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## UP 504, FALL 2019

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## Urban History and Theory

Lecture Time: Tu, Th 9:30– 10:50 AM  
Location: Temple Hoyne Buell Hall, Room 225  
Teaching Assistant: Vinisha Basnet (vbasnet2@illinois.edu)  
Office Hours: After class or by appointment

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### COURSE DESCRIPTION

This course provides an overview of the historical development of cities, explores how the way we think about urban areas has evolved over time, and reflects on how both continue to inform the modern profession of urban planning. We will examine the origins and evolution of the urban world as well as human attempts to intervene and manipulate it. The course focuses on the social, economic, political, cultural, and technological forces that continually reshape urban form, urban life and urban planning. It covers the principal behavioral theories regarding the internal (intra-urban) and external (inter-urban) spatial arrangement and functioning of cities. At the end of this course, students should expect to:

- Understand the general outline of the history of cities and the human attempts to plan them;
- Be able to identify major events, movements, ideas, and people that have influenced both the cities and planning profession;
- Establish the connection between urban change, city planning, and the societal forces that shape them;
- Establish connections between aspects of theory and urban studies with current planning practice;
- Engage in the current debates about cities and their planning within the historical context;
- Formulate questions for in-depth exploration in subsequent courses and research.

This course is not intended to be a history of urban form nor a survey of planning theory, but rather a look at the history of the city and urban theory in the broadest possible sense. We will also attempt to link the material to planning practice and contemporary urban issues, where appropriate.

### COURSE FORMAT

The course is organized around two weekly lectures and class discussions with the material presented in four parts: (1) introduction and early urban history; (2) industrialization, mainstream urban theory, and the origins of urban planning; (3) modernism, suburbanization, and urban conflict; and (4) post-modernism, the knowledge economy, and globalization. Participation is expected and required. Students should complete the readings for a given session before coming to class on that day.

### REQUIREMENTS

Students are expected to attend and participate during class meetings. Preparation for the **participation task** could entail (but is not limited to):

- Drawing linkages between the assigned material and previous readings/discussions;
- Examining the implications of the assigned material for planning practice;
- Contributing relevant examples from your own experience;
- Presenting alternative perspectives on or counterpoints to ideas articulated in the assigned readings.

As stated in [Section § 1-501](#) of the Student Code “*regular class attendance is expected of all students at the University.*” Poor **attendance** will not result in automatic failure, but will be reflected in the participation component of the course grade. There will be several **unannounced quizzes** in class that will test students’ preparedness on the readings and contents of the session. If the student has done the readings reflectively, she is expected to perform well in the quizzes. Students will choose a **focus city** to research over the course of the semester as a group project and will be asked to present this work in class on three separate occasions. Two **essays** (8-10 pages) are required and each account for 25% of the course grade. Students will submit a draft of each essay two weeks after it has been distributed. These drafts will be reviewed by another (randomly assigned) student in the class and this feedback will be returned to the author at least one week prior to the final due date. A portion of the final grade for the essay (25%) will be based on the quality of the drafts submitted for **peer review**. Finally, the quality of feedback provided to your classmates through the two peer reviews will also be evaluated and contributes to the final course grade (10%). Detailed instructions for all assignments will be distributed as specified in the schedule of sessions. The weight assigned to each of these elements is shown in the table below:

| <b>ASSIGNMENT</b>                         | <b>DUE DATE</b>                | <b>PERCENTAGE</b> |
|---|--------------------------------|-------------------|
| Participation (Includes Outside Research) | Ongoing                        | 15%               |
| Pop Quizzes                               | Ongoing                        | 10%               |
| Focus City Presentations                  | Oct. 1/3, Oct. 29/30, Dec. 3/5 | 15%               |
| Historiographical Essay                   | October 10                     | 25%               |
| Peer Reviews (Essay Drafts)               | October 1 & December 10        | 10%               |
| Comparative Essay                         | December 17                    | 25%               |

Paper assignments are distributed at least three weeks before the due date and graded on both the quality of content and effectiveness of the writing (e.g., clear, persuasive, properly documented). *In fairness to all students **ten points** will be deducted for late assignments, with an **additional five points** deducted for each subsequent day until it is received. No exceptions can be made without a written medical excuse from your doctor or the Emergency Dean. Due dates for assignments are not flexible, so please make your travel plans and schedule other commitments accordingly.*

## **EVALUATION**

The overall assessment of student performance in this course is derived from the short paper scores, synthesis paper score, and participation score according to the percentage weights listed in the preceding table.

