

PPD 227 Urban Planning and Development

University of Southern California
Sol Price School of Public Policy
Fall 2015
Section 51100R

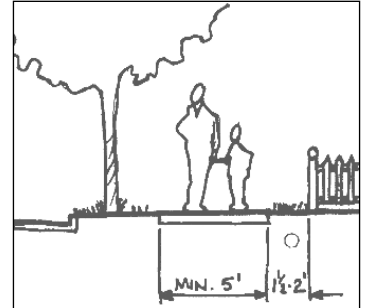
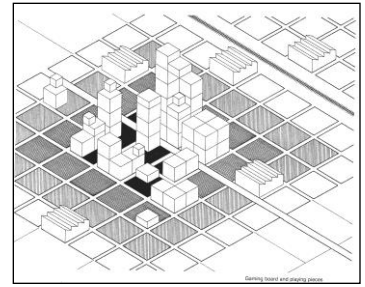
Mondays & Wednesdays
8:00-9:50 am
VPD 112

Todd Gish, PhD, Instructor

gish@usc.edu
VKC 250 (knock for entry)
Mondays 11:30 am-12:30 pm; and by appointment

Eun Jin Shin, Teaching Assistant

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[Office hours to be announced]



1. COURSE & 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 far too diverse and multi-faceted 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 the abilities to identify, analyze and discuss the key stakeholders, stakes, concepts, and techniques at work in planning and development processes and projects.

2. COURSE 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 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, PDAs, Blackberries, Ipods, and all other gadgets should be silenced and stowed away for the duration of class time. Aside from any assigned in-class research, use of any such device will reduce your grade, as will any texting, gaming, phone calls, web-surfing, or other distracting behavior.
 - Computer use during class is limited to note-taking. *This is a privilege that can be lost* if abused: if your computer use is distracting me, you, or those around you (regardless of what's on the screen) you'll be 1) asked to close it for the rest of the class session, 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 participation 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 227 module. Digital versions of course documents, announcements, and supplementary readings will be posted there.
 - Lecture PowerPoint files will *not* be posted. If you miss a lecture, make sure to get notes from a classmate.
 - You will upload your written assignments there, in addition to a bringing a printed copy to class on the due date.
 - You are responsible for checking Blackboard frequently for updates and notices.

- CONTACT AND CORRESPONDENCE
 - Email is the best way to contact me. I check it frequently, and usually respond within 24 hours.
 - 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, 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 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://www.usc.edu/student-affairs/SJACS/forms/AcademicIntegrityOverview.pdf> Penalties for violating ethical standards are suitably harsh; students will be referred to the Office of Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. (See also the section at the end of this syllabus.)

- 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—not later than Week 3 of the semester. 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. *Note: it is the student's responsibility to notify the instructor with a DSP-verified request at the beginning of the semester; late requests may not be able to be accommodated.*

3. REQUIRED TEXTS

Textbooks are available at the USC bookstore, and a reserve copy of each will be available at Leavey Library. (**Reading assignments / page numbers are based on these specific editions**; if you purchase from another source, make certain to get the correct edition. If you opt to purchase another edition, you are still responsible for all assigned material.)

- John M. Levy, *Contemporary Urban Planning, 10th Edition* (Upper Saddle River, NJ: Prentice Hall, 2012)
 - E-book available online at http://www.amazon.com/Contemporary-Urban-Planning-John-Levy-ebook/dp/B011KXGJN2/ref=sr_1_1?s=digital-text&ie=UTF8&qid=1440286948&sr=1-1&keywords=levy+contemporary+urban+planning

- William Fulton & Paul Shigley, *Guide to California Planning, 4th Edition* (Point Arena, CA: Solano Press, 2012)
 - E-book available online at <http://www.amazon.com/Guide-to-California-Planning-ebook/dp/B00D3BF7LU>

4. COURSE WORK

- ENGAGEMENT, PARTICIPATION & CONTRIBUTION TO CLASS (10% of course grade)
 - *Classroom participation 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.
 - Participation or engagement in class can be *informal*, and includes asking questions, making observations, offering examples, and making connections between your experience and class topics, readings, and lectures.
 - 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 should come to class each day having completed that day's 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 for discussion. Both 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 (Monday or Wednesday). 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. Only your best five scores will be counted, allowing room for an off day. No make-ups will be given.

