

RED 417: History of Planning and Development

4 units, Spring 2018

Tuesday/Thursday 10:00-11:50 in RGL 101

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PURPOSE AND OBJECTIVES:

While humans have been planning cities since the beginning of the urban era, only recently have distinct professions of urban planning real estate development been established. This course considers the earlier period, but focuses its time on the era of those professions, roughly from the beginning of the 20th century to the present.

The course's learning objectives are:

- (1) Impart the ability to situate one's chosen profession in historical context
- (2) Develop one's ability to use scholarly and primary materials
- (3) Relate the social processes of planning and development to the physical form of human settlements
- (4) Refine one's ability to write, work in groups, and verbally articulate opinions in class.
- (5) Learn to more critically read texts and primary materials

COURSE FORMAT:

This course meets twice a week and is constructed around lectures and discussions of the readings. While the primary format of the course is lecture, my idea of lecture is as a conversation around the weekly topics where I will lay out some basics, we all read background material and you add questions, comments and observations that we can discuss. Time will be allocated in almost every session for us to discuss and analyze the assigned readings. For this to be successful, we all need to be in class and ready to participate fully. The written assignments require you to delve into the history of the professions as well as to work with colleagues to analyze and articulate a specific street's history.

REQUIRED TEXTS AND READINGS: (All readings are required)

All course readings are on Blackboard or will be handed out in class. If you have trouble accessing these readings, you need to tell us immediately since a failure to access them is not a reason for not reading them. You are responsible for completing the readings by the assigned date, and we will be discussing them in class.

CLASSROOM CONDUCT:

Be prompt. Be courteously quiet if you must arrive late. Email when you must miss any part of class. This is an upper-level course; your performance in the class should reflect that fact. Education is a collaborative effort; the success of our course depends on the quality of your participation as we explore course topics.

Cell phones and all other texting devices shall be silenced and stowed away for the duration of the class time. Computer use during class is limited to note-taking.

OFFICE HOURS

Office hours are Tuesdays 12:00 – 1:00 p.m. in VKC 250. I am also available by appointment.

GRADING: Your grade will be determined by a combination of participation and the completion of written and oral assignments. A person who does not attend class regularly will fail notwithstanding the delivery of written assignments. Your grade will be calculated using the following table.

Minimum	Maximum	Grade
951	1000	A
901	950	A-
851	900	B+
801	850	B
751	800	B-
701	750	C+
651	700	C
601	651	C-
551	600	D
0	550	F

ASSIGNMENTS: Full descriptions of each assignment can be found after READINGS in the syllabus. Participation in the class is an important element of your overall grade.

1. Reading Reflections

150 points (50 points each)

You must reflect on the assigned readings or you will not receive credit. Tuesdays, reflections that are not handed in on both Turnitin AND in hard copy at the beginning of class are late and will be penalized. Late penalties will escalate. After 1 week, if we don't have both the electronic and hard copy, the reflection will be graded for no more than ½ the total points possible. Reflections not handed in after two weeks will be graded at 0.

2. Midterm

February 13

200 points

We will provide blue books for the in-class examination.

3. Presentations

March 27 and 29

200 points

The presentation slides are due at the beginning of class on the presentation date. Please hand in 2 hard copies in class and one electronic copy to Turnitin. If both are not handed in on time, groups will be penalized. Late penalties escalate. Attendance is mandatory on these 2 days out of respect for your peers.

4. Final Exam

May 8 at 11 AM

250 points

We will provide blue books for the in-class examination.

5. In-Class Activities/Homework and Discussions

200 points

Attendance is mandatory for the three scheduled activities. You will lose 40 points per activity because these activities require participating in groups in class. They cannot be made up.

Reading is an essential element of this class.

