

San José State University
Urban and Regional Planning Department
URBP 233 – Social Issues in Planning
AFAM/URBP 133 – Introduction to Social Issues in Planning
Spring 2021

Instructor:	Gordon Douglas
Office location:	Online
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Office hours:	Wednesdays 1:30-3:00pm, Thursdays 12:30-1:30pm (by appointment)
Class days/time:	Wednesdays 7:30 – 10:00 PM
Classroom:	Zoom
Prerequisites:	None for 233 Upper division standing or instructor consent required for 133
Units:	4

Course Catalog Description

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

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

Course Description and Course Learning Objectives

Are there any issues faced by planners that are not in some sense *social*? Planners not only have the challenge of serving the “public,” but their decisions have direct and often powerful impacts on the people and places that they work to shape. While “social planning” was an important focus of the discipline in the 1970s, today it is often unhelpfully both assumed in principle and ignored in practice, even as issues of equity, access, and social benefit are as present as ever. How can a planner best serve communities with diverse needs and values (across age, gender, race and ethnicity, ability, socio-economic status, and cultural background)? In addition, how should planners understand and address social issues like homelessness, housing affordability, unequal access and mobility, unsafe streets, environmental injustice, and social exclusion?

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The purpose of this course is to put a focus squarely on the social issues inherent to urban planning and development. Through readings, discussion, and an empirical research project, students will gain a foundation in urban social theories and key concepts, and learn how to identify, think through, and address competing planning priorities. Subjects of discussion and analysis include planning for ability, age, gender, and race and issues such as neighborhood identity and environmental justice.

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

1. Incorporate knowledge of different social theories and concepts in critically interpreting the urban planning process and be able to identify how planning and development does or does not account for differences in society and the distinctive needs of different segments of the public.
2. Identify and describe variables such as race, age, gender, class, and ability by which people and groups of people may be stratified or segmented, and the distinctive concerns and needs of different groups living and working in the urban environment.
3. Conduct empirical research in order to analyze local conditions and develop solutions to particular social problems in urban communities.
4. Understand the history of participatory planning and how to conduct respectful and community-engaged plan-making processes in our region.

Planning Accreditation Board (PAB) Knowledge Components

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

A complete list of the PAB Knowledge Components can be found at <https://sjsu.edu/urbanplanning/graduate/masters-in-urban-planning/pab-knowledge.php>.

Required Course Texts

I've tried to assign many readings that are available online through the SJSU library or that the library holds in its physical collection. However, we will be reading one wonderful book in its entirety – we'll get to meet the author later in the semester – and it not available through the library.

Fullilove, Mindy Thompson. 2013. *Urban Alchemy: Restoring Joy in America's Sorted Out Cities*. New Village Press, New York.

(*this book can be purchased directly from the publisher or wherever you prefer to buy or borrow books. bookshop.org is a great place to buy books online that also supports local, independent bookstores).

Additional required readings are listed in the course schedule below and will be available via the SJSU MLK Library's ebook and ejournal collections, elsewhere online, or distributed as necessary.

Course Requirements and Assignments

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

Assignments	Due Date(s)	Percent of Course Grade	Course Learning Objectives Covered
<p>Participation</p> <p>Because this course will be taught as a graduate seminar, it is essential that students come to class prepared to contribute to our discussion of the readings and related topics.</p>	weekly	10%	1, 2, 3, 4
<p>Weekly Discussion Questions</p> <p>Each week (weeks 2-14), all students are required to write at least one developed question and one personal connection/reaction based on one or more of the readings for that class. These can as short as a sentence each, but they must be thoughtfully connected to the readings and potentially of use for class discussion. This must be submitted via email at least seven hours prior to the start of the seminar (e.g. by 12:30pm on the day of class). I will read through them and grade them (3 points for complete, 1.5 point for unsatisfactory, 0 if not submitted), and we will use some of them to guide our discussion during class. For those student questions selected for in-class discussion, the student who submitted it will be invited to expand/explain it to the group, and then we will all discuss.</p>	weekly	39%	1, 2, 4
<p>Neighborhood Social Issues Project Proposal</p> <p>Conduct some preliminary research to select the neighborhood for your Neighborhood Social Issues Analysis (see below). Choose a neighborhood that you are interested in and can visit easily – you will need to visit it several times. For this assignment, select the neighborhood and do enough background research to propose the idea for your paper. Proposal must include: neighborhood name and location, principle social issues that have defined it / that it faces today, several points of additional context for understanding it, a list of at least four relevant sources that you can look at to learn more, and a plan for visiting the site and conducting some minimal fieldwork there to learn about the place.</p>	3/17	15%	1, 2, 3
<p>Project Presentations</p> <p>Students will briefly present their Neighborhood Social Issues Analysis projects (see below) during the last day of regular class. Students enrolled in AFAM/URBP 133 who have conducted research on the same neighborhood may present as a group.</p>	5/12	6%	1, 2, 3

