URBP 233 – SOCIAL ISSUES IN PLANNING

URBP 133 / AFAM 133 / AAS 133: INTRODUCTION TO SOCIAL ISSUES IN PLANNING

SPRING 2013

Instructor: Dr. Shishir Mathur
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Office hours: By appointment
Class days/time: Monday, 4:30 pm – 7 pm
Classroom: DMH 162
Class website: http://www.sjsu.edu/people/shishir.mathur/courses/URBP233/

Prerequisites:
URBP 233: None
URBP/AFAM/AAS 133: Upper division standing or instructor consent.

Units:
URBP/AFAM/AAS 133 – 3 units; URBP 233 – 4 units

Course Catalog Description:

URBP 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.

URBP/AFAM/AAS 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.

Course Description and Course Learning Objectives:

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 and benefit from their 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 and how they are integrated into and addressed through land use planning. Included subjects of discussion and analysis shall include: planning theory, planning for age (young and elderly), gender, race, and plan 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 issues and needs with respect to living and working in an urban environment.

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

4. 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 3b to 3e.

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

Required Course Texts to Purchase:
Most of the required course readings are available on-line from SJSU library electronic course reserve. A few readings are available in a reader that can be purchased from Unique Printing. Unique Printing is located at 11 South 3rd Street, San Jose, CA (Phone: 408-297-6698). Please call them ahead of time to make sure that they have a copy of the reader for you. I may also hand out a small number of additional articles in class, and at times may ask you to read material available on the web.
Course Assignments and Grading Policy:

This course meets the requirements for URBP 233 and URBP/AFAM/AAS 133. Each will be graded based on the following assignments and scoring weights. Note that unlike URBP 233, URBP/AFAM/AAS 133 do not have an engagement unit. Therefore, the remaining assignments for URBP/AFAM/AAS 133 are weighted differently than for URBP 233 in order to total 100%

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

URBP 233:
Assignment 1: Discussion: 20%
(Discussion question and narrative 10%)
(In-class discussion 10%)
Assignment 2: Paper 1: 20%
Assignment 3: Draft Paper 2: 10%
Assignment 4: Paper 2 final: 15%
Assignment 5: Presentation of Paper 2: 10%
Assignment 6: Activities for engagement unit (details to be provided later in the semester): 25%

URBP/AFAM/AAS 133:
Assignment 1: Discussion: 20%
(Discussion question and narrative 10%)
(In-class discussion 10%)
Assignment 2: Paper 1: 25%
Assignment 3: Draft Paper 2: 15%
Assignment 4: Paper 2 final: 30%
Assignment 5: Presentation of Paper 2: 10%

This class will be a combination of lecture by instructor, in-class discussion, and presentations by the guest speakers. You have to read the assigned material prior to attending that week’s class, and participate in the class discussion. Over the entire semester each student is required to contribute one question that s/he would like to see discussed in the class per “discussion seminar” class. Such questions may also include clarification of a concept/part of the reading. The question should be sent to the instructor by Sunday night before the class.

The weekly discussion question and narrative submissions will be graded based on completion and as well as demonstrated thoughtfulness of the reading material based on the level of insight and nuance reflected by the submission. In-class discussion requires participation but more importantly thoughtful participation. You will not be assessed on the amount of participation per se, but rather your contribution to the course learning objective and class discourse through insightful questions or comments.

Furthermore, you will have to write two papers and present the findings of the second paper to the class. For the first paper you will examine the general plan/comprehensive plan of a city/county to identify ways in which the city/county seeks inclusiveness in preparing and implementing the general/comprehensive plan. For the second paper, you will look at a facility or project that exemplifies the social planning issues discussed during the Classes 5 to 8 and provide a critique / analysis of the relevant social issues in question. Detailed guidelines would be provided later in the semester.
Calculation of Final Course Letter Grade

Calculation of final letter grade for URBP 233:

The course grade consists of six assignments (see page 3). The first and second assignments are worth 20 points each, the third 10 points, the fourth 15 points, the fifth 10 points and the sixth 25 points. If a student named “Joe” obtains 16 points on the first assignment, 17 on the second, 8 on the third, 13 on the fourth, 8 on the fifth and 22 on the sixth, his final letter grade would be calculated using the following steps:

a) Calculate the weighted score for each assignment.
   First assignment: $\frac{16}{20} \times 100 \times 0.2 = 16$
   Second assignment: $\frac{17}{20} \times 100 \times 0.2 = 17$
   Third assignment: $\frac{8}{10} \times 100 \times 0.1 = 8$
   Fourth assignment: $\frac{12}{15} \times 100 \times 0.15 = 12$
   Fifth Assignment: $\frac{8}{10} \times 100 \times 0.1 = 8$
   Sixth Assignment: $\frac{22}{25} \times 100 \times 0.25 = 22$

b) Add the weighted score for each assignment to arrive at the final score for the course.
   Final score = $16 + 17 + 8 + 12 + 8 + 22 = 84$

c) The following grading scheme converts the final score into a letter grade.
   A+ (96 and above); A (93 to 95); A- (90 to 92); B+ (87 to 89); B (84 to 86); B- (81 to 83); C+ (78 to 80); C (75 to 77); C- (72 to 74); D+ (69 to 71); D (66 to 68); D- (63 to 65); F (below 63)

d) Using the conversion scheme provided in step “c” the score of 84 for “Joe” equals a letter grade of “B.”

