How do we act to make socially just cities and regions in the wake of trends that herald increasing income and spatial inequality? Income inequality has grown in the US: between 1996 and 2011, the income of the bottom 90% of Americans grew only $59 (adjusted for inflation), while incomes for the top 10% rose by $116,071.1 Spatial inequality has also increased in America’s metropolitan areas, with increasing poverty in inner-ring suburbs while in many places central cities empty out and the outer-ring suburbs grow. Additionally, demographic trends are changing the US: immigrants and people of color account for most of the US’s population growth between 2000 and 2010.2 Since the 1980s, segregation in US metropolitan areas is down and the average white person’s and black person’s neighborhoods have become more diverse; however, that diversity is mostly the result of in-migration of Latinos rather than increased black-white mixing.3 Metropolitan governmental fragmentation makes responding to these trends challenging. In the face of these developments, taking action to reduce poverty, address racial residential segregation, create equitable access to public services, and improve quality are vital goals in achieving the socially just city.

By the end of this class, students will:

- Understand the role of diverse cultures, regions, governments, economies, and socioeconomic groups in patterns of land use, especially in an increasingly globalized world;
- Discuss the positives and negatives of integrated and segregated racial and ethnic populations;
- Identify examples of cities that have become more socially just;
- Understand the role of diverse cultures, regions, governments, economies, and socioeconomic groups in the city;
- Describe alternatives that encourage diversity, improve accessibility and eliminate poverty;
- Learn how to analyze planning and policy to anticipate just outcomes

Required texts:

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Recommended:

These texts have been put on closed reserves. They have also been put on order at the OSU Barnes and Noble Bookstore.

Assignments and Grading

**Class Participation** (30% of the grade) has two elements:

1. Preparation and Share: This class is run as a seminar. The quality of each class session will depend upon your preparation; read the material and come to class willing to discuss it with your colleagues. As you do the reading, keep a journal with your ideas and try to focus on the larger themes that run through the various pieces.

2. Discussion Questions and Support: During the quarter, you will be part of a team of 2 to 4 students (depending on class size) who will help to prepare class discussions:
   - First, you will act as resources for the rest of the class. You will make sure to pay especially close attention to the readings, develop questions to help guide discussion, think about points of confusion and will have responsibility for making sure our conversation covers the aspects of the readings they found especially salient.
   - Second, along with an assigned group of students, you will post three succinct but integrative (that is, 1-sentence) discussion questions to me by 9 am on the day of class, prior to the class session. A good question integrates the major themes of the readings. To write good questions, you and your partners will need to discuss the content of the readings prior to the class. You will also need to make choices about what you think is important to discuss in the readings. Your group will only post three questions.
   - Third, you will be ready to present and comment on the material to your colleagues.

An additional note about class participation: This class is meant to engage us in thinking about the social justice in the context of cities and regions; in many cases such issues motivate our own interests in planning and policy. Our personal perspectives on justice are shaped in part by our varied experiences, our personal identities, and the cultures from which we come. While I will never require you to speak from personal experience in the class, often students will do so because they want others to understand their perspectives. Therefore, I ask that you come to class ready to respect others' viewpoints and be prepared to be challenged as to your own. It is my expectation that you come to class ready to talk about difficult issues and ready to try to understand perspectives that may not be your own.

A fundamental guideline for interaction in this class is that you will respect the perspectives of others, regardless of whether you agree with them or not. It also means that (a) you will occasionally be asked to portray a person with a perspective with which you violently disagree and (b) you each are responsible for making sure that unpopular or minority perspectives are present in our class conversations.

If you have questions or concerns about class participation, please let me know.

**Assignment 1: Social Justice Rubric (20% of grade)**
During the first few weeks of the course, we talk a lot about what Social Justice means in an urban
context. In the 3-5 page paper, present your version of a Social Justice Rubric (or Toolkit) that a planner or policy-maker might use in evaluating whether an approach, process, plan, or policy would enhance social justice. What are the 3 to 5 criteria that you would use to make a judgment? More on this as the semester progresses.

**Assignment 2: Final Paper (50% of grade)**
With a partner, select a program, plan, policy, or situation that is working toward a socially just outcome or could be altered to do so. In a 15-20 page paper, describe the problem and the effort to address it. How is this creating a socially just city or region? What could change? What are the goals of the people who are involved, and why do they think what they are doing will increase socially just outcomes? Use class texts, the academic literature, and interviews with those involved in the effort as resources for this paper. You will also present formally on this topic to your colleagues in the final class of the semester. More on this as the semester progresses as well.

