

## **UP 504, Spring 2024**

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Hours: 4 credit hours, meet twice a week for 80 minutes

## **Urban History and Theory**

Class time: Mon, Wed 2.00-3.20 pm

Office hours: Wed 3.30-4.30 pm.

Office hours: Contact TA.

### **Land Acknowledgement**

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 before 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 introduces 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 not always follow a chronological order; it will begin with the origins and evolution of the urban world and end 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 transnational and transgeographical 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 thinking 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.

In summary, this is not a traditional history survey course. But a course that aims to understand the way cities work, how they are felt, how and with whom they are designed, and how they impact lives and the earth. Equally important, Theory will help us understand history and its impacts in more complex ways.

**Course structure:**

This course is structured as a series of 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 that day.

The course has three parts: Foundations of Urban History and Theory; Space, Identities and Cultures; Politics, Governance, and Contestations.

**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 worldwide.
- 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 in a global context
- Develop through the assignments and class work different communication skills that are critical for planning practice.

**Textbooks:**

There is no required text for this class. All readings have been placed on the Compass website, organized by session, and arranged chronologically.

**Canvas Course Web Site**

Much of the course resources, readings, assignments, and announcements will be available through the course website via Canvas. To access Canvas go to: <http://Canvas.illinois.edu>

## Course Grade

<i>Formal Graded Assignments</i>	<i>Due Dates</i>	<i>Points</i>
Historiographical essay (I)	Choose city Jan 24 Draft Feb 12 noon Final Feb. 23 midnight	20
Music playlist assignment (T)	Mar. 22	15
Critical events presentation (T)	varies	10
Podcast (I)	Topic and city: Mar 27 Script: Apr. 10 Draft: Apr 24 Final: 05/6	25
Weekly readings, homework, and in-class discussions and participation	2 points each week plus 2 points for active participation with guest speakers	30
<b>TOTAL</b>		<b>100</b>

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**

### **Computers and electronics**

The use of computers, tablets, ipads, phones or any other electronic are not allowed during classes except when expressly requested by instructors or if a student absolutely needs it for taking notes. In that case the student has to approach instructors and ask for permission to use it. Students cannot use electronics during discussions, exercises or field visits.

### **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.

### **Mental Health**

Significant stress, mood changes, excessive worry, substance/alcohol misuse or interferences in eating or sleep can have an impact on academic performance, social development, and emotional wellbeing. The University of Illinois offers a variety of confidential services including individual and group counseling, crisis intervention, psychiatric services, and specialized

screenings which are covered through the Student Health Fee. If you or someone you know experiences any of the above mental health concerns, it is strongly encouraged to contact or visit any of the University's resources provided below. Getting help is a smart and courageous thing to do for yourself and for those who care about you.

Counseling Center (217) 333-3704

McKinley Health Center (217) 333-2700

National Suicide Prevention Lifeline (800) 273-8255

Rosecrance Crisis Line (217) 359-4141 (available 24/7, 365 days a year)

If you are in immediate danger, call 911.

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.

### **Community of Care**

As members of the Illinois community, we each have a responsibility to express care and concern for one another. If you come across a classmate whose behavior concerns you, whether in regards to their well-being or yours, we encourage you to refer this behavior to the Student Assistance Center (217-333-0050 or <http://odos.illinois.edu/community-of-care/referral/>). Based on your report, the staff in the Student Assistance Center reaches out to students to make sure they have the support they need to be healthy and safe.

Further, as a Community of Care, we want to support you in your overall wellness. We know that students sometimes face challenges that can impact academic performance (examples include mental health concerns, food insecurity, homelessness, personal emergencies). Should you find that you are managing such a challenge and that it is interfering with your coursework, you are encouraged to contact the Student Assistance Center (SAC) in the Office of the Dean of Students for support and referrals to campus and/or community resources.

### **Students with Disabilities**

To obtain disability-related academic adjustments and/or auxiliary aids, students with disabilities must contact the course instructor as soon as possible and provide the instructor with a Letter of Academic Accommodations from Disability Resources and Educational Services (DRES). To ensure that disability-related concerns are properly addressed from the beginning,

students with disabilities who require assistance to participate in this class should apply for services with DRES and see the instructor as soon as possible. If you need accommodations for any sort of disability, please speak to me after class, or make an appointment to see me or see me during my office hours. DRES provides students with academic accommodations, access, and support services. To contact DRES, you may visit 1207 S. Oak St., Champaign, call 217-333-1970, e-mail [disability@illinois.edu](mailto:disability@illinois.edu) or visit the DRES website at <http://www.disability.illinois.edu/>. Here is the direct link to apply for services at DRES, <https://www.disability.illinois.edu/applying-services>.

