

School of Urban Planning and Development
University of Southern California

PPD 417: History of Planning and Development

4 units, Spring 2012

Monday/Wednesday, 10:00 to 11:50, RGL 100

Professor David Sloane

Teaching Assistant Brettany Shannon

PURPOSE AND OBJECTIVES:

While humans have been planning cities since the beginning of the urban era, only recently has a distinct profession of (city and) urban planning emerged and a fuller understanding of the role of real estate development become apparent. This course provides an overview of urban history, focusing on the interaction of urban planning and real estate development.

The course's learning objectives are:

- (1) Acquire an ability to situate their 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.

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

Carl Smith, *Daniel Burnham and the Plan of Chicago*.

Other course readings are pdfs on Blackboard.

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.

INTEGRITY: Students should maintain strict adherence to standards of academic integrity, as described in SCampus (<http://www.usc.edu/dept/publications/SCAMPUS/>). In particular, the University recommends strict sanctions for plagiarism defined below:

11.11 Plagiarism

- A. The submission of material authored by another person but represented as the student's own work, whether that material is paraphrased or copied in verbatim or near-verbatim form.
- B. The submission of material subjected to editorial revision by another person that results in substantive changes in content or major alteration of writing style.
- C. Improper acknowledgment of sources in essays or papers.

Note: Culpability is not diminished when plagiarism occurs in drafts that are not the final version. If any material is prepared or submitted by another person on the student's behalf, the student is expected to proofread the results and is responsible for all particulars.

ACADEMIC ACCOMODATIONS

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.

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.

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
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

Your assignments are:

- 1. Participation** (150 points): Participation is evaluated by involvement in class interactions and in structured discussions around book and specific topics.
- 2. Comparing Experiences, Contrasting Cities** (150 points): This assignment combines the personal with the analytical. The intent is to compare your current urban life with the life of someone close to you when they were your age. The full assignment is attached to this syllabus.
- 3. First Exam** (200 points): The midterm will include identifications and two essays. The exam will cover the lectures, discussions, and readings up to that date.
- 4. Group Presentation** (150 points): I will break you into groups so you can prepare a presentation on an issue we have been discussing in class. The full assignment is attached to this syllabus.
- 5. Plan and Development Paper** (150 points): Complete a paper of 2,500 to 4,000 words that describes and analyzes a private or public plan of a city, neighborhood, or real estate development. This paper should rely on primary and secondary materials as well as illustrative material. The full assignment is attached to this syllabus.
- 6. Final Exam** (200 points): The final will include identifications and two essays that will cover lectures, discussions, and readings since the first exam.

OFFICE HOURS

My office is in 313 Ralph and Goldy Lewis Hall. My office phone is (213) 740-5768. My email is dsloane@usc.edu. I check it way too often, and it connects to my phone so it is the best way to access me after hours. My office hours will be Monday and Wednesday from 4-5. I am also available by appointment. I look forward to meeting with you.

Brettany Shannon is our teaching assistant. She can be reached via email at bkshanno@usc.edu and will post her office hours. She can serve as a good resource for paper topics, questions about exams, and other issues. Just remember, she is a doctoral student with a life of her own, so no emails late at night or really early in the morning.

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

Week 1	January 9	Village to Endless City
	January 11 Reading:	Early Cities Morris
Week 2	January 16	NO Class: MLK Day
	January 18 Reading:	Building Skills: Archives and Plans Inglewood map, see link in readings
Week 3	January 23 Reading:	Classical Cities Rome 2.2: http://www.youtube.com/watch?v=vrlEwjgfbYs&feature=related
	January 25 Reading:	The Modern Mercantile City: Venice Ackroyd
Week 4	January 30 Reading:	London Growth Controls (1600s) Baer (1)
	February 1 Reading	Colonial Cities Roach; Baer (2)
Week 5	February 6 Reading:	Baroque Cities Kostof (1)
	February 8 Reading:	Private Realms, Public Dangers Olsen Comparing, Contrasting Assignment Due
Week 6	February 13 Reading:	Modern Cities, Growing Regions Sloane; Smith, 1-70
	February 15 Reading:	Redesigning the City: Haussmann, Burnham Kostof (2); Smith, 71-168
Week 7	February 20	No Class: Presidents' Day
	February 22	First Examination
Week 8	February 27 Reading:	Politics of Parks, Playground, + Recreation Centers Hise and Deverell
	February 29 Reading:	Good Streets Hollywood map, see link in readings

