

**Course: CRP 3500****Course Title: The Socially Just City****1. GEC Areas:**

Category 2. Breadth: B. Social Science – 2. Organization and Politics and Category 4 Diversity – 1. Social Diversity in the United States

**2. How course will meet general principals of GEC Model curriculum**

This course is offered as a GEC course under Category 4. Social Science, Part 2. Organizations and Politics and is cross-listed with Category 4. Diversity, Part 1. Social Diversity in the United States.

The course addresses key questions in social science around the topic Organizations and Politics, including:

- The broad issue of the social construction of the world, particularly how diverse cultures, governments and economies affect the interaction and tradeoffs between various demographic and socio-economic groups in cities and regions.
- Questions of the continuous evolution of the spatial form of cities through processes of metropolitan filtering, suburbanization, gentrification, and implications for maintaining socially diverse places that eliminate poverty and provide equal access to public services, amenities and infrastructure.
- The identification of model housing and community development strategies to create greater equity and a just society.

The course is also listed as a GEC option under Category 4. Diversity, Part 1. Social Diversity in the United States. In this regard, the course is specifically concerned with questions of how social institutions foster and hinder diversity and equality in American cities, with a focus on specific examples such as segregation, concentrated poverty, fair housing, community development, neighborhood revitalization, gentrification, brownfield redevelopment, transportation equity, access to jobs, health services and education, exclusionary and inclusionary zoning and other related topics.

**3. Course Assessment Plan**

How well this course performs in achieving the GEC expected learning outcomes over time, will be assessed in multiple steps that will provide a feedback loop into teaching and student learning outcomes. The first step begins with identifying course topics that relate to GEC learning objectives.

A. The following course topics relate to the GEC learning outcomes for Category 2, Part 2. Organization and Politics

1. Students understand the theories and methods of social scientific inquiry as they are applied to the study of organizations and polities.
2. Students understand the formation and durability of political, economic, and social organizing principles and their differences and similarities across contexts.

Course Topics

- Planning and the Just City
  - Globalization and Economic Justice in Cities
  - Historical Context of Socially Unjust Cities and Diversity through Design
  - Planning for Equity: Neighborhood Revitalization vs. Gentrification
3. Students develop abilities to comprehend and assess the nature and values of organizations and polities and their importance in social problem solving and policy making.

Course Topics

- Housing Access
- Transportation Equity
- Parks and Service Delivery
- Employment Access and Economic Development
- Health and Community Design
- Brownfield Redevelopment

B. The following course topics relate to the GEC learning outcomes for Category 4. Part 1. Social Diversity in the United States.

1. Students describe the roles of such categories as race, gender, class, ethnicity and religion in the pluralistic institutions and cultures of the United States.

Course Topics

- Pluralistic Planning: Exploring Race/Ethnicity, Immigration, Sexuality, Disability and the Understanding Spatial Patterns of Diversity in the City
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

Course Topics

- Creating the Engaged Community
- Emerging Challenges in Creating the Socially Just City

Data and feedback on GEC learning outcomes over time will be gathered through a mixture of embedded questions and direct assessment in the following test items, activities and assignments. The course assessment strategies identified below will allow us to keep course assessment activities focused, time effective, and leverage collected data for multiple uses.

In order to assess how the course is meeting expected learning outcomes over time, a variety of assessment methods will be used in the course. Items related to GEC learning outcomes will be tabulated and reviewed across multiple classes.

Learning assessments include a series of written assignments and presentations that begin early in the semester to permit time for feedback and student improvement during the course and for subsequent improvement in instruction on key topics over time. Along with assignments, students will be provided with rubrics to guide independent learning, resources about conventions of argument and citation in the discipline, models of critical analysis and essay writing, and examples of high level work. When providing feedback to students, standardized feedback sheets that incorporates assessment criteria will be used, resources for additional reading to further address GEC learning objectives.

Written assignments. These include a combination of short responses to writing prompts and an independent research paper. The short assignments are designed to allow for both analysis and self-reflection of values associated with social diversity. The individual case study research project will equip students with tools and methods of social science inquiry that contribute to understanding the contributing factors and consequences of residential and social segregation and inequality in access to quality services and infrastructure. Students will have opportunity to discuss the readings and findings from their independent research in class and through the final group project assignment. This will provide another opportunity for reflection and communication around ideas and values in relation to the importance of social diversity in producing livable, healthy cities.

**a. “Socially Just City Diary”**

Students will submit five 2-page “diary” entries during the course in response to writing prompts that ask students to reflect on readings and contemporary events related to issues of social justice for impoverished and marginalized communities. Diary reflections will include direct assessment questions about GEC learning outcomes, which can be compared across classes over time.

**b. Individual Paper**

In the individual paper, students will carry out research on a case study of social justice in city and regional planning in a study area of the student’s choice. The paper will address alternative solutions to a specific problem related to social diversity and improving the quality of life for all residents in the selected city or town, with an emphasis on impoverished and/or marginalized communities and areas in the city. Students will be able to link course themes to personal areas of interest through their choice of a real world location for the study focused on a specific scale (e.g. neighborhood, city, up to a metropolitan area) with recommendations. Each student will

describe the issues using course readings, course lectures, in class discussions and additional materials, as well as the criteria and planning tools each is using to evaluate how well the city or urban area is addressing the problems and challenges related to the social justice topic identified. Students will complete the analysis with a summary assessment and recommendations for the development of the city/region area along with any new insight or surprises or implications raised by their analysis.

