If we could watch a city coming to be in theory, wouldn’t we also see its justice coming to be, and its injustice as well? (Plato, The Republic, Bk. II, 369a, 4-5, circa. 380 BC)

[W]hat we think of as "ancient" was actually innovative in its time, and thus should not be used to hinder present-day innovation ("Against Confucianism, Part 3" in the Mozi). Though Mozi did not believe that history necessarily progresses..., [he] believed that people were capable of changing their circumstances and directing their own lives. They could do this by applying their senses to observing the world, judging objects and events by their causes, their functions, and their historical bases. ("Against Fate, Part 3") This was the “three-prong method" Mozi recommended for testing the truth or falsehood of statements. (Mozi, 5th c. BC, Pre-Han China, Wikipedia)

If ever America undergoes great revolutions, they will be brought about by the presence of the black race on the soil of the United States: that is to say, they will owe their origin, not to the equality, but to the inequality of condition. (Tocqueville, Democracy in America, 1835; 1840)

Cities, their histories and theories, are products of precarity. The uncertainties, risks, crises, complexities, vulnerabilities and insecurities that accompany the struggle for human sustainability produced, and continue to produce, human collective innovation driven to constitute rational order, renewal structures, as well as reflective representations of utopias, and simulations or models of order. Designing order out of precarity forms one kind of collective process, though not the only one, among human beings called urbanization. Urbanization is a totalizing process in which multiple and intersecting processes of human sustainability operate, reinforce each other at both material and ideological levels, on orders and scales beyond individual or group social interactions, although individual and group behaviors reach their optimal scale in the city. The design of human sustainability made a quantum leap with the historic appearance of the city. Design and the city became co-determinants of human sustainability in response to continuous and persistent precarity. The precarity-order dialectic is the dialectic of the city, one in which problems organically and perennially surface for which planning is supposed to be the answer.

The course explores this dialectic over time and across geographical contexts. Archaic and ancient cities were already constructed according to plans of master-builders, architects and artificers with sacred mandates, which reflected philosophical and religious worldviews that reflexively made peoples aware of their innovation, design and accomplishment of sustainability over time and space as civilization. The city was the accomplishment of civilization by peoples, some time to the exclusion of others, at times as an invitation and refuge to others. Historically, cities have been instruments of diversity or pluralism as
much as instruments of marginalization or exclusion. Only when the scale of precarity reached inestimable proportions with capitalist development and crises did planning become a secular, self-reflexive academic enterprise and profession of town, city and regional government. From the 19th century onward, urban planning is folded into the history of the city and theories of the urban form of capitalist and colonial societies. (Although the socioeconomic nature of so-called socialist or “communist” societies is arguable, e.g., state-capitalism, state socialism, democratic socialism, market socialism, etc., the city-form of these modern societies privilege the rationality of planning even more than self-avowed capitalist societies. Considering the late 20th century collapse of “Communism,” we will also explore the history and theory of the “soviet city” as an urban form.)

By the end of the 20th century, the limits of urban planning as an instrumentality of state-capitalism disclosed its social justice instrumentality for stakeholders marginalized by the new precarities of globalization, neoliberalism, gentrification, monopoly rent and redevelopment regimes, unchecked healthcare disparities, opioid epidemic, prison-industrial complexes, over-policing, housing market meltdowns, job insecurities, ecological and natural resources challenges, and new vulnerabilities of marginalized populations. As a social justice project, planning redefined the problem of urbanism as one of exclusion of marginalized stakeholders. Urban design and planning were repurposed and tasked to undo problems of modern urbanization to which urban planning historically contributed, by theorizing new solutions via inclusion of formerly excluded stakeholders.

While this course also looks forward to the future of global cities, a future in which 80% of the world’s population will be living in a planetary urban form, by 2100, the urban formations of the past can be prospectively viewed within ecosystems that disclose the telos of future generators of urban development and precarity. Understanding the tendencies, trends, and entropies (i.e., complex infrastructures formed by feedback systems of things + organized practices + ∆information) in urban history and theory invites us to speculate on or imagine urban futures. The exponential growth of political economic forces and their requirements for more extensive and complex connectivity has driven urban formation, historically, revealing unexpected continuities over time and across geographical settings.

