

School of Policy, Planning, and Development  
University of Southern California

**PPD 245: The Urban Context for Policy and Planning**  
4 units, Fall 2007

**Instructors:** Professor David Sloane

**Time and Classroom:** M/W 10:00-11:50, RGL 100

**PURPOSE AND OBJECTIVES:**

We live in an urban world. The number of urban residents worldwide is already more than half, and it is constantly growing. The lives and activities of public policy analysts, planners, government officials, real estate developers, community organizers, and business leaders are shaped by this metropolitan world.

This course examines the twentieth and twenty-first century urban world as the context for policy and planning. We will explore the historical development of the urban world, its spatial and economic structure, its natural and human environments, the demographic and social processes that drive the ongoing transformation of the places we live, and the policies and regulations that mediate our dreams and aspirations.

Students will leave the course with:

- General knowledge of the history, economics, politics, and policy-making of the urban world;
- Ability to relate the American urban society to that of the surrounding world;
- A better understanding of the evolving spatial structure of the urban place;
- An expanded comprehension of how race, gender, and class shape urban society.

**REQUIRED TEXTS AND READINGS: All readings are required and on reserve.**

Italo Calvino, Invisible Cities.

Barbara Ehrenreich, Nickel and Dimed.

KM Kruse and TJ Sugrue, eds., The New Suburban History [TNSH on syllabus].

CAPITALIZED readings are available on Blackboard or the Internet

**COURSE FORMAT**

The course meets twice a week. Attendance is mandatory, participation strongly encouraged. I take roll so that I can get to know your names.

**OFFICE HOURS**

My office is in 313 Ralph and Goldy Lewis Hall. My office phone is (213) 740-5768, home phone (310) 577-7907. Please call me at home only after 10:00 a.m. and before 10:00 p.m. My email is dsloane@usc.edu. My office hours will be Mondays, 3:00-4:00 pm. I am available by appointment. I look forward to talking with all of you.

**EXPECTATIONS**

Your grade will be determined by a combination of attendance, participation, and the timely and effective completion of written and oral assignments.

Your grade will be calculated using the following table.

Minimum	Maximum	Grade
930	1000	A
900	929	A-
875	899	B+
830	874	B
800	829	B-
775	799	C+
730	774	C
700	729	C-
650	699	D
0	649	F

**Participation** (200 points): Participation is evaluated by attendance, involvement in class discussions and interactions, and the one-page Halloween assignment.

**Two Short Papers** (300 points): The two papers are short (4-6 page) reflections on two of the course readings. The first asks you to draw a map of your neighborhood then use stories from Calvino to discuss it. The second topic requires that you consider the role of public space in the modern city by choosing a specific space, observe life within it, then discuss what you found using the related readings.

**Midterm** (250 points): The midterm will be split into two sections, identifications and an essay. The midterm will cover the lectures, discussions, and readings up to that date. A review sheet will be provided.

**Final Exam** (250 points): The final will be split into the three sections, identifications, a short essay, and a long essay. It will primarily cover the lectures, discussions, and readings from the midterm to the end of the class. A review sheet will be provided.

### **INTEGRITY**

Academic integrity is of paramount importance. I take this responsibility seriously. The exams will be monitored, the papers will be carefully read, and checked. I want to trust you and treat you as adults, but I also know that the pressures on students to use unethical means to succeed are very strong. Anytime someone cheats that person is not only scamming the system, but also damaging the credibility of each and every student's achievements. For further information, such as the precise definition of plagiarism, please take a look at the Student Conduct Code material reprinted each year in SCAMPUS.

### **DISABILITIES**

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.

**Class Schedule/Assignment Due Dates**  
**READINGS ARE FOR THAT CLASS**  
**An Evolving Urban World**

**August 27: An Urban World**

We go on a tour through the urban world. An introduction to the course goals and objectives, its structure, five areas of concern, and our mutual responsibilities

Reading: None. However, start reading NOW.

**August 29: A Chaotic City**

The industrial city was a crowded, messy place. Reformers were so worried about the physical, economic, social, and political consequences of the mess that they created the foundation for the 20<sup>th</sup> century city.

