

Parsons The New School for Design

PGUD 5015 / CRN 6704: Fall 2015

**Design and Urban Practice History Lab:  
The Temporal City**



Marrakech, 2010. Photo: Joseph Heathcott

Lectures: Thursdays, 12:10 pm - 1:25 pm, 66 Fifth Avenue, Room 515

Workshops: Thursdays, 1:40 pm - 2:55 pm, 66 Fifth Avenue, Rm 515

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*Perhaps I am afraid of losing Venice all at once, if I speak of it, or perhaps, speaking of other cities, I have already lost it, little by little.*

-- Italo Calvino, Invisible Cities

## Overview

In this course, we investigate the temporality of the city. Together we seek to understand how time relates to the urban across a range of spaces, scales, and conditions. Our goal is not only to examine the development of cities over time, but also to construct what historians call a "useable past"--that is, an account of the ideas and practices that emerge out of urban life and that present lessons for solving problems. "If we would lay a new foundation for urban life," Lewis Mumford wrote, we must identify those values that emerge from the history of cities as well as "those which may still be called forth."

Understanding the evolving form and meaning of cities is crucial for urbanists. For centuries, cities have concentrated symbols of power and domination in their built environments. And yet, cities are more than static reflections of social structures; urban spaces serve as key sites through which people struggle over, sustain, legitimize, and challenge power relations. Cities also concentrate and intensify mediations of the everyday world, whether in language, writing, art, performance, tools, infrastructure, networks, or human relationships to nature.

The Design and Urban Practice History Lab examines the city as an always unfinished proposition, both deeply conscribed by long-term forces and subject to sudden rupture and transformation. We consider varied scales and modes of urban change, differential impacts of such change on particular urban spaces, and the multiple ways in which we reckon change through aesthetics, design, politics, and other practices. We also read across disciplines, from history and literature to anthropology, sociology, architecture, and planning. To focus our work, we examine three major conditions of urban temporality:

The first condition is *the mutually constitutive relationship between the material and the ideal* in the production of urban form and meaning over time. On the one hand, cities are significant as the locus of people's direct engagement with the material reality of the everyday world. On the other hand, cities reflect multiple imaginaries, as people struggle to define, explain, and mediate lived experience. Cities and urban imaginaries persist in a dynamic, iterative relationship, laying down residues in landscape, fracturing memory, shaping ideology, and transforming experience. Thus, we pay close attention to the tensions between reality and imagination as these drive urban change.

The second condition is *the multiplicity of urban experience*. Many scholars argue that cities are forged through amorphous and expanding transnational networks. But as Gyan Prakash observes, citizens "experience their globally situated and connected urban space as decidedly local lifeworlds, thick with specific experiences, practices, imaginations, and memories." Thus, the material city reflects multiple subjectivities constituted through a nested series of spatial and temporal scales. To this end, we consider a variety of ways in which people conceptualize and enact time in the city, and how social positionalities shape urban form, culture, and meaning. Indeed, we consider the paradoxical notion that time itself is temporal--that the conception of time changes within the crucible of urban life.

The third condition is that of *narrative and the embodiment of time in language and landscape*. By telling stories about the city, we miniaturize, modulate, and manage the vast complexity of urban life. Through a "*history of cities*," for example, we contain the urban in biography. Through "*cities in history*" we connect the urban to broad world events and processes. And through "*history in cities*" we reckon with collective memories that constellate around the urban landscape. Our narratives also distinguish between a "*history of the city*," which assumes a unitary transhistorical urban reality, usually based on Eurocentric precepts, and "*histories of urbanisms*," which suggests a plurality of times, places, and experiences. In the end, however much we grant an autonomous life and reality to "the past," history is at its core a futurist proposition--a way of drawing on the past to dream another world.

## Assignments

Assignments in this course are designed with two purposes in mind: first, to synthesize materials and provoke critical conversation; and second, to contribute to the knowledge base of cities and urbanism. This semester, students will work with The New School's "Humanities Action Lab" to design and execute final projects that use web tools to expand our capacity for urban research while building new understandings of cities as they develop over time.

### Participation (20% of final grade)

The Urban History Lab is a self-organizing space of collaborative learning based on principles of shared purpose and mutual respect. Students should embody these principles by preparing for class, contributing to discussion, and engaging one another on a civil basis. Disagreements and debates should be expressed in ways that advance rather than hinder the process. We should avoid absence, tardiness, and disruptive actions because these diminish our opportunities to learn from each other. Following these guidelines, we can create a supportive and potent learning environment.