### **Disruptive Behavior**

Behavior that persistently or grossly interferes with classroom activities is considered disruptive behavior and may be subject to disciplinary action. Such behavior inhibits other students' ability to learn and an instructor's ability to teach. A student responsible for disruptive behavior may be required to leave class pending discussion and resolution of the problem and may be reported to the Office for Student Conflict Resolution (<https://conflictresolution.illinois.edu>; [conflictresolution@illinois.edu](mailto:conflictresolution@illinois.edu); 333-3680) for disciplinary action.

### **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 in-class discussion and activities
- Actively participate during class sessions including time with guest speakers

Hopefully students will be able to attend and participate during all meetings. Attendance will not be graded, but we will take attendance so we can stay informed about who is engaged with the class. 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.

Participation in discussions, Canvas and Q & As: Some weeks the instructor will pose a question or request on Canvas to reflect on all the week's readings. Students have limited time (3-4 days) to answer the question or prepare to bring required material to use in class. Other times

students will be asked to conduct target research outside of class and present it during the following session. Most weeks students will be asked to engage in in-class discussion. We understand that some people have different ways of engaging in a class. For that reason, for most weeks we'll also have a discussion section available where students can upload their class notes and make it available to their peers. You can take pictures or scan your notes and upload them to Canvas.

All these is considered part of the Participation class assignment and we'll give points each week according to your performance.

**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 class's topic. 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 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 8 minutes in total. The goal of this assignment is to connect the topics of the class with current events and develop presentation skills.

**Historiographical essay:** Historiographical essay of 5-8 pages of a city that you have live (grow up, study for at least six months, etc.). It has to be a city that you know well and is personally important for you. The goal of this assignment is to learn to communicate through writing. Urban planners need writing skills to communicate their ideas and proposals to clients, colleagues and other stakeholders in the planning process. Strong writers can clearly explain complex topics and provide evidence for their claims.

**Urban Issues music playlist:** Students in groups are required to construct an annotated music playlist of 10 songs revolving around one of this course's topics. The music playlist assignment requires you to 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. You can use youtube, spotify or any other music platform to put it together. This is not about each student selecting two or three songs and then putting a playlist together. The assignment is to work as a team to share, reflect, discuss and choose songs as a team. As planners, one of our critical skills is active listening (community members,

colleagues, policy makers, clients, etc.), to foster dialogue between different actors, analyze a situation and find creative solutions. This assignment aims to train your active listening skills.

**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, a written introduction to the podcast, plus an annotated bibliography, to be shared with your classmates and instructors. Each podcast series has to 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, pod-cast peer review, and an argument statement. The goal of this assignment is to learn to communicate verbally ideas and arguments, to engage others by clearly explaining the reasoning behind their proposals.

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. W Jan 17	Asynchronous class	
S2. M Jan 22	Welcome and overview of the class	
S3. W Jan 24	Why urban history and theory?	Choose a city (Hist. Essay)
S4.M Jan 29	Defining and approaching the city	
S5. W Jan 31	Exploring and assessing the city	Class meets in the Siebel Center for Design
S6. M Feb 05	Urbanization: Past, Present and Future	
S7. W Feb 07	Emergence and urbanization of cities	Guest speaker: Kasia Sremski
S8. M Feb 12	Essay draft peer review	Essay draft due
S9. W Feb 14	Ancient cities: Rome & Greece	Visit to Spurlock Museum
S10. M Feb 19	Colonialism & settler colonialism	
S11. W Feb 21	(De) Industrialization & the city	Friday final essay