Calculation of final letter grade for URBP/AFAM/AAS 133:

The course grade consists of five assignments (see page 3). The first assignment is worth 20 points, the second 25 points, the third 15 points, the fourth 30 points, and the fifth 10 points. If a student named “Jane” obtains 16 points on the first assignment, 22 on the second, 13 on the third, 26 on the fourth assignment, and 8 on the fifth, her final letter grade would be calculated using the following steps:

a) Calculate the weighted score for each assignment.
   First assignment: $\frac{16}{20} \times 100 \times 0.2 = 16$
   Second assignment: $\frac{22}{25} \times 100 \times 0.25 = 22$
   Third assignment: $\frac{13}{15} \times 100 \times 0.15 = 13$
   Fourth assignment: $\frac{26}{30} \times 100 \times 0.3 = 26$
   Fifth Assignment: $\frac{8}{10} \times 100 \times 0.1 = 8$

b) Add the weighted score for each assignment to arrive at the final score for the course.
   Final score = $16 + 22 + 13 + 26 + 8 = 85$

c) The following grading scheme converts the final score into a letter grade.
A+ (96 and above); A (93 to 95); A- (90 to 92); B+ (87 to 89); B (84 to 86); B- (81 to 83); C+ (78 to 80); C (75 to 77); C- (72 to 74); D+ (69 to 71); D (66 to 68); D- (63 to 65); F (below 63)

d) Using the conversion scheme provided in step “c” the score of 85 for “Jane” equals a letter grade of “B.”

Other Grading and Assignment Issues
Assignments are due at the beginning of class. Late submissions will be docked 20% for each day it is late. If an emergency or a legitimate situation arises that requires some flexibility on the due date, please contact me in advance to discuss.

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.

For URBP 233 students: 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 attending public meetings related to social planning issues; writing memos critically analyzing the issues discussed in these public meetings; providing peer responses to such memos written by fellow students; and revising your memo based upon the peer responses. Details on how to complete these activities will be provided on handouts distributed in class later in the semester.

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 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*, 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 are recommended to use the latter system.

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.

You can find information about the services SJSU offers to accommodate students with disabilities at the Disability Resource Center website at www.drc.sjsu.edu.
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 408-928-2096.

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.
URBP 233: Social Issues in Planning
URBP 133 / AFAM 133 / AAS 133: Introduction to Social Issues in Planning
Spring 2013

COURSE SCHEDULE
(subject to change with fair notice)

1. January 28
Class type: Lecture

Course Overview

2. February 4
Class type: Discussion seminar

Guest Speaker: TBD

What is Social Planning

Required reading:

Websites for further study
- 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/
3. February 11
Class type: Discussion seminar

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?

Required reading:

Websites for further study
- Urban renewal in Pittsburg, PA
- Stories of Urban Renewal in New Haven -- online exhibit by the New Haven Oral History Project
  http://www.yale.edu/nhohp/modelcity/index.html

4. February 18
Class type: Discussion seminar

Role of Planners in Social Planning
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 INTRODUCED (due March 18)
ISSUES IN SOCIAL PLANNING

5. February 25
Class type: Discussion seminar

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

Websites for further study
- Silicon Valley Toxics Coalition http://svtc.org/
- Greenaction http://greenaction.org/
- Communities for a Better Environment http://www.cbecal.org/
- Literacy for Environmental Justice  http://www.lejyouth.org/
- Center for Justice, Tolerance and Community http://cjtc.ucsc.edu/cjtc.html
- Sierra Club Environmental Justice  http://www.sierraclub.org/ej/

6. March 4
Class type: Discussion seminar

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

Required Readings
• Day, Kristen. 1999. Introducing Gender to the Critique of Privatized Public Space.  

• Deusen, R Van, Jr. 2002. Public space design as class warfare: Urban design, the 'right to the city' and the production of Clinton Square, Syracuse, NY.  *GeoJournal* 58(2-3): 149-158.

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

**7. March 11**  
**Class type: Discussion seminar**

*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, and Alicia Parker. 2007. *Housing Silicon Valley: A 20 Year Plan to End the Affordable Housing Crisis*. San Jose, CA: The Institute for Metropolitan Studies, San Jose State University.

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

**8. March 18**  
**Class type: Discussion seminar**

**Guest Speaker: TBD**

*Homelessness*

Historically, urban areas have had 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**

• 2011 Santa Clara County Homeless Census and Survey: Executive Summary. 
• 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/
• Homeless Management Information System (HMIS) for Santa Clara County (SCC). www.hmissecc.org/index.html
• Homeless Organizations in San Jose, www.volunteermatch.org/bymsa/m7400/c3/org1.html

FIRST PAPER DUE
SECOND PAPER INTRODUCED (draft due April 29; Final due May 13)

9. March 25 — no class (Spring Break!)

10. April 1— no class (Caesar Chavez Day)

DIFFERENT PERSPECTIVES WITHIN SOCIETY

11. April 8
Class type: Discussion seminar

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

Websites for further study
12. April 15
Class type: Discussion seminar

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.

Required Readings

Websites for further study

13. April 22
Class type: Discussion seminar

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

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

14. April 29
Class type: Discussion seminar

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

DRAFT SECOND PAPER DUE

15. May 6
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?

Class type: Discussion seminar

Websites for further study
- North Old Town/Chinatown Redevelopment Strategy Outreach (Portland Development Commission):  
- Latino Urban Forum Envisions A New Urbanism of Density (Interview with James Rojas):  
  http://www.planningreport.com/2006/04/13/latino-urban-forum-envisions-new-urbanism-density

16. May 13

In-class Presentation of Paper 2

Students make a 15-20-minute presentation (using PowerPoint, overheads, or other necessary aids). Detailed guidelines would be provided later in the semester.

FINAL SECOND PAPER DUE

17. May 20

Final’s exam week. Class meets from 5:15 pm to 7:30 pm

In-class Presentation of Paper 2; Course Reflection