

PPD 417 History of Planning and Development

USC Price School of Public Policy
Spring 2016
Section 51139R

Mondays & Wednesdays
4:00-5:50 pm
VPD 112

Todd Gish, PhD, Instructor

gish@usc.edu

VKC 250 (knock for entry)

Office hours: Mondays 10:30-11:30 am; and by appointment

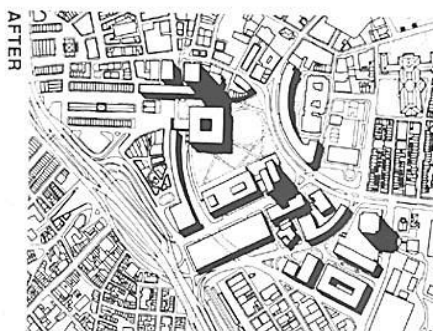
Rhea Mac, Grader / Teaching Assistant

rmac@usc.edu

Office hours: Wednesdays 12noon-1 pm, VPD lobby



Government Center, Boston, MA (before & after redevelopment)



1. OVERVIEW & OBJECTIVES

This survey course provides a general introduction to the history of city building and city planning, focusing mainly on the US in the 19th and 20th centuries. Both the private sector (real estate development and major institutions) and public sector (multiple levels of government) have played central roles, at different times and in different ways. And while humans have been building cities since the beginning of the urban era thousands of years ago, only very recently has a distinct profession of planning emerged. Understanding this history—of both places and planning methods—is an important component of any professional education in the field.

- **LEARNING OBJECTIVES:**

1. Acquire an ability to situate the profession in historical context
2. Relate the social processes of planning to the physical form of human settlements
3. Learn the basic physical elements of city-building
4. Refine the abilities to research, analyze, write, and verbally articulate opinions in class.

- **FORMAT**

- The course meets twice weekly in sessions combining lecture and discussion. You should come to class having read and reflected on all assigned readings. Be ready to discuss them, and/or to answer a question if called upon.
- This is an upper-division course, with a correspondingly high level of expectation for successful completion of all course work.

2. GENERAL RESPONSIBILITIES

University-level study is, in reality, a stage in professional life; everyone should conduct themselves accordingly. This means that the classroom is a workplace where we get things done—hopefully with some enjoyment as we learn. You're expected to arrive on time and stay for the duration; to complete assignments on time; to actively participate in discussions; and to treat your colleagues, teaching assistant and instructor with courtesy and respect. This expectation of professional conduct extends outside the classroom to any and all correspondence and meetings.

- **CLASSROOM CONDUCT**

- Attendance of class meetings, on time and for the full duration, is required.
- Once in a great while, missing a class may be unavoidable. Notifying me via email is appreciated, but does not constitute an excused absence; nor does a doctor's note.
- Phones, Blackberries, Ipods, and all other gadgets should be silenced and stowed away during class. Aside from any assigned in-class research, use of any such device will reduce your grade, as will any other distracting behavior.

- Computer use during class is limited to note-taking, and is a privilege that can be lost if abused: if your computer use is distracting me, you, or anyone else (regardless of what's on the screen) you'll be 1) asked to close it for the rest of the class session, and/or 2) asked a question to ensure your attention is being given to class. More than one such instance can result in losing classroom computer privileges for the semester, and your grade will suffer.
- BLACKBOARD
 - This course utilizes the Blackboard web platform at <https://blackboard.usc.edu>, where you'll log in with your USC ID and click on the PPD 417 module. Digital versions of course documents, announcements, and readings will be posted there.
 - Lecture Powerpoints will *not* be posted. Students are responsible for taking notes in class, or for getting notes from a classmate if you miss a session.
 - You are responsible for checking Blackboard frequently for updates and notices.
 - You will upload all your written assignments there, in addition to a bringing a printed copy to class on the due date.
- CONTACT AND CORRESPONDENCE
 - Email is the best way to contact me. I check it frequently, and usually respond within 24 hours. In your email's *subject line*, please include "PPD 417" along with the subject.
 - You are responsible for checking your USC email (@usc.edu) frequently. It is that address to which any course-related emails will be sent.
 - I'll regularly be available during office hours (see page 1), and can also arrange alternative times to meet by appointment.
 - Please communicate any concerns or problems you may be having as soon as you're aware of them, rather than waiting until later in the semester, when solutions are few or no longer possible.
- ACADEMIC ACCOMMODATIONS

