

PPD 417 History of Planning and Development

USC Price School of Public Policy
Fall 2014
Section 51138R

Mondays & Wednesdays
12:00-1:50pm
VPD 112

Todd Gish, PhD, Instructor
gish@usc.edu

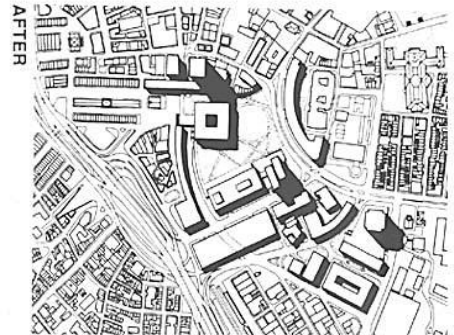
VKC 250 (2nd floor, southeast corner of building)
Office hours: Mondays 2-3 pm; and by appointment
3-4pm

Mia Kim, Teaching Assistant
miyoungk@usc.edu

Office hours: Wednesdays 11am-12noon, in VPD lower level lobby



Government Center, Boston, MA



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, is required.
 - 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 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/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. Pdf files will be posted on Blackboard; for web content, follow URL links and read the material online. (There are no books to purchase.) 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 Mia (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. Your lowest two scores will be discarded, allowing room for an off day. No make-ups will be given.
- RESEARCH & WRITING ASSIGNMENTS (35% of course grade)
 - You will research and write two short (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 <http://dornsife.usc.edu/writingcenter/information-for-students> **early** in the term. It is an excellent, student-friendly resource. Our TA, Mia, is a skilled writer, and another valuable resource for you.
 - You are also strongly encouraged to meet with me and/or Mia 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 (40% of course grade)
 - Exams will test on material from readings, lectures, and any guest presentations or video clips and programs seen in class. No make-up exams 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
20%	Assignment 2
10%	Exam 1
10%	Exam 2
20%	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 (<i>for PPD majors, C- is the minimum passing course grade</i>)
D	Work of minimum passing quality
F	Failure to adequately complete all course work

6. SCHEDULE

(subject to revision during the semester)

	Date	Topic, Activity	Due	Reading <i>(subject to revision, addition)</i>
Week 1	Mon 8/25	Introduction & Overview		
	Wed 8/27	Basics I: Concepts, Themes, Terms		Morris
Week 2	(Mon 9/01)	Labor Day Holiday — No Class		
	Wed 9/03	Ancient & Classical Cities		Wycherly; Robinson
Week 3	Mon 9/08	Basics II: Land & Property; Why History?		Abbot & Adler; Schaffer; Rasmussen i
	Wed 9/10	Decline & Rebirth: Medieval & Renaissance Cities		Rasmussen ii, iii; Girouard
Week 4	Mon 9/15	Basics III: Sources & Interpretation		Monmonier; Klinghoffer
	Wed 9/17	Grand Manner Plans & Cities		Kostof
Week 5	Mon 9/22	Empire & Colony 2.0: Frontiers & Settlements		Crouch, et al.; Binder-Johnson; Baer
	Wed 9/24	MID-TERM EXAM 1	(Exam)	
Week 6	Mon 9/29	Western Expansion, New Towns, Paper Cities		Reps
	Wed 10/01	Utopias & Ideal Communities		Fourier; Hayden; Schultz
Week 7	Mon 10/06	Growing Cities, Big Plans		Spann
	Wed 10/08	Map & Plan Reading	Paper #1	
Week 8	Mon 10/13	City, Suburb, Region		Binford; Crawford
	Wed 10/15	Proto-Planning: Plans before Planners		Peterson (flo); Riis
Week 9	Mon 10/20	City Beautiful; Comprehensive Plans		Smith (www)
	Wed 10/22	MID-TERM EXAM 2	(Exam)	
Week 10	Mon 10/27	Birth of the Profession; Progressive reform		Peterson (birth)
	Wed 10/29	Rules, Codes & Zones: Planning by Regulating		Burgess; TBA
Week 11	Mon 11/03	Modern City, Modern Region I (Visionary/ Idealistic)		Ward; Le Corbusier
	Wed 11/05	Modern City, Modern Region II (Pragmatic/ Realistic)		Johnson
Week 12	Mon 11/10	New Deal, New Planning & the Federal Presence		Hancock
	Wed 11/12	Urban Decline & Renewal; Public Housing		Gans
Week 13	Mon 11/17	Highways, Suburbs, & Houses		Hise
	Wed 11/19	Visionary & Pragmatic Plans & Planning	Paper #2	
Week 14	Mon 11/24	Planning for Consumption & Entertainment		TBA
	(Wed 11/26)	Thanksgiving Holiday — No Class		
Week 15	Mon 12/01	Critiquing Planning		Jacobs
	Wed 12/03	Fixing Planning; Conclusions		TBA
	Friday 12/12	FINAL EXAM @ 11am (note <i>different</i> day, time)	(Exam)	