The City Reader Articles

Part 1. The Evolution of Cities:
   - Kitto (35-40); Engels (50-58); Jackson (59-68); Fisherman (69-78)

Part 2. Urban Culture and Society:
   - Mumford (85-89); Wirth (90-97); Jacobs (98-102); Putnam (120-128)

Part 3. Urban Space:
   - Madanipour (158-165); Duany, Plater-Zyberk (192-196)

Part 4. Urban Politics, Governance and Economics:
   - Harvey (225-232); Arnstein (233-244)

Part 5. Urban Planning History and Visions:
   - Olmsted (307-313); Howard (314-321); LeCorbusier (322-330); Wright (331-336); World Commission (337-341); Calthorpe, Fulton (342-348)

Part 6. Urban Planning Theory and Practice:
   - Kaiser, Godschalk (366-386); Forester (387-399); Davidoff (400-410); Beatley (411-422)

Part 7. Perspectives on Urban Design:
   - Sitte (427-437); Lynch (438-447); Whyte (448-455); Jacobs, Appleyard (456-466)

Part 8. The Future of the City:
   - Castells (478-488); Laquian (489-498); Wheeler (499-509); Kotkin (517-522)

Making the Invisible Visible: A Multicultural Planning History Articles

Part 1. Historical Practices: Holston (37-56); Dubrow (57-77); Woods (78-99); Jojola (100-119); Kenny (120-134)

Part 2. Textual and Theoretical Practices: Wirka (150-162); Beauregard (184-197); Thomas (198-208); Epstein (209-226); Hooper (227-254).

Course Overview and Student Responsibility

This course concerns philosophical thought and critical thinking that is of central concern to Planning in the Public Domain and is conducted as a discussion-intensive seminar, requiring active student participation in each class meeting. This class is concerned about “why” and “for whom” we plan. We will be addressing the philosophical notions and assumptions concerning what constitutes “the good society” that planning seeks to attain.

Weekly Assignments. For each class meeting students are required to prepare a short 1-paragraph written narrative based on a “quote” from the readings. The short statement reflects your personal view and reaction to the selected quote. Please be prepared to be called upon to share your impressions each day.

In LeGates, we begin the quarter with readings from planning theory’s collection of classical and contemporary contributions to the literature. The collection of articles represent contributions from some of America’s foremost planning theorists.

Sandercoch presents a collection of contemporary essays to re-present planning’s history. It begins with an exposé of the “official story” of the modernist planning history, which portrays planning as the carrier of the “Enlightenment mission” of material progress through scientific rationality. Modernist planning histories portray planning as a progressive practice, rather than scrutinizing the class, race, gender, or ethnic biases of planning ideas and practices. This collection adopts a critical and theoretical lens through which to re-present planning’s histories to make its exclusionary practices more visible.

The most conspicuous omission from the official story of planning is the absence of all but white professional males on the historical stage. Where are women? Where are African Americans, Native Americans, Mexican, Japanese, and Chinese Americans? Where are they both as subjects, doing planning, and as objects, on the receiving end of planning’s work? If we define planning as community-building, then we must think about planning more inclusively: in terms of minority communities who have responded to their exclusion from mainstream planning by developing insurgent planning traditions involving self-help, community solidarity, and community organizing for their socioeconomic development. The essays demonstrate the ordinary peoples’ ability to plan on their own behalf despite, or perhaps because of the forces of exclusion, marginalization and discrimination that have characterized professional planning practice since its inception.
Course Requirements and Grading:

- Midterm Exam. (20 points)
- Weekly readings impressions papers (20 points)
- Research Paper and Oral Presentation (40 points)
- Active participation in discussions (20 points)

Exams
There will be a midterm exam (20 pts), and a final research paper which is also orally presented in class (40 pts). The midterm exam will be a "take home" writing assignment. Questions will be posted on the class web page prior to the due date. Papers should be printed in 12-pt. font. Please limit your papers to 5 typed double spaced pages. The exams will cover the articles read and discussed during the first part of the term. Late papers will receive 5-point deduction. Exceptions due to emergencies require prior approval.

