USCPrice

Sol Price School of Public Policy

Instructor: Murtaza Baxamusa Ph.D., AICP
Location and Time: VKC 157; Wednesdays, 6:00 to 9:20 PM.

DESCRIPTION

Social policy and urban planning are inextricably linked. Economic, housing, immigration and other social policies shape the structure of the metropolis. And the structure of the metropolis in turn shapes social institutions, neighborhoods, access to affordable housing, quality education, healthy food, good jobs and the distribution of socio-economic goods.

This course examines the linkages between urban planning and social policy. It provides the theoretical foundation of social policy in the context of American planning, then examines specific socio-economic issues that play a key role in the growth of cities and regions, and then concludes with strategies for social change within the urban environment. As we advance through the course, there will be practical exercises and simulations that will bring into the classroom real-life scenarios that planners face.

Objectives
This course concentrates on community planning, providing the theory, values, techniques of inquiry, and problem-solving methods appropriate to urban planning and social work.

- To understand historical and contemporary social policy context as an integral element of urban planning in America
- To address the current and emerging social issues facing U.S. cities in planning theory and practice
- To think strategically about the role of social sciences, particularly in identifying social values and developing techniques of inquiry within the political landscape
- To foster skills in communicating, analyzing and solving difficult public policy problems using an inter-disciplinary approach
- To be familiar with social, ethnic, racial, economic, class and gender realities in social work

REQUIRED TEXTS AND READINGS
Required readings are listed in this syllabus, and will be available on the Blackboard. Students should be prepared to discuss the readings assigned for that day. There will be additional resources, links and background material posted for lectures on the Blackboard.

COURSE FORMAT
This course meets once a week. Attendance is mandatory. The sessions will be a combination of lecture, group discussion and case studies. The class is intended to be an interactive experience, where we all learn from each other.

CONTACT INFORMATION
Cellphone: (619) 358-3805. Email: baxamusa@usc.edu.
Appointments on Wednesdays between 2pm-6pm in the LiteraTea courtyard behind Doheny.

GRADING

Student scores will be determined by class participation and timely completion of written and oral assignments. A person who does not attend class regularly will fail, notwithstanding the delivery of written assignments. Final grades will be calculated using the following table.

Minimum	Maximum	Grade
950	1000	A
900	949	A-
875	899	B+
830	874	B
800	829	B-
775	799	C+
730	774	C
700	729	C-
650	699	D
0	649	F

Assignments and Deadlines

1.   Participation and Class Exercises (250 points)   Throughout
Participation in simulation exercises during the term is critical for the demonstration of planning techniques and collaborative learning. Students must be prepared with the readings, exercises and discussion in class. The allocation of grade will be based on two group exercises (50 points each), general participation, including attendance (100 points), and oral responses to readings-based questions (50 points).

2.   Case study presentation (150 points)   Throughout
Each student will select a case study on a policy issue that they present to the class for discussion. A brief 300-word summary/outline of the case study (with key citations) is due on the day of the presentation. The case study should consist of the contextual background, the social problem/issues, description of the policy or program prescription, and any results or evaluation. Grading will be on a complete/incomplete basis for the presentation (100 points), and the written outline (50 points).

3.   Issue Brief and Project Proposal (225 points)   September 28
Each student will analyze an issue area, including literature review, empirical data and existing plans plan or policies and create a clear, concise, no more than 10-page (double-spaced) issue brief and project proposal suggesting options for a specific policy analysis. Grading will be based on the impact of introduction/summary, style of writing, quality of research, and contribution value of proposal.

4.   Policy Memo and Presentation (375 points)   Draft, October 19; Final, December 2
A 20-page (double-spaced) policy memorandum on an approved topic related to the nexus of planning and policy. It will analyze a social problem/social policy by exploring the literature, conducting expert research as needed, and proposing appropriate solution(s). Memos should employ original, deep and strategic thinking. Graphics and illustrations created by the student may be included. Draft papers are due October 19th for informal feedback, and will not be graded. Students will present their policy proposals before revising the paper and submitting it on December 2nd. The allocation of score will be based on quality of final memo (225 points) and presentation (100 points). An additional 50 points will be awarded on a complete/incomplete basis for peer-to-peer feedback with a brief summary statement for each of the three stages (issue brief, draft memo, and final presentation) of peer review.

