

## **RED 417: History of Planning and Development**

4 units, Fall 2017

Tuesday/Thursday 10:00-11:50 in VPD 112

### **Professor David Sloane**

Sol Price School of Public Policy  
University of Southern California

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### **PURPOSE AND OBJECTIVES:**

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

The course's learning objectives are:

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

While I will lecture regularly, the class is constructed around discussions of the readings. I will leave time in almost every session for us to discuss and analyze the assigned readings. The written assignments require you to delve into the history of the professions as well as to work with colleagues to analyze and articulate a specific street's history.

Any course covering such a range of information is by definition a series of choices. I have tried to allow you to delve into topics of interest to you while examining some fundamental concerns everyone should know. I will regularly assess progress and solicit student feedback regarding the course. If necessary the syllabus will be revised to make it more suitable.

### **REQUIRED TEXTS AND READINGS: (All readings are required)**

All course readings are on Blackboard, are linked from the syllabus or will be handed out in class

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

### **STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS ACADEMIC CONDUCT**

*Plagiarism* – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, "Behavior Violating University Standards" <https://policy.usc.edu/scampus-part-b/>. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

### **Support Systems**

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

*National Suicide Prevention Lifeline* - 1-800-273-8255 Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

<http://www.suicidepreventionlifeline.org>.

*Relationship & Sexual Violence Prevention Services (RSVP)* - (213) 740-4900 - 24/7 on call Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

<https://engemannshc.usc.edu/rsvp/>.

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

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

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

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

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

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

## **ACADEMIC ACCOMMODATIONS**

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open from 8:30 a.m. – 5:00 p.m., Monday - Friday. The DSP phone number is (213) 740-0776. *If you are approved for academic accommodations, please provide documentation in the first three weeks of class.*

## **EMERGENCY PREPAREDNESS/COURSE CONTINUITY IN A CRISIS**

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

## **COURSE FORMAT**

This course meets twice a week. The sessions will be a combination of lecture and discussion. My presumption is that each day you will be prepared to that day's readings.

## **OFFICE HOURS**

My office is in 313 Ralph and Goldy Lewis Hall. My office phone is (213) 740-5768. My email is [dsloane@price.usc.edu](mailto:dsloane@price.usc.edu). My office hours will be Monday 11-Noon. I am also available by appointment. I look forward to meeting with you.

Soyoon Choo is our teaching assistant. She will post how you can reach her and her office hours

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

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

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

- 1. Reading Reflections** **Throughout** **200 points**  
 You must reflect on the assigned readings or you will not receive credit. On Tuesday, reflections that are not handed in on both Turnitin AND in hard copy at the beginning of class are late and will be penalized. Late penalties will escalate. After 1 week, if we don't have both the electronic and hard copy, the reflection will be graded for no more than ½ the total points possible. Reflections not handed in after two weeks will be graded at 0.
- 2. Midterm** **September 26** **200 points**  
 We will provide blue books for the in-class examination.
- 3. Presentations** **October 31/November 2** **200 points**  
 The presentation slides are due at the beginning of class on the presentation date. Please hand in 2 hard copies in class and one electronic copy to Turnitin. If both are not handed in on time, groups will be penalized. Late penalties escalate. Attendance is mandatory on these 2 days out of respect for your peers.
- 4. Final Exam** **December 12 (@8 AM)** **220 points**  
 We will provide blue books for the in-class examination.
- 5. In-Class Activities and Discussions** **Throughout** **180 points**  
 Attendance is mandatory for the three scheduled activities. You will lose 40 points per activity because these activities require participating in groups in class. They cannot be made up.

**Reading is an essential element of this class.**

At the end of the syllabus I provide you with advice on writing habits and presenting techniques. My advice: read them if you want to get a better grade.

