# PPD 227 Urban Planning and Development

University of Southern California Sol Price School of Public Policy Fall 2018

Section 51100R

Mondays & Wednesdays 8:00-9:50 am

VPD 110

# Dion Jackson, MPl, MRED, MBA, Adjunct Assistant Professor

dljackso@usc.edu

University Gateway Building, 3335 S. Figueroa Street, Unit A, 101H

Office hour: Mondays 10:00 am-11:00 am; Ground Zero and by appointment

# 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
	+ Develop the abilities to identify, analyze and discuss the key stakeholders, stakes, concepts, and techniques at work in planning and development processes and projects.

# 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 and for the full duration, is required.
		- Once in a great while, missing a class may be unavoidable. Notifying me via email is appreciated, but does not constitute an excused absence; nor does a doctor’s note.
		- 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,](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 may or may not be posted. If you miss a lecture, make sure to get good 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 <https://policy.usc.edu/student/scampus/>. 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 <https://dsp.usc.edu/>). 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 GFS 120. Contact information: (213) 740-0776 (phone), (213) 814-4618 (Video Phone), (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.*

# REQUIRED TEXTS

Textbooks are available at the USC bookstore. (**Reading assignments / page numbers are based on these specific editions in print;** 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.)

* + William Fulton & Paul Shigley, Guide to California Planning, 5*th Edition* (Point Arena, CA: Solano Press, 2012)
		- Kindle version available on Amazon

# 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 and 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 after class or during office hours is another way to participate.
	+ READINGS & QUIZZES & WALKING TOUR (10% of course grade – 2% each)
		- 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.
		- Eight short reading quizzes will be given throughout the semester—at the very beginning of class on Monday. Each quiz will cover *only* that day’s assigned reading and is intended to gauge your grasp of the material and encourage you to keep up. Three of the quizzes will be open book, the remaining five are not. Only your best four out of five closed book scores will be counted, allowing room for an off day. No make-ups will be given.
		- Walking Tour assignment will be provided on Wednesday November 15th. The assignment will be to tour a neighborhood and write your observations in lieu of class and a quiz on Monday November 20th, It will be due on Monday November 27th.
	+ RESEARCH & WRITING ASSIGNMENTS (40% of course grade)
		- You will research and write two 5-7 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. Assignments should be single-spaced, Times New Roman size 12 font. No indents at beginning of each paragraph with one line between paragraphs.
		- If you need help with writing, I highly recommend visiting the USC Writing Center [(http://dornsife.usc.edu/writingcenter/](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 the TA 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, and short answer questions. The final exam will be comprehensive, covering the entire semester.
* EXTRA CREDIT (Worth 5 points)
	+ Attend a Planning Commission meeting and prepare a one-page discussion of the meeting highlighting the planning decisions before the commission. Attach the agenda from the meeting. The paper should be single-spaced, Times New Roman size 12 font. No indents at beginning of each paragraph with one line between paragraphs.

# GRADING

* + The breakdown for different coursework elements is as follows: 10% Participation & Classroom Contribution

 8% Reading Quizzes (2% each for four *best* scores)

 2% Walking Tour Assignment

40% Case Study Assignment (Part 1 + Part 2)

20% Mid-term Exam20% Final Exam

# 100% Course Grade

* + The University standard for undergraduate-level grades will apply (from the *USC Catalogue*): A Work of **excellent** quality
1. Work of **good** quality
2. Work of **fair** quality *(Note for PPD majors, C– is the minimum passing course grade)*
3. Work of **minimum passing** quality

F **Failure** to adequately complete all course work

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

|  |  |
| --- | --- |
| **Week 1**August 20, 22 | **Course Introduction; What is Planning? What is Development?*** Urban Plan exercise
 |
| **Week 2**August 27, 29**QUIZ** | **Planning & Development History*** Lecture: Basics of planning & development, & their relationship
* Readings (for Monday)
	+ Fulton & Shigley, Chapter 1
* Lecture: Historical arc of US urbanization & suburbanization; overview of development & planning responses
* Readings (for Wednesday)

o Fulton & Shigley, Chapter 3 |
| **Week 3**September 5 | **Planning’s Legal Foundations*** ***No Class on Monday*** *(Labor Day holiday)*
* Lecture: Government powers; Regulation of private development; Property rights; Land uses, relationships & conflicts
* Readings (for Wednesday)
	+ Fulton & Shigley, Chapter 13; *review Chapter 3 (pp 51-60)*
 |
| **Week 4**September 10, 12**QUIZ** | **Planning, Politics, Stakes & Decision-making*** Lecture: Stakes & stakeholders; Conflict & compromise; Local government & process
* Readings (for Monday)
	+ Fulton & Shigley, Chapter 4; review *Chapter 1 (pp 10-15, 18-20)*
* Lecture: Stakes & stakeholders; Conflict & compromise; Local government & process con’t
* Readings (for Wednesday)
	+ Fulton & Shigley, Chapter 5
 |
| **Week 5** September 17, 19***Assignment due >>>*** | **Planning Tools I: Comprehensive / General Plans and Specific Plans*** Lecture: Planning theory; Comprehensive planning; General plans
* Readings (for Monday)
	+ Fulton & Shigley, Chapter 6

