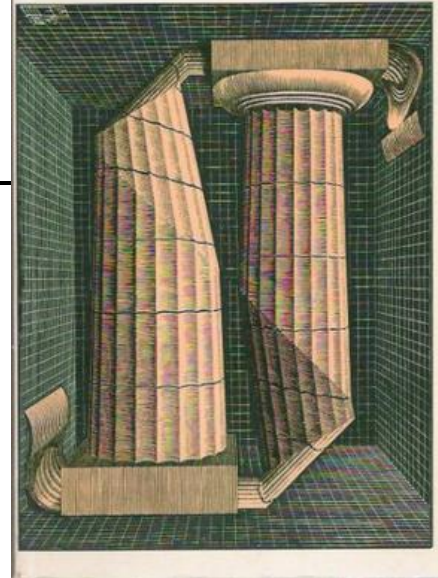


PLAN 891- Special Topics in City and Regional Planning
Theories of Social Justice and the City
SPRING 2017

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Location: Tuesdays- 3:30-6:30pm
New East 301

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Summary

As income inequality continues to grow throughout the U.S. labor market and throughout the world, policy makers and planners increasingly struggle with fundamental issues of social justice. Rather than addressing questions of justice or inequality in an abstract sense, planners often face challenging dilemmas on the ground as they propose new developments, advocate for policy changes, or attempt to alter the built environment. Across a wide variety of city planning contexts—from expanding a highway system, to promoting dense urban development or smart growth, to economic development strategies—claims for greater attention to social justice and distributional impacts are made by a diverse set of stakeholders. This course will provide a broad survey of theories of social justice offered by scholars from a variety of intellectual backgrounds and apply them to real cases from planning practice and political struggle that takes place in cities. The course is organized around four broad questions:

What do we mean by social justice? This section will review classical theories of social justice from the social sciences and explore how each approach defines and frames social justice claims.

Where in space do struggles for social justice take place? How does the spatial distribution of resources and populations within urban areas frame the way we talk about social justice?

Who has standing in these debates and how do disadvantaged groups make their voices heard and how can they ultimately shape distributional outcomes?

Why should we care about social justice? This section will situate current theoretical debates in planning and urban theory in terms of their differential motivations for articulating social justice claims.

Course Format and Goals

This course is intended primarily for doctoral students in planning, geography and related fields, although masters students are also welcome in the course. This is a small seminar course centered on each week's readings. It is essential that all students do all readings before each week's class. In addition to the theories discussed each week, the discussion will be grounded with a critical case in which social justice claims have been made or have come to the fore. Each class session will begin with a short lecture or case presentation by the instructor or team of students. In addition, each week one student will be charged with making an introductory presentation of the major themes of the theoretical perspectives of the week.

Requirements and Grading

Class participation is essential to a good seminar course. Thus half the grade for the course will consist of class participation and the successful completion of weekly presentations and reading responses. Each week students will write a 2-3 page summary of the week's readings and post it to the course website (25%). In addition, each student will write and present a term paper of approximately 20 pages that engages with and expands upon the theories of social justice for one or more weeks. Students will be expected to do additional reading and to introduce their own 'critical case' in the final paper.

In class case presentations: 25%

Weekly reading responses: 25%

Final Paper: 50%

Honor Code

The Honor Code of the University of North Carolina at Chapel Hill states: "It shall be the responsibility of every student at the University of North Carolina at Chapel Hill to obey and to support the enforcement of the honor code, which prohibits lying, cheating, or stealing when these actions involve academic processes or University, student, or academic personnel acting in an official capacity." For this course: (1) You are permitted and encouraged to seek advice and suggestions from other class members on the written assignments, unless specifically instructed otherwise. This may include exchanging drafts for feedback and/or proofreading. (2) In all written and presented work, you must cite or otherwise fully attribute all ideas, data, and other information that are not your own. This includes information presented in tables, graphs, appendices, etc.

Course Schedule and Readings

Part 1. What? Foundational Theories of Social Justice

Week 1-Jan 17th: Introduction

Week 2-Jan 24st: Marxist Political Economy

Case: Faculty Case: Mission District Housing Moratorium (Prop I)

David Harvey (1973) Social Justice and the City (Chapter 2, 3, and 5)

Week 3: Jan 31st: Classical Liberalism

Case: STUDENT CASE: (TBD)

J.S. Mill (1850) On Liberty

Mary Wolstonecraft (c. 1790) A Vindication of the Rights of Woman

Week 4: Feb 7th: Markets, Justice and Development

Case: STUDENT CASE (e.g. International Development Case)

Amartya Sen (1999) Development as Freedom Chapters 1 & 3.

