



Course ID and Title: RED 417: History of Planning and Development

Units: 4

Term/Day/Time: SPRING 2024—Wednesday—6:00 PM to 9:20 PM

Location: RGL 100

Instructor: Ben J. Winter

Office: RGL 100

Office Hours: 5:30 PM Wednesday or after Wednesday Lectures

Contact Info: benwinte@usc.edu, email response within 48 hours

Teaching Assistant: None

Course Description

Our journey together in this course will be wide, but not necessarily deep. We will touch on a broad array of urban development topics, from the roots of our current real estate framework imported from colonial England to idealistic visions of how cities should be planned, to the unequal consequences of past governmental policies that still play out today. At the end of the course, you will have a good contextual understanding of the many forces at play behind a development and the city in which it lives.

Learning Objectives

- (1) Gain an understanding of the past, present and future trends in real estate development.
- (2) Learn and appreciate the importance of urban planning in cities; design matters.
- (3) Understand the central intersection of real estate development, architecture and urban planning.
- (4) Develop an ability to use scholarly and primary materials, including archival research.
- (5) Improve the ability to write, collaborate with groups and articulate opinions in class.

Course Notes

This course meets once per week in-person and is constructed around lectures and discussions of the assigned readings and videos that will be posted on Blackboard. Lecture slides will be posted on Blackboard within 24 hours of the lecture.

Prerequisite(s): PPD-227: Urban Planning and Development or PPD-245: The Urban Context

Technological Proficiency and Hardware/Software Required

During class time, you will be asked to complete in-class assignments and upload them with Turnitin before leaving. As such, it is important to bring a laptop with basic Microsoft Office software installed. Some helpful links: [USC Computing Center Laptop Loaner Program](#) and USC Technology Support Links: [Zoom information for students](#), [Blackboard help for students](#), [Software available to USC Campus](#).

Required Readings and Supplementary Materials

All course readings and videos are on Blackboard and are required readings. 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. All class content will be posted on Blackboard including current event articles and news relating to the class course.

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. DeJean, Joan. 2014. "Capital of the Universe," *How Paris Became Paris*. 1-20.
3. Dunbar-Ortiz, Roxanne. 2014. "Follow the Corn," *An Indigenous Peoples' History of the United States*. 15-31.
4. Baer, William (Baer 2). "William Penn: America's first developer." *Lusk Review*, 1-20.
5. Hall, Peter. 1988, updated 2021. "City of Monuments," *Cities of Tomorrow*. 175-202.
6. Etchells, Frederick. 1987. "Introduction." *The City of To-Morrow and Its Planning (Le Corbusier)*. v-xviii.
7. Mumford, Lewis. 1937. "What is a City?" first published in *Architectural Record*, 92-96.
8. Jacobs, Jane. 1961. "The use of sidewalks: Contact." *The Death and Life of Great American Cities*, 73- 55.
9. Fulton, William. 2022. "Introduction: How Planning in California Really Works." *Guide to California Planning*. 3-24.
10. Ritzdorf, Marsha. 1994. "A feminist analysis of gender and residential zoning in the United States." I. Altman and A. Churchman, *Women and the Environment*, 255-279.
11. Olsen, Donald J. 1986. The City as a Work of Art: London, Paris, and Vienna, 101-131.
12. Hise, Greg. 1996. Homebuilding and Industrial decentralization in Los Angeles: The roots of the Post-World War II urban region. MC Sies and C Silver, *Planning the Twentieth-Century American City*, 240-261.
13. Hayden, Dolores. 2003. "Sitcom Suburbs," *Building Suburbia: Green Fields and Urban Growth, 1820-2000*. 128-153.
14. Bostic, Raphael. 2015. "Chapter 3: Urban Development and Place," *HUD at 50*,
15. Avila, Eric. 2014. "Nobody but a Bunch of Mothers," *The Folklore of the Freeway: Race and Revolt in the Modernist City*, 53-87.
16. Davis, Mike. 1998. "How Eden Lost Its Garden," *Ecology of Fear*, 64-
17. Gould-Ellen, Ingrid & Yager, Jessica. "Chapter 2 Race, Poverty, and Federal Rental Housing Policy," *HUD at 50*
18. Mahler, Jonathan. January 3, 2018. "The Case for the Subway," *New York Times*. 1-21.
19. Goodell, Jeff. 2017. "Prologue: Atlantis" and "Living with Noah," *Water Will Come*. 5-14 and 31-48.
20. United Nations. 2023. "Introduction" and "Goal 11: Sustainable Cities and Communities." 3 and 34 - 35.

