DRAFT—Reading and Exam Dates to be Added. 20 Ag 14

PPD 245 *The Urban Context for Policy and Planning* Fall 2014 TTh 10-11:50, 101 RGL

Martin Krieger, RGL 317, [krieger@usc.edu](mailto:krieger@usc.edu) I am readily available. Just let me know when you want to drop by, M-F 8-3 usually works.

Most policy and planning issues, and most public administration issues in the US are geared to those who live and work in cities. Rural areas are important, and agricultural and mining may not be located within the orbit of substantial cities, but cities are the locus of finance, law, medicine, etc, so those fields are much influenced by what happens in cities. (On the other hand, cities may well depend on the hinterlands, so Chicago depended on agriculture during the 1850-1950 period. See Cronon, *Nature’s Metropolis*.

PPD 245 is meant to enable you to explore urban life through a variety of fieldwork projects, to be presented as websites. You’ve got to go out and look and see and inquire, and get a sense of how things actually work. You want to visit places outside your usual haunts and commutes. And you want to talk to people you rarely have a chance to talk with. At the end of the course, you should have the capacity to see and document and present city life in a scholarly and sophisticated way.

You will do one exercise every two weeks, presenting it in class. This is a large class, but if we devote two classes to each exercise, everyone will have enough time for a brief presentation and critique. Grades are based on those exercises, each counting equally in your final grade. Attendance is required since you will be presenting, and showing us preliminary versions of your project (in the off weeks). No credit for late submissions. You’ll have a chance to improve your work between the preliminary and final presentations.

I assume you all have a camera that makes still photographs, videos, and records sound—most likely your smartphone. If you do not have one, please let me know immediately, and we’ll solve the problem. Smartphones are more than adequate for our projects. You’ll need to master a few Google programs, and Google also provides webspace for your work.

The usual provisos re academic integrity and disability apply. They are in boilerplate at the end of the syllabus. I send all academic integrity violations to the Student Judicial people, no exceptions.

I will lecture on the regular topics, but the main focus in the course will be on your fieldwork and your presentation of that work.

USC takes the classroom as a serious place. Please turn off your cellphone beepers, and avoid answering your phone. Many of you may use your laptop to work on your project or take notes look up things, but it is best you do not do email, surf, or otherwise be inattentive. Please do not violate these rules. Zero tolerance. You will be dropped from the class. We want you to get an education. If the class is not sufficiently intense to keep your attention, let me know.

We expect you to be civil and respectful, and master those habits that will serve you well in the future. Most bosses are not enthusiastic about your attention being on your screen rather than in the meeting—you want to indicate you understand the demands of the world of work and bureaucratic authority.

Schedule

26,28 Ag Introduction

2,4 Se **Experience**

9,11Se

16,18Se **Form**

23, ~~25Se~~

30,2Oct **Moving**

7,9Oct

14,16Oct **Economy**

21,23Oct

28,30Oct **People and Nature**

4,6Nov

11,13Nov **Sorting**

18,20Nov

25Nov **Politics**

2,4 Dec Politics, **Review**

Topics

1. What do we mean by “**the urban context**?”

Origins and the idea of cities (and states and nations). Artifacts of early Los Angeles

US vs. other richer countries, vs. less developed countries. Many of our examples will be comparative, NY, LA, Chicago, Atlanta, and cities in other parts of the world, and the cities you come from

**Documenting and presenting visually, video, sound**. Using a website or PowerPoint. Text and captions.

1. The **Experience of City Life**

The Public Sphere, The Private Spheres

Public Health, Public Order

The notion of a Place

Social Life

1. **Form and function of cities** (commonalities and differences)

The suburb, the country, the production by cities and their consumption of imported goods

Culture, government, transactional business

Employment—people work for a living, often for other people or firms.

Ideal and utopian cities

1. **Moving around**—Walking and People-Powered methods

Transit—work/home commute

The Automobile

Rural-urban migration, cities as nexuses

Infrastructure—roads, water, power, …

Communication, mass and individual, person to person and other such

1. The **Economy of Cities** (in states, nations, and the world)

Industry, globalization

Diversity, specialization

Location and land use, reuse, destruction

Housing, Jobs, Schools, Services

Why do cities decline? The decline of nations.

**Globalization**, and its current meanings

Colonies and hegemonies

1. Family life and **life cycle** in a city

Migration and birth and death

Health and medicine

6a. Cities as part of **Nature**

City ecologies

Waste, water, burial, security, food and materials

1. **Sorting, agglomeration**, segregation, ghettos and districts,

Neighborhoods, enclaves, nonspatial agglomerations, religion, race, etc.

How the other halves live

The left outs—elderly, disabled, people of color, family life, children

Class. Why are people poor in cities (vs. rural areas)?

The working poor, the poor, the destitute

The top one-percent.

1. **Politics** that is local vs. national

Services—garbage, water, safety, utilities

The kindness of strangers, made bureaucratic

Your assignments will be to take the week’s particular topic and document it in actual places and situations, mostly likely in Los Angeles. I will show you how to do this early on. We’ll do this in two-week units, so you will have seven projects. All will be equally weighted in your grade, and your participation is part of the project grade for that two-week period.

Grading: 14% per project, A’s for excellent, B’s for good, etc.

**Statement for Students with Disabilities**

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to TA) as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. Website and contact information for DSP: <http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html>, (213) 740-0776 (Phone), (213) 740-6948 (TDD only), (213) 740-8216 (FAX) [ability@usc.edu](mailto:ability@usc.edu).

**Statement on Academic Integrity**

USC seeks to maintain an optimal learning environment. General principles of academic honesty include  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. *SCampus*, the Student Guidebook, ([www.usc.edu/scampus](http://www.usc.edu/scampus) or <http://scampus.usc.edu>) contains the University Student Conduct Code (see University Governance, Section 11.00), while the recommended sanctions are located in Appendix A.

**Emergency Preparedness/Course Continuity in a Crisis**

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies.