

APLN 501 (call # 7506) / AGOG 521 (call # 7626) 4 Credits

PLANNING HISTORY AND PHILOSOPHY

COURSE OUTLINE FOR SPRING 2006

Course Schedule: Mondays & Wednesdays 4:15-5:35 pm, in AS-121; extra day of class - Friday 28th April 2006. Final Exam scheduled for 4:15 pm, Weds. May 17th.

Instructor: Ray Bromley, AS-224; 442-4766; r.bromley@albany.edu

Office Hours: Mondays 2:30-3:30 pm, Tuesdays 5:00-6:00 pm, and Wednesdays 2:30-3:30 pm, and by appointment. You're welcome to catch me after class (not between 3:30 and 4:15pm as that's my time to make sure everything's ready for class) or to e-mail me any time with questions.

OBJECTIVES:

1. **To help you develop your knowledge of the history of urban and regional planning.**
Attention is focused on the major intellectuals, visionaries and practitioners who have contributed to current ideas, and to the principal schools of thought which have influenced American planning over the twentieth century. A few European, Latin American, Asian and Australian examples are used to illustrate the long history of planning and the international transmission of planning ideas.
2. **To present and discuss the main theories of planning, and in planning.**
Attention is focused on alternative rationales for planning, alternative visions of desired futures, alternative means to achieve objectives, the participants in the planning process, and different forms of opposition to planned changes. Consideration is given to planning by governments, corporations and non-profit organizations, to partnerships between different entities engaged in planning, and to forms of citizen participation. The discussion of planning is linked to broader political philosophies and world views: anarchism, statism, capitalism, socialism, "the mixed economy," nationalism, federalism, feminism, communitarianism, environmentalism etc. Planning itself is viewed as primarily focused on local land-use and the built environment, but also embracing local and regional social, economic and environmental issues. Some consideration is given to national policies and visions of national planning, and to the relations between local/regional planning, nation-building, and globalization.
3. **To help you improve your writing, researching and public speaking skills.**

SCHEDULE: We have classes on Jan. 23rd, 25th & 30th; Feb. 1st, 6th, 8th, 13th, 15th & 27th; March 1st, 6th, 8th, 13th, 15th, 20th, 22nd, 27th & 29th; April 3rd, 5th, 17th, 19th, 24th, 26th; May 1st, 3rd & 8th.

TOPICS TO BE COVERED:

Some topics will be covered in depth through case study lectures. Others will be covered in your recommended readings. Reading the textbooks is an indispensable component of this class.

Course Introduction; reading, writing, internet research, library research and public speaking tips; selecting and researching your Innovator Profile, Project Profile and Debate.

What is planning, and when is it urban/regional? Scales and styles of operation.

The Classical and Renaissance Heritage

- Classical and Medieval Towns and Cities.
- Formal and romantic landscapes; Italian villas and gardens, Paris and Versailles, French chateaux, St. Petersburg, L'Enfant's Washington DC, André Le Notre and “Capability” Brown, English stately homes.
- Models of urban design: From Vitruvius to Cerdá and Sitte; plazas, avenues, grids, malls, boulevards, private and public parks; promoting Beaux Arts; Haussmannizing Paris; the emergence of World's Fairs.

Parks, the City Beautiful Movement, and the Importance of Landscape Architects

- The nineteenth-century parks movement: J.C. Loudon, Joseph Paxton, Andrew Jackson Downing, Frederick Law Olmsted Sr., parks, parkways, metropolitan regional park systems, romantic suburbs and campuses.
- The City Beautiful Movement - neoclassical public buildings with romantic landscaping; the World's Columbian Exposition, Daniel Burnham, Charles Mulford Robinson, the McMillan Commission for Washington DC, and the 1909 Chicago Plan.