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

*Week One: Reading 20 pages*

*August 22* Five Tensions, Themes: Real Estate/Planning, Growth/Decline,  
 Private/Public, Justice/Inequality, and Authenticity/Homogeneity  
*August 24* London Growth Controls  
 Reading: Baer (1)  
 Topics: Land use regulation; growth management; housing types; Elizabeth I

*Week Two: Reading 39 pages*

*August 29* Colonial American Cities  
 Reading: Baer (2) (up to page 20)  
 Topics: Real estate speculation; planning vision; urban design; William Penn  
*August 31* Baroque Cities  
 Reading: DeJean  
 Topics: Urban design; global influences on city structure; Rome

*Week Three: Reading 31 pages*

**YOU MUST COMPLETE THE REFLECTION USING SLOANE AND/OR RITZDORF**

*September 5* Modern Cities **Reflection 1 Due**  
 Reading: Sloane  
 Topics: Industrial cities; land use regulation; health/planning; design; Chicago  
*September 7* Regulating Land Use  
 Reading: Ritzdorf  
 Topics: Land use regulation; gender implications; middle class planning; ancillary houses

*Week Four: Reading 52 pages*

*September 12* Good Streets  
 Reading: Avila  
 Topics: Transportation evolution; community impacts and resistance; MELA

*September 14* Social Life of the Cities **Activity 1**  
 Reading: Jane Jacobs  
 Topics: Urban design; public space; streets, social interaction; William Whyte

*Week Five: Reading 46 pages*

*September 19* Politics of Parks II  
 Reading: Hise and Deverell (Read 1-7, 22-56)  
 Topics: Evolution of the public park; Frederick Law Olmsted; Central Park,  
 Los Angeles parks; contemporary park design; High Line; park disparities  
*September 21* Amusing the Millions  
 Reading: EDC (Gruen)  
 Topics: Evolution of shopping; Victor Gruen; shopping malls; street life

*Week Six: Reading 30 pages*

<i>September 26</i>	Midterm	<b>Midterm</b>
<i>September 28</i>	Private Realm, Public Danger	
Reading:	Olsen (read only pages 101-131)	
Topics:	Housing design; evolution of family use of house; London/Vienna/Paris	

*Week Seven: Reading 46 pages*

**YOU MUST COMPLETE THE REFLECTION USING HISE AND/OR JACOBS**

<i>October 3</i>	Minimum House	<b>Reflection 2 Due</b>
Reading:	Hise	
Topics:	Evolution of housing; standards; regional planning; suburbanization; Leimert	
<i>October 5</i>	Community Builders	
Reading:	James Jacobs	
Topics:	Suburbanization; housing types; community builders; Wardman, Levitt	

*Week Eight: Reading 29*

<i>October 10</i>	Irvine	
Reading:	Forsyth (read from page 70 to 99)	
Topics:	Suburbanization; master planned communities; Kevin Lynch	
<i>October 12</i>	No class	

*Week Nine: Reading 43*

**YOU MUST COMPLETE THE REFLECTION USING ADDAMS, VAN SLYCK/ADAMS AND/OR GEOTZ**

<i>October 17</i>	Children Spaces	<b>Reflection 3 Due</b>
Reading:	Addams; Van Slyck and Adams	
Topics:	Children; evolution of housing; creation new types of buildings; nurseries	
<i>October 19</i>	Public Programs for Housing + Infrastructure	
Reading:	Geotz	
Topics:	Public housing; HOPE VI; Pruitt-Igoe; Jordan Downs	

*Week Ten: Reading 51 pages*

<i>October 24</i>	Good Rails	
Reading:	Schrag	
Topics:	Transportation; modern light rail; Washington DC; TOD	

<i>October 31</i>	Exploring a Plan	<b>Activity 2</b>
Reading:	LA Centers Plan; Mukhija	
Topics:	Planning; nodes and corridors; New Urbanism; Transit-Oriented Development	

*Week Eleven: No Reading*

<i>October 31</i>	<b>Presentations</b>	
<i>November 2</i>	<b>Presentations</b>	

*Week Twelve: Reading 16 pages*

*November 7* Reform Movements  
Reading: Cherry  
Topics: Smart Growth; New Urbanism; Andres Duany; Form-based codes  
*November 9* Ecological City  
Reading: Haas  
Topics: Environmental justice; zoning; new regulatory systems

