

**PLAN 246 Cities of the Past, Present, and Future: Introduction to Urban Planning**

<b>Instructor Name</b>	Dr. Tabitha Combs	<b>Meeting day</b>	Tuesday/Thursday
<b>Email</b>	<a href="mailto:tab@unc.edu">tab@unc.edu</a>	<b>Meeting time</b>	11:00AM – 12:15PM
<b>Office</b>	New East 213	<b>Location</b>	Greenlaw 101
		<b>If remote</b>	<a href="https://go.unc.edu/tabzoom">go.unc.edu/tabzoom</a>
<b>Office Hours</b>	Wednesdays, 10:00-12:00PM ( <i>by appointment only</i> )		

<b>Teaching Team</b>	<b>Name</b>	<b>Email</b>	<b>Office Hour</b> ( <i>by appointment only</i> )
	Lauren Caffé	<a href="mailto:lcaffe@unc.edu">lcaffe@unc.edu</a>	TBD
	Jordan Haber	<a href="mailto:haberj@email.unc.edu">haberj@email.unc.edu</a>	TBD
	Joyah Mitchell	<a href="mailto:mjoyah@unc.edu">mjoyah@unc.edu</a>	Fridays, 8:45-9:45AM

To schedule office hours for any member of the instructional team, go to:  
[go.unc.edu/CombsOfficeHours](https://go.unc.edu/CombsOfficeHours)

<b>Recitations</b>	<b>Section</b>	<b>Day/time</b>	<b>Location</b>
	601	M 9:05-9:55AM	New East 201
	602	M 9:05-9:55AM	New East 301
	603	M 10:10-11:00AM	New East 201
	604	M 10:10-11:00AM	New East 301
	605	M 2:30-3:20PM	New East 201
	606	M 2:30-3:20PM	New East 301

**COURSE SYLLABUS**

**Course Description**

This course is an introduction to the historical development of cities, the causes and consequences of major urban issues, and the practice of urban planning. It focuses primarily on cities in the United States. It is intended for students who are completing a Minor in City and Regional Planning as well as those who are simply interested in learning about urban planning. This course is a companion course for PLAN 247: Solving Urban Problems, which focuses on planning methods and policy implications. There are no course prerequisites.

**Spring 2024 Course Delivery**

As long as it is possible to do so safely, we will be meeting in person this semester. I understand the ongoing COVID-19 pandemic and/or other unforeseen events may require changes to this plan and will be monitoring the situation closely. If I need to change the format of the course temporarily due to outbreaks of illness or other unanticipated challenges, I will announce this via email and the course Canvas site. Do not assume there will be a hybrid option for attending class. Logging into the course zoom room without prior approval from me does not count as ‘attending class.’

**Course Goals**

As an engaged participant in this course, you will be able to do the following by the end of the semester:

- ▶ Understand the general historical patterns of urban development in the United States and discuss their relevance to modern urban issues;

- ▶ Identify major milestones in the history of planning and explain their relevance to modern planning practice;
- ▶ Compare and contrast key theories pertaining to urban development and planning;
- ▶ Discuss key challenges facing modern planners both in terms their roles as professionals in society and the issues they address (e.g., transportation, economic development, housing, and environment).
- ▶ Investigate and critically analyze urban problems and their solutions in the context of particular cities.

## Learning Objectives

*As part of the General Education curriculum, this course will enable students to engage on Power, Difference, and Inequality and Ways of Knowing.*

### Power, Difference, and Inequality

Students engage with the histories, perspectives, politics, intellectual traditions, and/or expressive cultures of populations and communities that have historically been disempowered, and the structural and historical processes by which that disempowerment has endured and changed.

#### Questions asked in this course

1. What are the relevant structures, institutions, ways of thinking, and practices that create, maintain, and change social, economic, and political inequalities?
2. What practices have been implemented and institutionalized to address social, economic, and political inequalities?

#### Learning Outcomes

1. Recognize the relationship between inequality and social, economic, and political power.
2. Analyze configurations of power and the forms of inequality and bias they produce.
3. Evaluate dynamics of social, economic, and political inequality in relation to specific historical contexts.
4. Interrogate the systemic processes by which forms of inequality are sustained and how these processes have been and are resisted and transformed.

### Ways of Knowing

Students develop intellectual humility, learning to question assumptions, categories, and norms that structure their worldviews and to understand the sources and effects of biases. They learn, use, and distinguish strengths and weaknesses of one or more approach(es) to knowledge of the unfamiliar, such as: aesthetically, philosophically, linguistically, historically, or culturally remote forms of knowledge and worldmaking, or formal logic, scientific practice, and similar formalized approaches to countering bias and creating knowledge.

