

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

ACADEMIC SENATE

GENERAL EDUCATION COMMITTEE

REPORT TO

THE ACADEMIC SENATE

GE-091-156

URP 1050 – Social Justice in Planning

General Education Committee

Date: 05/03/2017

Executive Committee  
Received and Forwarded

Date: 05/10/2017

Academic Senate

Date: 05/17/2017  
First Reading

**BACKGROUND:**

This is a new course for the semester calendar.

**RESOURCES CONSULTED:**

Faculty  
Department Chairs  
Associate Deans  
Deans  
Office of Academic Programs

**DISCUSSION:**

The GE Committee reviewed the attached ECO for this course and found it to satisfy the GE Student Learning Outcomes and other requirements for GE Area D3.

**RECOMMENDATION:**

The GE Committee recommends approval of GE-091-156, URP 1050 – Social Justice in Planning (See attached ECO).

## URP - 1050 - Social Justice in Planning

C. Course - New General Education\* Updated

### General Catalog Information

College/Department		Urban and Regional Planning
Semester Subject Area	URP	Semester Catalog Number 1050
Quarter Subject Area		Quarter Catalog Number
Course Title Social Justice in Planning		
Units*	(3)	
C/S Classification *	C-02 (Lecture Discussion)	

To view C/S Classification Long Description click: [http://www.cpp.edu/~academic-programs/scheduling/Documents/Curriculum%20Guide/Appendix\\_C\\_CS\\_Classification.pdf](http://www.cpp.edu/~academic-programs/scheduling/Documents/Curriculum%20Guide/Appendix_C_CS_Classification.pdf)

Component*	Lecture
Instruction Mode*	Face-to-Face    Hybrid w/Asynchronous Component
Grading Basis*	Graded Only
Repeat Basis*	May be taken only once
If it may be taken multiple times, limit on number of enrollments	1
Cross Listed Course Subject Area and Catalog Nbr (if offered with another department)	
Dual Listed Course Subject Area and Catalog number (If offered as lower/upper division or ugrrd/grad)	

Choose appropriate type(s) of course(s)\*

- ☒ Major Course
- ☐ Service Course
- ☒ GE Course
- ☐ None of the above

General Education Area / Subarea\*

D3

To view the General Education SubArea definitions, click <http://www.cpp.edu/~academic-programs/scheduling/Documents/Ch.3-GeneralEducationProposals.pdf>.

### I. Catalog Description

#### Catalog Description

This introductory survey covers theories of social justice and explores social justice movements relevant to planning practice, including professional ethics, anti-racism organizing, environmental and economic justice, immigrant rights, feminist and LGBTQ movements, disability rights, and movements to age in place.

### II. Required Coursework and Background

#### Prerequisite(s)

none

#### Corequisite(s)

### III. Expected Outcomes

**List the knowledge, skills, or abilities which students should possess upon completing the course.\***

By successfully completing the course students will be able to:

Demonstrate knowledge of the conceptual foundations of social justice, spatial justice, and just sustainability.

Explain how identity-based urban social justice movements interface with local planning and community development practice.

Critically assess the role of professional urban planners in advancing social justice and equitable development.

Effectively communicate topical and critical knowledge through written, oral, and visual methods.

**If this is a course for the major, describe how these outcomes relate to the mission, goals and objectives of the major program.**

The department assessment guide includes a matrix detailing how

major-specific courses align with the BSURP and MSURP mission, goals and

objectives.

**Explain how the course meets the description of the GE SubArea(s). Please select appropriate outcomes according to the GE Area/SLO mapping.**

URP 1050 approaches pressing urban social justice issues through an interdisciplinary lens, integrating urban planning, political philosophy, sociology, ethics, geography, cultural studies, and environmental sustainability. A variety of social justice issues, including racism, classism, ableism and homophobia are explored in both their contemporary and historical contexts; global examples of social justice planning are integrated, as well. Student learning is assessed through class discussions, individual and group presentations, scenario-based activities, debates, and short argument-based writing assignments.

