

COURSE SYLLABUS: PPD 227 URBAN PLANNING AND DEVELOPMENT

USC Sol Price School of Public Policy
Thursdays, 6:00-9:20 p.m.
Fall 2022
Section 51100R
4 Units

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Course Description

Successful urban planning requires not only specialized knowledge about planning principles and practice, but also an understanding about the institutions that shape planning decision-making. Urban planning is, in part, a technical process that requires specialized knowledge. But it is also a political process – a process that responds to the complex, often competing demands of government agencies, community organizations, private developers, and interest groups.

Whether or not you eventually choose a career in one of the many fields of urban planning or real estate development, 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 the messy forces continuously shaping the physical environment of our streets, parks, neighborhoods, buildings, and homes. Planning and development together comprise the city-building process. 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.

This course aims to provide an engaging introduction to planning and development from an interdisciplinary perspective, with a special emphasis on exploring the major institutions, influences, and tools that shape decision-making in urban planning. To expose you to some of the region’s key planning and development practitioners, the course will feature several short presentations from guest speakers – including government officials, land-use consultants, neighborhood leaders, real estate developers, and others engaged in current planning debates. Our in-class examples will draw heavily on the City of Los Angeles because USC is blessed to be located within one of the nation’s most fascinating urban laboratories.

My goal is to create an enjoyable, thought-provoking, and interactive course that brings together academic theories of urban planning with a practical, “real world” perspective.

Learning Objectives

By the end of this course, students will be able to:

- Understand the relationship between urban planning and urban development
- Describe the tools and techniques of professional planning
- Define the major theories informing planning practice and the main sub-fields of professional planning

- Pursue successful strategies for community engagement in the planning and development process
- Identify, analyze and discuss the key stakeholders, stakes, concepts, and techniques at work in planning and development processes and projects.

Course Notes

University-level 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 participate in the learning process; 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 227 module. Digital versions of course documents, announcements, and supplementary readings will be posted there.

Course materials such as lecture PowerPoint files, videos, and assignments, are available weekly for class sessions. You will upload your written assignments there. You are responsible for checking Blackboard frequently for updates and notices.

Communication

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. While my scheduled office hours are somewhat limited, I can also arrange alternative times to meet by appointment, or via a Zoom 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.

Required Materials

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.)

The main readings for the course will be:

- 1) Guide to California Planning (5th Edition), by William Fulton and Paul Shigley, which is available for purchase or rent at the campus bookstore. The book is an excellent “reality-based” summary of the practice of urban planning in our state.
- 2) Contemporary Urban Planning (11th Edition) by John M. Levy, which provides a more national perspective on urban planning, including a stronger emphasis on the history of planning.

Both books will be good basic references for you to keep if you pursue further study in urban planning or development. Otherwise, lower-cost rental copies for the semester are available on Amazon. I have also assembled additional readings and links that we will draw upon as the class proceeds.

Reading and Quizzes

Reading of assigned texts is required, and is a prerequisite for doing well on quizzes and exams. You should come to class each week having completed that week's readings. I recommend taking notes on major points, concepts, and examples, 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.

Three times during the semester, I will give a quiz, unannounced in advance, that covers only that day's assigned reading, and is intended to gauge your grasp of the material and encourage you to keep up. Only your best two scores will be counted, allowing room for an off day. No make-ups will be given.

Exams

To synthesize the topics covered in class, there will be a mid-term (on October 20) and a final exam. Both 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.

Class Participation

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 is informal, and includes asking questions, making observations, offering examples, and making connections between your experience and class topics, readings, and lectures.

The course will feature a mix of lectures, interactive discussion, guest speakers, and student-led presentations. Since urban planning and land-use issues are full of controversy and require respect for differing points of view, I will be encouraging you to look at issues from competing perspectives.

For these reasons, in-class participation is very important, and will constitute 15% of your overall grade.

Public Hearing Observation

Because nothing substitutes for seeing real urban planning issues and decision-makers in action, the first course assignment is to observe a public hearing on a planning issue. Between September 8-22, you should attend (either in-person or virtually) a City Council meeting, Planning Commission, Area Planning Commission, or other public hearing of your choice -- in the City of Los Angeles or another local city -- that addresses urban planning issues. Choose a single issue from the hearing and share a 3-5-minute observation of the meeting at our September 22nd class.