Neighborhood Social Issues Analysis (Engagement Unit Assignment)	5/19	30%	1, 2, 3, 4
<p>Students must select a neighborhood to study throughout the semester. Use the knowledge of social issues in planning gained in class, as well as the urban research methods that we discuss, to analyze the social conditions and challenges at work in the neighborhood vis-a-vis the planning and development processes there. How have urban planning and development (historical and ongoing) shaped local conditions, and how might planners, policymakers, or community members respond to address them? Write a research paper presenting your findings and thoughts. Papers should (for graduate students: must) contain some original thoughts and conclusions about the processes at work in the chosen neighborhood, and some possible proposals for addressing local concerns or needs going forward. All papers must demonstrate evidence of visiting the site and conducting fieldwork (ethnographic observation, interviews, land-use analysis, photography, etc.) in addition to library/online research into local conditions (planning/development records, other reports or scholarship on the place, etc.). Images are also required. Paper length is “as long as needed,” but for graduate students will likely be at least 10 pages, probably at least 6 or 7 for undergraduates.</p> <p>*Multiple students may choose the same neighborhood and visit together, but students must conduct their own analyses and interpretation. (Undergraduate students working on the same site may collaborate in pairs.)</p>	@	11:59pm	

Detailed instructions for each assignment will be discussed and distributed in class, and posted as necessary on the course website. Different expectations for undergraduate students as opposed to graduate students will be explained in detail.

Final Examination or Evaluation

This course is evaluated through multiple assignments and class participation. The Neighborhood Analysis assignment (see above) and corresponding Final Presentation constitute the culminating evaluation assignments for the course. There is no final exam.

Grading Information

For course letter grade: A+ (98 and above); A (93 to 97); A- (90 to 92); B+ (88 to 89); B (83 to 87); B- (80 to 82); C+ (78 to 79); C (73 to 77); C- (70 to 72); D+ (68 to 69); D (63 to 67); D- (60 to 62); F (below 60)

If a student gets 33/39 on the discussion questions, 15/15 on the proposal, 5/6 on the presentation, 27/30 on the final project, and receives 10 points for demonstrating consistent and engaged participation, her or his final letter grade can be calculated as a total of 90/100. The score of 90 for this student equals a letter grade of “A-”

Course Workload

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Because this is a four-unit class, you can expect to spend a minimum of nine hours per week in addition to time spent in class and on scheduled tutorials or activities. Special projects or assignments may require additional work for the course. Careful time management will help you keep up with readings and assignments and enable you to be successful in all of your courses. For this class, you will have to undertake additional activities outside the class hours such as completing the assigned reading, visiting your field site, and completing assignments (including preparing for the presentation). Details on how to complete these activities will be provided in class. For the 1-unit engagement unit, the instructor will spend an additional 15 hours per semester on activities such as: designing the engagement unit activities and the related assignments, coordinating with community partners to implement the activities, advising students outside of class on a weekly basis as needed, and grading the engagement unit activity assignments.