PPD 417: History of Planning and Development
Class Schedule/Assignment Due Dates

Week One

January 9 Five Tensions, Themes: Real Estate/Planning, Growth/Decline,
 Private/Public, Justice/Inequality, and Authenticity/Homogeneity and/or Monotony
January 11 London Growth Controls
 Readings: Baer (1) and Mullio
 Topics: Land use regulation; growth management; Elizabeth I and present day Los Angeles

Week Two:

January 16 Colonial American Cities
 Reading: Baer (2) (up to page 20)
 Topics: Real estate speculation; planning vision; urban design; William Penn
January 18 Baroque Cities
 Reading: DeJean
 Topics: Urban design; global influences on city structure; Rome

Week Three:

COMPLETE THE REFLECTION USING SLOANE AND/OR RITZDORF
January 23 Modern Cities **Reflection 1 Due**
 Reading: Sloane
 Topics: Industrial cities; land use regulation; health/planning; design; Chicago
January 25 Regulating Land Use
 Reading: Ritzdorf
 Topics: Land use regulation; gender implications; ancillary houses and future developers

Week Four:

January 30 Good Streets
 Reading: Avila
 Topics: Transportation evolution; community impacts and resistance

February 1 Social Life of the Cities **Activity 1**
 Reading: Jane Jacobs
 Topics: Urban design; public space; streets, social interaction; William Whyte

Week Five:

February 6 Politics of Parks
 Reading: Hise and Deverell (Read 1-7, 22-56)
 Topics: Evolution of the public park; Frederick Law Olmsted; Central Park,
 Los Angeles parks; contemporary park design; High Line; park disparities
February 8 Amusing the Millions
 Reading: EDC (Gruen)
 Topics: Evolution of shopping; Victor Gruen; shopping malls; street life

Week Six:

<i>February 13</i>	Midterm	Midterm
<i>February 15</i>	Private Realm, Public Danger	
Reading:	Olsen (read only pages 101-131)	
Topics:	Housing design; evolution of family use of house; London/Vienna/Paris	

Week Seven:

COMPLETE THE REFLECTION USING HISE AND/OR JACOBS

<i>February 20</i>	Minimum House	Reflection 2 Due
Readings:	Hise and Waldie (intro to page 51)	
Topics:	Evolution of housing; standards; regional planning; suburbanization;	
<i>February 22</i>	Community Builders	
Reading:	James Jacobs; finish Waldie	
Topics:	Suburbanization; housing types; community builders; Wardman, Levitt	

Week Eight:

<i>February 27</i>	Irvine
Reading:	Forsyth (read from page 70 to 99)
Topics:	Suburbanization; master planned communities; Kevin Lynch
<i>March 1</i>	Children Spaces
Readings:	Addams; Van Slyck and Adams
Topics:	Evolution of children's spaces; new types of play spaces; value to developers

Week Nine:

<i>March 6</i>	Presentations
<i>March 8</i>	Presentations

March 13 + 15 **Spring Break**

Week Ten:

<i>March 20</i>	Housing Categories + Race to the Top
Reading:	Geotz
Topics:	U.S. Public housing + European Social Housing; Pruitt-Igoe; Jordan Downs
<i>March 22</i>	City Fabrick
Reading:	No Reading
Topics:	City collaborations; Contemporary multifamily housing; Urban Interventions

Week Eleven:

<i>March 27</i>	Good Rails
Reading:	Mahler
Topics:	Transportation; modern light rail; NY subway; Culver City as TOD

<i>March 29</i>	Exploring a Plan	Activity 2
Reading:	LA Centers Plan; Mukhija	
Topics:	Planning; nodes and corridors; Transit-Oriented Development	

Week Twelve:

April 3 Reform Movements
Reading: Cherry
Topics: Smart Growth and New Urbanism

April 5 **NO CLASS**

Week Thirteen:

COMPLETE REFLECTION: Find an article (2016 -) that discusses a new development in Los Angeles. Present an opinion on the project as if you are a stakeholder in the neighborhood. Attach article with Reflection.

April 10 Ecological City **Reflection 3 Due**
Reading: Haas
Topic: Environmental justice + California Coastal Commission
April 12 Cities Declining
Readings: Ryan and Sinclair
Topics: Detroit and New Orleans shrinking cities, rightsizing

Week Fourteen:

April 17 Authentic vs. Disneyfication
Reading: Zukin
Topics: Community making; gentrification; SOHO; Arts District
April 19 Consumption + Hotel Culture
Reading: TBD
Topic: Edward Killingsworth vs. John Portman

Week Fifteen:

April 24 A Contested City
Reading: Talen
Topics: Informal city; acupuncture urbanism; tactical urbanism

