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Fall 2015

## URBN 5003

Anna Livia Brand  
*University of New Orleans*

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## Course Description

This course examines the major changes that have impacted cities in the Post World War II era. From the post war boom to more recent developments, urban centers are changing rapidly in their physical and social characteristics. Urban planners, government officials and policy makers, researchers and the general public all try to understand these forces and changes and make decisions to improve the quality of life for the city's diverse residents. This course explores the dynamic forces shaping our metropolitan areas, examining such themes as suburban expansion, racial segregation, urban decline and regeneration, diversity and the city, economic and physical restructuring, greening the city, and the global city.

A detailed and critical examination of the changing characteristics of our cities is provided through required reading and online discussions. Although we will predominantly focus on North American cities and their suburbs, we will draw on post WWII urban theory as is relevant for our discussions.

**Course Objectives:** Upon successful completion of this course, graduate students in this course will:

- Develop a clear understanding of how the U.S. city has evolved over time
- Describe the variety of forces that shape the urban realm.
- Develop and understanding of the social, physical, and economic structure of the American city
- Identify the history and key theories underlying urban regenerative strategies

## Course Information

URBN 5003, Fall 2015

Online Course

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Office Hours: Tuesday 1:00 - 3:00, Thursday 10:00 - 12:00, Friday 2:00 - 4:00, or by appointment

## Course Structure and Requirements

This course is organized into separate weekly topics, which students are required to discuss substantively in online discussion sessions. Students are required to complete the course readings, as well as additional web resources provided in this syllabus and on the course Moodle site. Additionally, students will complete one written assignment and two exams throughout the course of the semester. Coursework is split into the following categories:

**Class Participation:** Students' online discussion posts will constitute their class participation (20% of student's total grade) and students are required to participate in these peer-to-peer discussions. Discussion board postings (a minimum of three substantive comments per week) are generally due by Mondays at 4:00 pm Central Standard Time, unless otherwise noted. Students must respond to questions and inquiries by the course instructor, as well as to their fellow students. At times, students will be prompted to complete specific discussion assignments, including web research, which will be posted in the discussion forums. These discussion forums are intended as an online arena for students to make sense of the readings and course material and to share their responses to the topics covered in the course. The format and focus of these weekly forums will change throughout the semester and detailed instructions will be given each week.

**Written Assignments:** Graduate students in this course will complete two writing assignments. One writing assignment (15% of the total grade) will focus on an extended graduate reading list which will be posted on Moodle at the start of the semester. The second writing assignment will be research-oriented and will account for 25% of the total grade. Students will submit an outline and rough draft of their second writing assignment, which will account for 5% of this final grade. These assignments will be posted on Moodle early in the semester.

**Midterm Exam:** A midterm exam will be given, accounting for 20% of each student's grade. This exam will include short response and essay questions covering the reading material in the first half of the semester.

**Final Exam:** A final exam will be given, accounting for 20% of each student's grade. This exam will include short response and essay questions covering the reading material in the second half of the semester. Bonus questions may be included that cover the entire semester.

Evaluation and Grading		
	Class Participation	20%
	Written Assignments	40%
	Midterm Exam	20%
	Final Exam	20%

**Grading -** Grading will be based on the scale below:

- A 89.9-100%
- B 79.9-89.8%
- C 69.9-79.8%
- D 59.9-69.8%
- F 0-59.8%

**Late Policy:** All online discussion postings and student work are to be completed on time and turned in on the specified date. **Late work will result in a loss of one letter grade per day.** Late discussion postings will not be counted. Please contact the instructor immediately if you feel you will not be able to complete an assignment on time. It is the University policy that Incomplete Grades are only given for fully documented serious illness or death in the immediate family. Students should contact the instructor and the head of the department, Dr. Bethany Stich, as soon as possible should such an event occur.