Course Structure

This course is structured as a series of lectures and related seminars/studios, which address key themes for critical engagement with historical and contemporary cities, and the role of urban planning in addressing the great urban challenges of the 21st century.

Course Objectives

- To demonstrate how problems in urban theory and their innovative resolution can contribute to urban planning design and modeling, e.g., transit equity index (use of social indicators), or interactive theory employing a multiple methods approach from different theoretical frameworks to contextualize what is significant in quantitative research or salient in qualitative research for purposes of incorporating them in planning discourses or policy narratives that are transdisciplinary.
- Through a transdisciplinary perspective, students will understand urban history and theory across four epistemological frames that denote criteria for designing and evaluating urban plans.
• Students will understand how cities develop from multi-scalar/multi-stakeholder space-making informed by environmental, social, cultural, and political economic inputs that form complex open and closed systems of connectivity with variable feedback dynamics. (These are captured by the four epistemological perspectives.)
• Students will learn how the evaluative criteria of urban planning fosters critical reflections on a range of challenges in 21st century urbanism in such areas as ecological vulnerability, natural resources sustainability, socioeconomic inequality, racial injustice, spatial segregation and marginalization, gentrification, transportation inequities, business cycle crises (especially in monopoly rent regimes), challenges of growth models in globalizing and shrinking cities, etc.
• Students will learn theories and logics of urban space-making and the attendant ethical problems of right to the city.
• Although the course is a historical survey with a theoretical function, which makes apparent complex processes and social struggles that have shaped the city, the chronological order of the course is interrupted to illuminate transhistorical continuities, design appropriations, social formations, ethical concerns of what constitutes planning equity for a just city.

Course Outcomes

• Students in this course can expect to gain a deep understanding of how space has been ordered, governed, lived, and contested over time. The deep learning outcomes of the course enable students to comprehend the various spatial formations that planners must professionally navigate and transform, from the “inner city,” to the “global city,” to the city of the “global South,” and from the shrinking and vulnerable to the mega and planetary city. Sharpening students’ awareness of counter-productivity in planning is the outcome sought here.
• This course enables students to reflect critically on how our contemporary urban environment developed over time and what urban challenges are trending in the new millennium.
• The epistemic-based approach to urban history and issues-oriented case studies enables students to understand the relationships between urban forms and processes, which elicit urban planning interventions and engagements. This allows students to reflect and theorize the potentials and limitations of urban design while critically evaluating planning interventions.
• Students will develop a transnational perspective through the study of global North/South case studies in multicultural urban formations.
• Students will gain a deep theoretical understanding of the social, economic, political, cultural, and technological forces that have historically reshaped the urban form, urban living, and urban planning.
• The course enables students to enter contemporary debates on the history and future of the city through being able to identify major events, ideas, and individuals that have influenced urban design, planning, and urban change.
• The course also prepares students to formulate policy-research questions for deeper exploration in other courses and research.

Course Assignments

This course challenges you to contextualize the history of cities in theoretical discourses and debates, and to unpack the latter in the context of historical formations of the city that find their telos (trajectory) in contemporary urban forms. Today’s Urban North and Urban South seem to have brought us full circle – at least, theoretically. The earliest determinants of the urban have recycled an astonishing
index of social problems with roots dug deep in the humus of a rich history of urbanism. You will be driven to apprehend this history, its theoretical discourses, and the forms in which they express themselves in “the City,” today. Through reading, reflection, and discussion in this course, you will discover your own rationale for urban planning.

The course is designed to demonstrate your capacity to identify, critically repurpose, and operationalize urban history and theory in planning practice by creating a course portfolio, particularly a course wiki. Guidelines for the various elements of the course portfolio will be distributed later in the semester. **NB:** The course portfolio focuses on a specific city, set of urban problems, a historical period of urban development, or assessment of geographic or topographic characteristics, analytical methods, or synthesis of urban-regional modalities, or ethical challenges to urban planning, etc. In doing so, your course portfolio will reflect any of the **four historical flows** articulated in the course:

1) Archaic-Guardian Cities;
2) Medieval-Entrepreneurial Cities;
3) National-Industrial Cities;
4) Global-Financialized Cities.

To deepen the conventional flatness of urban studies, course portfolios will also be informed by your exploration of **four underlying or embedded epistemics** of urban historical and theoretical discourse:

1) mechanistic,
2) organic,
3) informatic, and
4) discursive.

