THE OHIO STATE UNIVERSITY
Knowlton School of Architecture, City and Regional Planning

Fall, 2014
CRPLAN 3500: The Socially Just City
Credit: 3 hours

Class hours: Wednesdays and Fridays, 2.20pm – 3.40pm, Knowlton Hall 0195

Abraham Ndungu, PhD ndungu.4@osu.edu, tel:614-800-2846, 237 Knowlton Hall
Office Hours: As by appointment

INTRODUCTION

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 OVERVIEW

This course is designed to give students a feel for what teamwork and cooperation in planning may feel like. It therefore employs a collaborative approach to learning whereby students accept primary responsibility for teaching each other. My roles are diverse: organizer, facilitator, checker, guide, mentor, resource person, as well as student in the interactive learning process. In other words, this course adopts a learner-centered as opposed to teacher-centered teaching paradigm.

A portion of the first two classes will be devoted to introduction and identification of student interest, knowledge, and agenda for the remainder of the course. Thereafter, students will take responsibility for working with the instructor and each other to plan, organize, and lead class discussions of particular content areas and pre-assigned topics. In most cases, every class will begin with the instructor giving a brief overview of the issues students will be covering that day, followed by the actual presentation by students and class/group discussion. The class format is discussion, NOT lecture – you must therefore be prepared to lead and/or participate in class sessions (See below a list of topics). A discussion is NOT a presentation or a lecture; it should be collaborative and interactive.
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.

TEXTBOOKS


(Both books to be made available in the Barnes and Noble bookstore)

There will be additional assigned readings of articles or book chapters to supplement the course textbooks in specific subject areas. In addition, students should be free to check for other relevant reading materials available in the libraries, including useful internet resources. The instructor will constantly give guidance on available resources, including related audio-visual instructional and educational materials. These will be made more specific as the course unfolds. 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/Video Clips and Guest Lecturers

There will be viewing and discussing films and videos in class as well as presentations from guest speakers. You will be provided with questions and issues to think about as you watch and/or listen. It will also be useful to take notes.

COURSE REQUIREMENTS

Students are expected to prepare for class and timely complete assigned readings as well as other group and individual assignments given beforehand. It is also expected that students will actively
participate in fruitful class discussions. In order to assess how the course is meeting the set objectives and expected learning outcomes, a variety of assessment methods will be used. Therefore, the course requirements are:

1. **Class Attendance and Participation**
   Students are expected to regularly attend all classes, unless there are unavoidable circumstances which must be communicated to the instructor before class. In addition, students are expected to engage in lively and meaningful class discussion. This means that assigned readings must be comprehended timely for fruitful participation in class.

**Reflection Paper – Naming Your Assumptions About A Socially Just City**
Identifying pre-understandings and assumptions is an important skill for a truly fruitful and thorough engagement with the study materials and resources in this course. This first written assignment gives you an opportunity early in the course to identify and reflect on the assumptions and questions about social justice you bring to class. No readings are required prior to writing this assignment. In this 2-3 page paper, please discuss your beliefs and assumptions in response to the following questions:

- What, in your opinion, is the definition of the term “social justice”?
- What in your opinion constitutes or amounts to social injustice?
- What are some examples of a socially just city?
- What causes (or is the cause of) social injustice?
- What, therefore, is the remedy of social injustice?

Conclude your essay with a paragraph that reflects on how you have arrived at your responses. Where did you get your ideas about social justice? **NOTE:** There is no right or wrong answers in this essay. The essay will not be graded, but its timely submission will be factored into your Class Participation grade.

**Due Date: September 3 (Week 2)**

2. **Group Work, Presentations and Discussion Team**
The format of this course is largely student-led presentation and discussions. Therefore, there will be a lot of group activities throughout the semester that will provide opportunities to interact and discuss course material as well as related and assigned topics (including films/video shows and presentations from occasional guest speakers). Discussion teams will take responsibility for working with the instructor and each other to plan, organize, and lead at least TWO class discussions on particular content areas based on assigned topics (see below) during the semester. Group work will provide opportunities for students to develop their communication skills. (Due: at the time agreed in class and/or according to the course schedule).