April 26 Managing Equitable Growth **Activity 3**
Reading: Wyvernwood EIR, 1-3-to 1-9 and 1-26 to 1-31, look at renderings

May 8 Final Examination **Final Examination**
11:00 AM-1:00 PM

Readings

1. Baer, William (Baer 1). 2007. Planning for growth and growth controls in early modern Northern Europe: Part 2: The evolution of London's practice, 1580-1680 *Town Planning Review* 78/3, 257-77.
2. Mullio, Cara and Jennifer Volland. 2014. "Paradigms of Domestic Living." *Long Beach Architecture: The Unexpected Metropolis*, 33-38.
3. Baer, William (Baer 2). William Penn: America's first developer. *Lusk Review*, 1-20.
4. DeJean, Joan. *How Paris Became Paris* (2014), 1-20.
5. Sloane, David. 2006. "From Congestion to sprawl: Planning and health in historical context." *Journal of the American Planning Association* 72/1, 10-18.
6. Ritzdorf, Marsha. 1994. "A feminist analysis of gender and residential zoning in the United States." In, I. Altman and A. Churchman, *Women and the Environment*, 255-279.
7. Avila, Eric. 2014. *The Folklore of the Freeway: Race and Revolt in the Modernist City*, 'Nobody but a bunch of mothers,' 53-87.
8. Jacobs, Jane. 1961. "The use of sidewalks: Contact." In, *The Death and Life of Great American Cities*, 73-55.
9. Hise, Greg, and William Deverell. 2000. *Eden by Design: The 1930 Olmsted-Bartholomew Plan for the Los Angeles Region*, 1-65.
10. Olsen, Donald J. 1986. *The City as a Work of Art: London, Paris, and Vienna*, 101-131.
11. EDC, 2016. Let's take a stroll down memory lane: Victor Gruen and the Central Business District. The Council of Community and Economic Research 13.
12. Hise, Greg. 1996. 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*, 240-261.
13. Waldie, D.J. *Holy Land*, 2005, Introduction – 91.
14. Jacobs, James. 2010. Beyond Levittown: The design and marketing of Belair at Bowie, MD. In, R. Longstreth, ed., *Housing Washington*, 85-110.
15. Addams, Jane. 1909. "Youth in the city," in *The Spirit of Youth and the City Streets*, 8-21.
16. Adams, Annmarie and Abby Van Slyck. 2004. Children's spaces, *Encyclopedia of Children and Childhood: In History and Society*, edited by Paula Fass, 187-194.
17. Forsyth, Ann. 2005. *Reforming Suburbia: The Planning Communities of Irvine, Columbia, and the Woodlands: The Irvine Ranch*, 70-99.
18. Geotz, Edward G. 2013. *New Deal Ruins: Race, Economic Justice, & Public Housing Policy*. 24-47.
19. Mahler, Jonathan. January 3, 2018. *The Case for the Subway*, 1-21.
20. L.A. Department of City Planning. 1970. *Concept Los Angeles*, 9-34.
21. Mukhija, Vinit. 2012. 1970 Centers concept plan for Los Angeles. In, Sloane, ed. *Planning Los Angeles*.
22. Cherry, Nathan. *Grid/Street/Place: Essential Elements of Sustainable Urban Districts*, 6-13.
23. Haas, Gilda. 2012. Community Benefits, Negotiations, and (In)justices. In, Sloane, ed. *Planning Los Angeles*.
24. Ryan, Brent D. 2013. "Rightsizing shrinking cities: The urban design dimension." In, M. Dewar and J. Manning Thomas, eds., *The City After Abandonment*, 268-288.
25. Sinclair, Cameron. 2012. "Make it Right." In Architecture for Humanity, *Design Like you Give a Damn*. 100-107.
26. Talen, Emily. 2015. DIY Urbanism: A History, *Journal of Planning History*, 135-148.
27. The Wyvernwood EIR is accessible at <http://wyvernwood.com/Renderings>, 1-3-to 1-9 and 1-26 to 1-31, look at renderings.

Assignment 1: Reading Reflections: The readings are an essential component of your learning experience. You will be tested on the readings by requiring that you participate in classroom discussions; requiring that you write essays about them on a final, and you produce 3 reading reflections. You will hand them in at the beginning of class and on Turnitin. A reading reflection is late if not handed in at the beginning on the due date. No reflection will be graded that is handed in later than one week after the due date. If we do not receive both Turnitin and hard copies the reflection will receive a 2 point reduction in grade.