*Week Thirteen: Reading 47 pages*

**YOU MUST COMPLETE The REFLECTION USING RYAN AND/OR ZUKIN**

*November 14* Declining Cities **Reflection 4 Due**  
Reading: Ryan  
Topics: Detroit, shrinking cities, rightsizing  
*November 16* Authentic vs Disneyfication  
Reading: Zukin  
Topics: Community making; placekeeping; gentrification; SOHO; Arts District

*Week Fourteen: Reading 26 pages*

*November 21* Growth and Gentrification  
Reading: Brown-Saracino; Dont Rhine (Herbst on reading list)  
Topics: Social Preservationists; Provincetown; Pioneers  
*November 23* No class – Thanksgiving

*Week Fifteen: Reading 24 pages*

*November 28* Managing Equitable Growth **Activity 3**  
Reading: Wyvernwood EIR, 1-3-to 1-9 and 1-26 to 1-31, look at renderings  
*November 30* A Contested City  
Reading: Talen  
Topics: Informal city; acupuncture urbanism; tactical urbanism; urban futures

**December 12** Final Examination **Final Examination**  
**8:00 AM**

## Readings

1. Baer, William (Baer 1). 2007. Planning for growth and growth controls in early modern Northern Europe: Part 2: The evolution of London's practice, 1580-1680 *Town Planning Review* 78/3, 257-77.
2. Baer, William (Baer 2). William Penn: America's first developer. *Lusk Review*, 1-20.
3. Joan DeJean, *How Paris Became Paris* (2014), 1-20.
4. Sloane, David. 2006. From Congestion to sprawl: Planning and health in historical context. *Journal of the American Planning Association* 72/1, 10-18.
5. Ritzdorf, Marsha. 1994. "A feminist analysis of gender and residential zoning in the United States. In, I. Altman and A. Churchman, *Women and the Environment*, 255-279.
6. Avila, Eric. 2014. *The Folklore of the Freeway: Race and Revolt in the Modernist City*, 'Nobody but a bunch of mothers,' 53-87.
7. Jacobs, Jane. 1961. "The use of sidewalks: Contact." In, *The Death and Life of Great American Cities*, 73-55.
8. Hise, Greg, and William Deverell. 2000. *Eden by Design: The 1930 Olmsted-Bartholomew Plan for the Los Angeles Region*, 1-65.
9. Olsen, Donald J. 1986. *The City as a Work of Art: London, Paris, and Vienna*, 101-131.
10. Hise, Greg. 1996. Homebuilding and Industrial decentralization in Los Angeles: The roots of the Post-World War II urban region. In, MC Sies and C Silver, *Planning the Twentieth-Century American City*, 240-261.
11. Jacobs, James. 2010. Beyond Levittown: The design and marketing of Belair at Bowie, MD. In, R. Longstreth, ed., *Housing Washington*, 85-110.
12. Addams, Jane. 1909. "Youth in the city," in *The Spirit of Youth and the City Streets*, 8-21.
13. Adams, Annmarie and Abby Van Slyck. 2004. Children's spaces, *Encyclopedia of Children and Childhood: In History and Society*, edited by Paula Fass, 187-194.
14. Forsyth, Ann. 2005. *Reforming Suburbia: The Planning Communities of Irvine, Columbia, and the Woodlands: The Irvine Ranch*, 70-99.
15. Geotz, Edward G. 2013. *New Deal Ruins: Race, Economic Justice, & Public Housing Policy*: 24-47.
16. EDC, 2016. Let's take a stroll down memory lane: Victor Gruen and the Central Business District. The Council of Community and Economic Research 13.
17. Schrag, Zachary. 2006. *The Great Society Subway: A History of the Washington Metro*: 221-242.
18. L.A. Department of City Planning. 1970. *Concept Los Angeles*, 9-34.
19. Mukhija, Vinit. 2012. 1970 Centers concept plan for Los Angeles. In, Sloane, ed. *Planning Los Angeles*.
20. Cherry, Nathan. *Grid/Street/Place: Essential Elements of Sustainable Urban Districts*, 6-13.
21. Haas, Gilda. 2012. Community Benefits, Negotiations, and (In)justices. In, Sloane, ed. *Planning Los Angeles*.
22. Ryan, Brent D. 2013. "Rightsizing shrinking cities: The urban design dimension." In, M. Dewar and J. Manning Thomas, eds., *The City After Abandonment*, 268-288.
23. Zukin, Sharon. 2010. *Naked City: The Death and Life of Authentic Urban Places*: 219-246.
24. Brown-Saracino, Japonica. 2009. *A Neighborhood That Never Changes: Gentrification, Social Preservation, and the Search for Authenticity*, 1-21.
25. Herbst, Robby, *Critical Practice*. Newsletter. Fall 2016.
26. The Wyvernwood EIR is accessible at <http://wyvernwood.com/Renderings>, 1-3-to 1-9 and 1-26 to 1-31, look at renderings.
27. Talen, Emily. 2015. DIY Urbanism: A History, *Journal of Planning History*, 135-148.