### Critical Reflections (20% of final grade)

Each student will produce five critical reflections over the course of the semester. The first critical reflection will be due during week four for the entire class. Thereafter students will select which topics / dates they cover. The critical reflections comprise one of the main opportunities outside of class where students shape responses to the ideas, themes, and topics explored in the readings. Reflections will consist of three key elements: observations, questions, and visual supplements. They are due in printed format at the end of class sessions.

### Primary Source Reports (20% of final grade)

Over the course of the semester, each student will produce two primary source reports. These exercises will sharpen your skills in close reading, analysis, and interpretation. To focus the work, the reports will be devoted to particular artifact forms. The first report will examine a textual document, such as a letter, poem, short story, planning brief, state proclamation, court finding, patent application, census schedule, probate record, or similar artifact. The second report will examine a static visual document, such as a painting, photograph, advertisement, map, or architectural drawing. Each report should describe the artifact, account for its origins, contexts, and purposes, interpret its varied meanings, and connect it to broader histories. At the end of the semester we will compile the reports into a PDF as a record of our collective engagement with the wide range of materials that form the basis of urban historical research.

### Term Projects (40% of final grade)

The core purpose of the Urban History Lab is to build knowledge of the development of cities over time. While a substantial amount of the course is devoted to engagement with scholarly texts, we will also contribute our own research to the commonweal. Working with the Humanities Action Lab, each student will design a "Proof of Concept" project that uses digital tools and platforms to advance new knowledge of particular urban places, actors, and processes. It is up to the class as a whole to decide the direction of the project. We could collectively create a new web site that enables user-generated publication of urban research, like a "Wikipolis." We could develop individual tactical interventions into existing sites, such as Wikipedia, or contribute original material to inventories and databases like the UNESCO World Heritage Commission site. The field is wide open; let's see what we can do!

## Weekly Schedule

<b>PART ONE. TEMPORALITIES</b>
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### WEEK ONE. SEPT 3. INTRODUCTION AND ORIENTATION

#### Required Readings

Barbara Adam, "Time," *Theory, Culture, Society* 23 (2006): 119-126.  
Jennifer Robinson, "Reimagining the City through Comparative Urbanism," in *Ordinary Cities: Between Modernity and Development* (Routledge, 2006), pp. 41-64.

#### Recommended

Stephen Hawking, *A Brief History of Time* (Bantam, 1988).  
Andreas Huyssen, *Twilight Memories: Marking Time in a Culture of Amnesia* (Routledge 1994).  
W.L Craig, *The Tenseless Theory of Time* (Springer 2000).  
Martin Heidegger, *Being and Time* (Harper 2008).  
Russell West-Pavlov, *Temporalities* (Routledge 2012).

### WEEK TWO. SEPT 10. HISTORY AND ITS (DIS)CONTENTS

#### Required Readings

Hayden White, "The Historical Document as Literary Artifact," in *Tropics of Discourse* (Johns Hopkins, 1986).  
Eric Wolf, "Introduction," in *Europe and the People without History* (University of California Press, 1982), pp. 1-23.  
Nancy Stieber, "Microhistory of the Modern City: Urban Space, its Use and Representation," *Journal of the Society of Architectural Historians* 58: 3 (Sep. 1999), pp. 382-391.

#### Media

BBC: China (2014) <[www.youtube.com/watch?v=gvImBVPabNg](http://www.youtube.com/watch?v=gvImBVPabNg)>  
Frontline: The First Christians, Pt. 1 (1998) <[www.youtube.com/watch?v=OhJUDhitYlc](http://www.youtube.com/watch?v=OhJUDhitYlc)>  
Conservation Lab, National Archives (2013) <[www.youtube.com/watch?v=Rzg\\_FYn\\_rZg](http://www.youtube.com/watch?v=Rzg_FYn_rZg)>

#### Recommended

Gayatri Spivak, *Nationalism and the Imagination* (Seagull Books, 2015).  
Edward Said, *Orientalism* (Vintage, 1979).  
Paul Ricoeur, *Memory, History, and Forgetting* (University of Chicago Press, 2004).  
Johannes Fabian, *Time and the Other: How Anthropology Makes its Object* (Columbia, 2014).  
Homi Bhabha, *The Location of Culture* (Routledge, 2004).  
Michel Foucault, *The Archaeology of Knowledge* (Vintage 1982).  
Reinhart Koselleck, *Futures Past: On the Semantics of Historical Time* (Columbia 2004).