Week 9	March 5 Reading:	Housing a Growing Population Hickman and Berk
	March 7 Reading:	Community Builders, Suburban Retreats Jacobs; Hise
Week 10	March 12 March 14	Spring Break Spring Break
Week 11	March 19 Reading:	Children Spaces Adams and Van Slyk
	March 21 Reading:	Irvine and Master Planned Communities Forsyth Plan and Development Paper Topic Due
Week 12	March 26 Reading:	Public Programs for Housing + Infrastructure Von Hoffman
	March 28 Reading:	New Urbanism + Smart Growth Duany, Plater-Zyberk + Speck
Week 13	April 2	Group Presentations
	April 4	Group Presentations
Week 14	April 9 Reading:	Good Rails Schrag
	April 11 Reading:	Amusing the Millions Longstreth
Week 15	April 16 Reading:	Downtown Regeneration + Disneyfication Smith, see link in readings; Cherry
	April 18 Reading:	Networked Global Cities Sassen
Week 16	April 23 Reading:	Environmental (In)Justice Wilson, Hutson, Mujahid Plan and Development Paper Due
	April 25 Reading:	Will the Recession Destroy the City? Glaeser
		Final Examination, 2:00 to 4:00 PM

Readings

1. Morris, AEJ. 1996. *History of Urban Form: Before the Industrial Revolution*: Chapter 1: Early Cities.
2. Ackroyd, Peter. 2009. *Venice: Pure City*: Chapter VII: The Living City: 101-119; 203-214.
3. Baer, William (Baer 1). 2007. Planning for Growth and Growth Controls in Early Modern Northern Europe: Pt 2: The Evolution of London's Practice, 1580-1680 *Town Planning Review* 78/3: 257-77.
4. Roach, Hannah. 1968. The Planting of Philadelphia. *The Pennsylvania Magazine of History and Biography* 92/1: 3-47.
5. Baer, William (Baer 2). William Penn: America's First Developer. *Lusk Review*: 91-98.
6. Kostof, Spiro (Kostof 1). *The City Shaped*. 1991: Baroque Elements, 230-240, 249-275.
7. Olsen, Donald J. 1986. *The City as a Work of Art: London, Paris, and Vienna*: The City as Home; The Building and the Dwelling; Inside the Dwelling, 89-131.
8. Sloane, David. 2006. From Congestion to Sprawl: Planning and Health in Historical Context. *Journal of the American Planning Association* 72/1: 10-18.
9. Smith, Carl. 2006. *The Plan of Chicago*.
10. Kostof, Spiro (Kostof 2). *The City Assembled*. 1992: Haussamannization, 266-279.
11. Hise, Greg, and William Deverell. 2000. *Eden by Design: The 1930 Olmsted-Bartholomew Plan for the Los Angeles Region*: Private Power, Public Space, 1-65.
12. Hickman, Caroline Mesrobian, and Sally Lichtenstein Berk. 2010. Harry Wardman's Row House Development in Early 20th Century Washington. In, R. Longstreth, ed., *Housing Washington: Two Centuries of Residential Development and Planning in the National Capital Area*, 41-60.
13. Jacobs, James. 2010. Beyond Levittown: The Design and Marketing of Belair at Bowie, MD. In, R. Longstreth, ed., *Housing Washington: Two Centuries of Residential Development and Planning in the National Capital Area*, 85-110.
14. Hise, Greg. 1997. *Magnetic Los Angeles: Planning the 20th Century Metropolis*: The Minimum House, 57-85.
15. Map of Inglewood. c1885. <http://hdl.huntington.org/cdm/singleitem/collection/p15150coll4/id/12303/rec/2>
16. Map of Hollywood. 1887. <http://hdl.huntington.org/cdm/singleitem/collection/p15150coll4/id/3497/rec/1>
17. Adams, Annmarie and Abby Van Slyk. 2004. Children's Spaces, *Encyclopedia of Children and Childhood: In History and Society*, edited by Paula Fass, Vol. 1: 187-194.
18. Forsyth, Ann. 2005. *Reforming Suburbia: The Planning Communities of Irvine, Columbia, and the Woodlands*: The Irvine Ranch: 53-106.
19. Von Hoffman, Alexander. "High Ambitions: Past and Future of American Low-income Housing Policy." *Housing Policy Debate* 7/3 (1996), pp. 423-446.
20. Duany, Andres, Elizabeth Plater-Zyberk, and Jeff Speck. 2000. *Suburban Nation: The Rise of Sprawl and the Decline of the American Dream*: How to Make a Town, 183-214.
21. Schrag, Zachary. 2006. *The Great Society Subway: A History of the Washington Metro: The Suburbs*, 221-242.
22. Longstreth, Richard. *City Center to Regional Mall; Architecture, the Automobile, and Retailing in Los Angeles, 1920-1950*: Markets in the Meadows, 221-265.
23. Neil Smith. http://www.enoughroomforspace.org/project_pages/view/198
24. Cherry, Nathan. *Grid/Street/Place: Essential Elements of Sustainable Urban Districts*: Building the Legible City, 6-13.
25. Sassen, Saskia. 1998. Urban Economy and Fading Distance. Megacities Lectures.
26. Wilson, Sacoby, Hutson, Malo, Mujahid, Mahasin. 2008. How Planning and Zoning Contribute to Inequitable Development. *Environmental Justice* 1.4: 211-216.
27. Glaser, Edward. 2011. *Triumph of the City*: Chapter 9: How Do Cities Succeed?

