

## **CP 110: INTRODUCTION TO CITY PLANNING**

4 UNITS, M W 12:30-2:00pm, Wurster 112



### **I. Course Description**

**What** is a city, and what forms can it take?

**Why** is Planning so powerful in shaping our daily lives, and how should this power be used?

**Why** is it more important than ever to study cities and urban processes?

**What** will cities be like in the future, and how can we prepare now?

**What** are the power relations, decisions, and politics that define cities and impact daily life?

**What** are the key challenges facing cities – and why are radical solutions sometimes required?

**What** are the ethical, political and ideological debates within City Planning, and what mistakes have been made in the past?

**Why** is the revolution, inevitably, an urban one?

**“Cities have the capability of providing something for everybody, only because, and only when, they are created by everybody.” (Jane Jacobs, 1961)**

**“Make the impossible- possible” (Henri Lefebvre, 1976)**

**“We built this city on rock and roll” (1985)**

Cities are home to the majority of human beings. They are the breeding grounds of social movements and revolution; innovation and creativity; problems and solutions. They are unequal, and they are emancipatory. They are unjust, and birthplaces of justice.

In the future, cities will play an even more important role as urbanization continues, and therefore, it is more crucial than ever before to understand cities, urban processes, and the power and potential of urban planning.

This course offers a basic introduction to the practice and theory of city planning in America and elsewhere in the world. The course begins with an overview of the evolution of cities and modern city planning and then examines several planning subtopics – such as land use, urban design, socio-spatial justice and inequality, housing, economic development, infrastructure and the idea of urban sustainability – in light of contemporary social, political, and economic issues. The final weeks will be spent looking at cross-cutting issues of urban development and governance, including globalization and immigration; climate change and urban resilience, and the idea and concept of the future city.

The class aims to give students a feel for the hands-on work of city planning, while also exploring some of the key debates within planning, and providing conceptual understanding of the historical, political, legal, social, and environmental contexts that surround and affect it. It is designed for undergraduates who may be curious about a career or further study in urban and regional planning, or simply want to know how and why planning impacts everyday urban life.

### **Teaching Staff**

**Instructor:** Dr. Jason Luger ([jdluger@berkeley.edu](mailto:jdluger@berkeley.edu))

**Office Hours:** Wednesday, 2:30-4:30pm Room 328 Wurster Hall (Or by appointment).

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## **II. Required Readings**

The required textbook for this course is:

- *Contemporary Urban Planning*, by John M. Levy (2013 Edition)

This book is on reserve at the Planning library in Wurster Hall. This book is also available in PDF form on bCourses, so purchase of the book is optional.

All other course readings are available on bCourses page, in PDF form, or will be web links that we will provide. Students are encouraged to print weekly readings and bring them to discussion section. Students are responsible for all course readings.

**Required weekly readings** are indicated on the syllabus. In addition – there are **recommended readings** that are helpful resources and I encourage students to engage with them, particularly useful for your urban case study report and for midterm / exam study.

## **III. Course Format**

CP 110 meets twice a week for 1.5-hour lecture sessions (12:30 to 1:59 pm on M and W) and once a week for a 1-hour discussion section (on Fridays). Sections will be used for reading discussions, field trips, and other exercises. **Attendance is mandatory in both lecture and discussion sections.**

Please note that the use of cell phones is not permitted during class. Laptops are allowed for note-taking only. Students using phones or laptops for other reasons may be asked to leave. Policies will be strictly enforced.

## **IV. Course Objectives**

The major objective of this course is to provide students with a comprehensive overview of the field, and theory, of city planning in the U.S. and in other countries. **Students are expected to gain the following knowledge and skills from the course:**

1. An understanding of the basic elements of historical and contemporary planning practice, including key models and theories used by planners and the basic institutional settings in which they work.
2. An appreciation of the dynamics of power relations in the urban environment, and how these power relations shape urban space, daily life, urban identity, and urban policy.
3. A basic introduction to the complexity of urban constituencies and governance, and the ways in which planners deal with conflicting goals and evidence, political considerations,

and multiple levels of policy-making.