## WEEK THREE. SEPT 17. TEMPORALITIES AND URBANITIES

### Required Readings

- Andrew Lees, "Origins and Locations of Early Cities, 3500-500 BCE," in *The City: A World History* (Oxford, 2015), pp. 1-14.
- Brian McGrath, "Slow, Moderate, Fast: Urban Adaptation and Change," in Steward Pickett et al, eds., *Resilience in Ecology and Urban Design* (Springer, 2013), pp. 231-253.
- Vyjayanthi Rao, "Embracing Urbanism: City as Archive," *New Literary History* 40, 2 (2009), pp. 371-383.

### Recommended

- Andreas Huyssen, *Present Pasts: Urban Palimpsests and the Politics of Memory* (Stanford University Press, 2003).
- Peter Hall, *Cities in Civilization* (New York: Pantheon Books, 1998).
- Janet Abu-Lughod, *Before European Hegemony: The World System, 1250-1350* (Oxford 1989).
- Rita Wright, *The Ancient Indus: Urbanism, Economy, and Society* (Cambridge 2009).
- Xuefei Ren, *Urban China* (Polity, 2013).
- Charles Tilly and Wim Blockmans, eds., *Cities And The Rise Of States In Europe, AD 1000 to 1800* (Westview, 1994).
- Jean-Claude Golvi, *Ancient Cities Brought to Life* (Thalamus, 2007).
- Monica Smith, *The Social Construction of Ancient Cities* (Smithsonian Books, 2010).
- Michael Balter, "Why Settle Down? The Mystery of Communities," *Science*, 20 November, 1998, pp.1442-1445.

<b>PART TWO. FORMS</b>
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## WEEK FOUR. SEPT 24. URBAN FORM AND MEANING OVER TIME

### Required Readings

- James Scott, "Cities, People, Language," in Aradhana Sharma and Akhil Gupta, eds., *The Anthropology of the State* (Wiley-Blackwell, 2006).
- Shibu Raman and Nicola Dempsey, "Cultural Diversity and Spatial Structure in the Indian Urban Context," *Journal of Urban Design* 17, 3 (2012), 425-447.
- Hassan Radoine, "Planning Paradigm in the Medina: Order in Randomness," *Planning Perspectives* 26:4, pp. 527-549.

### Media

- Buildings in Netherlands <<http://dev.citysdk.waag.org/buildings/> - 52.3756,4.8889,10
- Polders, The Scene of Land and Water <<http://static.nai.nl/polders/e/index.html>>
- Walk through Medina, Marrakech < <https://www.youtube.com/watch?v=0GQOoX9IS34>>
- Walk through Hutong, Beijing < <https://www.youtube.com/watch?v=IGDGyh5AGgE>>
- In the Suburbs (1957) < <https://www.youtube.com/watch?v=uYCJiS9n34o>>

## Recommended

Spiro Kostof, *The City Shaped: Urban Patterns and Meanings through History* (Bulfinch, 1991).  
Catherine Coquery-Vidrovitch, *The History Of African Cities South of the Sahara* (Markus-Wiener Publishers, 2005).  
Weiping Wu and Piper Guabatz, *The Chinese City* (London: Routledge, 2012).  
Ananya Roy and Nezar AlSayyad, eds., *Urban Informality* (Lexington Books, 2004).  
Hannah Higgins, *The Grid Book* (Cambridge, MA: MIT Press, 2009).  
Jeffrey Wasserstrom, *Global Shanghai, 1850-2010* (London: Routledge, 2009).  
Robert Fishman, *Bourgeois Utopias: The Rise and Fall of Suburbia* (Basic Books, 1989).

## WEEK FIVE. OCT 1. CITIES AND THE DIAGRAMMING OF POWER

### Required Readings

Angel Rama, "The Ordered City," in *The Lettered City* (Duke 1996).  
Ambe Njoh, "French Colonial Urbanism in Africa," in Carlos Nunes Silva, ed., *Urban Planning in Subsaharan Africa* (Routledge 2015), pp. 95-108.  
Christine Boyer, Part One, *Dreaming the Rational City: The Myth of American City Planning* (MIT Press, 1983).

### Media

Petra, *Lost City of Stone* (Nova 2015) [www.youtube.com/watch?v=jeHtKI-LJLQ](http://www.youtube.com/watch?v=jeHtKI-LJLQ)  
Göbeklitepe Belgeseli (2014) [www.youtube.com/watch?v=c3IF5K5QDL8](http://www.youtube.com/watch?v=c3IF5K5QDL8)

## Recommended

David Harvey, *Paris: The Capital of Modernity* (New York: Routledge, 2005).  
Hannah Higgins, *The Grid Book* (Cambridge, MA: MIT Press, 2009).  
Spiro Kostof, *The City Shaped: Urban Patterns and Meanings through History*, (Boston: Bulfinch Press, 1991), Chapter 3: *The City as Diagram*, pp. 94-207.  
Carol Willis, *Form Follows Finance: Skyscrapers and Skylines in New York and Chicago* (Princeton Architectural Press, 1995).  
José Luis de Rojas, *Tenochtitlan: Capital of the Aztec Empire* (Florida Press, 2014).

