

Urban Studies 253/Geography 253: Introduction to Cities
Fall 2017, T/Th 11:00-12:15, Room: TBA

Instructor: Dr. Eliot Tretter	Teaching Assistant: Yawei Zhao
Office: ES 406	Office: ES 302
Phone: 220-7546	Phone: 210-6049
Email: etretter@ucalgary.ca	Email: yawei.zhao@ucalgary.ca
Office Hour: Monday 10am-11am, or by appointment	Office Hours: Tu 9:00-10:50, or by appointment

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1.. Course Description

This course is designed as a general introduction to cities. While covering a vast field of literature contain under the rubric of the interdisciplinary field of Urban Studies, it emphasizes the discipline of Geography. In this course we will examine a range of issues related to urban growth and development; social and spatial differentiation; urban cultures and societies; urban politics and governance; urban economic and political economic processes; urban design and planning; urban morphologies and infrastructures; urban pasts and futures. While emphasizing a Geographical perspective, we will draw from a variety of perspectives, including, but not limited to, Anthropology, Architecture, Cultural Studies, Economics, Geography, History, Political Science, Sociology, Urban Design and Urban Planning. Examples used in this course will come from a variety of locations around the world.

2. Course goals

A. Overall Goals

- Develop the intellectual tools and skills to read articles and books for this class critically
- Provide students with a broad introduction to cities
- Demonstrate the advantages of an interdisciplinary urban studies approach to the study of cities.

Course Learning Outcomes	PLO(s)	Level(s)
Analyze and write an urban film review	3, 7, 8	1
Plan and write an urban field report	3, 6, 8	1
Describe and explain the evolution, development, and disruptions of pre-industrial, industrial, and post-industrial urbanization and urbanism	1, 2	1
Explain and apply concepts and ideas related to urban socio-spatial processes, urban ecology, and exclusion.	3, 7	2
Evaluate how urban planning is influenced by factors such as political power and social and cultural differences	2	2
Describe the history and practice of urban planning and urban design and explain why they have changed.	2	1
Demonstrate a proficiency in some key concepts, terms, and criticisms of urban sustainability.	5	2

PLOs = Program Learning Outcomes: 1 = reflect and communicate diverse human-environment perspectives, 2 = identify and explain human-environment processes, 3 = implement sampling, data collection, analyses and communication methods, 4 = analyze spatial and temporal aspects of human-environment systems, 5 = employ knowledge, arguments, and methodologies for solving human-environment problems, 6 = evaluate geospatial data and manipulate it to create cartographic products, 7 = communicate geographic concepts using oral, written, graphic, and cartographic modes, and 8 = demonstrate literacy skills. Levels: (1) Introductory, (2) Intermediate, (3) Advanced.

3. Format and Procedures: You should expect to spend a good deal of time preparing for this class. A good rule of thumb is that three hours of outside work is necessary for each day of class. Each week, an average of 40 pages of reading is required. Your Calgary project and the Film Review will also take a good deal of time. Budget your time outside of class accordingly.

o Other classroom policies:

- Cell phones must be silenced.
- Do not eat food that makes a lot of noise e.g. potato chips.
- Do not use computers to surf the Internet during class.
- The use of the mobile app TopHat will be used to facilitate in-class discussion (see extra credit portion for details). For this approach to be maximally successful, it is important

that you come to class prepared (having read the assigned readings) and ready to discuss the topic of the day.

- **No electronically submitted assignments will be accepted for any reason.**
 - **I only check and respond to work related emails between 8:30AM-4:30PM Monday-Friday.**
 - **All email must include the UBST253 or GEOG253 in the subject line.** Emails that do not include UBST253 or GEOG253 in the subject line will take longer to respond to since they will not go into the appropriate email folder for this class.
- Feedback Statement:
- From time to time, during this course, I will be asking you to give me feedback on your learning and on how my teaching strategies are helping or hindering your learning, in informal as well as formal ways, including through anonymous surveys. It's very important for me to know your reaction to what we're doing in class, so I encourage you to respond to these surveys, ensuring that together we can create an environment effective for teaching and learning.

