COURSE OBJECTIVES

While humans have been planning cities since the beginning of the urban era, only recently has a distinct profession of (city and) urban planning emerged. Understanding the history of a profession is an important component of any professional education. This course provides an overview of planning history, focusing on the twentieth-century and the United States but drawing on examples from around the world.

The course’s learning objectives are:

1. Acquire an ability to situate the profession in historical context
2. Develop one’s ability to use scholarly and primary materials related to planning history
3. Relate the social processes of planning to the physical form of human settlements
4. Refine one’s ability to write, work in groups, and verbally articulate opinions in class.

The course is structured so we will have plenty of time to discuss and analyze assigned readings. The assignments require you to delve into the history of the profession through the development and accomplishment of a relevant paper topic as well as to work with colleagues to analyze and articulate a community’s history.

Such a course is by definition a series of choices. I have structured the course to allow students to delve into topics of interest to them while everyone examines some fundamental concerns. We will achieve this goal by having regular class readings, lectures and discussions as well as group projects writing a history of community. I have kept the class readings as slim as possible to allow individuals to have time to research their chosen topic.

The two-unit courses move very rapidly. You need to focus on the assignments in an orderly and persistence manner or you will not receive a good grade. The instructor will regularly assess progress and solicit student feedback regarding the course. If necessary the syllabus will be revised to make it more suitable.

COURSE FORMAT

This course meets twice a week in sessions that combine lecture and discussion. My presumption is that each day you will come to class having read and reflected on that day’s readings.

ACADEMIC INTEGRITY

Academic integrity is a subject I take very seriously in my own work; I expect you to do the same and act ethically and maturely. Any student who cheats damages the credibility of all those associated with USC. 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 avoid using another’s work as one’s own. All students are expected to understand and abide by these principles.

Scampus, the student guidebook, contains the university student conduct code under “University Governance” in Section 11.00, while the recommended sanctions are located in Appendix A (www.usc.edu/dept/publications/SCAMPUS/gov). Students will be referred to the Office of Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The review process can be found at www.usc.edu/student-affairs/SJACS.
STUDENTS WITH DISABILITIES
Any student requesting academic accommodations based on a disability must 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 as early in the semester as possible. DSP is located in STU 301 (open 8:30-5:00 Mon-Fri, 213.740.0776).

REQUIRED TEXTS
- Carl Smith, Daniel Burnham and the Plan of Chicago.
- Other course readings are pdfs on Blackboard.

If you have trouble accessing these readings, you need to tell me immediately since a failure to access them is not a reason for not reading them. I have tried to keep the reading reasonable. I have recommended a few readings in specific sessions that shed important light on the topic.

GRADING

Participation (15%) – throughout the eight-week session
Attendance is mandatory. Anyone who does not attend regularly will be given a failing grade even if they complete the assignments. Participation is an evaluation of how you contribute to class discussions, group projects, and other class activities. The valuable participant is one who helps classmates understand the material.

Considering Urban Form (20%) – September 7
Locate a space that illuminates the history of planning in Los Angeles. Create a realistic and metaphorical graphic representation of the space. The representation is the product, and should illustrate why you have chosen the space and its importance. You can create a drawing or a photographic/video “impression” of it. You may decide how long it needs to be (or what shape).

Preface to a Plan (30%) – September 21
Groups will take a contemporary community plan and rewrite or write a preface that examines the history of the community. Many plans have barebones efforts from which you can start. Your job is to improve upon what is there (hint: if you pick a great history that may be hard to improve). You should produce a 4-6 page illustrated brochure the city could share with its residents.

Planning History Paper (35%) – October 12
Complete a 10-15 page paper delving into a person, event, or idea in planning history. This paper should rely on scholarly and professional planning materials.

COURSE SCHEDULE (subject to revision during the semester as necessary)

Tues, Aug 24 (1) Origins of Professional Planning: when did urban planning originate, and why? While we can date urban planning’s origins to 1909, the story is more complicated than that.