Social Reformers and Utopians

- Early utopians, anarchists, socialists, and benevolent visionaries in planning: the Saint-Simonians, Robert Owen, Peter Kropotkin; John Ruskin, William Morris and the Arts & Crafts Movement.
- Benevolent industrialists and planned industrial cities: New Lanark, Saltaire, Bournville, Port Sunlight, Pullman, Kingsport etc – Tony Garnier and the model industrial city.
- Curing the social and environmental ills of the 19th century industrial city: public health, settlement houses, community centers, playgrounds, bath-houses, tenement house reform, and the battle against “congestion of population.”. Edwin Chadwick, Octavia Hill, Charles Booth, Henry Mayhew, Lillian Wald, Jane Addams, Jacob Riis, Lawrence Veiller, Mary Simkhovitch, Benjamin Marsh and other crusaders. The “social gospel”.
- The Garden Cities Movement; Ebenezer Howard, Letchworth, Welwyn, and the links to suburbanization and the British New Towns.
- Garden suburbs: Llewellyn Park, Hampstead, Forest Hills Gardens etc.

- Arturo Soria y Mata and the Linear Cities Movement.

Regionalism

- Patrick Geddes, "Regionalism", Conservative Surgery, and the diffusion of city planning.
- Howard Odum and the Southern Regionalists.
- The RPA-NY: the Regional Plan of New York and Environs: Thomas Adams, Clarence Perry, metropolitan regional visions, transportation engineers and beaux arts architects.
- The RPAA: "Decentrists", the New York State Plan, Sunnyside & Radburn: Clarence Stein, Benton MacKaye, Stuart Chase, Lewis Mumford.
- The Port Authority of New York and New Jersey.

Building the legal and professional bases for planning

- Congresses, Planning Schools, Professional Associations, Textbooks and Journals.
- Zoning, subdivision and comprehensive plans; pioneering lawyers - Edward Bassett and Alfred Bettman.
- The great "practitioners": Raymond Unwin, Werner Hegemann, John Nolen, George Kessler, Harland Bartholomew.
- The U.S. Federal System: Intergovernmental relations, enabling legislation, grants-in-aid.

The New Deal and the World Wars

- Strategic industries, military bases and wartime housing; WW1 Emergency Fleet Corporation, WW2 atomic towns, etc.
- Employment generation through public works & environmental conservation; Hugh Hammond Bennett & soil conservation;
- The TVA and river basin planning: Arthur Morgan vs. David Lilienthal.
- Subsistence homesteads, the Resettlement Administration, and the greenbelt towns; Ralph Borsodi, Rexford Tugwell.
- The National Resources Planning Board chaired by Frederic Delano.
- Visions of national planning: Thorstein Veblen's ideas, the Soviet case, Keynesian economics, and Friedrich Hayek's critique.
- The HOLC, the FHA, the VA and the beginnings of mass public housing; Mary Simkhovitch, Catherine Bauer Wurster, Charles Abrams, and other housing advocates.

The Modernist Vision

- Modernism and Capitalism: automation and mass production; Frederick Winslow Taylor and the obsession with efficiency and scale economies; from City Beautiful to City Efficient.
- Technology, technocracy, and principles of modernity; the rational-comprehensive model of planning.
- Tony Garnier's Industrial City.
- Le Corbusier and CIAM (International Congress of Modern Architecture).
- Modernism and Communism: Soviet visions of the New Man and the Dictatorship of the Proletariat.
- Futurology and planning: the art and science of prognosis; self-fulfilling and self-defeating prophecies.
- Chandigarh (Le Corbusier), Brasilia (Costa and Niemeyer), and Islamabad (Doxiadis) as modernist cities.
- Singapore: planners' paradise? Nation building + capitalism + welfare state + strategic planning + modernist architecture with a dash of historic preservation = a passport to mass prosperity!

U.S. suburbanization and the post-1960 "urban and environmental crises"

- Nineteenth and early twentieth century suburbanization.
- Norman Bel Geddes, Robert Moses, the Interstate Highway System and the motor age.
- "Homes for heroes," William Levitt and Henry Kaiser: developers and the emergence of mass suburbanization.
- "The politics of exclusion" and the emergence of "Edge Cities." The costs and benefits of sprawl.
- Public Housing, Urban Renewal and "Model Cities."
- James Rouse: from shopping malls and new cities to festival marketplaces and affordable housing; Columbia, MD, Boston, Baltimore, San Francisco, and beyond.
- Jane Jacobs and Rachel Carson – radical attacks on modernism.
- Kevin Lynch, William H. Whyte, James Marston Fitch – new visions of urban design, public places, and the significance of historic preservation.

