

UP 504, Fall 2021

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Urban History and Theory

Class time: Tue, Thu 2.00-3.20 PM

Office hours: Scheduled by email

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Zoom link class sessions:

<https://illinois.zoom.us/j/89774065686?pwd=amNISmJlQXVTRDNiZUtGdFA4K09FQT09>

Land Acknowledgement

We begin this class acknowledging that the University of Illinois at Urbana-Champaign occupies the lands of the Peoria, Kaskaskia, Piankashaw, Wea, Miami, Mascoutin, Odawa, Sauk, Mesquaki, Kickapoo, Potawatomi, Ojibwe, and Chickasaw Nations. These lands were the traditional territory of these Native Nations prior to their forced removal; these lands continue to carry the stories of these Nations and their struggles for survival and identity. These Nations remain in relationship with these lands, and as a land-grant institution, the University of Illinois has a particular responsibility to acknowledge these relationships, its role in their dispossession, and its duty to facilitate their restoration.

Course Description

This course provides an introduction to urban history and theory exploring how we think about cities have evolved over time and how the past continues to inform and shape planning practice in the present. The course will be organized thematically and will broadly follow a chronological order – beginning with the origins and evolution of the urban world and ending with current issues such as gentrification and decolonial movements. However, all topics will be examined using a relational approach; therefore, sessions will emphasize analysis across time and space to illuminate transhistorical continuities. Throughout the course, we will draw on examples from the Global North and the Global South, emphasizing trans-national and trans-geographical perspectives. While using transnational case studies means that there will not be neat and linear narratives to draw from, this approach will push students to think critically about the history of urbanization through a more diverse set of perspectives and experiences.

The course also emphasizes an intersectional approach to think about cities and change. In doing so, students will be asked to reflect and develop analyses that consider various and overlapping aspects of social identity, such as race, class, age, gender, ethnicity, sexual orientation, disability, and health. The goal is to reflect on equity issues of urban spatial arrangement and functioning and how social, economic, political, cultural, environmental, and

technological forces that continually reshape cities reinforce social structures, including racial segregation, environmental injustice, health precarity, and housing market differentiation.

Course format and structure:

This course is structured as a series of online lectures and in-class discussions to address key themes from an interdisciplinary perspective for critical engagement with cities and the role of planning in addressing current urban challenges. Participation is expected and required. Students should complete the readings for a given session before coming to class on that day. The course is divided into three parts: Foundations of Urban History and Theory; Space, Identities and Cultures; Politics, Control, and Contestations.

This course will be taught mostly online, with the possibility of two to four in-person, outdoor sessions if weather and public health conditions allow. Dates for these tentative in-person sessions are indicated in the course schedule (page 7). In-person participation for these outdoor sessions will be optional, and alternative participation options will be provided for students who need or prefer to remain online. All other course sessions and activities will be conducted remotely through a combination of Zoom and Compass.

Learning Objectives:

Through successful completion of the semester the students will be able to:

- Establish connections between aspects of theory and urban studies with current planning practice.
- Recognize and reflect on the historical continuity and recreation of social structures in how cities are shaped and reshaped.
- Engage with individual case studies and connect multiple narratives through synthetic, creative and comparative analyses.
- Formulate questions and communicate debates through different means for in-depth exploration in subsequent courses and research.
- Put theory to work when addressing key urban challenges, issues, and opportunities.

Textbooks:

There is no required text for this class. All readings have been placed on the Compass web site, organized by session and arranged in chronological order.

Compass 2g Course Web Site

Much of the course resources, readings, assignments, and announcements will be available through the course website via Compass 2g. To access Compass go to:

<http://Compass2g.illinois.edu>

Course Grade

<i>Formal Graded Assignments</i>	<i>Due Dates</i>	<i>points</i>
Historiographical essay (I)	Choose city Aug 26 Draft Sept 15 Final Sept 23	25
Music playlist assignment (T)	October 18	20
Critical events presentation (T)	varies	10
Podcast (I)	Topic and city: Nov 4 Script: Nov 17 Draft: Dec 2 Final: Dec 12	25
Weekly Q & A (I) (10)	Ongoing	10
Class participation	Ongoing	10
TOTAL		100

Your course grade will be determined by your successful completion of the components below and your active participation in this course. Course grades will be assigned on an absolute scale (A, B, C...) and will be determined by a criterion-based scale. For example, generally an A+ 98 – 100; A 94 – 97; A- 91 – 93; and so on.