Finally, there is the interactions of four indexical modules, i.e., socioeconomic indicators, and ethical great challenge matters, e.g., Black Lives Matter.

<table>
<thead>
<tr>
<th>Social Indicator Modules</th>
<th>Ethical Great Challenge Matters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spatial settlement (e.g., dissimilarity, or tipping point indices of residential and public housing segregation)</td>
<td>Social Justice &amp; Equity</td>
</tr>
<tr>
<td>Economic and population flows (migration and immigration, commodity and financial circulations, transportation)</td>
<td>Ecological Vulnerability</td>
</tr>
<tr>
<td>Density &amp; displacement (e.g., urban redevelopment, gentrification, epidemiological challenges, public safety, etc.)</td>
<td>Natural Resources Sustainability</td>
</tr>
<tr>
<td>Globalization and precarity (transnationalization of capital, global North/South, planetary urbanism)</td>
<td>Regional Economic Precarity</td>
</tr>
</tbody>
</table>

**Online Reflection Assignments**

The online reflection assignments throughout the course, especially your interaction with other student reflections, will inform the work going into your course portfolio. These include reflections (a minimum
of 10) on the readings, videos, field trips, and seminar presentations. The reflection responses are either to specific questions, or are brief synopses of the readings’ argument, how you understand its relation to other readings in the course, or to your own personal reading in the field(s) of urban history and theory. The responses need be no more than 3-4 paragraphs. Online engagement with the reflections of other students by way of comments and dialogue is worth extra points. Your response to another student’s reflection must be posted within a week of the posting of the original reflection. The originator of the reflection is expected to respond to comments on his/her reflection. The online space provided to explore the ideational landscape of the course will assist in developing your course portfolio, especially your course wiki. NB:

- Post at least 10 of the 16 online responses.
- Post reflections online within 48 hours of the date on the Course Schedule below.

Course Portfolio

As consumers of information for professional preparation, planning students are also expected to be producers of new knowledge. A course portfolio is designed not only to inventory student course work. It also serves as a practicum in which students get to design the way their production of knowledge may be represented or exhibited for peer and public assessment and consumption. The course portfolio represents students’ entry into planning, policy and theoretical discourse and debate on the city and its future. The course portfolio is a composite of the following elements:

Project Wiki: The course wiki is a theoretical assemblage, inspired by Bruno Latour, of theoretical city-making, i.e., making your city visible by moving around in it. Elements of the city are invisible until you select them, use them, or determine how they are used or to be used.

- Discussion Room: A detailed description of this assignment will be discussed and made available to students.
- Urban Index: Social indicators and indexes will be explored in the course for use in your project on any of these: 1) issues (e.g., disparities), 2) indicators (e.g., census measures, big data, employment, poverty and crime rates, educational achievement data, etc.), 3) geographies (e.g., scales of urban density, dissimilarity index, social surveillance systems, food and transportation deserts, etc.), 4) planning and engagement scenarios.
- Catalogue of Urban Design for your wiki project: X number of urban design themes or ways to design the city; historical roots of your project’s urban design; proof of concept design; theory of change and logic model; graphic urban landscape representation (see Krannert Museum exhibit of Chicago art, October 2018); underground cities; recycled city or public spaces; design policy research of urban mismatch or disparities(e.g., scenario by which the CTA Red Line Extension will address regional mismatches); London urban project to build the city in pieces and fragments; new urbanism as historical return to older urban form; urban garbage (Altgeld Gardens), or natural resources conservation (Design with Nature); master plan or comprehensive plan (H. Baron on Chicago Comprehensive Plan), or comprehensive plan to transfer surplus value from rich to underserved urban areas (e.g., re-balancing the city, participatory budgeting, etc.), or Cost of Segregation policy research; experimentation through urban planning education and research; problem of returning to earlier historical master plans
from the 1960s and 70s today, as a reason to intervene with urban history and theory; social design (see MASS Boston.)

**Project Poster:** Poster should include historical timeline (you have the option of also including it in your Wiki). Example: See Kevin Hamilton’s mural of cybernetic timeline on 2nd or 3rd floor of the Genomics Institute.