Classroom Protocol

This course will run as a traditional graduate seminar: not a lecture, but a group discussion, led by the instructor but driven by student ideas, questions, and reactions to readings. Because the class relies on students being thoughtfully engaged in our discussion of course readings and related topics, all students are expected to come to class prepared to contribute. I understand some students are quieter than others; that's fine, and there are many ways to demonstrate that you are actively engaged without talking all the time. One of them is recognizing that the readings are carefully chosen core content and doing them. That said, we are a small group and you are all present and future colleagues, so I hope with time everyone will begin to feel comfortable speaking. Perhaps more importantly, there are also many things students can do to demonstrate they are *not* engaged, such as staring at a phone or computer screen during discussion, arriving late or dozing off, not prioritizing attendance and assignments, etc. We will discuss all of this more in class.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

Plagiarism and Citing Sources Properly

Plagiarism is the use of someone else's language, images, data, or ideas without proper attribution. It is a very serious offense both in the university and in your professional work. In essence, plagiarism is both theft and lying: you have stolen someone else's ideas, and then lied by implying that they are your own.

Plagiarism will lead to grade penalties and a record filed with the Office of Student Conduct and Ethical Development. In severe cases, students may also fail the course or even be expelled from the university.

If you are unsure what constitutes plagiarism, it is your responsibility to make sure you clarify the issues before you hand in draft or final work.

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

- Using a sentence (or even a part of a sentence) that someone else wrote without identifying the language as a quote by putting the text in quote marks and referencing the source.
- Paraphrasing somebody else's theory or idea without referencing the source.
- Using a picture or table from a webpage or book without reference the source.
- Using data some other person or organization has collected without referencing the source.

The University of Indiana has developed a very helpful website with concrete examples about proper paraphrasing and quotation. See in particular the following pages:

- Overview of plagiarism at www.indiana.edu/~istd/overview.html
- Examples of plagiarism at www.indiana.edu/~istd/examples.html
- Plagiarism quiz at www.indiana.edu/~istd/test.html

If you still have questions, feel free to talk to me personally. There is nothing wrong with asking for help, whereas even unintentional plagiarism is a serious offense.

Citation style

It is important to properly cite any references you use in your assignments. The Department of Urban and Regional Planning uses Kate Turabian's *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th edition (University of Chicago Press, 2013, ISBN 780226816388). Copies are available in the SJSU King Library. Additionally, the book is relatively inexpensive, and you may wish to purchase a copy. Please note that Turabian's book describes two systems for referencing materials: (1) "notes" (footnotes or endnotes), plus a corresponding bibliography, and (2) in-text parenthetical references, plus a corresponding reference list.

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

URBP 233 / 133 – Social Issues In Planning

Spring 2021

Course Schedule

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

No.	Date	Topic, Reading and Assignments
Introduction: All Planning is Social		
1	1/27	<p>Logan and Molotch (2007 [1987]) “The Social Construction of Cities” (pp. 1-15) in their <i>Urban Fortunes: The Political Economy of Place</i>. ebook via library: https://quod-lib-umich-edu.libaccess.sjlibrary.org/cgi/t/text/text-idx?c=acls;idno=heb31519.0001.001</p> <p>Listen online to Episodes 0 and 1 of KQED's <i>American Suburb</i> podcast (2017). Online at https://www.kqed.org/news/series/american-suburb-podcast/</p>
The History and Persistence of Racism in Urban Planning		
2	2/3	<p>Listen online to the 2017 interview with Richard Rothstein about his book <i>The Color of Law: A Forgotten History of How Our Government Segregated America</i> (2017) from Fresh Air with Terry Gross (35 mins). Online at: https://www.npr.org/2017/05/03/526655831/a-forgotten-history-of-how-the-u-s-government-segregated-america</p> <p>Eli Moore, Nicole Montojo, and Nicole Mauri (2019) “Introduction” (pp. 7-15) and “Exclusionary Zoning” (pp. 29-34) in their <i>Roots, Race & Place: A History of Racially Exclusionary Housing in the San Francisco Bay Area</i>. Berkeley, CA: Haas Institute for a Fair and Inclusive Society. https://belonging.berkeley.edu/rootsraceplace</p> <p>Luke Cole & Sheila Foster (2000) “The Political Economy of Environmental Racism” (pp. 34-53) in their <i>From the Ground Up: Environmental Racism and the Rise of the Environmental Justice Movement</i>. Ebook via library: http://ebookcentral.proquest.com.libaccess.sjlibrary.org/lib/sjsu/reader.action?ppg=47&docID=2081629&tm=1547591831550</p> <p>Tracy Jan (2018) “Redlining was Banned 50 Years Ago. It’s Still Hurting Minorities Today,” <i>The Washington Post</i>, 28 March 2018. Online at: https://www.washingtonpost.com/news/wonk/wp/2018/03/28/redlining-was-banned-50-years-ago-its-still-hurting-minorities-today/?utm_term=.de4ddd9e5ab2</p>