3. **Individual Reading Reports and Reflection Papers**
To ensure fruitful class discussions, students are expected to interact fully with the assigned readings. In that regard, unless where a lecture or other class activity is indicated, each student will be expected to turn in a 2-3 page Reading Report before the beginning of each class. Reports will cover the following areas:
• Main Points of the author(s) – NB: Do not mix chapters/authors. Write separate points for each chapter covered.
• What did you learn?
• Reflections on Implications for planning and social justice
• Synthesis/main thrust of the chapter

(Use the format in the form at the end of the syllabus. Reports to be submitted through Carmen Dropbox and a printed hard copy to be brought to class for discussion purposes).

This report is an important means for you to synthesize key ideas and insights from the readings, make connections between readings and enable you to understand the implications for planning.

In addition, there will be times when you will be required to write reflection paper(s) on specific topics, but this will be communicated in class. Among these is the scheduled 2-page individual “Socially Just City” reflection and observation paper to reflect on readings and contemporary events. Timely completion of assigned tasks is expected. **Due: at the beginning of each class – unless otherwise instructed (see course schedule).**

4. Mid-Term Exam
The mid-term exam will cover materials covered up to and including the 7th week of classes.

5. Individual Research Paper (including periodical presentation in class for purposes of assessing progress)
In the individual paper, students will carry out research on a case study of social (in)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 (in)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. Include with your paper a final section which revisits the first assignment (your assumptions about Social Justice to reflect on how your assumptions have been challenged and the assumptions (and appreciations?) you now have about a socially just city upon completion of the course.

The individual paper should be 8-12 pages long (not including the references), 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. Citation of at least five references is expected.

Students should consult the instructor on the topic they intend to choose before starting to do research and paper write-up. Throughout the semester, there will be periodical presentation of research progress in the class and in groups to help everyone to be on track as well as to enable
students to exchange views on how to propose planning interventions and design alternatives that encourage diversity and improved quality of urban life. (Final Paper due on or before December 6th)

A Word about Written assignments

All assignments should be turned in via Carmen Dropbox, in the appropriate Folder. All written assignments are meant to enable students appreciate the fact that cities are not quite the way they were meant to be: centers of civilization and improved living. In particular, the individual case study research project will help students to focus on one aspect of social justice in order to understand the contributing factors and consequences of residential and social segregation and inequality in access to quality services and infrastructure in urban areas. Students will have opportunity to discuss the readings and findings from their independent research in class and in their respective groups. 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.

SUMMARY OF EVALUATION CRITERIA

- Class Attendance and Participation 15%
- Group Assignments, Presentation and Leading discussion as a Team 15%
- 2-3 page Reading reports 20%
- Midterm exam 15%
- Socially Just Cities Individual Reflection Paper 10%
- Individual Research Paper (including periodical and final presentation) 25%

TOTAL 100%

TOPICS FOR GROUP PRESENTATION AND (CLASS) DISCUSSION

Each group should choose two of the following scheduled class topics and use assigned and other relevant readings to prepare for a class presentation and lead the discussion. Form your own thoughts and beliefs on the particular topic, over and above presenting issues raised in the resources consulted. Social justice is an area that covers a wide range of issues, particularly with reference to urban areas. What follows, therefore, is an admittedly not comprehensive listing of potential topics for our class discussions. Review readings for each category as some chapters of the assigned readings may address multiple topics (see Course schedule section). In addition, you should be free to utilize other relevant library and internet resources in order to improve the quality of your presentation. At the end of each presentation, you will be required to turn in an outline of the presentation, NOT a paper as such.