**Deconstruct “The Plan”:** (See discursive formation method outline in Session 4). The Deconstruction Assignment is a project to deconstruct the discursive genealogy of knowledge and power that leads to “The Plan” as the discursive object of the knowledge/power nexus in urban history and theory.

**Essay in Urban History or Theory:** This essay is a critical engagement with urban theory by writing a historiographic essay on an aspect of urban history, or a critical essay on urban theory. The subject of your wiki project may be the focus.

**Chicago Assignment:** Take photos of Chicago urban sites. Number photos for urban assemblage mosaic, using the four Latour categories from his urban perspective project. See Bruno Latour “Paris: Invisible City” website at [http://www.bruno-latour.fr/virtual/EN/index.html](http://www.bruno-latour.fr/virtual/EN/index.html). (You may also want to use W.E.B. Du Bois’s urban sci-fi novella, *Princess Steel*, or China Mieville’s novel, *The City & The City*, to incorporate alternative ways of understanding the city. See Course Topics & Bibliography.) Take photo of Chicago’s blue light or big data sensors (can use stock photo so long as place is identified). Get photos of public housing projects, both existing and previously existing (Public Housing Museum).

**Road(s) Not Taken Project:** Excavate urban history of road(s) not taken. (4-6 pages including bibliography—images, maps and representational materials may be added). In this paper, you will excavate an historical approach to an urban planning problem (e.g., housing, transportation, infrastructure development, labor market development, democratic accountability, territorial organization, etc.) that was proposed at some point during the last 125 years but never systematically adopted on a widespread scale. Your task is to make a case for the reintroduction of some aspect of that approach in relation to contemporary urban and regional conditions and challenges. In so doing, you should explain why the approach in question was never widely adopted and make a strong argument for its contemporary viability in relation to a key normative priority of your choosing—e.g., efficiency, democratic accountability, justice, environmental sustainability, etc.

**Course Assessment**

A mid-term exam will be given online on Compass 2g on October 11. There will be no final exam. Your aggregate assessment will be based on your grades for:

Online reflections: 10%

Midterm exam: 18%

The assignments included in your course portfolio are based on the following percentages:

Project wiki: 32%

Discussion Room Ethnography

Urban Index
Catalogue of Urban Design

Project poster: 10%
Plan Deconstruction: 10%
Essay in Urban History or Theory: 10%
Participation in class seminar: 10%
*Chicago Assignment: 10%
*Road(s) Not Taken Assignment: 10%

Total 100%

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A 100-94 pts</td>
<td>83-80 D+ 69-67</td>
</tr>
<tr>
<td>A- 93-90</td>
<td>C+ 79-77 D 66-64</td>
</tr>
<tr>
<td>B+ 89-87</td>
<td>C 76-74 D- 63-60</td>
</tr>
<tr>
<td>B 86-84</td>
<td>C- 73-70 F 59-0</td>
</tr>
</tbody>
</table>

Course Expectations

The reading load for the course is significant. However, your engagement with the diversity of ideas about urban forms, the historical trends in the development of cities, and the emergence of ethical and livability problems produced and recycled by the scalability of the city for urban planning and design will assure your success in the course. Thus, your primary responsibility is to be prepared to participate in seminar discussions by keeping up with the class readings and lectures. **NB:** Supplemental readings are intended to give students a wider field of study should they want to pursue further exploration.

Inclusion and Professionalism

The Department of Urban and Regional Planning (DURP) is committed to creating an environment of inclusion and opportunity that is rooted in the responsibility of practicing planners to adhere to the highest standards of professionalism and integrity while serving the public interest. Students who contribute to a learning environment that is respectful and inclusive are preparing to excel in a culture of ethical behavior as professionals. Urban planning students develop the knowledge and skills of professional planners in the classroom and in community-based projects, where they act as planners in training. Therefore, DURP expects all students to meet the goals outlined in the American Institute of Certified Planners (AICP) Code of Ethics and Professional Conduct for planners as well as standards in the University of Illinois Student Code. For more information, go to: [http://www.urban.illinois.edu/about-durp/our-mission/commitment-to-inclusion](http://www.urban.illinois.edu/about-durp/our-mission/commitment-to-inclusion).