**Learning Accommodations:** Per university policy, the instructor will accommodate students with disabilities. It is the responsibility of the student to register with the Office of Disability Services (US 260) each semester and follow procedures for obtaining assistance. Students who qualify for services will receive the academic modifications for which they are entitled. For more information on University policy, please see the following link: <http://www.uno.edu/disability-services/>

**Academic Integrity and Honesty:** Students must adhere to institutional standards of academic honesty. Academic dishonesty (e.g. cheating on a test, plagiarism) will result in a zero score for the assignment and may result in failure of the course. Please see the University's policy on academic dishonesty: <http://www.uno.edu/student-affairs-enrollment-management/documents/academic-dishonesty-policy-rev2014.pdf>

**Citing sources accurately is a critical part of avoiding plagiarism.** Proper citations also acknowledge the work of others. Students must cite sources in their written work, including in their exam work. **In addition to citing the source, if you use more than 3 exact words, you must indicate that you are directly quoting a source.** Following the structure of an essay, paragraph, or sentence is also plagiarism. For more information, see Purdue's Online Writing Lab: <https://owl.english.purdue.edu/owl/resource/589/01/>

**Unintentional plagiarism is still plagiarism.** In effect, you are claiming the work of others as your own. One way to avoid plagiarism is to never copy and paste text from other sources. It can be better to start writing an essay by outlining or listing some key ideas without the primary texts/sources in front of you. The TurnItIn interface (which will be used in this course) identified phrases and text that appears to be in other documents.

In written work, students in this course will use APA formatting as their form of citation. The UNO library has resources on citation styles: <http://library.uno.edu/helpfiles/citingsources/citing.cfm> and reference librarians can assist you with this. the UNO Writing Center can also provide help: <http://www.uno.edu/lrc/writingcenter/>. You can also use Purdue's online writing lab for citation help: <https://owl.english.purdue.edu/owl/resource/560/01/>

**Readings:**

Readings will be taken from a number of texts and will be provided online on the course's Moodle site. There is no required text for this course. Below is a list of the main texts from which readings are drawn:

Richard T. LeGates and Frederic Stout (Eds.), *The City Reader* (5th Ed.). London and New York: Routledge.  
 Scott Campbell and Susan S. Fainstein (Eds.), *Readings in Planning Theory* (2nd and 3rd Eds.) Malden, MA and Oxford: Blackwell.

Michael Larice and Elizabeth Macdonald (Eds.), *The Urban Design Reader* (2nd Ed.). London and New York: Routledge.

Susan S. Fainstein and Scott Campbell (Eds.), *Readings in Urban Theory* (2nd Ed.). Malden, MA and Oxford: Blackwell.

Douglas S. Massey and Nancy A. Denton. (1993) *American apartheid: Segregation and the making of the underclass*. Cambridge, MA: Harvard University Press.

Jane Jacobs (1961). *The death and life of great American cities*. New York: Random House.

**Summary Class Schedule**

August 19 - 24	Introduction to the Course
August 24 - 31	The City Emerging from the War
August 31 - September 8	Suburbanization in the United States
September 8 - 14	Urban Decline and Urban Renewal
September 14 - 21	The Segregated City
September 21 - 28	Economic Restructuring and the City (Part One)
September 28 - October 5	Economic Restructuring and the City (Part Two)
October 5 - 8	Midterm Exams
October 12 -19	New Forms of Urban Regeneration (Part One)
October 19 - 26	New Forms of Urban Regeneration (Part Two)
October 27 - November 2	The Design and Use of Urban Space
November 2 - 9	Diversity and the City (Part One)
November 9 - 16	Diversity and the City (Part Two)
November 16 - 23	Greening the City (Part One)
November 23 - 30	Greening the City (Part Two)
November 30 - December 4	The 21st Century City
December 7 - 10	Final Exams

<b>Assignments and Exams</b>	October 8	Midterm Exams Due
	November 13	First Writing Assignment Due
	December 2	Second Writing Assignment Due
	December 10	Final Exams Due

## Detailed Course Schedule

**August 19 - August 24****Introduction to the Course**

- Students must read and sign the Academic Dishonesty Policy AND complete an online plagiarism training/certificate program. Students must return both the Academic Dishonesty Policy and their certificate to the instructor by Monday, August 24th at noon.
- Students will also review the introductory Power Point Lecture.

