

PPD 227 Urban Planning and Development

University of Southern California
School of Policy, Planning, and Development
Spring 2010
Section 51103R

Mondays & Wednesdays
8:00-9:50am
RGL 100

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RGL 107-A (Lewis Hall, through student lounge)
Mondays 11am-12 noon, and by appointment

1. Course and Objectives

Urban planning and development are powerful and complex enough to influence modern life in ways too numerous to list. Whether or not you eventually choose a career in this field, we are all consumers of planning and development—the outcomes (good, bad and otherwise) of countless debates and decisions involving public policy, private investment, community participation, political wrangling, and other messy forces continuously shaping and reshaping the physical environment of our streets, parks, neighborhoods, buildings and homes. A basic understanding of the processes and practices at work will help anyone become a better-informed urban citizen, and, perhaps in the future, a trained professional taking part in the action. Though the emphasis of this course is on planning, the corresponding force of development will be a regular topic as well.

Planning and development together comprise the city-building process, a phenomenon too diverse and multifaceted to completely cover in a single course. PPD 227 will provide an introduction to this important subject. Objectives are to:

- Give an overview of the relationship between urban planning and urban development
- Introduce the main sub-fields of professional planning
- Introduce the tools and techniques of professional planning
- Introduce the major theories informing planning practice, and
- Develop students' abilities to identify, analyze and discuss the key actors, concepts, and techniques at work in planning and development case studies.

2. Course Responsibilities

Your first day of college was, in reality, the first day of your professional life; everyone should conduct themselves accordingly. This means that the classroom is a kind of "office" where we get things done—hopefully with some enjoyment as we learn. As in any workplace, 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 and instructor with courtesy and respect. This expectation of professional conduct extends outside the classroom to any and all email correspondence and meetings during office hours.

- Classroom Conduct
 - Attendance of class meetings is required.
 - Cell phones, PDAs, Blackberries and all similar devices will be silenced and stowed away. There will be no texting, gaming, phone calls, or web-surfing during class. Use of computer or other device for anything other than note-taking will reduce your grade.

- Computer use is limited to note-taking. If your laptop is open, you must sit in the front rows. (Charge the battery before class, since power outlets are limited.)
- Contact and Correspondence
 - Email is the best way to contact me. I check it frequently, and usually respond within 24-48 hours, sometimes faster.
 - You are responsible for checking your USC email frequently. It is that address (not personal email addresses) to which I'll be sending occasional emails with information about class that students will be responsible for.

- Academic Integrity

The University takes academic integrity very seriously, and so do I. General principles of academic honesty include: the concept of respect for the intellectual property of others; the expectation that all work is individual work, unless otherwise allowed by the instructor; and the obligations to both protect one's own academic work from misuse as well as to not represent another's work as one's own.

For a description of offenses and consequences, see *SCampus*, the student guidebook; it contains the university student conduct code under "University Governance" in Section 11.00, while the recommended sanctions are located in Appendix A (<http://web-app.usc.edu/scampus/university-governance>). Students will be referred to the Office of Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty.

- Students with Disabilities

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 of the semester. DSP is located in STU 301; telephone (213) 740-0776.

3. Required Texts

Textbooks are available at the USC bookstore. If you purchase from another source, make certain that you get the *correct edition*.

- John M. Levy, Contemporary Urban Planning, Eighth Edition (Upper Saddle River, NJ: Prentice Hall, 2009)
- William Fulton & Paul Shigley, Guides to California Planning, Third Edition (Point Arena, CA: Solano Press, 2005)
- Any additional required readings will be posted on Blackboard (enough in advance to be read for the class meeting).

4. Course Work

- Participation (10%)
 - Attendance and participation in class meetings is required. If you miss (or are late to) class, are unprepared, do not actively contribute to class discussions, or are texting or web-surfing, you are not participating.
 - Using any electronic device for anything other than note-taking will reduce your grade.
 - Participation in discussions includes making observations, asking questions, volunteering examples, and (best of all) drawing connections between the theme, concept or project under discussion and other instances from any of our readings, lectures, or previous discussions.
- Presentation (5%)
 - Each student will make one brief (approximately 5-minute) presentation over the course of the semester. Two or three of these short presentations will help guide class discussion on certain days.
 - This will be a summary of either:
 - (a) a written-assignment case study, or
 - (b) a news story covering a relevant planning or development topic.

- A one-page, bulleted list of key information will be prepared by the student to work from, then turned in for credit.
- Readings & Quizzes (10% total)
 - Reading the required texts is expected, and is a prerequisite for doing well on quizzes and exams.
 - You should come to class each Monday having completed that week's assigned readings. I recommend taking notes on major points, themes, and concepts, as well as jotting down any questions you have—then raising them in class during discussion. Both techniques will help in your comprehension of the material.
 - Six (6) short quizzes will be given (*unannounced*) throughout the semester. Each quiz will cover only that week's assigned reading, and is intended to gauge your grasp of the material and encourage you to keep up. No make-ups will be given, and the lowest score of the six will be dropped—allowing you to miss one without penalty.
- Assignments (30% total)
 - You will research and write two short (4-6 page) assignments, each of which will allow you to demonstrate investigatory, analytical, and communications skills as you examine a planning and development topic or case study. Specifics will be provided and discussed when assignments are distributed.
 - Due dates are listed in the schedule below. Assignments are late if turned in after the announced due date and time. Late assignments will be marked down accordingly, and the grade deduction will increase each day until turned in.
- Examinations (45% total)

Both the mid-term and final exams will test on material from readings, lectures, and any guest presentations or video programs seen in class. No make-up exams will be given, except in the case of documented illness (evidenced by a signed doctor's note). Format may include any combination of multiple choice, short answer, or essay. The final exam will be comprehensive, covering the entire semester.