4. A sense of the variety of tools used in planning practice: administrative, political, economic, physical, environmental, etc.
5. An understanding of city planning issues in different international contexts, with a focus on how local planning intersects with global economies.
6. An understanding of the way that social justice and the market intersect and the role that planners play as intermediaries between policy, practice, the social good, and market forces.
7. The ability to write a well-organized, professional case study on a specific city, in the style of an informed city planner.

## **V. Course Assignments and Grading**

### **1) Weekly Reading Reflection / Response 10% (Due Each Thursday, by 11:59pm)**

a) Starting Week 2, each student must submit on Bcourses a 1-page (Single Spaced) reflection and response to **any 2** of the weekly readings. These must be submitted to Bcourses by 11:59pm on the Thursday before your discussion section. These reading reflection/responses should NOT be a summary of the readings – but rather, a direct response to the key ideas, topics, debates or discussions in the reading. Please find some way to critique each reading, or, find a way to compare one with another. **PLEASE PRINT THESE EACH WEEK AND BRING THEM TO DISCUSSION SECTION.**

### **2) Urban Issues Blog (Must Complete 10 Blog Posts Over Semester) (10%)**

The first week of class, all students must set up a personal blog site on Tome, Tome.Press. It is free and easy to use. When you set up your blog, please share it with your GSI and you are welcome to also share it with the rest of the class via Bcourses, so others can follow along. You are also invited (but not required) to share your blog with the wider urban world and to publicize it via social media. Privacy settings are up to you, but you must make it available to your GSI (at a minimum).

- Over the course of the semester, each student must post 10 blog entries (spread out over the term! We will check the posting dates!)
- These blog posts should be your candid thoughts and reflections about a city-planning / urban-related topic or issue. However – you are free to be creative!

Maybe you saw a movie that relates to the class and you want to review it. Maybe you have an amazing photo that you took. Are you a poet? Maybe you are inspired to write an urban poem. Did you read something interesting (beyond the course), and want to share thoughts about it? Did you travel somewhere and have an interesting experience? Is there something you are passionate, curious, excited, or angry about?

- Your blog can relate directly to a topic we cover in class – or a specific lecture or section discussion, a guest speaker or some other course activity /event. Or, it can be completely based on things outside of class. The only stipulation is that it must be urban-themed and relate in some way to the key ideas / debates / discussions within City Planning,
- Your urban blog is your place to be creative, a visual artist; to practice your design or photo skills; and hopefully, will be something you are proud to share with the class but also with the wider global urban community.
- We will review your blog at the end of the course, and this will be 10% of your course grade. We are grading for effort – not based on your web-design skills or any specific type of content.
- You are not required to, but we also welcome your interaction with other students' blogs – comments, discussions, links, etc.

3) **"CITY VISION 2050": (25%) (3,500 Words Maximum) DUE Friday, December 7<sup>th</sup> by 6pm on BCourses**

**'Make the Impossible-Possible' (Lefebvre)**

- Using the knowledge and planning tools and principles gained in the class and through course readings, please prepare a **CITY VISION FOR 2050** for a city OTHER THAN the one you are from, and outside of the Bay Area.
- This **Vision 2050** should be achievable, but that is your only parameter. *You may propose a vision as radical as you see fit, as long as you justify it. For justification, refer to examples, case studies, readings, or other topics discussed in lecture or sections. Properly reference / cite when necessary.*

- You must approach this task as a futurist: What will be the crucial issues facing your city in 2050, and how must a plan made today address them?

**The report should break down as follow:**

**a. (3-4 pages): Where do things stand today?**

- An overview and critique of existing plans for the city, and justification for why your Vision should take a different approach.
- A contextual overview of the city's key statistics, demographics, economy, infrastructure, social and cultural issues and political landscape.

**b. (5-7 pages): What is the 2050 Vision?**

- What is your vision for your chosen city, and why? Themes should include (but are not limited to)
  - Consideration of Justice, Ethics, and Relevant Social Issues
  - Economy and Economic development
  - Sustainability / Urban Environment (disaster / climate change strategy)
  - Housing
  - Infrastructure, Transit, and Mobility
  - Design and Aesthetics
  - Culture and Recreation
  - Public Space / Open Space (e.g. Parks)
  - Public Health and Safety

It is up to you how you would like to present this case study: It can be a traditional MS Word document or can be more of a professional report in the style of city planning policies / documents or consultancy reports. Feel free to use maps / photos or illustrations.

Proper referencing is required, including images or maps not your own. And be especially mindful of university plagiarism policies.

**4) Group Midterm Field Project: (15%) Due on Bcourses on Thursday, October 11<sup>th</sup> by 11:59pm.**

You will work in groups of 4-5 people (assigned in the first couple of discussion sections) to prepare a 5-7 page report and a 10 minute presentation on a public space in the Bay Area – but it must be a place that you visit in person, so please make sure it is accessible to Berkeley

campus (walkable, bike-able or BARTABLE within 30 minutes). If you must use a car to get there – it is too far. Public spaces can be parks, plazas and squares; they can be portions of a street or a sidewalk; they can be inside of buildings.

Using the tools, principles, theories, ethics and lessons you learned in the first half of the class, please critique your chosen public space and critically evaluate:

- a) **The Design of the space**
- b) **The Sustainability of the space**
- c) **The social aspects of the space**
- d) **The accessibility of the space**
- e) **The social justice of the space**
- f) **The surrounding neighborhood – what are the characteristics? (Economic, Physical, Socio-Demographic, Environmental?)**

You will submit your group report by Friday, October 12<sup>th</sup> (on Bcourses), and will present your report to your Discussion Section with your Group on Friday, 12<sup>th</sup>) (possibly also 19<sup>th</sup> if more time needed).

Things to consider for and incorporate into your analysis: the framework developed by William S. Whyte, and / or other tools such as a SWOT analysis; APA planning ethics; arguments for / against planning; lessons and conclusions drawn from planning movements in history as they relate to your site (e.g. City Beautiful, Garden Cities, Modernism, Post-Modernism, Grassroots Planning, Market-led urbanism / neoliberal planning; Marxist planning; New Urbanism).

**5) Final Exam: (2 hours) (20%) Held on Friday, December 14<sup>th</sup>, 12p-2:00pm (112 Wurster with Annex spaces if needed)**

**6) Class Participation and Attendance (20%): Attendance is mandatory and participation in lecture / section discussion is essential.**

**7) Extra Credit Opportunities: To be Announced**



## VI. Course Schedule and Key Dates, Readings, and Lecture Topics

DATE	TOPICS AND ASSIGNED READINGS
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### Part I: Historical Developments in Urban Planning and Theory

#### **WEEK 1**

**W 8/22**      *Welcome and Course Overview*

- Readings:**
- ‘The Walls we Won’t Tear Down’ – The New York Times, August 6, 2017
  - Mumford, ‘What is City?’ (3 pages)
  - Why do Cities Exist? Walker, 1-17
  - <https://www.nytimes.com/2018/08/10/style/numtot-urbanism-memes.html>

**F 8/24**      **First Discussion Section: Welcome to CP110 and Section Overview**

#### **WEEK 2**

**M 8/27**      **What is City Planning, and Why is it More Crucial Than Ever? (Change)**

- Readings**
- Levy Ch. 1, “An Overview”: pp. 1-8.
  - UN Habitat Ch 1. ‘Urban Challenges and the Need to Revisit Urban Planning’
  - Klosterman: Arguments For, and Against, Planning (1-13)

**Weekly Resources for Discussion:**

- The Homeless Crisis in Berkeley: <https://www.theguardian.com/us-news/2017/mar/15/berkeley-california-homeless-identity-crisis>
- [http://nymag.com/daily/intelligencer/2017/04/the-urban-rural-divide-matters-more-than-red-vs-blue-state.html?utm\\_content=bufferc97ac&utm\\_medium=social&utm\\_source=twitter.com&utm\\_campaign=buffer](http://nymag.com/daily/intelligencer/2017/04/the-urban-rural-divide-matters-more-than-red-vs-blue-state.html?utm_content=bufferc97ac&utm_medium=social&utm_source=twitter.com&utm_campaign=buffer)
- <http://storymaps.esri.com/stories/2016/wealth-divides/index.html>

**W 8/29**      **Ancient Cities to 20<sup>th</sup> Century Planning Theory**

- Readings**
- Levy Ch. 3, “The History of Planning: Part I”: pp. 29-54.
  - Levy Ch. 4, “The History of Planning: Part II”: pp. 56-68.