**Grading and Due Dates**

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<thead>
<tr>
<th>Topic</th>
<th>%</th>
<th>Due Date (Carmen Dropbox)</th>
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<tbody>
<tr>
<td>Class participation</td>
<td>30</td>
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<tr>
<td>Assignment 1: Social Justice Rubric</td>
<td>20</td>
<td>Feb 16, 12:45 pm</td>
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<tr>
<td>Assignment 2: Final Paper</td>
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<td>Feb 23, 12:45 pm</td>
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<tr>
<td>Proposal paragraph</td>
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<tr>
<td>Draft or detailed outline</td>
<td>10</td>
<td>April 6, 12:45 pm</td>
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<tr>
<td>Final Paper</td>
<td>35</td>
<td>May 5, noon</td>
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**Please note:** Drop boxes for this class have due dates on them but never close. I reserve the right to make changes to the syllabus during the semester and penalize for late assignments.

Spell-check your papers and READ them. Check for grammatical errors. An error-free paper looks professional and is much more likely to get a positive response than one that is sloppy. If you cannot see your own grammatical or typing mistakes, ask someone else to read it for you.

**ADA Policy Statement**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Disability Services at (614) 292-3307.

**Academic Misconduct**
Plagiarism will not be tolerated in the classroom. Plagiarism is passing off as one’s own ideas, words, writings, etc., which belong to another. You are committing plagiarism if you copy the work of another person and turn it in as your own, even with the permission of that person. Any instances of academic misconduct will be reported to the Committee on Academic Misconduct (University Rule 3335-5-487).

The solution is to appropriately cite your sources. If you copy any text, you must indicate this by quoting and citing the author(s). The following link leads to citation guides that available on-line through the OSU library: [http://library.osu.edu/help/research-strategies/](http://library.osu.edu/help/research-strategies/). Just expand the first link: “How to Cite and Organize Information.” If you have questions about citations, please ask.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic (E=electronic reserves; CR= Architecture Library closed reserves)</th>
<th>Assignment /Guest</th>
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| Jan 12   | **Planning and the Just City**  
What is Justice? Characterize the various authors’ perspectives  
What definition of justice should be a norm in planning?  
Privilege and Disadvantage Inventory  
  - Carmon and Fainstein:  
  -- Fainstein and Fainstein. Ch 2 Restoring Just Outcomes to Planning Concerns, p. 32-53.  
  - DeFilippis and Saegert:  
  -- DeFilippis and Saegert Ch 1 Communities Develop: The Question is How? p. 1-7.  
  -- Sampson. Ch 36 What Community Supplies, p. 308-318.  
  -  
  - Fainstein, 2010:  
  -- Ch 1 Philosophical Approaches to the Problem of Justice, p. 23-56. |                   |
<p>| Jan 19   | <strong>Martin Luther King Day—no class</strong>                                           |                   |</p>
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</table>
| 2. Jan 26 | Historical context of socially unjust cities, planning, and design.  
- Conant and Myers. 2006:  
  o Ch 1 Introduction: The State of Metropolitan America, p 1-16.  
  o Ch 2 The Urban Society p. 17-44  
- DeFilippis and Saegert:  
  o O’Connor. Ch 2 Swimming against the Tide: A Brief History of Federal Policy in Poor Communities, p. 11-29.  
- Conant and Myers. 2006:  
- Logan and Molotch. 2007. *Urban Fortunes: The Political Economy of Place*  
  o Ch 2 Places as Commodities, p.17-49. E  
  o Ch 3 The City as a Growth Machine, p. 50-98 E  
 Optional for the very curious  
- Sites, Chaskin, and Parks. Ch 4 Reframing Community Practice for the 21st Century: Multiple Traditions, Multiple Challenges, in DeFilippis and Saegert, p. 38-47.  
- DeFilippis. Ch 3 Community Control and Development: The Long View, in DeFilippis and Saegert, p. 30-37. |
| 3. Feb 2 | Exploring race/ethnicity, immigration, sexuality, disability and the city  
  [http://www.brookings.edu/research/articles/2013/09/05-immigrant-gateways-singer](http://www.brookings.edu/research/articles/2013/09/05-immigrant-gateways-singer) E  
 Tool:  
- Race Segregation Indices (scan these):  
  [http://www.psc.isr.umich.edu/dis/census/segregation.html](http://www.psc.isr.umich.edu/dis/census/segregation.html) |

