Instructor: Rob Eastwood
Office location: Washington Square Hall (WSQ) 216 (upon request)
Telephone: 408-299-5792
Email: rob.eastwood@pln.sccgov.org
Office hours: Monday 6:00 – 7:00 (by appointment only)
Class days/time: Tuesday 7:15 – 10:00 PM
Classroom: DMH Dudley Moorehead 231
Prerequisites: none

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 to both change their 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)
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>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>20%</td>
</tr>
<tr>
<td>First Paper (Identity 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>Two Exams (15% each)</td>
<td>30%</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. 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 group – 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) Identify and characterize your group (b) Identify existing programs and plans which address your group’s needs and identify areas of need, and (b) develop a strategic plan or land use policies which will address the needs of your group.

1. **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 entail:

- *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*

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

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 entail:

- *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*
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.

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.

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).

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 http://www.sjsu.edu/senate/S07-2.htm.

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 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 identify the language as a quote by putting the text in quote marks and referencing the source, you have plagiarized.
• If you paraphrase somebody else's theory or idea and don't reference the source, you have plagiarized.
• If you use a picture or table from a webpage or book and don't reference the source, you have plagiarized.
• If your work incorporates data someone else has collected and you don't reference the source, you have plagiarized.

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*, 7th edition (University of Chicago Press, 2007, ISBN-10: 0-226-82336-9). 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 . . . .

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 DRC (Disability Resource Center) to establish a record of their disability.
# Overview of Course

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/31/12</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 2</th>
<th>What is Social Planning?</th>
<th>Video: La Pulga</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/7/12</td>
<td></td>
<td>Guest Speaker</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 3</th>
<th>History of Social Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/14/12</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 4</th>
<th>Social Planning Theory</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/21/12</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 5</th>
<th>Perspectives – Gender</th>
<th>Class in Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/28/12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 6</th>
<th>Perspectives – Children</th>
<th>First Paper Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/6/12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 7</th>
<th>Perspectives – Seniors</th>
<th>Guest Speaker</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/13/12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 8</th>
<th>Perspectives – Race / Cultural Background</th>
<th>Class in Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/20/12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 3/27/12 - Spring Break |

<table>
<thead>
<tr>
<th>Week 9</th>
<th>In Class Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/3/12</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 10</th>
<th>Perspectives – Race / Cultural Planning / Design</th>
<th>Second Paper Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/10/12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 11</th>
<th>Social Planning Issues</th>
<th>Video: Lost Angeles</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/17/12</td>
<td>Homelessness</td>
<td>Guest Speaker</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 12</th>
<th>Social Planning Issues - Affordable Housing</th>
<th>Take Home Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/24/12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 13</th>
<th>Social Planning Issues</th>
<th>Exam Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/1/12</td>
<td>Environmental Justice</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 14</th>
<th>Social Planning Issues – Private Communities &amp; Space</th>
<th>Final Paper / Project Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/8/12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 15</th>
<th>Class Presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/15/12</td>
<td></td>
</tr>
</tbody>
</table>

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

1/31/12 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

2/07/12 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

Guest Speaker: Henry Servin, City of San Jose

Resources and Websites for further study
• La Pulga Website - HTTP://LAPULGAMOVIE.BLOGSPOT.COM/
• Crossroads in Nihonmachi: The Struggle of an American Community http://www.urbanvoice.org/projects.html
• San Francisco's International Hotel: mobilizing the Filipino American community in the anti-eviction movement / Estella Habal.
• Manilatown, San Francisco http://www.manilatown.org/

2/14/12 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

Websites for further study

• Stories of Urban Renewal in New Haven -- online exhibit by the New Haven Oral History Project http://www.yale.edu/nhohp/modelcity/index.html

2/21/12  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


DIFFERENT PERSPECTIVES WITHIN SOCIETY

2/28/12 – 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

• Franck, Karen A. Women and Environment, in Handbook of Environmental Psychology, Chapter 23. 2002.
• Mozingo, Louise “Women and Downtown Open Spaces. Places Vol. 6, No. 1
• Gender and Spatial Planning. RTPI Good Practice Note 7. Royal town Planning Institute. 2007

Websites for further study

• Women's Design Service http://www.wds.org.uk/
CLASS FIELD OBSERVATIONS

3/6/12 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 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

Websites for further study

- Childstreet http://www.urban.nl/childstreet2005/links.htm

FIRST PAPER DUE

3/13/12 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


GUEST SPEAKER: TBD

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
- Rudi.net articles on urban design and ageing http://www.rudi.net/tags/ageing_population

3/20/12 - 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?

PART 1 – THEORY & ISSUES

Required Readings

- Low, Setha, Taplin, Dana & Scheld, Suzanne. “Prospect Park: Diversity at Risk” in Rethinking Urban Parks, Public Space and Cultural Diversity Chapter 3. 2005

CLASS IN FIELD

3-27-12 SPRING BREAK!!!!

4/3/12 Week 9 - In Class Exam

4/10/12 - 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


Websites for further study

- Latino New Urbanism http://www.latinoonewurbanism.org/
- Bronzeville, Chicago 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
- Defend Bayview Hunters Point from Redevelopment http://bvhp.greencampaigns.com
- San Francisco Japantown Redevelopment http://www.jowntaskforce.org/jtown_history04.htm
ISSUES IN SOCIAL PLANNING

4/17/12 Week 11 - Homelessness

NOTE: APA National Conference in Los Angeles

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


Websites for further study

- Institute for the Study of Homelessness at the Weingart Center www.weingart.org/institute/
- National Alliance to End Homelessness http://www.endhomelessness.org
- Coalition on Homelessness, San Francisco www.cohsf.org/
- National Coalition for the Homeless http://www.nationalhomeless.org/
- San Francisco Chronicle series on Homelessness www.sfgate.com/homeless/

VIDEO – LOST ANGELES

4/24/12 - 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: Lydia Tan, Bridge Housing

Websites for further study
- Resources for Affordable Housing
  http://www.tbrpc.org/resource_center/pdfs/housing/Articles_AH_Issues.PDF

5/1/12 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
- 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

Websites for further study
- Silicon Valley Toxics Coalition http://svtc.etoxics.org/site/PageServer
- Tierra Viva http://svtc.igc.org/envhealth_just/index.html
- Greenaction http://www.greenaction.org/index.shtml
- 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
- Sierra Club Environmental Justice http://www.sierraclub.org/ej/

5/8/12 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)

Websites for further study
• Research network: private urban governance [http://www.gated-communities.de/]

**EXAM DUE**

5/15/12 *Week 15 – Group Presentations*

Students make a 15-20-minute presentation (using PowerPoint, overheads, or other necessary aids).