#### Questions asked in this course

1. What norms and expectations do I take for granted?
2. What categories and concepts frame my assumptions, experiences, and beliefs?
3. What practices of investigation or inquiry best challenge those assumptions and expectations?
4. How can I consider whether my beliefs might be wrong?

#### Learning Outcomes

1. Recognize and use one or more approach(es) to developing and validating knowledge of the unfamiliar world.
2. Evaluate ways that temporal, spatial, scientific, and philosophical categories structure knowledge.
3. Interrogate assumptions that underlie our own perceptions of the world.
4. Employ strategies to mitigate or adjust for preconceptions and biases.
5. Apply critical insights to understand patterns of experience and belief.

## Recurring Capacities

Focus capacity classes also sustain the **recurring capacities** of inquiry that guide the general education mission. In class, we will consider the range of debate on various topics within the fields of planning and urban studies, how these debates have changed over time, and differences in urbanization and its challenges between and within societies. Through assignments, you will address questions requiring you to think systematically about evidence, argument and uncertainty. The course also sustains recurring capacities by requiring at least 10 pages of writing, and involving exercises in which you will collaborate to discuss and present material.

## Course Materials

All required materials, including readings, videos, and podcasts, will be available on Canvas, linked in the syllabus, or handed out in class. There is no text to purchase for this class, although *The City Reader*, Third Edition (2007) edited by Richard T. LeGates and Frederic Stout is a great introduction to cities should you want to complement course readings with additional material.

## Class Format

### In this class we will have:

- ▶ **Lecture.** To organize material from the readings and related sources in a systematic fashion and to supplement it with additional background and examples. Attending lecture is not a substitute for carefully reading the assigned literature.
- ▶ **Discussion and in-class activities.** This course is built in part around in-class discussion and debate. A high level of meaningful in-class participation is mandatory. Every student is expected to come to class prepared to engage with each other and the lecturer in a thoughtful, relevant, and respectful manner. Attendance and meaningful contributions to in-class discussions and workshops are critical to your experience and your performance in this course. Behavior that is disruptive, disrespectful, or otherwise hinders the ability of other students to participate and learn will not be tolerated

## COURSE POLICIES AND EXPECTATIONS

### Class preparation

Reading/listening/viewing materials are posted on Canvas. You are expected to come to each class session prepared to summarize the major points or arguments of the readings and provide a critical analysis and evaluation of key concepts. Weekly course content may also be shared as videos and slides which should be viewed prior to class.

### Communication and Community Standards

The best way to reach me is by email or during my office hours. To make an appointment with me or with any members of the instructional team, please use the link provided above.

All emails must include PLAN 246 in the subject line. I will make every effort to respond to your emails within one business day. Please do not wait until the last minute to contact me about assignments, especially if you are having problems.

### Participation and Facilitation

This course is built in part around in-class discussion and debate. A high level of meaningful in-class attendance and participation in lectures, discussions, field trips, and other course activities is expected. Come to class prepared to engage with each other and your instructors in a thoughtful, relevant, and respectful manner. Behavior that is disruptive, disrespectful, or otherwise hinders the ability of other students to participate and learn will not be tolerated.

## Group work

Urban Planning is a collaborative field. Like many planning courses, this course relies heavily on group work. All members in a group will receive the same grade on group deliverables. Group deliverables will be accompanied by mandatory, confidential individual peer evaluations. These peer evaluations will be used to inform, but not determine, participation grades.

Expectations of group members include, but are not limited to:

- ▶ identify, divide, and assign tasks in an equitable manner
- ▶ complete assigned tasks on time and to the best of their ability
- ▶ alert the rest of the group in a timely manner if a task is delayed or not likely to meet the group's expectations
- ▶ be respectful of the perspectives, experience, and contributions of other group members
- ▶ treat all group members with dignity and respect

In general, group assignment is final. Only in rare instances such as unresolvable scheduling conflicts among group members might a student be moved to a different group.

## Assignments and Grading

You will be evaluated on four main components of the course. Each component is intended to parallel the main ways in which you will be evaluated should you choose to be a planner (or, pursue most any other profession). The evaluation components include: 1) showing up for work prepared and working well with your peers; 2) completing small projects with quick turnaround times; 3) managing larger projects over a longer time period; and 4) demonstrating your understanding of the core aspects of your field.

Attendance, participation, and facilitation (10%) – Attendance and participation are required at every class session. This portion of your grade will be based on active listening, speaking, and participation during discussions and in-class exercises, and by demonstration of completion of the readings. Your participation grade also includes group and individual evaluations completed for the group project.

Three Individual Assignments (45%) – These papers will be evaluated on the content of your argument and the quality of your writing; topics will be provided during class at least a week in advance of the due date.