No.	Date	Topic, Reading and Assignments
3	2/10	<p>Unjust Geographies and the Neoliberal City</p> <p>Logan and Molotch (2007 [1987]) “The City as a Growth Machine” (pp. 50-98) and “Overcoming Resistance to Value-Free Development” (pp. 200-47) in their <i>Urban Fortunes: The Political Economy of Place</i>. ebook via library.</p> <p>Edward Soja (2010) “On the Production of Unjust Geographies” (pp. 31-66) in his <i>Seeking Spatial Justice</i>. Online via library: https://sjsu-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=01CAL5_ALMA71381298830002901&context=L&vid=01CAL5_SJO&search_scope=EVERYTHING&tab=everything&lang=en_US</p> <p>Ananya Roy (2005) “Urban Informality: Toward an Epistemology of Planning” <i>Journal of the American Planning Association</i> 71(2): 147-58. https://sjsu-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_tayfranc10.1080/01944360508976689&context=PC&vid=01CAL5_SJO&search_scope=EVERYTHING&tab=everything&lang=en_US</p> <p>Gordon Douglas (2018) “Ch. 3 Individualizing Civic Responsibility” (pp. 45-71) in <i>The Help-Yourself City: Legitimacy and Inequality in DIY Urbanism</i>. Ebook via library: https://sjsu-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=01CAL5_ALMA71484436070002901&context=L&vid=01CAL5_SJO&search_scope=EVERYTHING&tab=everything&lang=en_US</p>
4	2/17	<p>Access and Mobility</p> <p>Ruth Butler & Sophia Bowlby (1997) “Bodies and Spaces: An Exploration of Disabled People’s Experiences of Public Space,” <i>Environment and Planning D: Society and Space</i>, vol. 15(4): 411-33. Article on Canvas.</p> <p>Mimi Sheller (2008/2016) “Mobility, Freedom, and Public Space,” Ch. 2 (pp. 25-38) in S. Bergmann & T. Sager (eds) <i>The Ethics of Mobilities: Rethinking Place, Exclusion, Freedom and Environment</i>. Ebook via library: https://sjsu-primo.hosted.exlibrisgroup.com/permalink/f/egdih2/TN_cdi_askewsholts_vlebooks_9781317033790</p> <p>Adonia Lugo, Naomi Doerner, Do Lee, Sarah McCullough, Sahra Sulaiman & Carolyn Szczepanski (2017). <i>Untokening 1.0 – Principles of Mobility Justice</i>. Untokening Network / untokening.org: http://www.untokening.org/updates/2017/11/11/untokening-10-principles-of-mobility-justice</p> <p>LA County Metro (2019). <i>Understanding How Women Travel</i>. Download or read on Scribd (skim for key takeaways): https://www.scribd.com/document/426595576/Understanding-How-Women-Travel-Full-Report</p>

No.	Date	Topic, Reading and Assignments
5	2/24	<p>Local Culture and Community Identity</p> <p>Gerald Suttles (1984) “The Cumulative Texture of Local Urban Culture,” <i>American Journal of Sociology</i>, vol. 90(2): pp. 283-304. https://sjsu-primo.hosted.exlibrisgroup.com/permalink/f/egdih2/TN_cdi_proquest_miscellaneous_61097088</p> <p>Gordon Douglas (2012) “Cultural Expectations and Urban Development,” <i>Sociological Perspectives</i> vol. 55(1): pp. 213-36. https://sjsu-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_wos000304049400011&context=PC&vid=01CALSSJO&search_scope=EVERYTHING&tab=everything&lang=en_US</p> <p>Willow Lung-Amam (2015) “The Vibrant Life of Asian Malls in Silicon Valley,” Ch. 13 (pp. 208-) in J. Archer, J.P. Sandul and K. Solomonson (eds) <i>Making Suburbia: New Histories of Everyday America</i>. http://libaccess.sjlibrary.org/login?url=https://www.jstor.org/stable/10.5749/j.ctt17t77s8.16</p> <p>Listen online to the 2017 podcast episode “Ch. 3 How to Survive an Exodus” from KQED’s <i>American Suburb</i> podcast (scroll to Ch. 3): https://www.npr.org/podcasts/552484922/american-suburb</p>