4. Course Requirements

A) Class attendance

- a) Attendance is essential but not enforced.
- b) Absences on examination days must be fully justified. For absences due to emergency, e-mail me on the same day as the emergency and follow up with written documentation as per student rules.
- c) Religious Holy Days Exemption: You must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

B) Course Readings/Materials

- a) R.T. Legates and F. Stout (2015) 6th ed. The City Reader, New York: Routledge.
- b) Additional required and optional readings will be made available through D2L.

C) Assignments, Assessment, and Evaluation

- a) Midterm and Final Examination – Types of questions can vary from multiple choice and matching and will assess factual recall and comprehension. There will also be a small essay component to each examination. Questions come from readings and in-class lectures/discussions.
- b) Film Review – View a film with an urban theme and write an interpretation of it in light of the assigned readings and lectures.
- c) Calgary Exercise – This project involves applying the knowledge you have gained from the required readings and lectures to the urban field report on an aspect of Calgary's urban fabric.

D) Extra Credit: In this course we will be using an mobile app called TopHat. You can use TopHat on a Smart Phone or non-Smart Phone. You must register with TopHat to get an account that will work with your phone and student ID. You should have sent you an access code, if you have not received it you need to email the TA. **Most importantly, you just use your university assigned email for TopHat to work with D2L. If you use any other email address it will not work and you will not be able to receive credit.** You will be asked TopHat questions throughout this semester and you will be evaluated on a cumulative basis on the number of questions your answer correctly. Questions will evaluate your comprehension of the lectures and the readings. You can receive for a maximum of 2% of extra credit in this course. **No other extra credit options will be available to you and it is your responsibility to make sure your TopHat account is operating and working correctly.**

6. Grading Procedures:

A) Grading Assessments:

- a) Midterm Exam: 20%
- b) Final Exam: 30%
- c) Calgary Exercise: 25%
- d) Film Analysis: 25%
- e) Extra Credit: Up to 2%

B) Grading Distribution:

- | | | |
|----------------|----------------|----------------|
| 1. A+ (98-100) | 6. B- (80-82) | 11. D (63-66) |
| 2. A (93-97) | 7. C+ (77-79) | 12. D- (60-62) |
| 3. A- (90-92) | 8. C (73-76) | 13. F (0-59) |
| 4. B+ (87-89) | 9. C- (70-72) | |
| 5. B (83-86) | 10. D+ (67-69) | |

C) Other Grading Information

- Late assignment policy: All assignments must be completed in full and on time. Late assignments will be penalized 5% per day they are late. Assignments that are submitted more a week late will not be accepted for credit.
- Writing competency: On take-home, written assignments, writing competency (organization, grammar, spelling, word choice, etc.) will count for 20% of the grade. The Writing Centre (part of the Student Success Centre <http://www.ucalgary.ca/ssc/>) can help you with any writing difficulties you might have.
- A passing grade on any particular component of a course is not essential for students is to pass the course as a whole.
- Students are not expected to participate as subjects or researchers when research on human subjects may take place.

7. General University Guidelines

- A) Emergency Evacuation Assembly Point: posted in front of classroom.
- B) Writing across the Curriculum: Writing skills are not exclusive to English courses and, in fact, should cross all disciplines. The University supports the belief that throughout their University careers, students should be taught how to write well so that when they graduate their writing abilities will be far above the minimal standards required at entrance. Consistent with this belief, students are expected to do a substantial amount of writing in their University courses and, where appropriate, members of faculty can and should use writing and the grading thereof as a factor in the evaluation of student work. All undergraduate and graduate students who feel they require further assistance can utilize the services provided by the Writing Centre in the Effective Writing Office.
- C) Principles of Conduct: The University of Calgary Calendar includes a statement on the Principles of conduct expected of all members of the University community (including students, faculty, administrators, any category of staff, practicum supervisors and volunteers) whether on or off the University's property. This statement applies in all situations where the members of the University community are acting in their University capacities. All Members of the University Community have a responsibility to familiarize themselves with this statement which is available at:
<http://www.ucalgary.ca/pubs/calendar/current/j-2.html>
- D) Plagiarism: Academic dishonesty is not an acceptable activity at the University of Calgary and students are strongly advised to read the Student Misconduct section in the University Calendar. Quite often, students are unaware of what constitutes academic dishonesty or plagiarism. The most common are 1) presenting another student's work as your own 2) presenting an author's work or ideas as your own without proper referencing and 3) using work completed for another course. This activity will not be tolerated in this course and students conducting themselves in this manner will be dealt with according to the procedures outlined in the calendar. <http://www.ucalgary.ca/honesty/plagiarism> For specific details on plagiarism D2L link marked plagiarism. Keep in mind you must document not only direct quotations, but also paraphrases and ideas, where they appear in your text. A reference list at the end is insufficient by itself. Readers must be able to tell exactly where your words and ideas end and other people's words and ideas begin. This includes assignments submitted in non-traditional formats such as web pages or visual media, and material taken from such formats. Please consult me or the TA if you have any questions regarding how to document sources.
- E) Academic Accommodations: Students needing accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities. The procedure can be found at: <http://www.ucalgary.ca/pubs/calendar/current/k-5.html> Students needing an accommodation based in relation to their coursework or to fulfil requirements for a graduate degree, on a Protected Ground other than Disability, should

