

# SOC210 Regional Planning

3rd and 4th quarters, Sophomore

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<b>Instructor</b>	AWAHARA TOMOKO
<b>Style of Class</b>	Lecture, Seminar
<b>Number of Credits</b>	2
<b>Day and Period</b>	Tuesday, period 4

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## Course Description

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This course involves understanding issues in contemporary society that accompany lifestyle changes, and developing an integrated view of individual and group life in communities, with an eye to social trends. While reading and interpreting reference materials on various topics, students reflect on both hard and soft facets of their own living experiences, and learn through situating themselves in relation to local issues and developing an understanding of regional planning that is attuned to relationships with surrounding localities, with a focus on housing and residential environments. The course fosters students' capacity to think about the future of regional planning from an integrated perspective while coordinating generation-specific issues.

## Course Objectives

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The following objectives are pursued in relation to the topics set for each class.

- (1) "Reading materials": Develop a capacity for interpreting reading and an interest in issues in community life
- (2) "Why did it turn out like this?": Be conscious of social trends and understand issues and current realities in contemporary society
- (3) "What should it be like?": Consider paradigms for community life in individual and group terms
- (4) "What do I want to do?": Develop ideas in relation to issues through reflection on one's own experience
- (5) "What do others think?": Develop a capacity to envision issues specific to different generational groups, and pursue discussion while listening to the opinions of others and understand their standpoints and ideas

## Prerequisites

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None

## Class Materials

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Reference books

Fukasaku Takuro (chief editor), *Chiiki de asobu, chiiki de sodatsu kodomotachi* (Children Playing in the Community, Growing in the Community), Gakubunsha, June 2012.

Ootsuki Toshio, *Kinkyō: Shoshi korei shakai no sumai / chiiki saisei ni do ikasu ka* (Living Close By: Applications to the Rejuvenation of Community and Housing in a Low-Birthrate, Aging Society), Gakugei Shuppankai, March 2014.

Shelton, Barrie *Nihon no toshi kara manabu koto: Seiyo kara mita nihon no toshi dezain* (Learning from The Japanese City: Looking East in Urban Design), Kajima Publishing, April 2014

Bengtsson, Arvid, *Atarashii asobiba shisoban* (Adventure Playgrounds, Reissued Edition, Kajima Publishing, January 2015

Imai Shoji and Sakurai Yasuhiro (editors/authors), *Sekkeiryoku o sodateru kenchiku keikaku 100sen* (100 Architectural Plans that Foster Design Capability), Kyoritsu Shuppan, April 2015.

Kinoshita Isami et al., *Sumai no boken—ikuru basho o tsukuru toiu koto* (Adventures in Housing: Creating Places to Live), Hobunsha, April 2015.

## Course Method

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Classes mainly follow a seminar format, in which students make brief presentations individually or in groups on the class topic, then explore the content in more depth through discussion. Each student must undertake one presentation during the semester on a topic selected (or assigned) from the reference books. Lecture sessions dealing with the content in more depth will be incorporated as necessary.

## Evaluation/Assessment

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Grades will be awarded based on a comprehensive evaluation of class presentations, discussions, and mini-reports, as well as mid-term and final reports, etc.

## Grading

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Attitude and degree of participation in seminars (discussions etc.): 40%

Mid-term and final reports: 30%

Mini-reports: 30%

## Course Schedule

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For topics 1-10, classes will basically follow a student-led discussion format.

### **Week 1: Orientation**

Explanation of course content and methods; introduction to reference books.

### **Week 2: Lecture: Changing lifestyles and generation-specific social outlooks**

Study how changes in life stage, such as growth of children and aging, lead to different demands and issues in housing and regional planning. Students explore their own interests in this field.

### **Week 3: Topic 1: Lifestyle changes and housing / Changing family models and “escaping the nLDk”**

Through discussion of changes in housing resulting from lifestyle changes, develop an understanding of historical changes and current conditions.

### **Week 4: Topic 2: The concept of normalization / The social system of independence and coexistence**

Study the concept of “normalization,” which has grown widespread especially in the field of welfare, and explore new measures of “wealth” demanded by society into the future.

### **Week 5: Topic 3: Principles and trends in adventure playgrounds**

Study “adventure playgrounds,” free play areas that originated in the Northern European country of Denmark; consider mechanisms and possibilities for both children and adults to grow together in a community.

### **Week 6: Topic 4: New family models and housing arrangements**

Through discussion, explore the background and meanings to new housing arrangements not bound by kinship that have garnered attention in recent years, such as collective housing, cooperative housing, and shared housing.

### **Week 7: Topic 5: Housing, community facilities, and “socialization of life”**

Study the “socialization of life”, clarify the roles of housing and community, and consider models therefor.

### **Week 8: Lecture: Models of community facilities for different generations**

While reviewing the content discussed in Classes thus far, examine regional planning in housing and housing environments attuned to relationships with surrounding localities; focus on community facilities and establishment of new topics.

### **Week 9: Topic 6: Socialization of child-rearing and kindergartens/nursery schools**

Study current conditions and issues in kindergartens and nursery schools where young children spend most of the day, and consider models therefor.

### **Week 10: Topic 7: Relationship between elementary school and community**

Study the role of educational facilities in relation to their connection with the community and significance, and consider how to engage with education as families and as citizens.

### **Week 11: Topic 8: Opening welfare facilities to the community / Collective housing and living facilities for the elderly**

Study the lifestyles of the elderly and disabled, and consider models for the facilities designed for them and their engagement with the community.

### **Week 12: Topic 9: Open-access cultural facilities**

Explore paradigms for cultural facilities that enrich our lives (art museums, libraries, etc.), studying the meaning of facilities open to people and society, and considering what forms they should take.

### **Week 13: Topic 10: Enriching community life and the role of government and other bodies in supporting it**

Discuss what makes an enriched community life, and consider the social mechanisms and people that support it.

**Week 14: Lecture: The future of regional planning and our role in it**

Building on the content discussed in Classes thus far, consider models for housing and community facilities in the context of regional planning based on understanding of the standpoints and needs of different generational groups.

**Week 15: Review**

Building on what they have learned, students give presentations on what kind of roles they should play in their lives and wider society in the future, and what they can do at the present.

**Preparation and Follow-up**

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- Preparation: Presenters should produce a summary containing an outline of the content of materials distributed, issues, and opinions. Other students should read the reference materials distributed and prepare to talk about their opinions and questions.
- Follow-up: Students should re-read the materials distributed in light of the class content and clarify/summarize how their own ideas about the class topic have changed from before to after class.

**Remarks**

Lecture/seminar content may be altered or the order changed in line with class size, interests, and the progress of discussions.