Semester Group Project (25%) – You will be working in groups on this project throughout the semester. It will culminate in two final products: a 15-20 page paper (20%) and a presentation to the class (5%).

Evaluation for the paper and presentation will be based on the 1) content, 2) critical analysis and synthesis, 3) organization, and 4) communication (clarity of writing or speaking).

Grading of the group and individual evaluations will be based on 1) the completion of the assignment and 2) professionalism and quality of your evaluations of your teammates. All group and individual evaluations will be kept confidential. Your Semester Group Project grade can be lowered if the majority of your evaluations suggested you did not participate and contribute fully to the group project. Specific instructions and timelines will be given the second week of class and posted on Canvas and periodic in-class work sessions will be held to discuss your progress with me, the TA, and your classmates.

Final Exam (20%) – There will be a final exam on Tuesday, May 7<sup>th</sup> at 12:00pm. I will inform you of the release date, format, and range of material you will be responsible for a week or more in advance of the exam.

**Late assignments** are subject to a penalty equal to 10% of the points available for the assignment for every day (or portion thereof) beyond the submission deadline. Extensions may be granted under exceptional circumstances. If you are experiencing a hardship and cannot submit an assignment on time and would like to negotiate an extension, you must contact me via email *\*before 5pm\** on the day before the assignment is due.

- ▶ If you fail to show up on the day your group is presenting, you will be assigned a 25-page research paper in lieu of your presentation.
- ▶ Your group will receive a 10-point deduction per day for late final semester projects.
- ▶ If you know you will be unable to be in class for the final, please let me know ASAP. If you miss the final without prior notice, you receive an AB or FA for the course.

### Grading

The class is not oriented toward memorizing and reciting facts. You must demonstrate knowledge as well as analyzing ideas and supporting your arguments with evidence. Specific rubrics will be provided for each assignment.

In general:

- ▶ An A assignment is one that demonstrates original thought and synthesis of ideas, sophisticated, cogent analysis, and is clearly written or presented. Outstanding work.
- ▶ A B assignment presents above average analysis with appropriate evidence to support the ideas and is clearly written or presented. Very good work.
- ▶ A C assignment shows a basic level of understanding, with analysis limited to the most obvious arguments. Writing is competent. Adequate work.
- ▶ A D assignment misunderstands or misrepresents the material or is so poorly written or presented as to obscure the analysis. Inadequate work.

Final grades will be calculated as follows:

A	A-	B+	B	B-	C+	C	C-	D+	D	F
94 – 100	90 – 93.99	87 – 89.99	83 – 86.99	80 – 82.99	77 – 79.99	73 – 76.99	70 – 72.99	67 – 69.99	60 – 66.99	< 60

### Approved Absences

No right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences as defined by the university at [attendance.unc.edu](http://attendance.unc.edu):

- ▶ Authorized University activities
- ▶ Disability/religious observance/pregnancy, as required by law and approved by Accessibility Resources and Service and/or the Equal Opportunity and Compliance Office (EOC)
- ▶ Significant health condition and/or personal/family emergency as approved by the Office of the Dean of Students, Gender Violence Service Coordinators, and/or the Equal Opportunity and Compliance Office (EOC).

Please communicate with us early about potential absences. Students are bound by the Honor Code when making a request for a University Approved Absence. If you will need an approved absence for this course, you must submit the request through the University Approved Absence Office by using [this request form](#).

## Honor Code

The Honor Code of the University of North Carolina at Chapel Hill states:

“It shall be the responsibility of every student at the University of North Carolina at Chapel Hill to obey and to support the enforcement of the honor code, which prohibits lying, cheating, or stealing when these actions involve academic processes or University, student, or academic personnel acting in an official capacity.”

I will report any honor code violation to the [Office of Student Conduct](#).

For this course:

- ▶ You are permitted and encouraged to seek advice and suggestions from other class members on the written assignments, unless specifically instructed otherwise. This may include exchanging drafts for feedback and/or proofreading.
- ▶ In all written and presented work, you must cite or otherwise fully attribute all ideas, data, and other information that are not your own. This includes information presented in tables, graphs, appendices, etc. Please visit the UNC Writing Center website for information about citations and how to avoid plagiarizing: <https://writingcenter.unc.edu/tips-and-tools/plagiarism/>.

Each assignment should include the following Honor Pledge on all graded work:

“On my honor, I have neither given nor received unauthorized aid on this examination/assignment.”

## Cellphones and laptops

Please turn off or silence your cellphones before entering class. The use of laptops and tablets is permitted for note-taking and course-related work only. Other uses of electronic devices in class are not permitted. Violations of this policy will be reflected in your Participation and Facilitation grade. If you must have your phone on during class because of an extraordinary circumstance (ill relatives, you are expecting a baby, etc.), please let us know beforehand.