| <b>GRADE</b> | <b>TOTAL PTS</b> | <b>GRADE</b> | <b>TOTAL PTS</b> | <b>GRADE</b> | <b>TOTAL PTS</b> |
|--------------|------------------|--------------|------------------|--------------|------------------|
| A+           | 98 to 100        | B            | 84 to 87         | C-           | 71 to 73         |
| A            | 94 to 97         | B-           | 81 to 83         | D+           | 68 to 70         |
| A-           | 91 to 93         | C+           | 78 to 80         | D            | 64 to 67         |
| B+           | 88 to 90         | C            | 74 to 77         | D-           | 61 to 63         |

Group members will receive the same grade for group assignments, but each member will also **evaluate their colleagues’ contribution** and these ratings will factor into the course grades. Grades are not curved.

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## READING MATERIAL

There is no required text for this class. All readings have been placed on the Compass web site (or are accessible through hyperlinks on the syllabus), organized by session, and arranged in chronological order. Materials can be printed either inside or outside of the library. If printed within the UIUC library system, payments may be made either at the Media and Reserves desk or directly (online) to your student account.

**Compass:** <https://compass2g.illinois.edu>

If you have questions about how to interact with Compass 2g or would like to see examples of how to use specific features (e.g., assignment upload), please watch these videos:

**Video Tutorials:** <http://ondemand.blackboard.com/students.htm>

Lecture slides will be posted on Compass following each class session.

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## COURSE POLICIES

**Disability Services:** This course will accommodate students with documented disabilities. Please refer to the Disability Resource Guide (<http://disability.illinois.edu/disability-resource-guide>) for more information and inform the instructor of any requests at the beginning of the semester.

**Academic Integrity:** The [UIUC Student Code](#) requires all students to support academic integrity and abide by its provisions, which prohibit cheating, fabrication, plagiarism, and facilitation of these and related infractions. According to Section § 1-401, “students have been given notice of this rule by virtue of its publication” and “regardless of whether a student has actually read this rule, a student is charged with knowledge of it.” The provisions of the Student Code are applicable to this course. *In written work, all ideas (as well as data or other information) that are not your own must be cited.*

**Diversity:** The Department of Urban and Regional Planning (DURP) is committed to creating an environment of inclusion and opportunity that is rooted in the very goals and responsibilities of practicing planners. Conduct that interferes with the rights of another or creates an atmosphere of intimidation or disrespect is inconsistent with the environment of learning and cooperation that the program requires. By enrolling a course in the Department of Urban and Regional Planning, students agree to be responsible for maintaining a respectful environment in all DURP activities, including lectures, discussions, labs, projects, and extracurricular programs. We will be governed by the University Student Code. Please see the [Student Code Article 1—Student Rights and Responsibilities](#) for further details.

**Counseling Services:** The [Counseling Center](#) is committed to providing a range of services intended to help students develop improved coping skills in order to address emotional, interpersonal, and academic concerns. The [Counseling Center](#) provides individual, couples, and group counseling. All of these services are paid for through the health services fee. The [Counseling Center](#) offers primarily short-term counseling, but they do also provide referrals to the community when students could benefit from longer term services.

**Irregular Attendance:** Class attendance is expected of all students at the University of Illinois, however instructors must reasonably accommodate a student’s religious beliefs, observances, and practices in regard to class attendance and work requirements if the student informs his or her instructor of the conflict within one week after being informed of the attendance or work requirements. It is the instructor’s decision as to when a student’s absences become excessive and should be reported. If in the opinion of an instructor the attendance of a student becomes so irregular that his or her scholarship is likely to be impaired, the instructor may submit an [irregular attendance form](#) to the Associate Dean of the student’s college. A copy is forwarded to the student, who should contact the instructor immediately to work out a solution. If irregular attendance continues without excuse, the instructor may request the student be withdrawn from the course. This request for withdrawal would result in a grade of E for the course. Extenuating circumstances will always be considered when supporting evidence is presented. See [Rule 1-501](#) and [Rule 1-502](#) in the Student Code for more information.

