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 on the people, movements, and principles which have shaped contemporary planning practice as well as consideration of what the successes and failures mean for the future of planning. 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 key people, movements, and themes of planning and how they changed from 1900 to present. 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 have shaped our planning perspective. During the class we will be addressing topics you will cover in other classes, such as Participation and Advocacy in Planning, Planning Places with People in Mind, and Law and Planning I: Land Use. Students will gain the foundation information that, through repetition, link new materials (or the same materials presented in a different class) with your 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; and,
- Social reform and social equity, including topics of public health, women and minorities, and participation in planning.

Many of these themes cross multiple time increments. In such cases, we will give the particular topic/movement the latitude to cover it in a holistic manner.

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 is one assigned text (Lentz, E. Columbus: The Story of a City) available from the bookstore. Most of the content readings will be online and available through Carmen. 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. Additionally, this class is incorporating a supplemental digital component which will allow students to gain exposure to additional visual and document resources through the Architecture Library. These resources will be highlighted in relevant lectures.

**Student performance** will be evaluated based on 2 essay assignments (15%, 10% each, 25% total), two exams (20% each, 40% total), group project/paper (15%), project status memo (5%), presentation (10%), and peer evaluations (5% total). The exams will be given online at the midpoint of the term and the day of our scheduled final exam (December 15).

**Essay Assignments**: There will be two essay assignments given over the course of the semester. In the first (15 points), each student will be assigned one person and will prepare a paper (3-5 pages, double spaced 12 point font) explaining that person’s contribution to planning history and practice. Students will also prepare 3-5 slides that could be used for a presentation summary of the notable planner. Be sure to include in the paper (and slides), as appropriate:

- A concise summary of his/her life and the times and the people they associated with
- A review of one of his/her significant writings
- A discussion of his/her notability with regards to planning history and contribution to planning practice
- A discussion of the relevance of his/her ideas for today
- A basic bibliography of writings and books written by or about him/her

The paper and slides are due on October 9th. A copy of the paper and the slides will be made available to all members of the class. A useful place to start in researching a number of these people is: Donald A. Krueckeberg. The American Planner. Biographies and Recollections. London: Methuen, 1983.

The second assignment (10%) will be a connections essay where students will be given an essay question which will require them to draw themes from the movements and practices discussed during the semester. The question will be provided on November 13 and typed responses will be due to the drop box one week later on November 20.

**Group Project**: 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 at the end of the quarter; the presentation should be no more than 15 minutes in length and may be shorter depending on class size. 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 the site or district!** Additionally, final papers are expected to include present day photos as well as historical photos as available (e.g., via KSA Digital Library, OSU Digital Collective, the Internet). Group members will provide assessment of their own and others’ efforts and group “spot checks” will be done during the quarter. Groups will also be responsible for turning in a status memo of no more than 2 pages by the midterm. Hey, stay awake now, you’re only on page 2 of this syllabus – you have 7 more pages to wade through.

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. Project related assignments that are turned in late (after class period) for any reason will lose 1 point the first day late, 2.5 points the second day and 5 points any time after. In all cases relating to the project, you are better off submitting something, even late, than not submitting at all. However, other class assignments which are turned in late receive no credit. The project related deadlines are 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 or drop on Carmen. 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. As per University policy, you have one quarter to appeal a final grade.

Course Policies
All students are held responsible for knowing and abiding by the School’s policies on plagiarism and the University's policies on academic misconduct. Students are encouraged to share ideas in intellectual discussions relating to the class. However, plagiarism will not be tolerated. Plagiarism is passing off as one’s own ideas, words, writings, etc., which belong to another. You are committing plagiarism if you copy the work of another person and turn it in as your own, even with the permission of that person. Any instances of academic misconduct must be reported to the Committee on Academic Misconduct (University Rule 3335-5-487). Therefore, 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.