F 8/31 Discussion Section 2: Early Movements in Planning

### WEEK 3

M 9/3 NO CLASS – LABOR DAY

W 9/5 The Modern City: Industry, Revolution, and Reform (The Birth of Modern Planning)

Readings

- Hall, Peter, Ch 1 'Cities of Imagination' (39 pages)
- Hall, Peter. Ch. 2 "The City of Dreadful Night." Hall, Peter. Cities of Tomorrow: An Intellectual History of Urban Planning and Design in the Twentieth Century. Third Edition. Malden: Blackwell Publishing, 2002. pp. 13-47.

F 9/7 Discussion Section 3: The Birth of The Discipline of Planning; Early Reform; Maps; and Ethnography  
Break into Field Project Groups! (Groups of 5 students or close thereof).

### WEEK 4

M 9/10 Early Planning Movements (Late 19<sup>th</sup> / Early 20<sup>th</sup> Centuries)

Readings

- Reps, J. Gridiron Cities (1-29)
- City Beautiful Movement, Peter Hall 'City of Monuments', 1-27

W 9/12 Enter The Suburb: Garden Cities and Auto-Transformations

Readings

- Hall, Peter. Ch. 4 "The City in the Garden." Hall, Peter. Cities of Tomorrow: An Intellectual History of Urban Planning and Design in the Twentieth Century. Third Edition. Malden: Blackwell Publishing, 2002. 48 Pages
- The Garden City and Modern Planning, Lewis Mumford (20 pages)

F 9/14 Discussion Section 4: The Industrial City, the Reform City, and the Beautiful City  
DUE – YOUR GROUP MUST SHARE YOUR CHOSEN PUBLIC SPACE / FIELD SITE WITH GSI

## WEEK 5

### M 9/17 Planning History III: Modernism and Radical Ideas of Urbanism (Utopia and Dystopia)

- Readings**
- Wright F. L., 'Broadacre City' 1-6
  - LeCorbusier, 'A Contemporary City' 1-9
  - Lynch, Image of the City Excerpt (1-14)

### W 9/19 Rational Planning? Urban Renewal: Race, Space, and Power

- Readings**
- Brahinsky, Rachel. 2011. "Race and the City: The (Re)Development of Urban Identity." Geography Compass 5 (3): 144–53.
  - Marcuse, P. 'Cities in Quarters' pp. 1-13
  - **PODCAST:** 99% Invisible — The Pruitt-Igoe Myth  
<https://99percentinvisible.org/episode/episode-44-the-pruitt-igoe-myth/>

#### Weekly Discussion Resource:

- [https://www.citylab.com/equity/2016/12/esri-map-income-inequality-washington-dc-new-york-san-francisco/510398/?utm\\_source=SFFB](https://www.citylab.com/equity/2016/12/esri-map-income-inequality-washington-dc-new-york-san-francisco/510398/?utm_source=SFFB)

### F 9/21 Discussion Section 5: Debate – Top Down vs. Grassroot / Community Planning (Does Urban Renewal Work, and is it Just?)

## WEEK 6

### M 9/24 The Late 20<sup>th</sup> Century City – Post-Modernism, Neoliberalism and Market-Based Planning

- Readings**
- Troy, 'Urban Planning in the Late 20<sup>th</sup> Century', 1-21
  - 20<sup>th</sup> Century Land Use Planning, Kaiser and Godschalk (1-21)
  - D. Harvey, from 'Managerialism to Entrepreneurialism', 1-16

#### Recommended Reading and Weekly Resources:

- Davis, M. 'Fortress LA', 1-23
- <https://www.theatlantic.com/business/archive/2016/04/how-americas-coastal-cities-left-the-heartland-behind/478296/>

### W 9/26 Ideas on Looking at Cities and Observing Urban Space

- Readings**
- Jacobs, J. Excerpt from 'Death and Life of American Cities', 'Safety' (1-27)
  - Wilson and Keller, 'Broken Windows' (15 pages) (Replace with Peter Hall?)
  - Allan Jacobs – Looking at Cities