- RESEARCH & WRITING ASSIGNMENTS (40% of course grade)
 - You will research and write two 5-6 page assignments, allowing you to use and demonstrate investigatory, analytical, and communications skills—abilities that are important to future professionals in every field. Both assignments taken together will constitute a complete, introductory case study of a public plan or private development project. 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.
 - Because writing skills are crucial for professional work, elements such as grammar, spelling, syntax, and clarity will be evaluated.
 - If you need help with writing, I highly recommend visiting the USC Writing Center (<http://dornsife.usc.edu/writingcenter/>) early in the semester. It is an excellent resource for those wanting to improve this very important skill set.
 - You are also strongly encouraged to meet with me and/or Mi Young to discuss your work on the assignments—the earlier the better. Last-minute meetings are rarely helpful.

- EXAMINATIONS (40% of course grade)
 - Both the mid-term and final 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

- The breakdown for different coursework elements is as follows:

10%	Participation & Classroom Contribution
10%	Reading Quizzes (2% each for five <i>best</i> scores)
40%	Case Study Assignment (Part 1 + Part 2)
20%	Mid-term Exam
<u>20%</u>	<u>Final Exam</u>
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 (for PPD majors, C- is the minimum passing course grade)
D	Work of minimum passing quality
F	Failure to adequately complete all course work

6. **SCHEDULE** (Subject to revision during the semester)

<p>Week 1 August 24, 26</p>	<p>Course Introduction; What is Planning? What is Development?</p> <ul style="list-style-type: none"> Basics of planning & development, & their relationship Readings (for Wednesday) <ul style="list-style-type: none"> Levy, 'Preface' & Chapter 1 Fulton, Chapter 1
<p>Week 2 August 31, Sept 2</p>	<p>Planning & Development History; Land Uses</p> <ul style="list-style-type: none"> Historical arc of US urbanization & suburbanization; overview of development & planning responses Readings (for Monday) <ul style="list-style-type: none"> Levy, Chapters 2 (pp 9-19), 3 (pp 30-44), 4 (pp 53-58) Fulton & Shigley, Chapter 3 Land uses, relationships & conflicts (Wednesday)
<p>Week 3 September 9</p>	<p>Planning's Legal Foundations</p> <ul style="list-style-type: none"> <u>No Class on Monday</u> (Labor Day holiday) Government powers; Regulation of private development; Property rights Readings (for Wednesday) <ul style="list-style-type: none"> Levy, Chapter 5 Fulton & Shigley, Chapter 13; review Chapter 1 (pp 55-65)
<p>Week 4 September 14, 16</p>	<p>Planning, Politics, Stakes & Decision-making</p> <ul style="list-style-type: none"> Stakes & stakeholders; Conflict & compromise Local government & process Readings (for Monday) <ul style="list-style-type: none"> Levy, Chapters 6 (pp 91-97; 100-103), 7 (pp 105-106, 115-120), Chapter 19 (pp 434-441) Fulton & Shigley, Chapters 4, 5; review Chapter 1 (pp 10-16, 20-22)
<p>Week 5 September 21, 23</p> <p>Assignment due>></p>	<p>Planning Tools I: Comprehensive / General Plans</p> <ul style="list-style-type: none"> Planning theory; Comprehensive planning; General plans Readings (for Monday) <ul style="list-style-type: none"> Levy, Chapters 8, 19 (pp 423-434) Fulton & Shigley, Chapter 6 <p>>>> <u>Case Study Assignment (Part 1) due Wednesday, Sept 23 at 8 am</u></p>
<p>Week 6 September 28, 30</p>	<p>Planning Tools II: Regulations for Implementation</p> <ul style="list-style-type: none"> Regulations: Zoning, Subdivisions; Specific plans Readings (for Monday) <ul style="list-style-type: none"> Levy, Chapter 9 (pp140-154; 157-164) Fulton & Shigley, Chapters 7 (pp 143-154), 8 (pp 169-175), review Chapter 3 (pp 55-65) Readings (for Wednesday) <ul style="list-style-type: none"> Fulton & Shigley, Chapter 12 (pp 247-257);
<p>Week 7 October 5, 7</p>	<p>Planning Tools III: Public Infrastructure</p> <ul style="list-style-type: none"> Public capital improvements; Infrastructure, public works & the physical framework of communities Readings (for Monday) <ul style="list-style-type: none"> Levy, review Chapter 9 (pp 135-141; 164-166) Fulton & Shigley, Chapter 19 (pp 359-379)
<p>Week 8 October 12, 14</p> <p>Exam >></p>	<p>>>> <u>Mid-Term Exam on Monday at 8 am</u></p> <ul style="list-style-type: none"> (Wednesday) Public financing methods; Local governments' fiscal pressures & coping strategies Reading (for Wednesday) <ul style="list-style-type: none"> Levy, Chapter 9 (pp 135-140); review 148-149; 164-165) Fulton & Shigley, Chapter 10, 14 (pp 289-294); review Chapter 19 (363-379)