5. Grading

- The breakdown for different parts of the course work is as follows:

10%	Participation	(attendance; active classroom contribution)
05%	Presentation	
10%	Reading quizzes	(2% each for five)
30%	Assignments	(15% each for two)
20%	Mid-term Exam	
25%	Final Exam	
100%	Course Grade	
- The University standard for undergraduate-level grades will apply (*source: 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 of Topics and Responsibilities: (subject to revision)

Week 1 January 11, 13	Course Introduction; What is Planning and Development? <ul style="list-style-type: none"> Syllabus review Basics of Planning and Development; Themes for analysis Readings <ul style="list-style-type: none"> Levy, "Preface" and Chapter 1 Fulton, Chapter 1
Week 2 January (18,) 20	Planning History I <ul style="list-style-type: none"> <i>NO CLASS on Monday, January 18</i> Historical arc of US settlement, urbanization, suburbanization, and early planning Readings <ul style="list-style-type: none"> Levy, Chapters 2, 3, 17, 18 (pp 361-363)
Week 3 January 25, 27	Planning History II <ul style="list-style-type: none"> Historical arc of planning's professionalization and expansion in the US Readings <ul style="list-style-type: none"> Levy, Chapter 4 Fulton & Shigley, Chapter 3
Week 4 February 1, 3	Planning's Legal Foundations <ul style="list-style-type: none"> Legal basis for planning and public regulation of private development Land uses and conflicts Readings <ul style="list-style-type: none"> Levy, Chapter 5 Fulton & Shigley, Chapter 15 <u>Assignment #1 Distributed</u>
Week 5 February 8, 10	Planning, Politics & Decision-making <ul style="list-style-type: none"> The complex process of choice, conflict and compromise among multiple stakeholders Readings <ul style="list-style-type: none"> Levy, Chapters 6, 7, 19 (pp 411-420) Fulton & Shigley, Chapters 4, 5
Week 6 February (15,) 17	Planning Tools & Practices I <ul style="list-style-type: none"> <i>NO CLASS on Monday, February 15</i> Comprehensive planning; General Plans Readings <ul style="list-style-type: none"> Levy, Chapters 8, 19 (pp 402-410) Fulton & Shigley, Chapter 6 <u>Approved topic for Assignment #1 Due</u>
Week 7 February 22, 24	Planning Tools & Practices II <ul style="list-style-type: none"> Zoning; Subdivision regulations; Specific Plans; Development Agreements Readings <ul style="list-style-type: none"> Levy, Chapter 9 Fulton & Shigley, Chapters 7, 8, 10, 12
Week 8 March 1, 3	Mid-Term Exam <ul style="list-style-type: none"> <u>Exam on Monday, March 1</u> No readings this week

Week 9 March 8, 10	Urban Design <ul style="list-style-type: none"> Shaping the public realm; “Designing cities without designing buildings”; place-making Readings <ul style="list-style-type: none"> Levy, Chapter 10 Fulton & Shigley, Chapter 18 <u>Assignment #1 Due on Wednesday, March 10</u>
Week 10 (March 15, 17)	Spring Break <ul style="list-style-type: none"> <i>NO CLASS this week: Enjoy!</i>
Week 11 March 22, 24	Urban Renewal & Community Development <ul style="list-style-type: none"> Attempts to revitalize aging urban areas; gentrification; affordable housing Readings <ul style="list-style-type: none"> Levy, Chapter 11; review Chapter 7 (pp108-118) Fulton & Shigley, Chapters 15, 16
Week 12 March 29, 31	Transportation & Infrastructure <ul style="list-style-type: none"> Capital improvements and public financing Urban systems & urban form Readings <ul style="list-style-type: none"> Levy, Chapter 12; review Chapter 9 (pp137-140) Fulton & Shigley, Chapters 19, 20; review Chapter 10 <u>Assignment #2 Distributed</u>
Week 13 April 5, 7	Economic Development <ul style="list-style-type: none"> Inter-place competition; local financing strategies; fiscal planning Readings <ul style="list-style-type: none"> Levy, Chapter 13; review Chapter 9 (pp148-149;164-165) Fulton & Shigley, Chapter 14
Week 14 April 12, 14	Growth Management <ul style="list-style-type: none"> Attempts to direct and shape continuing growth; “Smart Growth” Readings <ul style="list-style-type: none"> Levy, Chapter 14 Fulton & Shigley, Chapters 11, 17
Week 15 April 19, 21	Environmental Planning & Sustainability <ul style="list-style-type: none"> Energy and environmental concerns; public review process Readings <ul style="list-style-type: none"> Levy, Chapter 15 Fulton & Shigley, Chapters 9, 22
Week 16 April 26, 28	Regional Planning & Course Conclusion <ul style="list-style-type: none"> Metropolitan, extra-municipal concerns and agencies Lessons drawn from the Course Readings <ul style="list-style-type: none"> Levy, Chapter 16 Fulton & Shigley, Chapter 25 <u>Assignment #2 Due on Wednesday, April 28</u>
Monday, May 10	Final Examination <ul style="list-style-type: none"> Exam from <u>11:00am-1:00pm</u> (<i>note different time</i>)

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END OF SYLLABUS

SAMPLE SPRING 2010 - SUBJECT TO REVISION