S12 M Feb 26	Foundations of Urban Theory & Emergence of Planning	
UNIT 2: Space, Identities, and Cultures		
S13. W Feb 28	Debates on urban modernity	
S14. M Mar 04	Postmodern urbanism and critical urban theory	
S15 W Mar 06	Race & urban apartheid	
S16 M Mar 11	Spring BREAK	
S17 W Mar 13	Spring BREAK	
S18 M Mar 18	Gender & the patriarchal city	
S19 W Mar 20	20 <sup>th</sup> (21 <sup>st</sup> ) century exclusions	Guest Speaker
S20 M Mar 25	<i>Playlist presentations</i>	
S21 W Mar 27	Health & well-being in the city	Podcast assignment review and topic exercise/choose a city
S22 M Apr 01	Environmental justice & the city	Guest speaker
UNIT 3: Politics, Governance, and Contestations		
S23 W Apr 03	Network cities and the knowledge economy	
S24 M Apr 08	Policing, violence & the city	
S25 W Apr 10	<i>Podcast script peer review</i>	Podcast script due
S26 M Apr 15	Urban citizenships & the neoliberal city	
S27 W Apr 17	Globalization, borders, and migrations	Guest speaker
S28 M Apr 22	Memory & Decolonial movements in the city	
S 29 W Apr 24	<i>Podcast draft peer review</i>	Podcast draft due
S 30 M Apr 29	Class wrap-up	

## Session Topics, Schedule, and Assigned Readings

### Unit 1: Foundations of Urban History & Theory

#### Session 1: Hope in times of despair W 1/17

Themes & Objectives: This class is asynchronous, and the objective is to reflect in both what concerns us globally in our disciplines and practice today and what gives us hope. You will be asked to read the article below and answer a prompt question on Canvas.

**Assigned reading:** Kusiak, J., & Azzouz, A. (2023). Comparative urbanism for hope and healing: Urbicide and the dilemmas of reconstruction in post-war Syria and Poland. *Urban Studies*, 60(14), 2901-2918. <https://doi.org/10.1177/00420980231163978>

## **Session 2: In person welcome and overview of the class. M 1/22**

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 3 Why urban history and theory? W 1/24**

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 4: Defining and approaching the city. M 01/29**

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 5: Exploring and Assessing Urban Space W 01/31**

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.

**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 6: Urbanization: Past, Present and Future. M 02/05**

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.

- Bhan, Gautam. 2019. "Notes on a Southern urban practice". *Environment and Urbanization*. 2019;31(2): 639-654

**Recommended readings:**

- Roy, A. 2009. "Why India Cannot Plan its Cities: Informality, Insurgence and the Idiom of Urbanization." *Planning Theory*. 8 (1): 76-87.

**Session 7: Emergence of Cities and Urbanization in Ancient times W 02/07**

**Invited speaker: Kasia Szremski**

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?

**Assigned readings:**

Kotkin, J. 2006. Origins: The Rise of Cities in a Global Context in *The City: A Global History*. New York: Modern Library (pp. 3-13)

**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 8: Essay draft peer review. M 02/13**

**Session 9: Ancient cities in Rome & Greece W 02/14 Visit to the Spurlock Museum**

Themes & Objectives: This session explores the Roman and Greek cities and their social organization

Specific questions to consider: What is the role of museums in telling the histories of civilizations and urban settlements? What can objects tell us about the cities' past?

**Assigned Readings:**

Kotkin, J. 2006. Chapter 4 and 5.

**Session 10: Colonialism & Settler Colonialism. M 02/19**

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.
- Porter, Libby & Yiftachel, Oren. 2019. "Urbanizing settler-colonial studies: introduction to the special issue". *Settler Colonial Studies*, 9:2, 177-186.

**Recommended reading:**

- Fanon, F. 1963. "Concerning Violence." In *The Wretched of the Earth*. New York, NY: Grove Press. (pp. 1-62)
- Rivera, Daniela. 2020. "Disaster Colonialism: A Commentary on Disasters beyond Singular Events to Structural Violence". *International Journal of Urban and Regional Research*.

**Session 11: (De) Industrialization & the city. W 02/21**

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).

- [Podcast Deindustrialization and the politics of our times: Intro to DePOT with Steven High](#)

**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 12: Foundations of Urban Theory & Emergence of Urban Planning. M 02/26**

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?

Required Reading

- Roy, A (2009). The 21st-Century Metropolis: New Geographies of Theory. *Regional Studies*, 43(6): 819-830.

**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. W 02/28**

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. M 03/04

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. W 03/18**

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?

- [Natalie Prochaska. 2018. How Champaign's Segregated North End was Created 1940 – 1960](#)
- [Emad Burnat and Guy Davidi. 2019. Five Broken Cameras. Bil'in, West Bank.](#)
- [Siddique Motala. 2019. District Six and CPUT: a carto-story. Capetown, South Africa.](#)

#### **Recommended reading:**

- [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\*.](#)
- Yiftachel, O. 2009. Theoretical Notes on Gray Cities: The Coming of Urban Apartheid? *Planning Theory*, 8(1): 88-100.
- 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.
- 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. W 03/06**

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?

