

School of Policy, Planning, and Development  
University of Southern California

**PLUS 628: Urban Planning and Social Policy**  
4 units, Fall 2006

**Instructor:** Professor David Sloane

**Time and Classroom:** RGL 215; Thursdays, 6:00 to 9:20

**Description**

Social policy and urban planning are inextricably linked. Transportation, economic, and other policies shape the structure of the metropolis. Access to health care, quality education, healthy food and recreation is influenced by the neighborhood in which we live.

This course examines the intersection of urban planning and social policy. At times, we focus on policy development and implementation. At other times, we explore land use regulation and environmental influences on healthy living. In all cases, though, we will be looking for links, connections, and bridges between planning and policy.

**Objectives**

This course has the following objectives:

- To provide an overview of historical and contemporary American social policy within the context of urban planning
- To consider social, ethnic and racial, and gender realities in the development of social policy and urban planning
- To encourage students to think critically about the policy dimensions of professional practice

Planning students in the social and community development concentration are strongly encouraged to take this course as part of their course of study, but the course is intended for students in public policy, public administration, urban studies, and other degrees.

**REQUIRED TEXTS AND READINGS: (All readings are required)**

Hoffman, *House by House, Block by Block*.

628 Reader (available through USC)

Selected readings available electronically as noted on your syllabus

**COURSE FORMAT**

This course meets once a week. Attendance is mandatory. I understand that a student might miss one session, but not more than one. The sessions will be a combination of lecture and discussion. You should be prepared to discuss the readings assigned for that day. The class is intended to be an interactive experience, where we all learn from each other.

**OFFICE HOURS**

My office is in 313 Ralph and Goldy Lewis Hall. My office phone is (213) 740-5768, home phone (310) 577-7907. Please call me at home only after 10:00 a.m. and before 10:00 p.m. My email is dsloane@usc.edu. I check it every day. My office hours will be Mondays from 3:00 to 4:00 pm. I am available by appointment. I look forward to meeting with you.

**SYLLABUS REVISION**

The instructor will regularly assess progress and solicit student feedback regarding the course. If necessary the syllabus will be revised to make it more suitable.

## **GRADING**

Your grade will be determined by your attendance, 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.

### **Assignments**

1. Participation (20% of the grade) Throughout  
All students are responsible every week for the readings and participation in class. I expect students to have read the material and to be prepared to speak in class about it. Each week students will present a relevant article related to the night's topic by giving a brief contextual discussion. I will circulate a sign-up sheet during the second session.
2. Article and Discussion (10%) Throughout  
Each student will be required to write a short (4-6 page) analysis of one of the readings for the class. The assignment is on Blackboard.
2. Project (20%) October 2  
Groups of students will examine a city or neighborhood plan, then develop an 6-8 page policy brief explaining how that plan embodies the social values of the community as represented by social policies, using effective illustrations and graphics.
3. Policy Memo and Presentation (50%) Draft, November 6; Final: December 4  
In a 15-page policy memo on a topic of an approved topic students will conduct an analysis of a social problem/social policy by exploring the relevant literature, interviewing key players (if appropriate), and conducting other research as needed. I am open to group projects. The topics should be related to the nexus of planning and policy and should employ effective graphical interpretation as well as textual. The process is as follows: students will prepare draft papers by November 6. Each student will read a draft paper, providing the author with written comments (shared with me) on possible improvements. Then, students will present their research findings to the class before revising the paper and submitting it on December 4 no later than 5 pm. I am open to group projects. The final grade for the policy memo will be a compilation of the memo (30%), the student's presentation of the memo (15%), and their effectiveness in critiquing their peer's memo (5%).

## **INTEGRITY**

Academic integrity is of paramount importance. I take this responsibility seriously. The papers will be carefully read and checked. I want to trust you and treat you as adults, but I also know that the pressures on students to use unethical means to succeed are very strong. Anytime someone cheats that person is not only scamming the system, but also damaging the credibility of each and every student's achievements. For further information, such as the precise definition of plagiarism, please take a look at the Student Conduct Code material reprinted each year in SCAMPUS.

## **ACADEMIC ACCOMMODATIONS**

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to the instructor or to a TA as early in the semester as possible. DSP is located in STU 301 and is open early 8:30 a.m. - 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

### **Class Schedule**

#### **Reading and Assignment Due on the Class Date**

- Below each week are estimates of the topics we will be during the in the three sections of each session. We will take a break after the first two 50 sessions. The class will typically go from 6 to 9, but we extend to the scheduled time on occasion.
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### **Foundations**

#### **Introduction**

**August 21**

Planning is fundamentally a profession focused on the resolution of social problems. So, why don't many planners perceive planning that way? Partly, we will be defining the arena of social policy and planning, but we will also be considering the evolving practice of planning.