### Group Activities and Project

There will be in class group activities throughout the quarter that will provide opportunities to interact and discuss course material and related current topics (including their diaries—see below). Group work will count towards course participation, and provide opportunities for students to develop their communication skills.

Students will form groups and present a final group project at the end of the quarter. The project and presentation should tackle one course topic area or specific challenge to creating the socially just city, building on group discussions of individual paper projects. The goal of the final project is to provide an opportunity to compare findings and propose planning interventions and design alternatives that encourage diversity and improved quality of life.

## 4. Syllabus

### CRP 3500 The Socially Just City

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Autumn

Course #: CRP 3500

Course Title: Planning for Sustainable Economic Development

Credit: 3 hours

Times/Location: TBD

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#### **GEC CATEGORY: 2. Social Science, Organizations and Politics**

Social science courses develop students' understanding of the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

4. Students understand the theories and methods of social scientific inquiry as they are applied to the study of organizations and politics.
5. Students understand the formation and durability of political, economic, and social organizing principles and their differences and similarities across contexts.
6. Students develop abilities to comprehend and assess the nature and values of organizations and politics and their importance in social problem solving and policy making.

#### **GEC CATEGORY: 4. Diversity. Social Diversity in the United States**

Courses in social diversity will foster students' understanding of the pluralistic nature of institutions, society, and culture in the United States.

3. Students describe the roles of such categories as race, gender, class, ethnicity and religion in the pluralistic institutions and cultures of the United States.
4. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

#### **Overview:**

In this class, students will explore the challenge of creating socially diverse places that eliminate poverty, provide equal access and equity in public services and infrastructure. Social and racial equity in cities should lead to societal fairness and equal opportunity. In U.S. cities, many groups are marginalized by inequitable conditions and access to services such as quality housing, transportation, jobs, education and health care. Many also experience poor quality of the built environment, lack of opportunity and disparate outcomes. These conditions of inequity are most prevalent in impoverished communities and marginalized communities of color. From the inner city, to declining inner suburbs or impoverished rural areas; research has shown that distressed communities deprived of opportunity limit the life chances of their

residents and impact everyone. The course will explore the historical and contemporary processes and institutions that produce inequitable outcomes in communities, with an emphasis on discovering the tools and design alternatives that promote social justice.

**Course Objectives:**

By the end of this class, students should be able to:

- Understand the role of diverse cultures, governments and economies affect the interaction and tradeoffs between various demographic and socio-economic groups in cities and regions.
- Analyze how and why the spatial form of American cities (the location of jobs, housing, transportation, critical infrastructure and amenities) continues to evolve through processes of metropolitan filtering, suburbanization, and gentrification.
- Strategies for maintaining socially diverse places that eliminate poverty and provide equal access to public services, amenities and infrastructure.
- Discuss the implications of integrated and separated racial and ethnic populations.
- Identify examples of cities that have become more socially just through model housing and community development strategies.
- Understand the role of diverse cultures, regions, governments, economies, and socioeconomic groups in producing a socially just city
- Describe design alternatives that encourage diversity

Course topics will focus on how social institutions foster and hinder diversity and equality in American cities, with a focus on specific examples such as segregation, concentrated poverty, fair housing, community development, neighborhood revitalization, gentrification, brownfield redevelopment, transportation equity, access to jobs, health services and education, exclusionary and inclusionary zoning and other related topics.

**Textbooks:**

Marcuse, et al. 2009. *Searching for the Just City: Debates in Urban Theory and Practice*. Routledge.

Talen, E. 2008. *Design for Diversity: Exploring Socially Mixed Neighborhoods*. Architectural Press.

There will be additional assigned readings of articles or book chapters to supplement the course textbooks in specific subject areas such as health and the built environment. It's absolutely crucial that everyone does all of the reading before class and comes prepared with questions and comments. The more prepared everyone is, the more fun the course will be!

**Films:**

The Opposite of Development: The Landscape of government bulldozing in Chicago 2009- Jo Guldi

Economic Development of Brownfields. 2004. - John Sutherlin, Ph.D.

For weeks where we will be viewing and discussing films in class, you will be provided with questions to think about and answer as you watch. It will also be useful to take notes.

**Assignments:**

**“Socially Just City Diary”:** Students will submit five 2-page “diary” entries during the course in response to writing prompts that ask students to reflect on readings and contemporary events.

**Individual Paper:** Your individual paper will be a case study of social justice in city and regional planning in a study area of your choice. The paper should address alternative solutions to a specific problem related to social diversity and improving the quality of life for all residents in the city, with an emphasis on impoverished and/or marginalized communities and areas in the city. The paper should be centered on a real world location at a specific scale (e.g. neighborhood, city, up to a metropolitan area) with recommendations. In your paper, you will describe the issues (use your readings, course lectures/discussions and additional materials), the criteria and planning tools you are using to evaluate how well the city or urban area is addressing the problems and challenges related to social justice you’ve identified, and provide a summary assessment with recommendations for the development of your city/region area along with any new insight or surprises or implications raised by your analysis.