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. Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office for Disability Services at 614-292-3307 in room 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities. Additionally, contact the instructor as early as possible in the term, so your disability can be properly accommodated.

Academic Misconduct
The Student Code of Conduct (http://studentaffairs.osu.edu/resource_csc.asp) defines Academic Misconduct as: Any activity that tends to compromise the academic integrity of the university, or subvert the educational process. All students are required to review the code and understand the implications of a code violation. If there is any suspicion of academic misconduct, the faculty member/instructor will report the alleged violation to the Section Head and the Committee on Academic Misconduct http://oaa.osu.edu/coam/home.html for investigation and any further action. Other Misconduct includes damage to, alteration of or other improper use of University Equipment and Property. The facilities of Knowlton Hall are for your use, but they are also for the use of students who come after you. Please take appropriate care in your use of the facilities.
**Sexual Harassment**
Attention is called to the University's Sexual Harassment Policy 1.15 (see https://hr.osu.edu/policy/policy115.pdf). Prompt action will be taken to report and correct any problems should they occur. If a student feels they have been the subject of harassment, or if others observe such harassment, it should be reported immediately to the Faculty member in charge, Section Head or Director of the School.

**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 necessary over a longer distance. Course lectures, discussions, course calendar, and emails will be available through Carmen.

The Carmen course website includes discussion boards for you and your classmates to discuss assignments, readings, and news stories. It also includes class readings, website links, class schedule, and the course syllabus. All PowerPoint lectures will be made available as a pdf 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; 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 as possible using Carmen so that you may follow your progress.

This course will also make extensive use of our library and digital media. Students also will be expected to conduct much of the background research on for group projects on their own time using digital resources available from the OSU Libraries web site and the OhioLINK web site. The Digital Media Center from OhioLINK will be especially useful to groups for its Sanborn Fire Insurance maps. Access will be made available through the course home page in Carmen. Tina Franks, KSA librarian is a great resource to help students get access to pertinent materials related to your group site/neighborhood that may be more challenging to identify;

**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. The topic set up is slightly modified this year so we may bleed topics into subsequent days. I will provide as much advanced notice of changes as well as reading updates as possible. Please also note that online sites can be a bit unpredictable –that’s part of the nature of the Web. All readings are available either in your texts or online via Carmen. You will be held responsible for the content of required readings only; optional readings will provide you with a richer understanding of key 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.

Aug 28 1. **Course Introduction & Overview**
Key topics: We begin with a review of the course topics, objectives, and expectations. We’ll also settled administrative facets of the course with groups and planner assignments.

Preliminary assessment
Group preference
Planner assignment

Sep 2

2. US Planning Pre-1900
Key topics: Major planning activities prior to 1900 including colonial America, 1811 Plan for New York, Civil War era planning.

Readings:
Schaffer Ch. 6: Comprehensive Planning before the Comprehensive Plan
Schaffer Ch. 1: The Greatest Grid: New York’s Plan of 1811

Sep 4

3. US Planning Pre-1900
Key topics: Overview of housing, transportation, and public health issues post-Civil War. Early planned communities of Riverside and Pullman, IL. Also discuss the early Ohio inhabitants as presented by Lentz.

Readings:
Riverside, IL (http://www.fredericklawolmsted.com/riverside.html)
Pullman, IL (http://urbanplanning.library.cornell.edu/DOCS/pullman.htm)
Lentz, Chs. 1-2
Reps, Ch. 15: Company Towns (optional)

Sep 9

4. City Beautiful Movement – I
Key topics: Overview of the City Beautiful movement; roots of the movement; goals and rationale; the White City/Chicago World’s Fair.

