

LSC Use Only Proposal No:
LSC Action-Date:

UWUCC Use Only Proposal No: 13-146a
UWUCC Action-Date: AP-2/18/14 Senate Action Date: App-3/25/14

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person(s) John Benhart	Email Address JBenhart@iup.edu
Proposing Department/Unit Geography and Regional Planning	Phone 7-2250

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)

<input checked="" type="checkbox"/> New Course	<input type="checkbox"/> Course Prefix Change	<input type="checkbox"/> Course Deletion
<input type="checkbox"/> Course Revision	<input type="checkbox"/> Course Number and/or Title Change	<input type="checkbox"/> Catalog Description Change

Current course prefix, number and full title: _____

Proposed course prefix, number and full title, if changing: **RGPL 203 Planning History**

2. Liberal Studies Course Designations, as appropriate
This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

<input type="checkbox"/> Learning Skills	<input type="checkbox"/> Knowledge Area	<input type="checkbox"/> Global and Multicultural Awareness	<input type="checkbox"/> Writing Across the Curriculum (W Course)
<input type="checkbox"/> Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)			
<input type="checkbox"/> Global Citizenship	<input type="checkbox"/> Information Literacy	<input type="checkbox"/> Oral Communication	
<input type="checkbox"/> Quantitative Reasoning	<input type="checkbox"/> Scientific Literacy	<input type="checkbox"/> Technological Literacy	

3. Other Designations, as appropriate


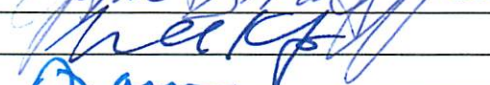
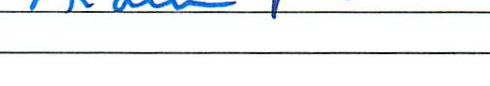
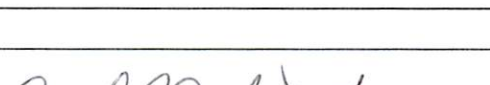
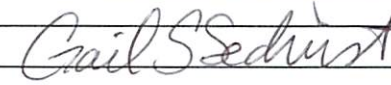
<input type="checkbox"/> Honors College Course	<input type="checkbox"/> Other: (e.g. Women's Studies, Pan African)
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4. Program Proposals

<input type="checkbox"/> Catalog Description Change	<input type="checkbox"/> Program Revision	<input type="checkbox"/> Program Title Change	<input type="checkbox"/> New Track
<input type="checkbox"/> New Degree Program	<input type="checkbox"/> New Minor Program	<input type="checkbox"/> Liberal Studies Requirement Changes	<input type="checkbox"/> Other

Current program name: _____

Proposed program name, if changing: _____

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)		11/20/13
Department Chairperson(s)		11/20/13
College Curriculum Committee Chair		2/17/14
College Dean		2/25/14
Director of Liberal Studies (as needed)		
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs		2/21/14

Received FEB 21 2014 Liberal Studies

Received FEB 18 2014 Liberal Studies

Syllabus of Record: Planning History

I. Catalog Description

RGPL 203 Planning History

3 class hours
0 lab hours
3 credits
(3c-01-3cr)

Prerequisite: None

Examines the history of the planning profession and how the planner's role has evolved over time. Considers the historical context of planning solutions relative to contemporary urban problems by examining the planning tradition from its early antecedents through modern times. Particular attention is directed toward the genesis of planning in the US during the mid-nineteenth and early twentieth centuries. Significant plans, people, projects and movements in the history of planning are discussed in relation to the evolving traditions of the planning profession.

II. Course Outcomes:

Students will be able to...

1. Identify key events and persons in the historic evolution of U.S. planning from the colonial period up through the present.
2. Compare and contrast past historic planning movements with current planning trends.
3. Demonstrate sufficient knowledge of significant developments in modern planning to be able to relate them to the structure of the modern city.
4. Identify planning's impact on the development of the Western Pennsylvania region.