Any student requesting academic accommodations based on a disability is required to register with USC Disability Services and Programs (DSP) each semester (www.usc.edu/disability). A letter of verification for approved accommodations can be obtained from DSP. Please deliver that letter to me as soon as possible—no later than Week 3. DSP is located in GFS 120. Contact information: (213) 740-0776 (phone), (213) 740-6948 (TDD only), (213) 740-8216 (fax), or via email: ability@usc.edu. *Note: it is the student's responsibility to notify the instructor with a DSP-verified request at the beginning of the semester; late requests may not be able to be accommodated.*
- ACADEMIC INTEGRITY

The University takes academic integrity very seriously, and so do I. From *SCampus*, the USC Student Guidebook: "General principles of academic integrity include and incorporate the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. **All students are expected to understand and abide by these principles.** Faculty members may include additional classroom and assignment policies, as articulated on their syllabus." For examples of violations of these and other university standards, go to <http://web-app.usc.edu/scampus/1100-behavior-violating-university-standards-and-appropriate-sanctions/>. Penalties for violating ethical standards are suitably harsh; a list of potential sanctions for cases of academic dishonesty is at http://scampus.usc.edu/files/2009/08/appendix_a.pdf. Students will be referred to the Office of Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty.

3. READINGS

All readings are required. (There are no books to purchase.) Pdf files will be posted on Blackboard; for web content, follow URL links and read the material online. Readings should be completed before the class noted, to allow for discussion. Rather than a textbook with a unified viewpoint, our reading selections are deliberately varied, from multiple authors—sometimes with differing opinions on an issue. You should read critically, and note similarities and differences. Always feel free to ask questions about the reading, either in class or elsewhere.

4. COURSE WORK

- ENGAGEMENT & CLASS CONTRIBUTION (15% of course grade)
 - Participation and active engagement in class discussions and activities is a significant component of your course grade.
 - Attendance and participation is required. If you miss (or are late to) class, leave early, are unprepared, do not actively contribute to class discussions, hold private conversations, or are texting, gaming, or web-surfing, you are not participating. Your course grade will reflect your level of participation—high, average, low, or non-existent.
 - Engagement in class can include asking questions, making observations, offering examples, and making connections between your personal and professional experience and class topics, readings, lectures, and assignments.
 - One good way to participate is to read current news stories (*outside* of class time) about urban planning and real estate development, looking for connections to historical cases we read about or see in lecture—and bring up in class. (Hint: make a few notes or a bullet list for yourself describing the similarities or relevant points you observe.)
 - One-on-one discussion with me and/or Rhea (after class or during office hours) is another way to participate.

- READINGS & QUIZZES (10% of course grade)
 - Reading of assigned texts is required, and is a prerequisite for doing well on quizzes and exams.
 - You're expected to arrive at class having completed all assigned readings. Be ready to discuss them, and/or to answer a question if called upon.
 - I recommend taking notes on main arguments and major themes and concepts, as well as jotting down any questions you have—then raising them in class for discussion. These techniques will help in your comprehension of the material.
 - Several short reading quizzes will be given throughout the semester—unannounced, at the very beginning of class. Each quiz will cover only that day's assigned reading, and is intended to encourage you to keep up. Only your five best scores will be counted, allowing room for an off day. No make-ups will be given.

- RESEARCH & WRITING ASSIGNMENTS (30% of course grade)
 - You will research and write two 5-8 page assignments. Specifics will be provided and discussed when each assignment prompt is distributed.
 - Each assignment will be turned in both (1) online, uploaded to Blackboard, and (2) in class, with a printed and stapled hard copy, on or before the due date and time (listed in the schedule below). It is late if turned in after that date and time, and will be graded down accordingly.
 - None of us was born a good writer. But this skill set is crucial for professional success, and improving it takes time and practice. Because of this, elements such as grammar, spelling, syntax, and clarity will be evaluated. If you need help, I highly recommend visiting the USC Writing Center <https://dornsife.usc.edu/writingcenter> early in the term. It is an excellent, student-friendly resource. Our grader/ TA, Rhea, is a skilled writer, and another valuable resource for you.
 - You are also strongly encouraged to meet with me and/or Rhea to discuss your work and any questions or concerns you have about the assignments—the earlier the better. Last-minute meetings are rarely helpful.

- EXAMINATIONS (45% of course grade)
 - Exams will test on material from readings, lectures, and any presentations or videos and programs seen in class. No make-ups will be given. Exam format may include any combination of true-false, multiple choice, matching, short answer, and essay questions. The final exam will be comprehensive, covering the entire semester.