Readings:
Peterson, Ch. 5: Origins of City Beautiful
Reps, Ch. 8: Chicago Fair and Capital City
City Beautiful (http://xroads.virginia.edu/~CAP/CITYBEAUTIFUL/city.html)

Sep 11

5. City Beautiful Movement - II
Key topics: Examination of the movement “on the ground” with the McMillan Plan, Plan for San Francisco, 1908 Plan of Columbus, 1909 Plan of Chicago

Readings:
1908 Plan of Columbus
Plan of Chicago (http://www.encyclopedia.chicagohistory.org/pages/10537.html)
Peterson, Birth of the City Planning Ideal

Sep 16

6. Garden Cities Movement - I
Key topics: We begin with a discussion of early Columbus settlement and State House development from Lentz. We then move into the Garden Cities movement, its rationale, design and non-design components.
Readings:
Lentz, Chs 3-6
LeGates and Stout: Town-Country Magnet

Sep 18

7. Garden Cities Movement - II

Key topics: Overview of Garden Cities “on the ground” with Letchworth and Welwyn in England, Sunnyside Gardens, Mariemont, Radburn, and Greenbelt towns in the US.

Readings:
Letchworth History (http://www.letchworthgardencity.net/heritage/index-3.htm)
Letchworth Street Plan – review only (http://www.letchworthgardencity.net/heritage/tour/letchworthplan.htm)
Stephenson: The Roots of the New Urbanism: John Nolen’s Garden City Ethic
Birch: Radburn and the American Planning Movement
Greenbelt MD history: (http://www.greenbeltmd.gov/about_greenbelt/history.htm)
Greenhills OH pictures: http://www.flickr.com/photos/ohiohumanities/sets/72157616730586629/w ith/3444992881/ (review photographs)

Sep 23

8. Parks Movement - I

Key topics: Video: City Parks (50 Minutes). Begin discussion of early parks and Central Park.

Readings:
Reps, Ch12: Cemeteries Parks and Suburbs
LeGates and Stout: Public Parks and Frederick Law Olmsted

Sep 25

9. Parks Movement - II

Key topics: Olmsted’s rationale for parks, as well as systems in Seattle, Chicago, and Boston.

Readings:
Schaffer, Ch. 5: Seattle Park system
Sies and Silver: Chicago Small Parks

Sep 30

10. Regionalism - I

Key topics: We begin a discussion of the regionalism movement with a

Video: Tennessee Valley Authority (50 minutes)

Oct 2

11. Regionalism - II

Key topics:

Oct 7

12. US Planning 1941-1960
Key topics: Following WWII, federal activities with the GI Bill and Housing Acts sparked new “Levittown” suburbs.

Oct 9
13. Video: Building the American dream: Levittown, NY (60 minutes)

Notable Planner Paper DUE!!

Oct 14
MIDTERM --

GROUP STATUS MEMO DUE (via Carmen Drop Box by 12noon)!

Oct 16
Key topics: The 1950s saw federal transportation activities spark a new highway system.

Oct 21
15. Video: Divided Highways (90 minutes)

Oct 23
16. 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.

Oct 28
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.

Oct 30
NO CLASS – ACSP Conference Travel.

Nov 4
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

Video: Understanding Urban Sprawl (50 minutes)

Nov 6
20. US Planning 1981-Present
Key topics: We conclude the course with 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 led us to this point.

Nov 11  **VETERAN’S DAY**

Nov 13  **21. Video:** Streets without cars: the urban experiment of State Street (70 minutes)

  *Connections Essay ASSIGNED!* 

Nov 18  **22. US Planning 1981-Present**

  **Key topics:** Today’s class will introduce new urbanism and gated communities.

Nov 20  **23. US Planning 1981 - Present**

  **Key topics:** We wrap up the lectures with a discussion of development and smart growth.

  *Connections Essay DUE!*

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

Nov 25  **24. Group Presentations**

Nov 27  **THANKSGIVING**

Dec 2   **25. Group Presentations**

Dec 4   **26. Group Presentations**

  *All Group Project papers due by start of class! (hardcopy plus online drop)*

Dec 9   **27. Course Wrap-Up / Review**

Dec 15  *Final Exam (online)*