

Course: USP 614 – History and Theory of Urban Studies
Term: Fall 2022
Days/Times: Tuesdays 2-4:40pm
Room: URBN 220

Instructor: Matthew F Gebhardt, PhD, AICP
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Course Description

Lewis Mumford famously asked, “what is a city?” In various forms, this question, and the implications of the answer(s), have been the source of theorizing, research, discussion, and debate across disciplines and decades. This conceptually, methodologically, and epistemologically diverse set of scholarship (probably) constitutes a field known as urban studies. This course introduces the leading thinkers, movements, and milestones in the analysis of urban development and urban life. It will examine both the content of these analyses and their underlying assumptions. It will also consider the links between urban theory and urban policy and prescription.

Learning Outcomes

Students successfully completing this course should be:

- Familiar with key figures, concepts, theories, and scholarship in the field of urban studies;
- Familiar with basic history of growth and development of urban areas and how this history is connected with and reflected in urban studies scholarship;
- Able to understand and describe the general contours of the field and ongoing dialogues and debates in that field and related disciplines;
- Aware of foundational skills and resources for future courses and research, including the use of historical study; and
- Capable of articulating the meaning of ontology, epistemology, and methodology and identifying their presence and use in urban studies scholarship.

Teaching Methods

This course is taught through once-weekly seminars where our focus is critically engaging with the readings, to situate them conceptually in relation to the other readings, and to think about their historical, theoretical, and methodological implications for your own research. In order for this to work, it is essential that you come to class having read all assigned readings and prepared to discuss them thoughtfully and critically. It will be obvious if you come unprepared.

As we have only eleven meetings (ten class periods plus the final session) and a huge amount to discuss, you are expected to attend every session unless arrangements have been made with me *prior to class*.

Course Themes and Challenges

In alignment with the learning objectives, this course is organized around several key themes. These guide the selection of readings and guide weekly discussions. The core themes for the course are,

- Urban studies is a difficult to define field made up of a wide variety of disciplines focused on a poorly defined object of study: “urban”.
- There is a relationship between the object of study – cities at a particular point in history – and the theories, frameworks, and conclusions derived.
- Urban studies scholarship is an evolving intra- and inter-generational conversation/debate (sometimes cordial, often not) between scholars about the validity of paradigms guiding, approaches to, and uses of scholarship.
- It is important to read original texts (even those that have been refuted or discarded) and not just recent summaries and interpretations.

This approach is meant to help students to form a strong base of urban studies scholarship and frameworks with which to engage in future courses. However, this approach is not without challenges. There are issues and blind spots associated with any framing, those that arise from this choice of approach are,

- The definition of “scholarship” is often quite restrictive and determined by those with power to do the defining; what was published, remembered, and glorified may not accurately reflect the range of positions, perspectives, ideas, or identities that existed.
- Much of the early scholarship on cities/urban is dominated by particular types of authors (white, male, wealthy, European/American); other scholarship exists, but not in English.
- Much of the early scholarship on cities/urban focuses on European and American cities; to the extent that other cities are considered they are typically viewed with an Orientalist lens.
- Scholars often write to other scholars as their primary audience and assume familiarity with historical context or prior scholarship or philosophy (sometimes extending back 100s of years), which may not be familiar with a contemporary audience.

It is vital to acknowledge these challenges up front. Particularly as these challenges can cause consternation, frustration, and anger, especially when viewed with current perspectives and knowledge. Conversely, it is imperative to interrogate historic scholarship with an awareness of these challenges and to not accept them uncritically. Over the course of the term we will return repeatedly both to the course themes and challenges to help unpack and investigate the scholarship we read.

Texts and Readings

Selecting one or more texts for this course proved to be an impossible task given the breadth of the field and of the content this course is intended to cover. Therefore, this course will rely on a wide range of different texts and articles. All texts will be available digitally, either through the University Library’s website or other online sources. Links to these readings will be provided on the Canvas site (note: be sure you are logged in to the Library as a PSU student when accessing these online materials).

In addition to the online readings, you might also consider purchasing the following four books. The first two we will be using extensively as an ebook through the Library; you may wish to own a printed copy. The third is an excellent example of a theoretically framed piece of historical research; we will be reading a few chapters in the course, but students may wish/are encouraged to read the entire book. We generally read original works in this course, but you may find it useful to read summaries or interpretations of these texts. The last book is a synthesis of a range of scholarship on urban theory and includes discussions of many of our course readings.

LeGates, Richard T. and Frederic Stout. 2011. *The City Reader, 5th Edition*. New York, NY: Routledge.