## WEEK SIX. OCT 8. URBAN CHANGE FROM SPECTACULAR TO MUNDANE

### Required Readings

Li Shiqiao, "The City of Maximum Quantities," in *Understanding the Chinese City* (Sage 2014), pp. 28-54.  
Vinayak Bharne, "Anointed Cities: The Incremental Urbanism of Hindu India," in *The Emerging Asian City: Concomitant Urbanities and Urbanisms*, (Routledge, 2012), pp. 17-26.  
Yasser Elsheshtawy, "Arabian Tabula Rasa: Abu-Dhabi's Urban Imaginary," *After Zero* (Boston: Harvard University Press, 2009), pp. 98-110.

## Media

How Buildings Learn, Pt 6--Shearing Layers [www.youtube.com/watch?v=HTSbtM12IZw](http://www.youtube.com/watch?v=HTSbtM12IZw)  
The Fate of Old Beijing <http://sites.asiasociety.org/chinagreen/feature-hutong/>

## Recommended

Barbara Hanawalt, *City and Spectacle in Medieval Europe* (University of Minnesota Press, 1994).  
Carmelo Malacrino, *Constructing the Ancient World: Architectural Techniques of the Greeks and Romans* (Getty Trust, 2010).  
Orhan Pamuk, *Istanbul: Memories and the City* (Vintage Books, 2006).  
Xuefei Ren, *Urban China* (Polity, 2013).  
Donald Olsen, *The City as a Work of Art: London, Paris, Vienna* (Yale University Press, 1988).  
Michael Sorkin, ed., *Variations on a Theme Park* (Hill and Wang, 1992).  
Barbara Hanawalt, *City and Spectacle in Medieval Europe* (University of Minnesota Press, 1994).

<b>PART THREE. MULTIPLICITIES</b>
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## WEEK SEVEN. OCT 15. IDENTITIES

### Required Readings

Duanfang Lu, "Introduction: Architecture, Modernity, and Identity in the Third World," in Duanfang Lu, ed., *Third World Modernism: Architecture, Development and Identity* (Routledge, 2010), pp. 1-28.  
Aihwa Ong, "Worlding Cities, or the Art of Being Global," in Ananya Roy and Aihwa Ong, eds., *Worlding Cities: Asian Experiments and the Art of Being Global* (Wiley-Blackwell, 2012).  
Johana Londoño, "Aesthetic Belonging: The Latinization of Union City, New Jersey," in David Diaz and Rodolfo Torres, eds., *Latino Urbanism: The Politics of Planning, Policy, and Redevelopment* (NYU Press, 2012), pp. 47-64.

### Recommended

Kevin Mumford, *Interzones: Black/White Sex Districts in Chicago and New York in the Early Twentieth Century* (Columbia University Press, 1997).  
Yolanda Retter et al, *Queers in Space: Communities, Public Places, and Sites of Resistance* (Columbia University Press, 1997).  
Zeynep Çelik, *Urban Forms and Colonial Confrontations: Algiers under French Rule* (Berkeley, 1997).  
Labelle Prussin, "Non-Western Sacred Sites: African Models," *Journal of the Society of Architectural Historians*, 58, 3 (1999/2000), pp. 424-433.  
Martin Murray, *Taming the Disorderly City: The Spatial Landscape of Johannesburg after Apartheid* (Cornell, 2008).  
AbdoulMaliq Simone, *For the City Yet to Come: Changing African Life in Four Cities*, (Durham: Duke University Press, 2004).  
Jan Lin, *The Power of Urban Ethnic Places* (Routledge, 2010).



## WEEK EIGHT. OCT 22. PUBLICITIES

### Required Readings

Robin Adèle Greeley, "The Performative Politicization of Public Space: Mexico 1968-2008-2012," thresholds 41 (Spring 2013), pp. 18-31.

Hazel Carby, "Policing the Black Woman's Body in an Urban Context," *Critical Inquiry* 18 (1992), pp. 738-755.

Mona Harb, "Public Spaces and Spatial Practices: Claims from Beirut," *Jadaliyya* (Oct 2013).

