

PPD 533 History of Planning and Urban Form

University of Southern California
Sol Price School of Public Policy
Fall 2013 (First half of semester)
Section 51344

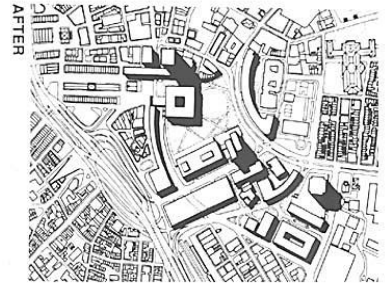
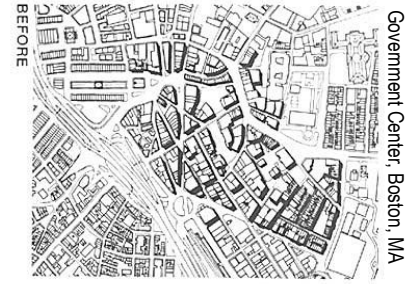
Tuesdays & Thursdays
10:00-11:50am
RGL 101

Todd Gish, PhD, Instructor

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RGL 107-A (Lewis Hall, through student lounge)
Office hours: Tuesdays 1-2pm; and by appointment

Jovanna Rosen, MCP, Teaching Assistant

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Office hours: Thursdays 1-2pm @ RGL 2nd floor corridor tables



OVERVIEW & OBJECTIVES

While humans have been planning and building cities since the beginning of the urban era thousands of years ago, only recently has a distinct profession of (city and) urban planning emerged. Understanding a profession's history is an important component of any professional education. This course provides an overview of planning history, focusing on the US in the twentieth century, but drawing examples from elsewhere, too.

- **LEARNING OBJECTIVES:**
 1. Acquire an ability to situate the profession in historical context
 2. Develop an ability to use scholarly and primary resources 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.
- **FORMAT**
 - This course meets twice weekly in sessions that combine lecture and discussion. You should come to class having already read and reflected on that day's assigned reading.
 - Readings have been kept slim in order to provide more time for several writing assignments.
 - The 2-unit MPL courses (such as this one) move very rapidly across 7-1/2 weeks. Be prepared to read, write, and work from day one. You need to focus on all assignments in an orderly and persistent manner or you will not earn a good grade in the course.

COURSE RESPONSIBILITIES

Graduate study is 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 and instructor with courtesy and respect. This expectation of professional conduct extends outside the classroom to any and all correspondence and meetings.

- **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 533 module. Digital versions of course documents, announcements, and supplementary readings will be posted there.
 - 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, state your name and which section (morning or afternoon) of 533 in which you're enrolled.
 - 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.

- 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. DSP is located in STU 301 and is open 8:30am to 5pm, Monday through Friday. Contact information: (213) 740-0776 (phone), (213) 740-6948 (TDD only), (213) 740-8216 (fax), or via email: ability@usc.edu.

- 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/2011/08/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.

In particular, the University recommends strict sanctions for plagiarism defined (in part) below:

11.11

- A. The submission of material authored by another person but represented as the student's own work, whether that material is paraphrased or copied in verbatim or near-verbatim form.
- B. The submission of material subjected to editorial revision by another person that results in substantive changes in content or major alteration of writing style.
- C. Improper acknowledgment of sources in essays or papers.

Note: Culpability is not diminished when plagiarism occurs in drafts which are not the final version. Also, if any material is prepared or submitted by another person on the student's behalf, the student is expected to proofread the results and is responsible for all particulars of the final draft.

11.12

- A. Acquisition of term papers or other assignments from any source and the subsequent presentation of those materials as the student's own work, or providing term papers or assignments that another student submits as his/her own work.

- Every student will log on to http://www.usc.edu/libraries/about/reference/tutorials/academic_integrity/ and take a short (20-minute) tutorial covering academic integrity at USC. Once you have done this successfully, **download the certificate of completion and bring to class on Thursday, August 29.**

READINGS

All readings are required. The reading list below notes both texts and web content: pdfs are posted on Blackboard, and for web content, follow URL links. (There are no books to purchase.) Readings should be completed before class to allow for discussion.

COURSE WORK & GRADING

- 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 in class meetings 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-on-one discussion with me or the teaching assistant (after class or during office hours) is another way to participate.
- WRITING ASSIGNMENTS
 - Writing clearly is a critical part of planning practice, and this course stresses this importance in a variety of assignments.
 - None of us was born a good writer. But this skill set is crucial for success in the planning field, and improving it takes time and practice. If you need help, I highly recommend visiting the USC Writing Center <http://dornsife.usc.edu/writingcenter/information-for-students> **early** in the term. It is an excellent, student-friendly resource. Also, your TA is a skilled writer and editor, and another valuable resource for you.