## Safety at Carolina

I care about your safety and recognize that you cannot fully commit to this course if you do not feel safe. If you are impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking, I encourage you to seek resources on campus or in the community.

Please contact the following campus resources to discuss your specific needs:

- ▶ Director of Title IX Compliance (Adrienne Allison – [Adrienne.allison@unc.edu](mailto:Adrienne.allison@unc.edu))
- ▶ Report and Response Coordinators in the Equal Opportunity and Compliance Office ([reportandresponse@unc.edu](mailto:reportandresponse@unc.edu))
- ▶ Counseling and Psychological Services ([caps@unc.edu](mailto:caps@unc.edu); confidential)
- ▶ Gender Violence Services Coordinators ([gvsc@unc.edu](mailto:gvsc@unc.edu); confidential)
- ▶ Additional resources are available at [safe.unc.edu](http://safe.unc.edu)

I value the perspectives of individuals from all backgrounds reflecting the diversity of our students and my goal is to create a **safe space for everyone in this class**. I broadly define diversity to include race, gender identity, national origin, ethnicity, religion, social class, age, sexual orientation, political background, and physical and learning ability. Please let me know if there is anything I can do to improve with respect to creating a safe and inclusive learning environment.

## Accessibility

The University of North Carolina – Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services for students with disabilities, chronic medical conditions, temporary disability or pregnancy complications resulting in difficulties with accessing learning opportunities. All accommodations are coordinated through the Accessibility Resources and Service Office.

**If you need accommodations, please contact ARS as early in the semester as possible.**

- ▶ Visit [accessibility.unc.edu](https://accessibility.unc.edu)
- ▶ Call 919-962-8300
- ▶ Email [accessibility@unc.edu](mailto:accessibility@unc.edu)

## Public Health and Community Standards

Students are welcome to wear face coverings in class and in all course-related activities. If you are feeling unwell, please use your judgment as to whether you feel you should miss class. I will work with you as appropriate if you are unable to come to class due to illness.

## Resources

Our purpose as professors is to help you to excel in this learning environment. Should you need further assistance beyond the help of the professor, please consult the following on-campus resources:

- ▶ **The Writing Center** provides one-on-one assistance to students. To make an appointment, browse the Writing Center's online resources, or submit a draft online. They have additional useful information, such as handouts on how to cite online. [writingcenter.unc.edu](https://writingcenter.unc.edu)
- ▶ **The Learning Center** offers individual consultations, peer tutoring, academic coaching, test prep programming, study skills workshops, and peer study groups. [learningcenter.unc.edu](https://learningcenter.unc.edu)
- ▶ **Campus Health** provides ambulatory primary medical care, mental health services and wellness programs along with selected specialty services. [campushealth.unc.edu](https://campushealth.unc.edu)

## Use of Artificial intelligence, including generative AI

**Generative AI may be useful; however, it has the following limitations:**

- ▶ How output is arrived at is not clear as the internal processes used to produce a particular output within the generative AI cannot be determined.
- ▶ The output is based on existing data (often scraped from online sources) and may reflect biases that should be acknowledged; it may also be inaccurate or entirely fabricated, even if it appears reliable or factual.
- ▶ AI evokes a range of intellectual property concerns; sourcing and ownership of information is unclear, and the status of AI output raises numerous questions—e.g., is output equivalent to a published resource? What citational responsibilities are in place for various AI interactions?

The following sections provide the philosophy and specific guidelines for using these tools and features (increasingly, generative AI capabilities will be integrated with everyday applications). **Unless I provide other guidelines for an assignment or exam, you must follow these guidelines. Not following these guidelines will result in a zero on the assignment or exam and may be a reportable violation to the UNC Honor Court.**

## Usage Philosophy

**Use of generative AI in your coursework is based on the following principles:**

1. **AI should help you think.** Not think for you.  
Use these tools to give you ideas, perform research (in compliance with point 2 below), and analyze



problems. Do not use them to do your work for you, e.g., do not enter an assignment question into ChatGPT and copy & paste the response as your answer.