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**UP 504 – FALL 2019**  
**SUMMARY SCHEDULE OF SESSIONS**

|    | <b>DATE</b> | <b>DAY</b> | <b>TOPIC</b>                                    | <b>FORMAT</b> | <b>COMMENT</b>           |
|----|-------------|------------|---|---------------|--------------------------|
| 1  | Aug-27      | Tu         | Course Overview: Introductions and Expectations | D             |                          |
| 2  | Aug-29      | Th         | Defining and Approaching the City               | L/D           |                          |
| 3  | Sept-3      | Tu         | Urbanization: Past, Present, and Future         | L/D           | HIST. ESSAY OUT          |
| 4  | Sept-5      | Th         | The Emergence of Cities: When, Where, and Why?  | R/P           |                          |
| 5  | Sept-10     | Tu         | Urbanism in the Ancient World                   | R/P           |                          |
| 6  | Sept-12     | Th         | Medieval Cities: Europe and the Islamic World   | L/D           |                          |
| 7  | Sept-17     | Tu         | Colonialism and the City                        | L/D           |                          |
|    | Sept-19     | Th         | *** NO CLASS MEETING ***                        |               |                          |
| 8  | Sept-24     | Tu         | Industrialization and the City                  | L/D           |                          |
| 9  | Sept-26     | Th         | Foundations of Urban Theory                     | L/D           | DRAFT OF HIST. ESSAY DUE |
| 10 | Oct-1       | Tu         | Focus City Presentation #1                      | FC            | PEER REVIEW 1 DUE        |
| 11 | Oct-3       | Th         | Focus City Presentation #1                      | FC            |                          |
| 12 | Oct-8       | Tu         | Origins of Urban Planning in the U.S.           | L/D           |                          |
| 13 | Oct-10      | Th         | The Regional Concept and Regional Planning      | L/D           | FINAL HIST. ESSAY DUE    |
| 14 | Oct-15      | Tu         | Modernism and Suburbanization                   | L/D           |                          |
| 15 | Oct-17      | Th         | Segregation and Urban Poverty                   | D             |                          |
| 16 | Oct-22      | Tu         | Urban Renewal, Governance, and Opportunity      | L/D           |                          |
| 17 | Oct-24      | Th         | Power and Politics in the City                  | L/D           |                          |
| 18 | Oct-29      | Tu         | Focus City Presentation #2                      | FC            |                          |
| 19 | Oct-31      | Th         | Focus City Presentation #2                      | FC            |                          |
| 20 | Nov-5       | Tu         | Postmodern Urbanism and Critical Urban Theory   | L/D           |                          |
| 21 | Nov-7       | Th         | Planning in the City of Difference              | L/D           | COMP. ESSAY OUT          |
| 22 | Nov-12      | Tu         | Information and the Knowledge Economy           | L/D           |                          |
| 23 | Nov-14      | Th         | Globalization and the City                      | L/D           |                          |
| 24 | Nov-19      | Tu         | Immigration, Borders, and Belonging             | R/P           |                          |
| 25 | Nov-21      | Th         | Crime, Security, and the City                   | R/P           |                          |
|    | Nov-26      | Tu         | *** FALL VACATION ***                           |               |                          |
|    | Nov-28      | Th         | *** FALL VACATION ***                           |               |                          |
| 26 | Dec-3       | Tu         | Focus City Presentation #3                      | FC            | DRAFT OF COMP. ESSAY DUE |
| 27 | Dec-5       | Th         | Focus City Presentation #3                      | FC            |                          |
| 28 | Dec-10      | Tu         | Concept Mapping (IN CLASS ACTIVITY)             | P             | PEER REVIEW 2 DUE        |
|    | Dec-17      | Tu         | *** COMPARATIVE ESSAY ***                       |               | COMP. ESSAY DUE          |

- L: Lecture**  
**D: Discussion**  
**R: Outside Research**  
**P: Informal Presentation**  
**FC: Focus City Presentation**

SESSION TOPICS AND READINGS

**Session 1: Course Overview: Introductions and Expectations (8/27)**

*Themes & Objectives:* An overview of the course is followed by a walk-through of the syllabus. Discussion will center around two questions: (1) what makes cities interesting and compelling and (2) why practice urban planning?

*Specific Question(s) to Consider:* Are cities special?

**No required readings.**

Recommended Reading:

Rittel, H.W.J. and M.M. Webber. 1973. "Dilemmas in a General Theory of Planning." *Policy Sciences*. 4 (2): 155-169.

**Session 2: Defining and Approaching the City (8/29)**

*Themes & Objectives:* A host of definitions and conceptualizations of the city are considered. General perspectives on and methods for interpreting and understanding urban areas are introduced.

*Specific Question(s) to Consider:* How can you tell that you are in a city? What are some of the metaphors that have been applied to the city and what insights do they offer?