III. Course Outline

Week 1: Introduction and Overview

Week 2: First Cities: The Neolithic Revolution the Ancient City and Utopian Visions

City and Countryside: Jericho, Uruk, Catahoyuk

Roman Anomaly and Roman Precedent, Hippodamus

Classical City Rules: Athens, Rome, Vitruvius and the Middle Ages

Rome and Germania: *Civitas, Ager, Saltus*

The Planned Colonial City: LA, Williamsburg and Savannah

Early Utopian Settlement: The Harmonites, Robert Owen and Joseph Smith

The Legacy of the Walking City and the "Greatest Grid"

Pittsburgh: Mexican War Streets and Market Square

Week 3: Filthy Cities: Sewers, Septic, Surveys and Parks

The Urban Sump

Night Soil, Cesspools and Piggeries: On and Off Site Disposal

Humors, Miasmas, John Snow, Edwin Chadwick and Benjamin Latrobe

Sanitary Engineers, Surveys, Topography and Townsite

Waring's Memphis, Chesbrough's Chicago

Early Planned Communities: Llewelyn Park, Riverside and Pullman

Rural Cemeteries and Urban Parks: From Mt. Auburn to Seattle

Pittsburgh: Allegheny Cemetery, Schenly Park, Vandergriff

Week 4: The City Beautiful: Civic Arts, 1893 and the White City.
Municipal Arts Movement. Public Art, Beaux Arts and Neo Classical Design
Precedent: Haussmann's Paris and Enfant's Plan for Washington
The Columbia Exposition: A White City in the Windy City and The Chicago School
The Macmillan Plan for Washington
Transition John Nolen and the Younger Olmstead
Pittsburgh: Bigelow, Moretti and Oakland

Week 5: City Social: Settlements, Playgrounds and Neighborhoods
Immigrants and Assimilation
Jacob Riis, Tenements, Photography and the Other Half
Hull House, Jane Adams and Benjamin Rush
Seward Park and the Playgrounds Movement
Clarence Perry and the Neighborhood Unit
Pittsburgh: Kingsley House

Week 6: The Progressive Era and the City Practical: The Plan
Chicago 1909: Burnham, Whacker and Moody
The Chicago Legacy: City in a Garden
Moody's Manual
Pittsburgh: The 1909 Pittsburgh Survey

Week 7: The Progressive Era and City Practical: City Rules
Regulating Place the Evolution of Zoning and the Professionalization of Planning
Alfred Bettman and the Euclid Decision,
Harland Bartholomew and the Comprehensive Plan
Midterm

Week 8: City in a Garden: Geddes and Howard in America
The Garden City Idea
PPAA, Radburn, Henry Wright and Clarence Stein
New Towns, VA, and the New Deal Greenbelt Communities
FHA, Cul De Sacs, Super Blocks and Deed Restrictions
Critics and Detractors
Pittsburgh: Chatam Village

Week 9: The Regional City: Regions, Realists and Utopians
The Regional Vision: Adams, Stein, Mumford, McKay and the RPAA
Frank Lloyd Wright, Brodacre and the Usonian City
Robert Moses, Charles Norton, the RPNY
National Resources Planning Board
Pittsburgh: Kentuck Nob

Week 10: Home and Highway: Modernism in America
The Interwar Vision: Romancing the Machine and Rise of European Modernism
From Bauhaus to our House: Corbu, Mies and Walter Gropius. Steel Glass and Concrete
The City of Mobility: Norman Bel Geddes and Future Rama
The Housers and Catherine Bauer