The reflections should consider one or more of the readings in the designated period. Typically, the reflections are 2 to 3 pages. They should be in a reasonably sized font (no more than 11 or 12 point), with one-inch margins. They will be graded for style (grammar, etc.) as well as content, so don't try to write one on your bicycle on the way to class.

What is a reflection paper? Please, do not write a summary of the reading or a set of disconnected thoughts or a question. Media cst (media.cst.edu/uploads/genericfile/writing-reflection-papers.pdf) have provided the following suggestions (edited for length, and some language altered to make it germane to our class):

1. In 1 or 2 sentences, summarize the main idea(s) in the reading in your own words using precise descriptive language. After that, consider some of the following questions:
2. Does the reading challenge your thinking in any way? Does it provide information that changes the way you think about planning and development history? Be specific in your answer.
3. Is there an important question that arises as you read this chapter/article?
4. Is there something that you want to criticize or disagree with? Does anything make you uncomfortable or contradict your ideas about planning and development?
5. How do the ideas connect with other readings, lectures, or experiences you've had? How would you integrate these ideas with what you already know or think about this subject? How could you apply what you learned?
6. Is there anything in your past and/or present experiences that resonates with or clashes with this reading?

These are suggestions, not the rules for an outline. You need to write your essay, not just answer the questions. You should be asking yourself – how does this reading add to my knowledge of planning and real estate development? How does it challenge my presumptions about the fields? How does it challenge my own beliefs about the city and its development? How does it tie to other things I have been reading in other classes?

One way to show that you have accumulated knowledge during the class is make intelligent connections between the reading/s from the current week with ones from previous weeks. This course has a series of threads that flow through it, and the later readings do build on earlier ones. Using those thoughts, organize your reflection paper to express those ideas, emotions, concerns, and understandings. You can include multiple readings if that makes sense in the reflection.

Assignment 2: Midterm Examination: The midterm examination will cover readings, lectures, and discussions up to the date of the midterm.

The key to succeeding on the midterm is straightforward – do the reading, come to class, discuss the issues raised in class, and talk to your peers about the class readings and lectures. The questions will test your understanding of the readings and lectures and how well you can write an answer. If you are prepared, and have prepared throughout the semester, you should do fine.

Assignment 3: Presentations:

How do we evaluate real estate from an historical perspective? In this assignment, groups will present a **persuasive evaluation** of a commercial property by analyzing it from past and present values and purposes. Each group will be assigned a property in a thriving commercial area of Los Angeles County. The groups will present an analysis of the property placing it in an historical context.

Key questions: Would you buy the building today? What is the value to the owner? What is the value to the city and neighborhood? When was it built? How many times has it sold? When were the buildings around it constructed? Past and present tenants? Present valuation (If it sold today, what would it be worth? Would it be an attractive purchase?).

For the group to successfully complete this project and present its findings, the following tasks must be completed:

1. **Groups need to visit the property.** As groups walk around, take multiple photographs of the building exterior and interior as well as the building's context (surrounding buildings, street front, street, etc.) and draw a design of the building (how is the interior laid out, how is the building situated on the street, how does it "talk" with the buildings around it?). Groups should list the tenants – don't depend on Google to provide an up-to-date list, do the leg work. **Hint:** interviews with an owner, tenant, broker, etc. will help your presentation.
2. **Groups need to research the property.** All the properties will be listed on the Los Angeles County Assessor's database and other real estate databases. Groups need to do a search of the Proquest newspaper database and other historical databases that might have information about the building. Local libraries and other sources are crucial to finding photographs, maps, and other information. Many local libraries keep files on specific buildings/neighborhoods and other information. Once you know who built the building, groups should consider whether the architect, development company or other participant also might be a good avenue for information.
3. **A key element of this assignment is the historical research.** Groups need to understand the context of the individual building, when it was built, where it was built, who built it, and how it fits into the larger context of the development of its commercial area. Historians have written a lot about some commercial areas, while others are understudied. Groups need to search for information. You will want maps (of when it was built and now), information (on the architect, development company, and surrounding businesses), and illustrations (advertisements, photographs, graphics). **Hint:** create and redraw your own graphs/maps/templates.
4. **The presentation is the assignment** – groups do not need to provide a written paper. However, keep in mind that that means the slides need to be carefully crafted, thoughtfully created with information and illustrations.
5. **You do need to hand in a list of references for your presentation.** This sheet should be handed in at the beginning of class along with the two copies of the slides (you do not need to print the slides in single sheets – four slides to a page is fine). Wikipedia is not a credible source, but you could look at the sources on the Wikipedia site as one way to start (if the building has a site). Illustrations in the presentation should be sourced on the slide, just like you would a paper or other product (not at the end).