Lin, Jan, Christopher Mele, and Jan van Lin. 2012. *The Urban Sociology Reader, 2nd Edition*. New York, NY: Taylor & Francis Group.

Foglesong, Richard E. 1986. *Planning the Capitalist City: The Colonial Era to the 1920s*. Princeton, NJ: Princeton University Press. (original or 2014 reprinting)

Harding, Alan and Talja Blokland. 2014. *Urban Theory: A Critical Introduction to Power, Cities, and Urbanism in the 21st Century*. Thousand Oaks, CA: Sage Publications, Inc.

An important note on reading: For this class – and throughout your academic careers! – it is really important to read strategically. Remember that not all text is created equal. Some passages are worth skimming, while others you will want to read more than once. So unless you are trying to learn about the particular empirical content area of the paper, do not waste your time taking notes on the empirics. Instead, your goal should be to identify the authors' key claims, the arc of their argument, and how they develop and support it. Most authors flag these things throughout, because they want their argument to be clear and concise and to remind the reader where they have been and where they're going with the paper. And many journal articles follow a relatively formulaic organization.

As you read more academic work, you will quickly learn where to find the literature review, the gaps in the literature/justification for the study, the theoretical framework, the methods, the data/evidence, and finally the analysis of data/evidence using the theoretical framework. Remember that while the specific data/evidence may not be useful for your own work, understanding how an author uses a particular methodology to gather or theoretical framework to interpret their data/evidence – and/or conversely uses this data/evidence to make a broader theoretical claim – may be incredibly useful to you. This is what you are looking for – take notes on these things! And be sure to read actively: highlight, star, underline, annotate passages, whatever, but make sure you do so in a way that helps you quickly find out the most important bits.

In addition to identifying the central arguments/claims/hypotheses and how authors support them, you should also focus on how the author is situating their work. What are the scholarly debates they're engaging in? What gaps in the literature are they trying to fill? Whose work are they building on? Disagreeing with? It is also important to think about the research design and methodology. What are the key theoretical constructs or frameworks they're employing? What kind of data are they using to support their claims and how did they collect it? What are the strengths and weaknesses of their argument and/or methodology? Consider recording this information in a regularly updated annotated bibliography, which would allow you to quickly find and revisit readings throughout your academic and professional career.

Assignments and Grading

Your course grade will be based on the assignments listed below. Each will be graded on a 100-point basis, weighted for your final grade by the percentages listed next to the item. For a variety of reasons, including a desire to reduce paper, all assignments will be submitted via D2L, through which you will also receive your grades and feedback.

The basic rubric used to grade graduate-student work is as follows:

- A: Demonstrates original thought and synthesis of ideas, sophisticated, cogent analysis, and is clearly written and compellingly presented. Excellent work.

- A- or B+: Presents above average analysis with appropriate evidence to support the ideas and is clearly written or interestingly presented. Good work.
- B or B-: Shows a basic level of understanding, with analysis limited to the most obvious arguments. Writing is competent and presentation is utilitarian. Adequate work.
- C+ or below: Misunderstands or misrepresents the material. Writing is poor and presentation is confusing. Inadequate work.

Further guidance on the above assignments and detailed instructions will be provided separately via D2L.

Assignment 1: Participation (50%)

Purpose: To practice purposefully and systematically reading scholarly work and developing understanding through discussion and debate.

Task: For this assignment you will read and come prepared to lead or contribute to class discussions. In addition, each week you will contribute to a new reading summary to a collective bibliography.

Due: *Throughout*

Assignment 2: Journal Review (25%)

Purpose: To become familiar with the field of urban studies and begin to consider the ongoing dialogues within this field to which you might contribute.

Task: For this assignment you will review issues from a scholarly journal connected to the field of urban studies for at least the last five years and read/skim through articles from the most recent year of that journal. Students will evaluate the journal and use your findings as evidence to describe and define the field and key conversations within it.

Due: *11pm, Sunday, November 27th via Canvas*

Assignment 3, Option 1: Book Review (25%)

Purpose: To examine the use of historical study in the presentation and analysis of urban issues, places, problems, cultures, etc., and to practice evaluating a scholarly argument.

Task: For this assignment, you will select a scholarly, urban history book and write a review of that book. A list of potential books will be provided, but students are encouraged to propose alternatives that best fit their own scholarly and research interests. This review will largely follow the format of a book review for an academic journal. Students will assess the author's argument; their epistemological, theoretical, and methodological position; and their chosen evidence base. The results of this review will be shared with the class through a presentation during the Finals Period.

