

C&RP 643: American City Planning Since 1900

Mondays and Wednesdays, 8:30-10:18

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COURSE OBJECTIVES

This course has been designed as an introduction to the history of planning practice in the United States. The focus of the course will be the major movements and issues that have shaped city and regional development since 1900. There are three main objectives of the course:

- to familiarize students with the events that shaped US planning practices;
- to provide students with a foundation for understanding why we have developed as we have and how planning history and theory and form are interrelated; and
- to give students the opportunity to explore specific issues related to Ohio and Columbus' planning history in more depth.

COURSE OVERVIEW

This course explores the history of planning practice in the US by examining specific themes and how they changed from 1900 to present day. The themes will be addressed as we move through the course chronologically in 20 year increments. All of planning history during the 20th century will not be addressed, but the hope is that the course highlights the movements, events, and issues that truly shaped our planning perspective. During the class we will be addressing topics covered in other classes, such as The Theory of City and Regional Planning, Urban Planning and Urban Form, and Land Use Controls. I hope students will gain additional insight through the repetition of some topics and be able to link what they have learned in the past with a new perspective of planning history.

The course begins with an overview of the planning related events leading up to 1900 to provide a foundation for later classes. We then address American city planning in approximately 20 year increments from 1900 to present addressing the following themes throughout:

- Planned communities, including major movements such as City Beautiful, Garden Cities in the early part of the century as well as the more recent New Urbanism;
- Housing, including topics of tenements, public housing, and federal legislation;
- Transportation and how it both shaped and was shaped by development;
- Environment and regionalism issues, addressing the changing views of the relationship between development and environment;
- Social reform and social equity, including topics of public health, women and minorities, and participation in planning; and,
- Planning process, including major land use regulatory issues, as well as how the role of the planner and the planning academy has changed and influenced planning.

The class concludes with a discussion of what we might expect for planning in the coming century.

COURSE REQUIREMENTS

This course will be a combination of lectures, discussion, videos, Texas hold 'em poker, and group work; students are responsible for all material regardless of format. The course includes a heavy amount of reading and participation based on the reading and individual research. Students will be expected to

have read the assigned materials prior to the class so that they may actively participate in class discussions. There are two assigned texts (Larson, E. *The Devil in the White City*; Lentz, E. *Columbus: The Story of a City*) available from the bookstore plus online readings. Please be aware that not all the material presented in class will be in the readings; therefore, it is essential that you attend class lectures.

Student performance will be evaluated based on an exam (50%), group project/paper (25%), and in-class activities and class participation (15%). In addition, I reserve 10% of student grades as discretionary based on peer group evaluations, attendance, and similar efforts. The exam will be cumulative and will be given *online* the day of our scheduled exam. The group work assignment divides students into groups of 4-6 members who will examine a particular building or area in Columbus and relate that to the issues addressed in class. Groups will present their findings to the class two times, the first addressing up to the 1950s, and the second the remainder of the history to present day; each presentation should be no more than 15 minutes in length. Presenters will be responsible for a question and answer session following their presentation. Groups will also submit their findings as a term project/paper. **AS PART OF THE FINAL PAPER, THERE MUST BE A GROUP PHOTO AT THEIR SITE OR DISTRICT!** Additionally, final papers are expected to include present day photos as well as historical photos as available (e.g., via the Internet). Group members will provide assessment of their own and others' efforts and group "spot checks" will be done during the quarter. Group presentation material will be fair game for exam questions.

Participation includes things such as class attendance, in-class discussion, interpretive dance, Carmen discussions as well as random in-class exercises and assignments. All attempts are made to be fair and balanced in participation evaluation. Class size may require the use of the Socratic method best known for use in Law Schools. You will be called on to answer a question based, for example on readings; correct answers are expected, and incorrect answers will be noted. Hey, stay awake now, you're only on page 2 of this syllabus – you have 6 more pages to wade through. Alternative participation options will be available for students wanting that option; students must see me by the 3rd week of class to make alternative participation arrangements.

There will also be other opportunities throughout the quarter to contribute to the class, such contributions will count towards participation grade. Participation may be in a variety of forms, including answering questions, blurting out in the spirit of debate or quietly submitted the professor in memo form, i.e. "Suzie's remarks were insightful/off-target for the following reasons..." or students can submit comments on the class website discussion board. Groups will also have the opportunity to evaluate their members; this evaluation will figure into the group project grade.