**F 9/28**      **Discussion Section 6. Go to Your Group Field Site! Conduct 1 Hour of Observation / Urban Ethnography**

## **PART II: CONTEMPORARY PRINCIPLES, PRACTICE AND IDEAS IN URBAN PLANNING**

### **WEEK 7**

**M 10 /1**      **Making Plans, I. Ethics and Principles**

- Readings**
- Lucy, 'APA's Ethical Principles?' (4 pages)
  - Hoch, 'Making Plans' 1-20
  - Fainstein, 'New Direction in Planning Theory' 1-28

#### **Weekly Resources for Discussion:**

- Regional Plan Association. "North East Megaregion 2050: A Common Future." New York: Regional Plan Association, 2007. pp. 1-31.
- State of Victoria. "Melbourne in Summary". Melbourne 2030: Planning for Sustainable Growth. Department of Infrastructure. 2002. pp. 1-10.
- Calthorpe Associates, "Vision California: Charting Our Future". Statewide Scenarios Report. 2010. pp. 1-19.

**W 10/3**      **The Planner and the Political**

**Guest Speaker: TBD**

- Readings**
- Yitfachel, Oren. "Planning and Social Control: Exploring the Dark Side." Journal of Planning Literature 12:4 (1998): pp. 395-404.
  - Levy Ch. 6, "Planning and Politics": pp. 93-105.
  - From Baltimore to Ferguson, 1-5

**F 10/5**      **Discussion Section 7: Critiquing a Plan**

- Resources**
- The London Plan (Executive Summary and Skim)
  - Growing Stronger Detroit and 'Lean and Greener Detroit' (Plans)
  - The Berkeley General Plan

## WEEK 8

### M 10/8 The Scales of Planning (Neighborhood / City / Region – Compatible?)

- Readings**
- Levy Ch. 16, “Planning for Metropolitan Regions”: pp. 334-351.
  - Levy Ch. 8, “The Comprehensive Plan”: pp. 123-134.
  - Brookings Institution. “Overview.” The State of Metropolitan America. 2010. pp. 23-34.
  - Hall, Peter. Ch. 5 “The City in the Region.” Hall, Peter. Cities of Tomorrow: An Intellectual History of Urban Planning and Design in the Twentieth Century. Third Edition. Malden: Blackwell Publishing, 2002. pp. 142-187.

#### Weekly Resources for Discussion:

- City of New Orleans. Unified New Orleans Plan: Citywide Strategic Recovery and Rebuilding Plan. 2007. “Table of Contents” pp. 1-6 and “Introduction” pp. 9-20.

### W 10/10 Contemporary Urban Revitalization and Community-Based Planning

- Readings**
- Levy Ch. 11, “Urban Renewal and Community Development”: pp. 207-231.
  - Kinder, ‘DIY Detroit’ – Chapter 7 ‘Producing Local Knowledge’
  - ‘The Next American Revolution’ (Grace Lee Boggs) – Ch. 4 – Detroit, Space and Place to Begin Anew (ppg. 105-114)

TH 10/11: **PUBLIC SPACE MIDTERM FIELD PROJECT DUE on bCourses by 11:59 pm**

F 10/12 Discussion Section 8 – GROUP PRESENTATIONS OF PUBLIC SPACE FIELD STUDY! (10 Minutes Each)

## WEEK 9

### M 10/15 Economic Development

- Readings**
- Levy Ch. 13, “Economic Development Planning”: pp. 259-274.
  - Levy, chapter “What Local Economic Developers Actually do”
  - Krumholtz, ‘Equitable Approaches to Local Economic Development,’ 1-13
  - Planning for the Triple Bottom Line (APA) (Skim)

### W 10/17 Neoliberal Urbanism, Economic Development and Gentrification

- Walker, Richard (2018) 'Pictures of a Gone City' – Chapters 1 and 2
- Zimmerman (2008), 'Milwaukee: From Brew Town to Cool Town' 1-13
- [https://www.citylab.com/equity/2017/04/the-roots-of-the-new-urban-crisis/521028/?utm\\_source=SFFB](https://www.citylab.com/equity/2017/04/the-roots-of-the-new-urban-crisis/521028/?utm_source=SFFB) (Richard Florida)

