



# *The Hebrew University of Jerusalem*

## *Syllabus*

### **SOCIAL ASPECTS OF SPATIAL PLANNING - 40858**

*Last update 09-09-2015*

*HU Credits:* 2

*Degree/Cycle:* 2nd degree (Master)

*Responsible Department:* geography

*Academic year:* 0

*Semester:* 2nd Semester

*Teaching Languages:* English

*Campus:* Mt. Scopus

*Course/Module Coordinator:* Emily Silverman

*Coordinator Email:* [Emily.silverman@mail.huji.ac.il](mailto:Emily.silverman@mail.huji.ac.il)

*Coordinator Office Hours:* Tuesday, 14:00 – 15:00

*Teaching Staff:*

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Dr. Emily Silverman

Course/Module description:

*This reading course examines the link between spatial planning and social policy, with an emphasis on developing countries. Classroom discussion centers on short articles in English, and international case studies. Topics include: the contribution of spatial planning to national social goals such as reducing inequality, preventing concentrated poverty and social inclusion; the impact of housing, urban regeneration and transport policies on social goals; spatial planning with regard to women, children, and the elderly; and citizen influence on spatial planning.*

Course/Module aims:

*To develop awareness of the importance of spatial planning for social goals  
To demonstrate the potential of housing, transport, and urban regeneration policies for enhancing social mobility.  
To explore 'good practices' in using spatial planning for increased social equity.*

Learning outcomes - On successful completion of this module, students should be able to:

- Explain the relationship between social justice and spatial justice, using examples from several countries.*
- explain the importance of the city for social mobility, with reference to housing, transport and urban regeneration.*
- evaluate the strengths and weaknesses of programs for informal settlements and slum upgrading, and policies to integrate urban migrants.*
- explain the importance of design for local sustainability and community cohesion.*

Attendance requirements(%):

*Full attendance, and active participation in discussions, including responding to questions about the reading.*

*Teaching arrangement and method of instruction: Classroom lectures are illustrated with examples from developed and developing countries, including students' own experiences. Students are asked to prepare 6 short written responses to weekly readings. Class discussion centers on the reading assignments, including students' own experiences with the topics.*

Course/Module Content:

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1. *Why Spatial Planning?*
  2. *The importance of Cities for social justice*
  3. *The Right to Housing ?*
  4. *Arrival Cities and migrants*
  5. *Informal settlements and slum clearance*
  6. *Transport and social equity*
  7. *Placemaking and community building*
  8. *Gender, cities and spatial planning*
  9. *High-rise housing: implications for equity and social cohesion*
  10. *Urban Design for Social Sustainability in developing countries*
  11. *Spatial Justice and Social Justice*

Required Reading:

"Restoring Just Outcomes to Planning Concerns", S. Fainstein and N. Feinsein, in Carmon and Feinsein eds, (2013).  
Arrival City, D. Saunders (2011).  
Favella, J. Perlman, (2010).  
Happy City, C. Montgomery (2013)  
Cities for People , J. Gehl, (2010).  
"Designing Cities for Women and Children", E. Kail  
"Urban Transportation and Social Equity", J. Levine, in Carmon and Feinsein eds, (2013).  
"Spatial Justice: Derivative but Causal of Social Injustice", P. Marcuse (2010).

Additional Reading Material:

Jaime Lerner, *Song of the City* (TED talk)  
Curitiba, *Story of City*,  
Holding Ground: *Dudley Street Neighborhood Initiative* (film)  
The Right to the City in Brazil- *implementing urban reform*  
Redevelopment Plan leads to Controversy in Dharavi, Mumbai (film)

Course/Module evaluation:

End of year written/oral examination 0 %  
Presentation 0 %  
Participation in Tutorials 10 %  
Project work 50 %  
Assignments 0 %  
Reports 0 %  
Research project 40 %  
Quizzes 0 %

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*Other 0 %*

*Additional information:*

*None*