Brenner, N. and C. Schmid. 2015. "Towards a New Epistemology of the Urban?" *City*. 19 (2-3): 151-182.

Recommended Reading:

Wirth, L. 1938. "Urbanism as a Way of Life." In *The City Reader: 4th Edition*, LeGates, R.T. and F. Stout (Eds.). New York, NY: Routledge. (pp. 90-97).

**Session 3: Urbanization: Past, Present, and Future (9/3)**

*Themes & Objectives:* Urbanization is explored as an ongoing, but constantly evolving process. Historical and current aspects of the process are contrasted and the outlook for the future is considered.

*Specific Question(s) to Consider:* Is there an optimal city size? Are there limits to urbanization (or should there be)?

Pow, C-P. 2012. "China Exceptionalism? Unbounding Narratives on Urban China." In *Urban Theory Beyond the West*, Edensor, T., and M. Jayne (Eds.). New York, NY: Routledge. (pp. 47-64).

Recommended Reading:

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Roy, A. 2009. "Why India Cannot Plan its Cities: Informality, Insurgence and the Idiom of Urbanization." *Planning Theory*. 8 (1): 76-87.

#### **Session 4: The Emergence of Cities: When, Where, and Why? (9/5)**

*Themes & Objectives:* The chronological structure of the course begins here with an overview of theories explaining the emergence of cities. The physical and social characteristics of early cities around the world are contrasted. Basic elements of urban form (e.g., networks, buildings, open space) are identified and compared.

*Specific Question(s) to Consider:* Have the characteristics of a successful city changed since ancient times? What are cities for?

**No required readings.** Students will be asked to conduct targeted research in groups and share/discuss findings during class.

##### Recommended Reading:

Childe, V.G. 1950. "The Urban Revolution." In *The City Reader: 4<sup>th</sup> Edition*, LeGates, R.T. and F. Stout (Eds.). New York, NY: Routledge. (pp. 27-34).

Morris, A.E.J. 1994. "The Early Cities." In *History of Urban Form Before the Industrial Revolutions: 3<sup>rd</sup> Edition*. New York, NY: Longman Scientific and Technical. (pp. 1-34).

Normille, D. 2016. "[Massive Flood May Have Led to China's Earliest Empire.](#)" *Science* (August 4).

#### **Session 5: Urbanism in the Ancient World (9/10)**

*Themes & Objectives:* Conceptions of the city and city life in ancient times (roughly 900 BCE to 500 CE) are considered and contrasted. Connections are made with contemporary cities and examples of enduring urban form and city planning contributions of ancient civilizations are highlighted.

*Specific Question(s) to Consider:* Are innovations in governance occurring today and if so, where?

**No required readings.** Students will be asked to conduct targeted research in groups and share/discuss findings during class.

##### Recommended Reading:

Kitto, H.D.F. 1951. "The Polis." In *The City Reader: 4<sup>th</sup> Edition*, LeGates, R.T. and F. Stout (Eds.). New York, NY: Routledge. (pp. 35-40).

Kotkin, J. 2006. *The City: A Global History*. New York, NY: Modern Library. (pp. 19-40).

Misra, T. 2016. "[Watch 6,000 Years of Urbanization in 3 Minutes.](#)" *Citylab* (June 15).

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## Session 6: Medieval Cities: Europe and the Islamic World (9/12)

*Themes & Objectives:* The medieval city is placed in historical context as the bridge between ancient and modern modes of thinking. The emphasis is on urban form and social structure of the city.

*Specific Question(s) to Consider:* What are some of the similarities and differences of medieval Islamic and European cities? What examples of urbanism existed elsewhere during the period of roughly 500 CE to 1500 CE outside these two contexts?

Abu-Lughod, J.L. 1993. "The Islamic City: Historic Myth, Islamic Essence, and Contemporary Relevance." In *Urban Development in the Muslim World*, Amirahmadi, H. and S.S. El-Shakhs (Eds.). New Brunswick, NJ: Center for Urban Policy Research. (pp. 11-36)

### Recommended Reading:

Kotkin, J. 2006. *The City: A Global History*. New York, NY: Modern Library. (pp. 43-61).

Kusimba, C., S. Kusimba, and B. Agbaje-Williams. 2006. "Precolonial African Cities: Size and Density." In *Urbanism in the Preindustrial World*, Storey, G., R. Storey, L. Liu, et al. (Eds.). Tuscaloosa, AL: University of Alabama Press. (pp. 145-158).