**August 24 - August 31****The City Emerging from the War**

- Sam Bass Warner (2011). Evolution and transformation: The American industrial metropolis, 1840-1940. In R. T. LeGates & F. Stout (Eds.), *The City Reader* (5th Ed., pp. 55-64). London and New York: Routledge.
- Robert Fishman (2003). Urban utopias: Ebenezer Howard, Frank Lloyd Wright, and Le Corbusier. In S. Campbell & S. S. Fainstein (Eds.), *Readings in Planning Theory* (2nd ed., pp. 21-60). Malden, MA and Oxford: Blackwell.
- Graduate Reading TBD

**Additional Resources:**

- Urban Planning (Pay particular attention to “The Development of Urban Planning and its subtopic - ‘The Era of Industrialization’”) - <http://www.britannica.com/topic/urban-planning#toc10803>
- Ebenezer Howard, Garden Cities of Tomorrow - <http://urbanplanning.library.cornell.edu/DOCS/howard.htm>
- LeCorbusier, The Radiant City - <http://www.archdaily.com/411878/ad-classics-ville-radieuse-le-corbusier>
- Frank Lloyd Wright, What Broadacre City Can Teach Us - <http://www.metropolismag.com/Point-of-View/July-2014/What-Broadacre-City-Can-Teach-Us/>
- Frank Lloyd Wright, Broadacre City Exhibit at MOMA (2014) - <http://www.moma.org/visit/calendar/exhibitions/1448>

## Detailed Course Schedule

**August 31 - September 8**

\*September 7, Labor Day Holiday

**Suburbanization in the United States**

- Robert Fishman (2002). Bourgeois utopias: Visions of suburbia. In S. S. Fainstein & S. Campbell (Eds.), *Readings in Urban Theory* (pp. 21-31). Malden, MA and Oxford: Blackwell.
- Kenneth Jackson. (2011). The drive-in culture of contemporary America. In R. T. LeGates & F. Stout (Eds.), *The City Reader* (5th ed., pp. 75-74). London and New York: Routledge.
- Graduate Reading TBD
- *WATCH - Falling from Grace* - Documentary about the environmental effects of suburban development patterns - <http://topdocumentaryfilms.com/consequences-suburbanization/>

**Additional Resources on Suburbanization in the United States:**

- Interview with Kenneth Jackson - <http://www.pbs.org/fmc/interviews/jackson.htm>
- Article and website on the nuances of suburban development patterns: <http://www.citylab.com/design/2012/06/atlas-suburbanisms/2173/>  
<http://env-blogs.uwaterloo.ca/atlas>

**September 8 - September 14****Urban Decline and Urban Renewal**

- William Julius Wilson (2011). From institutional to jobless ghettos. In R. T. LeGates & F. Stout (Eds.), *The City Reader* (5th ed., pp. 117-126). London and New York: Routledge.
- Zipp, Samuel (2013). The roots and routes of urban renewal. *Journal of Urban History*. 39(3): 366-391.
- Graduate Reading TBD

**Additional Resources on Urban Decline and Urban Renewal:**

- Mindy Fullilove's research on displacement - <http://www.rootshock.org/>
- *SKIM* Mindy Fullilove's paper on Urban Renewal - <https://docs.google.com/viewer?a=v&pid=sites&srcid=ZGVmYXVsdGRvbWFpbnyb290c2hvY2tvcmd8Z3g6Y2Y2MjBhZTNiOWM1ZDlh>

## Detailed Course Schedule

September 14 - September 21

**The Segregated City**

- Douglas S. Massey and Nancy A. Denton (1993). *American apartheid: Segregation and the making of the underclass*. (pp.17-60). Cambridge, MA: Harvard University Press.

- Graduate Reading TBD

**Additional Resources on Segregation in the United States:**

- America's Racial Segregation - <http://www.wired.com/2013/08/how-segregated-is-your-city-this-eye-opening-map-shows-you/>
- New Orleans' Geographies of Poverty - <http://www.datacenterresearch.org/maps/poverty/>

September 21 - September 28

**Economic Restructuring and the City (Part One)**

- Michael Porter (2011). The competitive advantage of the inner city. In R. T. LeGates & F. Stout (Eds.), *The City Reader* (5th ed., pp. 282-294). New York and London: Routledge.

- Susan S. Fainstein (2002). The changing world economy and urban restructuring. In S. S. Fainstein & S. Campbell (Eds.), *Readings in Urban Theory* (2nd ed., pp. 110-123). Malden, Ma and Oxford: Blackwell.