**Describe how these outcomes relate to the associated GE Learning Outcomes listed below.\***

By completing the course, students will be able to:

(1) Explain and discuss concepts, theories, and methods pertaining to cultural, economic, historical, political, and social analysis.

Students in this course will read, discuss, and write about an interdisciplinary body of literature representing the fields of urban planning, philosophy and ethics, political economics, gender and ethnic studies, disability studies, and environmental justice. Students will analyze concepts, research methods, and theories pertaining to the historical, cultural, and political economic development of cities through required readings (30-50 pages per week), In-class discussions games, and group decision making scenarios. Course content will include discussions of the specific contributions that diverse populations have played in shaping urban planning and development institutions. A section on global urban equity issues will allow students to analyze principles, methods, value systems, and ethics of social issues impacting communities outside of the United States.

(2) Critically analyze a particular content area, using the above concepts, theories, and methods.

Students will learn to find, evaluate, use, share, and write effectively for various audiences through short writing assignments (see below) and a multi-draft research paper (12-15 pages) related to an urban social justice topic of the student's choice. Students will work with Cal Poly librarians to identify sources and develop an annotated bibliography. Additionally, they will present a verbal presentation of this research to their peers at a final review.

(3) Demonstrate how culture, economics, history, ideology, politics, and social systems/institutions are inextricably interwoven.

Students will write two short (5-7 page) papers during the semester. These assignments will require students to analyze the factors that contribute to individual emotional, social, and environmental well-being in cities from theoretical and ethical perspectives. The theory paper will ask students to summarize and critically assess the philosophy of one major urban social justice scholar studied in the course. The ethics paper will ask students to reflect on Social Justice language contained within the AICP Professional Code of Ethics, and draw from course readings in advocacy and equity planning to assess their views on how professional urban planners both inhibit and enhance socio-spatial justice in cities and regions. Reading and writing will be combined with in-class activities to give students opportunities to critically interpret these frameworks through applied reasoning.

(4) Analyze a particular content area, showing the connections between historical and contemporary contexts.

Readings, lectures, and discussions will make explicit connections between historical structures and processes and contemporary social conditions. Topics with strong emphasis on these connections will include environmental racism and spatial segregation, economic inequality, gentrification politics, as well as positive forces, such as the civil rights movement, the LGBTQ rights movement, disability advocacy, and the Right to the City.

**General  
Education  
Outcomes\***

**Ia. Write effectively for various audiences**

**Ic. Find, evaluate, use, and share information effectively and ethically.**

**Id. Construct arguments based on sound evidence and reasoning to support an opinion or conclusion.**

**IIC. Analyze concepts, research methods, and theories pertaining to the study of culture, economics, history, politics, or society.**

**IIId. Integrate concepts, examples, and theories from more than one discipline to identify problems, construct original ideas, and draw conclusions.**

**IIIa. Analyze the historical development of diverse cultures and the role they play in shaping core institutions and practices of individuals and societies.**

**IIIb. Analyze principles, methods, value systems, and ethics of social issues confronting local and global communities.**

To view the mapping, click <https://www.cpp.edu/~academic-programs/Documents/GE%20SLO%20Mapping.pdf>

#### IV. Instructional Materials

Provide bibliography that includes texts that may be used as the primary source for instruction, and other appropriate reference materials to be used in instruction. The reference list should be current, arranged alphabetically by author and the materials should be listed in accepted bibliographic form.

##### **Instructional Materials\***

This course will draw from an interdisciplinary body of literature representing the fields of urban planning, philosophy and ethics, gender and ethnic studies, disability studies, and environmental sustainability. In general, students will be required to complete between 30-50 pages of reading per week.

Readings will include, but not be limited to, selections from the following texts:

Agyeman, J. (2013). *Introducing Just Sustainabilities: Policy, Planning, and Practice*. London ; New York : New York: Zed Books ; Distributed in the United States of America by Palgrave Macmillan.

Gleeson, B. (1999). *Geographies of disability*. London: Routledge.

Rawls, John (2001). *Justice as Fairness: A Restatement*. Cambridge, Mass.: Harvard University Press.