- All assignments 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). Work is late if turned in after that, and will be graded down accordingly.

1) INTRODUCTORY ESSAY (10% of course grade)

Why should planners—professionals concerned with the future—study history, which looks at the past? Or should they? Write a 2 to 3-page paper describing your initial opinion on the importance (or lack thereof) of history and historical understanding of the past for practicing planners. Feel free to use examples and draw on your personal, academic, and/or professional experience, as well as other sources. This is an opinion essay: do not be concerned with factual accuracy. At this early stage, I want (i) your well-considered point of view, and (ii) a sample of your best-effort writing, to help me assess your skill level.

- Format: 11-12 point font; double-spaced; 1-inch margins; paginated; page limit *not* exceeded; any sources fully cited (bibliography *not* included in page limit); identified on first page (name, date, PPD 533-51344 and assignment number); name on subsequent pages.

2) HISTORICAL PLAN PREFACE / ILLUSTRATED BROCHURE (25% of course grade; *Group project*)

Groups will take a contemporary community plan and write (or re-write) an historical preface that examines that community's history. Many plans already have barebones efforts from which to start. Your job is to greatly improve upon what historical background is there already. (Hint: a plan with an already-great history will be difficult to improve upon.) You'll produce a 6 to 8-page illustrated brochure that the local government could share with its residents. The full assignment prompt will follow.

3) PEER REVIEW MEMORANDUM (15% of course grade)

Learning to critique a peer's work is an essential part of developing a professional perspective. No one enjoys saying critical things about a colleague's work—but if we don't, that work will not improve. All work can get better, and helping in this process makes us more successful practitioners. You'll write a concise 2-page memo to one group, reviewing its illustrated brochure. The full assignment prompt will follow.

4) HISTORY PAPER (35% of course grade)

You'll write an approximately 6-page paper using course readings to examine an issue in contemporary planning from an historical perspective. The full assignment prompt will follow.

• GRADES

- 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 class, notwithstanding the delivery of written assignments. Course grades will be calculated using the following table of total points:

Minimum	Maximum	Grade	
930	1000	A	
900	929	A-	
860	899	B+	
830	859	B	
800	829	B-	
760	799	C+	
730	759	C	Minimum passing for graduate credit *
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700	729	C-	Failing grade for graduate credit *
650	699	D	
0	649	F	

* From the University standard for graduate-level courses (*USC Catalogue*).

SCHEDULE

(Subject to revision during the semester)

<p>Tuesday, Aug 27 #1</p>	<p>Origins of Professional Planning</p> <p>When did planning begin, and why? While we can date significant milestones in the profession to 1909, the story is more complicated than that.</p> <ul style="list-style-type: none"> • Reading: <i>Schultz</i>
<p>Thursday, Aug 29 #2</p> <p>**DUE DATE</p>	<p>Cities and Urban Form</p> <p>We'll consider shifting definitions of "city," and how they relate to evolving urban form.</p> <ul style="list-style-type: none"> • Reading: <i>Kostof; Lynch; Plan of Chandigarh</i> <p>>>> <u>Printed completion certificate for online Academic Integrity tutorial due @ beginning of class</u></p> <p>Tutorial is at http://www.usc.edu/libraries/about/reference/tutorials/academic_integrity/</p>
<p>Tuesday, Sept 3 #3</p> <p>**DUE DATE</p>	<p>Planning Emerges</p> <p>A generation of men and women moved from the country to the city and emerged as professionals and civic leaders as a new kind of urban environment developed in the booming industrial city.</p> <ul style="list-style-type: none"> • Reading: <i>Spain</i> <p>>>> <u>Assignment #1 due @ beginning of class (both print & upload)</u></p>
<p>Thursday, Sept 5 #4</p>	<p>The Plan</p> <p>For what area to we plan? And what values are embedded in a plan? Using the 1909 Plan of Chicago, we discuss scale and purpose in planning.</p> <ul style="list-style-type: none"> • Reading: <i>Plan of Chicago</i> essay
<p>Tuesday, Sept 10 #5</p>	<p>Parks and Public Space</p> <p>One of planning's original concerns remains important in emerging approaches to planning—the park and urban open space.</p> <ul style="list-style-type: none"> • Reading: <i>Olmsted; New York City park designs</i> <p>>> Also, focused presentations by experts at the USC social science and digital libraries to demonstrate resources useful in your research projects. <<</p>
<p>Thursday, Sept 12 #6</p>	<p>Enforcing the Plan</p> <p>Early on, the profession devised both instruments of vision (the plan) and tools to enforce that vision (regulations, such as zoning).</p> <ul style="list-style-type: none"> • Reading: <i>Fischel</i>
<p>Tuesday, Sept 17 #7</p>	<p>Regionalism and Federal Policy</p> <p>Federal authorities rarely considered cities until the 1930s. What happened to propel urban areas onto the national policy agenda?</p> <ul style="list-style-type: none"> • Reading: <i>Hise; Redlining in Philadelphia; (Talen recommended)</i>
<p>Thursday, Sept 19 #8</p> <p>**DUE DATE</p>	<p>Big Plans to Renew the City</p> <p>Mid-century planners confidently used modernist planning and architecture in a massive effort to reshape the aging central city. But this strategy was at best a limited success, with unexpected outcomes.</p> <ul style="list-style-type: none"> • Reading: <i>Gans; Anderson; Plan for Chavez Ravine</i> <p>>>> <u>Assignment #2 due @ beginning of class (both print & upload)</u></p>