The individual paper should be 8-10 pages long (not including the references), stapled, typed, double-spaced, in 12-point font with one-inch margins on all sides. Be sure to include a title, citations, and a list of references in APA format.

**Group Activities**

There will be in class group activities throughout the quarter that will provide opportunities to interact and discuss course material and related current topics. Group work counts towards course participation.

**Group Project:** Students will form groups and present a final group project at the end of the quarter. The project and presentation should tackle one course topic area or specific challenge to creating the socially just city, building on group discussions of individual paper projects. The goal of the final project is to provide an opportunity to compare findings and propose planning interventions and design alternatives that encourage diversity and improved quality of life.

**Grading:**

- Class participation in group exercises and discussion (20% of grade)
- Socially Just Diary Entries (5 total) (20% of grade)
- Individual project (30% of grade)
- Group project (30% of grade)

Grade Based on Percentage of Points:

A 94–100	B– 80–83	D 60–69
A– 90–93	C+ 77–79	E 0–59
B+ 87–89	C 74–76	
B 84–86	C– 70–73	

**Administrative Details:**Expected email etiquette for this class

Email will be our primary tool of communication outside the classroom. You are required to check your email\* for updates and announcements, (at least) once a week. Furthermore, instructor will not accept emailed assignments without prior consent. Please, plan accordingly.

Late or Missed Assignments

- Late assignments will be marked down half a letter grade for each day past due.
- No assignments will be accepted one week following their due date.
- There are no make-ups for the group assignments.
- Computer failure will not be an acceptable excuse for late or missing assignments and the above policy applies in those cases. In this electronic era of USB and disks, email and online storage, you have to be responsible for making backup copies of your work, including drafts.
- Emergencies can and will happen. The only acceptable excuse for missing an assignment or missing class will be documented medical or family emergencies. (A note that you visited the health center is not a medical emergency.)

\*In all other situations, the policies starting from the first bullet above apply!

Research Paper Format

Type and double-space your papers. Use 12-point Times New Roman font with 1-inch margins. Adhere to page limits. Take care of the easy stuff. Spell and grammar check your papers and READ them.

Films and Images: All the films screened in this course will either be available online, through Carmen or at the Architecture Library in Knowlton Hall or the Thompson Library. If you have to miss a screening, or want to watch a film again, these are the places to go. Details for where each film is located will be posted in Carmen.

Writing

Writing is central to success in this course and your grades depend on the quality of your written arguments developed in the assignments for this course. I encourage you to take advantage of my office hours and other academic resources available to you at OSU: See the Center for the Study and Teaching of Writing, at:

<http://cstw.osu.edu/writingCenter/handouts/default.cfm>.

Academic Integrity

“It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever



committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct ([http://studentaffairs.osu.edu/info\\_for\\_students/csc.asp](http://studentaffairs.osu.edu/info_for_students/csc.asp)).”

### Disability Services

“Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.”

### Course Schedule

Week 1 - Introduction: Planning and the Just City

Readings: Marcuse, ch. 1, Talen, ch. 1

Week 2 - Historical Context of Socially Unjust Cities and Diversity through Design (**Diary 1 due**)

Marcuse, ch. 2, Talen, ch. 2

Week 3 - Pluralistic Planning: Exploring Race/Ethnicity, Immigration, Sexuality, Disability and the City

Marcuse, ch. 12, Talen ch. 2&3

Week 4 - Understanding Spatial Patterns of Diversity in the City (**Paper Proposal due**)

Marcuse, ch. 4, Talen ch. 5

Week 5 - Planning for Equity: Neighborhood Revitalization vs. Gentrification (**Diary 2 due**)

Marcuse, ch. 5

Week 6 - Housing Access (**Guldi Film Screening**)

Talen, ch. 7

Week 7 - Transportation Equity (**Individual Project Due**)

Talen, ch. 8

Week 8 - Parks and Service Delivery

Talen, ch. 9

Week 9 - Employment Access and Economic Development (**Diary 3 due**)

Manual Pastor, Chris Benner and Rachel Rosner. Edging Toward Equity: Creating Shared Opportunity in America’s Regions. Report from the Conversation on Regional Equity (CORE). 2006.

Week 10 - Globalization and Economic Justice in Cities  
Marcuse, ch. 8

Week 11 – Health Access (**Diary 4 due, Sutherlin Film Screening**)  
Frank and Engelke, 2003. Health and community design: The impact of the built environment on physical activity. Island Press (Selected chapters).

Week 12 – Brownfield Redevelopment (**Group Proposal due**)  
Marcuse, ch. 10

Week 13 - Creating the Engaged Community (**Diary 5 due**)  
Marcuse, ch. 9, Talen ch. 10

Week 14 - Emerging Challenges in Creating the Socially Just City  
Marcuse, ch. 11

Final Exam Week - Final Group Project Presentations (**Group Project Due**)