Due: *Presentation: Finals Session (10:15am-12:05pm), Monday, December 5th, In-Class
Written Review: 11pm, Friday, December 9th via Canvas*

Assignment 3, Option 2: Popular Representation Analysis (25%)

Purpose: To examine the representation of "urban" in media and culture, and to practice evaluating popular representations.

Task: For this assignment, you will prepare an analysis of a film, show episode(s), book, podcast, album, or other medium in which the future or history of a city (or cities) plays a significant role. The task is to mobilize theories and historical materials from the course to interpret and analyze the historical/futurist imaginary of your chosen media. The results of this review will be shared with the class through a presentation during the Finals Period.

Due: *Presentation: Finals Session (10:15am-12:05pm), Monday, December 5th, In-Class*
Written Review: 11pm, Friday, December 9th via Canvas

Extensions without penalty may be granted at the instructor's discretion, under the following conditions: (a) a written (email) notification must be sent prior to the submission deadline; and (b) only with a compelling, unforeseen circumstance.

"Academic dishonesty," according to the PSU Student Code of Conduct, refers to as "the act of knowingly or intentionally seeking to claim credit for the work or effort of another person or participation in such acts." [<http://www.pdx.edu/dos/codeofconduct>]. This encompasses both egregious acts of cheating like copying the answer to someone else's exam, but also more mundane acts like lifting reference material from websites without attribution. Academic dishonesty will result in a zero grade for the assignment and could result in stronger, university-level sanctions. Please note that using identical assignments for different courses is considered self-plagiarism and is not allowed.

Access and Inclusion for Students with Disabilities:

PSU values diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. My goal is to create a learning environment that is equitable, useable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify me. The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment.

If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC is located in 116 Smith Memorial Student Union, +1-503-725-4150, drc@pdx.edu, <https://www.pdx.edu/drc>.

- If you already have accommodations, please contact me to make sure that I have received a faculty notification letter and discuss your accommodations.
- Students who need accommodations for tests and quizzes are expected to schedule their tests to overlap with the time the class is taking the test.
- Please be aware that the accessible tables or chairs in the room should remain available for students who find that standard classroom seating is not useable.
- For information about emergency preparedness, please go to the Fire and Life Safety webpage (<https://www.pdx.edu/environmental-health-safety/fire-and-life-safety>) for information.

Sexual Assault and Harassment:

Portland State is committed to fostering a safe, productive learning environment. Title IX and our School policy prohibit discrimination on the basis of sex, which regards sexual misconduct – including gender- or sex-based harassment, domestic and dating violence, sexual assault, and stalking. We expect a culture mutual respect and professionalism in our courses and our community. If you have experienced any form of gender or sex-based discrimination or sexual harassment, know that help and support are available.

Please be aware that as a faculty member, I have the responsibility to report any instances of sexual harassment, sexual violence, and/or other forms of prohibited discrimination to PSU's Title IX Coordinator, Julie Caron (<https://www.pdx.edu/directory/name/jucarou>). I cannot keep information confidential. If you would rather share information about these experiences with an employee who does not have these reporting responsibilities and can keep the information confidential, please contact one of the following campus resources (or visit this link):

- Women's Resource Center: Smith Memorial Student Union (SMSU), 1825 SW Broadway, 439, +1-503-725-5672 or schedule on line at <https://psuwrc.youcanbook.me>
- Center for Student Health and Counseling (SHAC): 1880 SW 6th Ave, +1-503-725-2800
- Student Legal Services: SMSU, 1825 SW Broadway, M343, +1-503-725-4556

PSU's Title IX Coordinator and Deputy Title IX Coordinators can meet with you to discuss how to address concerns that you may have regarding a Title IX matter or any other form of discrimination or discriminatory harassment. Please note that they cannot keep the information you provide to them confidential but will keep it private and only share it with limited people that have a need to know. You may contact the Title IX Coordinators as follows:

- PSU's Title IX Coordinator: Julie Caron by calling +1-503-725-4410, via email at titleixcoordinator@pdx.edu or in person at Richard and Maureen Neuberger Center (RMNC), 1600 SW 4th Ave, Suite 830
- Deputy Title IX Coordinator: Yesenia Gutierrez by calling +1-503-725-4413, via email at yesenia.gutierrez.gdi@pdx.edu or in person at RMNC, 1600 SW 4th Ave, Suite 830
- Deputy Title IX Coordinator: Dana Walton-Macaulay by calling +1-503-725-5651, via email at dana26@pdx.edu or in person at Smith Memorial Union, Suite, 1825 SW Broadway, Suite 433