21. Gladwell, Malcolm, 2004. "The Terrazzo Jungle," *The New Yorker*, March 7, 2004, 1-18.
22. Zukin, Sharon. 2010. *Naked City: The Death and Life of Authentic Urban Places*. 219-246.
23. Department of City Planning of the City of LA, "Survey LA Los Angeles Historical Resources Survey." 2-24.
24. Davies, Paul. 2017. "Thinkpiece on John Portman," *Architectural Review*, 1-8.
25. Glaser, Edward and Cutler, David. 2020. "The Battle for Boyle Heights and the Closing of the Metropolitan Frontier," in *Survival of the City: Living and Thriving in an Age of Isolation*, 243-274.

Description and Assessment of Assignments

1. Reading & Video Reflections:

The readings and videos 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 2 reading reflections. You will hand it in at 10:00 am and on Turnitin. A reading reflection is late if not handed in at the beginning on the due date and a 2-point reduction every day it's late. No reflection will be graded that is handed in later than five days after the due date. No emailed copies will be accepted.

The reflections should consider one or more of the readings in the designated period. Reflections are **2-3 FULL pages (approximately 1,000 to 1,500 words), 1.5 spacing, TITLE**. They should be in a reasonably sized font (no more than 11 or 12 point), with one-inch margins. They will be graded for title, style (grammar, etc.) as well as content. **Proper citations are a must**. Citations are essential because they represent the work that you have done to prepare the paper, and the way that you are integrating other ideas into your argument. Sources need to be provided for every direct quote, non-public information, or idea. If direct quotes are used, they should be brief and no more than two sentences in length. Note that the citation comes before the sentence's period. Any doubts about how to cite a source or whether a citation, feel free to ask. In the body of the paper, provide the author's name, year and page number.

At the end of the paper, provide a **bibliography** in alphabetical order with a full citation for each source: author's name (alphabetically by author's last name), full book title, publishing information, and the page number. Note that the bibliography does not count toward your 3 page limit.

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 (cst.edu/wp-content/uploads/2016/07/wc-writing-reflection-papers.pdf) have provided the following suggestions (edited for length, and some language altered to make it germane to our class):

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:

1. 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.

2. Is there an important question that arises as you read this chapter/article?
3. Is there something that you want to criticize or disagree with? Does anything make you uncomfortable or contradict your ideas about planning and development?
4. How do the ideas connect with other readings, lectures, other classes or life 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?
5. Is there anything in your past and/or present experiences that resonate with or clashes with this reading?

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 patterns and history? 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 to 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.

2. Midterm Examination:

The midterm examination will cover readings, lectures, and discussions up to the date of the midterm.

3. Understanding Urban Context Research Project:

A city is an amalgamation of people, capital, and ideas, supported by a complex system of infrastructure and policies built over multiple generations. Every new development in a City is part of a much larger story. So, when working on a new project, it's important for a developer to put her new building(s) into that broader context. This exercise will give you an opportunity to research a new proposed development project of your choice. Your goal is to understand the broader context in which that development is proposed. In the end, you will argue one of the two points:

- 1) That this development is well-contextualized. It understands its place in the broader urban ecosystem and advances positive change for its neighborhood, city, and/or region.
- 2) That this development is not well-contextualized. Perhaps it inadvertently furthers discriminatory or unsustainable development practices of the past, or it simply stands out as not having any real connection to the community in which

it is located.