Assignment 2: Comparing Experiences, Contrasting Cities

This assignment is intended to get you to think about the inter-relationship of private and public space, different scales of city living, and the evolution of urban/suburban life. The assignment has three parts, each of which plays a critical role in the success of the whole. The assignment is due February 8, in hard copy to Brittany and through Turnitin (both by the beginning of class).

First, draw a map of “your city.” By that I mean what is the physical space you inhabit on a regular basis? Some students had to visualize their neighborhood in PPD 245. This part of the assignment is similar, but not the same. Here, I am asking you to consider your routine places and the spaces they cover. You can use your current USC life, your life right before you came to USC and were still in high school, or another version that you feel makes the assignment better.

Second, interview someone at least 25 years older than you. I encourage you to talk to grandparents, great uncles and aunts, old family friends, and parents (depending on at what age they had you). Ask them to describe for you their routine life at your age. You could ask them to complete a cognitive map, or you can also ask them to verbally describe their lives, and then you can write them up into a short narrative. I encourage you to talk with someone who might have photographs or other illustrative material. Please note, they don’t have to have lived in LA or even the US at the time. Earlier papers have portrayed lives in Korea and Central America.

Third, put the two stories together into a persuasive, thoughtful, insightful narrative, supplemented with material that illustrates the similarities and differences between the two lives. Did your family suburbanize between generations, and did that change the way you lived compared to your interviewee? What kind of house did they live in? Was it smaller, more focused on the outdoors, in a different type of neighborhood? You must use other historical materials relevant to your assignment and include them as sources to substantiate your comparisons.

The length of the paper is not very important, unless it gets too long (you don’t hear that too often, do you?). You might be able to do it well in 5 or 6 pages, depending on how you use your illustrative material, and how well you can analyze the two moments. How do the two cities where you lived compare and contrast? Look inside their house, yard, block, neighborhood, and larger city. What did they do? How does it contrast with your life? Use photographs, drawing, plans, and maps to illustrate the assignment.

We will be looking for people who have been able to move beyond the superficiality of simply drawing movement through space. We are looking for papers that help the reader inhabit the space, smell the family dinner, see the backyard, enjoy the park. Achieving this feel requires not just a sense for the poetics of space but the inclusion of historical research that supplements and analyzes what your private conversations have intimated. Get the hint yet? Your grade depends on how well you integrate your historical research as well as the ways you develop the lives through the map, interview and personal material.

We will post some helpful material on Blackboard under Assignments that will aid you in developing your project.

Assignment 4: Group Presentation

How do we learn? Some of us are great at listening to lectures, writing orderly and thoughtful notes. Others are better at reading books and articles, taking notes on the main ideas. Either way, one of the skills that professionals in our field need is the ability to present material in an engaging and persuasive. As we discussed on the first day, I believe that reading, writing, and speaking all reinforce your knowledge of the material. So, one assignment is to work in groups to present a response to an urban issue.

Each group should select a commercial street in Southern California and assess it. How do we assess the success of a street? Obviously, we imagine real estate developers make money, is that sufficient? How is it laid out? Does it facilitate pedestrian activity, social interaction, and other positive social aspirations? Is it ecological? Do the buildings have green roof, permeable landscapes, and drought-resistant plantings? Are they beautiful? Does the design welcome visitors, connect with surrounding neighborhoods, and makes us happy when we are on the street? Think about how you would assess success, and then try to find out as much as possible about the street that you have chosen to meet those criteria. In your presentation, you might note areas where you were unable to find as much information as you would have hoped.