No.	Date	Topic, Reading and Assignments
6	3/3	<p>Housing and Homelessness</p> <p>Kevin Truong (2017) “Study Finds Whiter Bay Area Cities Are Shirking Their Affordable Housing Goals,” <i>San Francisco Business Times</i>: https://www.bizjournals.com/sanfrancisco/news/2017/08/24/bay-area-affordable-housing-race-demographics.html</p> <p>Noah Durst & Jake Wegmann (2017) “Informal Housing in the United States.” <i>International Journal of Urban & Regional Research</i>, 41(2): 282-97. https://web-a-ebscohost-com.libaccess.sjlibrary.org/ehost/detail/detail?vid=0&sid=c69b4c39-e457-4c5a-ad44-aa5aa3daaaae%40sdc-v-sessmgr02&bdata=JnNpdGU9ZWwhvc3QtbGl2ZSZzY29wZT1zaXRl#bib56</p> <p>Jugal K. Patel, Tim Arango, Anjali Singhvi & Jon Huang (2019) “Black, Homeless, and Burdened by LA’s Legacy of Racism,” <i>The New York Times</i>. https://www.nytimes.com/interactive/2019/12/22/us/los-angeles-homeless-black-residents.html</p> <p>Eli Moore, Nicole Montojo & Nicole Mauri (2019) “Racialized Public Housing Policies” (pp. 38-44) in their <i>Roots, Race & Place: A History of Racially Exclusionary Housing in the San Francisco Bay Area</i>. Berkeley, CA: Haas Institute for a Fair and Inclusive Society: https://belonging.berkeley.edu/rootsraceplace</p> <p>Listen online to the 2019 episode “Kelsey Banes on Housing Activism and Homeless Services in Palo Alto” from <i>The Henry George Program</i>: http://seethecat.org/ep/2019-10-03.html</p>

No.	Date	Topic, Reading and Assignments
7	3/10	<p>Gentrification and Displacement</p> <p>Derek Hyra (2015) “The back-to-the-city movement: Neighbourhood redevelopment and processes of political and cultural displacement,” <i>Urban Studies</i> vol. 52(10): pp. 1753-73. https://sjsu-primo.hosted.exlibrisgroup.com/permalink/f/egdih2/TN_sage_s10_1177_004209_8014539403</p> <p>Melody Hoffman (2016) “Bike Lanes are White Lanes: Gentrification and Historical Racism in Portland’s Bicycle Infrastructure Planning,” Ch. 3 in her <i>Bike Lanes are White Lanes</i>. Ebook via library: http://libaccess.sjlibrary.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1239550&site=ehost-live&scope=site&ebv=EK&ppid=Page--44</p> <p>Benjamin Schneider (2018) “How Transit-Oriented Development Can Prevent Displacement,” <i>Citylab</i> https://www.citylab.com/equity/2018/04/how-transit-oriented-development-can-prevent-displacement/556373/</p> <p>Kriston Capps (2019) “The Hidden Winners in Neighborhood Gentrification,” <i>Citylab</i>. Online: https://www.citylab.com/equity/2019/07/gentrification-effects-neighborhood-data-economic-statistics/594064/ (Please also peruse the actual <u>study</u> referenced in the article.)</p> <p>Listen online to two episodes from the second season of WNYC’s <i>There Goes the Neighborhood</i> podcast, “Coffee, Pizza, and Beer” (Oct. 24, 2017) and “Gentrification: No More L.A. Traffic, Pit that Way” (Oct. 31, 2017). Available at: https://www.npr.org/podcasts/555340969/there-goes-the-neighborhood</p>

