

**URBP 133 / 233 – SOCIAL PLANNING  
SPRING 2008**

**SAN JOSE STATE UNIVERSITY  
DEPARTMENT OF URBAN AND REGIONAL PLANNING**

Instructors: Rob Eastwood [rob.eastwood@pln.co.santa-clara.ca.us](mailto:rob.eastwood@pln.co.santa-clara.ca.us)

Time: Thursday 7:00 – 9:45 PM - DMH 162

Office Hours: Wednesday 6:00 – 7:00 (and by appointment)

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 privatization?

Social planning is the practice of identifying and addressing the needs of various social, economic and cultural groups in urban areas to ensure that all have an equal opportunity to benefit from living in a democratic environment. 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. Disciplines of study shall include socio-economics, community psychology, and the standard practice of urban planning. Included subjects of discussion and analysis shall include: planning theory, planning for age (young and elderly), gender, race, and plan implementation.

Course Objectives

The purpose of a planner at any level of government is to address the health, safety and welfare needs of the community in which planning takes place. As such, completion of this course will enable the student to identify a group or individual in our community requiring assistance where these issues are at risk. The student will develop a background in social planning issues, an ability to find resources to develop solutions to social issues or problems, and an aptitude to plan an appropriate solution with tangible results.

## Course Agenda

**Participation** – 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.

**Individual Paper-** Through either suggested websites in this syllabus or through individual research, find at least two articles or papers that discusses and examines a social planning issue which has been discussed in the course. Discuss the issues raised in the articles / papers and evaluate how it correlates (or contrasts) with the readings discussed in this course.

**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.

**Exams** – Two exams will be given, consisting of an in-class exam and a take home exam. They will be comprehensive and include short answer and essay questions.

**Group Field Research Project**– The objective of the group research project will be to evaluate how social planning issues and perspectives have been integrated into local land use planning processes. This may include an evaluation of General Plans from local cities to see how they have addressed the issues (affordable housing, homelessness, environmental justice, private communities) and different perspectives (gender, age, race) discussed in this course. Alternatively, the project could evaluate how a planned space (master planned neighborhood, redevelopment district) either successfully (or not) addressed the needs of different members of society (gender, age, race) through urban / spatial design. The product will include both a summary report and in-class presentation by the group.

### **Course Grade**

Participation	20%
Individual Paper	10%
Individual Field Research	20%
Two Exams (15% each)	30%
Group Field Research Project	20%

### Course Reader

The Course Reader is available at Unique Printing, located at 109 Santa Clara St. between 3rd and 4th Streets (phone: 408.297.6698)

## Overview of Course

Week 1 1/24/08	Introduction	
Week 2 1/31/08	What is Social Planning?	Video: The Fall of the I Hotel
Week 3 2/7/08	History of Social Planning	
Week 4 2/14/08	Social Planning Theory	<b>First Paper Due</b>
Week 5 2/21/08	<i>Perspectives – Gender</i>	Class in Field
Week 6 2/28/08	<i>Perspectives – Children</i>	
Week 7 3/06/08	<i>Perspectives – Seniors</i>	Guest Speaker
Week 8 3/13/08	In Class Exam	
Week 9 3/20/08	<i>Perspectives – Race / Cultural Background</i>	Guest Speaker
<b>3/27/08 - Spring Break</b>		
Week 10 4/3/08	<i>Perspectives – Race / Cultural Planning / Design</i>	<b>Individual Field Research Due</b>
Week 11 4/10/08	<i>Social Planning Issues - Affordable Housing</i>	Guest Speaker
Week 12 4/17/08	<i>Social Planning Issues Homelessness</i>	Video: Lost Angeles
Week 13 4/24/08	<i>Social Planning Issues Environmental Justice</i>	<b>Take Home Exam</b>
Week 14 5/1/08	<i>Social Planning Issues – Private Communities &amp; Space</i>	<b>Exam Due</b>
Week 15 5/8/08	Class Presentations	<b>Final Paper / Project Due</b>

## INTRODUCTION TO SOCIAL PLANNING

### 1/24/08 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. How does social planning not only serve a form of policy making but also a set of principles and values to use in working within the planning profession?

#### **No Readings**

1/31/08 Week 2 – What is Social Planning (Continued) Social planning encompasses more than public sector planning and social need. Private and non-profit organizations instantiated programs to improve social welfare, the environment, and living conditions before it was “social planning”.

#### **Required Readings**

- Levy, John M. “The Social Issues”. Contemporary Land Use Planning, 6<sup>th</sup> Edition. 2006
- Fulton, William. “What Planning is Supposed to Be – And What it is” in Guide to California Planning. 1991

#### **Video**

- Video Presentation: **The Fall of the I Hotel**

#### **Websites for further study**

- Oscar Newman’s Defensible Space (Analysis of Pruitt Igoe) <http://www.defensiblespace.com/book.htm>
- Manilatown, San Francisco <http://www.manilatown.org/>

### 2/7/08 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**

- Silver, Christopher “The Racial Origins of Zoning in American Cities” in Urban Planning and the African American Community: In the Shadows, Chapter 2. 1996
- Gans, Hebert J. “The Failure of Urban Renewal” in Urban Renewal, the Record and the Controversy, Chapter 22. 1966
- Krumholz, Norman “A Retrospective View of Equity Planning: Cleveland, 1969-1979”. Readings in Planning Theory, Chapter 12. 1996.