Team members will receive the same grade for team assignments.

Grading Criteria

Grading rubrics will vary by assignment & can be viewed in each assignment sheet; the following are general guidelines:

- Original ideas, thoughtfully presented, carefully edited for written work, well-rehearsed for oral assignments, proper attribution of the work of others, will yield most, possibly all, of the points per assignment.
- Work that includes some original ideas and is well edited, but lacks a thorough understanding of the assignment, will receive partial points per assignment.

- Work that indicates poor preparation and poor understanding will receive only a few points per assignment.
- Work that lacks originality, is poorly edited, and shows a lack of care on the part of the student (for both oral and written assignments) will not earn any points.
- Written or oral work that is not properly attributed, lacks academic integrity (e.g., plagiarism), will receive no points & disciplinary action may be taken.

Course Policy

Academic Integrity

Please be aware of the university guidelines regarding academic integrity, which can be found in the Student Code (<http://studentcode.illinois.edu/>). The standard for this class is that any work submitted by a student is solely, entirely, that particular student's own work. Students caught cheating—including the use of undeclared outside sources (including the net) will receive an F for the course. While you may study with other students, the submission of others' ideas as your own is academically dishonest. 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.

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.

Request for Special Accommodations:

To obtain disability-related adjustments and/or auxiliary aids, students with disabilities must contact the course instructor and Disability Resources and Educational Services (DRES) as soon as possible. To contact DRES, you may visit 1207 S. Oak St., Champaign, call 217.333.4603, email disability@illinois.edu or go to the DRES website at <http://disability.illinois.edu/>.

Please also schedule a private meeting with one of the course instructors to discuss your needs and requirements. All accommodations will try to be met once the student makes a request.

Please note accommodations are not retroactive to the beginning of the semester but begin the day the student contacts their instructors with a current letter of accommodation from DRES.

Counseling Center

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.

Reading Material

All readings are in pdfs available on Compass or linked in the syllabus.

Description of Assignments

Class Participation

- Attend class on a regular basis
- Respond to questions on the readings/assignments
- Ask a well-considered question during class
- Participate in periodic short-written reflections
- Actively participate during class sessions including time with guest speakers

Attendance.

Offering the class online does not lower my expectation of students' attendance. Attendance is mandatory and a prerequisite for passing the class. Only students who are in a location with unreasonable time difference to the Central time zone can ask for exemption to this rule. An exemption requires the student to ask for and receive an instructor's waiver of this requirement during the first week of classes. Petitions for past classes will not be approved. In the absence of an approved petition, students will need to attend class during the scheduled hours synchronously. Students with approved waivers will be provided with class recordings and access to Compass discussion forum to facilitate their participation.

All other students please see below for attendance requirement:

Students can miss one session without need for a justifying reason. If you miss more than one session without a valid excuse you cannot get an A for participation; if you miss three or more sessions you cannot receive a B; if you miss more than five sessions you cannot receive a C.

For those attending class synchronously, having your cameras on is required for the discussion portions of the class and it is counted toward the participation grade. To protect your privacy, you may use background screens available through Zoom. If for any reason you are unable to participate with your video on, you need to inform me and I will work with you on a case-by-case basis.

Please note 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. Hopefully students will be able to attend and participate during the synchronous class meetings. Attendance will not be graded, but we will take attendance so we can stay informed about who is engaged with the class. The class is designed so everyone can stay engaged through synchronous discussions. However, if you are not attending synchronously please work with the TA and myself to identify a time when we can have a supplementary conversation over the semester. The plenary portions of all the sessions will be recorded for Zoom playback; we may set up additional discussion sessions.

Assignments and in-class activities

There will be several outside class and in-class activities that will test student's preparedness on the readings and contents of the sessions. If students have done the readings reflectively, she/he is expected to perform well in these activities.

Assigned Readings Q & A: Some weeks the instructor will pose a question on Compass to reflect on all the week's readings. Students have limited time (3-4 days) to answer the question. Other times students will be asked to conduct target research outside of class and present it during the following session.