Transformation of numerical grade to letter grade will be according to the schedule summarized below:

A	93-100	C+	77-79.9
A-	90-92.9	C	73-76.9
B+	87-89.9	C-	70-72.9
B	83-86.9	D+	67-69.9
B-	80-82.9	D	60-66.9
E	< 60		

All grading will be done as fairly and as consistently as is reasonably possible. Assignments that are turned in late for any reason will have 10% taken off the first day late, 25% the second day and 50% after that point. In all cases, you are better off submitting something, even late, than not submitting at all. The final paper deadline is noted in the syllabus; in class assignment deadlines are given when the task is assigned. If you are ill, you can send your assignment in via e-mail. In some cases there are

extenuating circumstances that lead to a late assignment. In such cases, I will consider requests on a case-by-case basis.

Students wishing to appeal the grading of an assignment **must make the appeal in writing within 5 calendar days** after an assignment/exam is returned. In the case of a final grade, student **must make an appeal within 10 calendar days** of the start of the subsequent term.

Course Policies

All students are held responsible for knowing and abiding by the Department's policies on plagiarism and the University's policies on academic misconduct. These have been distributed to all C&RP students. If you have not received a copy, please obtain one from the graduate studies office in Ellen's office on the first floor of Knowlton Hall. Students are encouraged to share ideas in intellectual discussions relating to the class. However, all papers ***MUST*** include proper citations within the text and proper references/bibliographies at the end. ***This is a critical component of any scholarly writing effort as well as any effort that uses other sources of information. Violations fall under academic misconduct regulations and can result in dismissal from the program and the University.*** If you do not know proper citation procedures, contact the OSU Center for Study and Teaching of Writing (<http://www.cstw.ohio-state.edu/writingcenter.html>) or see me during office hours.

ADA Policy Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Disability Services at (614) 292-3307.

Course Communication

This course will use Carmen to enhance instructor-student communication, as well as student-student communication. Semaphore flag signaling will be used for line of sight communication in the event of computer failure (see <http://www.anbg.gov.au/flags/semaphore.html> for tutorial information). Smoke signals will be used if communication is over a longer distance. Course lectures, discussions, course calendar, and emails will be available through Carmen. To log onto the class Carmen website go to <http://carmen.osu.edu>. Your OSU Internet username and password (the same username and password you use to check your OSU e-mail and online grades) give you access to courses on the Carmen server. To login to Carmen, just type your OSU Internet username and password in the Login box. If your username contains a hyphen (-), include it (e.g., doe-jones.999). When entering your username, be certain caps lock is off and that you type it all in lowercase.

The course website includes discussion boards for you and your classmates to discuss assignments, readings, and news stories. It also includes class readings, class schedule, and the course syllabus. All PowerPoint lectures will be made available prior to the class (with the exception of the first lecture). All homework and participation assignments/grades will use Carmen. Emails will be the primary mode of communication for the class so please be sure that I have your most used email address; class announcements and similar information will be made using Carmen so it is critical and your responsibility that you check the system regularly (e.g., *at least weekly*). Note that you can have your Carmen mail forwarded to another account. Grades will be posted throughout the term using Carmen so that you may follow your progress.

COURSE SCHEDULE

Ok, here's the more interesting stuff that you've been looking for. The following is the proposed schedule for this class; please note that some changes are possible and I will try to provide as much advanced notice as possible to any change. Please also note that online sites can be a bit unpredictable – that's part of the nature of the Web. All links were functioning as of 9/20/05. * Denotes *required* reading; readings without an * are *optional*. All readings are available online via Carmen unless otherwise noted. You will be held responsible for the content of required readings only; optional readings will provide you with a richer understanding of key topics and information on related topics.

For all topics, we will highlight primary events, people, and places. As much as possible, we will also cover events as they played out in Columbus through the Lentz book and available photo histories.

Sept 21

1. Course Introduction & Overview

Key topics: We begin with a review of the course topics, objectives, and expectations. We then move onto a review of planning in the US (primarily) prior to 1900. This includes important issues regarding our national perspective, early planned communities, and issues of public health.

Burgess, 1996. Should planning history hit the road? *Planning Perspectives* 11: 201-224.

Video: Babylon to Bombay (56 min)

Sept 26

2. US Planning Pre-1900

Key topics: We continue to examine major planning activities prior to 1900 including Riverside & Pullman suburbs, and beginnings of the City Beautiful and Garden City movements.