Reading: Calvino, 32-3, 128

**September 3: Labor Day Holiday**

**September 5: Charter Schools and Standardized Tests**

No issue is tied as closely to Americans dissatisfaction with the city as education.

Readings: RAND

**September 10: Economic Disorder and Opportunity**

How have scholars imagined the form of the city as a manifestation of its economic activity?

Reading: Calvino, 32-3, 128; Molotch: MOLOTCH

**September 12: Cities and Imagination, Calvino Discussion**

How does Calvino's portrayal of the city provide insights into the ways to read the city.

Reading: Calvino, entire book

**September 17: Homelessness and Hopelessness in the City**

Many homeless people are working people trying to find housing, how do we do that?

Reading: WEINGART

**September 19: Transporting the Masses**

As city densities grew, the "walking city" faded away. Moving people became an elaborate exercise of new technology and commercial enterprise.

Reading: TNSH: Pugh O'Mara, 57-79

**September 24: Global Migration, Immigrant America: Then and Now**

The "American Dilemma" of the 1940s was painted in Black and White, but places such as Los Angeles remind us that the old paradigm simply does not work in our new urban world.

Reading: TNSH: Jones-Correa, 183-204; Why America Needs a Immigration Time Out: FAIR

**September 24: Calvino Paper Due**

**September 26: The Suburbs Emerge**

One response to the dense, chaotic city was to flee to the outskirts, hoping to rediscover nature, home, and family in a new setting, the suburbs.

Reading: TNSH: Hirsch, 33-56 and Nicolaidis, 80-98

**October 1: Emergence of an Urban Policy**

Cities were of little concern to the federal government until the 20<sup>th</sup> century. The industrial city, though, created such havoc that a policy gradually emerged.

Reading: TNSH: Freund, 11-32 and Wiese, 99-119

**October 3: Cars, Malls, and Disneyland**

In the 1950s, a new city emerged built on speed, credit, and comedy.

Reading: TNSH: Self, 144-160 and Siskind, 161-182

**October 8: Suburbs Rule in the Sunbelt**

The result was a shift in jobs, power, and politics from the Midwest to the South and West. We will also have a discussion of TNSH as a review for the midterm examination.

Reading: TNSH: Lassiter, 120-143, DISCUSSION of TNSH

**October 10: City in Crisis**

The late 20<sup>th</sup> century city was in crisis, confronted with white flight and deindustrialization.

Reading: No Reading for Today

**October 15: “Just the Facts Ma’am”**

Fear of crime and crime has affected urban policy as cities were viewed as less safe.

Reading: O’CONNOR

**October 17: Midterm**

**Public Space, Private Lives**

**October 22: How Do People Relate?**

Within American communities, the way we relate to each other has changed. What are the implications of that change?

Reading: TNSH: Frug, 205-220; PUTMAN

**October 24: Public Life and Social Spaces**

An urban life is a public life, suggesting public space is critical to the urban condition.

Reading: SENNETT

Video: “ Social Life of Small Urban Spaces” By William H. Whyte (1979/1988)

**October 29: Transformations of the Public Realm**

The public realm is considered endangered by many commentators. Who cares?

Reading: SMITHSIMON; HAMILTON (opening section + excerpt by Anderson)

**October 31: No Class**

Assignment: Write a 1-page paper on how people use public space on Halloween

**November 5: Public Order and the Street**

The street is America’s primary public space, let’s look at its history and complexity

Reading: CRAWFORD

## Modern Cities, Multiple Concerns

### **November 7: Governing the New Metropolis**

How do city governments cope with a new set of economic and social problems?

Reading: GOLDSMITH

Video "Building Community in America's Inner Cities" (1997)

### **November 12: Main Street Blues**

Given its difficult problems, how does the city rebound? We discuss some strategies.

Browse: Erhenreich (Miami);

### **November 14: Suburban Blues**

So called "inner suburbs" are struggling almost as much as the central cities. Rethinking the suburb, combating sprawl and creating a new urbanism are what some say is needed.

