The words that describe collections of human habitation vary by time and perspective, from the quaint “urban village,” to the assertive “megalopolis.” Every one of these words both reveals and constructs an entire genealogy of cityscapes. **This course will examine how ideas have influenced designs on the city.** Each week will pair a theme in design and planning with its partner in intellectual history to investigate how design responds to and also influences larger cultural economies. Focusing on the 20th century and on North America, with some digressions to other times and places, the course will put planning and architecture side-by-side to identify and understand their differences and examine their representational techniques. Students will gain familiarity with the history of planning, landscape architecture, and urban design, and will be able to put contemporary ideas into context with their historical antecedents. In studying the intellectual history of trends in the field, students will be able to critically engage with current debates and parse their alignment to questions of politics, economics, and culture.

The format for the course will be one lecture and one discussion per week, dividing the 3-hour class meeting roughly in half. The discussion will center around student presentations. Assignments include this presentation and three short papers. Papers will be discussed and workshopped in small groups in class, with one expanding into a longer, revised final paper.

**Learning outcomes:**

- To demonstrate critical thinking about questions of urban design, its history, and its relations with city planning, architecture, and landscape architecture
- To explain different historical shifts in urban design paradigms over the twentieth century in North America, and to have a sense of how these trends connect to a global context
- To read, interpret, analyze, and engage with the history and criticism of urban design as a discipline

Assignments:
- Each week students will email/post to Connect one or two questions (or statements) in response to the readings. These are to be reflective, not cursory, and are intended to spur discussion and alert me to your collective interests and concerns.
- Each student will be responsible for leading discussions at set times through the semester. This presentation will be a combination of a reading response and leading the discussion, where the double task will be to interpret the material from the lecture and readings while also stimulating class discussion.
- The first assignment will be one short paper (500-750 words) that develops critical thinking about contemporary questions in the field of urban design as a starting point for understanding its history. These papers will be shared with your classmates in peer review sessions.
- The major assignment for the course will be a longer independent research paper (2,500-3,000 words). Topics will be discussed in class and will require approval from the professor. The first stage will be to submit an abstract (250-500 words) and an annotated bibliography. This will also be reviewed by peers and discussed in class. The second phase will be a short presentation of your research to the class, and the final phase will be the research paper itself.

- SHORT PAPER DUE SEPTEMBER 26
- ABSTRACT/BIBLIOGRAPHY DUE OCTOBER 17
- IN-CLASS PRESENTATION OCTOBER 31 AND NOVEMBER 7
- FINAL RESEARCH PAPER DUE DECEMBER 7

Course expectations:
- Regular attendance is expected of students. Students who neglect their academic work and assignments will be graded accordingly. Students who are unavoidably absent because of illness or disability should report to their instructors on return to classes. Any request for academic concession must be clearly expressed (see Academic Concession).
- Students are responsible for informing themselves of the guidelines of acceptable and non-acceptable conduct for graded assignments. If you have any questions about specific assignments and what constitutes acceptable academic conduct, please ask me in class, after class, or by email.
- Plagiarism, which is intellectual theft, occurs where an individual submits or presents the oral or written work of another person as his or her own. Students are responsible for ensuring that any work submitted does not constitute plagiarism. Students who are in any doubt as to what constitutes plagiarism should consult their instructor before handing in any assignments. Further information is available at this link. For all cases of academic misconduct, disciplinary measures (including a failing grade for the course, suspension, and/or expulsion) will be followed according to UBC policies.

Grading:
- Class participation and attendance: 15%
- Discussion leader: 15%
- Short papers with revisions: 25%
- Presentation of research paper: 10%
- Final research paper: 35% (10% abstract + annotated bibliography; 25% final paper)

Guidelines:
- Readings will be available on Connect a week before each class meeting. The purpose of the course readings is to foster a good, engaged discussion. Therefore, you are
required bring the readings to class (printed or on a screen) along with your notes so we can refer back to them.

- I reserve the right to make changes to the readings and assignments as the semester moves along, but will stay within the boundaries of the workload signaled in this syllabus.
- Please be polite to your classmates by staying focused during the discussion: no texting, social media, web surfing, etc.
- This course provides a respectful, supportive, educational, and safe space for lesbian, gay, bisexual, queer, transgender, two-spirited and intersex (LGBQTTI) persons or those questioning their sexual orientation and/or gender identity. If you have any questions or concerns regarding safe spaces at UBC, you can email positive.space@ubc.ca, visit http://positivespace.ubc.ca/home/, or drop by the Equity & Inclusion Office.
- No extensions; the deadlines are firm once set. Late assignments will be docked 10% for each day they are late.
- Regular attendance is expected of students. Students who neglect their academic work and assignments may be excluded from final examinations. Unexcused absences and repeated tardiness will result in grade deductions. Students who are unavoidably absent because of illness or disability should report to their instructors on return to classes. Any request for academic concession must be clearly expressed (see Academic Concession).
- Students are responsible for informing themselves of the guidelines of acceptable and non-acceptable conduct for graded assignments. If you have any questions about specific assignments and what constitutes acceptable academic conduct, please ask me in class, after class, or by email.
- Students with a disability who wish to have an academic accommodation should contact Access and Diversity without delay (see UBC Policy 73). Further information is available at http://www.calendar.ubc.ca/vancouver/?tree=3,34,0,0.
- Office hours will be from 1-3pm on Tuesdays. My office is in Lasserre, 205A (first door on the left when you enter the door marked 205).