For more information about your obligations and resources for sex/gender discrimination and sexual violence (Title IX), please complete the required student module Creating a Safe Campus in your D2L, if you have not already done so. The module should take approximately 30 to 40 minutes to complete and contains important information and resources. You may also wish to review the PSU Student Code of Conduct (<https://www.pdx.edu/dos/psu-student-code-conduct>), which makes it clear that violence and harassment based on sex and gender are strictly prohibited and offenses are subject to the full realm of sanctions. If you or someone you know has been harassed or assaulted, you can find resources on PSU's Enrollment Management & Student Affairs: Sexual Prevention & Response website at <http://www.pdx.edu/sexual-assault>.

Cultural Resource Centers

The Cultural Resource Centers (CRCs) create a student-centered inclusive environment that enriches the university experience. We honor diversity, explore social justice issues, celebrate cultural traditions, and foster student identities, success, and leadership. Our centers include the Multicultural Student Center, La Casa Latina Student Center, Native American Student & Community Center, Pan African Commons, and Pacific Islander, Asian, Asian American Student Center and the Middle Eastern, North African, South Asian Initiative. We provide students with employment, volunteer, and leadership opportunities. Along with extensive programming, our spaces offer resources such as computer labs, lounge areas, and study spaces. All are welcome! More information about the CRCs can be found at www.pdx.edu/cultural-resource-centers and <https://www.facebook.com/psuculturalcenters/>, CRCs can be contacted at cultures@pdx.edu and 503-725-5351.

Toulan School Diversity and Equity Committee

Have feedback on Diversity, Equity or Inclusion (DEI) at the Toulan School? We welcome kudos, ideas, and concerns, related to this particular class or other issues in the Toulan School. Students are welcome to contact the DEI directly (<https://www.pdx.edu/usp/diversity-and-equity-committee>) or submit anonymous feedback here: (<https://docs.google.com/forms/d/e/1FAIpQLSfyTYDlCgy-XouNqWzJe6Co1gcml2T65Lc1QooyRau6twheg/viewform>).

Other Campus Resources:

The CARE (Coordination Assessment Response Education) Team is available to help students experiencing distress and to assist with concerns about a fellow student. More information about the CARE Team can be found at: <https://www.pdx.edu/dos/care-team>. The CARE Team also maintains a more comprehensive list of resources, both campus and community: (<https://www.pdx.edu/dos/sites/www.pdx.edu.dos/files/C.A.R.E.%20Resource%20Guide.pdf>).

The Center for Student Health and Counseling (SHAC) provides community-based health care for students, including physical health, dental services, mental health, and testing services. You can find information about what SHAC provides and how to access them at: <https://www.pdx.edu/shac/center-for-student-health-and-counseling>.

The PSU Food Pantry offers supplemental food items to currently enrolled PSU students. The pantry is located in SMSU 325. For more information, you can email foodhelp@pdx.edu. For more information on food and wellness assistance for students visit: <https://www.pdx.edu/student-access-center/>.

Services are available for students with children, including childcare subsidies and family events, a lending library and clothing closet, lactation spaces, and a Family Resource Room. More information can be found at: <https://www.pdx.edu/students-with-children/our-services>.

The Office of Diversity & Multicultural Student Services (Smith Memorial Union 425) provides structured, academic support service, advising, referrals, and advocacy for first-generation college students, low-income and others facing special challenges. Visit <http://www.pdx.edu/dmss/> for info.

Student Legal Services provides legal advice and assistance on a range of areas of law including family, landlord-tenant, and immigration. More information can be found at: <https://www.pdx.edu/sls>.

International Student Services provides a range of assistance to international students, including help with visas and immigration status, internships and employment, and life on campus and in Portland. They also have a Student Aid Fund for international students experiencing financial difficulties. More information is available at: <https://www.pdx.edu/international-students/>.

The Portland State University Millar Library offers a wide range of helpful resources, databases, and tutorials to assist with coursework and research. In particular, you might find the resources that have been collated specifically for urban studies useful (<http://guides.library.pdx.edu/urbanstudies>).

The Writing Center (Cramer 188) will help you with all varieties of projects, including class assignments, resumes, application essays, presentations, and creative writing. It aims to help writers at any stage of the writing process, from brainstorming to the final draft. You can schedule an appointment online: <http://www.writingcenter.pdx.edu/>. Their website also contains resource pages that suggest ideas and strategies for completing writing projects.