## Session 7: Colonialism and the City (9/17)

*Themes & Objectives:* The legacy of colonialism can be seen in the form and social fabric of cities around the world. During this period we see a further shift towards the city as a center of commerce and power.

*Specific Question(s) to Consider:* What obligations (if any) do former colonial powers have to their former colonies? Is the legacy of colonialism apparent in any of the cities you have visited?

King, A.D. 2015. "Colonialism and Urban Development." In *Cities of the Global South Reader*, Miraftab, F. and N. Kudva (Eds.). New York, NY: Routledge. (pp. 29-39).

Frank, A.G. 1989 (1966 reprint). "The Development of Underdevelopment." *Monthly Review*. 41 (2): 37-45.

**Video** → [De Soto: Capitalism At the Crossroads](#)

### Recommended Reading:

Fanon, F. 1963. "Concerning Violence." In *The Wretched of the Earth*. New York, NY: Grove Press. (pp. 1-62)

Foglesong, R.E. 1986. "Colonial Town Planting." In *Planning the Capitalist City*. Princeton, NJ: Princeton University Press. (pp. 28-55).

Onishi, N. 2017. "[Portugal Dominated Angola for Centuries. Now the Roles Are Reversed.](#)" *New York Times* (August 22).



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## NO CLASS MEETING (9/19)

We will not meet as a class, but students are encouraged to work on the draft essay due in one week.

## Session 8: Industrialization and the City (9/24)

*Themes & Objectives:* This session describes how industrialization impacted life in the city during its initial phase. The effect of new technologies (e.g., railroads, electricity) on social and economic spheres is emphasized alongside some of the ideological responses to industrialization..

*Specific Question(s) to Consider:* Are there contemporary examples of utopian communities? What are their key characteristics and underlying principles?

Engels, F. 1845. "The Great Towns" from "The Condition of the Working Class in England." In *The City Reader: 4<sup>th</sup> Edition*, LeGates, R.T. and F. Stout (Eds.). New York, NY: Routledge. (pp. 50-58).

Howard, E. 1898. "Author's Introduction" and "The Town-Country Magnet." In *The City Reader: 4<sup>th</sup> Edition*, LeGates, R.T. and F. Stout (Eds.). New York, NY: Routledge. (pp. 314-321).

### Recommended Reading:

Kotkin, J. 2006. *The City: A Global History*. New York, NY: Modern Library. (pp. 97-108).

Byrnes, M. 2012. "[What Pittsburgh Looked Like When It Decided It Had a Pollution Problem.](#)" The Atlantic Cities (June 5).

Dickerman, K. 2019. "[Some of the World's Most Polluted Cities are in India, and New Delhi is One of Them. This is What Life's Like There.](#)" *Washington Post* (May 10).

## Session 9: Foundations of Urban Theory (9/26)

*Themes & Objectives:* Here we introduce and consider the basic underpinnings of urban theory. Key contributions are placed within the broader context of what has come before and implications for both the study and planning of urban areas are emphasized.

*Specific Question(s) to Consider:* Do you agree with Roy's critique of urban theory? What are the implications for creating more just and inclusive cities??

Roy, A. 2009. "The 21st-Century Metropolis: New Geographies of Theory." *Regional Studies*. 43 (6): 819-830.

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## Session 10: Focus City Presentation #1 (10/1)

Students will make the first of three in-class presentations based on research conducted on a specific city selected by the work group. A series of questions will be provided to help structure your research and presentation. After the presentations, we will turn our attention to synthesizing the information presented and identifying areas of similarity and divergence across the focus cities. The course is large enough that two sessions are required to accommodate everyone.

## Session 11: Focus City Presentation #1 (10/3)

Students will make the first of three in-class presentations based on research conducted on a specific city selected by the work group. A series of questions will be provided to help structure your research and presentation. After the presentations, we will turn our attention to synthesizing the information presented and identifying areas of similarity and divergence across the focus cities. The course is large enough that two sessions are required to accommodate everyone.

## Session 12: Origins of Urban Planning in the United States (10/8)

*Themes & Objectives:* The rise of “the state” and national identity provides context for the emergence of municipal planning and its use for social control. The City Beautiful Movement is discussed as an extension of social reform and Progressive impulses in the United States. It functions as a bridge between the legacy of the colonial city, the demands of the industrial city and the rise of urban planning as a profession. Reactions to the limitations and shortcomings of the City Beautiful paradigm are discussed.

