This course concentrates on community planning, providing the 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 familiarize students with historical and contemporary social policy 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 sensitive to social, ethnic, racial, economic, class and gender realities in the formulation and implementation of urban policy

**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 Thursdays 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.

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<th>Minimum</th>
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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 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 quality of research for the written outline (50 points).

3. Issue Brief and Project Proposal (220 points)
   February 18
   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 (380 points)
   Draft, March 10; Final, April 22
   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 March 10 for informal feedback, and will not be graded. Students will present their policy proposals before revising the paper and submitting it on April 25. The allocation of grade will be based on final memo (220 points) and presentation (150 points). An additional 10 points will be awarded for peer-to-peer feedback.

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.
Theoritical Foundations of Social Policy

Regime Theory and the Market Context of Urban Growth

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); Stone (2005)

US Social Policy

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.

Further Readings: Gans (1991); Skocpol (2001)

Community and Society in the Digital Age

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)
Socio-economic Issues in Urban Planning

Poverty, Inequality and Economic Development

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)

Housing

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: Davis (1992); Garde (2015); Stone (2009)

Immigration, Race and Inclusion

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”,

PPD 628: Urban Planning and Social Policy
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**

*February 25*

*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**

*March 3*

*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)

*PPD 628: Urban Planning and Social Policy*
Sustainability and Social Justice

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)

Spring Break

Strategies for Social Change

Justice and Power

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

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.

Further Reading: Innes & Booher (2010)
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)

Presentations  April 14
Policy memo presentations and discussion

Presentations  April 21
Policy memo presentations and discussion

Final Policy Memo due by 5 pm, April 22nd
Required and Optional Readings


Richer, Smarter, Greener, Healthier, and Happier


Innes, Judith and David Booher. 2010. “Using Local Knowledge” in Planning with Complexity: An Introduction to
Collaborative Rationality for Public Policy. Routledge.
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.
Statement on Academic Conduct and Support Systems

**Plagiarism** - presenting someone else's ideas as your own, either verbatim or recast in your own words - is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, *Behavior Violating University Standards and Appropriate Sanctions*, accessible here: [http://studentaffairs.usc.edu/scampus/](http://studentaffairs.usc.edu/scampus/). Other forms of academic dishonesty are equally unacceptable. See the university policies on scientific misconduct: [http://policy.usc.edu/scientific-misconduct](http://policy.usc.edu/scientific-misconduct).

**Discrimination, sexual assault, and harassment** are not tolerated by the university. You are encouraged to report any incidents to the Office of Equity and Diversity [http://equity.usc.edu/](http://equity.usc.edu/) or to the Department of Public Safety via either of these forms: [http://dps.usc.edu/contact/report/](http://dps.usc.edu/contact/report/) or "[http://web-app.usc.edu/web/dps/silentWitness/](http://web-app.usc.edu/web/dps/silentWitness/)". The Center for Women and Men [http://engemannshc.usc.edu/cwm/](http://engemannshc.usc.edu/cwm/) provides 24/7 confidential support, and the sexual assault resource center webpage [http://sarc.usc.edu/](http://sarc.usc.edu/) describes reporting options and other resources.

**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](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](http://dsp.usc.edu)

**Emergency information** will be posted at [http://emergency.usc.edu](http://emergency.usc.edu). If an officially declared emergency makes travel to campus infeasible, this website will provide safety and other updates, including ways in which instruction will be continued by means of Blackboard, teleconferencing, and other technology.