2. **Engage with AI Responsibly and Ethically:** Engage with AI technologies responsibly, critically evaluating AI-generated outputs and considering potential biases, limitations, and ethical implications in your analysis and discussions. Utilize AI technologies ethically, respecting privacy, confidentiality, and intellectual property rights. Ensure that the data used for AI applications is obtained and shared responsibly and in compliance with relevant regulations.
3. **You are 100% responsible for your final product.**  
You are the user. If the AI makes a mistake, and you use it, it's your mistake. If you don't know whether a statement about any item in the output is true, then your responsibility is to research it. If you cannot verify it as factual, you should delete it. You hold full responsibility for AI-generated content as if you had produced the materials yourself. This means ideas must be attributed, facts are true, and sources must be verified.
4. **The use of AI must be open and documented.**  
The use of any AI in the creation of your work must be declared in your submission and explained. Details on how to source your AI usage are explained below.
5. **These guidelines are in effect unless I give you specific guidelines for an assignment or exam.** It is your responsibility to ensure you are following the correct guidelines.
6. **Data that are confidential or personal should not be entered into generative AI tools.**  
Putting confidential or personal data (e.g., your One Card details) into these tools exposes you and others to the loss of important information. Therefore, do not do so.

## Assignments

- ▶ Writing and Presentation: In principle, you may submit material that contains AI-generated content, or is based on or derived from it, if this use is properly documented. This may include drafting an outline, preparing individual sections, combining elements, removing redundant parts, and compiling and annotating references. Your documentation must make the process transparent – the submission itself must meet the relevant standards of attribution and validation.
- ▶ Multimedia Assignments: In principle, you may submit material that contains AI-generated content, or is based on or derived from it, if this use is properly documented. This may include the generation of images, audio, music, video, etc. Your documentation must make the process transparent – the submission itself must meet the relevant standards of attribution and validation.
- ▶ Mathematical and Statistical Analysis, Data Analysis, Data Interpretation, Coding of Data, generalizing data to a problem set or any other forms of quantification of language or concepts, etc.: Generative AI can be used for these purposes; however, the output must be verified via your own mathematical calculations and proof of work provided in your assignment.
- ▶ Readings and Discussions: Generative AI can be used to analyze readings. However, you must also do the readings. Generative AI analysis is not a substitute for reading the works themselves. Similarly, participating in online discussions of readings requires that you provide your own contributions. Unless I specifically allow it, do not generate responses to readings using AI.
- ▶ Research: If you use AI to support your research, you must account for and document your use. Possibilities include topic brainstorming, search assistance, source evaluation, and summaries and source documentation. Track your use of AI throughout these stages, and then document this assistance as you submit the project. Any material generated through AI in your projects should also be documented in your citations.
- ▶ Simulations: In principle, you may use AI tools for advice or brainstorming. It should not, however, be used to find cheats or other unfair advantages. If a report is part of the assignment, your documentation of how you used AI in completing the simulation must make the process transparent.
- ▶ Group Work: Group work guidelines are based on the type of assignment above (e.g., a group written assignment will use the guidelines for written assignments).



- ▶ In-Class Activities: Instructions on the appropriate use of AI for in-class activities will be provided by me.
- ▶ Written & Oral Exams: Unless I explicitly grant permission, the utilization of AI tools is prohibited and could potentially constitute a reportable violation to the UNC Honor Court. If the use of AI tools is explicitly permitted, you are required to adhere to the guidelines concerning AI citation, verification, and clarity as outlined below.

**Sourcing Use of AI**

- ▶ Accuracy: Generative AI may invent both facts and sources for those facts. Verification is your responsibility, whether the source of the error is you or the AI makes no difference. You need to check the facts, the quotes, the arguments, and the logic, and document what you did to validate your material.
- ▶ Attribution: All ideas that are not originally your own have a source and that source must be attributed. Please be aware that generative AI tends to invent sources. You have a two-fold obligation with respect to attribution:
  1. If a source is identified, find and attribute the original source of the idea, identify the location of the text within the source, and provide a working link to the location (if the source is available online). If you are not able to locate the source, delete that content.
  2. Document the process by explaining how you used generative AI in a work statement that will accompany your submission of major projects in the class. As you submit a project, develop, and include an appropriate version of the below statements:
    - “I attest that this project did not use AI at any stage in its development or in the creation of any of its components.”
    - “I attest that this project made use of AI in the following ways:”  
You must then use the following form to document your usage:

<b>Usage</b>	<b>Tool Used (e.g., ChatGPT-4)</b>	<b>How you edited the output, if at all</b>	<b>Conversation Link (If available)</b>
Topic selection			
Brainstorming and idea generation			
Research			
Source valuation			
Outlining/planning			
Drafting			
Media creation			
Peer review			
Revising			
Polishing			
Other			

\*Note that such attribution is not a valid source for facts, only for the output itself.

## Course Schedule and Materials

Required readings are to be completed **before** the class period under which they are listed. Optional Readings provide additional depth on the course topic.

### MODULE 1: FOUNDATIONS OF THE CITY

#### 1 Jan. 11 INTRODUCTION

No assigned readings

#### 2 Jan. 16 WHY DO CITIES EXIST?

Macionis, J. and Parrillo, V. (2007). *Cities and Urban Life*, 4th ed. (pp.185-202). Upper Saddle River, NJ: Prentice Hall.