Readings: Pittsburgh Survey, <http://www.clpgh.org/exhibit/stell30.html>

1. Getting to know each other
2. Planning as Social Action
3. Pittsburgh Survey

#### **Urban Planning and Social Policy**

**August 28**

Planning is fundamentally a profession focused on the resolution of social problems. So, why don't many planners perceive planning that way? Partly, we will be defining the arena of social policy and planning, but we will also be considering the evolving practice of planning.

Readings: Reader: Fishman; Ritzdorf; Sloane (handout)

1. Place and Planning
2. Affordability/Gender/Race
3. Relevant news articles

#### **Labor Day Holiday**

**September 4**

#### **Social Policies, Planning Problems**

**September 11**

How do we identify and define social issues and planning problems?

Readings: Reader: Midgley, Skocpol-1 and Chambers

Social Policy defined, <http://spo.laurentian.ca/definitions/>

1. Defining Problems/Policies
2. Survey and Policy
3. Relevant news articles

#### **History of US Social Policy**

**September 18**

Tonight, the class will consider a brief overview of 20<sup>th</sup> century social policy history.

Reading: Reader: Skocpol-2; Hoffman, Chapter 1

1. America's Social Policy
2. Changing Role of the State
3. Relevant news articles

### **Social Welfare**

#### **Poverty**

**September 25**

Poverty has vexed American policy makers for centuries. We will look at some of that history, but focus on the implications of poverty for policymakers and planners.

Readings: Reader: Katz; US Census Bureau, "Poverty,"

<http://www.census.gov/hhes/www/poverty.html> (overview/definitions)

Action Alliance for Children,

<http://www.4children.org/news/502welf.htm>

1. Defining Poverty
2. Planning implications
3. Gender and Poverty

## **Social Welfare**

**October 2**

Many social policy progressives believed the end of welfare was a tragedy, were they right?

Readings: Reader: O'Connor; Goldberg, <http://site.ebrary.com/lib/uscisd/Doc?id=10005602>

1. Concept of social welfare
2. Redefinition PRWORA
3. Relevant news articles

## **GROUP PROJECT DUE**

**October 2**

### **Planning, Communities, and Social Policy**

## **Multicultural Communities**

**October 9**

How do the changing demographics of America's cities affect planning and social policy?

Readings: Myers, California's Immigrant's Turn the Corner,"

[http://urban.usc.edu/news/uinews\\_detail.asp?id=6](http://urban.usc.edu/news/uinews_detail.asp?id=6)

White House Initiative on Immigration,

<http://www.whitehouse.gov/news/releases/2004/01/20040107-3.html>

1. Immigration History
2. Immigration Policy
3. Policy and Planning Impacts

## **CDCs and Affordable Housing**

**October 16**

Housing is not a right in the US. Indeed, homelessness has been a historical reality for centuries. Policies and programs intended to create affordable housing are tonight's topic.

Readings: Hoffman, NYC, Atlanta, and LA; "Locked Out 2004" on Blackboard;

1. Affordability + Housing Policy
2. Homelessness
3. Relevant news articles

## **Safe Communities**

**October 23**

Safety is a critical social issue, shaping people's lives, neighborhoods' images, and playing an important role in the rise of the suburb.

Readings: Wilson/Kelling, "Broken Windows"

Skogan, "Part IV" and "CP and New Immigrants: Latinos in Chicago,"

<http://www.northwestern.edu/ipr/publications/policing.html>

The critics: <http://chronicle.com/free/v47/i22/22a01401.htm>

Taylor: [www.ncjrs.org/pdffiles1/177603.pdf](http://www.ncjrs.org/pdffiles1/177603.pdf)

1. Policing and the Public
2. Gangs and Communities
3. Relevant news articles

## **Community Schools**

**October 30**

Education is a complex subject, far more complicated than we can cover here. But one aspect highlights the connection between social policy and urban planning, and that is the site selection and physical design of schools as community resources. How should that process work? Who are the legitimate stakeholders? How do we identify them and ensure they exercise appropriate power within the process?

Readings: Baum (Blackboard in Course Documents);

Coalition for Community Schools, <http://www.communityschools.org/index.html>

New Schools Better Neighborhoods, <http://www.nsbns.org/>

Stakeholder Analysis, <http://www.euforic.org/gb/stake1.htm>

1. Education Catastrophe
2. Community Schools
3. Relevant news articles

**Building Healthy Communities****November 6**

With the sudden appearance of obesity as a national health concern, researchers are noting the connection between environment, individual behaviors and healthy living. Tonight, we look at one effort to affect health disparities in the city through a community-based participatory process, the first of two weeks looking at approaches to the problems we have detailed.