Browse: Erhenreich (Maine); Anne Fleming:

FLEMING

### **November 14: Public Space Paper Due**

### **November 19: Poverty, Work, and Wal-Mart**

Wal-Mart is the world's largest company. What impact does its success have on metropolitan areas? And, how it's ethos reflect ideas about work, poverty, and corporate responsibility?

Reading: Erhrenreich (Minneapolis)

Video: "Store Wars" (2001, video)

### **November 21: Thanksgiving**

### **November 26: Race Still Matters: Obesity and Health Disparities**

Black Americans have a higher rate of diabetes than European Americans, and they are much more likely to develop complications from that illness. That is one example of health disparities, and their consequences for American cities.

Reading: EWING; LEWIS

### **November 28: Sprawl**

Sprawl has emerged as the major planning problem of the 21<sup>st</sup> century, tied to health, economic, and environmental issues.

Reading: GORDON

Video "Understanding Urban Sprawl" (2003)

### **December 3: Sprawling Over the World**

Suburbanization is not an American trend, it is a worldwide reality.

Reading: ORANGE

### **December 5: Is the City Dead? Long Live the Region!**

Some say that salvation from urban problems will come through reversing the focus on neighborhoods and seeing ourselves as part of a region.

Reading: FISHMAN

### **December 17: Final Exam, 8:00-10:00 AM**

## READINGS

PPD 245 Urban Context of Policy and Planning  
David Sloane, Instructor  
Fall 2007

The list below includes all the readings outside of books required for the course. I have decided not to order a reader, but instead will rely on the Internet and PDFs. The PDFs will be found on Blackboard. You are responsible for getting the material off the Internet. I have tested each URL out prior to giving them to you, but if you have trouble, you need to let me know so that I can substitute a reading. Coming to class and saying, "I couldn't find it," "I couldn't access it," or "I forgot we needed to get it ourselves," is unacceptable.

RAND Research Brief, "How California Charter Schools Operate and Perform":  
[http://www.rand.org/pubs/research\\_briefs/RB8022/](http://www.rand.org/pubs/research_briefs/RB8022/).

Harvey MOLOTCH: "The City as a Growth Machine" (1976): <http://nwar.com/face/molotch.html>

WEINGART Center Institute for the Study of Homelessness and Poverty, "Just the Facts: Homelessness in Los Angeles":  
[www.weingart.org/institute/research/facts/pdf/JusttheFactsHomelessnessLA.pdf](http://www.weingart.org/institute/research/facts/pdf/JusttheFactsHomelessnessLA.pdf)

FAIR: How to Stop Illegal Immigration (2003):  
[http://www.fairus.org/site/PageServer?pagename=iic\\_immigrationissuecenters716c](http://www.fairus.org/site/PageServer?pagename=iic_immigrationissuecenters716c)

Tom O'CONNOR, The Meaning and Components of Community Policing (North Carolina Wesleyan College, 2005): <http://faculty.ncwc.edu/TOConnor/205/205lect13.htm>

Robert D. PUTNAM, "Bowling Alone: America's Declining Social Capital," *Journal of Democracy* 6/1 (January 1995): 65-77, is available through Project Muse on the USC ISD Electronic Resources Page: [http://was.usc.edu/eresources/isd/combined\\_search.php](http://was.usc.edu/eresources/isd/combined_search.php)

Richard SENNETT, "A Flexible City of Strangers," *Le Monde Diplomatique* (2001):  
<http://mondediplo.com/2001/02/16cities>

Greg SMITHSIMON, "The Death of Public Space" (1999):  
<http://www.columbia.edu/~gs228/>

Peter HAMILTON, "The Street and Everyday Life," [www.blackwellpublishing.com/ou/Everyday\\_Life/sample/SampleChapter.pdf](http://www.blackwellpublishing.com/ou/Everyday_Life/sample/SampleChapter.pdf)

Margaret CRAWFORD, "Contesting the Public Realm: Struggles Over Public Space in Los Angeles," *Journal of Architectural Education* 49/1 (September 1995): 4-9. PDF

Stephen GOLDSMITH, "New Hope for the Cities." *Civic Bulletin: Manhattan Institute for Policy Research* 5 (June 1996): [http://www.manhattan-institute.org/html/cb\\_5.htm](http://www.manhattan-institute.org/html/cb_5.htm)

Anne FLEMING, "Suburban Blues" (2003): [http://www.pbs.org/newshour/essays/july-dec03/fleming\\_10-10.html](http://www.pbs.org/newshour/essays/july-dec03/fleming_10-10.html)

Reid EWING et al, "Can Physical Environment Determine Physical Activity Levels?" *Exercise and Sports Science Review* (2005): 69-75. Available through OVID (USC Electronic Resources). Search under Ewing, R, and it should pop right up.