Hernando deSoto (2003) The Mystery of Capital: Why Capitalism Triumphs in the West and Fails Everywhere Else Chapters 1 & 3.

Spivack (1988) “Can the Subaltern Speak?”

Week 5: Feb 14th: The Just City: Substance or Process

Case: Faculty Case: The Urban Renewal of Chicago’s Hyde Park Neighborhood

John Rawls (1971) “Justice as Fairness” Chapter 1. In A Theory of Justice

Susan Fainstien The Just City Intro and Chapter 1.

Innes and Booher Planning with Complexity: An Introduction to Collaborative Rationality for Public Policy Chapters 1 & 5.

Part 2. Where? Spatial Framing of Social Justice in the City

Week 6: Feb 21st: Spatial Framing of Social Justice in the City

Case: Faculty Case: “Chiraq” and the Gold Coast: The spatial inequality of homicide in Chicago

Ed Soja (2013) Seeking Spatial Justice (selected chapters)

Harvey, David (1973) Social Justice and the City (Chapter 4)

Week 7: Feb 28th *Infrastructure*

Case: STUDENT CASE (TBD)

Graham, S., & Marvin, S. (2001). Splintering urbanism: networked infrastructures, technological mobilities and the urban condition. Psychology Press. (chapters 1-3)

Week 8: March 7th: *Gentrification*

Cases: STUDENT CASE: (e.g. Chicago's Wicker Park, Chapel Hill's Northside)

Smith, N. (1996). The new urban frontier: gentrification and the revanchist city. Psychology Press. Chapters 1 & 3.

March 14th No Class- Spring Break

Week 9: March 21st: *Public Space*

Case: STUDENT CASE: (TBD e.g. anti-homelessness ordinances?)

Zukin, S. (1995). *The cultures of cities* (Vol. 150). Oxford: Blackwell.

Mitchell, D. (2003). *The right to the city: Social justice and the fight for public space*. Guilford Press.

Part 3. Who? Social Justice and Group Identity

Week 10: March 28th: *The Right to the City and Social Movements*

Case: STUDENT CASE

Castells, Manuel (1983) The City and the Grassroots (Chapters 1,3 & 6)

Harvey, David. (2003) "The right to the city." *International journal of urban and regional research* 27.4: 939-941.

Week 11: April 4th: *Race and Social Justice*

Case: STUDENT CASE

Anderson, E. (2000). *Code of the street: Decency, violence, and the moral life of the inner city*. WW Norton & Company.

Wacquant, L. (2008). *Urban outcasts: A comparative sociology of advanced marginality*. Polity. (pp.2-89)

Week 12: April 11th: *Gender and Planning*

Case: STUDENT CASE: TBD

Roy, Ananya. *City requiem, Calcutta: gender and the politics of poverty*. Vol. 10. U of Minnesota Press, 2003.

Sandercock, L., & Forsyth, A. (1992). A gender agenda: new directions for planning theory. *Journal of the American Planning Association*, 58(1), 49-59.

I.M. Young (1990) *Justice and the Politics of Difference*, Chapters 1&2.

Part 4. Why? Contemporary Motivations for Social Justice in Planning

Week 13: April 18th: *Pragmatism and Social Justice*

Case: Faculty Case: The 1983 Election of Harold Washington in Chicago and “Fairer than fair”

Rorty, Richard “Trotsky and the Wild Orchids” in *Philosophy and Social Hope*

Lester, T. William “Replacing Truth with Social Hope and Progress with Re-description: Can the Pragmatist Philosophy of Richard Rorty Help Reinvigorate Planning?” *Unpublished Manuscript*.

Audio Podcast: “Harold” Episode 84 *This American Life*. (1997)
http://www.thisamericanlife.org/play_full.php?play=84

Week 14: April 25st: *Insurgent Architects*

Case: STUDENT CASE or Paper Presentations TBD

Harvey, David (2000) “On architects, bees, and ‘species being’” Chapter 10 in *Spaces of Hope*