SYLLABUS REVISION
The instructor will regularly assess progress and solicit student feedback regarding the course.
If necessary the syllabus will be revised in response to student feedback.

Class Schedule

Theoretical Foundations of Social Policy

Regime Theory and the Market Context of Urban Growth   **August 24**

What is the "growth machine"?

The context of urban planning within markets of private properties often implies that a traditional understanding of the free market is agnostic to the social nature of space. Libertarians view the prices of market transactions to reflect the social costs and preferences. Within this paradigm, all growth is positive, and the role of cities is to efficiently facilitate development. On the other hand, some regime theorists view the city as a growth machine, and places within them as commodities that are traded for maximizing the use value for the governing elite. Power analysis is used to understand the competing forces of growth.

Required Reading: Logan and Molotch (1987)
Further Reading: Coase (1969); Davis (1992); Stone (2005)

US Social Policy   **August 31**

Can social policy be successful in the U.S.?

The origins of social policy in the U.S are traced from Thomas Paine to the welfare of mothers and soldiers in the early twentieth century, to more recent approaches to poverty, retirement and healthcare. One of the defining issues of the twenty-first century is rising inequality, which poses unique challenges to the role of the government at all levels. The experience of the American welfare state in furthering social progress and distributing social costs are reflected in successful policy formulation.

Required Readings: Piketty (2014) "A Social State for the 21st Century"; Skocpol (1992)
Further Readings: Gans (1991); Skocpol (2001)

Community and Society in the Digital Age   **September 7**

How is innovation and technology transforming the concepts of "community" and "society"?

Some scholars have suggested that the traditional notion of "community" has been lost in urbanization, whilst others suggest that the emerging concept of "virtual community" is shaping new forms of identity and advocacy. "Community" is a set of social relationships with shared attributes. These attributes could be spatial, demographic, economic, religious, historical, familial, cultural, political, or related to common interests. The bundle of social attributes that forms a community adapts to, as well as shapes socio-political institutions. These interactions between the community and institutions have social and economic effects. They often flow back-and-forth from the virtual domain to the physical, such as the emergence of "innovation districts" in metropolitan areas.

Required Readings: Castells (2005); Frug (1996); Townsend (2013)
Further Readings: Katz & Bradley (2013); Nisbet (1953); Rheingold (1993)

<div align="center">**Socio-economic Issues in Urban Planning**</div>

Poverty, Inequality and Economic Development   **September 14**

How can cities and regions prosper more fairly?

Global forces of economic growth define the physical fabric of the city, as well as its human capital. Moreover, the fiscal incentives for business attraction to cities may not align with those of the neediest of city residents, exacerbating the urban impacts of families struggling to make ends meet. Recently, rising inequality and stagnant opportunities in large metros has become a mobilizing cry for egalitarian social policies in city halls across America. Minimum wage measures have sparked a renewed interest in a proactive role for local intervention on income and wealth distribution. Research on the structural causes of income inequality points in the direction of low-wage service sectors, declining labor union density, employment insecurity, and geographic concentration of poverty.

Required Readings: Sassen (1990); Doussard (2015)
Further Readings: Bivens (2011); Piketty (2014) "Two Worlds";
                            Williamson, Imbrosio & Alperovitz (2003)

Housing   **September 21**

Is the "affordable" housing crisis in desirable places solvable?

Housing is both a basic necessity as well as a market commodity that is largely provided by the private sector. Many city dwellers face foreclosures, substandard housing, over-crowding, unaffordable rents, and even homelessness. Housing affordability in urban areas is of concern in many metros, regardless of the housing cycle. It is especially acute in coastal areas with strong economic growth and desirable quality of life. At the same time, there is a deep ideological divide in terms of the role of government in provision or regulation of housing. Cities with limited resources for competing priorities therefore struggle with the balance between incentives and mandates, building new supply and preserving existing stock, subsidizing apartment projects and vouchering renters, urban renewal and gentrification/displacement.