Attendance

Attendance is required except in the case of medical or family emergencies. After the first absence, 1 point will be deducted from your final grade for each absence. After the first tardy, a ½ point will be deducted for tardiness. If you miss class, please stop by my office at office hours or make an appointment to find out what you missed. Other absences may be excused. Please send me an email at

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1 * signifies that the assignment is optional and can be completed for extra credit.
least one week in advance to explain your situation (examples attending a conference, job interview, religious holiday, etc.).

**Academic Dishonesty.** Please be aware of the university guidelines regarding academic integrity, which can be found in the Student Code ([http://www.admin.uiuc.edu/policy/code/](http://www.admin.uiuc.edu/policy/code/)). Academic dishonesty includes such things as cheating, inappropriate use of university equipment/materials, fabrication of information, plagiarism (presenting someone else’s work from any source as your own), and so on. All forms of academic dishonesty will be considered a serious offense of university policy. Students committing any form of academic dishonesty will be reported to their home department, the College of Fine and Applied Arts, and to the Senate Committee on Student Discipline. Any student who violates the university academic integrity policy will receive a failing grade for this course.

**Office Hours.** Students are encouraged to visit or e-mail me as often as they want or need. E-mail is an easy way to communicate with me, as I generally respond within 24 hours. Most course related problems can be resolved if they are jointly addressed by instructor and student early in the semester. Students with special needs that might interfere/conflict with the successful completion of the course should tell me as soon as possible.

**Counseling Center.** Additionally, resources are available on campus if you find yourself in need of mental or emotional support. The Counseling Center is committed to providing a range of services intended to help students develop improved coping skills 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. [https://counselingcenter.illinois.edu/](https://counselingcenter.illinois.edu/).

**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.

**Course Readings & Other Materials**

All readings are in pdfs available on Compass 2g, 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. Hyperlinks to videos and other visual materials are also on Compass 2g.

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).

Additionally, Technology Services technician, Rick Hazelwood, will visit class to discuss Compass 2g features that you can use to complete your assignments.
**Online in Class:** You are encouraged to use your cell phones and laptops in class as these will allow you to post questions, comments, and responses in real-time on the Compass 2g website. Moreover, as the material may be new and challenging, you should use your personal technology devices to make quick queries to enhance your participation in class.

**Different Ways of Knowing the City:** In the Course Topics & Bibliography, some Supplemental Readings have special significance as different ways of knowing or understanding urbanization, e.g., a novel, a photographic text on urban life, a philosophic treatise, GIS visualizations or simulations, cinema, graphic arts, fractal and digital representations of urban forms, musical expression, architectural design, a hip-hop essay, etc.