communicate this need, preferably in writing to their instructor or the appropriate Associate Dean or Department Head.

ucalgary.ca/policies/files/policies/student-accommodation-policy

Students needing an accommodation unrelated to their coursework or the requirements for a graduate degree, based on a Protected Ground other than Disability, should communicate this need, preferably in writing to the Vice-Provost (Student Experience).

- F) Freedom of Information and Protection of Privacy: FOIP: The Freedom of Information and Protection of Privacy (FOIP) legislation disallows the practice of having students retrieve assignments from a public place, e.g., outside instructor's office, the department office, etc. Term assignments will be returned to students individually, during class or during the instructor's office hours; if students are unable to pick up their assignments from the instructor, they provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment.
- G) Contact Information for Student and Faculty Representation:
 - a) SU VP Academic Phone: 220-3911 and e-mail: suvpaca@ucalgary.ca
 - b) SU Faculty Rep. Phone: 220-3913 and e-mail: arts1@ucalgary.ca
 - c) The students' ombudsman office information can be found at:
 - d) <http://www.su.ucalgary.ca/page/affordability-accessibility/su-structure/contact-info>
- H) Campus Safewalk: Campus Security, in partnership with the Students' Union, provides the Safewalk service, 24 hours a day, to any location on Campus including the LRT, parking lots, bus zones and University residences. Contact Campus Security at 220-5333 or use a help phone, and Safewalkers or a Campus Security officer will accompany you to your Campus destination.
- I) Faculty of Arts Program Advising and Student Information Resources: Have a question, but not sure where to start? The new Faculty of Arts Program Information Centre (PIC) is your information resource for everything in Arts! Drop in at SS110, call us at 403-220-3580 or email us at artsads@ucalgary.ca. You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate> which has detailed information on common academic concerns. For program planning and advice, contact the Student Success Centre (formerly the Undergraduate programs Office) at (403) 220-5881 or visit them in their new space on the 3rd Floor of the Taylor Family Digital Library. For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit them at the MacKimmie Library Block. Contact for Students Union Representatives for the Faculty of Arts: arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca
- J) Registrar's Scheduled Final Examination: time and location to be announced in October; check the web site below: (www.ucalgary.ca/registrar/exam)

8. Details About Readings

The readings are divided into four categories

1. P: Proficient: Required reading. You will be asked to recall specific details from the readings that may not be discussed in the lecture.
2. F: Familiar: Required reading. You are only expected to understand the general point of the reading or specific points about the readings that are discussed in the lecture. You will not be assessed on additional specific contents.
3. O: Additional Readings: Not required reading. You can use these readings to answer essay questions on your examinations, in your film review, or your Calgary project. ,
4. O: Calgary Project: Not required readings. You can use these readings in conjunction with your Calgary Project assignments. These readings can also be used to answer essay questions on your examinations.

- Readings not labeled D2L are located in the City Reader and page numbers refer to 2015 6th Edition.
- D2L means that the reading is posted on D2L and listed by week.

9. Tentative Class Schedule

(This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunities. Such changes, communicated clearly, are not unusual and should be expected.)