Your presentation will last no more than 15 minutes. We will have roughly 10 minutes of Q&A. All group members should either speak or be prepared to answer questions from the audience. We expect a professional digital presentation.

Due: (a) Each group should hand in two copies of their presentation. (b) You should hand us a sheet with your references that support your findings and conclusions.

Group members will evaluate each other's activity in the group as well as the other groups. Attendance on these days is mandatory – please respect your peers' work by being present and ready to discuss their projects

with good questions. Anyone missing these sessions will be docked since participation on these days is critical.

Assignment 4: Final Examination: The final examination will cover readings, lectures, and discussions from the second half of the class. We will not have a review session in preparation for the final. The key to succeeding on the final is straightforward – do the reading, come to class, discuss the issues raised in class, and talk to your peers about the class readings and lectures. The questions will test your understanding of the readings and lectures. If you are prepared, and have prepared throughout the semester, you should do fine.

Assignment 5/6: Participation and In-Class Activities: Learning demands that you read, think, and articulate – the last aspect is partially covered in your participation grade. Throughout the semester, you will be given many opportunities to articulate your comprehension of the readings, consider issues through informal groups, and discuss the application of concepts to practice.

How does one “participate” in a class? The first lesson is that just talking is not the primary way to participate. The key is to help your classmates learn. You can help them in general class discussions of lectures and readings. Or, you could contribute by leading one of the informal discussions that will occur throughout the semester. Or, you could help peers outside of class. Or, you could attend office hours and talk with one of us after class about a pertinent issue. Or, you could see something on the internet, in a newspaper, from another class or hear a podcast that you think might illuminate an idea that has come up in class, and you could send it to the class. Consistent participation that adds to the flow and direction of the class is what we are looking for in each student.

In-class activities range from completing specific tasks, such as a house plan, to meeting informally to discuss readings, issues raised in lectures, and other topics. While we will not be sitting in on your groups, we will be walking around. And, many times, groups will be reporting on their discussions. Being an active member of your group, taking specific tasks seriously, these are the ways to improve your grade in this area.

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 Part B, Section 11, “Behavior Violating University Standards” <https://policy.usc.edu/scampus-part-b/>. 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>.

Support Systems

Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. <https://engemannshc.usc.edu/counseling/>.

National Suicide Prevention Lifeline - 1-800-273-8255 Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.
<http://www.suicidepreventionlifeline.org>.

Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call Free and confidential therapy services, workshops, and training for situations related to gender-based harm.
<https://engemannshc.usc.edu/rsvp/>.

Sexual Assault Resource Center - For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu/>.

Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086 Works with faculty, staff, visitors, applicants, and students around issues of protected class. <https://equity.usc.edu/>.

Bias Assessment Response and Support - Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. <https://studentaffairs.usc.edu/bias-assessment-response-support/>.

Student Support & Advocacy – (213) 821-4710 Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic.

<https://studentaffairs.usc.edu/ssa/>.

Diversity at USC – <https://diversity.usc.edu/> Tabs for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students

ACADEMIC ACCOMMODATIONS

Any student requesting academic accommodations based on a disability is required to 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 and is open from 8:30 a.m. – 5:00 p.m., Monday - Friday. The DSP phone number is (213) 740-0776. *If you are approved for academic accommodations, please provide documentation in the first three weeks of class.*

EMERGENCY PREPAREDNESS/COURSE CONTINUITY IN A CRISIS

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies. Please activate your course in Blackboard. Whether or not you use Blackboard regularly, these preparations will be crucial in an emergency. USC's Blackboard learning management system and support information is available at blackboard.usc.edu.