Required Readings: Hartman (2006); Marcuse & Keating (2006);
Further Readings: Garde (2015); Stone (2009)

Immigration, Race and Inclusion   **September 28**
<div align="right">Issue Brief and Project Proposal Due</div>

How has immigration shaped America's cities?
How do changing demographics and social norms about race, gender, age and family impact urban planning in the U.S.?

Cities are the melting pots for immigrants. Hence, immigration is key to understanding the growth and repopulation of cities. During the twentieth century, waves of immigrants led to formation of "immigrant gateways" in major metros. This has led to increased interest in cultural, spatial and economic impacts and assimilation of refugees and immigrants, and in particular of Latino communities. Border cities and some large metros face additional tensions between security and welcome.

Furthermore, urban America is being transformed with diversity, multiculturalism, changing demographics, and evolving familial relationships. Immigrants, millennials, "dreamers", mixed-race, LGBTQ and gender inclusive communities are causing a tectonic shift in both the physical fabric as well as social norms of urban living. Yet, the underlying historic and structural causes of discrimination still linger.

Examples are financial redlining, predatory lending, steering in residential location, racial profiling, and housing segregation.

Required Readings: Wilson (2012); Frey (2014)
Further Readings: Irazabel & Farhat (2008); Katz, Stern & Fader (2005); Myers & Pitkin (2009); Singer (2013)

Education and Health   **October 5**

How can the relationship between schools and parents transform the neighborhood?
What are the public health consequences of urban growth patterns and urban design?

Neighborhood schools are a vehicle of community development efforts, as they can nurture neighborhood relationships, increase public participation and anchor the family in familiar surroundings. Intertwined in education policy are the issues of school performance, safe routes to schools, public education funding disparities, busing, chartering, vouchering, vocational training, governance and site selection.

Public health is increasingly relevant to urban planning, with empirical linkages between sedentary lifestyles and obesity, air pollution and asthma, food deserts and diabetes, etc. General plans are now including a health element, planners are using health impact assessments in community development, and healthcare facilities are responding to the changing needs of an aging population. Research on healthy places includes nature contact, building design, public/open spaces and urban form. Additional social issues include disability access, in-home care and mental health within the built environment.

Required Readings: Frumkin (2002); Stone, Doherty, Jones and Ross (1999)
Further Readings: Boarnet et al (2005); Forsyth, Slotterback & Krizek (2010); Frumkin (2003)

Transportation and Infrastructure   **October 12**

What are the societal costs and benefits of single-occupancy automobile commuting?

Urban form is primarily shaped by the transportation system. During the twentieth century, cars became the symbol of personal freedom and technological advancement. Auto-based suburbs therefore shaped the sprawling post-World War II planning. Transportation agencies mainly focused on highway and road planning and design. Yet, research shows that increasing freeway capacity does not reduce congestion, to the contrary, has significant social cost in the form of divided communities and concentration of urban blight. Now, as reducing greenhouse-gas emissions is becoming a global imperative, downtowns are making a resurgence with high-density lifestyles, suburbanites are wasting more time stuck in traffic congestion, and urban communities are advocating for cleaner modes, there is a second look being given to mass-transit systems, biking and walking. California is moving towards integration of regional transportation plans with sustainable communities. Urban design and street safety are being reoriented towards bicyclists and pedestrians.

Required Readings: Forsyth & Krizek (2011); Glaeser (2011)
Further Readings: Gordon & Richardson (1998); Lowe (2014)

Sustainability and Social Justice   **October 19**
                                                                                    Draft Policy Memo Due

What role does social equity play, if any, in sustainable development?

Sustainable development has provided a framework for planners to include environmental and social values within the paradigm of development. Distributional justice is examined as a condition of sustainability, by creating a stable state of balance between economic and environmental goals. However, as new models of physical planning (e.g. new urbanism, TODs, smart growth) develop, it is still questionable to what extent they address social equity. Quite often, social equity is not explicitly defined within enabling statutory frameworks, gets subsumed within economic debates, and is practically difficult to implement within environmental programs.

Required Readings: Portney (2003); Schrok, Bassett & Green (2015)
Further Readings: Baxamusa (2008); Day (2006); Svara, Watt & Takai (2015);
                            Talen (2002)

Strategies for Social Change

Justice and Power   **October 26**

Why should planners care about power?

