UP 504, FALL 2017

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Phone: (217) 244-1761
Office: Temple Hoyne Buell Hall, Room 224

Urban History and Theory

Lecture Time: Tu, Th 9:30–10:50 AM
Location: Temple Hoyne Buell Hall, Room 223
Teaching Assistant: TBA
Office Hours: By appointment

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 and the quality of feedback provided to your classmates. 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:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation (Includes Outside Research)</td>
<td>Ongoing</td>
<td>15%</td>
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<tr>
<td>Pop Quizzes</td>
<td>Ongoing</td>
<td>10%</td>
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<tr>
<td>Focus City Presentations</td>
<td>Oct. 3rd, Nov. 2nd, Nov. 30th</td>
<td>15%</td>
</tr>
<tr>
<td>Historiographical Essay</td>
<td>October 12th</td>
<td>25%</td>
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<tr>
<td>Peer Reviews (Essay Drafts)</td>
<td>September 28th &amp; December 12th</td>
<td>10%</td>
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<tr>
<td>Comparative Essay</td>
<td>December 19th</td>
<td>25%</td>
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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.

<table>
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<tr>
<th>Grade</th>
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<td>98 to 100</td>
<td>B</td>
<td>84 to 87</td>
<td>C-</td>
<td>71 to 73</td>
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<tr>
<td>A</td>
<td>94 to 97</td>
<td>B-</td>
<td>81 to 83</td>
<td>D+</td>
<td>68 to 70</td>
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<tr>
<td>A-</td>
<td>91 to 93</td>
<td>C+</td>
<td>78 to 80</td>
<td>D</td>
<td>64 to 67</td>
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<tr>
<td>B+</td>
<td>88 to 90</td>
<td>C</td>
<td>74 to 77</td>
<td>D-</td>
<td>61 to 63</td>
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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.
**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](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](http://ondemand.blackboard.com/students.htm)

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


**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](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](http://uiuc.edu/studentlife/studentcode) 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](http://uiuc.edu/studentlife/studentcode/article1) for further details.

**Counseling Services:** The [Counseling Center](http://counselingcenter.illinois.edu) 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](http://uiuc.edu/studentlife/studentcode/1-501) and [Rule 1-502](http://uiuc.edu/studentlife/studentcode/1-502) in the Student Code for more information.
## UP 504 – FALL 2017
### SUMMARY SCHEDULE OF SESSIONS

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<thead>
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<th>DAY</th>
<th>TOPIC</th>
<th>FORMAT</th>
<th>COMMENT</th>
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<tbody>
<tr>
<td>1 Aug-29</td>
<td>Tu</td>
<td>Course Overview: Introductions and Expectations</td>
<td>D</td>
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<tr>
<td>2 Aug-31</td>
<td>Th</td>
<td>Defining and Approaching the City</td>
<td>L/D</td>
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<tr>
<td>3 Sept-5</td>
<td>Tu</td>
<td>Urbanization: Past, Present, and Future</td>
<td>L/D</td>
<td>HIST. ESSAY OUT</td>
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<tr>
<td>4 Sept-7</td>
<td>Th</td>
<td>The Emergence of Cities: When, Where, and Why?</td>
<td>R/P</td>
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<tr>
<td>5 Sept-12</td>
<td>Tu</td>
<td>Urbanism in the Ancient World</td>
<td>R/P</td>
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<tr>
<td>6 Sept-14</td>
<td>Th</td>
<td>Medieval Cities: Europe and the Islamic World</td>
<td>L/D</td>
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<tr>
<td>7 Sept-19</td>
<td>Th</td>
<td>Colonialism and the City</td>
<td>L/D</td>
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<tr>
<td>8 Sept-21</td>
<td>Th</td>
<td>Industrialization and the City Part 1</td>
<td>L/D</td>
<td>DRAFT OF HIST. ESSAY DUE</td>
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<tr>
<td>9 Sept-26</td>
<td>Tu</td>
<td>Industrialization and the City Part 2</td>
<td>L/D</td>
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<tr>
<td>10 Sept-28</td>
<td>Th</td>
<td>Foundations of Urban Theory</td>
<td>L/D</td>
<td>PEER REVIEW 1 DUE</td>
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<tr>
<td>11 Oct-3</td>
<td>Tu</td>
<td>Focus City Presentation #1</td>
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<tr>
<td>12 Oct-5</td>
<td>Th</td>
<td>Origins of Urban Planning in the U.S.</td>
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<tr>
<td>13 Oct-12</td>
<td>Th</td>
<td>The Regional Concept and Regional Planning</td>
<td>L/D</td>
<td>FINAL HIST. ESSAY DUE</td>
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<tr>
<td>14 Oct-17</td>
<td>Tu</td>
<td>Modernism and Suburbanization</td>
<td>L/D</td>
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<td>15 Oct-19</td>
<td>Th</td>
<td>Segregation and Urban Poverty</td>
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<td>16 Oct-24</td>
<td>Tu</td>
<td>Urban Renewal: Past and Present</td>
<td>L/D</td>
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<td>17 Oct-26</td>
<td>Th</td>
<td>Drivers and Impacts of Inequality in the U.S.</td>
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<tr>
<td>18 Oct-31</td>
<td>Tu</td>
<td>Power and Politics in the City</td>
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<td>19 Nov-2</td>
<td>Th</td>
<td>Focus City Presentation #2</td>
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<td>20 Nov-7</td>
<td>Tu</td>
<td>Postmodern Urbanism and Critical Urban Theory</td>
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<tr>
<td>21 Nov-9</td>
<td>Th</td>
<td>Planning in the City of Difference</td>
<td>L/D</td>
<td>COMP. ESSAY OUT</td>
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<tr>
<td>22 Nov-14</td>
<td>Tu</td>
<td>Information and the Knowledge Economy</td>
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<td>23 Nov-16</td>
<td>Th</td>
<td>Globalization and the City</td>
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<td>Nov-21</td>
<td>Tu</td>
<td>*** FALL VACATION ***</td>
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<td>Nov-23</td>
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<td>*** FALL VACATION ***</td>
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<tr>
<td>24 Nov-28</td>
<td>Tu</td>
<td>Immigration, Borders, and Belonging</td>
<td>R/P</td>
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<tr>
<td>25 Nov-30</td>
<td>Th</td>
<td>Focus City Presentation #3</td>
<td>FC</td>
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<tr>
<td>26 Dec-5</td>
<td>Tu</td>
<td>Whose City? Public Space and Property Rights</td>
<td>L/D</td>
<td>DRAFT OF COMP. ESSAY DUE</td>
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<tr>
<td>27 Dec-7</td>
<td>Th</td>
<td>Crime, Security, and the City</td>
<td>R/P</td>
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<tr>
<td>28 Dec-12</td>
<td>Tu</td>
<td>Concept Mapping (IN CLASS ACTIVITY)</td>
<td>P</td>
<td>PEER REVIEW 2 DUE</td>
</tr>
<tr>
<td>Dec-19</td>
<td>Tu</td>
<td>*** COMPARATIVE ESSAY ***</td>
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<td>COMP. ESSAY DUE</td>
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L: Lecture  
D: Discussion  
R: Outside Research  
P: Informal Presentation  
FC: Focus City Presentation