**F 10/19      Discussion Section 9: Neoliberal Economic Development and Gentrification**

**WEEK 10**

**M 10/22      Housing Equity and Gentrification – The Great Debate**

- Readings**
- How Gentrification Works: Moskowitz 'How to Kill a City', Chapter 2, pg. 31-44
  - How to Kill a City' (Moskowitz) Chapter 3 'Destroy to Rebuild'
  - Solnit, Google Buses 'Pale Bus, Pale Rider', 1-10
  - Lees, Lopez, Shin: 'Introduction: Gentrification; A Global Urban Process? 1-18

**More Reading Resources for Weekly Discussion:**

- Guardian, High House Prices in SF, 1-6
- <https://www.theguardian.com/us-news/2017/mar/22/zapier-pay-employees-move-silicon-valley-startup>
- Zukin, S. 'How Brooklyn Became Cool', 1-55

**W 10/24      Transportation Infrastructure and Mobility**

- Readings**
- Levy Ch. 12, "Transportation Planning": pp. 234-257.
  - Webber, Melvin M. The Bart Experience- What Have We Learned. *The Public Interest*, 45, 1976. pp. 3-47.
  - Bertaud and Poole, "Density in Atlanta: Implications for Traffic and Transit". Policy Brief No. 61. Reason Foundation. 2007. pp. 1-5.
  - Cervero, R. Transit Density, 1-15
  - Aerotropolis, Ch. 1 (1-25)

**More Reading Resources for Weekly Discussion:**

- Dowall, David and Robin Ried. Improving California's Infrastructure Performance: The California Infrastructure Initiative," Journal of Public Works Management and Policy; January, 2009, pp. 1-19.
- State of California. "Providing Performance Based Infrastructure." The California Strategic Growth Plan. 2008. pp. 7-12.

**F 10/26      Discussion Section 10: Transit Infrastructure and Urban Mobility and / or Gentrification Debate**

## WEEK 11

### M 10/29 Urban Design and People-Oriented Cities

#### Readings

- Levy Ch. 10, "Urban Design": pp. 172-205.
- Jacobs and Appleyard 'Toward and Urban Design Manifesto' pp. 1-9
- Cooper et al. – The Urban Design Decision-Making Process (from Designing Sustainable Cities – Chapter 1)
- <https://www.knightfoundation.org/articles/better-cities-block-by-block-new-toolkit-helps-communities-build-more-inviting-public-spaces>

### W 10/31

### Urban Design and Public Space (II): *The Right to the City?*

#### Readings

- Sennett – 'Reflections on Public Realm' (1-8)
- Mitchell, 'The end of Public Space?' 1-27
- Santos, 'Urban Common Space, Heterotopia, and the Right to the City' (1-12)

### F 11/2

### Discussion Section 11: Debating the Right to the City?

## III. Global Cities, Sustainability and the Urban Future

## WEEK 12

### M 11/5

### 'Green Cities?' Climate Change, Sustainability and Resilience

#### Readings

- Levy Ch. 14, "Growth Management, Smart Growth, and Sustainable Development": pp. 276-300.
- The Brundtland Commission. "Towards Sustainable Development." The Sustainable Urban Development Reader. Ed. Stephen M. Wheeler and Timothy Beatley. New York: Routledge, 2004. pp. 53-57.
- Campbell, 'Green Cities, Just Cities?' 1-17

### W 11/7

### Future Challenges (1): Looking Globally

#### Readings:

- Gilbert, 'How to Help the Megacities of the South', 1-9
- Laquian 'Asian Emerging Mega-Cities', 1-23
- Mobility in Shanghai: Williams et al., (2017)
- Plan for Delhi to 2021 (Key Points)

- Mexico City Plan (Key Points)
- <https://www.nytimes.com/2017/05/12/us/olympics-los-angeles-2024.html?mcubz=3>
- <https://www.nytimes.com/2017/04/20/magazine/how-singapore-is-creating-more-land-for-itself.html?hp&action=click&pgtype=Homepage&clickSource=story-heading&module=photo-spot-region&region=top-news&WT.nav=top-news>