Planners often rely on their technical expertise to cope with power in serving the public interest. However, without understanding the role of power in shaping urban policy, their expertise could be coopted by the power elite. Therefore, on the one hand, urban planning is viewed as "creeping socialism" that is a threat to individual liberty and property rights, whilst on the other, it is viewed as having a "dark side" that is beholden to established economic and political forces. "Just City" suggests a normative framework for evaluating urban policy within the context of redistributive justice. It provides practical applications of reconciling power in urban planning, based on the principles of justice.

Required Readings: Hoch (1992); Fainstein (2011); O'Tool (2000)
Further Readings: Benner & Pastor (2015); Flyvbjerg (2002); Flyvbjerg (2012)

Communication that Empowers   **November 2**

Is planning communication simply a development sales-pitch to a skeptic public?

Public participation methods in American planning are often superficial in the sense that they bring out adversarial positions, inducing anger, resignation and mistrust. It is difficult to isolate deeply held values-based differences from public policy positions. Volatile and sensitive disputes often involve unequal power relationships, and could be addressed with communicative methods, such as rational dialogue and mediation.

Required Readings: Forester (2009); Innes & Booher (2004)
Further Reading: Innes & Booher (2010)

Presentations   **November 9**

Policy memo presentations and discussion, peer reviews due

Presentations   **November 16**

Policy memo presentations and discussion, peer reviews due

Community Organizing and Collective Action   **November 30**

<div align="right">Review of issues covered during the course</div>

How do individuals act collectively to address social problems?

Individuals act as rational agents to maximize their personal utility, yet are willing to engage in collective action for mutual benefit. Comparative research on social action and its effects can play a key role in constructing empirical models to address social problems. It is a fertile testing ground for new ideas using an inter-disciplinary approach that bridges theory and practice.

Required Readings: Christens & Speer (2015); Ostrom (2000)
Further Reading: Christens et al (2015)

Final Policy Memo due by 5 pm, December 2nd

Required and Optional Readings

Baxamusa, Murtaza. 2008. The Third E: Equity as a Condition of Sustainability. *Projections: MIT Journal of Planning*, 8.

Benner, Chris and Manuel Pastor. 2015. Collaboration, Conflict, and Community Building at the Regional Scale: Implications for Advocacy Planning. Journal of Planning Education and Research, 35:3, 307–322.

Bivens, Josh. 2011. "The cracked foundation revealed by the Great Recession" in *Failure by Design: The Story Behind America's Broken Economy*. Ithaca, NY: ILR Press/Economic Policy Institute.

Boarnet, Marlon et al. 2005. Evaluation of the California Safe Routes to School legislation. *American Journal of Preventive Medicine*, 28: 2, 134 – 140.

Castells, Manuel. 2005. "The Network Society: From Knowledge to Policy" in Castells, Manuel and Cardoso, Gustavo (eds.), *The Network Society: From Knowledge to Policy*. Washington, DC: Johns Hopkins Center for Transatlantic Relations.

Christens, Brian and Paul Speer. 2015. Community Organizing: Practice, Research, and Policy Implications. *Social Issues and Policy Review,* 9: 1, 193—222.

Christens, Brian et al. 2015. "Action Research" In Leonard A. Jason, & David Glenwick (Eds.) *Handbook of methodological approaches to community-based research: Qualitative, quantitative, and mixed methods.* New York: Oxford University Press.

Coase, Ronald. 1969. "The problem of social cost" reprinted in Robert Stavins, *Economics of the Environment*. New York, NY: W.W. Norton & Co.

Davis, Mike. 1992. "Fortress L.A." in *City of Quartz: Excavating the Future of Los Angeles*. New York: Vintage.

Day, Kristen. 2006. Active Living and Social Justice: Planning for Physical Activity in Low-Income, Black, and Latino Communities. *Journal of the American Planning Association*, 72: 1.

Doussard, Marc. 2015. Equity Planning Outside City Hall: Rescaling Advocacy to Confront the Sources of Urban Problems. *Journal of Planning Education and Research*, Vol. 35(3) 296–306.

Fainstein, Susan. 2010. "Conclusion: Toward the Just City" in *The Just City*. Ithaca, NY: Cornell U. Press.