Your paper should be a minimum of 1,250 words but no more than 1,500 (about 3 pages excluding images), 1.5 spacing, and follow similar formatting and citations as the reflection papers. Feel free to include images or charts to support your case and be sure to cite them. Don't forget to first describe the proposed development before you assess whether it is well-contextualized (chances are, I have no context about this development, so paint the picture.) You should weave into your analysis readings and lectures from anytime in the course so far.

4. Group Project:

Congratulations! You just landed an acquisitions job at a mission-driven development firm. Your new company is backed by a big, national equity investor (Burnham Equities) that will help you purchase existing properties (commercial, residential and mixed-use) for rehabilitation/preservation or redevelopment. The investors have strong ESG goals (ESG = environmental, social and governmental), so they want your acquisitions team to not only focus on their bottom line, but to make sure their investments will leave the community better off as a whole.

In this assignment, each group will be assigned a property in Los Angeles County and will present a persuasive evaluation of whether or not your company should acquire a property with Burnham Equities' money... or to keep looking for other investment opportunities. If your team recommends moving forward with the acquisition, you will need to describe your ultimate development strategy: redevelop into something else or preserve as-is with some rehab improvements, and why. If your team recommends to pass on the opportunity, you'll not only need to justify your position, but offer three alternative acquisitions in LA County that you would like to assess further and describe why they might be a better fit (note, you won't need to analyze those three opportunities in the great depth like you did for the property in question.)

During this exercise, you will practice evaluating real estate from an historical perspective and analyzing it from past, present and future values and purposes. All members of the group must engage, participate and collaborate with the group. At the end of the assignment, a peer evaluation is given, and you will evaluate each member individually.

Key questions:

- What is the historical context in which this property was previously developed? What was going on socially at the time it was built? Is there any historical significance of the property that should be preserved or recognized in your development strategy?
- What's going on in the neighborhood around it?

- What do you think the fair market value of the property is?
- Who are the major community stakeholders for this property, and what value does the site have to them?
- What value-add improvements would you propose making through rehabilitation and/or redevelopment of all or part of the development, and how much do you think that would cost?
- What public funds or support could you leverage for pursuing environmental or social outcomes that could augment the amount of money you have available?
- Do you think the ultimate economic activity of your development is strong enough to support debt payments *and* give Burnham Equities a decent return?
- Is the amount of money you have available (equity + debt + public funds, if any) sufficient to cover your full development proposal?

Assumptions:

- Burnham Equities will invest anywhere from \$20 million to \$100 million in one acquisition strategy. Assume that the ultimate development scenario for your acquisition will be financed with 30% equity and 70% debt. So, if you're asking for \$100m in equity from Burnham for your acquisition strategy, that means the total development cost would be about \$333.3m (Don't worry about interest rates and complex financial pro-formas for this exercise. Keep it simple! This is a history class, not finance.)

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 *and* examine it through online sources such as Google maps and streetview. 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 solely 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 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.

5. In-Class Activities, Homework/Video Watching:

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.

In person attendance is mandatory for the scheduled activities. Homework assignments will be submitted at the beginning of class. Homework assignments/quizzes/video watching will be given throughout the semester and are each worth about 15 points and must be handed in on due date; assignments may be discussed in class. Points are given for both accuracy of assignment, depth of thought and connections to class discussions, readings, and lectures.

6. Participation:

Attendance and participation in all class sessions throughout the semester is mandatory. Students whose attendance is lacking or who disrupt the class (by arriving late, talking instead of listening) cannot make a positive contribution to the class and may receive lower participation evaluations in this area. Please do not schedule work related meetings/interviews during class time. You will also be given a total of 120 points for participation (60 assigned at the midterm and again at the end of class). This score is at the discretion of the professor and is based on the quality of engagement in class discourse, sharing of information with your peers such as introducing newsworthy and on-topic issues related to the syllabus' themes.

7. Final Examination:

The final examination will cover readings, lectures, and discussions from the entire class, but mostly from the second half after the midterm. A review sheet will be handed

out, but 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.