Sandercock (ed). *Making the Invisible Visible: A Multicultural Planning History*. (1998). Berkeley: University of California Press.

Soja, E. (2010). *Seeking Spatial Justice*. Minneapolis: University of Minnesota Press

Young, Iris Marion (1990, 2011). *Justice and the Politics of Difference*. Princeton, NJ: Princeton University Press.

Additionally, students will read selections from a college-level writing instruction text:



Graff, G. , & Birkenstein, C. (2006). 'They Say/I Say': The Moves That Matter in Academic Writing. New York: W.W. Norton.

Please see Section VII for a detailed list of course readings that correspond to the proposed course outline.

Faculty are encouraged to make all materials accessible. Indicate with an asterisk those items that have had accessibility (ATI/Section 508) reviewed. For more information, <http://www.cpp.edu/~accessibility>

#### **V. Minimum Student Material**

List any materials, supplies, equipment, etc., which students must provide, such as notebooks, computers, internet access, special clothing or uniforms, safety equipment, lockers, sports equipment, etc. Note that materials that require the assessment of a fee may not be included unless the fee has been approved according to University procedures.

##### **Minimum Student Material\***

Course Reader, access to the internet and course Blackboard site

#### **VI. Minimum College Facilities**

List the university facilities/equipment that will be required in order to offer this class, such as gymnastic equipment, special classroom, technological equipment, laboratories, etc.

##### **Minimum College Facilities\***

Smart classroom

Computer Labs, Library, Course management software (e.g. Blackboard)

#### **VII. Course Outline**

Describe specifically what will be included in the course content. This should not be a repetition of the course description but an expansion that provides information on specific

material to be included in the class, e.g. lecture topics, skills to be taught, etc. This should not be a week-by-week guide unless all instructors are expected to follow that schedule.

**Course Outline\***

I. Theoretical Foundations of Social and Spatial Justice	Readings
Social Justice Theory	<p>Morris, M. (2009). Social justice and communication: Mill, Marx, and Habermas. <i>Social Justice Research</i>, 22(1), 134-155.</p> <p>Rawls, John (2001). Part II: Principles of Justice (pgs. 39-56) in Rawls, J., &amp; Kelly, E. (2001). <i>Justice as Fairness: A Restatement</i>. Cambridge, Mass.: Harvard University Press.</p> <p>Young, Iris Marion (1990, 2011). 'Displacing the Distributive Paradigm' (pgs. 15-38) in <i>Justice and the Politics of Difference</i>. Princeton, NJ: Princeton University Press.</p>
Spatial Justice	<p>Soja, E. (2010). Introduction (pgs. 1-12) and Chapter 1: Why Spatial? Why Justice? Why Now?' (13-30) in <i>Seeking Spatial Justice</i>. Minneapolis: University of Minnesota Press.</p> <p>Woods, Clyde (1998). 'Regional Blocs, Regional Planning, and the Blues Epistemology in the Lower Mississippi Delta' (pgs. 78-99) in Sandercock (ed). <i>Making the Invisible Visible: A Multicultural Planning History</i>. (1998). Berkeley: University of California Press.</p>
The Right to the City	Harvey, David (2008). 'The Right to the City' in <i>New Left</i>