### Course Schedule & Structure

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic &amp; Due Date</th>
<th>Topics &amp; Objectives</th>
<th>Online Discussion</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug-28</td>
<td>Session 1: Welcome &amp; Overview</td>
<td>Welcome &amp; expectations; course overview; syllabus review; video. Discussion question: With what must the study of urban history and theory begin?</td>
<td>Post response to videos online in class</td>
<td></td>
</tr>
<tr>
<td>Aug-30</td>
<td>Seminar</td>
<td>Discussion of Session #1: Course overview &amp; 1st in-class assignment</td>
<td>Post responses to Session #1</td>
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<tr>
<td>Sep-4</td>
<td>Session #2: Theory of Urban History &amp; Chang</td>
<td>Discussion questions: What is theory of change? What is urban history? What is theory of urban history?</td>
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<tr>
<td>Sep-6</td>
<td>Seminar</td>
<td>Discussion of Session #2 Lecture &amp; Readings</td>
<td>Post responses to Session #2</td>
<td></td>
</tr>
<tr>
<td>Sep-11</td>
<td>Session #3: History of Urban Theory</td>
<td>Discussion questions: What is urban theory? What is urban epistemology?</td>
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<tr>
<td>Sep-13</td>
<td>Seminar</td>
<td>Discussion of Session #3 Lecture &amp; Readings</td>
<td>Post responses to Session #3</td>
<td></td>
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<tr>
<td>Sep-20</td>
<td>Seminar</td>
<td>Discussion of Session #4 Lecture &amp; Readings</td>
<td>Post Deconstruction Assignment</td>
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<tr>
<td>Sep-25</td>
<td>Session #5 Theories of Emergent Ancient World Cities</td>
<td>Discussion questions: What are the determinants of urban emergence? What are design determinants were involved in the emergence of the urban form? What territorial, ecological, and political economic characteristics were necessary and</td>
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<tr>
<td>Date</td>
<td>Type</td>
<td>Session Title</td>
<td>Discussion Questions</td>
<td>Additional Information</td>
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<tr>
<td>Sep-27</td>
<td>Seminar</td>
<td>Discussion of Session #5 Lecture &amp; Readings</td>
<td>Post responses to Session #5 &amp; field trips</td>
<td>Field trip to Krannert &amp; Spurlock Museums</td>
</tr>
<tr>
<td>Oct-2</td>
<td>Session #6</td>
<td>Ancient to Medieval Urbanization</td>
<td><em>Schedule office meeting to discuss your course project</em></td>
<td></td>
</tr>
<tr>
<td>Oct-4</td>
<td>Seminar</td>
<td>Discussion of Session #6 Lecture &amp; Readings</td>
<td>Post Responses to Session #6</td>
<td></td>
</tr>
<tr>
<td>Oct-9</td>
<td>Session #7</td>
<td>Late Medieval /Early Modern Mercantile Cities &amp; Colonialism: Globalization I</td>
<td>Discussion questions: What explains the conjuncture of medieval urbanism, mercantilism and colonialism? What were some of the distinctive characteristics of medieval urban design? What forms of representation did the medieval design of the city come to express?</td>
<td>Midterm Exam on Compass2g</td>
</tr>
<tr>
<td>Oct-11</td>
<td>Seminar</td>
<td>Discussion of Session #7 Lecture &amp; Readings</td>
<td>Post Responses to Session #7</td>
<td></td>
</tr>
<tr>
<td>Oct-16</td>
<td>Session #8</td>
<td>Mercantile to Industrial Cities: Globalization II</td>
<td>Discussion questions: How did “revolutions” become determinants of the urban form? What “revolutions” became determinants of urban place-making?</td>
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<tr>
<td>Oct-18</td>
<td>Seminar</td>
<td>Discussion of Session #8 Lecture &amp; Readings</td>
<td>Post Responses to Session #8</td>
<td>1st Project Progress Report</td>
</tr>
<tr>
<td>Oct-23</td>
<td>Session #9</td>
<td>Industrial Cities &amp; Colonialism: Globalization III – Revolution</td>
<td>Discussion questions: How did the city become the center of capitalist globalization? How did capitalist globalization determine urban and regional form and design?</td>
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<tr>
<td>Oct-25</td>
<td>Seminar</td>
<td>Discussion of Session #9 Lecture &amp; Reading</td>
<td>Post Responses to Session #9</td>
<td></td>
</tr>
<tr>
<td>Oct-30</td>
<td>Session #10</td>
<td>Theories of Urban Problems: Emergence of Urban Planning</td>
<td>Discussion questions: What is the urban problem/planning nexus in the history of the city? Make a case for an epistemic framework to understand the problem/planning nexus in urban history.</td>
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<tr>
<td>Nov-1</td>
<td>Seminar</td>
<td>Discussion of Session #10 Lecture &amp; Reading</td>
<td>Post Responses to Session #10</td>
<td></td>
</tr>
<tr>
<td>Nov-6</td>
<td>Session #11</td>
<td>Race &amp; the City: Chicago</td>
<td>Discussion questions: How did segregation function in the history and development of cities? How did segregation function in the history and development of Chicago? How does it today? How does race matter in Chicago?</td>
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<tr>
<td>Date</td>
<td>Day</td>
<td>Time</td>
<td>Activity</td>
<td>Notes</td>
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<tr>
<td>Nov-8</td>
<td>Th</td>
<td><strong>Seminar</strong></td>
<td>Discussion of Session #11 Lecture &amp; Reading</td>
<td>Field trip to National Public Housing Museum; Red Line Extension Exhibit; Krannert Museum Chicago Art Exhibit Post responses to field trips</td>
</tr>
<tr>
<td>Nov-13</td>
<td>Tu</td>
<td><strong>Session #12</strong></td>
<td>History &amp; Theory in Urban &amp; Regional Development</td>
<td>Discussion questions: What are the natural resource challenges in urban and regional development? What are the ecological and climate challenges to urban sustainability. Make a case for a theory of change to address urban and regional development challenges.</td>
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<tr>
<td>Nov-15</td>
<td>Th</td>
<td><strong>Seminar</strong></td>
<td>Discussion of Session #12 Lecture &amp; Reading</td>
<td>Post Responses to Session #12 2nd Progress Report</td>
</tr>
<tr>
<td>Nov-17-25</td>
<td></td>
<td><strong>Fall Break</strong></td>
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<tr>
<td>Nov-27</td>
<td>Tu</td>
<td><strong>Session #13</strong></td>
<td>Urban Epidemiology &amp; Criminology</td>
<td>Discussion questions: What is the epigenetic or sociogenetic factors in urban epidemiology? Identify the criminogenic factors in cross-comparison of cities and historical periods.</td>
</tr>
<tr>
<td>Nov-29</td>
<td>Th</td>
<td><strong>Seminar</strong></td>
<td>Discussion of Session #13 Lecture &amp; Reading</td>
<td>Post Responses to Session #13</td>
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<td>Dec-4</td>
<td>Tu</td>
<td><strong>Session #14</strong></td>
<td>Global Cities &amp; the Global North/South</td>
<td>Discussion questions: What are some urban paradoxes of the global North/South nexus? What does the resilience of cities mean to you? Are resilient cities resilient for everyone? Is resilience justice? What epistemic ends does urban planning in the global South have in common with planning in the global North?</td>
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<td>Dec-6</td>
<td>Th</td>
<td><strong>Seminar</strong></td>
<td>Discussion of Session #14 Lecture &amp; Reading</td>
<td>Post Responses to Session #14 3rd Progress Report</td>
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<tr>
<td>Dec-11</td>
<td>Tu</td>
<td><strong>Session #15</strong></td>
<td>Network City &amp; Right to the City</td>
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<td>Th</td>
<td><strong>Reading Day</strong></td>
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<td><em>COURSE PORTFOLIO DUE NO LATER THAN DECEMBER 18</em> Post Responses to Session #15</td>
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UP 504 (Fall 2018) – Urban History & Theory