The Learning Center (Millar Library 245) mission is to foster the learning process by empowering PSU students to accomplish their academic and personal goals. In addition to helping with current coursework, academic support services can assist in developing effective learning strategies. The Center also offers opportunities to volunteer as a tutor, for those that might be so inclined. See <http://www.pdx.edu/tutoring/> for more info.

Course Outline

Below is an outline of the topics and readings we will cover in this course. Please treat this as an evolving list of readings. While most will remain the same, some may change as the term progresses depending on the direction of discussions and existing familiarity with certain topics. Also, we have numerous directions we can go for the last two weeks. We will decide on topics as a group. Students should read all required readings prior to class on Tuesdays. These will form the basis of class discussions. Recommended readings provide background, context, and extensions or are other important/influential pieces of scholarship from the time period or on the topic for the week. Students are not expected to have read the recommended readings for class.

Date	Topics	Readings
Week 1: Sep 27	Introductions, Urbanization, Pre-industrial cities, Urban theory	<p>Required:</p> <p>Harding, Alan and Talja Blockland. 2014. "What is Urban Theory?" in <i>Urban Theory: A Critical Introduction to Power, Cities, and Urbanism in the 21st Century</i>. Sage. 1-22.</p> <p>Kuhn. 1970 (1962). <i>The Structure of Scientific Revolutions</i>. University of Chicago Press. Introduction and Postscript are required reading, remainder of book is highly recommended (note: you may be able to skim the sections of text that present the examples, many of which are probably already familiar, and focus on the analysis).</p> <p>Childe, V Gordon. 2011 (1950). "The Urban Revolution." <i>The City Reader, 5th Edition</i>. Richard T Legates and Frederic Stout eds. Routledge.</p> <p>Mumford, Lewis. 2011 (1937). "What is a City?" <i>The City Reader, 5th Edition</i>. Richard T Legates and Frederic Stout eds. Routledge.</p> <p>Recommended:</p> <p>Sjoberg, Gideon. 1955. "The Pre-industrial City." <i>American Journal of Sociology</i>, March: 438-445.</p> <p>Davis, Kingsley. 2011 (1965). "The Urbanization of the Human Population." <i>The City Reader, 5th Edition</i>. Richard T Legates and Frederic Stout eds. Routledge.</p> <p>Abu-Lughod, Janet. 1991. <i>Before European Hegemony: The World System AD 1250-1350</i>. Oxford University Press.</p> <p>Lees, Andrew and Lynn Hollen Lees. 2007. <i>Cities and the Making of Modern Europe, 1750-1914</i>. Cambridge University Press.</p>

<p>Week 2: Oct 4</p>	<p>Industrialization and Society, German School</p>	<p>Required: Engels, Frederick. 1845. "Introduction", "Great Towns", and "Results" from <i>The Condition of the Working Class in England</i>. https://www.marxists.org/archive/marx/works/1845/condition-working-class/</p> <p>Tönnies, Ferdinand. 2013 (1887). "Gemeinschaft und Gesellschaft." In <i>The Urban Sociology Reader, 2nd Edition</i>, Jan Lin and Christopher Mele eds. Routledge. 16-22.</p> <p>Simmel, Georg. 2012 (1903). "The Metropolis and Mental Life." In <i>The Urban Sociology Reader, 2nd Edition</i>, Jan Lin and Christopher Mele eds. Routledge. 23-31.</p> <p>Howard, Ebenezer. 2011 (1902). "Author's Introduction" and "The Town-Country Magnet." in <i>The City Reader, 5th Edition</i>. Richard T Legates and Frederic Stout eds. Routledge.</p> <p>Recommended (particularly Durkheim and Marx if not read previously): Habermas, Jurgen. 1991 (1962). <i>The Structural Transformation of the Public Sphere: An Inquiry into a Category of Bourgeois Society</i>. MIT Press. 14-26.</p> <p>Benjamin, Walter. 1999. <i>The Arcades Project</i>. Harvard University Press. 14-26.</p> <p>Weber, Max. 1969 (1921). "The Nature of the City." In <i>Classic Essays on the Culture of Cities</i>. Richard Sennett, ed. Prentice Hall. 23-46.</p> <p>Durkheim, Emile. 1984 (1893). <i>The Division of Labor in Society</i>. MacMillan Press.</p> <p>Marx, Karl. 1932. "Freuerbach: Opposition of the Materialist and Idealist Outlooks." In <i>The German Ideology</i>. https://www.marxists.org/archive/marx/works/1845/german-ideology/</p>
<p>Week 3: Oct 11</p>	<p>Chicago School, Social Reform</p>	<p>Required: Park, Robert Ezra. 2012 (1936). "Human Ecology." in <i>The Urban Sociology Reader, 2nd Edition</i>, Jan Lin and Christopher Mele eds. Routledge. 83-90.</p> <p>Wirth, Lewis. 2011 (1938). "Urbanism as a Way of Life." in <i>The City Reader, 5th Edition</i>. Richard T Legates and Frederic Stout eds. Routledge.</p> <p>Addams, Jane, et al. (1895) <i>Hull House Maps and Papers</i>.</p> <p>DuBois, W.E.B. 2011 (1899). "The Negro Problems of Philadelphia", "The Question of Earning a Living", and "Color Prejudice." from <i>The Philadelphia Negro</i> in <i>The City Reader, 5th Edition</i>. Richard T Legates and Frederic Stout eds. Routledge: New York, NY.</p>