	<p>Review. 53: Fall 2008. Pgs. 23-40.</p> <p>Marcuse, Peter (2012). 'Whose Right(s) to What City?' (pgs. 24-41) in <i>Cities for People, Not for Profit: Critical Urban Theory and the Right to the City</i>. (2012). London ; New York: Routledge.</p> <p>World Social Forum (2005). World Charter for the Right to the City. Accessed online: <a href="http://www.urbanreinventors.net/3/wsf.pdf">http://www.urbanreinventors.net/3/wsf.pdf</a></p>
Just Sustainability	<p>Agyeman, Julian (2013). 'Chapter 1: Introducing Just Sustainabilities' in Agyeman, J. (2013). <i>Introducing Just Sustainabilities: Policy, Planning, and Practice</i>. London ; New York : New York: Zed Books ; Distributed in the United States of America by Palgrave Macmillan.</p>
Advocacy, Equity, and Anarchist Planning	<p>Davidoff, Paul (1965) Advocacy and Pluralism in Planning, <i>Journal of the American Institute of Planners</i>, 31:4, 331-338.</p> <p>Metzger, J. T. (1996). The theory and practice of equity planning: An annotated bibliography. <i>Journal of Planning Literature</i>, 11(1), 112.</p> <p>Scott, James C. (2012). 'Chapter 2: Vernacular Order, Official Order' (pgs.30-56) in <i>Two Cheers for Anarchism: Six easy pieces on autonomy, dignity, and meaningful work and play</i>. Princeton, NJ: Princeton University Press.</p> <p>Ward, Colin (1990, 2010). 'An Anarchist Approach to Urban Planning' (pgs. 303-309) in Ward, C., Wilbert, C., &amp; White, D. F. (2011). <i>Autonomy, solidarity, possibility: The Colin Ward reader</i>. Oakland, CA: AK Press.</p>

<p>I. Professional Ethics and Social Justice</p>	<p>AICP Professional Code of Ethics</p> <p>Hendler, S. (2005). Towards a feminist code of planning ethics. <i>Planning Theory &amp; Practice</i>, 6(1), 53-69.</p> <p>Thomas, J. (2008). The minority-race planner in the quest for a just city. <i>Planning Theory</i>, 7(3), 227-247.</p>
<p>I. Social Justice in the City</p>	
<p>Anti-Racism</p>	<p>Jennings, J. (2004). Urban planning, community participation and the Roxbury Master Plan in Boston. <i>Annals of the American Academy of Political and Social Science</i>, 594(1), 12-33.</p> <p>Lipsitz, George. Introduction: Race, Space and Power (pgs. 1-21) in Lipsitz, G. (2011). <i>How racism takes place</i>. Philadelphia: Temple University Press.</p> <p>Viswanathan, L. (2009). 'postcolonial planning' and ethno-racial diversity in toronto: Locating equity in a contemporary planning context. <i>Canadian Journal of Urban Research</i>, 18(1), S162-S120.</p>
<p>Environmental Justice</p>	<p>Cole, L.W., &amp; Foster, S.R. 2001. Introduction and Chapter 1: Environmental Racism in <i>From the ground up: Environmental racism and the rise of the environmental justice movement</i>. NewYork: New York University Press.</p> <p>Faber, Daniel, Penn Loh, and James Jennings. 2002. 'Environmental Injustices in Massachusetts: Forging Greater Community Participation in the Planning Process.' <i>Projections: MIT Journal of Planning</i> (3):1.</p>

Economic Justice	<p>'Chapter 6: Toward a Level Playing Field: A Policy Agenda' in Kapstein, E. (2006). <i>Economic Justice in an Unfair World: Toward a Level Playing Field</i>. Princeton, N.J.: Princeton University Press.</p> <p>Medoff, Peter and Sklar, Holly. Chapter 7: Holistic Development: Human, Economic, Environmental (selections, pgs. 185-202) In Medoff, P., &amp; Sklar, H. (1994). <i>Streets of hope: The fall and rise of an urban neighborhood</i>. Boston, MA: South End Press.</p>
Housing Justice	<p>Midheme, E. , &amp; Moulart, F. (2013). Pushing back the frontiers of property: Community land trusts and low-income housing in urban kenya. <i>Land Use Policy</i>, 35, 73-84.</p> <p>Reardon, K. (2013). Seeking a choice for public housing tenants: Case study of a campaign in Memphis. <i>Social Policy</i>, 43(1), 3-10.</p>
Transportation Justice	<p>'Chapter 5: Addressing Urban Transportation Equity in the United States' in Pavel, M. Paloma, ed. <i>Breakthrough Communities : Sustainability and Justice in the Next American Metropolis</i>. Cambridge, MA, USA: MIT Press, 2009. ProQuest ebrary. Web. 7 April 2015.</p> <p>Grengs, Joe. 2002. 'Community-Based Planning as a Source of Political Change: The Transit Equity Movement of Los Angeles' <i>Bus Riders Union</i>. <i>Journal of the American Planning Association</i>. 68 (2): 165-178.</p>
LGBTQ Land Movements	<p>Doan, P. , &amp; Higgins, H. (2011). The demise of queer space? resurgent gentrification and the</p>