<p>Tuesday, Sept 24 #9</p> <p>**DUE DATE</p>	<p>Group Presentations</p> <p>Each group will give a brief presentation of its document (Assignment 2), for discussion and critique.</p> <ul style="list-style-type: none"> Reading: <i>review all brochures on Blackboard, in addition to the assigned written critique.</i> <p>>>> <u>Assignment #3 due @ beginning of class (both print & upload)</u></p>
<p>Thursday, Sept 26 #10</p>	<p>American Transportation for a Suburban Age</p> <p>The national highway system codified the automobile-centric city, and created new development opportunities. Half a century later, planners are trying to undo some of that “success.”</p> <ul style="list-style-type: none"> Reading: <i>Ellis; LA Mass Transit concept maps</i>
<p>Tuesday, Oct 1 #11</p>	<p>Consumers, Commerce and the City</p> <p>In the 1950s, mass consumer culture moved to a new plateau, reflected in emergence of the shopping mall and rapid expansion of the planned community.</p> <ul style="list-style-type: none"> Reading: <i>Jackson; Gillette; Hayden; Master Plan of Irvine</i>
<p>Thursday, Oct 3 #12</p>	<p>Balancing Physical and Social Planning</p> <p>Urban renewal's many problems generated new emphasis on community participation in planning, in attempts to improve social outcomes.</p> <ul style="list-style-type: none"> Reading: <i>Jacobs; Frieden</i>
<p>Tuesday, Oct 8 #13</p>	<p>Urban Observation: Walking Tour</p> <p>It helps to get out and look around. We'll do a walking tour around the edge of the university and discuss examples of class topics in the field, and change over time.</p> <ul style="list-style-type: none"> Reading: <i>[To be announced]</i>
<p>Thursday, Oct 10 #14</p> <p>**DUE DATE</p> <p>< time warning ></p>	<p>Planning Revolution, or Not?</p> <p>Are more recent trends and movements such as New Urbanism and Smart Growth really changing planning and places, or just “business as usual”?</p> <ul style="list-style-type: none"> Reading: <i>Inam; Rybczynski, Plan of Seaside</i> <p>>>> <u>Assignment #4 due @ beginning of class (both print & upload)</u></p> <p>< An evening football game will bring much traffic to campus, starting mid-day. Students with afternoon or evening classes should prepare, and allow extra time to arrive at campus early.></p>
<p>Tuesday, Oct 15 #15 (Last day)</p>	<p>Challenges of Growing and Shrinking Cities</p> <p>Cities today struggle with either growth or contraction, and both problems call for innovative and imaginative planning.</p> <ul style="list-style-type: none"> Reading: <i>Hall; Fishman</i>

(Note: Schedule is subject to revision during the semester.)

READING LIST

(pdfs are posted on Blackboard; for web content, follow URL links)