- September, 10: Introduction: Planning and the Just City (Readings: Marcuse, ch. 1, Talen, ch. 1)
• **September, 17:** Historical Context of Socially Unjust Cities and Diversity through Design (Marcuse, ch. 2, Talen, ch. 2)

• **October, 1:** Pluralistic Planning: Exploring Race/Ethnicity, Immigration, Sexuality, Disability and the City (Marcuse, ch. 12, Talen ch. 3)

• **October, 3:** Understanding Spatial Patterns of Diversity in the City (Reading: Marcuse, ch. 4, Talen ch. 5)

• **October, 15:** Planning for Equity: Neighborhood Revitalization vs. Gentrification (Marcuse, ch. 5)

• **October, 22:** Housing Access (Reading: Talen, ch. 7)

• **October, 24:** Transportation Equity (Reading: Talen, ch. 8)

• **October, 29:** Security in Cities (Reading: Talen, ch. 9)

• **November, 5:** Globalization and Economic Justice in Cities (reading: Marcuse, ch. 8)

• **November, 7:** Brownfield Redevelopment (Reading: Marcuse, ch. 10)

• **November, 19:** Creating the Engaged Community (Reading: Marcuse, ch. 9, Talen ch. 10)

• **November, 21:** Emerging Challenges in Creating the Socially Just City (Reading: Marcuse, ch. 11).

**FINAL GRADE BASED ON PERCENTAGE POINTS**

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<tr>
<th>Grade</th>
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<tr>
<td>A</td>
<td>94–100</td>
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<td>90–93</td>
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<td>B+</td>
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<td>D</td>
<td>60–69</td>
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<td>E</td>
<td>0–59</td>
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**ADMINISTRATIVE DETAILS**

*Expected email etiquette for this class*

Email will be our primarily 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!

**Individual 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.

**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. Take advantage of academic resources available to you at OSU such as 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).”