Peterson, J.A. 2009. The Birth of Organized City Planning in the United States, 1909–1910. *Journal of the American Planning Association*, 75 (2): 123-133.

Campbell, S. 2016. “[Planning History Timeline: A Selected Chronology of Events \(with a focus on the U.S.\)](#).” Website.

**Video** → [1893 Columbian Exposition](#)

### Recommended Reading:

Yiftachel, O. 1998. “Planning and Social Control: Exploring the Dark Side.” *Journal of Planning Literature*. 12 (4): 395-406.

## Session 13: The Regional Concept and Regional Planning (10/10)

*Themes & Objectives:* This session focuses on the growth of cities and their relationship with the larger region. Regionalism within a single nation is contrasted with regionalism at the global scale (among nations) and the prospect of regional planning being used to enhance the environment and society are discussed and evaluated.

Soja, E. 2009. “Regional Planning and Development Theories.” In *International Encyclopedia of Human Geography*, Kitchin, R. and N. Thrift (Eds.). Amsterdam, Netherlands: Elsevier. (pp. 259-270)

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## Session 14: Modernism and Suburbanization (10/15)

*Themes & Objectives:* Modernism is defined both as an approach to urban design and urban planning. The rational-comprehensive model of planning practice is introduced and discussed as the ascendant paradigm of the time and situated within the context of (interventionist) social reform on one hand and capitalist politics on the other. Key factors contributing to the ongoing suburbanization (decentralization) trend are identified and discussed. Aspects of post-suburbia will be discussed in a later session.

LeCorbusier. 1929. "A Contemporary City." In *The City Reader: 4<sup>th</sup> Edition*, LeGates, R.T. and F. Stout (Eds.). New York, NY: Routledge. (pp. 322-330).

Wright, F.L. 1935. "Broadacre City: A New Community Plan." In *The City Reader: 4<sup>th</sup> Edition*, LeGates, R.T. and F. Stout (Eds.). New York, NY: Routledge. (pp. 331-336).

### Recommended Reading:

Feldman, J. 2013. "[The Man Who Tried to Change the Soul of Paris.](#)" *The Atlantic Cities* (February 20).

Tiebout, C.M. 1956. "A Pure Theory of Local Expenditures." *Journal of Political Economy*. 64 (5): 416-424.

## Session 15: Segregation and Urban Poverty (10/17)

*Themes & Objectives:* This session explores the factors that have contributed to the concentration of poverty observed in many central cities. The role of racial and ethnic discrimination, economic restructuring, and suburbanization is emphasized and policy responses are considered (national and local levels).

Thomas, J.M. 1994. "Planning History and the Black Urban Experience: Linkages and Contemporary Implications." *Journal of Planning Education and Research*. 14 (1): 1-11.

Castañeda, E. 2012. "Places of Stigma: Ghettos, Barrios, and Banlieues." In *The Ghetto: Contemporary Global Issues and Controversies*, Hutchison, R. and B.D. Haynes (Eds.). Boulder, CO: Westview Press. (pp. 159-190)

**Video** → [Poverty's New \(Suburban\) Address](#)

### Recommended Reading:

Kimmelman, M. 2015. "[Paris Aims to Embrace Its Estranged Suburbs.](#)" *New York Times* (February 12).

Wilson, W.J. 1996. "From Institutional to Jobless Ghettos." In *The City Reader: 4<sup>th</sup> Edition*, LeGates, R.T. and F. Stout (Eds.). New York, NY: Routledge. (pp. 110-119).

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## Session 16: Urban Renewal, Governance, and Opportunity (10/22)

*Themes & Objectives:* Urban renewal is presented as the product of larger social, political, and economic trends and its impact on planning practice, theory, and societal perception is emphasized. Community response to urban renewal and contemporary parallels are highlighted.

Weber, R. 2002. "Extracting Value from the City: Neoliberalism and Urban Redevelopment." *Antipode*. 34 (3): 519-540.

powell, j.a. 2003. "Opportunity-Based Housing." In *Toward the Livable City*, Buchwald, E. (Ed). Minneapolis, MN: Milkweed Editions. (pp. 181-206)

**Video** → [Wilkinson: The Social Consequences of Inequality](#)

### Recommended Reading:

Hyra, D. S. 2012. "Conceptualizing the New Urban Renewal: Comparing the Past to the Present." *Urban Affairs Review*. 48 (4): 498-527.

Moses, R. 1945. "Slums and City Planning." *The Atlantic Monthly*. 175 (1): 63-68.