Date	Topic	Assignment
9/12	Introduction	Go over syllabus Note on Extra Credit and TopHat: You must use university assigned email to receive the extra credit component in this course.
9/14	Movie: Citizen Jane	
9/19	Finish Movie Pre-Modern Cities: Before the 16th Century	Assigned Reading: D2L: Paul Knox and Linda McCarthy, the Origins and Growth of Cities and Urban Life, 19-33 (P) V. Gordon Childe, The Urban Revolution 30-38 (F) Kingsley Davis, The Urbanization of the Human Population 19-29 (F) H.D.F. Kitto 39-44 (F)

		<p>Additional Reading</p> <p>Robert LeGates, Introduction to The Evolution of Cities 13-18 (O)</p> <p>Michael Smith, Jason Ur, and Gary Feinman (2014), Jane Jacobs' 'Cities First' Model and Archaeological Reality. International Journal of Urban and Regional Research, 38: 1525–1535. (O)</p>
9/21	Early Modern Cities: Cities After the 16th Century	<p>Assigned Reading:</p> <p>D2I: Paul Knox and Linda McCarthy, the Origins and Growth of Cities and Urban Life, 33-40 (P)</p> <p>D2L: Michael Smith, The Earliest Cities in Urban Life (2002) , 3-19 (focus on 12-18) (P)</p> <p>Janet Abu-Lughod, Before European Hegemony, The Three Routes to the East, 137-151. (P)</p> <p>Additional Reading</p> <p>Henri Pirenne, City Origins and Cities and European Civilization, 45-52 (O),</p> <p>Guest Lecture: Yawei Zhao on Early Modern Chinese Urban System</p>
9/26	Industrial Cities: The Rise of European Cities After the 19th Century	<p>Assigned Reading:</p> <p>D2I: Paul Knox and Linda McCarthy, the Origins and Growth of Cities and Urban Life, 40-44 (P)</p> <p>Fredrich Engels, The Great Towns 53-62 (F)</p>
9/28	City Life and Space in the Contemporary City of the Global North	<p>Assigned Reading:</p> <p>Louis Wirth, Urbanism as a way of Life, 115-130 (P)</p> <p>Lewis Mumford, What is a City, 110-114 (F)</p> <p>J. Jacobs, The Uses of Sidewalks: Safety, 149-153 (F)</p>
10/3	Class and Space in Contemporary Cities of the Global North	<p>Assigned Reading:</p> <p>Same Boss Warner, Evolution and Transformation, 63-72 (P)</p>

		<p>Kenneth Jackson, The Drive-In Culture of Contemporary America, 73-82 (F)</p> <p>D2L: Herbet Gans Levittown and America from The Levittowners (1967) selection from The City Reader Volume 2, 63-68 (P)</p>
10/5	Social Capital, New Social Classes, and the Contemporary City	<p>Assigned Reading:</p> <p>Robert Fishman, Beyond Suburbia 83-91 (F)</p> <p>Robert Putnam, Bowling Alone, 154-162 (P)</p> <p>Richard Florida, The Creative Class, 163-169 (F)</p>
10/10	Urban Social Ecology, the Chicago School and Exclusion	<p>Assigned Reading:</p> <p>Ernest W, Burgess, The Growth of the City, 178-186 (P)</p> <p>Daphne Spain, What Happened to Gender Relations on the Way from Chicago to Los Angeles, 193-202 (P)</p>
10/12	The New Urban Social Ecology, the LA School and Exclusion	<p>Assigned Reading:</p> <p>Michael Dear, The Los Angeles School of Urbanism 187-192, (F).</p> <p>Ali Madanipour, Social Exclusion and Space 203-211 (P)</p> <p>Calgary Project:</p> <p>D2L: Robert Murdie and Carlos Teixeira, C. In T. Bunting & P. Fillion (Eds.), Canadian cities in transition: the twenty-first century (2nd ed., pp. 198–223). New York, NY: Oxford University Press. (O)</p> <p>Additional Reading:</p> <p>Mike Davis, Fortress L.A., 212-217 (O)</p>
10/17	The New Urban Social Ecology and Exclusion from the Global South	<p>Assigned Reading:</p> <p>D2L: Ananya Roy. 27 Mar 2014 ,Worlding the South from: The Routledge Handbook on Cities of the Global South Routledge. (F)</p> <p>Yasser Elshestawy, The New Arab City, 328-337. (P)</p> <p>Additional Reading:</p>