Current events presentation: This assignment intends to help you and your peers connect the class's topic with current urban issues in the world. In pairs, students will present two current comparative events, one from a city in the Global North and one from a city in the Global South related to the session's topic and reading. Students will sign up at the beginning of the semester for one session. The students responsible for the session's current events will

prepare: A brief synopsis (3 minutes max.) of three points derived from the assigned readings' principal argument(s). These need not be comprehensive but should be selected to reflect the students' own interests and events chosen. The three points must then be related to contemporary events in planning/urban issues. Class presentations must not be read as a text but presented in a conversational manner and supported with images. Presentations should not exceed 10 minutes in total. The cases selected must be current events, that is, something that you found in the news or in a recent report not extracted from a book, scholarly article or a class reading or example.

Historiographical essay: Historiographical essay of 5-8 pages of a city of your choice. It has to be a city that you know well and is personally important for you.

Urban Issues Spotify/YouTube list: Students in groups are required to construct an annotated Spotify playlist of 8-10 songs revolving around one of this course topics. The Spotify list assignment is to (1) create the annotated playlist (1-3 sentences of description and justification of selection per track) collaboratively and follow it with a 500 words statement explaining the argument/logic of the music list.

Health, well-being and the city podcast: This assignment will revolve around the topic of health and well-being (broadly speaking) in cities. Each student will choose one particular issue to examine related to health and well-being and will create a 10–15-minutes podcast. The format for the project is an audio podcast presentation plus a written introduction to the podcast, to be shared with your classmates and instructors. Each podcast series must include the following components: 1) Theoretical frame 2) Background 3) Case study 4) Reflection and vision. The assignment will be divided in four components: Selection of topic and city, Script, draft of the podcast for peer review and final submission.

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. In fairness to all students **ten points** will be deducted for late assignments, with an additional **five points** deducted for each subsequent day until is received. Modest extensions on written work are possible. Extension permission, however, will not be granted on or after the due date, only before. If at least 24-hrs prior to deadline, you need to request an extension, you may send me an email request. In fairness to others, we give only modest extensions depending upon circumstances. Extensions are never granted beyond a week past the syllabus' official deadline and even essays with set extensions will be considered late if handed in past their new agreed-upon date.

Summary of Sessions

UNIT 1: Foundations of Urban History & Theory		Comments
S1. T Aug 24	Welcome & overview of the class	
S2. Th Aug 26	Why urban history and theory?	Choose a city (Hist. Essay)
S3. T Aug 31	Defining and approaching the city	
S4. Th Sept 2	Exploring and assessing the city	In person
S5 T Sept 7	Urbanization: Past, Present and Future	
S6. Th Sept 9	Emergence of cities/ outside research	Outside research
S7. T Sept 14	Origins of segregation: Urbanization in the ancient world/outside research	Outside research
S8. Th Sept 16	Assignment 1 peer review	In-person (weather permitting)
S9. T Sept 21	Colonialism & settler colonialism	
S10 Th Sept 23	(De) Industrialization & the city	
S11 T Sept 28	Foundations of urban theories	
S12 Th Sept 30	Emergence of urban planning	
UNIT 2: Space, Identities, and Cultures		
S13 T October 5	Debates on urban modernity	Q & A
S14 Th Oct 7	Postmodern urbanism and critical urban theory	In-person (weather permitting)
S15 T Oct 12	Race & urban apartheid	Guest speakers
S16 Th Oct 14	Gender & the patriarchal city	
S17 T Oct 19	Group presentations of playlist	
S18 Th Oct 21	No Class meeting	
S19 T Oct 26	20 th (21 st) century exclusions	Q & A
S20 Th Oct 28	Environmental Justice and the City	Guest speaker
S21 T Nov 2	Health & well-being in the city	Q & A
UNIT 3: Politics, Control, and Contestations		
S22 Th Nov 4	Network cities and the knowledge economy	
S23 T Nov 9	Urban citizenships and the neoliberal city	Q & A
S24 Th Nov 11	Globalization, borders, and migrations	Guest speaker
S 25 T Nov 16	Policing, violence & the city	Guest speakers
S26 Th Nov 18	Podcast script peer review	
T Nov 23	Thanksgiving	
Th Nov 25	Thanksgiving	
S 27 T Nov 30	Memory, monumentality and the Decolonial city	Q & A
S 28 Th Dec 2	Podcast presentations	
S 29 T Dec 7	Class wrap-up	

Session Topics and Schedule

Unit 1: Foundations of Urban History & Theory

Session 1: Welcome and overview of the class. Tu 8/24

Themes & Objectives: An overview of the course is followed by a walk-through of the syllabus. Discussion will center on (1) what are our experiences of cities? (2) Why practice urban planning?