### Media

William Whyte, *The Social Life of Small Urban Spaces* (1988) <https://vimeo.com/111488563>

PPS "Great Public Spaces" Database [http://placemaking.pps.org/great\\_public\\_spaces/](http://placemaking.pps.org/great_public_spaces/)

Design Trust for Public Space, <http://designtrust.org>

### Recommended

Setha Low, *On the Plaza: The Politics of Public Space and Culture* (UTexas Press, 2000).

Ali Madanipour, ed., *Whose Public Space? International Case Studies in Urban Design and Development* (Routledge, 2010).

Richard Sennett, *The Fall of Public Man* (Norton, 1992).

Zeynep Çelik et al, eds., *Streets: Critical Perspectives on Public Space*, (Berkeley: University of California Press, 1994).

Lawrence Herzog, *Return to the Center: Culture, Public Space, and City Building in a Global Era* (University of Texas Press, 2006).

Rachel Moore et al, eds., *Public Space, Media Space* (Palgrave, 2013).

## WEEK NINE. OCT 29. REPRESENTATIONS

### Required Readings

Ranjani Mazumdar, "Urban Allegories," in *Bombay Cinema: An Archive of the City* (University of Minnesota Press, 2007), pp. xvii-xxxvii.

Robert Churchill. "Urban Cartography and the Mapping of Chicago." *Geographical Review* 94, 1 (2004), pp. 1-22.

Javier Monclus, "International Exhibitions and Urban Design Paradigms," in *Exhibitions and the Development of Modern Planning Culture*, eds. Robert Freestone and Marco Amati (Ashgate 2014), pp. 225-242.

### Media

Levine Collections, NYPL Map Room, <http://digitalcollections.nypl.org/collections/john-h-levine-collection-/?tab=about>

British Library Images on line <https://imagesonline.bl.uk/>

Prelinger Film Archive <https://archive.org/details/prelinger>

Library of Congress, American Memory Project <http://memory.loc.gov>



## Recommended

- Joan Aruz, ed., *Art of the First Cities: The Third Millennium B.C. from the Mediterranean to the Indus* (Metropolitan Museum of Art, 2003).
- Javier Monclus and Manuel Guardia, eds., *Culture, Urbanism, and Planning* (Ashgate, 2006).
- Chris Berry et al, eds., *Public Space, Media Space* (Palgrave, 2013)
- Dennis Wood, *The Power of Maps* (Guilford, 1992).
- Andrew Higgot and Timothy Wray, eds., *Camera Constructs: Photography, Architecture, and the Modern City* (Ashgate 2011), pp. 136-146.
- Janet Ward, *Weimar Surfaces: Urban Visual Culture in 1920s Germany* (UCal Press, 2001).
- Alev Çinar and Thomas Bender, *Urban Imaginaries: Locating the Modern City* (University of Minnesota Press, 2007).
- Barbara Mennel, *Cities and Cinema* (Routledge, 2006).

## PART FOUR. NETWORKS

### WEEK TEN. NOV 5. CHANNELS AND FLOWS

#### Required Readings

- H. C. Kiang, "Kaiefeng and Yangzhou: The Birth of the Commercial Street," in *Streets: Critical Perspectives on Public Space*, (Berkeley: University of California Press, 1994), pp. 45-56.
- Teresa Caldeira, "Imprinting and Moving Around: New Visibilities and Configurations of Public Space in São Paulo," *Public Culture* 24(2): 385-419.
- Mauricio Tenorio-Trillo, "Japan," in *I Speak of the City: Mexico City at the Turn of the Twentieth Century* (Chicago, 2013).

#### Media

- GVSHP "Off the Grid" <http://gvshp.org/blog/2011/02/25/welcome-to-off-the-grid/>
- City Lore, "Place Matters" <http://placematters.net>
- Subway systems drawn to scale <http://fakeisthenewreal.org/subway/>
- BBC, The Box [http://news.bbc.co.uk/2/hi/in\\_depth/business/2008/the\\_box/default.stm](http://news.bbc.co.uk/2/hi/in_depth/business/2008/the_box/default.stm)

#### Recommended

- John Urry, *Mobilities* (Polity, 2007).
- Tim Cresswell and Peter Merriman, *Geographies of Mobilities* (Ashgate, 2011).
- Suzi Hall, *City, Street, and Citizen: The Measure of the Ordinary* (London: Routledge, 2013).
- Allen Jacobs, *Great Streets* (MIT Press, 1995).
- Manuel Castells, *The Rise of the Network Society* (Wiley-Blackwell, 1996).
- Michael Guggenheim and Ola Söderström, eds., *Re-shaping Cities: How Global Mobility Transforms Architecture and Urban Form* (Routledge, 2009).
- Jun Wang et al, eds., *Making Cultural Cities in Asia: Mobility, Assemblage, and the Politics of Aspirational Urbanism* (Routledge, 2015).