1. Schultz, Stanley. "Promoting Public Works." In S. Schultz, *Constructing the Urban Culture: American Cities and City Planning, 1800-1920* (Philadelphia: Temple University Press, 1989), 153-182.
- 2a. Lynch, Kevin. "Dimensions of Performance." In K. Lynch, *A Theory of Good Urban Form* (Cambridge: MIT Press, 1981), 111-120.
- 2b. Kostof, Spiro. excerpts. In S. Kostof, *The City Shaped* (Boston: Bulfinch Press, 1991), pp. 29-41.
- 2c. Plan of Chandigarh: http://chandigarh.gov.in/knowchd_gen_historical.htm and http://chandigarh.gov.in/knowchd_map.htm.
3. Spain, Daphne. "Boston, the Cradle of Redemptive Places." In D. Spain, *How Women Saved the City* (Minneapolis: University of Minnesota Press, 2001), 174-204.
4. Encyclopedia of Chicago. Plan of Chicago (1909) and interpretive digital essay, at <http://www.encyclopedia.chicagohistory.org/pages/10537.html>
- 5a. Olmsted, Frederick. "Public Parks and the Enlargement of Towns" (1871). In C. E. Beveridge and C. F. Hoffman, eds., *The Papers of Frederick Law Olmsted, Vol. 1 Supplementary Series: Writings on Public Parks, Parkways, and Park Systems* (Baltimore: Johns Hopkins University Press, 1997), pp. 171-205.
- 5b. City of New York Parks and Recreation, essay on Olmsted's parks accessible at: <http://www.nycgovparks.org/about/history/olmsted-parks>
6. Fischel, William A. "An Economic History of Zoning and a Cure for its Exclusionary Effects," *Urban Studies* (February 2004) 41/2: 317-340.
- 7a. Hise, Greg. "Homebuilding and Industrial Decentralization in Los Angeles: The Roots of the Post-World War II Urban Region." In MC Sies and C. Silver, *Planning the Twentieth-Century American City* (Baltimore: Johns Hopkins University Press, 1996), 240-261.
- 7b. Redlining in Philadelphia, Introduction, maps, data forms (1937). Accessible at: http://cml.upenn.edu/redlining/HOLC_1937.html and http://cml.upenn.edu/redlining/HOLC_intro.html.
- 7c. Talen, Emily. "Beyond the Front Porch: Regionalist Ideals in the New Urbanist Movement." *Journal of Planning History* 7/1 (February 2008), pp. 20-47. (Recommended reading)
- 8a. Gans, Herbert J. "Redevelopment of the West End." In HJ Gans, *The Urban Villagers: Group and Class in the Life of Italian-Americans* (New York: Free Press, 1962), pp. 323-346.
- 8b. Anderson, Martin. "The Federal Bulldozer." In J. Q. Wilson, ed., *Urban Renewal: The Record and the Controversy* (Cambridge: MIT Press, 1966), pp. 491-508.
- 8c. SoCal Focus. Chavez Ravine. Accessible at http://www.kcet.org/updaily/socal_focus/history/la-as-subject/history-of-chavez-ravine.html
- 10a. Ellis, Cliff. "Professional Conflict over Urban Form: The Case for Urban Freeways, 1930-1970." In M.C. Sies and C. Silver, *Planning the Twentieth-Century American City* (Baltimore: Johns Hopkins University Press, 1996), pp. 262-282.
- 10b. Los Angeles County Metropolitan Transportation Authority. Past Visions of L.A.'s Transportation Future: Mass Transit Concept Maps. Accessible at: <http://www.metro.net/about/library/archives/visions-studies/mass-rapid-transit-concept-maps/>
- 11a. Jackson, Kenneth T. "The Drive-in Culture of Contemporary America." In K. T. Jackson, *Crabgrass Frontier: The Suburbanization of the United States* (New York: Oxford University Press, 1985), pp. 246-271.
- 11b. Gillette, Howard. "Evolution of the Planned Shopping Center in Suburb & City." *Journal of the American Planning Association* 51/4 (1985): pp. 449-460.
- 11c. Hayden, Dolores. "Sitcom Suburbs." In D. Hayden, *Building Suburbia: Green Fields and Urban Growth, 1820-2000* (New York: Vintage Books, 2003), pp. 128-153.
- 11d. The Irvine Company. Master Plan of Irvine, California (1959). Accessible at <http://www.goodplanning.org/themasterplan/>
- 12a. Frieden, Bernard J. "Toward Equality of Urban Opportunity." In B. Frieden, *Urban Planning and Social Policy* (New York: Basic Books, 1968), pp. 313-334.
- 12b. Jacobs, Jane. "Downtown is for People." In Editors of Fortune, *The Exploding Metropolis* (New York: Doubleday, 1958), pp. 140-168.
- 14a. Rybczynski, Witold. "Seaside Revisited," *Slate* (February 2007). Accessible at <http://www.slate.com/slideshows/arts/seaside-revisited.html>
- 14b. The Seaside Plan (interactive), available at <http://seaside.library.nd.edu/explore/the-plan/> and <http://seaside.library.nd.edu/essays/the-plan>
- 14c. Inam, Aseem. "Smart Growth: A Critical Review of the State of the Art." In T. Banerjee and A. Loukaitou-Sideris, *Companion to Urban Design* (New York: Routledge, 2011), pp. 632-643.
- 15a. Fishman, Robert. "Global Suburbs." Accessible at: <http://www-personal.umich.edu/~sdcamp/up540/Fishmanglobalsuburb.pdf>. 15b. Hall, Peter. "Future of Cities," *Computers, Environments, and Urban Systems* 23 (1999), pp. 173-185.