Specific question(s) to consider: Why is it critical to think about cities at this moment in time?

Session 2: Why urban history and theory? TH 8/26

Themes & Objectives: Many discussions about cities today look only forward, without fully considering the past. In this session we will discuss the importance of history for urban presents and futures. The discussion will be focused on the following questions: (1) What is urban history? (2) Why urban history matters?

Specific question(s) to consider: How history influences urban development? What types of experiences and knowledges are considered in the history & theory of cities?

- Video-> [Crenshaw, Kimberlé. 2016. The urgency of intersectionality.](#)
- Trouillot, Michel-Rolph. 1995. "The Power in the Story". In *Silencing the Past: Power and Production of History*. Boston: Beacon Press. (pp.1-30).
- Hayden, Dolores. 1994. *Journal of Urban History*, 20 (4): 466-485.

Recommended Reading:

- Shane Ewen. 2016. Introduction and Chapter 1 in *Why Urban History?*. Cambridge: Polity Press
- Hayden, Dolores. 1997. "Urban Landscape History: The Sense of Place and the Politics of Space". In *The Power of Place: Urban Landscapes as Public History*. Boston: MIT Press (pp.15-43).

Session 3: Defining and approaching the city. TU 08/31

Themes & Objectives: Introduction to a host of definitions of the city, as well as different perspectives on and methods for interpreting the urban.

Specific question(s) to consider: What is urban epistemology? What are the different ways in which the city has been defined and approached?

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

Recommended readings:

- Mumford, Lewis. 1937. What is a city? *Architectural Record* LXXXII.
- 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 4: Exploring and Assessing Urban Space TH 09/02

Themes & Objectives: Following Tuesday's topic during this session we will explore and assess urban space based to learn through a hands-on experience how to approach and understand the city.

Specific question(s) to consider: What are the different ways in which the city is experienced and approached?

- Lynch, Kevin. 1960. The City Image and Its Elements. Pp. 46-91 in *The Image of the City*. Also
- Gehl, Jan and Birgitte Svarre. 2013. *How to Study Public Life*. Chapters 2. Washington, DC: Island Press.

***Meet at Meadowbrook Park: 2808 S Race St., Urbana, IL 61802**

From Illini Union take:

- Bus 8, Bronze, and get off at Race at Stone Creek Church (West side)
- Bus 12, Teal, and get off at George Huff & Race (NW Corner)

Session 5: Urbanization: Past, Present and Future. TU 09/07

Themes & Objectives: Urbanization is examined across different geographical contexts and times, contrasting diverse aspects of this process as well as exploring concepts such as urban form, urban design and urbanism.

Specific question(s) to consider: Is there an optimal city size? Are there limits to urbanization, or should it be?

- Watson, Vanessa. 2009. "The planned city sweeps the poor away....:" urban planning and 21st century urbanization. *Progress in Planning* 72: 151-193.

Recommended readings:

- Bhan, Gautam. 2019. "Notes on a Southern urban practice". *Environment and Urbanization*. 2019;31(2): 639-654.
- Roy, A. 2009. "Why India Cannot Plan its Cities: Informality, Insurgence and the Idiom of Urbanization." *Planning Theory*. 8 (1): 76-87.

Session 6: Emergence of Cities. TH 09/07

Themes & Objectives: Overview of theories explaining the emergence of cities. The physical and social characteristics of early cities around the world are explored and compared. Basic elements of the urban form are also examined.

Specific question(s) to consider: What are cities for?

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

Recommended readings:

- Morris, A. E. J. (1994). "The Early Cities". *A history of urban form: before the industrial revolutions*. 3rd ed. Harlow: Longman Scientific & Technical. (pp.1-34).
- Normille, D. 2016. "[Massive Flood May Have Led to China's Earliest Empire.](#)" *Science* (August 4).
- Cardinal-Pett, Clare. "Origins". In *A History of Architecture and Urbanism in the Americas*. 1 edition. New York: Routledge, 2016, pp. xiii-xxviii.