## WEEK ELEVEN. NOV 12. INFRASTRUCTURES AND CYBORGS

### Required Readings

- Stephen Graham and Simon Marvin, "Constructing the Modern Networked City, 1850-1960," *Splintering Urbanism* (Routledge, 2001), pp. 39-89.
- AbdouMalik Simone, "People as Infrastructure: Intersecting Fragments in Johannesburg," *Public Culture*, 16, 3 (2004), pp. 407-429.
- Matthew Gandy, "Cyborg Urbanization: Complexity and Monstrosity in the Contemporary City," *International Journal of Urban and Regional Research* 29, 1 (2005), pp. 26-49.

### Recommended

- William Mitchell, *Me++: The Cyborg Self and the Networked City* (MIT 2004).
- Jussi Parikka, *The Geology of Media* (University of Minnesota Press, 2015).
- Sherry Turkle, *Alone Together* (Basic Books, 2013).
- Keller Easterling, *Extrastatecraft: The Power of Infrastructure Space* (Verso 2014).
- Matthew Gandy, *The Fabric of Space: Water, Modernity, + the Urban Imagination* (MIT, 2014).
- Karen Bakker, "Constructing 'Public' Water: The World Bank, Urban Water Supply, and the Biopolitics of Development," *Environment and Planning D* 31, 2 (2013), pp. 280-300.
- Michael Weinstock, *System City: Infrastructure and the Space of Flows* (Academy Press, 2013).

## WEEK TWELVE. NOV 19. ECOLOGIES AND REGIONS

### Required Readings

- Vera Candiani, "Living in a Fluid Landscape," in *Dreaming of Dry Land: Environmental Transformation in Colonial Mexico City* (Stanford, 2014).
- William Cronon, "The Wealth of Nature: Lumber," in *Nature's Metropolis: Chicago and the Great West* (W.W. Norton, 1991), pp. 148-206.
- Eric Swyngedouw, "The City in a Glass of Water," in *Social Power and the Urbanization of Water* (Oxford, UK: Oxford University Press, 2004), pp. 27-50.

### Recommended

- Ian Douglas, *Cities: An Environmental History* (Tauris, 2013).
- Brian McGrath, ed., *Urban Design Ecologies* (Wiley, 2013).
- Hannah Velten, *Beastly London: A History of Animals in the City* (Reaktion, 2013).
- Volker Welter, *Biopolis: Patrick Geddes and the City of Life* (Cambridge: MIT Press, 2002).
- Anuradha Mathur and Dilip Da Cunha, *Soak: Mumbai in an Estuary* (Rupa & Co, 2009).
- Mohsen Mostafavi, ed., *Ecological Urbanism* (Lars Muller, 2010).
- Eric Sanderson, *Mannahatta: A Natural History of New York City* (Abrams, 2009).
- Timothy Beatley, *Biophilic Cities: Integrating Nature into Urban Design and Planning* (Island Press, 2010).
- John Marzluff, *Welcome to Subirdia* (Yale, 2014).

<b>PART FIVE. PALIMPSESTS</b>
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WEEK THIRTEEN. NOV 26. THANKSGIVING

WEEK FOURTEEN. DEC 3. RESILIENCIES - THE CITY AT 10,000 YEARS OLD

Required Readings

Justin Jennings, "Cities and the Spread of the First Global Cultures," in *Globalizations and the Ancient World*, (Cambridge University Press, 2010), pp. 35-57.  
Giorgio Agamben, "What is a Camp," in *Homo Sacer: Sovereign Power and Bare Life*, (California, Stanford University Press, 1998).  
Kevin Fox Gotham, "Critical Theory and Katrina," *City* 11, 1 (2007), pp. 81-99.

