- A battered women’s shelter.

The paper should evaluate various facility conditions including facility capacity, management, financial resources, and benefit to (or impact on) the surrounding community. Further, there should be some discussion about what would result if the institution were not available.

Exam – One exam will be given, consisting of an in-class exam that is comprehensive and will include short answer and essay questions.

Engagement – As a four (4) unit course, students will take part in activities that will constitute the one credit “engagement” aspect of the course; that is, work focused on direct engagement with planning practice. This work will be encompassed within the Individual Field Research assignment and as part of the three part “Planning for Underrepresented Groups” assignments. Students will maintain a log sheet to document their engagement work that will total to approximately 45 hours over the course of the semester, to be submitted with the final group assignment.

Calculation of Final Course Letter Grade

<table>
<thead>
<tr>
<th>Grades</th>
<th>Criteria and Interpretation</th>
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<tbody>
<tr>
<td>A-, A and A+</td>
<td>For assignments that clearly demonstrate excellence, workplace-quality professionalism obvious dedication to meeting course learning objectives.</td>
</tr>
<tr>
<td>B-, B and B+</td>
<td>If work is above average in quality, thoroughness and presentation, where the student has demonstrated more of a commitment to quality work than an assignment graded with a C.</td>
</tr>
<tr>
<td>C-, C and C+</td>
<td>If student work is sufficient and acceptable, reserved for work of average quality.</td>
</tr>
<tr>
<td>D and F</td>
<td>Student work that is sub-par on all levels (D’s) or demonstrates the barest of minimal effort (F).</td>
</tr>
<tr>
<td>Zero</td>
<td>For assignments that are not submitted and/or assignments which do not adhere to the late-submission policy described herein.</td>
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Grades on student work will be assigned as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>98-100</td>
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<tr>
<td>A</td>
<td>94-97</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>88-89</td>
</tr>
<tr>
<td>B</td>
<td>84-87</td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
</tr>
<tr>
<td>C+</td>
<td>78-79</td>
</tr>
<tr>
<td>C</td>
<td>74-77</td>
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<tr>
<td>C-</td>
<td>70-73</td>
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<tr>
<td>D+</td>
<td>68-69</td>
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<tr>
<td>D</td>
<td>64-67</td>
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<tr>
<td>D-</td>
<td>60-63</td>
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<tr>
<td>F</td>
<td>Below 60</td>
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The course grade is comprised of six factors as described above (participation, assignments, and two exams). For each factor above, grades will be provided on a point scale (for example, the first paper will be worth 15 points) and grades will be determined based on the percentage of the points available. Total grades will be added using this same methodology, combining points from the six factors.

**Other grading/assignment issues**

LATE PAPERS: Class Policy is that full credit for papers can only be earned if papers are submitted when required. For each week late, a paper will be marked down one grade.

UNDERGRADUATES – ASSIGNMENTS & GRADING: Undergraduates will be assigned the same work as graduate students, yet will be graded at a more lenient level. For Exams, questions for undergraduates will be less difficult than graduates (number of questions and content).

**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.

**Classroom Protocol**

Students should come to class prepared. Please be respectful of your colleagues and refrain from using electronic devices in a distracting manner. Students are encouraged to utilize technology to enhance classroom discussion, but should not plan to check email, Facebook, text messages, etc. during the class period.

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

SJSU’s Policy on Academic Integrity states: “Your own commitment to learning, as evidenced by your enrollment at San Jose State University, and the University’s Academic Integrity Policy 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” (Academic Senate Policy S07-2). The policy on academic integrity can be found at [www.sjsu.edu/senate/docs/S07-2.pdf](http://www.sjsu.edu/senate/docs/S07-2.pdf).

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](http://www.indiana.edu/~istd/overview.html)
- Examples of plagiarism at [www.indiana.edu/~istd/examples.html](http://www.indiana.edu/~istd/examples.html)
- Plagiarism quiz at [www.indiana.edu/~istd/test.html](http://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 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 can select whichever system they prefer, so long as they use the same system consistently.