Flyvbjerg, Bent. 2002. Bringing power to planning research: One researcher's praxis story. *Journal of Planning Education and Research,* 21:4, 353–366.

Flyvbjerg, Bent. 2012. "Making Social Science Matter" in *Social Science and Policy Challenges: Democracy, Values and Capacities*. Edited by Georgios Papanagnou. UNESCO Press.

Forester, John. 2009. "Dealing with deep value differences in participatory processes" in *Dealing with Differences : Dramas of Mediating Public Disputes*. Oxford University Press.

Forsyth, Ann, Carissa S. Slotterback and Kevin Krizek. 2010. Health Impact Assessments in Planning: Development and Testing of the Design for Health HIA Tools. *Environmental Impact Assessment Review,* 30: 42-51.

Forsyth, Ann and Kevin Krizek. 2011. Urban Design: Is there a Distinctive View from the Bicycle? *Journal of Urban Design*, 16:4, 531-549.

Frey, William H. 2014. "Melting Pot: Cities and Suburbs" in *Diversity Explosion: How New Racial Demographics Are Remaking America*. Washington D.C.: Brookings Institution.

Frug, Jerry. 1996. The Geography of Community. *Stanford Law Review*, 48: 5.

Frumkin, Howard. 2002. Urban Sprawl and Public Health. *Public Health Reports*, May-June 2002, Vol. 117.

Frumkin, Howard. 2003. Healthy Places: Examining the Evidence. *American Journal of Public Health* 93: 9.

Gans, Herbert. 1991. "City Planning in America, 1890-1968: A Sociological Analysis." in *People, Plans and Policies: Essays on Poverty, Racism, and Other National Problems*. New York: Columbia University Press.

Garde, Ajay. 2015. Affordable by Design? Inclusionary Housing Insights from Southern California. *Journal of Planning Education and Research*, published online, 1–16.

Glaeser, Edward. 2011. "Why has sprawl spread?" in *Triumph of the City: How Our Greatest Invention Makes Us Richer, Smarter, Greener, Healthier, and Happier*. Penguin Press HC.

Gordon, Peter and Harry Richardson. 1998. Prove It: The Costs and Benefits of Sprawl. *The Brookings Review*, Fall 1998, 16: 4.

Hartman, Chester. 2006. "The Case for a Right to Housing" in Bratt, et.al, *A Right to Housing: Foundation for a New Social Agenda*. Philadelphia: Temple University Press, 177-186.

Hoch, Charles. 1992. The Paradox of Power in Planning Practice. *Journal of Planning Education and Research* 11: 206.

Innes, Judith and David E. Booher. 2004. Reframing public participation: strategies for the 21st century. *Planning Theory & Practice*, 5:4, 419-436.

Innes, Judith and David Booher. 2010. "Using Local Knowledge" in *Planning with Complexity: An Introduction to*

Collaborative Rationality for Public Policy. Routledge.

Irazabal, Clara and Ramzi Farhat. 2008. Latino Communities in the United States: Place-Making in the Pre-World War II, Postwar, and Contemporary City. *Journal of Planning Literature* 22: 3.

Katz, Bruce and Jennifer Bradley. 2013. "The Rise of Innovation Districts" in *The Metropolitan Revolution: How Cities and Metros Are Fixing Our Broken Politics and Fragile Economy.* Washington, DC: Brookings Institution Press.

Katz, Michael B., Mark J. Stern, and Jamie J. Fader. 2005. The New African American Inequality. *The Journal of American History* 92: 1.

Logan, John and Harvey Molotch. 1987. "Places as Commodities" and "City as Growth Machine" in *Urban Fortunes: The Political Economy of Place*. Los Angeles: University of California Press.

Lowe, Kate. 2014. Bypassing Equity? Transit Investment and Regional Transportation Planning. *Journal of Planning Education and Research*, 34:1, 30–44.

Marcuse, Peter and W. Dennis Keating. 2006. The Permanent Housing Crisis: The Failures of Conservatism and the Limits of Liberalism in Bratt, et.al. *A Right to Housing: Foundation for a New Social Agenda*, 139-158.