Grading Breakdown

1. **Reflections / Research assignments (150 points, 50 each):** You must reflect on the assigned reading/s or you will not receive credit. Reflections that are not handed in on Turnitin at 6:00 pm on the due date are late and will be penalized. No emailed copies will be accepted. Late penalties will escalate (-2 points per day). If we don't have the electronic copy within 5 days of the due date, the Reflection will be graded at 0. Refer to the syllabus below for more information.
2. **Midterm (200 points):** Blue books will be provided for the in-class examination.
3. **Group Project (150 points):** All projects are due on April 17. Refer to the syllabus for more details.
4. **In-class Activities / Assignments (180 points):** Attendance is mandatory for the scheduled activities (about 15 points each). In-class assignments/quizzes will be given throughout the semester and are each worth 15 points. They must be handed in on due date with make ups seldomly allowed; assignments may be discussed in class. Points are given for both accuracy of assignment and depth of discussion and insight.
5. **Participation & Attendance (120 points):** Attendance and participation in all class sessions throughout the semester is mandatory. Students whose attendance is lacking or who disrupt the class (by arriving late, talking instead of listening) cannot make a positive contribution to the class and may receive lower participation evaluations in this area. Please do not schedule work related meetings/interviews during class time. You will be given a total of 120 points for participation (60 assigned at the midterm and again at the end of class). This score is at the discretion of the professor and is based on the quality of engagement in class discourse, sharing of information with your peers such as introducing newsworthy and on-topic issues related to the syllabus' themes.
6. **Final Exam (200 points):** Blue books will be provided for the in-class examination.

Course final grades will be determined using the following scale:

Minimum	Maximum	Grade
930	1000	A
900	929	A-
870	899	B+
830	869	B
800	829	B -

770	799	C+
720	769	C
700	719	C -
600	699	D
0	559	F

The University standard for undergraduate-level grades will apply (source: USC Catalog):

- A Work of excellent quality
- B Work of good quality
- C Work of fair quality
- D Work of minimum passing quality
- F Failure to adequately complete all course work

Classroom norms

This course meets once per week in-person and is constructed around lectures and discussions of the assigned readings and videos. While the primary format of the course is lecture, conversation and participation are critical centering around weekly topics where I will lay the basics. You should read the background material and add questions, comments and observations throughout the course that we can discuss together. 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 aspect of urban development history.

I will make best attempts to invite outside guest speakers throughout the semester. These are unpaid volunteers to the course and respected professionals in this field. Please provide them with respect for their generous time and engage in their discourse.

Code of conduct applies to online behavior as well as in-person classroom behavior. You are expected to be professional and respectful when attending class. Please read carefully, these policies are effective immediately and apply for the remainder of the semester. All students are expected to adhere to the policies.

1. Unless students provide an accommodation letter from USC's Office of Student Accessibility Services, attendance and active participation is expected in the classroom.
2. Any student with such accommodations should submit their accommodation document to the instructor as soon as possible to discuss appropriate accommodations.
3. Students who are experiencing illness should not attend class in person. Student must inform the instructor in advance of any class sessions they cannot attend for medical reasons. For pre-approved absences due to illness, the instructor may allow the student to make up in-class assignments, unless absence is

significantly impacting the student's regular attendance and engagement in class.

Attendance is required. Be prompt at 6:00 p.m. Email when you must miss any part of class. Missing one class session will be considered an excused absence. After that, non-attendance will result in lower overall points. 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.

Finally, note that this night-time class is scheduled during most people's dinner schedules. Please do not forget to come to class with a full belly. If you do not have time to eat before class, you may bring food with you but be respectful when eating and clean up your mess.

Zoom etiquette

Unless students provide an accommodation letter from USC's Office of Student Accessibility Services, attendance and active participation is expected in the classroom and zoom participation will not be available. For the rare instances where a virtual/hybrid accommodation is approved, it is expected that you keep your camera on if possible and engage in classroom activities.

Academic Integrity

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the [USC Student Handbook](#). All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity.