**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 must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the AEC (Accessible Education Center) to establish a record of their disability.

You can find information about the services SJSU offers to accommodate students with disabilities at the Accessible Education Center website at [www.sjsu.edu/aec](http://www.sjsu.edu/aec).

**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. Toby Matoush. If you have questions, you can contact her at toby.matoush@sjsu.edu or 408-808-2096.

**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. The Writing Center website is located at [http://www.sjsu.edu/writingcenter](http://www.sjsu.edu/writingcenter).

**SJSU Counseling and Psychological Services**

The SJSU Counseling and Psychological Services is located on the corner of 7th 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 133 / 233 – SOCIAL ISSUES IN PLANNING  
SPRING 2012  
TENTATIVE COURSE SCHEDULE

I will announce any changes in class, or any changes will be discussed in class with as much notice as possible.

### Overview of Course

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<th>Introduction</th>
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<td>Week 3</td>
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<td>History of Social Planning</td>
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<td>Week 4</td>
<td>9/15/15</td>
<td>Perspectives – Children</td>
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<td>9/22/15</td>
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<td>Week 6</td>
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<td>Perspectives – Gender</td>
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<td>10/6/15</td>
<td>Perspectives – Seniors</td>
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<td>Week 8</td>
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<td>Week 9</td>
<td>10/20/15</td>
<td>In Class Exam</td>
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<td>Week 11</td>
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<td>Social Planning Issues</td>
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<td>Homelessness</td>
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<td><strong>11/10/15 – Week Off (Veteran’s Day)</strong></td>
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<td>Week 12</td>
<td>11/17/15</td>
<td>Social Planning Issues - Affordable Housing</td>
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<td>Individual Field Research Due</td>
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<td>Week 13</td>
<td>11/24/15</td>
<td>Social Planning Issues – Private Communities &amp; Space</td>
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<tr>
<td>Week 14</td>
<td>12/1/15</td>
<td>Social Planning Issues</td>
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<td>Environmental Justice</td>
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<tr>
<td>Week 15</td>
<td>12/8/15</td>
<td>Class Presentations</td>
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</table>
INTRODUCTION TO SOCIAL PLANNING

8/25/15 Week 1 – Introduction – What is Social Planning?
The first week shall provide orientation as to what Social Planning is and how it fits into the context of urban planning. What factors are considered in social planning and what values and perspectives from the field can positively affect the planning profession? The in-class presentation will provide an overview of the course and major in-class activities, readings, and work assignments.

No Readings

9/1/15 Week 2 – What is Social Planning (Continued)
What is the basic framework of urban and land use planning in California and how are “social” issues and factors considered and addressed in the land use planning process? What are the different types of social issues to be considered, past case examples of the intersection of urban planning and social concerns, and how relevant is the field of social planning today?

Required Readings

Video & Discussion
• Video Presentation: La Pulga

9/8/15 Week 3 – History of Social Planning
What are the origins of Social Planning? How did social issues influence the start of the urban planning movement in the United States? How did social issues in planning influence the direction of the field in the 1960’s and 1970’s? How has social planning evolved within today’s multicultural society?

Required Readings
• Hays, Samuel & Broughton, Samuel. The progressives and the slums; tenement house reform in New York City, 1890-1917. Chapter 8. 1962

DIFFERENT PERSPECTIVES WITHIN SOCIETY

9/15/15 Week 4 – Planning Perspectives and Social Issues by Age - Children
Planning for children and adolescents in an urban environment can be challenging. Issues of safety, recreation and education are but a few of the important considerations when planning or providing for this important segment of the public. How do adults assumptions of children’s needs differ from
the perspective of children themselves? How, when, where and why do plans for children and adolescents come to fruition?

**Required Readings**

- Owens, Patsy Eubanks “No teens allowed: the exclusion of adolescents from public spaces” in *Landscape Journal*, Volume 21(1) 2002

**Guest Lecturer – Manira Sandhir, County of Santa Clara**

9/22/15 – Week 5 - Social Planning and Theory
Lecture and discussion will review how social planning fits within the different paradigms of planning theory. What is the relationship between postmodernism and social planning? What are the theoretical underpinnings which guide the social planning process?