The Defense Highway Act and Urban Renewal
Pittsburgh: Aluminum Terrace Village

Week 11: The City of Towers: Modernism, Housing and Renewal

Corbusier *Ville Radieuse* and *Plan Voisin*

Federal Bull Dozer and the Housing Acts

Berman vs. Parker

Jane Jacobs and Robert Moses

The Urban Crisis and the Demolition of Pruitt Igoe

Pittsburgh: Renaissance, Allegheny Center and Wiley Avenue

Week 12: The Sprawling City: Post War Development, Crabgrass Frontiers

Speed Building and the Mall: Bill Levitt, Victor Gruen

Del Webb, Ian McHarg, Sun City and the Woodlands

Sun Belt and Phoenix

Arlington and Portland: Growth Management, Growth Boundaries and Smart Growth

Pittsburgh: Greengate Mall

Week 13: The Rediscovery of Towns: Preservation, Sustainability and the New Urbanism,

Silent Spring and With Heritage So Rich, NEPA, NHPA

The National Trust and Main Streets

Return to the Center: Ghirardelli Square,

James Rouse, Columbia, Faneuil Hall, the Baltimore Harbor Front

New Urbanism, DPZ, the Charter and Seaside

Hope VI

Pittsburgh: Crawford Square, Southside Works and Summerset at Frick

Week 14: The Fair City: Model Cities, Advocacy and Equity Planning

Model Cities and Street Level Governance

Community Organizing, Development and CDCs

Norm Krumholts: Equity Planning in Cleveland

Asset Based Community Development

The Tactical City: Inversion, Gentrification and Re-urbanization

Pittsburgh: Lawrenceville and The Southside

Final Exam

IV. Evaluation Methods

The final grade will be determined by:

Midterm	25%
Final	25%
Class Participation	20%
Project Poster Abstracts	<u>30%</u>

V. Grading Scale

A	90-100%
B	80-89.9%
C	70-79.9%
D	60-69.9%
F	<60%

VI. Attendance Policy

IUP's undergraduate attendance policy will be followed.

VII. Required textbooks, supplemental books and readings

Krueckeberg, D. (1983). Introduction to Planning History in the United States. Center for Urban Policy Research, Rutgers University Press, New Brunswick

Krueckberg, D. (1994) The American Planner: Biographies and Recollections. Center for Urban Policy Research, Rutgers University Press, New Brunswick.

Hall, P. (2002). Cities of Tomorrow. Third ed. Blackwell, Oxford.

VII. Special resource requirements

None.

IX. Select Bibliography

Abbott, C. and S. Adler (1989) "Historical Analysis as a Planning Tool." *Journal of the American Planning Association* 55(4) (Autumn):467-473.

Ballon, H. (2012) The Greatest Grid: The Master Plan of Manhattan, 1811-2011. Columbia University Press, New York.

Bamburgh, A. (2011) Chatam Village: Pittsburgh's Garden City. University of Pittsburgh Press, Pittsburgh.

Bauman, J. and E. Muller (2006) Before Renaissance: Planning in Pittsburgh, 1889-1943. University of Pittsburgh Press, Pittsburgh.

Calthorpe, P. (1989) "Excerpt from The Pedestrian Pocket." In Richard T. Le Gates and Frederick Stout, eds. 2000. 2nd ed. The City Reader. 468-474.

Duane, A. et al (2000) Suburban Nation: The Rise of Sprawl and the Decline of the American Dream. North Point Press, New York.

Fishman, R. (1982) Urban Utopias in the Twentieth Century: Ebenezer Howard, Frank Lloyd Wright, Corbusier. MIT Press, Cambridge.

Flint, A. (2011) Wrestling with Moses. Random House, New York.