	<p>assimilation of LGBT neighborhoods. <i>Journal of Planning Education and Research</i>, 31(1), 6-25.</p> <p>Kenney, Moira (1998). 'Remember Stonewall was a Riot: Understanding Gay and Lesbian Experience in the City' in Sandercock, L (ed). <i>Making the Invisible Visible: A Multicultural Planning History</i>. (1998). Berkeley: University of California Press.</p> <p>Stein, M. (2007). Queer space. In D. Goldfield (Ed.), <i>Encyclopedia of American Urban history</i>. (pp. 633-636). Thousand Oaks, CA: SAGE Publications, Inc.</p>
Disability Rights in the City	<p>Gleeson, Brendan. Selections from 'Chapter 7: Disability and the Capitalist City' (pgs. 137-152) In Gleeson, B. (1999). <i>Geographies of disability</i>. London: Routledge.</p> <p>Gleeson, B. (2001). Disability and the open city. <i>Urban Studies</i>, 38(2), 251-265.</p>
Aging in the City	<p>Blanchard, J. (2013). Aging in community: The communitarian alternative to aging in place, alone. <i>Generations-journal of the American Society on Aging</i>, 37(4), 6-13.</p> <p>Pain, R. (1997). 'old age' and ageism in urban research: The case of fear of crime. <i>International Journal of Urban and Regional Research</i>, 21(1), 117-128.</p> <p>Pynoos, J. , Caraviello, R. , &amp; Cicero, C. (2009). Lifelong housing: The anchor in aging-friendly communities. <i>Generations-journal of the American Society on Aging</i>, 33(2), 26-32.</p>

**VIII. Instructional Methods**

Describe the type(s) of method(s) that are required or recommended for the instruction of this course (lectures, demonstrations, etc.). Include any method that is essential to the course, such as the use of particular tools or software.

**Instructional  
Methods\***

A variety of instructional methods will be used to help students achieve expected course outcomes. They include the following:

1. Lecture
2. Discussion of assigned reading
3. Small group activities
4. In class and online presentations
5. Student feedback on in class and online presentations

There may be a course management component (e.g. Blackboard) to this course. If so, students will be expected to check the course management

site regularly, contribute to online discussions, and get course information and submit course work through the site.

### **IX. Evaluation of Outcomes**

**Describe the methods to be used to evaluate students' learning, i.e. written exams, term papers, projects, participation, quizzes, attendance, etc.\***

Student learning will be evaluated through a combination of written and oral activities. In-class assessments will occur through weekly quizzes (QU), Class discussions (DIS) and participation (CP), and individual and group activities. Outside of class, students will complete two short papers (SP) and a multi-draft final research term paper (TP).

The following table aligns these assessment measures with the course's learning outcomes.

Learning outcome	Assessment tools	
	Individual	Group
1) Demonstrate knowledge of the conceptual foundations of social justice, spatial justice, and just sustainability.	CP-IC, SP (1), QU-(4) IC	DIS- IC, ACT-IC (4)
2) Understand how identity-based urban social justice movements interface with planning and community development practice.	CP, TP, QU-IC (8)	DIS- IC, ACT-IC (4-8)



3) Critically assess the role of professional urban and regional planners in advancing and counteracting social justice and equitable development.	CP, SP (1), TP, QU-IC (2)	DIS- IC, ACT (2)
4) Effectively communicate topical and critical knowledge through written, oral, and visual methods.	CP, SP, TP,	DIS- IC, ACT-IC

**Describe the meaningful writing assignments to be included.\***

**Race and Place Autobiography:** This short autobiographical paper will ask students to reflect on the communities where they have lived and how those places have shaped or influenced their racial identities and feelings about race more generally.

**Theory Paper:** The theory paper will ask students to summarize and critically assess one urban social justice scholar studied in the course (Rawls, Young, Soja, Marcuse, or Agyeman).