Media

The Fabulous Ruins of Detroit [www.detroityes.com/fabulous-ruins-of-detroit/](http://www.detroityes.com/fabulous-ruins-of-detroit/)  
Rockefeller Foundation 100 Resilient Cities [www.100resilientcities.org](http://www.100resilientcities.org)  
Path to Resilience, A Tale of Two Cities, India [www.youtube.com/watch?v=KdXSzYcg3qA](http://www.youtube.com/watch?v=KdXSzYcg3qA)  
Agricultura Urbana, Mexico [www.youtube.com/watch?v=w9gF\\_fO3yz8](http://www.youtube.com/watch?v=w9gF_fO3yz8)

Recommended

Janet Abu-Lughod, *Cairo: 1001 Years of the City Victorious* (Princeton, 1971).  
Howard Davis, *The Culture of Building* (Oxford, 2006).  
Leo Hollis, *London Rising* (New York: Walker & Co., 2008).  
Lawrence Vale and Thomas Campanella, *Resilient Cities* (Oxford, 2005).  
Andrew Herscher, *The Unreal Estate Guide to Detroit* (University of Michigan Press, 2012).  
Ayda Eraydin and Tuna Tasan-Kok, *Resilience Thinking in Urban Planning* (Springer, 2012).  
Virginia Jenkins, *The Lawn: A History of an American Obsession* (Smithsonian, 1994).  
Lewis Mumford, *The City in History: Its Origins, Its Transformations, and Its Prospects* (San Diego: Harcourt Inc., 1961).

WEEK FIFTEEN. DEC 10. FUTURE PASTS

Required Readings

Yukiko Koga, "The Architecture of a Foreign Country: Harbin's Architectural Inheritance," in Anne Cronin and Kevin Hetherington, eds., *Consuming the Entrepreneurial City: Image, Memory, Spectacle* (Routledge, 2008), pp. 221-253.  
Austin Zeiderman, "Cities of the Future? Megacities and the Space/Time of Urban Modernity," *Critical Planning*, Summer 2008, pp. 23-39.  
Jorge Otero-Pailos, "Historic Provocation: Thinking Past Architecture and Preservation," *Future Anterior* 2, 2 (2005), pp. ii-vi.

## Recommended

- James Marston Fitch, *Historic Preservation: Curatorial Management of the Built World* (University of Virginia Press, 1990).
- Anthony Tung, *Preserving the World's Great Cities* (Clarkson Potter, 2001).
- Dolores Hayden, *The Power of Place: Urban Landscape as Public Memory* (MIT, 1997).
- Nezar Alsayyad, ed., *The End of Tradition?* (Routledge, 2003).
- Mike David, *City of Quartz: Excavating the Future in Los Angeles* (Vintage, 1992).
- Ash Amin and Nigel Thrift, *Cities: Reimagining the Urban* (Polity, 2002).
- Steven Semes, *The Future of the Past: A Conservation Ethic for Architecture, Urbanism, and Historic Preservation* (W.W. Norton, 2009).

## WEEK SIXTEEN. DEC 17. PROJECT PRESENTATIONS

## Lab Policies

We want all of you to be successful in this course. The policies listed here provide the structure within which you can ensure success. You are responsible for all assignments, even if absent. Late assignments, failure to complete the readings, and lack of preparedness for in-class discussions and presentations will jeopardize your successful completion of this course.

### Attendance

Students are expected to attend every session. Attendance is taken at the beginning of each session. The instructors may fail any student who is absent for a significant portion of class time (3 absences for classes that meet once per week). Lateness or early departure from class may also count as absence.

### Participation

Class participation is essential and includes: completing readings, contributing to class discussions, maintaining civil conduct, and attending regularly and on time. Every student is expected to contribute, even if it takes the form of a comment prepared in advance. Attendance and participation constitutes 20% of the grade, and can make a significant difference in the final grade.

### Electronic Devices

Students should silence their phones. Laptops are permitted for taking notes, reviewing readings, and making presentations. However, students should not use e-mail or social networking websites during the class except in case of emergencies. As an aside, there is mounting evidence that taking notes by hand activates specific neurocircuitry in the brain associated with information integration and recall, and that these circuits are not activated in people using electronic devices for note taking. We are not yet cyborgs!

### Food and drinks

Students should eat only by respecting other students in the class, and avoid disrupting the discussions. There will be a break in-between the lecture and discussion session that students can use for getting snacks and drinks. If you bring chocolate, you must share it with the instructor.

### Delays

In rare instances, the instructors may be delayed arriving to class. If we have not arrived by the time class is scheduled to start, you must wait a minimum of 30 minutes for arrival. In the event that we miss class entirely, we will notify everyone by email regarding the assignment for the next class meeting. (This has never happened in my twenty years of teaching, but there is always a first time).

### Course Website

Canvas is an important resource for this class. Students should check it for readings, assignments and announcements every week.

## University Policies

### New School Policy on Academic Integrity

It is the responsibility of students to learn the procedures specific to their discipline for correctly and appropriately differentiating their own work from that of others. As the New School policy states: "Plagiarism and cheating of any kind in the course of academic work will not be tolerated. Academic honesty includes accurate use of quotations, as well as appropriate and explicit citation of sources in instances of paraphrasing and describing ideas, or reporting on research findings or any aspect of the work of others (including that of instructors and other students). These standards of academic honesty and citation of sources apply to all forms of academic work."

