

Course Title : Social Justice in Urban Planning
Course No.: URP 6931
Credit : 3 credit hrs
Location: Online
Instructor: Uma Sarmistha, Ph.D.
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Office Hours: by appointment.

Course Description:

Rapid urbanization has led to increasing social inequality and injustice around the world. The challenges before the urban planner are to address the issues of inequality and justice in developing the new urban spaces or redeveloping/ revitalizing them while preserving the history. This has indeed taken the central stage in urban planning.

This course aims to assist students in understanding various viewpoints of social disparity, inequality, and justice concerning city planning. The students in the class will explore theories and real cases studies of social justice at the local, national, and global levels. The focus of the course is to prepare future planners to understand and address the issues of economic, social, and political justice while designing new or providing effective intervention in case of re-development.

Student Learning Outcome:

The course will explore some critical theories of Social Inequality and Social Justice and will review the actual cases from planning practices and political struggles in designing the cities. Based on but not limited to the idea of “Just City” by Susan Fainstein, the present course will provide conceptual and analytical tools to access and address the issues around diverse society. The course will also include the works of David Harvey (Social Justice and City), John Rawl (Justice as Fairness), Amartya Sen (Development as Freedom), and Ananya Ray (Gender and Politics of Poverty).

- Identify and explain the concept of space and spatial inequality
 - Review the theories of social inequality and social justice.
 - Evaluate the concept of segregation and gentrification with relation to race, class and gender.
 - Compare and contrast the global social inequality and justice
 - Analyze the role of market and government in making just city
 - Employ the learned knowledge to discuss the urban renewal and revitalization and spatial justice
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Course Outline:

Course Schedule: 7 Module

Modules	Topic
Module 1	Foundation to space and social inequality
Module 2	Race, Segregation and Injustice
Module 3	Gender and Injustice
Module 4	Displacement and Justice : Gentrification, Climate change and Social Justice
Module 5	Social Justice issues around the world
Module 6	Future of city: Just City
Module 7	Wrap up

Course Evaluation and Grading:

Assignment	Points Possible (% grade)	Learning outcome	Assessment
<p><u>Course Project</u></p> <ul style="list-style-type: none"> Idea Presentation (50 pts) Literature Review (50 pts – only submission grade) Final Paper Presentation (100 pts) Final Paper (100 pts) 	300 (30%)	<p>The course project provides students with understanding of the real-world applications in contexts to transfer what they have learned over the semester.</p> <p>Each student has to identify an issue related to social justice in urban planning. Analysis and evaluate the literature.</p> <p>Find the solution or propose a new, “Just” idea of development.</p>	Based on assignment Rubric
<p>Article Summary (50 pts each) (choose 2)</p> <ul style="list-style-type: none"> Week 3, 5, 10 <p>Video Reflections (50 pts each) (choose 2)</p> <ul style="list-style-type: none"> Week 4, 8, 12 <p>Class discussion board leadership and participation (100 pts)</p>	300 (30%)	<p>Students should be able to critically evaluate the articles and video knowledge on the topic.</p> <p>This will help them to mastery the content and ultimately understand the topic with more confidence.</p>	Based on assignment Rubric
<p>Application Assignments</p> <ul style="list-style-type: none"> W2- place and spaces (100 pts) W 7- Reflection note on “ Revitalization without displacement”(100 pts) W11- International case study on Inclusive city (100 pts) 	300 (40%)	<p>Application assignments are meant to encourage students to understand the theories and literature by evaluating real-world examples based on the topic.</p>	Based on assignment Rubric

Letter grades:

Numeric Grade	93-100	90-92.9	85-89.9	82-84.9	80-81.9	77-79.9	73-76.9	70-72.9	67-69.9	63-66.9	60-62.9	Below 60
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Quality Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0

Recommended Reading:

- Fainstein, S. S. (2010). The just city. Ithaca: Cornell University Press.
- Rothstein, R. (2018). The color of law. Liveright Publishing Corporation.

Course Reference:

Module 1: Foundation to Space and Social Inequality

Learning Objective:

The student learning objective of this module is to Identify and explain the concept of Place, Space and Spatial inequality. The module will explore the definition of Space and Place and theories of Justice.

