

URP 6931, Department of Urban and Regional Planning, University of Florida

Course Title: Social Dimensions in Urban planning

Course No.: URP 6931

Credit : 3 credit hrs.

Location: Online

Instructor: Uma Sarmistha, Ph.D.

Contact info: sarmistha@ufl.edu

Office Hours: by appointment.

Course Description:

Rapid urbanization is creating new opportunities while creating new social challenges. Urban planners today have the opportunity to create inclusive, equitable spaces that honor historical context while meeting the diverse needs of growing communities. This course explores the relationship between cities and society, examining how urban environments shape human interactions, economic activities, and cultural dynamics. Students will study historical and contemporary patterns of urbanization, population movement, and neighborhood development. This course also focuses on the complex social dynamics that shape urban environments and often influence planning practices and aims to assist students in understanding these social dynamics through sociological lenses.

Student Learning Outcome:

This course empowers students to explore diverse perceptions and dimensions of urban planning, including but not limited to interconnections, public health, community planning, equity and resilience in city planning. Through engaging in theories and real-world case studies at local, national, and global levels, students will develop knowledge and skills to become thoughtful, community-building oriented planners. The course emphasizes proactive and unprejudiced approaches to designing new communities and revitalizing existing ones, fostering a more just and resilient urban future.

By the end of the course, students will be equipped to integrate sociological insights into their planning toolkit to serve diverse urban populations better and create more sustainable cities. Overall, the course emphasizes the role of planners as agents of change who must navigate the intersections of power, identity, and policy.

- Identify and explain the concept of social dimension
- Review the history and theories of social planning
- Evaluate the concept of planning for all.
- Compare and contrast the international perspectives on social planning
- Analyze the role of market and government in making just city
- Employ the learned knowledge to discuss the future of the city

Course Outline:

Course Schedule: 7 Module

Module 1	Foundation to Social Dimensions in Planning
Module 2	Historical context – History and Theories
Module 3	Planning in the Public Interest
Module 4	Environment and Public Health: Importance of Public Space
Module 5	Planning for All
Module 6	International Perspectives on Social Planning
Module 7	Future of the city

Course Evaluation and Grading:

- Participation and discussion (15%)
- Weekly reflection/ Critical lens to the reading (20%)
- Midterm case study analysis (20%)

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- Community engagement assignment (15%)
- Final project: Policy Proposal (30%)

Assignment	Points Possible (% grade)	Learning outcome	Assessment
<u>Course Project</u> <ul style="list-style-type: none"> Idea Presentation (50 pts) – <u>Planning for Public Interest</u> 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 society and urban planning.</p> <p>Analysis and evaluate the literature. Find the solution or propose a new idea of urban development.</p>	Based on assignment Rubric
Article Summary (50 pts each) (choose 2) <ul style="list-style-type: none"> Week 3, 5, 9 Video Reflections (50 pts each) (choose 2) <ul style="list-style-type: none"> Week 4, 8, 11 Class discussion board leadership and participation (100 pts)	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
Application Assignments <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:

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- Fainstein, S. S. (2010). The just city. Ithaca: Cornell University Press.
- Additional readings will be assigned within modules and can be accessed through course reserves in the UF library system. Be sure to be logged into the VPN, specifically the Full VPN Tunnel, otherwise you will not be able to access the full texts available through course reserves. For more on the VPN see <https://it.ufl.edu/ict/documentation/network-infrastructure/vpn/anyconnect-operations-guide/>. To access course reserves, click on Course Reserve on the menu to the left and log in.
- ARES is also accessible through the UF Library website: <https://cms.uflib.ufl.edu/>

Course Structure:

Module 1: Foundation to Social Dimension

Learning Objective:

The student learning objective of this module is to Identify and explain the concept of social dimension of place, space and urban planning. The module will explore the definition of Space and Place and theories of urban planning.

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)

Video:

- 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: History and theories in Social Planning

Learning Objective:

In this module, students will explore the historic and theoretical perspective of social planning with regards to housing, schooling and zoning.