Compromising your academic integrity may lead to serious consequences, including (but not limited to) one or more of the following: failure of the assignment, failure of the course, academic warning, disciplinary probation, suspension from the university, or dismissal from the university. Every student at Parsons signs an Academic Integrity Statement as a part of the registration process. Thus, you are held responsible for being familiar with, understanding, adhering to and upholding the spirit and standards of academic integrity as set forth by the Parsons Student Handbook.

### Guidelines for Written Assignments

The New School's Learning Center offers many resources for students to help with their writing: <http://www.newschool.edu/learning-center/subpage.aspx?id=83344>. There are many other useful guides for academic writing. I often direct students to Wesleyan University's Writing Center, which has many great links to resources such as Strunk and White's classic *Elements of Style*, Paul Brians' *Common Errors in English Usage*, and the University of Wisconsin's *Writing Handbook*. See Wesleyan's Center here: <http://www.wesleyan.edu/writing/workshop/resourcesforstudents.html>.

For further information on proper acknowledgment and plagiarism, including expectations for paraphrasing source material and proper forms of citation in research and writing, students should consult the *Chicago Manual of Style*, 16th edition (University of Chicago Press, 2010), *The Craft of Research*, 3rd edition (University of Chicago Press, 2008), or *A Manual for Writers*, 7th edition (University of Chicago Press, 2007).

### Student Disability Services

In keeping with the University's commitment to provide equal access for students with disabilities, any student with a disability who needs academic accommodations is welcome to meet with the instructor privately. All conversations will be kept confidential. Students requesting any accommodations will also need to meet with Jason Luchs in the office of Student Disability Services, who will conduct an intake, and if appropriate, provide an academic accommodation notification letter to you to bring to me. At that point I will review the letter with you and discuss these accommodations in relation to this course. Mr. Luchs's office is located in 80 Fifth Avenue, 3rd floor. His direct telephone number is (212) 229-5626, extension 3135. You may also access more information through the University's web site at <http://www.newschool.edu/student-disability-services/>

## Grading

### A-/A/A+

Reserved for exceptionally good papers and presentations that go well above and beyond the expectations and requirements set forth in the assignment. They demonstrate substantial effort and achievement in the areas of critical thinking and scholarship. They also demonstrate considerable interpretive connections between texts and ideas, a high level of analysis, and flexibility of argument. The argument or point of view that is offered is consistent throughout the paper, and governs the use and interpretation of all examples and source material. “A” papers are very well organized, and are free of grammatical and editorial errors.

### B-/B/B+

These are very good papers and presentations. This paper/presentation offers a sustained and meaningful structure to a critical endeavor that is more complex than a paper at the “C-/C/C+” level. What also distinguishes “B-/B/B+” work is the author’s ability to offer a unique insight, to ask questions of primary or secondary source material, and/or to set up a debate between texts or points of view. The author’s point of view is clear and an argument is sustained fairly consistently throughout the paper. “B-/B/B+” papers/presentations are logically organized, and also respond to the assignment in thoughtful and distinctive ways.

### C/C+

These are average papers and presentations. They will demonstrate some success in engaging with the assignment. The work will show that the student can identify and use key terms and passages in a text and apply them to other texts, or materials. Additionally, the work will demonstrate effort in the areas of analysis and critical thinking by posing an interesting problem or question. However, a typical problem with “C/C+” work is that the original problem or question, once asked, does not move the paper forward. Often, there is no real insight or proposition given, or there are a variety of possible ideas put forward but with little commitment or coherence. “C/C+” papers may also have significant organizational, grammatical and/or editorial errors in evidence. These errors impede the reader’s ability to understand the author’s point, or result in a product that seems repetitive or circular.

### C-/D

The paper/presentation adheres to all of the minimum guidelines of formatting, page-length, or other terms of the assignment. Written work or audiovisual presentations receiving a “C-/D” grade may be a simple restatement of fact or commonly held opinion. These kinds of papers/presentations also will tend to put forward obviously contradictory or conflicting points of view, or may be unclear. “C-/D” papers may also have serious organizational and grammatical errors in evidence, which may impede the reader’s ability to understand the author’s point.

### F

Failing grades are given for required work that is not submitted, for incomplete final projects, or for assignments that fail to follow even the basic requirements (without prior notification and approval). Make-up work or completion of missed assignment may be permitted only under exceptional circumstance with the approval of the instructor.