Session 7: Origins of Segregation: Urbanization in the Ancient World. TU 09/14

Themes & Objectives: Understanding the historical context of urban racial divisions in ancient and medieval practices of city spatial arrangements.

Specific question(s) to consider: When did we first start segregating cities into separate, unequal, and compulsory residential zones? How that practices have travelled around the globe? How those practices are reflected in the planning profession in the present?

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

Recommended readings

- Carl Nightingale. 2012. "Introduction". *Segregation: A Global History*. Chicago: The University of Chicago Press. (pp.1-19)
- Kitto, H.D.F.1951. "The Polis". In *The City Reader: 4th Edition*, LeGates, R.T. and F. Stout (Eds). New York: Routledge.
- Kotkin, J. 2006. *The City: A Global History*. New York: Modern Library (pp. 19-40)

Session 8: Peer review Historiographical essay TH 9/16

Submit a full draft of the essay by Wednesday 9/15

Session 9: Colonialism & Settler Colonialism. TU 09/21

Themes & Objectives: This session explores colonialism as an ongoing process and how a society of settlers enacts various means of power that seek (from direct to more subtle ones) to depopulate the original inhabitants.

Specific question(s) to be considered: What are the various means of coloniality of power? How colonialism manifest in cities today?

- Hugill, David. 2017. What is a settler-colonial city? *Geography Compass*. 2017; 11: 1-11.
- Rivera, Daniela. 2020. "Disaster Colonialism: A Commentary on Disasters beyond Singular Events to Structural Violence". *International Journal of Urban and Regional Research*.

Recommended reading:

- Fanon, F. 1963. "Concerning Violence." In *The Wretched of the Earth*. New York, NY: Grove Press. (pp. 1-62)
- Porter, Libby & Yiftachel, Oren. 2019. "Urbanizing settler-colonial studies: introduction to the special issue". *Settler Colonial Studies*, 9:2, 177-186.

Session 10: (De) Industrialization & the city. TH 09/23

Themes & Objectives: This session examines how industrialization and industrial decline impacts life in cities and the effects of new technologies on social and economic spheres alongside ideological responses to (de) industrialization and processes.

Specific question(s) to be considered: What are the impacts of industrialization and deindustrialization in contemporary urban life? What are the connections between industrial cities and colonial logics of spatial arrangement and functioning?

- Engels, F. 1845. "The Great Towns" from the Condition of the Working Class in England. In *The City Reader*, Richard LeGates & Frederic Stout (eds.). (p.53-63).

Recommended reading:

- Howard, E. 1898. "Author's Introduction" and "The Town-Country Magnet." In *The City Reader: 4th Edition*, LeGates, R.T. and F. Stout (Eds.). New York, NY: Routledge. (pp. 314-321).
- Zunz, Olivier. 1977. "The Organization of the American City in the Late Nineteenth Century: Ethnic Structure And Spatial Arrangement In Detroit". *Journal of Urban History*, (3)4: 443-465.

Session 11: Foundations of Urban Theory. TU 09/28

Themes & Objectives: Introduction of the basic underpinnings of urban theory, considering some of the key theorizations are discussed in relation to what has come before and the implications of both the study and practice of planning.

Specific question(s) to be considered: What are the main critiques of Roy? 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.

Session 12: Emergence of Urban Planning. TH 09/30

Themes & Objectives: Overview of the issues and movements that gave rise to the professionalization of urban planning in Europe and the United States and how those modes of thinking about the city were transferred and imposed in cities around the world.

Specific question(s) to be considered: What is the purpose of urban planning? What are the consequences of globalizing planning rationalities?

- Sandercock. L. 1998. Introduction: Framing Insurgent Historiographies for Planning. In *Making the Invisible Visible: A Multicultural Planning History*. Los Angeles: University of California Press. (p.1-33)
- Marcuse, P. 2016. The Three Historic Currents of City Planning. In *Readings in Planning Theory*, Fainstein S. DeFillipis J. (eds).