Syllabus is subject to revision.
Session Topics and Readings

Session 1: Course Overview: Introductions and Expectations (8/29)

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:


Session 2: Defining and Approaching the City (8/31)

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?


Recommended Reading:


Session 3: Urbanization: Past, Present, and Future (9/5)

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)?


Recommended Reading:

Session 4: The Emergence of Cities: When, Where, and Why? (9/7)

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:


Session 5: Urbanism in the Ancient World (9/12)

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:


Misra, T. 2016. “Watch 6,000 Years of Urbanization in 3 Minutes.” Citylab (June 15).
Session 6: Medieval Cities: Europe and the Islamic World (9/14)

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?


Recommended Reading:


Session 7: Colonialism and the City (9/19)

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?


Video → De Soto: Capitalism At the Crossroads

Recommended Reading:


Session 8: Industrialization and the City Part 1 (9/21)

*Themes & Objectives:* This introductory 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.


**Recommended Reading:**


Byrnes, M. 2012. “What Pittsburgh Looked Like When It Decided It Had a Pollution Problem.” *The Atlantic Cities* (June 5).

Session 9: Industrialization and the City Part 2 (9/26)

*Themes & Objectives:* This session focuses on some of the ideological responses to industrialization and their influence on and relationship to what would eventually become the practice and discipline of urban planning.

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


**Video →** [New Harmony Indiana](#)

**Recommended Reading:**


Session 10: Foundations of Urban Theory (9/28)

*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?


Recommended Reading:


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.

Session 12: Origins of Urban Planning in the United States (10/5)

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.


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

Video → 1893 Columbian Exposition

Recommended Reading:


NO CLASS MEETING (10/10)

Session 13: The Regional Concept and Regional Planning (10/12)

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.


**Session 14: Modernism and Suburbanization (10/17)**

*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.


Staff Writers. 2014. “A Planet of Suburbs.” The Economist (December 6).

**Recommended Reading:**


**Session 15: Segregation and Urban Poverty (10/19)**

*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).


**Video → Poverty’s New (Suburban) Address**
Recommended Reading:


Session 16: Urban Renewal: Past and Present (10/24)

*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.


Video → 2016 Olympics: What Rio Doesn’t Want the World to See

Video → Staying Put in Downsizing Detroit

Recommended Reading:


Session 17: Drivers and Impacts of Inequality in the U.S. (10/26)

*Themes & Objectives:* Underlying drivers and impacts of inequality in society are considered.


Video → Wilkinson: The Social Consequences of Inequality

Recommended Reading:

Edsall, T.B. 2013. “What If We’re Looking at Inequality the Wrong Way?” *New York Times* (June 26)

Session 18: Power and Politics in the City (10/31)

**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?


**Video → Technology’s Role in Urban Political Movements**

**Recommended Reading:**


Session 19: Focus City Presentation #2 (11/2)

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.

Session 20: Postmodern Urbanism and Critical Urban Theory (11/7)

**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?

Recommended Reading:


Session 21: Planning in the City of Difference (11/9)

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.


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:


Session 22: Information and the Knowledge Economy (11/14)

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.?


Recommended Reading:


Session 23: Globalization and the City (11/16)

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.


Recommended Reading:


Session 24: Immigration, Borders, and Belonging (11/28)

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.


Klein, E. 2013. “Getting the Immigration Debate Exactly Wrong.” Tampa Bay Times (August 17)

Recommended Reading:


Session 25: Focus City Presentation #3 (11/30)

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.

Syllabus is subject to revision.
Session 26: Whose City? Public Space and Property Rights (12/5)

Themes & Objectives: This session focuses on how our understanding of public and private space has evolved in cities. Norms and formal regulations governing the use of urban space are considered as well as concerns about privatization and housing affordability.


Recommended Reading:

Video → How to Live in a City

Session 27: Crime, Security, and the City (12/7)

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


Video → Alexander: Mass Incarceration

Recommended Reading:


Session 28: Concept Mapping (12/12)

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. General questions about the synthesis paper are also addressed.

No assigned readings.

Comparative Essay due on Tuesday December 19th at 5:00 pm.