

Social Planning - URP 6641-003

Spring 2010

Instructor:

Dr. Pamela Wridt
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Co-Instructor:

Siegmund J. Langegger
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Location/Time:

Thursdays – 2:00PM to 4:50PM
Room CU 440

**Course Description**

Social Planning is an organised process for investigating and responding to the needs and aspirations of people and communities. In practice, it is based on a set of values, techniques and skills that contribute to better communities and quality of life. When paired with physical planning, social planning plays a pivotal role in creating livable communities, vibrant economies, sustainable places, diverse cultural expression and social cohesion. Social planning is founded on the principles of social justice (equity, access, participation and rights) and aims to enhance community well-being and effectiveness. This course covers the process of formulating public policies and designing, implementing, and evaluating programs in such areas as social services, housing, health care, employment and education. Attention is given to the historical perspective and the present-day social and political context within which social policy formation and social planning occurs. As a special focus for the course, we will examine the theory and practice of planning for the needs of women, the elderly and children.

Course Format

This course is designed as a hybrid of face-to-face instruction, online instruction and field-based research. Students will be introduced to main concepts, theories, models and approaches to neighborhood planning through lectures and classroom discussion until the end of February via face-to-face instruction. From March to April students will work independently on field-based research and structured online learning activities with limited face-to-face classroom discussions on select dates to complete a Safe Routes to School Project. In May, students will present their projects to classmates via face-to-face instruction.

Office Hours

Dr. Wridt will provide online support throughout the semester. If needed, students can request telephone conversations with Dr. Wridt from March-May.

January-February

Dr. Pamela Wridt
Room: CU 506
Mondays, 1:00PM to 5:00PM

March-May

Siegmund J. Langegger
Room: CU 506
By appointment

Learning Outcomes

- Understand the history and future of social planning within the field of urban and regional planning, particularly within in the US context
- Critically evaluate the design of cities and planning theory for its ability to address social planning issues
- Understand how cities are conceived, planned and experienced by diverse population cohorts, including women, children, and the elderly
- Produce and analyze field- and online- research to determine the feasibility of social planning for children in relation to the Safe Routes to School program
- Collaborate with Denver Public Schools Wellness Teams in select elementary schools and the Department of Public Works to develop behavior maps and planning solutions that will encourage children to walk and bicycle to school

Course Requirements & Evaluation

Class Participation & Attendance	10%
Online Learning Activities	50%
Safe Routes to School Research Project	40%

Grading & Assessment

Students will be provided with rubrics outlining what is expected of them in advance of each assignment. These rubrics are designed to provide ongoing feedback to students about their progress in the course and a basis for improving overall performance. Students are responsible for reading rubrics in advance of each assignment and asking questions if something is not understood. **All due dates for assignments are posted in advance. It is the students' responsibility to make up any missing work if they miss class.**

Class attendance and participation is essential for success in this course. If absent, it is your responsibility to clarify missed assignments with classmates or with me prior to the next class. Requests for exceptions to these policies must be discussed with me in advance. Students will be provided with a final grade in coherence with university policies towards +/- grades.

Course Materials

All readings are made available on Blackboard.

Course Schedule, Content, Readings & Assignments

NOTE: This is a tentative schedule of activities. Readings and assignment due dates are subject to change. It is the student's responsibility to regularly check the course schedule on Blackboard to learn of new developments and changes.

Dates with () indicate the class will not meet face-to-face, but rather, will be conducted entirely online.***

January 21 – Introduction to Social Planning

Readings:
None

January 28 – History of Social Planning

Readings:

Frieden, Bernard J. (1967) 'The Changing Prospects for Social Planning', *Journal of the American Planning Association*, 33: 5, 311 — 323

Jacobs, Jane. (1961) *The Death and Life of Great American Cities* (Introduction). New York: Random House.

Sandercock, Leonie. (2003) *Mongrel Cities of the 21st Century* (Part 1). New York: Continuum

Assignments:

Online Activity 1: Social Planning Debate

DUE: Tuesday, February 2 by 11:55PM

February 4 – Perspectives: Women

Readings:

Blumenberg, Evelyn. (2004) 'En-gendering Effective Planning: Spatial Mismatch, Low-Income Women, and Transportation Policy', *Journal of the American Planning Association*, 70: 3, 269 — 281

Sandercock, Leonie and Forsyth, Ann. (1992) 'A Gender Agenda: New Directions for Planning Theory', *Journal of the American Planning Association*, 58: 1, 49 — 59

Greed, Clara. (2008) 'Planning the Non-Sexist City: the Eurofem Initiative and Beyond'. Access from *Gender and the Built Environment Database* at http://www.gendersite.org/pages/planning_the_non-sexist_city_the_eurofem_initiative_and_beyond.html

February 11 – Perspectives: the Elderly

Readings:

James III, Russell N. (2009) 'Re-Creating Neighborhoods for Successful Aging', *Journal of the American Planning Association*, 75: 3, 376

Smith, Stanley K., Rayer, Stefan and Smith, Eleanor A. (2008) 'Aging and Disability: Implications for the Housing Industry and Housing Policy in the United States', *Journal of the American Planning Association*, 74: 3, 289 — 306

Skim:

Cuyahoga County Planning Commission. (2004) *Guide to Elder-friendly Community Building*.