		<p>D2L: Janet Abu-Lughod, Abu-Lughod, J. L. (1987). The Islamic City--Historic Myth, Islamic Essence, and Contemporary Relevance. <i>International Journal of Middle East Studies</i>, 19(2), 155–176. (O)</p> <p>D2L: Anthony D. King , Colonialism and Urban Development, <i>Cities of the Global South Reader</i> (2015) 29-39. (O)</p> <p>Guest Lecture: Yawei Zhao on Social Exclusion and Urban Development in China</p>
10/19	Anti-Black Racism in the Contemporary North American City	<p>Assigned Reading:</p> <p>D2L: William Julius Wilson, From Institutional to Jobless Ghettos (P)</p> <p>W.E.B. Dubois, The Negro Problems of Philadelphia, 124-130 (F)</p> <p>Elijah Anderson, The Code of the Street and Decent Street Families, 131-138 (F)</p>
10/24	Culture of Fear in the Contemporary City	<p>Assigned Reading:</p> <p>D2L: Ben Glassner (1999), Black Men. <i>The Culture of Fear: Why Americans Are Afraid Of the Wrong Things: Crime, Drugs, Minorities, Teen Moms, Killer Kids, Mutant Microbes, Plane Crashes, Road Rage, & So Much More</i>. New York, NY: Basic Books. (P)</p> <p>D2L: Setha Low (2003). <i>Fear of Crime. Behind the Gates: Life, Security, and the Pursuit of Happiness in Fortress America</i> (pp. 114–123). New York, NY: Routledge. (P)</p> <p>Discuss Urban Film Review</p>
10/26	Public Space, City Revitalization, and the Culture of Fear	<p>Assigned Reading:</p> <p>James O. Wilson and George L. Kelling, Broken Windows, 259-269 (P)</p> <p>D2L: Don Mitchell (F), Postmodern Geographical Praxis? The Postmodern Impulse and the War against Homeless People in the 'Post-Justice' City, pp. 57-92 in Claudio Minca (ed) <i>Postmodern Geography: Theory and Praxis</i>, Wiley-Blackwell. (P)</p> <p>D2L: Bradley L Garrett, The privatisation of cities' public spaces is escalating.</p>

		https://www.theguardian.com/cities/2015/aug/04/pops-privately-owned-public-space-cities-direct-action (P)
10/31		<p>Discuss: Calgary Project</p> <p>Below are some optional readings mentioned in the syllabus that will help you with a number of possible Calgary Projects. I will put these readings and more on D2L in the folder marker Calgary Project Readings. Some are also put in the related theme. These readings are only necessary to read if you find them useful or if do a related project.</p> <p>D2L: Boddy, T. (1992). Underground and Overhead (O)</p> <p>D2L: Sustainable Calgary, Toward Smart Growth in Calgary (O)</p> <p>D2L: David Hulchanski, Homelessness in Canada (O)</p> <p>Monchuk, J. (2008, August). Healthy Communities: Can Good Urban Planning Help You Live Longer? Apple: Calgary's Health and Wellness Magazine, 21–23 (O)</p> <p>Movie: Los Angeles Plays Itself Part 1</p>
11/2	Midterm Examination	
11/7	Inner City Revitalization	<p>Assigned Reading:</p> <p>Michael Porter, The Competitive Advantage of the Inner City, 314-327 (P)</p> <p>D2L: Andrew Wood, Making sense of urban entrepreneurialism Scottish Geographical Magazine 114 (2) 120-123. 1998 (P)</p> <p>Myron Orfield, Metropolitcs and Fiscal Equity, 338-356 (F)</p>
11/9		<p>Urban Film Review Due (in class no electronic submissions will be accepted)</p> <p>Movie: Los Angeles Plays Itself Part 2</p>
11/14 and 11/16	Break	