## Session 17: Power and Politics in the City (10/24)

*Themes & Objectives:* General theories of urban politics are introduced. The role of economic and political power in cities is explored with particular attention paid to the array of actors and interests that interact to shape policy and the built environment. The emphasis here is on growth coalitions and regime theory.

*Specific Question(s) to Consider:* It has been suggested that mayors should act as CEOs of their cities. Given the fiscal realities facing many local governments, is this a sound strategy?

Domhoff, G.W. 2005a. "[The Shortcomings of Rival Urban Theories](#)." In *WhoRulesAmerica.net*.

Marcuse, P. (2009). "From Critical Urban Theory to the Right to the City." *City*, 13 (2-3), 185-197.

**Video** → [Technology's Role in Urban Political Movements](#)

### Recommended Reading:

Orfield, M. 2002. "Fiscal Equity." In *The City Reader: 4<sup>th</sup> Edition*, LeGates, R.T. and F. Stout (Eds.). New York, NY: Routledge. (pp. 287-299).

Domhoff, G.W. 2005b. "[Basics of Studying Power](#)." In *WhoRulesAmerica.net*.

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### **Session 18: Focus City Presentation #2 (10/29)**

Students will make the second of three in-class presentations based on research conducted on a specific city selected by the work group. A series of questions will be provided to help structure your research and presentation. After the presentations, we will turn our attention to synthesizing the information presented and identifying areas of similarity and divergence across the focus cities. The course is large enough that two sessions are required to accommodate everyone.

### **Session 19: Focus City Presentation #2 (10/31)**

Students will make the second of three in-class presentations based on research conducted on a specific city selected by the work group. A series of questions will be provided to help structure your research and presentation. After the presentations, we will turn our attention to synthesizing the information presented and identifying areas of similarity and divergence across the focus cities. The course is large enough that two sessions are required to accommodate everyone.

### **Session 20: Postmodern Urbanism and Critical Urban Theory (11/5)**

*Themes & Objectives:* Here we introduce postmodernism as a reaction to the instrumental rationality of modernism and consider the implications of this perspective on planning practice and for understanding urban areas.

*Specific Question(s) to Consider:* What does it mean to say that a way of thinking about cities or urban planning is postmodern? What is critical urban theory?

Dear, M.J. and S. Flusty. 1998. "Postmodern Urbanism." *Annals of the Association of American Geographers*. 88 (1): 50-72.

#### Recommended Reading:

Innes, J.E. and D.E. Booher. 2010. "How Can Theory Improve Practice." In *Planning With Complexity: An Introduction to Collaborative Rationality for Public Policy*. New York, NY: Routledge. (pp. 15-40).

### **Session 21: Planning in the City of Difference (11/7)**

*Themes & Objectives:* This session focuses on one of the key elements of postmodern society: heterogeneity. Gender, ethnicity, sexual orientation, culture, etc. are all lenses for interpreting the city and informing planning practice.

Young, I.M. 1990. "Social Movements: Politics of Difference." In *The City Cultures Reader: 2<sup>nd</sup> Edition*, Miles, M., T. Hall, and I. Borden (Eds.). New York, NY: Routledge. (pp. 311-323)

Vazquez, L. 2009. "[Principles of Culturally Competent Planning and Placemaking](#)." Blog Post.

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Tonkiss, F. 2005. "Embodied Spaces: Gender, Sexuality and the City." In *Space, the City and Social Theory*. Malden, MA: Polity Press. (pp. 94-112).

Recommended Reading:

MacGillis, A. 2016. "[The Original Underclass](#)." *The Atlantic* (September).

**Session 22: Information and the Knowledge Economy (11/12)**

*Themes & Objectives:* Just as the Industrial Revolution completely and irrevocably impacted the city and urban life, the Information Revolution and its attendant technological advances are changing urban form and function. Perspectives on the immediate and long-term results of these shifts are considered and the groundwork is laid for our later discussion of globalization.

*Specific Question(s) to Consider:* How accurate have past predictions of how technology would impact society been? What does this mean for current debates surrounding autonomous vehicles, the internet of things, etc.?

Parker, S. 2015. "The Information City: Linking the Virtual and Material Urban Worlds." In *Urban Theory and the Urban Experience: Encountering the City, 2nd ed.* New York, NY: Routledge. (pp. 209-226).