#### **Websites for further study**

- Urban renewal in Pittsburg, PA <http://www.postgazette.com/businessnews/20000521eastliberty1.asp>
- Stories of Urban Renewal in New Haven -- online exhibit by the New Haven Oral History Project <http://www.yale.edu/nhohp/modelcity/index.html>

### 2/14/08 Week 4 – 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**

- Jacobs, Jane. "The Death and Life of Great American Cities". Readings in Planning Theory, Chapter 2. 2003.
- Innes, Judith E. "Planning Through Consensus Building: a New View of the Comprehensive Planning Ideal" *Journal of the American Planning Association*, Vol., 62 No.4; 1996.
- Davidoff, Paul "Advocacy and Pluralism in Planning" in Readings in Planning Theory, 2<sup>nd</sup> Edition, 2003

*FIRST PAPER DUE*

## **DIFFERENT PERSPECTIVES WITHIN SOCIETY**

### 2/21/08 Week 5 - 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**

- Hayden, Dolores "What would a Nonsexist City be Like?" in Gender and Planning. A Reader. Chapter 3 2005
- Mazingo, Louise "Women and Downtown Open Spaces. *Places* Vol. 6, No. 1
- Andrew, Caroline "Resisting Boundaries? Using Safety Audits for Women in Gendering the City: Women, Boundaries, and Visions of Urban Life. Chapter 8 2000

#### **Websites for further study**

- Women in Cities - First International Seminar on Women's Safety - (Web site in French, English and Spanish): - <http://www.femmesetvilles.org>
- Women's Design Service <http://www.wds.org.uk/>

## **CLASS FIELD OBSERVATIONS**

### 2/28/08 Week 6 – 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 category of the public. How, when, where and why do plans for children and adolescents come to fruition?

#### **Required Readings**

- Grigg, Valerie A. "Planning with the Children in Mind: Can Local Planning serve Children's Needs?" (2003)
- O' Brien, Margaret "Regenerating children's neighborhoods: What do children want?" in Children in the City, Home neighborhood and community. Chapter 9. 2003.
- Owens, Patsy Eubanks "No teens allowed: the exclusion of adolescents from public spaces" in Landscape Journal, Volume 21(1) 2002

#### **Websites for further study**

- Childstreet <http://www.urban.nl/childstreet2005/links.htm>
- Growing Up in Cities, A UNESCO Project <http://www.unesco.org/most/guic/guicmain.htm>

### 3/6/08 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**

- Andrews, James H “Leisure Power” in Planning (Nov 1999): p4.
- Howe, Deborah et. all, Planning for an Aging Society Planning Advisory Service Report Number 451. 1994. Chapters 1-3
- Carstens, Diane Site Planning & Design for the Elderly 1985 Chapters 4 & 6 (portion)

**Guest Speaker: Bob Campbell, Project Match, Inc.**

#### **Websites for further study**

- Transportation-disadvantaged seniors:, Special Committee on Aging, U.S. Senate [http://www.sjlibrary.org/scripts/stat\\_govpub.htm?id=2597600x&path=http://purl.access.gpo.gov/GPO/LPS56549](http://www.sjlibrary.org/scripts/stat_govpub.htm?id=2597600x&path=http://purl.access.gpo.gov/GPO/LPS56549)
- Aging Americans: Stranded Without Options <http://www.transact.org/report.asp?id=232>

### 3/13/08 Week 8- Midterm

### 3/20/08 Week 9 – 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? PART 1 – THEORY & ISSUES

#### **Required Readings**

- Sen,Siddhartha. “Some thoughts on Incorporating Multiculturalism in Urban Design Education” in Urban Planning in a Multicultural Society. Chapter 13. 2000.
- Bollens, Scott A. “Urban Planning and Intergroup Conflict. Confronting a Fractured Public Interest”. APA Journal, Winter 2002; 68 (1)
- Loukaitou-Sideris, Anastasia. “Urban Form and Social Context – Cultural differentiation in the use of urban parks” *Journal of Planning Education and Research* – Winter 1995

**Guest Speaker: TBD**

#### **Websites for further study**

The Cyberhood <http://www.thecyberhood.net/>

**3-20-06 SPRING BREAK!!!!**

4/3/08 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**

- Mendez, Michael Anthony Latino Lifestyle & the New Urbanism: Synergy against Sprawl. Latino Issues Forum. 2005 (excerpts)
- Ritzdorf, Marsha “Family Values, Municipal Zoning, and African American Family Life” in Urban Planning and the African American Community: In the Shadows, Chapter 5. 1996
- Li, Wei & Park, Edward “Asian Americans in Silicon Valley: High-Technology Industry Development and Community Transformation” in From Urban Enclave to Ethnic Suburb. 2006 Chapter 5