Recommended readings:

- 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

UNIT 2: SPACE, IDENTITIES AND CULTURES

Session 13: Debates on Urban Modernity. TU 10/05

Themes & Objectives: Modernism is understood 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.

Specific question(s) to be considered: Modernism for whom?

- LeCorbusier. 1929. "A Contemporary City". In *The City Reader*, Richard LeGates & Frederic Stout (eds.).
- Almandoz, Arturo, "Urbanization and Urbanism in Latin America: From Haussmann to CIAM", in *Planning Latin America's Capital Cities*, ed. A. Almandoz, London: Routledge, (pp. 13-44).

Recommended reading

- Escobar, Arturo. *Encountering Development: The Making and Unmaking of the Third World*. With a New preface by the author edition. Princeton, N.J: Princeton University Press, 2011.
- Quijano, A. (2007) Coloniality and Modernity/Rationality, *Cultural Studies*, 21 (2):168-178

- Dussel, E. (1995) Eurocentrism and Modernity (Introduction to the Frankfurt Lectures). In: Beverley, J., Oviedo, J. & Aronn, M. eds. *The Postmodernism Debate in Latin America*. Durham, US: Duke University Press: 65-77.

Session 14: Postmodern Urbanism and Critical Urban Theory. TH 10/07

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?

- Vasudevan, Raksha and Novoa, Magdalena. 2021. "Pluriversal Planning Scholarship: Embracing Multiplicity and Situated Knowledges in Community-Based Approaches". *Planning Theory*.

Recommended reading:

- Harvey, David. 1992. "Social Justice, Postmodernism and the City". *International Journal of Urban and Regional Research*, 16: 588-601.
- Leontidou, L. 1996. "Alternatives to Modernism in (Southern) Urban Theory: Exploring In-Between Spaces*". *International Journal of Urban and Regional Research*, 20: 178-195.

Session 15: Race & Urban Apartheid. TU 10/12

Themes & Objectives: This session examines issues of power and place through the prism of race in urban and rural landscapes. The discussion will highlight the ways that zoning, world's fairs, and racial violence reinforced the centrality of race and social control in planning from the field's inception.

Specific question(s) to be considered: What is planning's role in addressing or exacerbating racial segregation in contemporary cities?

- [Eid, H. and Clarno, A. 2017. Rethinking our Definition of Apartheid: Not just a Political Regime. *Alshabaka*](#)
- [Apartheid Did Not Die \(End The Lie\) by ESDevelopment. 2015](#)
- [Housing Bias and the Roots of Segregation. *The New York Times*.](#)

Recommended reading:

- Nevins, Joseph. 2012. Policing Mobility: Maintaining Global Apartheid from South Africa to the United States. In *Beyond Walls and Cages: Prisons, Borders, and Global Crisis*, Jenna M. Lloyd (eds). Atlanta: University of Georgia Press.
- Yiftachel, O. 2009. Theoretical Notes on Gray Cities: The Coming of Urban Apartheid? *Planning Theory*, 8(1): 88-100.
- Carl Nightingale. 2012. "Segregation at the Extremes". *Segregation: A Global History*. Chicago: The University of Chicago Press. (pp.333-383).

Session 16: Gender & the patriarchal city. TH 10/14

Themes & Objectives: This session focuses on how ideas about gender recreate the patriarchal city as well as historical responses that challenge those urban orders.

Specific question(s) to be considered: How the patriarchal order intersects with the capitalist city? How specific forms of urban mobility and infrastructure reinforce gender inequalities? What are the alternatives from a feminist approach?

- Doan, Petra. 2015. "Why Plan for the LGBTQ?". In *Planning and LGBTQ Communities. The Need for Inclusive Queer Spaces*. Routledge, New York and Abingdon. (pp.1-17)
- Flanagan, M. 2018. Introduction: "Our Cities Are Patriarchy Written in Stone, Brick, Glass, and Concrete". In *Constructing the Patriarchal City: Gender and the Built Environments of London, Dublin, Toronto, and Chicago, 1870s into the 1940s*. Temple University Press. (pp.1-10)

Recommended reading:

- Yasminah Beebeejaun. 2017. "Gender, urban space, and the right to everyday life", *Journal of Urban Affairs*, 39:3, 323-334, DOI: [10.1080/07352166.2016.1255526](https://doi.org/10.1080/07352166.2016.1255526)

Session 17: Spotify list presentations. TU 10/19

Session 18: NO CLASS MEETING. TH 10/ 21

Session 19: 20th (21st) century exclusions. TU 10/26

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, gentrification, and suburbanization are considered as well as policy responses at national and local levels.