**Required Readings**


**FIRST PAPER DUE**

9/29/15 Week 6 – Planning Perspectives and Social Issues by Gender
Urban life over the past three decades has seen a dramatic change in the role of women in the home and workplace. How is gender addressed in the urban planning process? How do planners address working women’s needs in the urban environment? How is planning for and/or assisting with child care addressed?

**Required Readings**

- Grenell, Alexis. *Sex & the Stadt: Reimagining Gender in the Built Environment*, found at: [http://www.academia.edu/10324825/Sex_and_the_Stadt_Reimagining_Gender_in_the_Built_Environment](http://www.academia.edu/10324825/Sex_and_the_Stadt_Reimagining_Gender_in_the_Built_Environment)
• Mozingo, Louise “Women and Downtown Open Spaces. Places Vol. 6, No. 1

Guest Lecturer – Priya Cherekuru, County of Santa Clara

10/6/15 Week 7– Planning Perspectives and Social Issues by Age-Seniors
There are significant considerations in addressing the needs of senior members of our society. Appropriate housing, recreation and security are but a few of the issues that downtowns and suburbs struggle with in meeting the needs of senior citizens. How do planners in urban communities help meet the needs of this often vocal and growing segment of the community?

Required Readings
• Multigenerational Planning: Family Friendly Communities Briefing Papers – American Planning Association. 2011

GUEST SPEAKER: TBD

10/13/15 Week 8 – Planning Perspectives and Social Issues by Race / Cultural Background
Social planners must address differences in society with respect to race and cultural background. How do race, ethnicity and cultural background affect land use decision making and the approach to planning?

Required Readings

CLASS IN FIELD

10/20/15 Week 9- In Class Exam

10/27/15 - Week 10 – Continued - – Planning Perspectives and Social Issues by Race / Cultural Background
Planners and architects work together to plan the built environment. How are different social planning issues and perspectives considered (or not) in dictating urban form? Specifically, how do people use space differently based on gender, age, and cultural background? How do these different paradigms and their involvement in plan making shape the built environment?
Required Readings


SECOND PAPER DUE

ISSUES IN SOCIAL PLANNING

11/3/15 Week 11 - Homelessness
Historically, urban areas have had a significant problems in addressing homelessness. The Bay Area is no exception. How a city or municipality deals with the issue may draw a lot of attention. What are effective policies in dealing with homelessness and associated issues?

Required Readings


VIDEO – LOST ANGELES

11/10/15 - Veterans Day Week – No Class

11/17/15 - Week 12 - Affordable Housing –
The ability for many people in society to afford decent housing is a difficulty, especially in the Bay Area, which has been rated as one of the “least affordable” locations within the United States. Not only the availability of affordable housing, but also its location presents large social issues. What social, economic and political issues limit the amount of affordable housing and how are communities trying to address those issues?

Required Readings

• California Planning Roundtable Myths and Facts about Affordable and High Density Housing, 1993,

Guest Speaker: Scott Lefaver

INDIVIDUAL FIELD RESEARCH DUE

11/24/15 Week 14 - Privatization of Space
It appears that more and more urban space has been privatized, from new shopping malls to gated communities. How does the creation of these spaces, which are appealing to many based on the appearance of a safe, sanitized environment, affect the social fabric of society. How do these private communities alienate underrepresented members of society?

Readings

• Kohn, Margaret Brave New Neighborhoods: The Privatization of Public Space 2004 Chapters 1 & 4
• Bishop, Bill The Big Sort: Why the Clustering of Like Minded America is tearing us apart. 2008 – Chapter 9 (selection)

Guest Lecturer – Manira Sandhir, County of Santa Clara

12/1/15 Week 13 - Environmental Justice
Many underrepresented and minority groups are often subjected to greater health risks resulting from land use planning and industrial development that sites undesirable facilities in poorer neighborhoods. What are the different sources and causes of this phenomenon, known as “environmental justice” or “environmental racism”? What methods and policies are used by governments to prevent these impacts?