*Larson, E. *The Devil in the White City*, prologue, part 1 & 2 (pp. 1-232)

*<http://www.library.cornell.edu/Reps/DOCS/pullman.htm>

*<http://www.fredericklawolmsted.com/riverside.html> (also click on the "Revisiting Riverside" link).

Group and location assignment

Sept 28

3. US Planning 1900-1920

Key topics: In this first of three classes on the earliest part of the 20th century we continue some of the earlier discussions on tenement housing, the related public health movement, and the Garden City movement.

*Schumann, Ulrich Maximilian. 2003. The Hidden Roots of the Garden City Idea: From John Sinclair to John Claudius Loudon. *Journal of Planning History* 2(4): 291-310.

*Lentz, E. *Columbus, The story of a city*, pp. 9-17

*<http://www.letchworthgardencity.net/heritage/index-3.htm>

<http://www.letchworthgardencity.net/heritage/tour/letchworthplan.htm> (follow tour)

*<http://xroads.virginia.edu/~CAP/CITYBEAUTIFUL/city.html> (1901 Plan and Washington DC and Beyond links not required).

Video: The Developing City (20 minutes)

Oct 3

4. US Planning 1900-1920

Key topics: As we move through the first part of the century, we will continue discussion on the Garden City movement and address the first metropolitan plan, Plan of Chicago.

*Larson, E. *The Devil in the White City*, part 3 (pp. 233-336)

*Stephenson B. 2002. The Roots of the New Urbanism: John Nolen's Garden City Ethic. *Journal of Planning History* 1(2): 99-123.

* <http://www.encyclopedia.chicagohistory.org/pages/10537.html> (follow all links on left side)

Oct 5

5. US Planning 1900-1920

Key topics: Today we wrap up the first 20 years of the century with a discussion of parks.

*Stephenson R. B. 1999. A Vision of Green: Lewis Mumford's Legacy in Portland Oregon. *Journal of the American Planning Association* 65(3): 259-269.

*Lentz, E. *Columbus, The story of a city*, pp. 18-29

*<http://www.ci.seattle.wa.us/parks/history/> (follow link for Olmsted history)

Video: City Parks (50 Minutes)

Oct 10

6. US Planning 1921-1940

Key topics: We begin this portion of the course with an overview of the twenties. A number of important planning events occurred in the 20s and thirties in the areas of regional planning, planned communities, and housing. We will discuss Mariemont (OH), Radburn (NJ) as well as Greenbelt towns.

*Larson, E. *The Devil in the White City*, part 4 & epilogue (337-390).

*Lee, Chang-Moo; and Barbara Stabin-Nesmith. 2001. The Continuing Value of a Planned Community: Radburn and the Evolution of Suburban Development *Journal of Urban Design* 6(2): 151-184.

*<http://www.columbia.edu/cu/gsap/projs/call-it-home/html/chapter3-nar.html>

*http://www.ci.greenbelt.md.us/About_Greenbelt/history.htm

*<http://www.greenhillshistoricalsociety.org/> (follow Chronology, Criteria, Homeowners, The Plan, Yesterday, Today, Tour Greenhills links on left side)

Oct 12

7. US Planning 1921-1940

Key topics: We will continue with discussions from the last class and move into the 1930s with discussion of regionalism and the Regional Plan of New York, the Tennessee Valley Authority, and racial issues.

*Larson, Kristen. 2002. Harmonious Inequality? Zoning, Public Housing, and Orlando's Separate City, 1920-1945 *Journal of Planning History* 1(2):154-180

*Schwartz, Joel. 2002. Tenement Renewal in New York City in the 1930s: The District-Improvement Ideas of Arthur C. Holden. *Journal of Planning History* 1(4): 290-310.

* Lentz, E. *Columbus, The story of a city*, pp. 30-53

*<http://newdeal.feri.org/tva/tva01.htm>

Oct 17 **8. Group Presentations**

Oct 19 **9. Group Presentations**

Oct 24 **10. US Planning 1941-1960**

Key topics: The 1940's and 1950's saw a great deal of activity in the areas of housing and transportation. Following WWII, federal activities with the GI Bill and Housing Acts sparked new "Levittown" suburbs.

* Johnson, Donald Leslie. 2004. Frank Lloyd Wright's Community Planning. *Journal of Planning History* 3(1): 3-4, 19-28.