- Turesky, M. (2022). Aging Back into the Closet: Community Planning for Older LGBTQ + Adults. *Journal of Planning Literature*, 37(1), 67–82. <https://doi.org/10.1177/08854122211051604>
- [Harini Nagendra & Amrita Sen. Our Cities are Designed For Men, By Men. Parks, lakes, and other places women don't go to find peace. The third eye 2022.](#)

**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 & 18 03/11 & 03/13: Spring Break**

**Session 19: 20<sup>th</sup> (21<sup>st</sup>) century exclusions. M 03/20**

Themes & objectives: This session explores the factors that have contributed to the concentration of poverty observed in many central cities. The role of gender, class, racial and ethnic discrimination, economic restructuring, gentrification, urbicide, 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.](#)
- [Gavin-Bravo, C. Semillas de la rebelión: Revolutionary postmemory, hip-hop, and Chilean exile. Lat Stud 21, 238–254 \(2023\).](#)

**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: Music playlist presentations. W 03/25**

**Session 21: Health, Well Being & City. W 04/27**

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](#).
- The Care Collective. 2020. "Caring Politics". In *The Care Manifesto: The Politics of Interdependency*. London: Verso Books. (pp.21-31)
- 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.

#### **Session 22: Environmental Justice & the City. M 04/01**

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?

- Liboiron, Max. Pollution is Colonialism, Intro pp.1-35
- [Rojas, D. 2021. HOW THE CLIMATE CRISIS IS IMPACTING BANGLADESH. Climate Reality Project.](#)

#### **Recommended readings:**

- Merchant, Carolyne. 2003. "Shades of Darkness: Race and Environmental History". *Environmental History*, (8): 3, (pp.380–394)
- McKenzie F. Johnson, Anna G. Sveinsdóttir, Emily L. Guske. 2021. "The Dakota Access Pipeline in Illinois: Participation, power, and institutional design in United States critical energy infrastructure governance". *Energy Research & Social Science*, Volume 73.

### **UNIT 3: POLITICS, GOVERNANCE, AND CONTESTATIONS**

#### **Session 23: Network cities and the Knowledge Economy. W 04/03**

Themes & objectives: An examination of the function of cities in the knowledge economy. How knowledge, technology and innovation are 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 24: Policing, violence & the City. M 04/08**

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 strategies to reduce crime 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.
- 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.

**Recommended Reading:**

- Loyd, J., Mitchelson, M. and Burrige, A. 2012. Introduction: Borders, Prisons, and Abolitionist Visions. In *Beyond Walls and Cages*. Atlanta: University of Georgia Press. (pp. 1-13).
- [Video → Alexander: Mass Incarceration](#)
- 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 25: Podcast script peer review W 04/10**

**Session 26: Urban Citizenships & the Neoliberal City. M 04/15**

Themes & objectives: This session will examine what, where and how of neoliberalism focusing on its implications on urbanization and citizenship constructions.

Specific question(s) to be considered: What is neoliberalism? What are the effects of neoliberalization programs in the city? Who has the right to the city and how it materializes in different contexts?

- Theodore, N. Peck, J., Brenner, N. *Neoliberal Urbanisms: Cities and the Rule of the Markets*
- [Verónica Gago and Luci Cavallero, 2021. A feminist strike against debt.](#)

#### **Recommended readings:**

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

#### **Session 27: Globalization, Borders, and Migrations W 4/26**

##### **Guest Speaker Nikolai Alvarado**

Themes & objectives: Contemporary movements of populations and migratory fields are considered along with their historical roots as key elements of globalization. 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 population movements are 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:**

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

#### **Session 28: Memory & Decolonial movements and the city. M 04/22**

Themes & objectives: Having recognized planning's role in settler colonialism, this session will examine the question of how urban planning practices through representation 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 memory in planning our cities? How can we think planning as a reparative practice?

Assigned readings:

- Till, K. E. (2008). Artistic and activist memory-work: Approaching place-based practice. *Memory Studies*, 1(1), 99-113. <https://doi.org/10.1177/1750698007083893>
- [Stan Alcorn and Delaney Hall.2020. Oñates Foot. 99% invisible.](#) Podcast

**Recommended reading:**

- 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.
- Williams RA. 2020. "From Racial to Reparative Planning: Confronting the White Side of Planning". *Journal of Planning Education and Research*.
- 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.

**Session 29: Podcast Draft peer review 04/24**

**Session 30: Class wrap up. W 04/29**