O'Sullivan, A. (2000). *Urban economics* (pp.26-34; 119-129). New York, NY: Irwin McGraw Hill.

Read Plagiarism Handout from the UNC Writing Center site at

<http://writingcenter.unc.edu/handouts/plagiarism/>

#### 3 Jan. 18 HISTORICAL DEVELOPMENT OF US CITIES

Morris, A. E. J. (1994). *History of urban form before the industrial revolutions* (pp. 321-364). New York, NY: Longman Scientific and Technical.

#### 4 Jan. 23 WHY DO WE PLAN?

Campbell, S., and Fainstein, S. (2003). Introduction: The structure and debates of planning theory. In S. Campbell and S. Fainstein (Eds.), *Readings in planning theory* (pp. 1-14). Cambridge, MA: Blackwell.

Klosterman, R. (2003). Arguments for and against planning. In S. Campbell and S. Fainstein (Eds.), *Readings in planning theory* (pp. 86-101). Cambridge, MA: Blackwell.

Optional: Rittel, H. and Webber, M. (1973). Dilemmas in general theory of planning. *Political Science*, 4: 155-169.

#### 5 Jan. 25 FREDERICK LAW OLMSTED and PARKS

Olmsted, F.L. (2007). Public parks and the enlargement of towns. In R. LeGates and F. Stout (Eds.), *The City Reader* (pp. 302-308). New York: Routledge.

Barrette, M. (2001). Parks and the city. *Planning*, 67(5), 4-9.

Weinbach, J. (June 29, 2007). The focus-grouped park. *The Wall Street Journal*, pp. 1W.

Carlton, J. (Sept 9, 2016). City parks become privatization battlegrounds. *The Wall Street Journal*.

#### 6 Jan. 30 IN-CLASS SEMESTER PROJECT WORK SESSION

#### 7 Feb. 1 EBENEZER HOWARD and GARDEN CITIES + DANIEL BURNHAM and CITY BEAUTIFUL MOVEMENT

Howard, E. (2007). Authors' introduction and the town-country magnet. In R. LeGates and F. Stout (Eds.), *The City Reader* (pp. 309-316). New York, NY: Routledge.

Hall, P. (2002). *Cities of tomorrow: An intellectual history of urban planning and design in the twentieth century* (pp. 189-197). Malden, MA: Blackwell Publishers.

Larson, E. (2003). *The Devil in the white city: murder, magic, and madness at the fair that changed America* (pp. 373-378). New York, NY: Crown Publishers.

#### Optional:

City Beautiful: The 1901 Plan for Washington D.C. Please read the City Beautiful, 1901 Plan, and Washington DC and Beyond tabs. <http://xroads.virginia.edu/~CAP/CITYBEAUTIFUL/dchome.html>

Mumford, L. (1961). *The City in history: Its origins, its transformations, and its prospects* (pp. 514-524). New York, NY: Harcourt Brace Jovanovich.

\*\*\*SEMESTER PROJECT – LIST OF REFERENCES AND 1 PAGE OUTLINE DUE\*\*\*

**8 Feb. 6 LE CORBUSIER AND MODERNISM + FRANK LLOYD WRIGHT AND BROADACRE CITY**

- Le Corbusier. (2007). A Contemporary city. In R. LeGates and F. Stout (Eds.), *The City Reader* (pp. 317-324). New York, NY: Routledge.
- Wright, F. L. (2007). Broadacre City: A New community plan. In R. LeGates and F. Stout (Eds.), *The City Reader* (pp. 325-330). New York, NY: Routledge.
- Mingle, K. and Bajema, C. (2018). 99% Invisible- Episode 296. Bijlmer (City of the Future, Part 1). Available at <https://99percentinvisible.org/episode/bijlmer-city-future-part-1/>.

\*\*\*\*\*ASSIGNMENT #1 RELEASED \*\*\*\*\*

**9 Feb. 8 URBAN RENEWAL and NEW YORK'S ROBERT MOSES**

- Caro, R. (1974). *The Power Broker: Robert Moses and the fall of New York* (pp. 5-21). New York, NY: Knopf.
- Teaford, J. (2000). Urban renewal and its aftermath. *Housing Policy Debate*, 11(2), 443-465. **Read ONLY 443-465 for today.**

**10 Feb. 15 JANE JACOBS and REACTIONS TO RENEWAL**

- Jacobs, J. (1961). *The Death and life of great American cities* (pp. 3-15). New York, NY: Random House.
- Jacobs, J. (2007). The uses of sidewalks: Safety. In R. LeGates and F. Stout (Eds.), *The City Reader* (pp. 114-118). New York, NY: Routledge.
- Slate. (2016). *Placemakers- Episode 2*. The Cheerful Hurly-Burly (Jane Jacobs). Available at <https://smartgrowth.org/placemakers-podcast-episode-two-cheerful-hurly-burly-jane-jacobs/>.
- Powell, M. (2007, May 6). A Tale of two cities. *The New York Times*, p. 1N.
- Lopate, P. (2007, February 11). Urban tactics: A town revived, a villain redeemed. *The New York Times*, section 3N.