For the final exam, you will develop and present a research paper addressing a series of questions that you will formulate based on any of the topics we have discussed in class. Your research paper will draw from at least 3 bibliographical sources from the materials reviewed in class (including article reference citations). Your research paper should be printed in 12-point font, and not exceed 7 double spaced pages. The final paper is due in class on the last day of class.

Daily Writing: You are required to submit a 1 paragraph "reflection impression" based on a "quote" you select from each of the assigned weekly readings, and hand in your page each Thursday after class. You may use your written impressions paper to guide your discussion contribution in class.

Active Participation and Attendance
This class is a discussion-intensive seminar and requires active participation in each class meeting. We will be reading and discussing thought provoking and complex material throughout the quarter. Therefore, in order for you to fully engage in class discussions, it is essential that you attend each class meeting and required that you will have completed all weekly reading assignments before class.

Student Led Weekly Discussion
During the first half of the quarter, you will be called upon to contribute your impressions about the readings, and to contribute actively to class discussions. For the second half, a group of students will be assigned "lead" responsibility for assigned readings. What is expected of you is to formulate and present your own impressions and ideas from the readings, and form questions to stimulate class discussions. To prepare for your active leadership in class discussions, you are expected to be well familiar with the readings, formulate questions for the class, and provide a synopsis of the readings to begin the class discussion. You may prepare handouts or simply use outlines drawn on the blackboard. Your participation grade of 20% will be based on your preparedness and familiarity with weekly reading material, your participation in daily class discussions, and your participation and leadership in the group-led discussion.

Presentation of Research Paper
You will present your research paper during the last two weeks of the quarter.

Grading and Evaluation
The TOTAL NUMBER OF POINTS you earn will determine your final grade. Letter grades as follows:

- A = at least 95 points; A- = 90-94 points
- B+ = 87-89 points; B = 84-86 points; B- = 80-83 points
- C+ = 77-79 points; C = 74-76 points; C- = 70-73 points
- D = 65-69 points; F = less than 65 points
## Schedule of Readings, Exams

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<th>Discussion Topics</th>
<th>The City Reader</th>
<th>Making the Invisible Visible</th>
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<td>1</td>
<td>1/8-1/10 Course Overview: Structure and expectations. Group Assignments Readings, Format Why a theory for planning? Part 1. The Evolution of Cities:</td>
<td>T- Introduction to Course and Expectations Why do we plan? What is the public purpose? What is a “good society”. Is planning Utopian?</td>
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<td>2</td>
<td>1/15-1/17 Part 1. The Evolution of Cities (con’t): Part 2. Urban Culture and Society:</td>
<td>T- Jackson (59-68); Fisherman (69-78); Mumford (85-89);</td>
<td>R- Wirth (90-97); Jacobs (98-102); Putman (120-128)</td>
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<td>1/22-1/24 Part 3. Urban Space: Part 4. Urban Politics, Governance and Economics:</td>
<td>T- Madanipour (158-165); Duany, Plater-Zyberk (192-196); Harvey (225-232);</td>
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<td>1/29-1/31 Part 5. Urban Planning History and Visions: Part 6. Urban Planning Theory and Practice:</td>
<td>T- LeCorbusier (322-330); Wright (331-336); World Commission (337-341); Calthorpe (342-348)</td>
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<td>2/5-2/7 Part 7. Perspectives on Urban Design: Part 8. The Future of the City:</td>
<td>T- Sitte (427-437); Lynch (438-447); Whyte (448-455); Jacobs (456-466)</td>
<td>R- Castells (478-488); Laquian (489-498); Wheeler (499-509); Kotkin (517-522);</td>
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<td>6</td>
<td>2/12-2/14 1. Spaces of Insurgent Citizenship; 2. Feminist and Multicultural Perspectives on Preservation 3. Planning; Regional Blocs, Regional Planning; 4. Indigenous Planning;</td>
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<td>2/19-2/21 5. Gay and Lesbian Experience in the City; 6. Planning for Girls; 7. Subversive Histories: South Africa</td>
<td>2-3 paragraph proposal summary identifying your research topic, questions, and research methodology. <strong>Due in class 2/21</strong></td>
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<td>3/5-3/7 Final Research Papers Presentations</td>
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<td>3/12-3/14 Final Research Papers Presentations <strong>Final Papers Due 3/14</strong></td>
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