		<p>Foglesong. 2014. "Parks and Park Planning" and "Planning the City Beautiful." From <i>Planning the Capitalist City: The Colonial Era to the 1920s</i>. Princeton University Press.</p> <p>Recommended:</p> <p>Perry, Clarence. 2011 (1929). "The Neighborhood Unit." in <i>The City Reader, 5th Edition</i>. Richard T Legates and Frederic Stout eds. Routledge.</p> <p>Le Corbusier. 2011 (1929). "A Contemporary City." in <i>The City Reader, 5th Edition</i>. Richard T Legates and Frederic Stout eds. Routledge.</p> <p>Wright, Frank Lloyd. 2011 (1925). "Broadacre City: A New Community Plan." in <i>The City Reader, 5th Edition</i>. Richard T Legates and Frederic Stout eds. Routledge.</p> <p>Burgess, Ernest W. 2012 (1925). "The Growth of the City: An Introduction to a Research Project." In <i>The Urban Sociology Reader, 2nd Edition</i>, Jan Lin and Christopher Mele eds. Routledge. 91-99.</p> <p>Addams, Jane. 1910. "Public Activities and Investigations." From <i>Twenty Years at Hull House with Autobiographical Notes</i>. http://digital.library.upenn.edu/women/addams/hullhouse/hullhouse.html</p> <p>Wood, Edith Elmer. 1935. <i>Slums and Blighted Areas of the United States</i>. http://onlinebooks.library.upenn.edu/webbin/book/lookupname?key=Wood%2C%20Edith%20Elmer%2C%201871-1945</p> <p>Booth, Charles. 1903. <i>Poverty Maps of London</i>. http://booth.lse.ac.uk/</p> <p>George, Henry. 1912. <i>Progress and Poverty</i>. http://www.henrygeorge.org/pcontents.htm</p> <p>Foglesong. 2014. "Colonial Town Planting", "Roads Not Taken", "Planning the City Practical", and "Planning and Contradiction." From <i>Planning the Capitalist City: The Colonial Era to the 1920s</i>. Princeton University Press.</p>
<p>Week 4: Oct 18</p>	<p>Radical Urban Theories, Urban Renewal, Modernism</p>	<p>Required:</p> <p>Lefebvre, Henri. 2009. "Space: Social Product and Use Value (1979)" and "Space and Mode of Production (1980)" from <i>State, Space, World</i>. University of Minnesota Press.</p> <p>Foglesong. 2014. "The Problem of Planning." From <i>Planning the Capitalist City: The Colonial Era to the 1920s</i>. Princeton University Press.</p> <p>Castells, Manuel. 1977. "Epistemological Introduction", "The Myth of Urban Culture", and "The Debate on the Theory of Space." From <i>The Urban Question: A Marxist Approach</i>, translated by Alan Sheridan. Edward Arnold.</p>