**Websites for further study**

- Latino New Urbanism <http://www.latinonewurbanism.org/>
- Bronzeville, Chicaco <http://www.iit.edu/~bronzeville-stories/history.html#article1>
- North Old Town/Chinatown Redevelopment Strategy Outreach (Portland Development Commission) [http://www.pdc.us/pubs/inv\\_detail.asp?id=703&ty=18](http://www.pdc.us/pubs/inv_detail.asp?id=703&ty=18)
- Los Angeles - The Chinatown Redevelopment Project <http://www.crala.org/internet-site/Projects/Chinatown/index.cfm>
- Latino Urban Forum Envisions A New Urbanism of Density (Interview with James Rojas) [http://www.planningreport.com/tpr/?module=displaysection&edition\\_id=77&format=html](http://www.planningreport.com/tpr/?module=displaysection&edition_id=77&format=html)
- Defend Bayview Hunters Point from Redevelopment <http://bvhp.greencampaigns.com>
- San Francisco Japantown Redevelopment [http://www.jtowntaskforce.org/jtown\\_history04.htm](http://www.jtowntaskforce.org/jtown_history04.htm)
- Little Manila, Stockton CA <http://www.littlemanila.net/index.php>

*INDIVIDUAL FIELD RESEARCH PAPER DUE*

**ISSUES IN SOCIAL PLANNING**

4/10/08 Week 11 - 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**

- Mathur, Shishir & Parker, Alicia Housing Silicon Valley: A 20 Year Plan to End the Affordable Housing Crisis. February 2007

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

**Guest Speaker: Lydia Tan, Bridge Housing**

4/17/08 Week 12- 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? How much should be spent homelessness?

**Required Readings**

- Wolch, Jennifer et all “Explaining Homelessness” in *Journal of the American Planning Association*. Vol. 54:4 1988. pg. 443
- Fagen, Kevin. Shame of the City. Five Part Series on Homelessness in San Francisco. *San Francisco Chronicle*. 2003.
- Gibson, Timothy A. Securing the Spectacular City The Politics of Revitalization and Homelessness in Downtown Seattle. Chapter 6. The Project of Reassurance:

**Video**

Video Presentation: LOST ANGELES, THE STORY OF TENT CITY

**Websites for further study**

- 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>
- Coalition on Homelessness, San Francisco [www.cohsf.org/](http://www.cohsf.org/)
- National Coalition for the Homeless <http://www.nationalhomeless.org/>
- San Francisco Chronicle series on Homelessness [www.sfgate.com/homeless/](http://www.sfgate.com/homeless/)
- Homeless Management Information System (HMIS) for Santa Clara County (SCC). [www.hmisscc.org/index.html](http://www.hmisscc.org/index.html)
- Homeless Organizations in San Jose, [www.volunteermatch.org/bymsa/m7400/c3/org1.html](http://www.volunteermatch.org/bymsa/m7400/c3/org1.html)

4/24/08 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**

- Bryant, Bunyan History and Issues of the Environmental Justice Movement in *Our Backyard, a Quest for Environmental Justice*. Chapter 1. 2003.
- National Academy of Public Administration. *Addressing Community Concerns: How Environmental Justice Relates to Land Use Planning and Zoning*. 2003.
- 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

**Websites for further study**

- Silicon Valley Toxics Coalition <http://svtc.etoxics.org/site/PageServer>
- Communities for a Better Environment <http://www.cbecal.org/index.html>

- Literacy for Environmental Justice <http://www.lejyouth.org/>
- Asian Pacific Environmental Network <http://www.apen4ej.org/index.htm>
- Center for Justice, Tolerance and Community <http://cjtc.ucsc.edu/cjtc.html>

*TAKE HOME EXAM*

*5/1/08 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**

- Dillon, David. "Fortress America" Planning. Jun 1994. Vol. 60, Iss. 6; pg. 8, 5 pgs
- Low, Setha Behind the gates: life, security, and the pursuit of happiness in fortress America. 2003. Chapters 6, 7, & 11.
- Kohn, Margaret Brave New Neighborhoods: The Privatization of Public Space 2004 (exerpts)

**Websites for further study**

- Research network: private urban governance <http://www.gated-communities.de/>

*EXAM DUE*

*5/8/08 Week 15 – Group Presentations*

Students make a 10-minute presentation (using PowerPoint, overheads, or other necessary aids).

## **CITING SOURCES PROPERLY (AND AVOIDING PLAGIARISM)**

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 department chair. It may also result in your failing the course and/or having the incident permanently noted in your SJSU student records. If you are unsure what constitutes plagiarism, it is your responsibility to make sure you clarify the issues before you hand in written work.

Learning when to cite a source and when not to is an art, not a science. However, here are some examples of plagiarism that you should be careful to avoid:

- If you use a sentence (or even a part of a sentence) that someone else wrote and don't reference the source, you have committed plagiarism.
- If you paraphrase somebody else's theory or idea and don't reference the source, you have committed plagiarism.
- If you use a picture or table from a web page or book and don't reference the source, you have committed plagiarism.
- If your paper incorporates data someone else has collected and you don't reference the source, you have committed plagiarism.

## **DISABILITIES**

If you have a disability and need special accommodations, please see me at the beginning of the semester so that we can work out a plan for your successful completion of the course.