Reading: Sloane, et al, "JHCPU," Lewis "AJPH" (Blackboard in Course Documents)

1. Thinking Spatially
2. Healthy People/Cities
3. Relevant news articles

**DRAFT POLICY MEMO DUE****November 6****Strategies for Action: Community Benefits Agreements****November 13**

How can communities try to ensure that their needs are considered as part of the development process? Tonight we consider a strategy for ensuring equitable implementation of social policies such as affordable housing and living wages through the innovation of the community benefits agreement.

Reading: [www.goodjobsfirst.org/pdf/cba.pdf](http://www.goodjobsfirst.org/pdf/cba.pdf); TBA reading

**STUDENT COMMENTS ON POLICY MEMOS RETURNED****November 13****Presentations****November 20**

**Please be sure to attend. Not only is it simple courtesy to listen to your fellow students, a failure to attend these presentations will affect your participation grade.**

**Presentations****November 27**

**Please be sure to attend. Not only is it simple courtesy to listen to your fellow students, a failure to attend these presentations will affect your participation grade.**

**FINAL POLICY MEMO DUE****December 4, 5:00 PM**

**However, given that I already handed out a syllabus giving December 7 at 5:00 pm as the due date, I will not begin late penalties until then.**

SCHOOL OF POLICY, PLANNING, & DEVELOPMENT

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

Fall 2006

Professor David Sloane

**628 READER**

- 1) Ritzdorf, Marsha, "Family Values, Municipal Zoning, and African American Family Life," in Thomas and Ritzdorf, *Urban Planning and the African American Community: In the Shadows* (Thousand Oaks, CA: Sage, 1997): 75-92.
- 2) Fishman, Robert. "The American Planning Tradition," in, R. Fishman, ed., *The American Planning Tradition: Culture and Policy* (Washington: Woodrow Wilson Center Press, 2000), pp. 1-29.
- 3) Midgley, James. "Definition of Social Policy," in J. Midgley, M. B. Tracy, and M. Livermore, eds., *The Handbook of Social Policy* (Sage Publications, 2000), pp. 3-10.
- 4) Skocpol, Theda. "State Formation and Social Policy in the United States," *Social Policy in the United States: Future Possibilities in Historical Perspective* (Princeton University Press, 1995), pp. 11-36.
- 5) Chambers, Donald E. "Analyzing the Social Problem Background of Social Policies and Social Problems," *Social Policy and Social Programs: A Method for the Practical Public Policy Analyst Third Edition* (Allyn and Bacon, 2000), pp. 7-30.
- 6) Skocpol, Theda. "How American Forgot the Formula for Successful Social Policy," *The Missing Middle: Working Families and the Future of American Social Policy* (W. W. Norton, 2000), pp. 22-58.
- 7) Katz, Michael. "Poverty and Inequality in the New American City." *The Price of Citizenship: Redefining the American Welfare State* (Henry Holt, 2001): pp. 33-56.
- 8) O'Connor, Brendon. "Postscript 2002." *A Political History of the American Welfare System: When Ideas Have Consequences* (Roman & Littlefield, 2004): pp. 245-258.
- 9) Wilson, James Q, and George L. Keeling, "Broken Windows," *The Atlantic Monthly* (March 1982): 1-11.

**PPD 628 Internet Readings**

1. Pittsburgh Survey, <http://www.clpgh.org/exhibit/stell30.html>
2. Social Policy defined, <http://spo.laurentian.ca/definitions/>
3. US Census Bureau, "Poverty," <http://www.census.gov/hhes/www/poverty.html>
4. Goldberg, Gertrude, ed. *Diminishing Welfare: "Chapter 2: More Than Reluctant: The USA,"* <http://site.ebrary.com/lib/uscisd/Doc?id=10005602>
5. Myers, California's Immigrant's Turn the Corner," [http://urban.usc.edu/news/uinews\\_detail.asp?id=6](http://urban.usc.edu/news/uinews_detail.asp?id=6)
6. White House Initiative on Immigration, <http://www.whitehouse.gov/news/releases/2004/01/20040107-3.html>
7. Skogan, "Part IV" and "CP and New Immigrants: Latinos in Chicago," <http://www.northwestern.edu/ipr/publications/policing.html>
8. "Broken Window" critics: <http://chronicle.com/free/v47/i22/22a01401.htm>
9. Taylor, Crime, Grime: [www.ncjrs.org/pdffiles1/177603.pdf](http://www.ncjrs.org/pdffiles1/177603.pdf)
10. Coalition for Community Schools, <http://www.communityschools.org/index.html>
11. New Schools Better Neighborhoods, <http://www.nsbm.org/>
12. Stakeholder Analysis, [http://62.189.42.51/DFIDstage/FOI/tools/chapter\\_02.htm](http://62.189.42.51/DFIDstage/FOI/tools/chapter_02.htm)
13. Gross, et al, Community Benefits Agreements: [www.goodjobsfirst.org/pdf/cba.pdf](http://www.goodjobsfirst.org/pdf/cba.pdf)