**>>> Case Study Assignment (Part 1) due on Wednesday, September 19 at 8 am*** Lecture: Specific Plans and Development Agreements
* Readings (for Wednesday)
	+ Fulton & Shigley, Chapter 12
 |
| **Week 6**September 24, 26**QUIZ** | **Planning Tools II: Regulations & Planning Tools III: The Subdivision Map Act*** Lecture: Regulations – Zoning Ordinances and Development Codes
* Readings (for Monday)
	+ Fulton & Shigley, Chapter 7, review Chapter 3 (pp 51-60)
* Lecture: The Subdivision Map Act
* Readings (for Wednesday)
	+ Fulton & Shigley, Chapter 8
	+ Fulton & Shigley, Chapter 8,12 (pp 247-257);
 |
| **Week 7**October 1, 3**QUIZ** | **Infrastructure and Infrastructure Finance*** Lecture: Public capital improvements; infrastructure, public works & the physical framework of communities
* Readings (for Monday)
	+ Fulton & Shigley, Chapter 18
* Readings (for Wednesday)

None – use time to review readings to prepare for Mid-Term |
| **Week 8** October 8, 10***Exam >>>*** | **Exactions****>>> Mid-Term Exam on Monday at 8 am*** Lecture: Public financing methods; Local governments’ fiscal pressures & coping strategies (Wednesday)
* Reading (for Wednesday)

o Fulton & Shigley, Chapter 10 |
| **Week 9**October 15, 17**QUIZ** | **Economic Development and the Fiscalization of Land Use*** Lecture: Place promotion & competition; Economic goals for growth
* Reading (for Monday)
	+ Fulton & Shigley, Chapter 14; *review Chapter 1 (pp 20-23)*
* Readings (for Wednesday)
	+ TBD
 |
| **Week 10**October 22, 24**QUIZ** | **Urban Design & Housing*** Lecture: Urban design, its tools & goals; shaping the public realm
* Reading (for Monday)
	+ Fulton & Shigley *review Chapter 3 (pp 47-50)*
* Lecture: Housing policy, how affordable housing is financed and implemented
* Reading (for Wednesday)
	+ Fulton & Shigley, Chapter 15
 |
| **Week 11**October 29, 31**QUIZ** | **Transportation & Natural Hazards*** Lecture: Transportation modes, meanings & preferences, and relationship to urban form
* Reading (for Monday)
	+ Fulton & Shigley, Chapter 19
* Lecture: Natural Hazards
* Reading for Wednesday)
	+ Fulton & Shigley, Chapter 22
 |
| **Week 12**November 5, 7**QUIZ**  | **Environmental Planning & Growth Management** * Lecture: Environmental concerns & protection
* Reading (for Monday)

o Fulton & Shigley, Chapters 9 and 20 * Lecture: Attempts to direct & shape continuing growth
* Reading (for Wednesday)
	+ Fulton & Shigley, Chapter 11
 |
| **Week 13**November 12, 14***Assignment due >>>*** | **Urbanism and Infill Development*** Lecture: Policy framework and types of infill development
* Reading (for Monday)
	+ Fulton & Shigley, Chapter 17

**>>> Case Study Assignment (Part 2) due on Wednesday, November 14 at 8 am****Field observation / Walking tours*** Wednesday – meet in class for walking tour
* Reading (to be announced)
 |
| **Week 14**November 19 | **Field observation / Walking tour*** Walking Tour Assignment
 |
| **Week 15**November 26, 28***Assignment due >>>*** | **Climate Change and Sustainability, Planning Issues & Course Wrap-up****>>> Walking Tour Assignment Due on Monday November 26th at 8 am*** Lecture: Climate Change, Sustainability and Endangered Species Habitat Protection
* Reading (for Monday)
	+ Fulton & Shigley, Chapters 16 and 21
* Discussion of Planning Issues in California; Course wrap-up
* Reading (for Wednesday)
	+ Fulton & Shigley, Chapter 23
 |
| Dec 5***Exam >>>*** | **>>> FINAL EXAM on Wednesday December 5 @ 8 – 10 am**  |

*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 Part B, Section 11, “Behavior Violating University Standards” [policy.usc.edu/scampus-part-b](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, [policy.usc.edu/scientific-misconduct](http://policy.usc.edu/scientific-misconduct).

**Support Systems:**

*Student Health Counseling Services - (213) 740-7711 – 24/7 on call*

[engemannshc.usc.edu/counseling](https://engemannshc.usc.edu/counseling/)

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

*National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call*

[suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org/)

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

*Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-4900 – 24/7 on call*

[engemannshc.usc.edu/rsvp](https://engemannshc.usc.edu/rsvp/)

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

*Office of Equity and Diversity (OED) | Title IX - (213) 740-5086*

[equity.usc.edu](https://equity.usc.edu/), [titleix.usc.edu](http://titleix.usc.edu)

Information about how to get help or help a survivor of harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations.

*Bias Assessment Response and Support - (213) 740-2421*

[studentaffairs.usc.edu/bias-assessment-response-support](https://studentaffairs.usc.edu/bias-assessment-response-support/)

Avenue to report incidents of bias, hate crimes, and microaggressions for appropriate investigation and response.

*The Office of Disability Services and Programs - (213) 740-0776*

[dsp.usc.edu](http://dsp.usc.edu/)

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

*USC Support and Advocacy - (213) 821-4710*

[studentaffairs.usc.edu/ssa](https://studentaffairs.usc.edu/ssa/)

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

*Diversity at USC - (213) 740-2101*

[diversity.usc.edu](https://diversity.usc.edu/)

Information on events, programs and training, the Provost’s Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

*USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call*

[dps.usc.edu](http://dps.usc.edu/), [emergency.usc.edu](http://emergency.usc.edu/)

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

*USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call*

[dps.usc.edu](http://dps.usc.edu/)

Non-emergency assistance or information.

END OF SYLLABUS