Course Topics and Bibliography

Session 1: Course Overview: Introductions and Expectations (8/28)

Topics & Objectives: Welcome & expectations; course overview; syllabus review; video viewing & discussion. Discussion question: With what must the study of urban history and theory begin?

Required reading:


Videos:

Spencer Wells, A family tree for humanity (21 min.)
https://www.ted.com/talks/spencer_wells_is_building_a_family_tree_for_all_humanity.

Ron Finley, A guerrilla gardener in South Central LA (11 min.)

Session 2: Theory of Urban History & Change (9/4)

Topics & Objectives: What is theory of change? What is urban history? What is theory of urban history?

Required reading:


Supplemental reading:

Lefebvre, Henri. 2003 [1970]. *The Urban Revolution*. Minneapolis: University of Minnesota Press. Neil Smith, Foreword (vii-xxiii); Ch. 1, From the City to Urban Society (1-22); Ch. 4, Levels and Dimensions (77-102).

**Session 3: History of Urban Theory (9/11)**

Topics & Objectives: What is urban theory? What is urban epistemology?

Required reading:


**Session 4: Urbanization, Urban Form, Urban Design, Urbanism (9/18)**


Required reading:


Video:

History of Urban Design. [https://www.slideshare.net/alshimaak/history-of-urban-design](https://www.slideshare.net/alshimaak/history-of-urban-design) (52 slides).

**Session 5: Theories of Emergent Ancient World Cities**

Topics & Objectives: What are the determinants of urban emergence? What are design determinants were involved in the emergence of the urban form? What territorial, ecological, and political economic characteristics were necessary and sufficient for the emergence of cities?

Urbanization in Asia (38-51); Ch. 4, The Beginnings of Urbanization in Black Africa and the New World (52-70).


Supplemental reading:

Aristotle. 335-323 BC. *Politics*, Books I-IV. Translated by Benjamin Jowett, with modifications by Ned O’Gorman.

Video:

History of Urbanization, 3700 B.C. to 2000 A.D. https://www.youtube.com/watch?v=yKJYXujJ7sU

**Session 6: Ancient to Medieval Urbanization (10/2)**

Topics & Objectives: What explains the transition from ancient to medieval urbanization?