Mock Planning Commission Hearing

On November 3, we will be participating in a mock planning commission hearing addressing a hypothetical land-use controversy. Each of you will play a defined role in the commission hearing: as decision-makers, a real estate developer; developers' consultants, homeowner association president, local residents, business leaders, housing advocates, Planning Department staff members, City Councilmembers, environmental leaders, and labor union officials. Which side will prevail when our in-class showdown takes place?

Case Study Reports and Presentation

For your class project, you will pick a current or recent planning or development project or controversy, about which you will write two papers, both roughly 6-8 pages. The first paper will consist a more factual memorandum that summarizes the key issues and parameters of the case. The final paper is meant to bring together what you have learned throughout the course, analyzing the technical, political, legal, and institutional aspects of planning through a single, compelling case study. You will also be making a short presentation on your case study at the December 1 class.

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.

Grading (Possible Total of 100 Points – 90=A; 80=B; 70=C)

Attendance and In-Class Participation	15 Points
Quizzes on Readings	10 Points
Planning Hearing Observational Presentation	5 Points
First Case Study Essay	10 Points
Mock Planning Commission	5 Points
Mid-Term Exam	15 Points
Second Case Study Essay	15 Points
Case Study Oral Presentation	5 Points
Final Exam	20 Points

Course Outline

1. August 25, Introduction to Course & Urban Planning and Development What is Urban Planning? A brief history of urban planning

Readings:

Levy, Preface, Ch. 1, 3, 4

2. September 1, How Planning Decisions Really Get Made: The major players in the planning process, and the politics of planning

Readings:

Fulton and Shigley, Ch. 1, 3, 4, 5

Levy, Ch. 6

3. September 8, The General Plan – The Cornerstone of Local Government Planning

Readings:

Fulton and Shigley, Ch. 6

Levy, Ch. 8

Assignments:

Attend a public hearing of a planning commission, zoning administrator, or planning case for short in-class presentation on 9/22.

4. September 15, Zoning and Its Critics – The basics of zoning, fiscalization of land-use, new urbanism, and the effects of zoning on racial equity

Readings:

Fulton and Shigley, Ch. 7

Levy, Ch. 5, pp. 70-75; Ch. 9, pp. 138-160

Raitt, Jennifer M., *[Ending Zoning's Racist Legacy](#)*

Planning and Equity: A Commitment to Change: <https://www.phila.gov/departments/philadelphia-city-planning-commission/about/planning-and-equity-a-commitment-to-change/commitment-to-change-statement/>

5. September 22 - Citizen Participation in Urban Planning: Involving the Public Effectively, and the NIMBY Syndrome

In-class discussions of public hearing observations (3-5 minute presentations)

Readings:

Review Levy, pp. 97-99

Arnstein, Sherry, "A Ladder of Citizen Participation":

<https://www.tandfonline.com/doi/abs/10.1080/01944366908977225>

Kiefer, Matthew J., "The Social Functions of NIMBYism" (Planetizen, 2008)

<https://www.planetizen.com/features/34505-social-functions-nimbyism>

International Association for Public Participation, "Public Participation Toolbox":

<https://archive.epa.gov/publicinvolvement/web/pdf/toolbox.pdf>

Local Government Commission, Participation Tools for Better Community Planning,

[https://civicwell.org/wp-](https://civicwell.org/wp-content/uploads/2022/01/Participation-Tools-for-Better-Community-Planning.pdf)

[content/uploads/2022/01/Participation Tools for Better Community Planning.pdf](https://civicwell.org/wp-content/uploads/2022/01/Participation-Tools-for-Better-Community-Planning.pdf)

6. September 29, Environmental Review and the California Environmental Quality Act (CEQA); Sustainability and Climate Change in Planning

Readings:

Fulton and Shigley, Ch. 9, 16

For your upcoming case study memorandum paper, review on-line writing resources at University of Richmond's Writing Center, <http://writing2.richmond.edu/writing/wweb.html#gen>, and specifically read the entries titled:

"Thesis Statements," "Adding Action and Clarity to Writing," "Transitional Phrases," "Punctuation" (all entries), "Misplaced Modifiers," and "Commonly Confused Words"