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**Assignment 1: Reading Reflections:** The readings are an essential component of your learning experience. We will test you on the readings by requiring that you participate in classroom discussions; requiring that you write essays about them on a final, and you produce 4 reading reflections. You will hand them in at the beginning of class and on Turnitin. A reading reflection is late if not handed in at the beginning on the due date. No reflection will be graded that is handed in later than one week after the due date. If we do not receive both turnitin and hard copies the reflection will receive a 5 point reduction in grade.

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

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

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

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

One way to show that you have accumulated knowledge during the class is, as the class proceeds, make intelligent connections between the reading 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. Deciding to do the Tuesday reading, and not completing the Thursday's readings is not a good strategy for two reasons: first, we will still be talking about the readings in class, and your participation grade will suffer; second, you will have some nights where you don't want to read, and, oops, there goes your chance at an A.

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

**Section 1:** Answer **THREE** of six identifications. Each answer should be about two paragraphs (about one blue book page) that identify (what is it?) AND explain (why is important to planning and development history?) the importance of the person, event, or concept. This section should take no more than 30 minutes and constitutes **25%** of your grade.

**Section 2:** Answer **ONE** of two questions. This essay asks for a discussion of a specific issue raised during lectures and other readings. Consider fully the implications of the question. The answer should take about 30 minutes and constitutes **25%** of your grade. Please write a persuasive essay that effectively uses material from the relevant readings/lectures.

**Section 3:** Answer **ONE** question. This essay question asks for a discussion of an issue raised during lectures and other readings. Consider fully the implications of the question. We are asking you to be synthetic, and relate multiple readings together (at least three readings). The answer should take about 60 minutes and constitutes **50%** of your grade. Please write a persuasive essay that effectively uses material from the relevant readings/lectures.

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

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### **Assignment 3: Presentations:**

How do we evaluate real estate from an historical perspective? In this assignment, groups will attempt to provide us with a persuasive evaluation of a commercial property by analyzing it from past and present values and purposes. Each group will (chose? Be assigned?) a property in a thriving commercial area of Los Angeles County. The groups will present an analysis of that property that places it in an historical context (when was it built? How many times has it sold? When were the buildings around it constructed? Who have been its tenants, and how have they changed?) and its present valuation (If it sold today, what would it be worth? Would it be an attractive purchase?).

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

1. Groups need to visit the property. As groups walk around, take multiple photographs of the building exterior and interior as well as the building's context (surrounding buildings, street front, street, etc.) and draw a design of the building (how is the interior laid out, how is the building situated on the street, how does it "talk" with the buildings around it?). Groups should list the tenants – don't depend on Google to provide an up-to-date list, do the leg work.
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 gather that information. Also, groups need to do a search of the Proquest newspaper database and other historical databases that might have information about the building. Local libraries and other sources are crucial to finding photographs, maps, and other information. Many local libraries keep files on specific buildings/neighborhoods and other information. Once you know who built the building, groups should consider whether the architect, development company or other participant also might be a good avenue for information.
3. A key element of this assignment is the historical research. Groups need to understand the context of the individual building, when it was built, where it was built, who built it, and how it fits into the larger context of the development of its commercial area. Historians have written a lot about some commercial areas, while others are understudied. Groups need to search for information. You will want maps (of when it was built and now), information (on the architect, development company, and surrounding businesses), and illustrations (advertisements, photographs, graphics).
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. Look at my suggestions at the end of this syllabus.