F 11/9

**Discussion Section 12: PLEASE BRING YOUR DRAFT CITY VISION 2050 FOR PEER REVIEW!**

## WEEK 13

M 11/12

**NO CLASS – VETERAN’S DAY HOLIDAY**

W 11/14

**The Smart City? Data, Automation, and Urban Planning**

### Readings

- Wyly, ‘Thinking about the Politics of the Smart City’, (1-10)
- Wiig, ‘Empty Rhetoric of Smart City’, 1-20
- <https://www.newscientist.com/article/2131048-automation-will-have-a-bigger-impact-on-jobs-in-smaller-cities/>
- [http://www.oxfordmartin.ox.ac.uk/news/201601\\_Technology\\_at\\_Work\\_2](http://www.oxfordmartin.ox.ac.uk/news/201601_Technology_at_Work_2)
- Guardian – ‘Smart cities’

F 11/16

**Discussion Section 12: Debating Smart Cities and the Role of Data**

## WEEK 14

M 11/ 19

**The Non-Western Urban Future (I)**

### Readings

- Simone, AM – Urbanization in Africa
- Tonkiss, ‘Social Justice and the City’ 1-8
- Davis, Mike (2004) Planet of Slums Chapter 1
- McFarlane the ‘Poolitical City’, 1-24
- **PODCAST: Finding inspiration in Kibera – Nairobi’s Biggest Slum, from Al Jazeera**  
<https://www.aljazeera.com/podcasts/the-debrief/2017/11/finding-inspiration-kibera-kenya-biggest-slum-171120140752747.html>

W 11/21

F 11/ 23

**No Class or Section for Thanksgiving Break!**



## WEEK 15

M 11/26 Nonwestern Cities and the Urban Future (II)

- Readings
- Levy Ch. 18, "Planning in Other Nations": pp. 373-413.
  - African Sprawl – The Economist (4 pages)
  - Cunningham-Sabot, 'Shrinking Cities in the UK and France', 1-12
  - Can Urban Planning Help Reduce Violence in Indian Cities? (3 pages)
  - Keil, R. Suburban Planet (2018), Introduction and Chapter 5

W 11/28

Readings Course Conclusion and Recap: *Saving Our Cities*

- Caterall, B. 'Utopia on the Edge' (1-8)
- Goldsmith, W. Looking Ahead. In '*Saving Our Cities*' (2017).
- [https://www.nytimes.com/interactive/2017/04/11/world/europe/uk-london-brexit.html?\\_r=1](https://www.nytimes.com/interactive/2017/04/11/world/europe/uk-london-brexit.html?_r=1)

F 11/30 Final Discussion Section (13) – Course Review and Recap

## WEEK 16

R+R Week – NO CLASS

M 12/3 No Class

W 12/5 Final Exam Review -Wurster Hall 112, 12:30-2pm (Optional)

F 12/7 CITY VISION 2050 DUE ON BCOURSES, 6pm!

## WEEK 17 Finals Week

F 12/ 14 Final Exam, 12pm-2pm, 112 Wurster Hall

### **Academic Conduct**

Students are expected to act responsibly and honestly in completing all coursework. Cheating, plagiarism, fabrication or falsification of data, and other forms of academic dishonesty are considered serious offenses; **the resulting disciplinary penalties may include a failing grade for the class, and possibly suspension from the university.**

**Never:** (1) turn in an assignment that you did not write yourself; (2) turn in an assignment for this class that you previously turned in for another class; (3) falsify or misrepresent information for a term project; or (4) present material from another source as your own writing or work in a term project report.

### **Policy on Plagiarism**

The University's Library website provides information on using complete and proper citations for your assignments. You can visit the site for citation guidelines (see below). It also provides an important reminder about plagiarism: "Plagiarism is a form of academic dishonesty, violating the Berkeley Campus Code of Student Conduct. The campus issues a guide to understanding plagiarism, which states:

'Plagiarism means using another's work without giving credit. You must put others' words in quotation marks and cite your source(s). Citation must also be given when using others' ideas, even when those ideas are paraphrased into your own words.'

Plagiarism is a serious violation of academic and student conduct rules and is punishable with a failing grade and possibly more severe action."

More information is available at following University websites:

- UC Berkeley Library:  
<http://www.lib.berkeley.edu/instruct/guides/citations.html#Plagiarism>
- Berkeley Campus Code of Student Conduct:  
<http://students.berkeley.edu/uga/conduct.pdf>
- Faculty Help Desk - Student Conduct (see section on plagiarism).  
<http://ls.berkeley.edu/?q=faculty/helpdesk/conduct>