\*\*\*\*\*ASSIGNMENT #1 DUE\*\*\*\*\*

**MODULE 2: PLANNING'S CURRENT WICKED PROBLEMS**

**11 Feb. 20 MARGINALIZATION IN AMERICAN CITIES I**

- Mills, C. (1997). *The Racial Contract* (pp. 41-53). Ithaca, NY: Cornell University Press.
- Du Bois, W. E. B. (2007). The Negro problems of Philadelphia: The Question of earning a living, and color prejudice. In R. LeGates and F. Stout (Eds.), *The City Reader* (pp. 119-125). New York, NY: Routledge.
- Irazabal, Clara and Fahart, Ramzi (2008). Latino Communities in the United States: Placemaking in the Pre-World War II, Postwar and Contemporary City. *Journal of Planning Literature* 22: 207-228.
- Lung-Amam, Willow. (2013). [That "Monster House" is My Home: The Social and Cultural Politics of Design Reviews and Regulations.](#) *Journal of Urban Design* 18, 2: 220-241.
- Visit Microaggressions website at <http://www.microaggressions.com/>

\*\*\*\*\*ASSIGNMENT #2 RELEASED\*\*\*\*\*

**12 Feb. 22 MARGINALIZATION IN AMERICAN CITIES II**

- Hayden, D. (1980). What would a Non-Sexist City be like? Speculations on Housing, Urban Design, and Human Work. *Signs* 5 (3): S170-S187.
- Shaefer, L. H., Mattingly, M., and Edin, K. (2018). *Poverty*. The State of the Union. The Stanford Center on Poverty and Inequality.

Fenster, T. 2005. Right to the Gendered City. *Journal of Gender Studies* 14(3): 217-31.

**13 Feb. 27 POSTWAR AMERICAN CITIES and ECONOMIC DEVELOPMENT**

Glasmeier, A. K. 2000. "Economic Geography in Practice: Local Economic Development Policy." In *The Oxford Handbook of Economic Geography*, edited by G. L. Clark, M. P. Feldman, and M. S. Gertler, pp. 559-79. Oxford, UK: Oxford University Press. **pp. 559-568 required; 568-575 optional.**

Liu, A. (2016). *Remaking Economic Development: The Markets and Civics of Continuous Growth and Prosperity*. Brookings Institution.

Irwin, N. (Sept 3, 2017). To understand rising inequality, consider the janitors at two top companies, then and now. *New York Times*.

**14 Feb. 29 TRANSPORTATION & URBAN SPRAWL**

Cervero, R. (2004). Transit and the metropolis: Finding harmony. In S. Wheeler and T. Beatley (Eds.). *The Sustainable Urban Development Reader* (pg. 89-96). London, UK: Routledge.

Newman, P. and Kenworthy, J. (2004). Traffic calming. In S. Wheeler and T. Beatley (Eds.). *The Sustainable Urban Development Reader* (pg. 97-103). London, UK: Routledge.

Pucher, J., Komanoff, C. and Shimek, P. (2004). Bicycling renaissance in North America. In S. Wheeler and T. Beatley (Eds.). *The Sustainable Urban Development Reader* (pg. 104-110). London, UK: Routledge.

\*\*\*\*\*SEMESTER PROJECT- DRAFT HISTORICAL DEVELOPMENT DUE\*\*\*\*\*

**15 Mar. 5 ENVIRONMENTAL HEALTH IMPACTS OF DEVELOPMENT**

Frumkin, H., Frank, L., and Jackson, R. (2004). *Urban sprawl and public health: Designing, planning, and building for healthy communities* (pp. 65-89; 123-135). Washington DC: Island Press.

**16 Mar. 7 HOUSING POLICY**

Fishman, R. (2000). The American metropolis at century's end: Past and future influences. *Housing Policy Debate*, 11(1), 199-213.

Hayden, D. (2006). Building the American way: Public subsidy, private space. In B. Nicolaidis and A. Wiese (Eds.). *The Suburb Reader* (pp. 273-281). New York, NY: Routledge.