Supplemental reading:


**Session 7: Late Medieval/Early Modern Mercantile Cities & Colonialism: Globalization (10/9)**

Topics & Objectives: What explains the conjuncture of medieval urbanism, mercantilism and colonialism? What were some of the distinctive characteristics of medieval urban design? What forms of representation did the medieval design of the city come to express?


**Supplemental reading:**


**Video:**


**Session 8: Mercantile to Industrial Cities: Globalization II (10/16)**

**Topics & Objectives:** How did “revolutions” become determinants of the urban form? What “revolutions” became determinants of urban place-making?


**Supplemental reading:**


**Topics & Objectives:** How did the city become the center of capitalist globalization? How did capitalist globalization determine urban and regional form and design?

Preface to American edition (2-7); To the Working-Classes of Great Britain (29-30); The Great Towns (44-72); Irish Immigration (81-83).


Supplemental reading:


Session 10: Theories of Urban Problems: Emergence of Urban Planning (10/30)

Topics & Objectives: What is the urban problem/planning nexus in the history of the city? Make a case for an epistemic framework to understand the problem/planning nexus in urban history.

Welter, Volker. 2002. Biopolis: Patrick Geddes and the City of Life. Cambridge, MA: MIT Press. Introduction (1-5); Ch. 1, ‘Angling for Cities!’ (6-25); Ch. 2, Patrick Geddes’ Theory of the City (26-53); Ch. 3, The City and Geography (54-81); Ch. 4, The City in History (82-105).


Supplemental reading:


Session 11: Race & the City: Chicago (11/6)

Topics & Objectives: How did segregation function in the history and development of cities? How did segregation function in the history and development of Chicago? How does it today? How does race matter in Chicago?


Supplemental reading:


Video:

Freidrichs, Chad. 2015. The Pruitt-Igoe Myth. [https://www.youtube.com/watch?v=xKgZM8y3hso](https://www.youtube.com/watch?v=xKgZM8y3hso).

**Session 12: History & Theory in Urban & Regional Development (11/13)**

Topics & Objectives: What are the natural resource challenges in urban and regional development? What are the ecological and climate challenges to urban sustainability. Make a case for a theory of change to address urban and regional development challenges.

Cronon, William. 1992. *Nature’s Metropolis: Chicago and the Great West*. New York: W.W. Norton. Ch. 1, Dreaming the Metropolis (23-54); Ch. 2, Rails and Water (55-96); Ch. 6, Gateway City (263-309).


**Supplemental reading:**


Markus, Momcilo, et al. No date. Usability of Climate Model Outputs in Determining Future Rainfall Frequency in the Chicago Region (power point).


**Session 13: Urban Epidemiology & Criminology (11/27)**

Topics & Objectives: What is the epigenetic or sociogenetic factors in urban epidemiology? Identify the criminogenic factors in cross-comparison of cities and historical periods.

to Eradication, 1518 to 1977 (84-121); Ch. 4, The Secret Plague: Syphilis in West Europe and East Asia, 1492 to 1945 (122-166).


Hagedorn, John. 2008. World of Gangs: Armed Young Men and Gangsta Culture. Minneapolis: University of Minnesota Press. Introduction: Why Gangs Are Everywhere (xxiii-xxxii); Ch. 9, Contested Cities: Gentrification and the Ghetto (113-130); Conclusion: A Rose in the Cracks of the Concrete (131-143).

Session 14: Global Cities & the Global North/South (12/4)

Topics & Objectives: What are some urban paradoxes of the global North/South nexus? What does the resilience of cities mean to you? Are resilient cities resilient for everyone? Is resilience justice? What epistemic ends does urban planning in the global South have in common with planning in the global North?


Newman, Peter, Timothy Beatley and Heather Boyer. 2009. Resilient Cities: Responding to Peak Oil and Climate Change. Wash., D.C.: Island Press. Ch. 1, Urban Resilience: Cities of Fear and Hope (1-14); Ch. 3, Four Scenarios for the Future of Cities: Collapse, Ruralized, Divided, or Resilient City (35-54);


Supplemental reading:


**Session 15: Network City & Right to the City (12/11)**

Topics & Objectives: Identify some spatial flows and disruption of the city. Who has a right to the global city? Are information cities closed or open systems?


**Supplemental reading:**