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 to Soyoong along with the two copies of the slides (you do not need to print the slides in single sheets – four slides to a page is fine). Wikipedia is not a credible source, but you could look at the sources on the Wikipedia site as one way to start (if the building has a site). Illustrations in the presentation should be sourced on the slide, just like you would a paper or other product (not at the end).

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

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

Group members will evaluate each other's activity in the group as well as the other groups. Attendance on these days is mandatory – please respect your peers' work by being present and ready to discuss their projects with good questions. Anyone missing these sessions will be docked since participation on these days is critical.

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**Assignment 4: Final Examination:** The final examination will cover readings, lectures, and discussions from the second half of the class. The examination consists of following two sections:

**Section 1:** Answer **ONE** of two questions. This essay asks for a discussion of a specific issue raised during lectures and other readings. Consider fully the implications of the question. The answer should take about 50 minutes and constitutes **50%** of your grade. Please write a persuasive essay that effectively uses material from the relevant readings/lectures.

**Section 3:** Answer **ONE** question. This essay question asks for a discussion of an issue raised during lectures and other readings. Consider fully the implications of the question. We are asking you to be synthetic, and relate multiple readings together (at least three readings). The answer should take about 50 minutes and constitutes **50%** of your grade. Please write a persuasive essay that effectively uses material from the relevant readings/lectures.

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.

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

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

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

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**Sloane's Hints for Writing Better Papers:** Below are some ideas on how to improve your papers. *Make sure you reread them after you have written the paper but before you hand it in.*

1. The most important element of any paper is your ideas. Remember, I have read many of the articles and books upon which you are basing your research; don't simply summarize them. I am looking for how you interpret those reading, how you relate them to the topic, and how you create a new idea out of the ideas of others. **Critical thinking** is the basis of your paper. Don't accept your sources uncritically. Examine both sides of the issue you have researched. Then, conclude with your decision about the issue. Making a decision is difficult, but everyday you do it. Do it in your writing as well as your life.

2. **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.** Note that the citation comes before the sentence's period. Some students worry that they will overcite; don't. 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 (Sloane 1991, p. 191).

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.

3. Many students feel that **long quotes** prove they did the research, and the author must say it better than they could. Actually, most long quotes suggest that the student has only collected information, and not thought through the issues. The better you understand things, the more likely you are to use your own words, inserting small phrases from the quoted sources.

4. Papers and exams are evaluated for **organization** and **clarity**. A great topic supported by great sources will still fail to be a good paper if the paper wanders from idea to idea and sets ideas in unclear language. A well-organized exam flows from idea to idea with transitions tying the ideas together and to the central theme.

5. The **opening paragraph** can be dramatic or didactic, but it should not be a summary of events that will occur in the paper. The **conclusion** is more of a summary, but should extend the argument to a final, concluding point (which is why it is called a conclusion!).

6. **Paragraphs** are critical. They provide the reader with guideposts to your ideas. Poorly paragraphed papers confuse the reader because they suggest a poorly thought out paper. First sentences are particularly important since they introduce the new idea while tying that idea to previous paragraphs (creating a transition). Try to make them powerful stylistically.

7. "**There were,**" "**in order,**" "**in addition,**" and "**because**" are weak ways to begin a paragraph (or any sentence). At times there are no obvious alternatives, but try to recognize the phrase and not use it too often. For instance, a more effective, powerful way to phrase that last sentence is: No alternative may be obvious, but recognizing the phrase will help you use it less.