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<th>Assignment /Guest</th>
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| 4.     | Feb 9 | **Understanding and measuring patterns of diversity, social and economic inequity in the city**
|        |       | • Carmon and Fainstein:
|        |       | • DeFilippis and Saegert:
|        |       |   o Young. Ch 38 Five Faces of Oppression, p. 328-337.
|        |       | • Briggs:
|        |       | • Conant and Myers. 2006:
|        |       |   o Ch 4 Schism and Consensus, p. 93-122.
|        |       |   o Ch 5 Models of Local Government Reorganization, p. 123-143 |
|        |       | **Tools**
|        |       | • Liu, Knapp, and Knap. 2014 Opportunity Mapping: A conceptual Analysis and application to the Baltimore Metropolitan Area  
|        |       |   [http://www.appam.org/assets/1/7/Opportunity_Mapping_A_conceptual_Analysis_and_application_to_the_Baltimore_Metropolitan_Area.pdf](http://www.appam.org/assets/1/7/Opportunity_Mapping_A_conceptual_Analysis_and_application_to_the_Baltimore_Metropolitan_Area.pdf) E
| 5.     | Feb 16| **Housing and Neighborhoods**
|        |       | *The Foreclosure Crisis and Neighborhoods*
|        |       | *Housing for the poor and poverty reduction Homeownership and Equity*
|        |       | • Briggs:
|        |       |   o Turner and Ross, Ch 4 How Discrimination Affects the Search for Housing, p. 81-101.
|        |       |   o Apgar and Calder, Ch 5 The Dual Mortgage Market: The Persistence of Discrimination in Mortgage Lending, p. 101-123.
|        |       | • DeFilippis and Saegert
|        |       |   o Newman, Ch 30 Post-Industrial Widgets, p. 262-269.
|        |       |   o Immergluck, Ch 9 Community Response to Foreclosure, p. 90-98.
|        |       | • Carmon and Fainstein:
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<tr>
<td>Mar 16</td>
<td>Spring Break—no class</td>
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<tr>
<td>Date</td>
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| 9. Mar 24 | **Globalization, Immigration, and Justice**  
- Cordero-Guzmán and Quiroz-Becerra, Ch 31 Community-Based Organizations and Migration in New York City, in DeFilippis and Saegert, p. 270-279.  
- Fainstein, 2010. Ch 3 New York, Ch 4 London, Ch 5 Amsterdam, Ch 6 Conclusion: Toward the Just City p. 87-184  
|          | **Tools**  
| 10. Mar 30 | **Health Care Access**  
- TEDx Columbus: Teresa Long MD MPH: [http://tedxcolumbus.com/speakers-performers/2010-whats-next-speakers-performers/teresa-long-m-d/](http://tedxcolumbus.com/speakers-performers/2010-whats-next-speakers-performers/teresa-long-m-d/) (20 minute video) | Guest Suellen Bennett, MSPH, Chief, Health Equity Section, Columbus Public Health (invited) |
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| 11. Apr 6 | **Creating the engaged community**  
  - Bratt and Reardon, Ch 17 Beyond the Ladder: New Ideas About Resident Roles in Contemporary Community Development in the United States, in Carmon and Fainstein, p. 356-381.  
    - Owens, Ch 15 Capacity Building: The Case of Faith-Based Organizations, p. 140-149.  
    - Stall and Stoeker, Ch 22 Community Organizing or Organizing Community? Gender and the Crafts of Empowerment, p. 201-208  
    - DeRienzo, Ch 27 Community Organizing for Power and Democracy: Lessons Learned from Life in the Trenches, in DeFilippis and Saegert, p, 244-248.  
    - Davis, Ch 41 Domestic Property Interests as a Seedbed for Community Action, p.352-360.  
    - Stoecker, Ch 42 The CDC Model of Urban Development: A Critique and Alternative, p. 361-368.  
    - Kubisch et al. Ch 43 Strengthening Connections between Communities and External Resources, p. 369-376. |
|          | Michael Wilkos  
Columbus Foundation  
Assignment 2 Draft or Detailed Outline Due. |
| 12. Apr 13 | **Working towards the integrated city, exploring the challenges of separation versus integration**  
  *How does planning encourage social mix? Should it?*  
  - Charles, Ch 3 Can We Live Together? Racial Preferences and Neighborhood Outcomes, in Briggs p.45-80.  
  - DeFilippis and Saegert:  
    - Leventhal et al, Ch 13 Communities as Place, Face, and Space, p. 125-133.  
    - CR  
      - Ch 5 The Community as Agent of Economic Development, p. 113-141.  
      - Ch 6 Constrained Property Rights as Anchor, p. 143-165. |
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| 13. Apr 20 | **Strategies or encouraging diversity including mix, connection, and security**  
- Mayer and Keyes, Ch 17 City Government’s Role in the Community Development System, in DeFilippis and Saegert, p. 158-166.  
- Briggs, *Geography of Opportunity*:  
  - Pendall et al, Ch 10 Connecting Smart Growth, Housing Affordability, and Racial Equity, p. 219-246.  
- Additional readings with class consultation.  
**Tools**  
  and Equity and Social Justice Annual Report King County Washington. Oct 2013  
**Optional for the very curious**  
| 14. Apr 27 | Final Presentations                                                                                                               |                   |
| May 5   | Final Paper Due, noon                                                                                                              |                   |
Course structure when there is a guest

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>12:45</td>
<td>Recap of last class</td>
</tr>
<tr>
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<td>Summary of reading and discussion questions for this class</td>
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<tr>
<td>1:45</td>
<td>Speaker</td>
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<tr>
<td>2:45</td>
<td>Class discussion without speaker</td>
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<tr>
<td>3:30</td>
<td>Class ends</td>
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