Required Readings

• Salkin, Patricia “Intersection between Environmental Justice and Land Use Planning” in Planning and Environmental Law, May 2005, Vol. 58, No. 5, p. 3.
• Pastor, Manuel, Sadd, James, Morello-Frosch, Rachel. Still Toxic After All These Years Air Quality and Environmental Justice in the San Francisco Bay Area. 2007
• Sciammas, Charlie, Rivard, Tom et all. “Traffic Causes Death and Disease in San Francisco Neighborhood” in Race, Poverty and the Environment, Fall 2008. Pg. 77
12/8/15 Week 15 – Group Presentations

Students make a 15-20-minute presentation (using PowerPoint, overheads, or other necessary aids).
Additional Resources – Websites for further study

**Introduction (Class 2)**

- La Pulga Website - [HTTP://LAPULGAMOVIE.BLOGSPOT.COM/](HTTP://LAPULGAMOVIE.BLOGSPOT.COM/)
- San Francisco's International Hotel: mobilizing the Filipino American community in the anti-eviction movement / Estella Habal.

**History of Social Planning (Class 3)**

- Stories of Urban Renewal in New Haven -- online exhibit by the New Haven Oral History Project [http://www.yale.edu/nbhdp/modelcity/index.html](http://www.yale.edu/nbhdp/modelcity/index.html)

**Children (Class 4)**


**Women (Class 6)**


**Seniors (Class 7)**

- Transportation-disadvantaged seniors; Special Committee on Aging, U.S. Senate [http://www.senate.gov/hearings/101/4621_full.txt](http://www.senate.gov/hearings/101/4621_full.txt)
- Rudi.net articles on urban design and ageing [http://www.rudi.net/tags/ageing_population](http://www.rudi.net/tags/ageing_population)

**Cultural Background (Classes 8 & 10)**

- Bronzeville, Chicaco [http://www.iit.edu/~bronzeville-stories/history.html#article1](http://www.iit.edu/~bronzeville-stories/history.html#article1)
- Defend Bayview Hunters Point from Redevelopment [http://bvhp.greencampaigns.com](http://bvhp.greencampaigns.com)
- San Francisco Japantown Redevelopment [http://www.jtowntaskforce.org/jtown_history04.htm](http://www.jtowntaskforce.org/jtown_history04.htm)

**Homelessness (Class 11)**

- Institute for the Study of Homelessness at the Weingart Center [www.weingart.org/institute/](http://www.weingart.org/institute/)
• **National Alliance to End Homelessness** [http://www.endhomelessness.org](http://www.endhomelessness.org)
• Coalition on Homelessness, San Francisco [www.cohsf.org/](http://www.cohsf.org/)
• **National Coalition for the Homeless** [http://www.nationalhomeless.org/](http://www.nationalhomeless.org/)
• Homeless Management Information System (HMIS) for Santa Clara County (SCC). [www.hmisssc.org/index.html](http://www.hmisssc.org/index.html)
• Homeless Organizations in San Jose, [www.volunteermatch.org/bymsa/m7400/c3/arg1.html](http://www.volunteermatch.org/bymsa/m7400/c3/arg1.html)

**Affordable Housing (Class 12)**

- Resources for Affordable Housing [http://www.tbrpc.org/resource_center/pdfs/housing/Articles_AH_Issues.PDF](http://www.tbrpc.org/resource_center/pdfs/housing/Articles_AH_Issues.PDF)

**Privatization of Space (Class 13)**


**Environmental Justice (Class 14)**

- Silicon Valley Toxics Coalition [http://svtc.etoxics.org/site/PageServer](http://svtc.etoxics.org/site/PageServer)
- Asian Pacific Environmental Network [http://www.apen4ej.org/index.htm](http://www.apen4ej.org/index.htm)
- Center for Justice, Tolerance and Community [http://cjtc.ucsc.edu/cjtc.html](http://cjtc.ucsc.edu/cjtc.html)