- Foglesong, R. (1986) Planning the Capitalist City: The Colonial Era to the 1920s. Princeton University Press, Princeton.
- Hancock, J. (1988) "The New Deal and American Planning", in D. Schaffer, ed. Two Centuries of American Planning. Johns Hopkins, Baltimore, 167-230.
- Hayden, D. (2004) Building Suburbia: Greenfields and Urban Growth, 1820-2000. Vintage, New York.
- Howard, Ebenezer (1898) Excerpts from Garden Cities of Tomorrow. In Le Gates, R. and F. Stout, eds. 2000. 2nd ed. The City Reader. Routledge, London.
- Jackson, K. (1990) The Crabgrass Frontier. Oxford, New York: Oxford.
- Johnson, D. (1988) "Regional Planning for the Great American Metropolis." in D. Schaffer, ed. Two Centuries of American Planning. Johns Hopkins, Baltimore 167-230.
- Luccarelli, M. (1995) Lewis Mumford and the Ecological Region. Guilford, New York.
- Melosi, M. (2008) The Sanitary City: Environmental Services in Urban America from Colonial Times to the Present. University of Pittsburgh Press, Pittsburgh.
- Meyers, A. (1998) "Invisible Cities: Lewis Mumford, Thomas Adams and the Invention of the Regional City." *Business and Economic History*, Vol. 27, No2, Winter 1998:292-305.
- Orlebeke, C. (2000) The Evolution of Low Income Housing Policy. 1949 to 1999. Housing Policy Debate 11(2):489-520.
- Reps, J. (1992) The Making of Urban America: A History of City Planning in the United States, Princeton University Press.
- Rykwert, J. (2002) The Seduction of Place: The History and Future of Cities. Vintage, New York.
- Scott, M. (1969). American City Planning Since 1890. Berkeley: University of California Press, 110-182.
- Shipp, S. (1997) "Winning Some Battles but Losing the War? Blacks and Urban Renewal in Greensboro", NC, 1953-1965. In Urban Planning and the African American Community. June Manning Thomas and Marsha Ritzdorf, eds. Sage, Thousand Oaks.
- Sies, M. and C. Silver (1996) "The History of Planning History", In Planning the Twentieth-Century American City. M. Sies and C. Silver eds, Johns Hopkins University Press, Baltimore.
- Sloane, D. (1991) The Last Great Necessity: Cemeteries in American History. John Hopkins University Press, Baltimore.
- Smith, C. (2007) The Plan of Chicago: Daniel Burnham and the Remaking of the American City. University of Chicago Press, Chicago.
- Spann, E. (1996) Designing Modern America: The RPAA and Its Members. Ohio State University Press, Columbus.
- Steel, C. (2008) The Hungry City, Chatto and Windus. London.

- Stein, J. (1995) Classic Readings in Urban Planning. McGraw Hill, New York:
- Stern, R. (2013) Paradise Planned: The Garden Suburb and the Modern City. Monacelli Press, New York.
- Talen, E. (2005) New Urbanism and American Planning: The Conflict of Cultures. Routledge, New York.
- Talen, E. (2012) City Rules: How Regulations Affect Urban Form. Island Press, Washington.
- Teaford, J. (2000) Urban Renewal and Its Aftermath. Housing Policy Debate 11(2):443-465.
- Weiner, P. (2013) Urban Transportation Planning in the United States: History, Policy, Practice. Springer, New York.
- Wilson, W. (1994) The City Beautiful Movement. Johns Hopkins Press, Baltimore.
- Yaro, R. and T. Hiss (1995) Region at Risk. MIT Press, Cambridge.

Course Analysis Questionnaire

Section A: Details of the Course

- A1 How does this course fit into the programs of the department? For what students is the course designed? (majors, students in other majors, liberal studies). Explain why this content cannot be incorporated into an existing course.

The proposed course will fit into our undergraduate curriculum for the Regional Planning program as a core course. The course will function as a "bridge" or "step" between our "portal" liberal studies RGPL 103: World Cities course and our RGPL 350: Introduction to Planning course.

Our existing courses are largely technical in nature and focus on skills development and contemporary practice. An historical understanding would establish a context and "horizon of expectation" for higher level course content.

- A2 Does this course require changes in the content of existing courses or requirements for a program? If catalog descriptions of other courses or department programs must be changed as a result of the adoption of this course, please submit as separate proposals all other changes in courses and/or program requirements.