Instruction Materials

- Recorded Lecture by instructor

Articles:

- Harvey, D. (2008). The Right to the City. New Left Review, 53, 23-40. (canvas)
- Tickamyer, Ann R. (2000). “Space Matters! Spatial Inequality in Future Sociology” Contemporary Sociology , Vol. 29, No. 6 (Nov., 2000), pp. 805-813 Published by: American Sociological Association. (canvas)
- <https://inequality.org/facts/racial-inequality/#racial-inequality-covid>

Videos:

- Inequality in America
<https://www.businessinsider.com/15-charts-about-wealth-and-inequality-in-america-2010-4>

Assessment :

- Week 2: Article review : Space Matter
- Week 2: Application Assignment : Place and Spaces (100 pts)
- Week 3: Idea Presentation for the course paper

Module 2: Race, Segregation and Injustice

Learning Objective:

In this module, students will Explore the history of racial segregation in the US with regards to housing, schooling and zoning. The students will Evaluate the segregation in present era.

Instruction Materials

- Recorded Lecture by instructor

Article:

- Ong, Paul, (2020). “Systemic Racial Inequality and the COVID-19 Renter Crisis. Inequality and Democracy (canvas)
- Rothstein, R. (2018). The color of law. Chapter 12: Considering Fixes. Liveright Publishing Corporation. (canvas)

- Why don't black and white Americans live together? By Rajini Vaidyanathan BBC News (<https://www.bbc.com/news/world-us-canada-35255835>) (canvas).

Videos

- Holy Post - Race in America (Link on <https://www.youtube.com/watch?v=AGUwcs9qJXY>)

Assessment :

- Week 4: Video Review: Race in America
- Week 5: Article review : Color of Law Chapter 12

Module 3: Gender and Injustice

Learning Objective:

In this module students will Explore the history of non-inclusive urban planning. Students will Evaluate the importance of Feminist Urban planning.

Instruction Materials

- Recorded Lecture by instructor

Articles:

- Clara Irazabal* and Claudia Huerta, (2016). Intersectionality and planning at the margins: LGBTQ youth of color in New York, Gender, Place and Culture, A Journal of Feminist Geography, Vol 23, Issue 5. (canvas).
- Yasminah Beebejaun (2017). Gender, urban space, and the right to everyday life, Journal of Urban Affairs, 39:3, 323-334 (canvas).
- Widespread Discrimination Continues to Shape LGBT People's Lives in Both Subtle and Significant Ways (canvas).
<https://www.americanprogress.org/article/widespread-discrimination-continues-shape-lgbt-peoples-lives-subtle-significant-ways/>

Assessment :

- Week 6: Literature review for the Course project

Module 4: Displacement and Justice : Urban Renewal , Climate change, Gentrification and Social Justice

Learning Objective:

In this module students will Evaluate the concept of gentrification in relation to the historic segregation, urban renewal and climate change.

Instruction Materials

- Recorded Lecture by instructor

Article:

- Gentrification and the Increasing Significance of Racial Transition in New York City 1970–2010. (canvas).

- Jesse M Keenan *et al* 2018, “Climate gentrification: from theory to empiricism in Miami-Dade County, Florida” *Environ. Res. Lett.* **13** No 5. (canvas).

Video :

- Understanding Gentrification w/ Dr. Stacey Sutton (canvas).

<https://keystotheshop.com/2019/03/116-understanding-gentrification-w-dr-stacey-sutton/>

Assessment :

- Week 8: Application Assignment : Reflection note on“ Revitalization without displacement”
- Week 8: Video Review : Gentrification

Module 5: Issues of Social Justice around the World

Learning Objective

To Review the concept of Globalization and how it creates inequality. The students will learn to Compare and contrast the global social inequality and justice.