Myers, Dowell and John Pitkin. 2009. Demographic Forces and Turning Points in the American City, 1950-2040. *The Annals of the American Academy of Political and Social Science* 626: 91.

Nisbet, Robert A. 1953. "The Problem of Community" in *The Quest for Community: A Study in the Ethics of Order and Freedom*. New York: Oxford University Press.

O'Toole, Randall. 2000. Is Urban Planning 'Creeping Socialism'? *The Independent Review* IV: 4.

Ostrom, Elinor. 2000. Collective Action and the Evolution of Social Norms. *The Journal of Economic Perspectives*, 14: 3, 137-158.

Piketty, Thomas. 2014. "A Social State for the Twenty-First Century" and "Two Worlds/The Transformation of Inequality in the United States" in *Capital in the Twenty-First Century*. Translated by Arthur Goldhammer. Cambridge, MA: Harvard University Press.

Portney, Kent. 2003. "Is a Sustainable City a More Egalitarian Place?" in *Taking Sustainable Cities Seriously*. Cambridge, MA: MIT Press.

Rheingold, Howard. 1993. "Electronic Frontiers and Online Activists" in *The Virtual Community: Homesteading on the Electronic Frontier.* http://www.rheingold.com/vc/book/

Sassen, Saskia. 1990. Economic Restructuring and the American City. *Annual Review of Sociology* v.16.

Schrock, Greg, Ellen M. Bassett, and Jamaal Green. 2015. Pursuing Equity and Justice in a Changing Climate: Assessing Equity in Local Climate and Sustainability Plans in U.S. Cities. *Journal of Planning Education and Research*, 35:3, 282–295.

Singer, Audrey. 2013. Contemporary Immigrant Gateways in Historical Perspective. *Daedalus*: *the Journal of the American Academy of Arts & Sciences*, MIT Press.

Skocpol, Theda. 1992. "Understanding the Origins of Modern Social Provisions in the United States" in *Protecting Soldiers and Mothers: The Political Origins of Social Policy in the United States.* Cambridge, MA, USA: Harvard University Press.

Skocpol, Theda. 2001. "How Americans forgot the formula for successful social policy" in *The Missing Middle: Working Families and the Future of American Social Policy*. New York, NY: W.W. Norton & Co.

Stone, Clarence. 2005. Rethinking the Policy-Politics Connection. *Policy Studies,* 26: 3/4.

Stone, Clarence, Kathryn Doherty, Cheryl Jones, and Timothy Ross. 1999. "Schools and Disadvantaged Neighborhoods: The Community Development Challenge" in Ronald Fergusen and William Dickens (eds.) *Urban Problems and Community Development*. Washington DC: Brookings Institution Press.

Stone, Michael E. 2009. *Unaffordable 'Affordable' Housing: Challenging the U.S. Department of Housing and Urban Development Area Median Income.* Center for Social Policy Publications. Paper 36. http://scholarworks.umb.edu/csp_pubs/36

Svara, James, Tanya Watt, Katherine Takai. 2015. Advancing Social Equity as an Integral Dimension of Sustainability in Local Communities*. Cityscape: A Journal of Policy Development and Research*, 17: 2, 139-166.

Talen, Emily. 2002. The Social Goals of New Urbanism. *Housing Policy Debate,* 13:1.

Townsend, Anthony. 2013. "A Planet of Civic Laboratories" in *Smart Cities: Big Data, Civic Hackers, and the Quest for a New Utopia*. New York, NY: W. W. Norton & Co.

Williamson, Thad, David Imbroscio, and Gar Alperovitz. 2003. "Globalization and Free Trade" in *Making a Place for Community: Local Democracy in a Global Era*. New York, NY: Routledge.

Wilson, William Julius. 2012. "Race-specific Policies and the Truly Disadvantaged" in *The Truly Disadvantaged: The Inner City, the Underclass, and Public Policy*, 2nd Edition. Chicago, IL: University Of Chicago Press.

Statement on Academic Conduct and Support Systems

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Help with scholarly writing is provided by a number of USC's schools. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* http://ali.usc.edu, which sponsors courses and workshops specifically for international graduate students.

Help arranging accommodation for students with disabilities is provided by the *Office of Disability Services and Programs* http://dsp.usc.edu

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