No

- A3 Has this course ever been offered at IUP on a trial basis (e.g. as a special topic) If so, explain the details of the offering (semester/year and number of students).

Yes. This course was initially offered as a Special Topics course in the Fall of 2012 (6 students) and was offered again the Fall 2013 (14 students)

- A4 Is this course to be a dual-level course? If so, please note that the graduate approval occurs after the undergraduate.

No

- A5 If this course may be taken for variable credit, what criteria will be used to relate the credits to the learning experience of each student? Who will make this determination and by what procedures?

The course will not be taken for variable credit

- A6 Do other higher education institutions currently offer this course? If so, please list examples (institution, course title).

Yes

PPD 202: History of Urban Planning, University of California Irvine

URSP 605: Urban Planning History, Virginia Commonwealth University

PUP 363: History of Planning, University of Arizona Tempe

CP 200: History of City Planning, University of California Berkeley

URBS 440: Introduction to Planning History, University of Pennsylvania

- A7 Is the content, or are the skills, of the proposed course recommended or required by a professional society, accrediting authority, law or other external agency? If so, please provide documentation.

Yes

A substantial component (15%) of The American Institute of Certified Planners (AICP) professional certification exam is dedicated to the history of the profession. While a great deal of professional learning takes place in the first years of practice, an understanding of planning history is best acquired inside the academy. This will greatly assist our students in sitting for their AICP exams. Documentation concerning this area of the AICP exam is available from...

<https://www.planning.org/certification/examprep/pdf/historylawpresentation.pdf>

Section B: Interdisciplinary Implications

- B1 Will this course be taught by instructors from more than one department? If so, explain the teaching plan, its rationale, and how the team will adhere to the syllabus of record.

No

- B2 What is the relationship between the content of this course and the content of courses offered by other departments? Summarize your discussions (with other departments) concerning the proposed changes and indicate how any conflicts have been resolved. Please attach relevant memoranda from these departments that clarify their attitudes toward the proposed change(s).

Very little if any overlap exists. This is a professional specialism having no conflicts with other departments and programs.

- B3 Will this course be cross-listed with other departments? If so, please summarize the department representatives' discussions concerning the course and indicate how consistency will be maintained across departments.

No

Section C: Implementation

- C1 Are faculty resources adequate? If you are not requesting or have not been authorized to hire additional faculty, demonstrate how this course will fit into the schedule(s) of current faculty. What will be taught less frequently or in fewer sections to make this possible? Please specify how preparation and equated workload will be assigned for this course.

Yes, current faculty loads are adequate to offer this course once a year.

- C2 What other resources will be needed to teach this course and how adequate are the current resources? If not adequate, what plans exist for achieving adequacy? Reply in terms of the following:

*Space: No additional space is required

*Equipment: No additional equipment is required

*Laboratory Supplies and other Consumable Goods: No additional consumables will be required

*Library Materials: Existing library resources are adequate

*Travel Funds: Travel budgets are uncertain. A field trip would be nice.

- C3 Are any of the resources for this course funded by a grant? If so, what provisions have been made to continue support for this course once the grant has expired? (Attach letters of support from Dean, Provost, etc.)

No

- C4 How frequently do you expect this course to be offered? Is this course particularly designed for or restricted to certain seasonal semesters?

Once a year, in the Fall Semester

- C5 How many sections of this course do you anticipate offering in any single semester?

1

- C6 How many students do you plan to accommodate in a section of this course? What is the justification for this planned number of students?

Anticipated enrollment would be between 12-15 students. This is the current size of our cohort in the Regional Planning program. We could certainly accommodate more.

- C7 Does any professional society recommend enrollment limits or parameters for a course of this nature? If they do, please quote from the appropriate documents.

No

- C8 If this course is a distance education course, see the Implementation of Distance Education Agreement and the Undergraduate Distance Education Review Form in Appendix D and respond to the questions listed.

Section D: Miscellaneous

Include any additional information valuable to those reviewing this new course proposal.