		<p>Harvey, David. 1978. "The Urban Process Under Capitalism: A Framework for Analysis." <i>International Journal of Urban and Regional Research</i>. 2(1-4): 101-131.</p> <p>Harvey, David. 1972. "Revolutionary and Counter Revolutionary Theory in Geography and the Problem of Ghetto Formation." <i>Antipode</i>. 4(2): 1-13.</p> <p>Recommended:</p> <p>Marcuse, Herbert. 1964. "Introduction: The Paralysis of Criticism: Society Without Opposition." From <i>One-Dimensional Man: Studies in the Ideology of Advanced Industrial Society</i>. Routledge. https://www.marxists.org/ebooks/marcuse/one-dimensional-man.htm</p> <p>Harvey, David. 1973. <i>Social Justice and the City</i>. University of Georgia Press.</p> <p>Engels, Frederick. 1872. "How the Bourgeoisie Solves the Housing Question." from <i>The Housing Question</i>. https://www.marxists.org/archive/marx/works/1872/housing-question/</p>
<p>Week 5: Oct 25</p>	<p>Urban Politics, Community</p>	<p>Required:</p> <p>Lefebvre, Henri. 1996. "The Right to the City" from <i>Writings on Cities</i>. Eleonore Kofman and Elizabeth Lebas eds. Blackwell.</p> <p>Jackson, Kenneth T. 1980. "Federal Subsidy and the Suburban Dream: The First Quarter-Century of Government Intervention in the Housing Market." <i>Records of the Columbia Historical Society, Washington, DC</i>. 50: 421-451.</p> <p>Gans, Herbert. 1968. "Urbanism and Suburbanism as Ways of Life: A Reevaluation of Definitions." in <i>The Urban Sociology Reader, 1st Edition</i>, Jan Lin and Christopher Mele eds. Routledge. 42-50.</p> <p>Jacobs, Jane. 1961. "Introduction" from <i>The Death and Life of Great American Cities</i>. Vintage.</p> <p>Mumford, Lewis. 1962. <i>Mother Jacobs' Home Remedies for an Urban Cancer</i>. <i>The Urban Prospect</i>. Harcourt, Brace & World.</p> <p>Logan, John and Harvey Molotch. 1987. "The Social Construction of Cities" and "The City as a Growth Machine" from <i>Urban Fortunes: The Political Economy of Place</i>. University of California Press.</p> <p>Recommended:</p> <p>Whyte, William H. 1956. "The New Suburbia: Organization Man at Home" from <i>The Organization Man</i>. University of Pennsylvania Press.</p> <p>Berman, Marshall. 1982. <i>All That Is Solid Melts Into Air: The Experience of Modernity</i>. Penguin Books.</p>

		<p>Harvey, David. 1989. "From Managerialism to Entrepreneurialism: The Transformation in Urban Governance in Late Capitalism." <i>Geografiska Annaler. Series B, Human Geography</i>. 71(1): 3-17.</p> <p>Castells, Manuel. 1983. <i>The City and the Grassroots: A Cross-Cultural Theory of Urban Social Movements</i>. University of California Press.</p>
<p>Week 6: Nov 1</p>	<p>Los Angeles School, New York School, Sprawl and Gentrification</p>	<p>Required:</p> <p>Dear, Michael. 2002. "Los Angeles and the Chicago School: Invitation to Debate." <i>City & Community</i>. 1(1): 5-32.</p> <p>Davis, Mike. 1990. "Fortress LA" from <i>City of Quartz: Excavating the Future of Los Angeles</i>. Verso.</p> <p>Sassen, Saskia. 2001. "Overview" from <i>The Global City: New York, London, Tokyo</i>. Princeton University Press.</p> <p>Zukin, Sharon. 1982. "Preface: Reader, Beware!", "Living Lofts as Terrain and Market", and "Capital Shifts and the Cultural Avant-Garde in Urban America" from <i>Loft Living: Culture and Capital in Urban Change</i>. Rutgers University Press.</p> <p>Glass, Ruth. 1964. "Introduction." <i>London: Aspects of Change</i>. MacGibbon and Kee.</p> <p>Recommended:</p> <p>Whyte, William H. 1980. "The Social Life of Small Urban Spaces." (Video)</p> <p>Smith, Neil. 1982. "Gentrification and Uneven Development." <i>Economic Geography</i>. 58(2): 139-155.</p> <p>Giddens, Anthony. 1990. <i>The Consequences of Modernity</i>. Stanford University Press.</p>
<p>Week 7: Nov 8</p>	<p>Rediscovering Race and Ethnicity, Gender and Sexuality, and Difference</p>	<p>Required:</p> <p>Wacquant Loic and Wilson, William Julius. 1989. "The Cost of Racial and Class Exclusion in the Inner City." <i>The Annals of the American Academy of Political and Social Science</i>. 501: 8-26.</p> <p>Spain, Daphne. 2002. "What Happened to Gender Relations on the Way from Chicago to Los Angeles?" <i>City & Community</i>. 1(2): 155-169.</p> <p>Hayden, Dolores. 1980. "What Would a Non-Sexist City Be Like? Speculations on Housing, Urban Design, and Human Work." <i>Women and the American City</i>. Spring: 170-187.</p> <p>Young, Iris Marion. 1986. "The Ideal of Community and the Politics of Difference." <i>Social Theory and Practice</i>. 12(1): 1-26.</p>