Instruction Materials

- Recorded Lecture by instructor

Article:

- Ananya Roy (2005) Urban Informality: Toward an Epistemology of Planning, *Journal of the American Planning Association*, 71:2, 147-158, DOI: [10.1080/01944360508976689](https://doi.org/10.1080/01944360508976689) (canvas).
- https://www.theguardian.com/us-news/2021/dec/01/1500-unhoused-la-residents-died-on-the-streets-during-pandemic-report-reveals?CMP=Share_iOSApp_Other (canvas).

Assessment :

- Week 10: Article review : Urban informality

Module 6: Future City Just City

Learning Objective

Analyze the role of state, market and citizen in making just city. Employ the learned knowledge to discuss the urban renewal and revitalization and spatial justice.

Instruction Materials

- Recorded Lecture by instructor

Article:

- Fainstein. Susan, (2014). Resilience and Justice. *International Journal of Urban and Regional Research*. Urban research publications limited (canvas).
- Fainstein S (2010). Chapter 6: Conclusion: Toward the Just City in *The Just City*. Ithaca: Cornell University Press. (canvas).
- Edward W. SOJA (2009). “The city and spatial justice”, *Spatial justice* (canvas).

Assessment :

- Week 11 : Application Assignment: International case study on Inclusive city
- Week 11: Final Course Presentation for Review

Module 7: Wrap up and Case Studies

Instruction Materials

Video :

- Can we make the cities we want?

<https://www.youtube.com/watch?v=9cpSWqOFlw&t=0s>

Assessment :

- Week 12: Video Review: Can we make the cities we want?
- Week 12: Final Course Paper

Course Participation:

Course participation is part of your grade for the course. Participation will be evaluated by in class discussion. The discussion board will have active questions and discussion put forwarded by the instructor. Discussion participation should be substantial in quality (not simply "I agree" or "I disagree").

Make-up Work and Exams:

No late work will be accepted. Computer problems that arise during submission will not be accepted as an excuse for late work. All work must be completed and submitted by the designated time in Canvas or you will not receive credit for the assignment.

In the event that you have technical difficulties with e-Learning, please contact the UF Help Desk. If your technical difficulties will cause you to miss a due date, you MUST report the problem to Help Desk. Include the ticket number and an explanation of the issue based on consult with Help Desk in an e-mail to the instructor to explain the late assignment/quiz/test. The course faculty reserves the right to accept or decline tickets from the UF Help Desk based on individual circumstances.

Netiquette:

Course communication should be civilized and respectful to everyone. The means of communication provided to you through e-Learning (e-mail, discussion posts, course questions, and chats) are at your full disposal to use in a respectful manner. Abuse of this system and its tools through disruptive conduct, harassment, or overall disruption of course activity will not be tolerated. Conduct that is deemed to be in violation with University rules and regulations or the Code of Student Conduct will result in a report to the Dean of Students. All members of the class are expected to follow rules of common courtesy in all forms of communication. Please visit <http://teach.ufl.edu/docs/NetiquetteGuideforOnlineCourses.pdf> to know more.

University Policies:

University policies on such matters as add/drop, incomplete, academic probation, termination of enrollment, reinstatement, and other expectations or procedures can be found in the graduate student handbook (Links to an external site.) and at the Dean of Students website (Links to an external site.).

Accommodation for students with disabilities:

Students requesting classroom accommodation must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drc/>). The Disability Resource Center in the Dean of Students Office provides students and faculty with information and support regarding accommodations for students with disabilities in the classroom. Staff at the Disability Resource Center will assist any student who registers as having a disability.

Student Honor Code and Academic Honesty:

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

Students must follow the University's policy regarding cheating and the use of copyrighted materials.

Please visit <http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php> for more information.

NETIQUETTE: COMMUNICATION COURTESY: All members of the class are expected to follow rules of common courtesy in all forms of communication. Please visit <http://teach.ufl.edu/docs/NetiquetteGuideforOnlineCourses.pdf> to know more.

Online Privacy:

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Feedback:

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.ua.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.ua.ufl.edu/public-results/>

Disclaimer:

1. Subsequent changes may be made to any aspect or detail of this syllabus if and when necessary. Any changes will be announced in class as soon as practical.
2. The online sessions will be recorded, and the recordings will be available to all participants. Please email me if you would like to know more or if you have questions/concerns.