The U.S. Urban Crisis and the Resurgence of Community Development

- The U.S. Inner City Crisis: Alternative explanations.
- Ethnic succession, segregation, NIMBY and environmental racism.
- Saul Alinsky and the IAF; César Chávez and the farmworkers; Poor people's movements.
- Paul Davidoff and Advocacy Planning; the transition to equity planning and insurgent planning.
- The emergence and nature of Community Development Corporations (CDCs).

Regional Planning

- Location theory, Walter Isard and Regional Science;
- Constantinos Doxiadis and Ekistics; the great synthesis.
- Core-periphery relationships, growth poles, and peripheral regional development incentives; *aménagement du territoire*, "Operation Bootstrap" in Puerto Rico; The Venezuelan Guayana Program: CVG and Ciudad Guayana; John Friedmann till 1973.
- Enterprise zones and Export Processing Zones.
- Grand-scale nation-building: the examples of the U.S., Brazil, Nigeria, India, Pakistan and Indonesia.

Third World Planning

- Urban Functions in Rural Development (UFRD) – Brian Berry, Dennis Rondinelli, market centers and rural services.
- Jacob Crane and John Turner; urban homesteading, aided self-help, and sites and services schemes; Lima and Bandung case studies; Geddesian conservative surgery returns.
- Intermediate/Appropriate Technology, local self-reliance, grassroots and sustainable development. Ivan Illich, E.F. Schumacher, John Friedmann since 1973.

Alternative Approaches to Planning 1: New Voices

- Postmodernity, diversity, pluralism and communicative planning.
- Identity and heritage; whose history, whose future? Indigenous planning; the challenge of ethnic nationalism.
- The impact and potential of feminism.

Alternative Approaches to Planning 2: Environmentalism

- Ian McHarg and *Design with Nature*, sustainable cities, bioregionalism, and ecosystem restoration.
- Greenways and trails; the heritage of Frederick Law Olmsted Sr. and Benton MacKaye.

Alternative Approaches to Planning 3: Place-Making

- Community without Propinquity; cyber-visions of placelessness.
- Neo-Traditional Planning and the New Urbanism; Andrew Duany, Elizabeth Plater-Zyberk and Peter Calthorpe.
- Rousification, Disneyland and themed places.

Alternative Approaches to Planning 4: The Corporate Model

- Strategic plans.
- The competitive advantage of nations, regions and cities; Michael Porter.
- Reinventing government.

Warm-Up Exam: Weds. April 5th at 4:30 pm in AS-121/123

Final Exam: Weds. May 17th at 4:15 pm in AS-121/123

ASSESSMENT:

Students are required to complete three written assignments, to make a 5 minute presentation to the class, and to do two exams. Please hand in two copies of each of your written assignments.

INNOVATOR PROFILE: (25 % of total assessment) Each student should select a significant thinker or innovator in the field of urban and regional planning, research that person, and prepare a 2500-3500 word written profile. The profile should include a biographical element, but should focus mainly on the innovator's ideas and impact. No thinker or innovator should be covered by more than one student. Hand in at start of class on **Mon. Feb. 27th.**

PLAN PROFILE: (25 % of total assessment) Each student should select a major plan/project/program which has been partially or fully implemented, research the origins and implementation of that plan, and prepare a 2500-3500 word written profile. The profile should describe "how the plan came to be", how it was implemented, what controversies have emerged around the plan, how opinions have changed through time, and how the plan has been modified since initial construction. No plan/project/program should be covered by more than one student. Hand in at start of class on **Mon. April 17th.**

OPPOSITE VIEWS: (10 % of total assessment) Each student should write the text of an imaginary debate/argument between two major figures in the history or contemporary practice of planning. The maximum length for this debate/argument is 1,500 words, and this limit will be

strictly enforced. The argument can be presented as a discussion with a Moderator who poses questions, or as two opposing views on the same issue presented side by side. No debate should be covered by more than one student. Hand in at start of class on **Mon. May 8th**.