- Graduate Reading TBD

**Additional Resources on Economic Restructuring:**

- Late 19th and Early 20th Century Economic Trends (handout) - <http://www.westga.edu/~hgoodson/Economic%20Trends.htm>
- 60 Years of American Economic History, Told in One Graph - <http://www.theatlantic.com/business/archive/2012/08/60-years-of-american-economic-history-told-in-1-graph/261503/>
- The Economic History of the Last 2,000 Years Told in One Little Graph - <http://www.theatlantic.com/business/archive/2012/06/the-economic-history-of-the-last-2-000-years-in-1-little-graph/258676/>



**Detailed Course Schedule****September 28 - October 5****Economic Restructuring and the City (Part Two)**

- Neil Brenner and Roger Keil (2011). From global cities to globalized urbanization. In R. T. LeGates & F. Stout (Eds.), *The City Reader* (5th ed., pp. 599-608). London and New York: Routledge.
- Saskia Sassen (2011). The impact of new technologies and globalization on cities. In R. T. LeGates & F. Stout (Eds.), *The City Reader* (5th ed., pp. 554-562). London and New York: Routledge.
- Graduate Reading TBD

**Additional Resources on Economic Restructuring:**

- What is Globalization? - <http://www.globalization101.org/what-is-globalization/>
- The Story of Globalization in One Graph - <http://www.theatlantic.com/business/archive/2014/01/the-story-of-globalization-in-1-graph/283342/>

**October 5 - October 8****Midterm Exams**

Midterm exams can be accessed from the course Moodle site. Students must complete their midterm exams no later than Thursday, October 8 at 5:00 pm.

## Detailed Course Schedule

**October 12 - October 19**

\*October 15 - 16, Mid-Semester Break

**New Forms of Urban Regeneration (Part One)**

- Dennis R. Judd (2002). Promoting tourism in cities. In S. S. Fainstein & S. Campbell (Eds.), *Readings in Urban Theory* (2nd ed., pp. 278-299). Malden, MA and Oxford: Blackwell.
- Gregory D. Squires (2002). Partnership and the pursuit of the private city. In S. S. Fainstein & S. Campbell (Eds.), *Readings in Urban Theory* (2nd ed., pp. 239-259). Malden, MA and Oxford: Blackwell.
- Graduate Reading TBD

**Additional Resources on Urban Regeneration:**

- *SKIM* Report - Regenerating America's Legacy Cities, Lincoln Land Institute (Available on Moodle)
- *READ* - Summary of Lincoln Land Institute Report, Urban Regeneration: What Recent Research Says About Best Practices - [http://journalistsresource.org/studies/government/municipal/legacy-cities-challenges-opportunities-urban-regeneration?utm\\_source=JR-email&utm\\_medium=email&utm\\_campaign=JR-email#](http://journalistsresource.org/studies/government/municipal/legacy-cities-challenges-opportunities-urban-regeneration?utm_source=JR-email&utm_medium=email&utm_campaign=JR-email#)
- *Watch* Video - Regenerating America's Legacy Cities, Lincoln Land Institute - <http://www.lincolninst.edu/pubs/video/cec8ef4ffa54936a3c71185f05e1532/Regenerating-America-s-Legacy-Cities>

**October 19 - October 26****New Forms of Urban Regeneration (Part Two)**

- Peter Calthorpe and William Fulton (2011). "Designing the region" and "Designing the region is designing the neighborhood". In R. T. LeGates & F. Stout (Eds.), *The City Reader* (5th ed., pp. 360-366). London and New York: Routledge.
- Congress for New Urbanism. (2011). Charter of the New Urbanism. In R. T. LeGates & F. Stout (Eds.), *The City Reader* (5th ed., pp. 356-259). London and New York: Routledge.
- Additional Readings TBD
- Graduate Reading TBD

**Additional Resources on Urban Regeneration:**

- Additional Recourses TBD

## Detailed Course Schedule

**October 26 - November 2****The Design and Use of Urban Space**

- Jane Jacobs (1961). *The death and life of great American cities* (Introduction, pp. 3-25 and Chapter 3: *The uses of sidewalks: Contact*, pp. 55-73). New York: Random House.