11/21	Gentrification and Homelessness	<p>Assigned Reading:</p> <p>D2L: Planetary Gentrification, Loretta Lees, Hyun Bang Shin, and Enesto Lopez-Morales, pp. 24-52. (P)</p> <p>Guest Lecture: Ray Yeung on Gentrification in Hong Kong</p> <p>Calgary Project:</p> <p>D2L: David Hulchanski, Homelessness in Canada (O)</p>
11/23	Contesting the Community Planning Processes and the Politics of Place	<p>Assigned Reading:</p> <p>Sherry Arnstein, A Ladder of Citizen Participation, 279-292 (F)</p> <p>D2L: Robert W. Lake Planners' Alchemy Transforming NIMBY to YIMBY JAPA 59 (1) 1993 (F)</p> <p>D2L: Tim Cresswell (2004). Defining Place. Place: A Short Introduction (pp. 1–14). Malden, MA: Blackwell (F)</p>
11/28	Approaches to Urban Planning	<p>Assigned Reading:</p> <p>Peter Hall, The City of Theory, 431-444 (F)</p> <p>Bishwapriya Sanyal, Hybrid Planning Cultures, 525-536. (F)</p> <p>Must be proficient (P) with at least two groups of reading for an essay question on the final examination.</p> <p>Group A:</p> <p>Frederick Olmsted, Public Parks and Enlargement of Towns, 364-370</p> <p>Ebenezer Howard, Author's Introduction and The Town-Country Magnet, 271-378</p> <p>Group B:</p> <p>Le Corbusier, A Contemporary City, 379-387</p> <p>Frank Lloyd Wright, Broadacre City, 388-393</p> <p>Group C:</p>

		<p>John Forester, Planning in the Face of Conflict, 467-480</p> <p>Paul Davidoff, Advocacy and Pluralism in Planning, 481-491</p> <p>Additional Reading:</p> <p>D2L: Edmund Fowler, Building Cities that Work, 139-177 [If you want to reading something that address the specific Canadian planning context.] (O)</p> <p>Edward Kaiser and David Godschalk, 445-466 (O)</p>
11/30	Urban Design	<p>Assigned Readings:</p> <p>Introduction to Part Seven: 553-557 (F)</p> <p>William Whyte, The Design of Spaces, 587-595 (P)</p> <p>Clarence Perry, The Neighborhood Unit, 563-575 (P)</p> <p>Jan Gehl, Three Types of Outdoor Activities, 608-617 (P)</p> <p>Additional Reading:</p> <p>Project for Public Spaces, What is Placemaking, 558-562 (O)</p> <p>Calgary Project:</p> <p>D2L: Boddy, T. (1992). Underground and Overhead (O)</p>
12/5	New Urbanist Design and Sustainable Urban Development	<p>Assigned Reading:</p> <p>CR: Congress for the New Urbanism, Charter of the New Urbanism, 410-413 (P)</p> <p>D2L: David Harvey, The New Urbanism and the Communitarian Trap (P)</p> <p>D2L: Andrew Blowers and Kathy Pain (1999). Sustainable Development and the City (P)</p> <p>Timothy Beatley, Planning for Sustainability in European Cities, 492-503 (F)</p> <p>Additional Readings:</p>

		<p>You will need to be proficient (P) with at least two of these additional readings for an essay on the final essay</p> <p>World Commission on Environment and Development 404-409</p> <p>Jonas Rabinovitch and Joseh Leitman, Urban Planning in Curitiba, 504-511</p> <p>Peter Calthorpe, Urbanism in the Age of Climate Change, 511-524</p> <p>Allan Jacobs and Donald Appleyard, Toward an Urban Design Manifesto, 596-607</p> <p>D2L: William Kunstler, Home from Nowhere</p> <p>D2L: Peter Newman and Jeffrey Kenworthy, J. (1999). Sustainability and Cities: Overcoming Automobile Dependence</p> <p>Calgary Project:</p> <p>Sustainable Calgary, Toward Smart Growth in Calgary</p>
12/7		<p>Part 3: Los Angeles Plays Itself</p> <p>Calgary Project Due (in class no electronic submissions will be accepted)</p>
		Final Examination TBA
Lecture and reading schedule is subject to revision.		