8. For similar reasons, "**in fact**," "**the fact that**," and "**on the other hand**" (without first stating, "on the one hand") are expressly forbidden because they are the result of sloppy sentence structure and unclear conceptualization.

9. Sentences using the passive voice, such as, "**It was necessary** for the animals to be moved," are also forbidden. Make your sentences declarative, and give them agency. The more direct the language, typically the clearer the ideas.

10. Many students overuse **indefinite pronouns**. Indefinite pronouns are a quick, efficient manner of moving through an idea without constantly repeating a long phrase. **They** must be clearly connected to what has come before. If the indefinite pronoun is not clearly connected, **it** will confuse the reader and lessen the impact of the author's paper.

11. "The decade of the 1970s **witnessed** a significant change in the status of the human rights movement." I know that this style is quite common, but a decade (an inanimate object) cannot see or witness anything. Objects don't see, feel, hear, emote, or do any of the other crazy things humans and animals do, so let's not blame them.

12. Some of the scribbling you will find on virtually all papers:

- page #s:** Never turn in a paper that (1) does not have its pages numbered, (2) does not cite its sources, (3) has not been spell checked, and (4) you have not reread at least once after printing the final draft.
- ≠:** Elements do not have parallel construction; one is singular and one is plural.
- ¶:** Somewhere around here the paper requires a new paragraph. Long paragraphs are often a symptom of loose organization and faulty thinking.
- Style:** Signifies a place where the sentence does not flow smoothly, the grammar is incorrect, or the idea does not follow logically.
- sp?:** I am not a great speller. If I can use a spell checker, anybody can, and all of you should.
- yikes:** I have read something that confuses me, confounds me, or surprises me. Reread the paragraph and tell me what you think.
- word:** Signifies a word I feel is used inappropriately.
- timing:** The historical timing of the topic is unclear; usually means that I worry that the sentence is using data from one period to provide evidence in another.
- tense:** The paper has not set a consistent tense or is using the incorrect tense.
- good:** Yes, actually sometimes I tell students when they have done something well. I don't write enough positive remarks because I focus on improving your faults. However, most students are good writers, let me say that for all to read.
- Hints:** I am referring to this list of suggestions – and expecting you to do better next time.

13. **REREAD** your paper prior to handing it in. You would rather find the mistakes than have us find them, right?

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**Sloane's Presentation Tips:** [Adapted from Pam Simpson and Greg Hise]: A good presentation is thoughtfully crafted, thoroughly conceptualized, and carefully prepared. When one of these three items is absent, the entire presentation suffers, sometimes terminally. Here, I provide some tips for making sure that your presentation is properly prepared and well delivered.

Preparation of the slides is the first step.

- a. Don't just accept Microsoft's defaults. PPT makes the slide headings too large and the designs are often very constraining (limiting the way you can present material), so don't just accept them. I encourage you to create your own template with titles no larger than 32 font and a simple white, grey or black

background.

- b. Too much text is difficult for viewers to read, especially in a fast presentation, such as this one. Try to clarify what text is crucial, what would be nice to have, and make decisions about what you can afford.
- c. Illustrations are great, but only if we can see them. I usually say that a group should have no more than 15 slides for a 15 minute presentation, but if the slide is filled with a few carefully chosen illustrations one can leave it up for 30 seconds and make one or two points. Please don't make your maps or illustrations too small. Viewers get very frustrated.
- d. A PPT, like a paper, is essentially a story (narrative), so keep that in mind as one is creating the slides. The transitions from speaker to speaker, from one topic to the next, from one group of slides to the next are crucial. Someone in the group needs to take responsibility to integrate the individual slides into a coherent, persuasive whole.

1. **Set priorities, eliminate unnecessary material.** The most difficult task of a 15-minute talk is deciding what you are NOT going to talk about. Too many students decide to present their entire project. This strategy is bad because, first, the presentation is too long. Second, the presentation is superficial, with too much information and too few ideas.

