This seminar, intended primarily for graduate students, will explore current issues and
trends in urbanization and planning in cities in Japan, China, and other locations in
East Asia. These are the most intensively modern urbanized areas on earth, and so
there is much for urban planners to explore, especially for those trained in western
planning traditions. These cities have grown rapidly over the past three to four
decades, and their forms reflect a mix of cultural traditions, historical roots, current
economic forces, infrastructure influences, and global trends in urban technology and
design.

Through a variety of readings and discussions, the course will touch on topics
including urban form, historical growth, development processes, governance, and
planning frameworks for East Asian cities. Several aspects of these cities are of
interest: their urban form at multiple scales (relationships between transportation and
land use, use of public space, neighborhood scale and accessibility to neighborhood
services), urban history in modern times (how and when they developed into their
current forms), the development process, and the roles of plans and planners. We will
read a selection of some of the best recent English language publications, and we will
try to cover as many of these topics as possible.

This course is designed as a small seminar, in the format of a reading group in which all
members actively participate. The reading schedule is subject to change, depending on
the interests of the group.

COURSE REQUIREMENTS

The primary requirement of the course is to complete the readings and attend and
participate in class discussions.

Weekly Readings and Journal Entries (40% of grade)
Each student will keep a reading journal, which you will submit weekly—via a
Compass blog post—prior to the class session for which each reading is assigned. It is
up to you whether you want to do one for the week, or break it into Monday and
Wednesday components. For full credit, please post your entry by 9:00 pm the night
before class. The entry for each week should be approximately one-half to one page,
and should include the main ideas in the readings, critiques, and any relevant
reflections (new concepts, surprising claims, comparison to phenomena in other
places, relation to things you have learned in other courses, etc.).
Attendance (20% of grade)
You are expected to attend every class. You can miss up to two class sessions with no effect on your attendance grade. Each additional absence will reduce the attendance grade by 10%.

Participation (20% of grade)
You are expected to participate meaningfully in class discussions, while also allowing others the opportunity to participate.

City Report (20% of grade)
Pairs of students will each prepare a presentation and brief (about 10-15 pages) report on a large East Asian city. Your presentation should inform the class about the following:
- Current form, transportation system, major districts
- Brief history explaining why the city is in this location and how it has evolved over time, both physically and economically.
- Any aspects of the city’s governance that you find notable.
- Who lives and works there. Select a couple of population segments and describe what life is like for them and how they access their needs.
- Positive and negative lessons that you, as a planner, can draw from your research.
- Make the presentation interesting!

We will have five city reports, as follows:
#1: Osaka
#2, 3 (two of the following): Chongqing, Tianjin, Guangzhou, Chengdu, Shenzhen
#4, 5 (two of the following, but not from the same country): Kaohsiung, Taichung, Singapore, Busan, or Incheon

Note on grading: The purpose of this course is to read, think about, and discuss the forms, functions, and development processes of large East Asian cities. If you seriously participate in doing this, you should expect to receive an acceptable grade that reflects your efforts.

LOGISTICS: COURSE READINGS AND SCHEDULE

Readings
You are expected to obtain a copy of the following book, which we will read in its entirety:


The rest of the readings will be posted as pdf files on the course Compass site well in advance of the due dates. If you are interested, I also recommend purchasing the following two books, which we will use heavily:
Compass
Compass is a useful place for the instructor to post readings and handouts. It is also the best way for students to post journal entries, in the form of “blog” posts.

Please paste your journal entries directly into the blog post, rather than submitting as an attached file—this is the easiest way for me to read them. If you have any problems or confusion about Compass, please let me know right away.

Course Schedule (17January version)

<table>
<thead>
<tr>
<th>Jan 17</th>
<th>Mon</th>
<th>Introduction, recent news</th>
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<tbody>
<tr>
<td>Jan 22, 24</td>
<td>Shelton, Chaps 1,2,3 (pp. 1-111)</td>
<td>Shelton Chap 6 (pp. 138-168); Tokyo tour</td>
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<td>Jan 29, 31</td>
<td>Sorensen, Chaps 1,2 (pp. 11-84)</td>
<td>Sorensen, Chaps 3, 4 (pp. 85-150)</td>
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<td>Feb 5, 7</td>
<td>Sorensen, Chap 5 (pp. 151-199)</td>
<td>MLIT 2003; Sorensen 2011</td>
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<td>Feb 12, 14</td>
<td>Japan reading TBD</td>
<td>City report #1</td>
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<tr>
<td>Feb 19, 21</td>
<td>Chaolin and Cook, 2011; explore Beijing</td>
<td>Abramson, 2006 Wu, Chapter 1 (pp. 1-21)</td>
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<tr>
<td>Feb 26, 28</td>
<td>Wu, Chaps 2,3 (pp. 22-78)</td>
<td>Wu, Chaps 4,5 (pp. 79-142)</td>
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<tr>
<td>Mar 5, 7</td>
<td>Wu, Chaps 6,7 (pp. 143-212)</td>
<td>City report #2</td>
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<tr>
<td>Mar 12, 14</td>
<td>Hsing, Chap 1 (pp. 5-32)</td>
<td>Hsing, Part I,II, or III TBD</td>
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<tr>
<td>Mar 19, 21</td>
<td>(BREAK)</td>
<td>(BREAK)</td>
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<tr>
<td>Mar 26, 28</td>
<td>Walcott, 2011; explore Shanghai</td>
<td>City report #3</td>
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<tr>
<td>Apr 2, 4</td>
<td>Yeh, 2011; explore Hong Kong</td>
<td>Huang, 2011; explore Taipei</td>
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<td>Apr 9, 11</td>
<td>Ha, 2011; explore Seoul</td>
<td>City report #4</td>
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<tr>
<td>Apr 16, 18</td>
<td>City report #5</td>
<td>TBD</td>
</tr>
<tr>
<td>Apr. 23, 25</td>
<td>(APA conference)</td>
<td>(APA conference?)</td>
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<tr>
<td>Apr 30, May 2</td>
<td>TBD</td>
<td>Wrap up (East Asian food?)</td>
</tr>
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List of Readings


STUDENT CONDUCT AND ACCESSIBILITY

Disability Services: This course will accommodate students with documented disabilities. Please refer to the Disability Resource Guide (http://www.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 (http://www.admin.illinois.edu/policy/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 (http://admin.illinois.edu/policy/code).

Counseling: The UIUC Counseling Center is available to help students develop coping skills in order to address emotional, interpersonal, and academic concerns. If you have personal issues that are impeding your studies, I encourage you to contact them at https://counselingcenter.illinois.edu/.