**Ethics Paper:** The ethics paper will ask students to reflect on Social Justice language contained within the AICP Code of Ethics and draw from course readings in advocacy and equity planning to discuss their views on how professional urban planners can enhance social justice in cities and regions.

**Research Term Paper:** Students will develop a research paper (10-12 pages) related to an urban social justice topic of their choice. Written work by students will receive feedback from the instructor before a second assessment, thus giving students the opportunity to improve on their writing. In-class research and writing activities will assist them in the drafting

and revision process. Potential associated activities include:  
Library Research Workshop session, developing an  
Annotated Bibliography, drafting and Peer Review, and  
Revision.

**Discuss how these methods may be used to address the course and program outcomes, as appropriate. Include or attach a matrix to align the evaluation methods to the outcomes.\***

Review of course syllabi, review of course products by faculty and accreditation teams, and consideration of comments derived from focus groups with class cohorts.

How these evaluations of outcomes address GE area D3 Requirements

GE I a: Students will write four very different types of papers, from a personal "Race and Place Autobiography" to a research paper.

GE I c: Students will study ethics for planners (American Institute of Certified Planners Code of Ethics), and write a paper on their understanding of these ethics prior to writing a research paper.

GE II c: Students will read about and discuss planning theories and methods of social justice-oriented research, then write a paper that critically assesses one urban social justice scholar.

GE III a: Students will read about and discuss historical trends in urban social justice, and write a research paper that includes historical treatment of a social justice issue.

GE III b: In an ethics paper, students will draw from course readings in advocacy and equity planning to discuss their views on how professional urban planners can enhance social justice in cities and regions.

GE IV a: Course readings and discussion focusing on social justice will explore factors that contribute to individual well-being, as well as the well-being of communities. In an ethics paper, students will explore social justice themes that relate to individuals' capacity for self-realization.

Assessment Method	Ia	Ic	IIC	IIIa	IIIb	IVa
Race and Place Autobiography s	x		x	x		
Research paper	x			x		
Readings-based class discussions			x	x		x
short papers	x	x	x		x	x

**If this is a general education course, discuss how these methods may be**

**used to address the associated GE Learning Outcomes listed below. Include or attach a matrix to align the evaluation methods to the outcomes.\***

How these evaluations of outcomes address American Cultural Perspectives Requirement

American Cultural Perspectives (R1) requirement: Introduce theoretical perspectives and non-western/non-traditional approaches for studying gender, ethnicity, and class. This course introduces students to the concepts of social and spatial justice, intersectionality, and equity planning.. Students demonstrate their knowledge of these topics through weekly in-class quizzes, discussions, two short papers (theory and ethics papers) and a multi-draft research term paper.

American Cultural Perspectives (R1) requirement: Include the study of at least one other marker of social difference, such as sexual orientation, religious affiliation, national origin, etc.; This course explores a range of grassroots and community-based movements which have influenced the modern American city planning movement, including anti-racism and Civil Rights movements, the LGBTQ rights movement, the disability rights movement, and others. Students demonstrate their knowledge of these topics through weekly in-class quizzes, discussions, two short papers (theory and ethics papers) and a multi-draft research term paper.

American Cultural Perspectives (R1) requirement: Cover at least two of the following socio-cultural groups: African Americans, Native Americans, Chicano/Latino Americans, Asian Americans, Pacific Islands Americans, Middle Eastern Americans, or European/White ethnic Americans; This course pays special attention to the spatial development of California's cities and the multiple sociocultural perspectives that are alive within them. Students will explore these topics through in-class writing exercises and in particular, the Race and Place Autobiography assignment.

American Cultural Perspectives (R1) requirement: Address intra-cultural differences as well as inter-cultural commonalities. Differences may be examined by focusing on diverse cultural practices, environmental ethics, political histories, religious beliefs, or means of artistic expression. Students will be given ample opportunities to explore these topics through in-class small group work, discussions, and written assignments.

**X. This OPTIONAL Section is for describing Course/Department/College specific requirements.**