We do not need to approve your choice, but I encourage you to talk with Brettany and me to ensure that your street allows you the best chance to succeed. We will be taking your choice into consideration when you make your presentation. The street should not be new. It could be from 1000, 1900 or 1950. You will want to be able to map its physical footprint, and you are going to want to visit the place (physically or virtually). I suggest that you look at how designers, planners, and policymakers view the street by checking magazine articles and blogs.

The resulting presentation should examine the economic, social, and physical dimensions of the street. You will not be able to get full financial data on all the buildings, but you should try to find out something about at least one or two of the critical developments. If you don't know how, ask your friends and teachers. Similarly, you should think about whether the city or county has drawings of the street and the developments on it. Don't simply rely on Internet sources for photographs and site plans, but go beyond that to primary sources. And, if at all possible, use your own photographs to illustrate your presentation.

Your presentation will last no more than 15 minutes. All group members should either speak or be prepared to answer questions from the audience. We expect a professional presentation with either site boards or digital (PowerPoint or other program) presentation.

Each group should hand in two copies of their presentation. You should hand us a sheet with your references (not Wikipedia, but real references) that support your findings and conclusions. Illustrations in the presentation should be sourced on the slide, just like you would a paper or other product (not at the end).

Group members will evaluate each others' activity in the group.

Assignment 2: Plan and Development Paper

Planners and developers use a wide range of materials and sources to create the city. You are required to interrogate a plan to analyze how they do so. First, find a public or private plan that is at least thirty years old (no younger than 1981). The plan could be of a city, neighborhood, housing project, shopping center, street, master planned community, or garden. Second, find out what people wrote and said about the plan. Third, visit the place (if possible physically, if not virtually), and gather maps and drawings, photographs and other materials about it. Put together the various sources in a paper that describes the plan, its implementation (or not), any controversies, and what it looks like today (if it got built, or what is there if it didn't). The paper should examine the economic, social, and physical dimensions of the plan and its resulting development.

Your paper will draw upon primary and secondary sources. A primary source is a photograph, map, article or book published when the plan was being developed. The Plan of Chicago is a primary source, as is Vaux and Olmsted's Greensward plan submitted for the job to design New York's Central Park. So are the maps I will show you in class of Hollywood and Inglewood. VKC library holds a number of older plans; it is a good place to start your search. The Internet has many, many plans. We will talk about other sources in class. A secondary source is an article or book authored by a scholar or professional, such as the book on the Plan of Chicago by Carl Smith. Most of your sources will be from scholarly and professional journals, such as the *Journal of Planning History* and *Planning Magazine*, *Journal of Urban Economics* and *Urban Land Magazine*.

The paper should be 2,500 to 4,000 words (that is roughly 7-10 pages). The paper should have one-inch margins, be double-spaced, in 12-pt. font, and rigorously sourced. Along with writing, format matters and illustrative material is important. Photographs, maps and plans can often tell your story in ways that nothing else can.

I am often asked how many sources are necessary. Historians tend to look at lots of books and articles, photographs and other materials, even though they don't necessarily read the entire book, etc. Learning to skim material is a good thing for any professional. Students ask me how they can cite so many things. Look at the course readings and see how they do it. Keep in mind: did I take this quote, idea or information from someone else? If the answer is yes, then you need a citation. In one system, your citation comes at the end of the sentence (Sloane, 2006). At the end of the paper, you alphabetically list the references: Sloane, David (2006), "From congestion to sprawl: Planning and health in historical context," *Journal of the American Planning Association* 72 (1): 10-18. If you directly quote or paraphrase an idea from the paper, you can place the page number within the citation (Sloane, 2006: 11). Plagiarism is a violation of professional and intellectual integrity. In this digital age, plagiarism has never been easier, so we have instituted several responses. Through Blackboard, we are going to use Turnitin, a web site that checks papers for inappropriate use of materials. For a guide: http://www.usc.edu/its/tel/support/documents/Turnitin_Student_Guide.pdf

By March 21, you are required to hand in your topic. When you inform us of your topic, you should present us with a paragraph that explains the topic and include two sources (at least one primary source) that you will be using as part of the paper. If you do not hand in your topic on March 21st, your paper will be penalized 5 points (the equivalent of a half-grade).