- William H. Whyte. (2013). Introduction, The Life of Plazas, Sitting Space, and Sun, Wind, Trees, and Water. In Michael Larice and Elizabeth Macdonald (Eds.), *The Urban Design Reader* (2nd Ed., pp. 198-213). London and New York: Routledge.

- Additional Reading TBD

- Graduate Reading TBD

**Additional Resources on The Design and Use of Urban Space:**

- Additional Recourses TBD

**November 2 - November 9****Diversity and the City (Part One)**

- Sharon Zukin (2002). Whose culture? Whose city? In S. S. Fainstein & S. Campbell (Eds.), *Readings in Urban Theory* (pp. 325-334). Malden, Ma and Oxford: Blackwell.

- Additional Reading on Diversity TBD

- Reading on Gentrification TBD

- Graduate Reading TBD

**Additional Resources on Diversity in the City:**

- The Weakening Definition of Diversity - <http://www.theatlantic.com/business/archive/2015/05/the-weakening-definition-of-diversity/393080/>

- Additional Resources TBD

Detailed Course Schedule	
<p><b>November 9 - November 16</b></p>	<p><b>Diversity and the City (Part Two)</b></p> <ul style="list-style-type: none"> <li>• Jane Jacobs (1961). <i>The death and life of great American cities (Part Two: The Conditions for City Diversity)</i>; pp. 143-240). New York: Random House.</li> <li>• Additional Reading on Diversity TBD</li> <li>• Graduate Reading TBD</li> </ul> <p><b>Additional Resources on Diversity in the City:</b></p> <ul style="list-style-type: none"> <li>• Additional Resources TBD</li> </ul>
<p><b>November 16 - November 23</b></p>	<p><b>Greening the City (Part One)</b></p> <ul style="list-style-type: none"> <li>• Scott Campbell (2003). Green cities, Growing cities, Just cities? Urban planning and the contradictions of sustainable development. In S. Campbell &amp; S. S. Fainstein (Eds.), <i>Readings in planning theory</i> (pp. 435-458). Malden, MA: Blackwell Publishers.</li> <li>• World Commission on Environment and Development. (2011). Towards sustainable development. In R. T. LeGates &amp; F. Stout (Eds.), <i>The City Reader</i> (5th ed., pp. 351-355). London and New York: Routledge.</li> <li>• Graduate Reading TBD</li> </ul> <p><b>Additional Resources on Greening the City:</b></p> <ul style="list-style-type: none"> <li>• Additional Resources TBD</li> </ul>
<p><b>November 23 - November 30</b> *November 26 - 27, Thanksgiving Holiday</p>	<p><b>Greening the City (Part Two)</b></p> <ul style="list-style-type: none"> <li>• Readings TBD</li> <li>• Graduate Reading TBD</li> </ul> <p><b>Additional Resources on Greening the City:</b></p> <ul style="list-style-type: none"> <li>• Judy Layzer, Sustaining Cities - <a href="http://techtv.mit.edu/videos/16369-sustaining-cities-environment-economic-development-and-empowerment">http://techtv.mit.edu/videos/16369-sustaining-cities-environment-economic-development-and-empowerment</a></li> <li>• Additional Resources TBD</li> </ul>

<b>Detailed Course Schedule</b>	
<p><b>November 30 - December 4</b> *December 4, Last Day of Classes</p>	<p><b>The Twenty-First Century City</b></p> <ul style="list-style-type: none"> <li>• Readings TBD</li> <li>• Graduate Reading TBD</li> </ul> <p><b>Additional Resources on the 21st Century City:</b></p> <ul style="list-style-type: none"> <li>• <i>SKIM</i> - Challenges of the 21st C century, Wilson Center Policy Brief - <a href="http://uno.mrooms3.net/pluginfile.php/1015652/mod_resource/content/1/policy_briefthe_challenges_of_the_21st_century_city.pdf">http://uno.mrooms3.net/pluginfile.php/1015652/mod_resource/content/1/policy_briefthe_challenges_of_the_21st_century_city.pdf</a></li> <li>• Additional Resources TBD</li> </ul>
<p><b>December 7 - December 10</b></p>	<p><b>Final Exams</b></p> <p>Final exams can be accessed from the course Moodle site. Students must complete their final exams no later than Thursday, December 10 at 5:00 pm.</p>