5. GRADING

Your course grade will be determined by combining your level of in-class participation with your level of satisfactory completion of assignments. Anyone who does not attend class regularly will fail the course, notwithstanding the delivery of written assignments.

- The breakdown for different coursework elements is as follows:

15%	Participation & Class Contribution
10%	Reading Quizzes (total)
15%	Assignment 1
15%	Assignment 2
15%	Exam 1
15%	Exam 2
15%	Final Exam
<hr/>	
100%	Course Grade

- The University standard for undergraduate-level grades will apply (from the USC Catalogue):

A	Work of excellent quality
B	Work of good quality
C	Work of fair quality
D	Work of minimum passing quality
F	Failure to adequately complete all course work

6. SCHEDULE

(Subject to revision during the semester; check Blackboard regularly)

	Date	Topics	Due	Reading (subject to revision, addition)
Week 1	Mon 1/11	Introduction & Overview		
	Wed 1/13	Basics 1: Concepts , Definitions, Context		Morris
Week 2	(Mon 1/18)	King, Jr .Day Holiday — No Class		
	Wed 1/20	City Building in the Classical Era		Wycherly; Robinson
Week 3	Mon 1/25	Decline & Rebirth: Medieval & Renaissance Cities		Rasmussen (ideals & two cities); Girouard
	Wed 1/27	Basics 2: Reading Maps & Plans Critically		Monmonier; Klinghoffer
Week 4	Mon 2/01	Grand Manner Plans & Cities		Kostof
	Wed 2/03	Basics 3: Land & Property; Why History?		Rasmussen (land); Abbot & Adler; Schaffer
Week 5	Mon 2/08	Empire & Colony 2.0: Frontiers & Settlements		Crouch; Binder-Johnson; Baer
	Wed 2/10	MID-TERM EXAM 1	(Exam)	
Week 6	(Mon 2/15)	Presidents' Day Holiday — No Class		
	Wed 2/17	Western Expansion, New Towns, Paper Cities		Reps
Week 7	Mon 2/22	Utopias & Ideal Communities		Fourier; Hayden
	Wed 2/24	Basics 4: Map & Plan Reading (discussion)	Paper #1	
Week 8	Mon 2/29	Growing Cities, Big Plans		Spann
	Wed 3/02	City, Suburb, Region		Binford; Crawford
Week 9	Mon 3/07	Proto-Planning: Plans before “Planners”		Peterson (olmsteds); Riis; Schultz
	Wed 3/09	MID-TERM EXAM 2	(Exam)	
Spring Break – No Class				
Week 10	Mon 3/21	City Beautiful; Calls for Comprehensiveness		Smith (www)
	Wed 3/23	Birth of the Profession; Progressive reform		Peterson (quest)
Week 11	Mon 3/28	Planning by Regulating: Rules, Codes & Zones		Burgess; TBA
	Wed 3/30	Modern City, Modern Region I (Visionary/ Idealistic)		Ward; Le Corbusier; Wright
Week 12	Mon 4/04	Modern City, Modern Region II (Pragmatic/ Realistic)		Johnson
	Wed 4/06	New Deal, New Planning & the Federal Presence		Hancock
Week 13	Mon 4/11	Urban Decline, Renewal & Public Housing		Gans
	Wed 4/13	Visionary vs. Pragmatic Plans	Paper #2	
Week 14	Mon 4/18	Highways, Suburbs, & Houses		Hise
	Wed 4/20	(To Be Announced)		TBA
Week 15	Mon 4/25	Critiquing Planning		Jacobs
	Wed 4/27	Fixing Planning; Conclusions		Smart Growth Network; Downs; TBA
	Wed 5/04	FINAL EXAM @ 4:30 pm (note <u>different</u> time)	(Exam)	

Statement on Academic Conduct and Support Systems

Academic Conduct

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Section 11, Behavior Violating University Standards at <https://sjacs.usc.edu/files/2015/03/tio.pdf>. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the Office of Equity and Diversity <http://equity.usc.edu/> or to the Department of Public Safety <http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us>. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. The Center for Women and Men <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage sarc@usc.edu describes reporting options and other resources.

Support Systems

A number of USC’s schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the American Language Institute <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students. The Office of Disability Services and Programs http://sait.usc.edu/academicssupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, USC Emergency Information <http://emergency.usc.edu/> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.