February 18 – Perspectives: Children

Readings:

Bartlett, Sheridan, Hart, Roger, Satterthwaite, David, de la Barra, Ximena, Missair, Alfredo. (1999) 'Neighborhoods for Children,' in *Cities for Children: Children's Rights, Poverty and Urban Management*. New York: UNICEF/Earthscan.

van Vliet, Willem. (1981) 'Neighborhood Evaluations by City and Suburban Children', *Journal of the American Planning Association*, 47: 4, 458 — 466

Skim:

UNICEF IRC. (2010) *Child Friendly Cities Research Initiative*. Access the tools and guide at <http://childfriendlycities.org/research/about-the-research.html>

Assignments:

Online Activity 2: Planning for Cohorts

DUE: Tuesday, February 23 by 11:55PM

February 25 – Safe Routes to School Project

Readings:

Boarnet, Marlon G., Day, Kristen, Anderson, Craig, McMillan, Tracy and Alfonzo, Mariela. (2005) 'California's Safe Routes to School Program: Impacts on Walking, Bicycling, and Pedestrian Safety', *Journal of the American Planning Association*, 71: 3, 301 — 317

McDonald, Noreen C. and Aalborg, Annette E. (2009) 'Why Parents Drive Children to School: Implications for Safe Routes to School Programs', *Journal of the American Planning Association*, 75: 3, 331 — 342

Portland Safe Routes to School Maps – Access at

<http://www.portlandonline.com/TRANSPORTATION/index.cfm?c=49335>

***March 4 & 11 – SR2S Mapping Research, Part 1

Assignments:

Online Activity 3: Audit Preparation

DUE: Tuesday, March 16, by 11:55PM

March 18 – The Creative Class and Gentrification

Readings:

Florida, R. (2002). The Economic Geography of Talent. *Annals of the Association of American Geographers*, 92(4), 743-755.

Slater, T. (2006). The Eviction of Critical Perspectives from Gentrification Research. *International Journal of Urban and Regional Research*, 30(4), 737-757.

http://www.prospect.org/cs/articles?article=the_ruse_of_the_creative_class

March 25 – Spring Break (campus closed, no class)

***April 1 – SR2S Mapping Research, Part 2

Assignments:

Online Activity 4: Audits

DUE: Sunday, April 11, by 11:55PM

April 8 – Homelessness, Safety and the Right to the City

Readings:

Wilson, J., & Kelling, G. (1982). Broken Windows: the police and Neighborhood safety. *Atlantic Monthly*, March.

Mitchell, D. (2003). The Annihilation of Space by Law: Anti-homeless Laws and the Shrinking Landscape of Rights *The Right to the City: Social Justice and the Fight for Public Space* (pp. 161-195). New York: The Guilford Press.

April 15 – Class Debrief

Open discussion of Safe Routes to School research process and challenges

***April 22 – SR2S Mapping Research, Part 3

Assignments:

Online Activity 5: Audit Synthesis

DUE: Tuesday, April 27, by 11:55PM

April 29 – Class Debrief

Open discussion of Safe Routes to School research process and challenges

May 6 – Student Presentations

May 13 – Student Presentations

University Policies

Academic Honesty: Plagiarism is the use of another person's words or ideas without crediting that person. Plagiarism and cheating will not be tolerated and may lead to failure on an assignment, in the class, and dismissal from the University. You are responsible for being attentive to and observant of campus policies about academic honesty as stated in the University's Student Conduct Code.

Access, Disability, Communication: I invite students with special needs to contact me to discuss any concerns or needs they may have. Please notify me if you require accommodation for any type of physical or learning disability. Formal accommodations for students with disabilities should be coordinated through the Disability Services office, (303) 556-3450. The Disability Services office will determine the special needs and student's eligibility for special accommodation.

Course Communication: In addition to announcements made and written handouts distributed in class, I may need to contact you between classes, which I'll do through individual and group email messages. **One of the requirements for this course is that you maintain a university email address, check it regularly for messages and be sure it is working.** You are responsible for any messages, including assignments and schedule changes, I send you via email. You also may contact me via email, in addition to seeing me during office hours or calling me.