* Lentz, E. *Columbus, The story of a city*, pp. 54-82

*<http://www.levittownhistoricalsociety.org/index2.htm> (follow "Levittown History" link at top of page)

*http://www.pbs.org/newshour/bb/military/july-dec00/gibill_7-4a.html#

Video: Building the American dream: Levittown, NY (60 minutes)

Oct 26 **11. US Planning 1941 – 1960**

Key topics: The 1950s saw federal transportation activities spark a new highway system.

*Ellis, Cliff. 2001. Interstate Highways, Regional Planning and the Reshaping of Metropolitan America. *Planning Practice & Research* 16(3/4): 247-269.

*Mohl R.A 2003. Ike and the Interstates: Creeping toward Comprehensive Planning. *Journal of Planning History* 2(3): 237-262.

Video: Divided Highways (90 minutes)

Oct 31 **12. US Planning 1941-1960**

Key topics: We will continue discussion of highway and transportation issues, as well as urban renewal and race politics dominant in this period.

*Jenkins, William D. 2001. Before Downtown: Cleveland, Ohio, and Urban Renewal, 1949-1958. *Journal of Urban History* 27(4): 471-496

*Lentz, E. *Columbus, The story of a city*, pp. 83-120

* <http://www.soc.iastate.edu/sapp/PruittIgoe.html>

Nov 2 **13. US Planning 1961-1980**

Key topics: The 1960s and 1970s included a variety of planning related activities in housing, planned communities, environment, and regional planning. We will begin with a look at the changing face of planning as well as the Reston and Columbia Maryland communities.

*http://www.reston.org/reston/r_history.html
*http://en.wikipedia.org/wiki/Columbia%2C_Maryland

Nov 7

14. US Planning 1961-1980

Key topics: As we move into the 1970s we will look more closely at environmental aspects of planning during this time, such as Earth Day and parks. We'll also address the formation of Ohio's own Miami Valley Regional Planning Commission.

*O'Riordan, Timothy; Clark, William C. 1995. The legacy of Earth Day: Reflections at a turning point. *Environment* 37(3): 6-21.

*Lentz, E. *Columbus, The story of a city*, pp. 121-133

Video: Understanding Urban Sprawl (50 minutes)

Nov 9

15. US Planning 1981-Present

Key topics: We conclude the course with three classes addressing the most recent time period – the 80's, 90's, and today. Much of the planning related activity during these years focuses on sustainability and smart growth, and neotraditional or new urbanist communities. We'll begin with a review of conceptualizations of downtown that have lead us to this point and an overview of sustainable development

*Berke P.R. 2002. Does Sustainable Development Offer a New Direction for Planning? Challenges for the Twenty-First Century. *Journal of Planning Literature* 17(1):21-36.

*Miller, M. 2002. Garden Cities and Suburbs: At Home and Abroad. *Journal of Planning History* 1(1): 6-28.

Video: America the Ugly (22 minutes)** (subject to time)

Nov 14

16. US Planning 1981-Present

Key topics: Today's class will introduce new urbanism as well as gated communities.

*Ellis, Cliff. 2002. The New Urbanism: Critiques and Rebuttals. *Journal of Urban Design* 7(3): 261-291.

*Lentz, E. *Columbus, The story of a city*, pp. 134-144

*<http://www.privatecommunities.com> (just browse)

Video: Streets without cars: the urban experiment of State Street (70 minutes)

Nov 16

18. US Planning 1981-Present

Key topics: In today's class we wrap up our discussion on sustainability and new urbanism.

- *Daniels, Tom. 2001. Smart Growth: A New American Approach to Regional Planning. *Planning Practice & Research* 16(3/4): 271-279.
- *Lee, Chang-Moo; and Kun-Hyuk Ahn. 2003. Is Kentlands Better than Radburn? The American Garden City and New Urbanist Paradigms. *Journal of the American Planning Association* 69(1): 50-71.
- * <http://www.cnu.org/about/index.cfm> (follow the "What is New Urbanism" link)
- *<http://www.southernvillage.com> (just browse)

Video: Save our land, save our towns (57 minutes)

Nov 21 **19. Catch up and Columbus discussion**

Nov 23 **20. Course Wrap-Up**

*Lentz, E. *Columbus, The story of a city*, pp. 145-156

*Krueckeberg, Donald A. 1997. Planning History's Mistakes. *Planning Perspectives* 12: 269-279.

**Papers DUE at start of class*

Nov 28 **Group Presentations**

Nov 30 **Group Presentations**

Dec 6 ***Final Exam (online) – more details to be provided***