		<p>Said, Edward. 1985. "Orientalism Reconsidered." <i>Race and Class</i>, 27(2): 1-15.</p> <p>Recommended:</p> <p>DuBois, WEB. 1947. <i>An Appeal to the World: A Statement on the Denial of Human Rights to Minorities in the Case of Citizens of Negro Descent in the United States of America and an Appeal to the United Nations for Redress.</i> http://www.blackpast.org/1947-w-e-b-dubois-appeal-world-statement-denial-human-rights-minorities-case-citizens-n</p> <p>Kerner <i>et al.</i> 1968. <i>Report of the National Advisory Commission on Civil Disorders.</i> https://www.ncjrs.gov/pdffiles1/Digitization/8073NCJRS.pdf</p> <p>Marcuse, Peter. 1997. "The Enclave, the Citadel, and the Ghetto: What Has Changed in the Post-Fordist US City." <i>Urban Affairs Review</i>. 33(2): 228-264.</p> <p>Sandercock, Leonie. 1998. "Introduction." <i>Towards Cosmopolis: Planning for Multicultural Cities.</i> John Wiley.</p>
Week 8: Nov 15	Creativity, Social Capital, Networks	<p>Required:</p> <p>Florida, Richard. 2003. "Cities and the Creative Class." <i>City & Community</i>. 2(1): 3-19.</p> <p>Putnam, Robert D. 1995. "Bowling Alone: America's Declining Social Capital." <i>Journal of Democracy</i>. 6(1).</p> <p>Bourdieu, Pierre. 1986. "The Forms of Capital" In J Richardson, ed. <i>Handbook of Theory and Research for the Sociology of Education.</i> Greenwood. New York, NY: 241-258.</p> <p>Castells, Manuel. 2009. "Prologue." From <i>Rise of the Network Society.</i> Wiley-Blackwell. New York, NY.</p> <p>Clark, Terry Nichols. 2006. <i>The New Chicago School – Not New York or LA, and Why It Matters for Urban Social Science.</i> Great Cities Institute.</p> <p>Recommended:</p> <p>Galster, George. 2010. "The Mechanism(s) of Neighborhood Effects: Theory, Evidence, and Policy Implications." <i>Neighborhood Effects: Theory and Evidence.</i> http://clas.wayne.edu/Multimedia/DUSP/files/G.Galster/St_AndrewsSeminar-Mechanisms_of_neigh_effects-Galster_2-23-10.pdf</p>
Week 9: Nov 22 Online	Global Urbanism, Assemblages, Postcolonial City	<p>Required:</p> <p>Brenner, Neil and Christian Schmid. 2015. "Towards a New Epistemology of the Urban?" <i>City</i>. 19(2-3): 151-182.</p> <p>Roy, Ananya. 2011. "Slumdog Cities: Rethinking Subaltern Urbanism." <i>International Journal of Urban and Regional Research</i>. 32(2): 223-238.</p>

		<p>Robinson, Jennifer. 2010. "Cities in a World of Cities: The Comparative Gesture." <i>International Journal of Urban and Regional Research</i>, 35(1): 1-23.</p> <p>Latour, Bruno. 1996. "On Actor-Network Theory. A Few Clarifications Plus More Than a Few Complications." <i>Philosophia</i>, 25(3): 47-64.</p> <p>Storper, Michael and Allen J Scott. 2016. "Current Debates in Urban Theory: A Critical Assessment." <i>Urban Studies</i>, 53(6): 1114-1136.</p> <p>Recommended: Graham, Stephen and Simon Marvin. 2001. "Prologue" and "Introduction." From <i>Splintering Urbanism: Networked Infrastructures, Technological Mobilities, and the Urban Condition</i>. Routledge.</p>
Week 10: Nov 29	Global Urbanism, Assemblages, Postcolonial City (cont.), Urban Futures, Metaphor, TBD	<p>Required: Collie, Natalie. 2011. "Cities of the Imagination: Science Fiction, Urban Space, and Community Engagement in Urban Planning." <i>Futures</i>. 43: 424-431.</p> <p>Lakoff and Johnson. 1980. <i>Metaphors We Live By</i>.</p> <p>TBD</p> <p>Recommended: TBD</p>
Finals Period: Dec 6	Wrap-Up, Final Presentations	