Week 9 October 19, 21	Economic Development <ul style="list-style-type: none"> Place promotion & competition; Economic goals for growth Reading (for Monday) <ul style="list-style-type: none"> Levy, Chapter 13 Fulton & Shigley, Chapter 14 (pp 285-288, 294-299); <i>review Chapter 1 (pp 22-25)</i>
Week 10 October 26, 28	Urban Design; Urban Redevelopment <ul style="list-style-type: none"> Urban design, its tools & goals; shaping the public realm Reading (for Monday) <ul style="list-style-type: none"> Levy, Chapter 10 Fulton & Shigley, <i>review Chapter 3 (pp 50-55)</i> Urban renewal origins; Community development advances; Redevelopment tools & changes Reading (for Wednesday) <ul style="list-style-type: none"> Levy, Chapter 11 (pp 208-220) Fulton & Shigley, Chapter 15 (301-317)
Week 11 November 2, 4	Transportation & Urban form <ul style="list-style-type: none"> Transportation modes, meanings & preferences, and relationship to urban form Reading (for Monday) <ul style="list-style-type: none"> Levy, Chapter 12; <i>review Chapter 17 (pp 369-372)</i> Fulton & Shigley, Chapter 20
Week 12 November 9, 11 <i>Assignment due >></i>	Field observation / Walking tour <ul style="list-style-type: none"> Reading (to be announced) <p>>>> <u>Case Study Assignment (Part 2) due Wednesday, Nov 11 at 8 am</u></p>
Week 13 November 16, 18	Sprawl & Growth Management <ul style="list-style-type: none"> Attempts to direct & shape continuing growth Reading (for Monday) <ul style="list-style-type: none"> Levy, Chapter 14 (pp 280-89; 294-98; <i>review Chapter 1 (pp 15-21)</i>) Fulton & Shigley, Chapter 11; <i>review Chapter 1 (pp 16-19; 26)</i> Reading (for Wednesday) <ul style="list-style-type: none"> Fulton & Shigley, Chapters 17, 18
Week 14 November 23	Environmental Planning <ul style="list-style-type: none"> Environmental concerns & protection Reading <ul style="list-style-type: none"> Levy, Chapter 15 (pp 307-08; 314-15; 321-27; 334-36) Fulton & Shigley, Chapter 9 (pp 179-92; 201-05) and Chapter 21 (pp 411-13; 419-26; 441-442) <u>No Class on Wednesday</u> (<i>Thanksgiving holiday</i>)
Week 15 Nov 30, December 2	Regional Planning; Lessons & Conclusions <ul style="list-style-type: none"> Regional and metropolitan problems, solutions, issues & agencies Reading (for Monday) <ul style="list-style-type: none"> Levy, Chapters 3 (pp 44-51); 9 (pp 166-168); Chapter 16; and 17 (pp 366-369) Fulton & Shigley, Chapter 5 (pp 109-111) Lessons learned; Course wrap-up Reading (for Wednesday) <ul style="list-style-type: none"> Fulton & Shigley, Chapter 24
December 9 Exam>>	<p>>>> <u>FINAL EXAM on Wednesday at 8 am</u></p>

Note: Schedule is subject to revision during the semester.

Statement on Academic Conduct and Support Systems

Academic Conduct

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Section 11, Behavior Violating University Standards <http://www.usc.edu/student-affairs/SJACS/forms/AcademicIntegrityOverview.pdf> Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the Office of Equity and Diversity <http://equity.usc.edu/> or to the Department of Public Safety <http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us>. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. The Center for Women and Men <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage sarc@usc.edu describes reporting options and other resources.

Support Systems

A number of USC’s schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the American Language Institute <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students. The Office of Disability Services and Programs http://sait.usc.edu/academicssupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, USC Emergency Information <http://emergency.usc.edu/> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

END OF SYLLABUS