2. **Write out your presentation ahead of time.** You don't have to present it exactly, but write enough out to make sure you know its length, substance, and style. Many students use note cards or other aids at the presentation itself. Aids are essential. Do not try to remember your entire presentation. You will end up **reading your Powerpoint, which is not a good idea.**

3. **Stick to your script.** Spontaneity is encouraged in a presentation, but it is better if it is actually planned! Speakers should move away from their script, but do it in a structured way. You may not know the exact words you are going to use, but you want to know how long it is going to take and why you are doing it. Going off on a **tangent** can be a **fatal flaw** for a presentation.

4. **Practice** your presentation. If something goes wrong, you will be ready. If someone asks a question, you can adjust your talk to respond. You can do those types of things only if you have practiced the talk. If a talk is too long, you need to know it before you are presenting it. If you haven't figured out why we should care about what you are presenting, it will show. **Try to anticipate questions, controversies, and criticisms.**

5. Use **multiple communication modes** to convey your message. Some people hear words; others read better. Indeed, no matter how one best learns, getting information in multiple ways greatly enhances people's ability to comprehend your ideas. Photographs, text, graphs, stories, and anecdotes are all ways to convey information.

6. Carefully select your **illustrations**. I have a colleague who hates clip art. She would argue that it shows the presenter is sloppy. Another colleague hates cartoons since they typically don't convey the point clearly. Your illustrations should always be moving your ideas forward. If they don't quite fit what you want to say, eliminate or replace them. Personally, I dislike commercial photographs. They suggest the group never went to the building, and leave me feeling like the group just checked it out on Google – not a good thing.

7. **Don't distract listeners.** Don't wear clanking jewelry, sloppy or really bright clothes. Some color (blouse, tie, shirt) is a good idea for people who want to make an impression. Take coins out of your pocket. Don't play with a pen or pencil at the podium. **Practice** a piece of your presentation in front of a mirror to see if you do anything of which you are unaware, such as constantly tugging a your shirt or standing awkwardly.

8. **Prepare for disaster.** Have a clock so you know how much time has passed. Know what you will do if the computer connection fails or the myriad of other technological mishaps that could occur do occur. You should always prepare for the technological disaster since it will happen remarkably often. **If you can get into the room where you are presenting early – go.** One of the best students I have ever taught found out

her Mac talk didn't translate the illustrations on the classroom computer. As she started her presentation all her illustrations disappeared.

9. **Add helpful hints to your cards/paper.** Very early on in your written material write **[BREATH]** or **[SLOW DOWN]**. Later, repeat these warnings. Also, write in the phrase **[LOOK UP]** or **[LOOK AT THE AUDIENCE]** as ways to reconnect to your audience.

10. Don't look exclusively at your professor. **Include your entire audience in the talk.** Make them want to hear more from you. Any presentation should be an inclusive experience. You want to connect to your audience, hold their attention, and make them feel welcomed.

11. **Please do not read your slides.** Remember, your audience can read (unless you are at a grammar school). Reading from your slides often has two evil consequences. First, you spend more time looking at the slides than the audience. Second, we know what you are going to say before you do! Surprise us with your insights. It will be fun. If you feel you need to read some things off the slides, keep a copy in front of you – **don't stare at the screen!**

12. **Your audience wants you to succeed.** In the end, the audience will be persuaded by your ideas more than your demeanor or your snazzy technology. So, remember the basic criteria that shape the audience's perception: Clarity, Focus, Persuasiveness, Effectiveness, Management, Responsiveness, Manner.

Some additional thoughts:

- At the end of the talk, begin Q & A, but don't close your presentation. Someone may want to take you back to earlier slides.
- Number your slides, so that person can give you a specific slide they want to question.
- Finish the presentation with a summary slide, don't just stop! Don't end with a question slide or a references slide (give your professor a printed copy). End with your recommendations/conclusions; **END WITH YOUR** words!
- Powerpoint and other programs give you ways to highlight text, use them to prioritize your points.
- White backgrounds are very stark. Some people like them; I find them a bit blinding. Go with something a little softer or black with white letters.
- If you have a fuzzy or illegible chart that is crucial, redo it. It doesn't take that long, and the outcome is way better.

**Good luck!**