Schuman, Sharon, Ten Tips for Effective Editing: <https://foresternet.lakeforest.edu/live/files/ten-tips-for-effective-editing.pdf>

7. October 6, Exactions, Growth Management, and Specific Plans

Part One Case Study Memorandum due

Readings:

Fulton and Shigley, Ch. 10-12

Levy, pp. 284-296

8. October 13, NO CLASS, FALL RECESS

9. October 20, The Legal Basis for Local Government Planning and Mid-Term Exam

Mid-Term exam at beginning of class

Takings, Key land-use law concepts, religious land-use issues

Readings:

Fulton and Shigley, Ch. 13

Levy, Ch. 5, pp. 76-85

League of California Cities, Planning Commissioner's Handbook, Legal Issues:

https://www.ilgplanninghandbook.org/sites/main/files/12_legal_issues.pdf?1650519966

Duerksen, Christopher J. and Roddewig, Richard J, Takings Law in Plain English,

<https://forum.savingplaces.org/HigherLogic/System/DownloadDocumentFile.ashx?DocumentFileKey=64537912-dede-c772-1a57-546ce8b4955c#:~:text=This%20basic%20property%20right%20was,land%20and%20with%20full%20indemnification.>

10. October 27, Planning Theory and the Profession and Practice of Urban Planning

Planning for success; advocacy planning; ethics in planning

Preparation for Mock Planning Commission

Readings:

Levy, Ch. 19

Davidoff, Paul, "Advocacy and Pluralism in Planning": https://pauldavidoff.com/wp-content/uploads/2017/09/ByPD_AdvocacyPlanningandPluralism_1973-1.pdf

American Institute of Certified Planners Code of Ethics and Professional Conduct: <https://planning-org-uploaded-media.s3.amazonaws.com/document/add38c5d-71d4-4915-92d6-650140adf7fbAICP-Code-of-Ethics-and-Professional-Conduct-2021.pdf>

11. November 3, Mock Planning Commission & Discussion

No readings due this week, but start to read ahead for weeks 12-13

12. November 10, The Specializations of Local Government Planning, Part One – Economic Development and Housing

Fulton and Shigley, ch. 14-15

Levy, Ch. 11, 13

**13. November 17, The Specializations of Local Government Planning, Part Two
Urban Design, Historic Preservation, Environmental Consulting, Transportation Planning**

Fulton and Shigley, ch. 17, 19, 20

Levy, Ch. 10, 12

Bernstein, Ken: Final Chapter of Preserving Los Angeles: How Historic Places Can Transform America's Cities

14. November 24, Thanksgiving: NO CLASS

15. December 1: Presentations and discussion of Final Case Study Memoranda

16. December 8 - Final Exam

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/student/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>.

Discrimination, sexual assault, intimate partner violence, stalking, and harassment are prohibited by the university. You are encouraged to report all incidents to the *Office of Equity and Diversity/Title IX Office* <http://equity.usc.edu> and/or to the *Department of Public Safety* <http://dps.usc.edu>. This is important for the health and safety of the whole USC community. Faculty and staff must report any information regarding an incident to the Title IX Coordinator who will provide outreach and information to the affected party. The sexual assault resource center webpage <http://sarc.usc.edu> fully describes reporting options. Relationship and Sexual Violence Services <https://engemannshc.usc.edu/rsvp> provides 24/7 confidential support.

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 and 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 web site.

<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 micro-aggressions need to be reported allowing for appropriate investigation and response.

<https://studentaffairs.usc.edu/bias-assment-response-support/>

Student Support and Advocacy -- (213) 821-4710

Assists students and families in resolving complex issues affecting their success as a student (Ex: personal, financial and academic).

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

Diversity at USC

<https://diversity.usc.edu/>

Tab 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 Office of Student Accessibility Services (OSAS) each semester. A letter of verification for approved accommodations can be obtained from OSAS. Please be sure the letter is delivered to the instructor as early in the semester as possible. OSAS is located in GFS 120 and is open 8.30 AM to 5.00 pm Monday through Friday. Website and contact information for OSAS: <https://osas.usc.edu/> (213) 740-0776 (Phone), (213) 740-6948 (TDD only), (213) 740-8216 (FAX), OSASFrontDesk@usc.edu