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see the [student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

Use of Artificial Intelligence (AI):

Since creating, analytical, and critical thinking skills are part of the learning outcomes of this course, all assignments should be prepared by the student working individually or in groups. Students may not have another person or AI entity complete any substantive portion of the assignment. Developing strong competencies in these areas will prepare you for a competitive workplace. Therefore, using AI-generated tools to produce your written assignments is prohibited in this course, will be identified as plagiarism, and will be reported to the Office of Academic Integrity.

However, as AI is an emerging technology, you may utilize AI (e.g. ChatGPT) to help you brainstorm and guide your research efforts. You should be aware that AI text generation tools may present incorrect information, biased responses, and incomplete analyses; thus they are not yet prepared to produce text that meets the standards of this course. To adhere to our university values, you must cite any AI-generated material (e.g., text, images, etc.) included or referenced in your work and provide the prompts used to generate the content. Using an AI tool to generate content without proper attribution will be treated as plagiarism and reported to the Office of Academic Integrity.

Course Content Distribution and Synchronous Session Recordings Policies

USC has policies that prohibit recording and distribution of any synchronous and asynchronous course content outside of the learning environment.

Recording lectures is not permitted for this class. Recording a university class without the express permission of the instructor and announcement to the class, or unless conducted pursuant to an Office of Student Accessibility Services (OSAS) accommodation. Recording can inhibit free discussion in the future, and thus infringe on the academic freedom of other students as well as the instructor. ([Living our Unifying Values: The USC Student Handbook](#), page 13).

Distribution or use of notes, recordings, exams, or other intellectual property, based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study. This includes but is not limited to providing materials for distribution by services publishing course materials. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the

class, whether obtained in class, via email, on the internet, or via any other media. ([Living our Unifying Values: The USC Student Handbook](#), page 13).

Course Evaluations

Course evaluation occurs at the end of the semester university-wide. Your review and feedback of the student experience is important to make this a more enriching experience for future students.

Course Schedule

Week One, January 10: Class Introductions; The Birth of Growth Controls

Readings: Baer (1) and DeJean

Topics: Land use regulation and growth management; Elizabeth I, covenants; Christopher Wren rebuilding London; Paris

Assignments:

- In Class Assignment: 15 pts

Week Two, January 17: Imposing European Real Estate Norms in America (*Potential Guest Speaker*)

Readings: Dunbar-Ortiz and Baer (2) (up to page 20)

Watch:

- [Video of Philadelphia's Grid](#)

Topics: Pre-colonial context; influence of English custom; real estate speculation; William Penn; introduction of "The Grid"

Assignments:

- In Class Assignment: 15 pts

Week Three, January 24: Idealistic Approaches to Building a Metropolis

Readings: Hall (up to page 183) and Etchells

Topics: The City Beautiful Movement; planners of Chicago; Modernist Urbanism

Assignments:

- In Class Assignment: 15 pts

Week Four, January 31: A Human-Centered Approach to Development

Readings: Mumford and Jane Jacobs

Topics: Urban culture and society; social infrastructures; humanistic urbanism; decentralization; great streets

Assignments:

- Reading Reflection #1: 50 pts
- In Class Assignment: 15 pts

Week Five, February 7: Zoning and Building Regulations (*Potential Guest Speaker*)

Readings: Fulton and Ritzdorf

Watch:

- [Video of Seaside](#)

Topics: Zoning, land use patterns; gender implications; case studies; creative accessory dwelling units (ADU)

Assignments:

- In Class Assignment: 15 pts

Week Six, February 14: Single Family Homes and their Proliferation in Post-WWII America

Readings: Olsen, Hise and Hayden

Watch:

- [Video of Levittown](#)

Topics: Progression of flats (apartments); interior hierarchy of family uses; evolution of housing and construction; suburbanization; William Levitt

Assignments:

- In Class Assignment: 15 pts

Week Seven, February 21: The Legacies of De Jure Segregation and Efforts to Redress It

Readings: Bostic (134-141) and Avila

Watch:

- [Segregated by Design](#)
- This American Life, [House Rules](#)