READINGS: Schultz

Thurs, Aug 26 (2) What is a City? Planning and Form: Before we delve deeply into the 20th century city, let’s consider the shifting definitions of city, and how they are related to the evolving urban form.

READINGS: Lynch; Kostof; Plan of Chandigarh

Tues, Aug 31 (3) Chicago: Industrial cities and the Beginning of Planning: Daniel Burnham was symbolic of a generation of rural Americans who moved to the city and emerged as professionals and civic leaders amid the development of a new style of city.

READINGS: Smith; Plan of Chicago (Recommended: Spain)

Thurs, Sept 2 (4) Plan of Chicago 1909: For what area do we plan? What are the values embedded in that plan? Using the 1909 Plan for Chicago, we will discuss scale and purpose.

READINGS: Smith; Plan of Chicago

Tues, Sept 7 (5) Public Space to Playgrounds and Parks: As example of emerging approaches to planning—the park.

READINGS: Olmsted (1871); Hargreaves Plan for Cal. State Park

** CONSIDERING URBAN FORM DUE SEPT 7 **
Thurs, Sept 9 (6) Enforcing the Plan: During the early years of planning, the profession developed both instruments of vision (plans) and enforcement tools (zoning).

READINGS: Fischel

Tues, Sept 14 (7) Regionalism and Federal Policy: Federal authorities rarely considered cities until the 1930s, then what happened? The development of standards and its impact on policy.

READINGS: Hise; Redlining (Recommended: Talen)

Thurs, Sept 16 (8) Big Plans to Renew the City: Mid-century planners confidently used modern planning and architecture in a massive effort to reshape the city. It didn’t work as they planned.

READINGS: Gans; Anderson

Tues, Sept 21 (9) Recreating American Transportation for a Suburban Age: The national Highway System both codified the auto-centric city and created many new development opportunities.

READINGS: Ellis; “Mass Transit Concept Maps”

** GROUP PROJECT DUE SEPT 21 **

(REMEMBER TO BRING COPIES FOR CLASSMATES)

Thurs, Sept 23 (10) Consumers, Commerce and the City: In the 1950s, consumer culture moved to a new plateau, represented by the development of the shopping mall, emergence of credit cards, and rapid expansion of housing.

READINGS: Jackson; Gillette; Hayden; Master Plan of Irvine CA (1959)

Tues, Sept 28 (11) Balancing Physical and Social Planning: The consequences of urban renewal propelled a new emphasis on community participation and a focus on the social side of planning.

READINGS: Frieden; Jacobs

Thurs, Sept 30 (12) Balancing Physical and Social Planning (finish lecture & discussion)

READINGS: [none—work on papers]

Tues, Oct 5 (13) Postmodern Las Vegas, Seaside: What are our current urban models? Do we embrace the lights and whistles of Las Vegas or the porches and alleyways of Seaside?

READINGS: Rybczynski; Las Vegas City Center

Thurs, Oct 7 (14) Global Cities, Local Problems: We are now an urban world. How does that change how we view planning the city?

READINGS: Fishman; Master Plan of Curitiba, Brazil (1968)

Tues, Oct 12 (15) Challenged by Growth and Flight: Cities today are either struggling with growth, such as those in China, or with contraction, such as many cities along the American industrial belt. Both situations call for innovative and imaginative planning.

READINGS: Hall

** PLANNING PAPER DUE OCT 12 **

Thurs, Oct 14 (16) Class conclusion.

READINGS: [none]
READINGS

5. Spain, Daphne. “Boston, the Cradle of Redemptive Places.” In D. Spain, How Women Saved the City (Minneapolis: University of Minnesota Press, 2001), 174-204.
READINGS (cont.)


26. Master Plan of Curitiba, Brazil (1968): [http://www.lumes.lu.se/database/alumni/06.08/thesis/Andrea_Cinquina.pdf](http://www.lumes.lu.se/database/alumni/06.08/thesis/Andrea_Cinquina.pdf)