Specific question(s) to be considered: How state-sponsored displacement, exclusion, and segregation have exacerbated racial inequalities in cities across the world?

- [Video: Not in my neighborhood. Directed by Kurt Orderson, New Day films. 2018.](#)
- Jacobs, Jane. 1961. The Uses of Sidewalks: Safety. From The death and life of great American cities. In Scott Campbell and Susan Fainstein (eds.), Readings in Planning Theory. Cambridge, MA: Blackwell.

Recommended reading:

- Ernesto López-Morales (2015) Gentrification in the global South, *City*, 19:4, 564-573.
- Harvey, David. 2008. "The right to the city". *New Left review*.

Session 20: Environmental Justice & the City. TH 10/28

Themes & objectives: An examination of the historical roots of the environmental justice movement and the intersections of environmental injustice, climate change and inequality.

Specific question(s) to be considered: How environmental injustices intersect with other forms of discrimination such as race, gender, class, ethnicity, etc.? What are the fundamental concepts of Environmental Justice?

- Merchant, Carolyne. 2003. "Shades of Darkness: Race and Environmental History". *Environmental History*, (8): 3, (pp.380–394)

Session 21: Health, Well Being & City. T 11/2

Themes & Objectives: This class examines the intersections of health and urban life as well and its consequence in city development and design.

Specific question(s) to be considered: What systems of harm can be identified in how we plan cities? How can we think the city as a system of care?

- Mingle, K. 2020. According to Need, [episode 3: Housing First.](#)
- [Ticktin, M. 2021. Building a Feminist Commons in the Time of COVID-19. Signs Journal.](#)
- Libby Porter. 2020. "The Places We Live, June 2020". *Planning Theory & Practice*, (21):4, 593-630.

Recommended reading:

- Furtado, L. 2020. Viewpoint Strategies in Brazilian informal settlements: fighting COVID-19 towards urban resilience. p.1-7.
- Carl Nightingale. 2012. "Segregation Mania". Segregation: A Global History. Chicago: The University of Chicago Press. p.159-190.

UNIT 3: POLITICS, CONTROL, AND CONTESTATIONS**Session 22: Network cities and the Knowledge Economy. TH 11/04**

Themes & objectives: An examination of the function of cities in the knowledge economy. How are knowledge, technology and innovation shaping the economic system in the global world?

Specific question(s) to consider: What is the virtual and material impact of technology in our cities?

- Sassen, Saskia. 2016. "The Impact of the New Technologies and Globalization on Cities". In *The City Reader*, Richard LeGates & Frederic Stout (eds.).

Recommended reading:

- Castells, Manuel. 2010. "Globalisation, Networking, Urbanisation: Reflections on the Spatial Dynamics of the Information Age". *Urban Studies*, 47(13):2737-2745.

Session 23: Urban Citizenships & the Neoliberal City. TU 11/09

Themes & objectives: This session will examine the neoliberal state, how urban citizenships are framed under that power regime, and how citizens actions to assert their claims of rights in cities.

Specific question(s) to be considered: What is neoliberalism and how it works out in the city? What dimensions/types of citizenship and rights should be considered when planning cities?

- Theodore, N. Peck, J., Brenner, N. Neoliberal Urbanisms: Cities and the Rule of the Markets
- Miraftab. F. 2009. Insurgent Planning: Situating Radical Planning in the Global South. *Planning Theory*, 8-1, (32-50).

Recommended readings:

- Young, I.M. 1990. "Social Movements: The Politics of Difference". In *The City Culture Reader: 2ND edition*, Miles, M.T. Hall, and I. Borden (Eds). New York, NY: Routledge. (pp.311-323).
- Holston, J. and Appadurai, A. 1996. Cities and Citizenship. *Public Culture* 8(2):296 - 308

Session 24: Globalization, Borders, and Migrations. TH 11/11

Themes & objectives: Contemporary movements of populations and migratory trends are considered along with their effects on urban environments and citizenship construction. The symbolic and actual effects on borders are examined.