LaVonna LEWIS et al, "African Americans Access to Healthy Food Options in South Los Angeles Restaurants," *American Journal of Public Health* 95 (2005): 668-673. Available through OVID (USC Electronic Resources). Search under Lewis, LB, and it should pop right up.

Peter GORDON and Harry Richardson, "Is Sprawl Inevitable? Lessons from Abroad" (1999): Available through Professor Gordon's web page, accessed through the SPPD faculty page.

ORANGE County PDF

Robert FISHMAN, "The American Metropolis at Century's End: Past and Future Influences," *Housing Policy Debate* 11/1 (2000), 99-213. Access at *Housing Policy Debate*: <http://www.fanniemaefoundation.org/programs/hpd/v11i1-index.html>

**PPD 245: The Urban Context of Policy and Planning**  
**David C. Sloane**  
**Neighborhood Map and Calvino Paper Assignment**

The neighborhood is America's most prevalent boundary lines, yet it is also one of the most illusive of borders. We all live in a neighborhood, but they often differ dramatically by shape and form. The assignment requires you to construct a map of your neighborhood and then write a 4 to 5-page paper on your perception of your neighborhood using Calvino as a guide.

The assignment has two parts. First, you must draw a map of your neighborhood. You may choose any neighborhood that you consider "home." The map should be an image of your neighborhood, either here at USC or at your pre-USC home. Do not draw a literal map of the physical form of your neighborhood. Instead, look to use Calvino's Invisible Cities as a model to develop a personal image of your neighborhood. Spaces can be stretched, buildings moved or omitted, friends noted or not, depending on your vision of that space you call your neighborhood. Ultimately, what is essential to your neighborhood? What streets do you use? What houses or other buildings are landmarks? What people make up your neighborhood? How does the neighborhood flow, or does it flow it all?

The map should be YOUR work. You may draw it or create a collage of images. The map will be evaluated on its merits, but don't worry if you are not an artist or an architect. A simple map is often more evocative than a complicated one. The map should serve as your first source in writing about your neighborhood. If the paper diverges from the components of the map (or ignores it), that will hurt your overall grade.

The second part of the assignment is the paper. Calvino should serve as your second resource. How do Calvino's descriptions of his cities present us with insights into how cities work, are formed, decline, succeed or fail? What is he suggesting about cities (and their neighborhoods)? What are the elements of the city that Calvino feels are critical? How do cities differ? These general questions should be translated into specific issues within your neighborhood. React to the book and the map, as a planner or policy maker would, considering the physical, political, economic, and social elements. The paper must directly quote from Calvino; not simply a short quote at the beginning, but an integration of Calvino's textual images, your mapped images, and a theme for the paper.

The map and paper are due at the beginning of class on **September 24**. The paper should be double-spaced with one-inch margins. You need to provide references. Calvino references can simply note the page number. Papers/maps that are handed in after the beginning of class are late, and will be penalized. Papers should use the stylistic ideas suggested in the file on writing papers on Blackboard. Please place an electronic version of the paper's text in the Blackboard Digital Dropbox in addition to bringing a hard copy to class.

USC is committed to the general principles of academic honesty that 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. Students are expected to understand and abide by these principles. Papers may be subject to an originality review as performed by Turnitin technologies (<http://www.turnitin.com>) to find textual similarities with other Internet content or previously submitted student work. Students retain the copyright of their own original work, and Turnitin is not permitted to use student-submitted work for any other purpose than (a) performing an originality review of the work, and (b) including that work in the database against which it checks other student-submitted work.