Instruction Materials

- Recorded Lecture by instructor

Article:

- Why don't black and white Americans live together? By Rajini Vaidyanathan BBC News (<https://www.bbc.com/news/world-us-canada-35255835>) (canvas).
- Yasminah Beebeejaun (2017). Gender, urban space, and the right to everyday life, Journal of Urban Affairs, 39:3, 323-334 (canvas).

Videos

- Holy Post - Race in America

Link: <https://www.youtube.com/watch?v=AGUwcs9qJXY>

Assessment:

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- Week 4: Video Review: Race in America
- Week 5: Article review: Theories in Urban Planning

Module 3: Planning in the Public Interest

Learning Objective:

In this module students will Explore the history of non-inclusive urban planning. Students will Evaluate the planning for all concepts.

Instruction Materials

- Recorded Lecture by instructor

Articles:

Arnstein, Sherry. (1969) "A Ladder of Citizen Participation." *Journal of the American Institute of Planners*.

Assessment:

- Week 6: Literature review for the Course project

Module 4: Environment and Public Health: Importance of Public Space

Learning Objective:

In this module, students will learn the importance of public space while evaluating the change in climate and public health pandemic.

Instruction Materials

- Recorded Lecture by instructor

Article:

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

Retracing the Roots of City Planning and Public Health

Video :

<https://youtu.be/ntwqVDzdqAU?si=HSSGFUj4Yj3iaLIc>

Assessment:

- Week 7: Application Assignment: Reflection note on "Revitalization without displacement"
- Week 8: Video Review: Health and planning

Module 5: Planning for all

The student will learn how to design cities that work for everyone? The module explores the principles, challenges, and innovations in creating urban spaces that enhance life for all residents.

Instruction Materials

- Recorded Lecture by instructor
- Understanding Gentrification w/ Dr. Stacey Sutton (canvas).
 - <https://keystotheshop.com/2019/03/116-understanding-gentrification-w-dr-stacey-sutton/>
- Week 11 Video Review
 - Amanda Burden: How public spaces make cities work
 - <https://youtu.be/j7fRIGphgtk?si=s1HCFgkJS7-qL8li>

Module 6: International Perspective of Social Planning
Learning Objective

To Review the concept of Globalization and planning around the world. The students will learn to Compare and contrast the global social inequality and planning.

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
- Week 11: Application Assignment: International case study on Inclusive city

Module 7: Future of the City

Learning Objective

Analyze the role of state, market and citizen in making a city for all. Employ the learned knowledge to discuss the urban renewal and revitalization and imagining a city for all.

Instruction Materials

- Recorded Lecture by instructor

Article:

- Feinstein. Susan, (2014). Resilience and Justice. International Journal of Urban and Regional Research. Urban research publications limited (canvas).
- Feinstein S (2010). Chapter 6: Conclusion: Toward the Just City in The Just City. Ithaca: Cornell University Press. (canvas).

Video :

https://youtu.be/66slJ91gweQ?si=Nu_8gQ-gBRnXIR9d

What's in the 2019 Planning for Equity Policy Guide

- Can we make the cities we want?

https://www.youtube.com/watch?v=_9cpSWqOFlw&t=0s

Assessment :

- Week 12: Final Course Presentation for Review
- Week 13: Video Review: Can we make the cities we want?
- Final Week: Final Course Paper

Course Participation:

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Course participation is part of your grade for the course. Participation will be evaluated in class discussion. The discussion board will have active questions and discussion put forward 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/secr/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:

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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.bluer.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.

Getting Help:

For issues with technical difficulties for E-learning in Canvas, please contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
Health and Wellness

- *U Matter, We Care:* If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit umatter.ufl.edu/ to refer or report a concern and a team member will reach out to the student in distress.
- *Counseling and Wellness Center:* Visit counseling.ufl.edu/ or call 352-392-1575 for information on crisis services as well as non-crisis services.
- *Student Health Care Center:* Call 352-392-1161 for 24/7 information to help you find the care you need, or visit shcc.ufl.edu/.
- *University Police Department:* Visit police.ufl.edu/ or call 352-392-1111 (or 9-1-1 for emergencies).
- *UF Health Shands Emergency Room / Trauma Center:* For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; ufhealth.org/emergency-room-trauma-center.
- *GatorWell Health Promotion Services:* For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273-4450.