Land Acknowledgment:
This course acknowledges that we meet as uninvited guests on the traditional, ancestral, unceded territory of the xʷməθkʷəy̓əm (Musqueam) people. Find out more about this land acknowledgement here.

Books Worth Owning:
Week 1: What is Urban Design? September 5

Week 2: The Legacy of New Urbanism September 12
Seaside, Celebration, the Woodlands, Kentlands, Poundsbury; Krier; Hope VI; Peter Calthorpe, Douglas Kelbaugh
  ▪ WATCH: Koolhaas/Duany debate at GSD conference “Exploring (New) Urbanisms” in 1999 (esp. part 3) http://www.youtube.com/watch?v=nlPZNrzY_t8&feature=share&list=PLl04tOCAd66NDlDQJDBLCWIX876IkvUS
  ▪ Plus ONE reading from a selection of these “polemical” texts. You will present a summary of your article to the class on Sept 12.

Week 3: Three Roots of City Planning September 19
Jeffersonian Grid/ Land Ordinance of 1785, 1811 plan of New York City, American antiurban bias; Olmsted as proto-planner; City Beautiful and Burnham’s plan of Chicago, 19th c. urban reformers; Progressive era reformers; planning and power
Week 4: Expansion: Regional Planning & Garden Cities

FIRST SHORT PAPER DUE

Suburbs & the picturesque; Garden Cities; Ebenezer Howard, Letchworth & Welwyn, Patrick Geddes, Kropotkin, Regional Plan Association of America (Mumford, Stein, MacKaye), Radburn, Regional Plan of New York and Its Environs, various beginnings of suburbanization, Levittown & postwar suburbs


Week 5: Midcentury Beginning of Urban Design

Harvard conference on urban design April 1956; urban design’s roots in modernist urbanism; Josep Lluís Sert (in detail) with Chimbote, Peru, Cidade dos Motores, Bogota; Alison and Peter Smithsons’ Golden Lane and Haupstadt


Week 6: Critical Utopias

Background of early 20th century utopias (and before More, Hayden, political philosophy) with Frank Lloyd Wright’s Broadacre City and Corb’s Ville Radieuse and Voisin Plan; focus on 1960s neo-avant garde utopias with Constant’s New Babylon, Yona Friedman’s Spatial Urbanism, Archigram, Cedric Price, Ant Farm, Paolo Soleri, Metabolists

Week 7: Empire, Colonialism, and Planning

[ABSTRACT/BIBLIOGRAPHY DUE]

Lutyens, Geddes in Tel Aviv and India, Le Corbusier in Algiers, Team X in North Africa, South America, etc., ATBAT-Afrique, John F.C. Turner, Hassan Fathy, Doxiadis and Ecochard in Pakistan


Week 8: Urban Renewal, Social Science, and Crime

Robert Moses, William Zeckendorf, local renewal authorities and scientific management of cities, ecological and economic (creative destruction) explanations for renewal, public housing in North America, crime, Oscar Newman


Week 9: Advocacy Planning, Preservation, and Contextualism

[IN CLASS PRESENTATIONS]

Kevin Lynch, Christopher Alexander, William H. Whyte, Davidoff’s advocacy planning (and Denise Scott Brown), Jane Jacobs, Ian McHarg,


Week 10: Postmodern Geographies / Ecological Urbanism

[IN CLASS PRESENTATIONS] November 7
Chicago school (Wirth, Burgess, Park) vs. Los Angeles school (Dear, Soja, Storper, Davis); Fredric Jameson, Edward Soja; cognitive mapping (Situationists), Michael Dear and postmodern urbanism, Fordism and Post-fordism, Lars Lerup and Sanford Kwinter


Week 11: CLASS CANCELLED November 14
Continue work on final research projects.

Week 12: Neoliberalism, Gentrification, Office Towers November 21
Pastoral capitalism, zone urbanism, La Defense, Paris; Canary Wharf, London; James Rouse and Ben Thompson, Festival marketplaces in Boston, Baltimore, New Orleans; Noisy-le-Grande / Marne-la-Vallée, Toronto waterfront, Vancouver point towers


Week 13: Mumbai November 28
Background on the history of Mumbai in preparation for studio trip in Spring Semester for Master of Urban Design Students


FINAL RESEARCH PAPER DUE December 7.
No extensions, no exceptions. The end.

Acknowledgements
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