No.	Date	Topic, Reading and Assignments
8	3/17	<p>Disaster, Pandemic, and Planning</p> <p>Robert B. Olshansky (2018) “Recovery After Disasters: How Adaptation to Climate Change will Occur,” Ch. 12 (pp. 195-207) in C. Murphy, P. Gardoni & R. McKim (eds.) <i>Climate Change and Its Impacts: Risks and Inequalities</i>. Springer. (reading distributed in class.)</p> <p>Eric Klinenberg (2019). Introduction, Chapter 6, and Conclusion in his <i>Palaces for the People: How Social Infrastructure Can Help Fight Inequality, Polarization, and the Decline of Civic Life</i>. New York: Broadway Books. ebook: https://sjsu-primo.hosted.exlibrisgroup.com/permalink/f/1cue0e3/01CAL5_ALMA71505199520002901.</p> <p>Emily Badger. 2020. “The Pandemic Has Pushed Aside City Planning Rules. But to Whose Benefit?” <i>The New York Times</i> website. https://www.nytimes.com/2020/07/20/upshot/pandemic-city-planning-inequality.html</p> <p>Derek Thompson. 2020. “Get Ready for the Great Urban Comeback.” <i>The Atlantic</i>. https://www.theatlantic.com/magazinearchive/2020/10/how-disaster-shaped-the-modern-city/615484</p> <p><u>ASSIGNMENT DUE:</u> Neighborhood Social Issues Project Proposal</p>
9	3/24	<p>Urban Alchemy in the Sorted-Out City Discuss Final Projects</p> <p>Mindy Thompson Fullilove (2001) “Root Shock: The Consequences of African American Dispossession,” <i>Journal of Urban Health</i> vol. 78: pp. 72–80. https://link.springer.com/article/10.1093/jurban/78.1.72</p> <p>Mindy Thompson Fullilove (2013), “Introduction” – “Element 1” (pp. 1-97) in her <i>Urban Alchemy: Restoring Joy in America’s Sorted-Out Cities</i>. New York: New Village Press.</p>

No.	Date	Topic, Reading and Assignments
3/31	<i>SJSU Spring Break</i>	<p>No Class. This week, in addition to keeping up on the Fullilove (see next week), take a look at some examples and methodological writings about community-based research, all available in a module on Canvas:</p> <p>[Student work example:] Natalie Fakhreddine (2017) “Investigating Gentrification and Exclusion in Bay View Hunters Point.” student term paper, URBP 233. Available on Canvas.</p> <p>[Student work example:] Brandon Wofford-Asuncion (2017) “The Excelsior: Growing Pains of Being Ever Upward. Investigating Gentrification and Exclusion in Bay View Hunters Point.” student term paper, URBP 233. Available on Canvas.</p> <p>Mario Luis Small (2006). <i>Villa Victoria: The Transformation of Social Capital in a Boston Barrio</i>. (Peruse this book enough to learn what it is about, see the approach, style, and findings, and also check out the excellent Methodological Appendix at the end.) eBook online via library: https://sjsu-primo.hosted.exlibrisgroup.com/permalink/f/1cue0e3/01CAL5_ALMA51439670130002901</p> <p>Gordon Douglas (2012) “Cultural Expectations and Urban Development,” <i>Sociological Perspectives</i> vol. 55(1): pp. 213-36. https://sjsu-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_wos000304049400011&context=PC&vid=01CAL5_SJO&search_scope=EVERYTHING&tab=everything&lang=en_US</p> <p>Andrew Deener (2016) “The Ecology of Neighborhood Participation and the Reproduction of Political Conflict,” <i>International Journal of Urban and Regional Research</i>, vol. 40(4): pp. 817-32. https://www.sciencedirect-com.libaccess.sjlibrary.org/science/article/pii/S0264837710001134</p> <p>Mario Luis Small (2009) “How Many Cases do I need?” (just read the ‘First Scenario,’ ‘Second Scenario’ and ‘Alternatives,’ pp. 11-27), <i>Ethnography</i> vol. 10(1). https://sjsu-primo.hosted.exlibrisgroup.com/permalink/f/egdih2/TN_sage_s10_1177_1466138108099586</p> <p>Peruse: <i>Social Explorer</i> website: https://www.socialexplorer.com/ (look at some data for a neighborhood that interests you)</p> <p>Peruse: <i>Anti-Eviction Mapping Project</i> website: https://www.antievictionmap.com/</p>