**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**

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<tr>
<th>Week</th>
<th>Wednesday</th>
<th>Friday</th>
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<tr>
<td>1</td>
<td>Course overview; Social justice issues; Cities, civilization and justice: a historical overview; Formation of discussion groups. (lecture and discussion)</td>
<td>Urban(ization) challenge and foundations of Social justice (Lecture and discussion)</td>
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<tr>
<td>2</td>
<td>September, 3</td>
<td>September, 5</td>
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<tr>
<td>Date</td>
<td>Event Description</td>
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<td><strong>Scope of urban social justice:</strong> Discussion on ungraded reflection paper (Lecture and discussion)</td>
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<td></td>
<td>(Ungraded paper on social justice issues, due 2.25pm)</td>
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| 3          | **September, 10** Introduction: Planning and the Just City Readings: Marcuse, ch. 1, Talen, ch. 1  
GROUP PRESENTATION  
(Reading Report due 2.25pm) |
|            | **September, 12** City Planning and Social Justice in North America: Challenges and Prospects – Case of Columbus, OH (Guest Speaker)            |
| 4          | **September, 17** Historical Context of Socially Unjust Cities and Diversity through Design (Marcuse, ch. 2, Talen, ch. 2)  
GROUP PRESENTATION  
((Reading Report due 2.25pm) |
|            | **September, 19** Individual research on Final Research project paper. It may require off-campus field study or visit.  
Prepare: Research Topic, Paper Outline and possible Resources. Due 6pm |
| 5          | **September, 24** Justice, Politics and Planning part I  
Watch and/or read the entire 2014 City of Columbus (OH) Mayor’s State of the City speech. Link: http://www.nbc4i.com/story/24767106/mayor-colemans-2014-state-of-the-city-address  
NB: Reflection Report due September 26th at 6.00pm |
|            | **September, 26** Justice, Politics and Planning part II  
Write a 2-3 page reflection paper on the mayor’s speech. What aspects of social justice are addressed in the speech? What solutions to social justice challenges does the mayor offer? Are the solutions workable or is it mere political rhetoric?  
Reflection Report due today, at 6.00pm |
| 6          | **October, 1** Pluralistic Planning: Exploring Race/Ethnicity, Immigration, Sexuality, Disability and the City (Reading: Marcuse, ch. 12, Talen ch. 3)  
GROUP PRESENTATION  
(Reading Report due 2.25pm) |
|            | **October, 3** Understanding Spatial Patterns of Diversity in the City (Reading: Marcuse, ch. 4, Talen ch. 5)  
GROUP PRESENTATION  
(Reading Report due 2.25pm) |
| 7          | **October, 8** Social Justice Research Project  
This day is reserved for students to do |
|            | **October, 10** Poverty, Social justice and Politics (Guest speaker)  
GROUP PRESENTATION  
(Reading Report due 2.25pm) |
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<th>Week</th>
<th>Date</th>
<th>Event</th>
<th>Reading/Task</th>
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<tr>
<td>8</td>
<td><strong>October, 15</strong></td>
<td>Planning for Equity: Neighborhood Revitalization vs. Gentrification (Reading: Marcuse, ch. 5).</td>
<td>GROUP PRESENTATION (Reading Report due 2.25pm)</td>
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<td><strong>October, 17</strong></td>
<td>Midterm exam</td>
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<td>9</td>
<td><strong>October, 22</strong></td>
<td>Housing Access. (Reading: Talen, ch. 7)</td>
<td>GROUP PRESENTATION (Reading Report due 2.25pm)</td>
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<td><strong>October, 24</strong></td>
<td>Transportation Equity (Reading: Talen, ch. 8)</td>
<td>GROUP PRESENTATION</td>
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<td><strong>October, 29</strong></td>
<td>Security in Cities (Reading: Talen, ch. 9)</td>
<td>GROUP PRESENTATION (Reading Report due 2.25pm)</td>
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<td><strong>November, 5</strong></td>
<td>Globalization and Economic Justice in Cities (Reading: Marcuse, ch. 8)</td>
<td>GROUP PRESENTATION (Reading Report due 2.25pm)</td>
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<td><strong>November, 7</strong></td>
<td>Brownfield Redevelopment (Reading: Marcuse, ch. 10)</td>
<td>GROUP PRESENTATION</td>
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<td><strong>November, 12</strong></td>
<td>Role of participatory planning in addressing social justice issues in the city.</td>
<td>(Lecture and discussion)</td>
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<td><strong>November, 14</strong></td>
<td>“LAB” or FIELD WORK Socially Just City Observations</td>
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| TASK: Choose a section of the City of Columbus and intentionally make observations of how humans are interacting with each other as well as with the built and/or the natural environment in that part of the city. Choosing any one social justice issue we have covered in class, write down your reflections on how planning has worked or has not worked to facilitate livability in Columbus (3-4 pages of... |
reflection). NB: at the beginning of your reflection paper, indicate the issue you are writing about.

**Report Due: Saturday November 15\textsuperscript{th} – 11.00pm.**

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<tr>
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<th>November, 19</th>
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<td></td>
<td>Creating the Engaged Community (Reading: Marcuse, ch. 9, Talen ch. 10)</td>
<td>Emerging Challenges in Creating the Socially Just City (Reading: Marcuse, ch. 11)</td>
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<td>13</td>
<td>GROUP PRESENTATION</td>
<td>GROUP PRESENTATION</td>
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<td>(Reading Report due 2.25pm)</td>
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<td>[No class - Thanksgiving break]</td>
<td>[No class - Columbus Day]</td>
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<th>December, 3</th>
<th>December, 5</th>
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<tr>
<td></td>
<td>Future of cities. More (in)justice? (lecture and discussion)</td>
<td>Life Lessons in Social Justice (Guest Speaker)</td>
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Final term paper due on December 6th, 2014 at 11.00pm
Reading Report Form for CRPLAN 3500

Name: __________________Class date: ______________ Reading Completed: ________ %
Chapter Readings ________________________________

Main Points of the author(s) – NB: Do not mix chapters/authors. Write separate points for each chapter read.

What did you learn?

Reflections on Implications for social justice.

Synthesis/Main thrust.