Specific question(s) to be considered: What are the broader social, political, and economic context of migration in contemporary times? What are the consequences of migration in cities? How are population movements produced and produce cities of the Global South?

- Alvarado, N. A. 2020. "Migrant Politics in the Urban Global South: The Political Work of Nicaraguan Migrants to Acquire Urban Rights in Costa Rica". *Geopolitics*, 1-25.
<https://doi.org/10.1080/14650045.2020.1777399>

Recommended Reading:

- Rozpedowski, Joanna. 2020. "[Humanity on the move: Migration in the age of walls and borders](#)". *Global Security Review*.
- Miraftab, F. 2016. Introduction. In *Global Heartland: Displaced Labor, Transnational Lives & Local Placemaking*. Bloomington and Indianapolis: Indiana University Press. (pp.3-23).

Session 25: Policing, violence & the city. TU 11/16

Themes & objectives: This session discusses policing & crime as factors shaping physical and social environments of cities focusing on how poverty, segregation, violence, and incarceration are interconnected.

Specific question(s) to be considered: What are the effects of crime control on contemporary city life? How policing shape how community members experience city life?

- Simpson, S., Steil J., Mehta, A. 2020. Planning beyond Mass Incarceration. *Journal of Planning Education and Research*, 40 (2): 130-138.

- Qayyum, F. 2020. State, Security, and People along Urban Frontiers: Juxtapositions of Identity and Authority in Quetta. *Urban Forum*, 31 409–431
- Waseem, Z. 2021. ‘Brothers in arms’? A police-paramilitary partnership in Karachi. *Policing and Society*. 31:2, 131-147,

Recommended readings:

- Dorries, H and Harjo, L. 2020. Beyond Safety: Refusing Colonial Violence Through Indigenous Feminist Planning. *Journal of Planning Education and Research*, 40 (2): 2010-219.
- Loyd, J., Mitchelson, M. and Burridge, A. 2012. Introduction: Borders, Prisons, and Abolitionist Visions. In *Beyond Walls and Cages*. Atlanta: University of Georgia Press. (pp. 1-13).
- LeBrón M. They Don’t Care if We Die: The Violence of Urban Policing in Puerto Rico. *Journal of Urban History*. 2020;46(5):1066-1084.
- [Schlosser, E. 1998. “The Prison-Industrial Complex.” *The Atlantic Monthly*.](#)

Session 26: Podcast script peer review. TH 11/18

Submit your podcast script by Wednesday 11/17

Session 27: Memory, Monumentality and Decolonial movements and the city. TU 11/30

Themes & objectives: Having recognized planning’s role in settler colonialism, this session will examine the question of how urban planning theories and practices might be decolonized and the movements that have advanced anti-colonial urbanisms.

Specific question(s) to be considered: What would a decolonial city be like? What is the role of planning as a reparative practice?

- Roberts, A. 2017. [When does it become social justice? Thoughts on intersectional preservation practice](#). Saving Places Forum.
- Abraham, C. 2021. Toppled Monuments and Black Lives Matter: Race, Gender, and Decolonization in the Public Space. An Interview with Charmaine A. Nelson. *Atlantis: Critical Studies in Gender, Culture & Social Justice*, 42 (1).
- Williams RA. 2020. “From Racial to Reparative Planning: Confronting the White Side of Planning”. *Journal of Planning Education and Research*.

Recommended reading:

- William Darity, Jr and Dania Frank. 2003. "The Economics of Reparations". *American Economic Review*, (93)2: 326-329.
- Ugarte, Magdalena. 2014. "Ethics, Discourse, or Rights? A Discussion About a Decolonizing Project in Planning". *Journal of Planning Literature*, 29(4): 403-414.
- Mignolo, Walter. 2015. "Yes we can". In *Can Non-Europeans Think?*, Hamid Dabashi (Ed), Zed Books Ltd.
- Winkler, Tania. 2018. "Black texts on white paper: Learning to see resistant texts as an approach towards decolonising planning". *Planning Theory* 17(4): 588-604.

Session 30: Podcast Presentations. TH 12/2

Session 31: Class wrap up. T 12/7