Topics: Impacts of federal housing and transportation policies on urbanization and racial segregation; Fair Housing laws in the US; Affirmatively Furthering Fair Housing

Assignments:

- In Class Assignment: 15 pts

Week Eight, February 28: Greening Cities & Midterm Prep

Readings: Davis

Topics: Historical survey of greening cities; Frederick Law Olmsted, Sr.; benefits of open space – economic, social, physical

Assignments Due:

- Reading Reflection #2: 50 pts
- In Class Assignment: 15 pts

Week Nine, March 6: MIDTERM

Week Ten: SPRING RECESS

Week Eleven, March 20: Affordable and Social Housing (*Potential Guest Speaker*)

Readings: Gould-Ellen/ Yager

Watch:

- [Should the U.S. Build More Public Housing?](#)
- [Pruitt Igoe](#)
- [Public Housing Museum](#)

Topics: Affordable and social housing policy in the US; other models of social housing; Jordan Downs case study

Assignments:

- In Class Assignment: 15 pts

Week Twelve: March 27: Rails + Context Paper Due

Readings: Mahler

Topics: Transportation old and new, subways the worst and best, Transit Oriented Communities and visionary proposals for a 21st century Los Angeles

Assignments:

- Context Research Paper: 50 pts
- In Class Assignment: 15 pts

Week Thirteen, April 3: Real Estate Roulette (*Potential Guest Speaker*)

Readings: Goodell and UN Sustainable Development

Topics: Detroit, Miami, New Orleans; growth and decay; sustainable development; resilience

Assignments:

- In Class Assignment: 15 pts

Week Fourteen, April 10: A Consumer's Society Part 1, Authenticity Vs. Disneyfication + Group Work Time

Readings: Gladwell and Zukin

Topics: Cedric Price, Victor Gruen; Mall re-usage; amusement by Walt Disney; Authentic vs. fake environments; manufactured atmospheres; design truth and games

Watch:

- [Celebration of Florida: Building Disney's Perfect Town](#)
- [Part 2](#)

Assignments:

- None

Week Fifteen, April 17: A Consumer's Society Part 2, Hotel Culture + Group Presentations

Reading: Survey LA and Davies

Watch:

- [Portman Video](#)

Topics: Hotel evolution and experiential environments; Architect/Developers - Edward

Killingsworth vs. John Portman; ephemeral hotels; architecture of surveillance

Assignments:

- Group Presentation

Week Sixteen, April 24: Cities of Opportunity & Exam Prep (*Potential Guest Speaker*)

Readings: Glaeser & Cutler

Topics: Tactical urbanism and urban interventions; gentrification pressures; equitable development practices

Assignments:

- In Class Assignment: 15 pts

May 1 FINAL EXAM AT 7:00 p.m. – 9:00 p.m.

Statement on Academic Conduct and Support Systems

Academic Integrity:

The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, compromises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see [the student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

Students and Disability Accommodations:

USC welcomes students with disabilities into all of the University's educational programs. [The Office of Student Accessibility Services](#) (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Support Systems:

[Counseling and Mental Health](#) - (213) 740-9355 – 24/7 on call

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

[988 Suicide and Crisis Lifeline](#) - 988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

[Relationship and Sexual Violence Prevention Services \(RSVP\)](#) - (213) 740-9355(WELL) – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

[Office for Equity, Equal Opportunity, and Title IX \(EEO-TIX\)](#) - (213) 740-5086

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

[Reporting Incidents of Bias or Harassment](#) - (213) 740-5086 or (213) 821-8298

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

[The Office of Student Accessibility Services \(OSAS\)](#) - (213) 740-0776

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

[USC Campus Support and Intervention](#) - (213) 740-0411

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

[Diversity, Equity and Inclusion](#) - (213) 740-2101

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

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) 442-1200 – 24/7 on call Non-emergency assistance or information.

[Office of the Ombuds](#) - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

[Occupational Therapy Faculty Practice](#) - (323) 442-2850 or otfp@med.usc.edu

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.