Bhattarai, A. 2019. "['Retail Apocalypse' Now: Analysts Say 75,000 More U.S. Stores Could Be Doomed](#)." *Washington Post* (April 10).

Recommended Reading:

Gould, K.A., D.N. Pellow, and A. Schnaiberg. 2004. "Interrogating the Treadmill of Production: Everything You Wanted to Know about the Treadmill but Were Afraid to Ask." *Organization & Environment*. 17 (3): 296-316.

Moretti, E. 2012. "The New 'Human Capital' Century." In *The New Geography of Jobs*. Boston, MA: Houghton Mifflin Harcourt. (pp. 215-249)

**Session 23: Globalization and the City (11/14)**

*Themes & Objectives:* The phenomenon of globalization is defined and its linkages to the history of urban areas as well as its implications for the future of the city are explored. Connections between globalization, nationalism, and urban policy are also considered.

Robinson, J. 2006. "World Cities or a World of Ordinary Cities?" In *Cities of the Global South Reader*, MirafTAB, F. and N. Kudva (Eds.). New York, NY: Routledge. (pp. 66-72).

Haidt, J. 2016. "[When and Why Nationalism Beats Globalism](#)." *The American Interest* (July 10)

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Recommended Reading:

Tabb, W.K. 1997. "Capitalism and Globalization." In *Imperialism: Theoretical Directions*, Chilcote, R.H. (Ed.). Amherst, NY: Humanity Books. (pp. 315-321)

**Session 24: Immigration, Borders, and Belonging (11/19)**

*Themes & Objectives:* Immigration patterns and policy is considered as a key element and consequence of globalization and the growth of cities in the developing world is emphasized. The symbolic and actual effects of borders on social relationships are considered alongside contemporary issues like human trafficking and the drug trade.

Martell, L. 2010. "The Effects of Migration: Is Migration A Problem or A Solution?" In *The Sociology of Globalization*. Cambridge, MA: Polity Press. (pp. 120-134)

Klein, E. 2013. "[Getting the Immigration Debate Exactly Wrong.](#)" *Tampa Bay Times* (August 17)

Recommended Reading:

Bar-Sinai, K.L., et al. 2011. "[The Urban Challenge of Dividing Jerusalem.](#)" *The Atlantic Cities* (December 5)

Kron, J. 2012. "[Red State, Blue City: How the Urban-Rural Divide Is Splitting America.](#)" *The Atlantic Cities* (November 30)

**Session 25: Crime, Security, and the City (11/21)**

*Themes & Objectives:* This session focuses on crime (real and perceived) as a factor shaping the physical and social environments of cities.

Caldeira, T.P. 1996. "Fortified Enclaves: The New Urban Segregation." *Public Culture*. 8 (2): 303-328.

Schlosser, E. 1998. "The Prison-Industrial Complex." *The Atlantic Monthly*. 282 (6): 51-77.

**Video** → [Alexander: Mass Incarceration](#)

Recommended Reading:

Davis, M. 1992. "Fortress LA." In *Cities and Society*, Kleniewski, N. (Ed.). Malden, MA: Blackwell. (pp. 267-283).

Jacobs, J. 1961. "The Uses of Sidewalks: Safety." In *The Death and Life of Great American Cities*. New York, NY: Vintage Books. (pp. 29-54)

Wiig, A. 2018. "Secure the City, Revitalize the Zone: Smart Urbanization in Camden, New Jersey." *Environment and Planning C: Politics and Space*. 36 (3): 403-422.

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### **Session 26: Focus City Presentation #3 (12/3)**

Students will make the last of three in-class presentations based on research conducted on a specific city selected by the work group. A series of questions will be provided to help structure your research and presentation. After the presentations, we will turn our attention to synthesizing the information presented and identifying areas of similarity and divergence across the focus cities. The course is large enough that two sessions are required to accommodate everyone.

### **Session 27: Focus City Presentation #3 (12/5)**

Students will make the last of three in-class presentations based on research conducted on a specific city selected by the work group. A series of questions will be provided to help structure your research and presentation. After the presentations, we will turn our attention to synthesizing the information presented and identifying areas of similarity and divergence across the focus cities. The course is large enough that two sessions are required to accommodate everyone.

### **Session 28: Concept Mapping (12/10)**

*Themes & Objectives:* This session focuses on the 'big picture' and attempts to put the material covered in a larger context that will be useful for subsequent coursework within the department and also for planning practice.

No assigned readings.

**Comparative Essay due on Tuesday December 17<sup>th</sup> at 5:00 pm.**