No.	Date	Topic, Reading and Assignments
10	4/7	<p>The Elements of Urban Restoration</p> <p>Mindy Thompson Fullilove (2013), “Element 2” – “Element 7” (pp. 99-224) in her <i>Urban Alchemy</i>.</p>
11	4/14	<p>*Special Event at 5pm: Mindy Fullilove on Healing Communities*</p> <p>Finish Fullilove (2013), “Element 7” – “Conclusion” (pp. 225-301) in her <i>Urban Alchemy: Restoring Joy in America’s Sorted-Out Cities</i>.</p> <p>Fullilove (2020), “Introduction,” “Ch. 1: Weather Permitting,” and “Ch. 12: What Happens Next” in her <i>Main Street: How a City’s Heart Connects Us All</i>. New York: New Village Press. (See Canvas)</p>
12	4/21	<p>Advocacy, Participation, and Protest II</p> <p>Paul Davidoff (1965) “Advocacy and Pluralism in Planning” (pp. 426-40) in Fainstein & DeFilippis <i>Readings in Planning Theory</i>.</p> <p>Ethan Seltzer & Dillon Mahmoudi (2013) “Citizen Participation, Open Innovation, and Crowdsourcing: Challenges and Opportunities for Planning,” <i>Journal of Planning Literature</i> 27: 43-60. https://sjsu-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_proquest1622295326&context=PC&vid=01CALSSJO&search_scope=EVERYTHING&tab=everything&lang=en_US</p> <p>Gordon Douglas (2018) “Ch. 7 Conclusions” (pp. 164-187) in <i>The Help-Yourself City: Legitimacy and Inequality in DIY Urbanism</i>. ebook via library: https://sjsu-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=01CALS_ALMA71484436070002901&context=L&vid=01CALSSJO&search_scope=EVERYTHING&tab=everything&lang=en_US</p>

No.	Date	Topic, Reading and Assignments
13	4/28	<p>Advocacy, Participation, and Protest II</p> <p>Andrew Deener (2016) “The Ecology of Neighborhood Participation and the Reproduction of Political Conflict,” <i>International Journal of Urban and Regional Research</i>, vol. 40(4): pp. 817-32. https://www.sciencedirect.com.libaccess.sjlibrary.org/science/article/pii/S0264837710001134</p> <p>Matthias Gafni (2020). “Volunteers Create Unapproved Tiny Home Development on Oakland Median,” <i>The San Francisco Chronicle</i>. https://www.sfchronicle.com/bayarea/article/Volunteers-build-unapproved-tiny-home-development-14988501.php</p> <p>Kyle Shelton (2020) “Protests, Public Space, and the Remaking of Cities,” Rice University Kinder Institute for Urban Research. https://kinder.rice.edu/urbanedge/2020/06/15/protests-public-space-transportation-inequalities-cities</p> <p>Babette Thomas (2020) “The Art of An Uprising: Paint And Plywood Memorialize George Floyd,” <i>NPR</i> website. https://www.npr.org/2020/12/20/945432104/the-art-of-an-uprising-paint-and-plywood-memorialize-george-floyd</p>
14	5/5	<p>What Can Planning (and Planners) Do?</p> <p>Campbell, Tait, and Watkins (2014) “Is there Space for Better Planning in a Neoliberal World?” Ch. 10 (pp. 191-116) in Fainstein & DeFilippis <i>Readings in Planning Theory</i>.</p> <p>Susan Fainstein (2013) “Spatial Justice in Planning” (pp 261-74) in Fainstein & DeFilippis <i>Readings in Planning Theory</i>.</p> <p>June Manning Thomas (2008) “The Minority-Race Planner in the Quest for a Just City,” Ch. 22 (441-61) in Fainstein & DeFilippis <i>Readings in Planning Theory</i>.</p> <p>Causa Justa : Just Cause (2016) “Development without Displacement: Resisting Gentrification in the Bay Area” policy report: https://cjjc.org/publication/development-without-displacement-resisting-gentrification-in-the-bay-area/</p> <p>Listen online to the 2019 episode “Georgism vs YIMBYism Debate: Opponent Sonja Trauss” from <i>The Henry George Program</i>. http://seethecat.org/ep/2019-05-02.html</p>
15	5/12	<p>Final Presentations ‘Celebrate Your Accomplishments’</p>
	5/19	<p><i>*Final Papers due by Midnight on May 19*</i></p>