\*\*\*\*\*ASSIGNMENT #2 DUE\*\*\*\*\*

**17 Mar. 12 URBAN DESIGN AND THE FORTIFICATION OF SPACE**

Clay, G. "Epitome Districts." In *Close-Up: How to Read the American City*. Chicago, IL: University of Chicago Press, 1980, pp. 38-65. ISBN: 0226109453.

Davis, M. (1992). Fortress Los Angeles: The Militarization of Urban Space. *Variations on a Theme Park: The New American City and the End of Public Space*. Michael Sorkin (ed). New York, NY: Noonday.

Mars, R. and Green, C. (2017). 99% Invisible- Episode 279. *The Containment Plan*. Available at <https://99percentinvisible.org/episode/the-containment-plan/>

Folder of Bikeability and Walkability Assessments

\*\*\*\*\*ASSIGNMENT #3 RELEASED \*\*\*\*\*

**MODULE 3: CRAFTING A BETTER FUTURE**

**18 Mar. 14 PLANNING AS ARGUMENTATION**

Goldstein, Harvey. 1984. "Planning as Argumentation," *Environment and Planning B: Planning and Design*, Vol. 11, pp. 297-312.

**19 Mar. 26 SUSTAINABILITY**

Campbell, S. (1996). Green cities, growing cities, just cities? *Journal of the American Planning Association*, 62(3): 296.

How to Save a Planet. (Feb. 4, 2021). The Tribe that's Moving Earth (and Water) to Solve the Climate Crisis. Available at <https://gimletmedia.com/shows/howtosaveplanet/5whko6o/the-tribe-thats-moving-earth-and-water>

**20 Mar. 28 ADDRESSING THE HOUSING CRISIS**

Blumberg, A., Davidson, A., and Planet Money. (2008). This American Life Episode 355. *The Giant Pool of Money*. Available at <https://www.thisamericanlife.org/355/the-giant-pool-of-money>.

North Carolina Housing Coalition. (2009). Ch 1: What is Affordable Housing. In *Affordable Housing Primer*. Downloaded January 7, 2015 from <http://www.nchousing.org/research-data/affordable-housing-primer/affordable-housing-primer>.

\*\*\*\*\* SEMESTER PROJECT- DRAFT OF CURRENT PLANNING CONTEXT DUE\*\*\*\*\*

**21 Apr. 4 REGIONAL PLANNING, TRANSPORTATION, AND SMART GROWTH**

Ye, L., Mandpe, S., and Meyer, P. (2005). What is "Smart Growth?" –Really?, *Journal of Planning Literature*, 19:3, 301-315.

Baum, H. (2004). Smart Growth and School Reform What if We Talked about Race and Took Community Seriously?, *Journal of the American Planning Association*, 70:1, 14-26.

Review Smart Growth America's website – [www.smartgrowthamerica.org](http://www.smartgrowthamerica.org)

**22 Apr. 9 ENVIRONMENTAL JUSTICE**

Arnold, Craig A. 2007. "Chapter 2: Environmental Justice and Land Use," pp. 11-29, in Fair and Healthy Land Use: Environmental Justice and Planning, Chicago, Planning Advisory Service #549/550: American Planning Association.

Newkirk, V. (Jan 16, 2016). "Fighting Environmental Racism in North Carolina." *The New Yorker*. Retrieved from <https://www.newyorker.com/news/news-desk/fighting-environmental-racism-in-north-carolina>.

Mock, B. (Oct 5, 2018). "North Carolina's environmental history is littered with racial injustice". *Pacific Standard*. Retrieved from <https://psmag.com/social-justice/environmental-racism-in-north-carolina>.

\*\*\*\*\*ASSIGNMENT #3 DUE\*\*\*\*\*

**23 Apr. 11 CLIMATE CHANGE AND HAZARD MITIGATION**

The National Academies. (2008.) *Understanding and responding to climate change*. Washington DC: National Academies.

\*\*\*\*\* SEMESTER PROJECT- DRAFT OF HQ2 ASSESSMENT DUE\*\*\*\*\*

**24 Apr. 16 RESILIENCE**

Whyte, K. (Forthcoming). "Way Beyond the Lifeboat: An Indigenous Allegory of Climate Justice" In *Climate Futures: Reimagining Global Climate Justice* (University of California Press), edited by Debashish Munshi, Kum-Kum Bhavnani, John Foran, and Priya Kurian.

**25 Apr. 18 GROUP PRESENTATIONS**

**26 Apr. 23 GROUP PRESENTATIONS**

**27 Apr. 25 GROUP PRESENTATIONS**

**28 Apr. 30 GROUP PRESENTATIONS & FINAL PAPERS DUE**

***Final exam: Tuesday, May 7, 2024 at 12:00PM***