WARM-UP EXAM (10 % of total assessment): **Weds. April 5th**.

A 45-minute exam on the content of lectures, textbooks and additional readings. It will consist of short questions intended to test your knowledge of facts and concepts covered in the course. There will be many short questions some requiring one to five word answers (e.g. who first proposed "conservative surgery" for cities?, or, what is the most famous park designed by Frederick Law Olmsted Sr.), and others requiring simple diagrams, or 10-50 word explanations (e.g. sketch the basic design of Brasilia, or, summarize the major characteristics of Pierre Charles L'Enfant's design for Washington DC).

CLASS PARTICIPATION AND PRESENTATIONS: (10 % of total assessment) The week of April 24th-28th will be devoted to class presentations. Most will take place in the normal Monday and Wednesday classes, but some will have to be scheduled on the morning of Friday 28th. You should prepare and make a 5-8 minute presentation to the whole class. This presentation should be very brief, punchy and informative, profiling your innovator or your project. The order of class presentations will be determined in class on April 17th.

Grading of class participation and presentations will be mainly for the quality of the oral presentations, but I will also keep a note of everyone who makes a useful contribution to class discussions -- by asking a particularly perceptive question, by pointing out an error, or by illustrating a case or relationship which might otherwise not have been noticed.

FINAL EXAM (25 % of total assessment) **Monday Dec. 13th** at 5:45pm

A one-hour end-of-semester exam. The questions will have the same format as in the Warm-Up Exam, but they will cover a broader range of topics: everything covered in the whole Semester, including the content of lectures, textbooks, additional readings, and student presentations to the whole class.

GRADING

All grades are final unless you can prove that I have made an arithmetic or administrative mistake. I'm sorry, but I cannot allow rewrites to try to boost unsatisfactory grades.

All cases of plagiarism will result in a Fail/"E"/zero for that assignment.

Incompletes will only be granted in the event of serious misfortune, illness or crisis. On January 23rd 2004, I will convert all Incompletes to letter grades. If the missing work has been received by noon on 1.24.04, it will be taken into account. If not, your final grade will be calculated treating any missing items as Fail/"E"/zero.

Grades will be assigned on merit, and not according to any arbitrary "curves." If I judge that everyone deserves an "A", everyone will get an "A." In calculating final grades, letter and numerical scales are inter-related as follows:

$$A = 14, A- = 13, B+ = 12, B = 11, B- = 10, C+ = 7, C = 5, D = 2, E = 0.$$

An A+ (= 15) may be given for a truly superlative performance on any individual assignment, but the highest possible grade for the course as a whole is "A".

The exams are graded as follows: A+ = > 80 %, A = 75-79.9 %, A- = 70-74.9 %, B+ = 65-69.9 %, B = 60-64.9 %, B- = 55-59.9 %, C+ = 50-54.9 %, C = 40-49.9 %, D = 30-39.9 %, E = < 30 %.

IMPORTANT NOTE:

The two exams are intended to test the breadth of your planning knowledge. This course outline sets a standard by listing most of the terms, cases, people and concepts which are likely to come up in the exams. By the end of the semester, you should recognize these names, be able to describe or define them in a few words or 2-3 sentences, and have ideas and opinions about many of them.

POSSIBLE CHOICES FOR YOUR INNOVATOR PROFILE

Recommended for profiles:

Patrick Abercrombie; Charles Abrams; Frederick Ackerman; Thomas Adams; Jane Addams; Leone Battista Alberti; Saul Alinsky; Harland Bartholomew; Edward Bassett; Alfred Bettman; Lancelot (Capability) Brown; Daniel Burnham; Ildefonso Cerdá; Edwin Chadwick; Stuart Chase; Paul Davidoff; Frederic Delano; Andrew Jackson Downing; Charles Eliot; James Marston Fitch; Tony Garnier; Walter Burley Griffin; Victor Gruen; Georges-Eugene von Haussmann; Werner Hegemann; Octavia Hill; Hippodamus; Ebenezer Howard; Walter Isard; Jane Jacobs; Henry Kaiser; George Kessler; Leon Krier; Pierre Charles L'Enfant; André Le Notre; William Levitt; David Lilienthal; John Claudius Loudon; Kevin Lynch; Benjamin Marsh; George Perkins Marsh; Ian McHarg; Arthur Morgan; John Muir; John Nolen; Howard Odum; Frederick Law Olmsted Sr.; Robert Owen; Barry Parker; Joseph Paxton; Harvey Perloff; Clarence Perry; Gifford Pinchot; Charles Mulford Robinson; James Rouse; Camilo Sitte; Arturo Soria y Mata; Clarence Stein; Rexford Tugwell; John Turner; Jacqueline Tyrwhitt; Raymond Unwin; Rupert Vance; Calvert Vaux; Lawrence Veiller; Vitruvius; Colin Ward; William H. Whyte; Edith Elmer Wood; Catherine Bauer Wurster.

Not recommended for profiles: (but you should know who they are or were!)

Hugh Hammond Bennett; Brian Berry; Charles Booth; Ralph Borsodi; Rachel Carson; Walter Christaller; Lucio Costa; Jacob Crane; Constantinos Doxiadis; W.E.B. DuBois; John Friedmann; Patrick Geddes; Norman Bel Geddes; Henry George; Peter Hall; Friedrich Hayek; Karl Haushofer; Albert Hirschman; Harold Ickes; John Maynard Keynes; Peter Kropotkin; Le Corbusier; Benton MacKaye; Henry Mayhew; William Morris; Robert Moses; Lewis Mumford; Gunnar Myrdal; Frederick Law Olmsted Jr.; François Perroux; Michael Porter; Jacob Riis; Dennis Rindinelli; John Ruskin; Mary Simkhovitch; Henri de Saint-Simon; Arturo Soria y Mata; Albert Speer; Frederick Winslow Taylor; Thorstein Veblen; Lillian Wald; Frank Lloyd Wright.

Some of these "not recommended" figures will receive a lot of attention in class, some are rather mysterious characters, some are highly controversial, some have done far more outside the field of planning than within it, and some have written so much that they are difficult to assess in the time available to prepare a 2500-3000 word essay!

If you want to profile someone who's not listed above, you're welcome to propose that person to me. If you can convince me that the person in question is a major contributor to the development of planning ideas, you can do your profile on her/him.

POSSIBLE CHOICES FOR YOUR PLAN PROFILE

Here are some examples of possible subjects. There are many more possible choices. You need to find a plan/project/program that's visionary or innovative, important, well-documented and interesting, and get my approval for that project. You should be looking for a major plan: maybe

never implemented, maybe partially implemented and substantially modified, maybe fully implemented. The plan might be for a single major public work, for a system of public works, to create a new community, to create a major institution or system, or to bring about an integral process of local, regional or national development. The aim of the essay is to explain how and why the plan was made, what it was intended to achieve, how much of it was implemented, what it actually achieved, and what side effects it produced. Who were “the visionaries”? What did they seek to achieve? What did they actually achieve? What opposition did they face? Why did things turn out the way they did? What are the lessons of experience?

Potential Plans might include:

New cities: Abuja (Nigeria), Chandigarh (India), Canberra (Australia), Milton Keynes (UK), Columbia (MD), Reston (VA), Irvine (CA), Woodlands (TX) etc. (don't do Brasilia or Islamabad because they are profiled in class)

Garden cities, model villages, suburbs and satellites: Letchworth or Welwyn (UK), Radburn (NJ), Seaside (FL), Greenbelt or Kentlands (MD), Garden City or Levittown or Forest Hills Gardens (NY), etc.

Planned industrial and high-technology centers and satellites: Bournville or East Tilbury (UK), Gary (IN), Pullman (IL), Kingsport (TN), Oak Ridge (TN), Los Alamos (NM), etc. (don't do New Lanark, Saltaire or Port Sunlight because they are profiled in class)

Mining towns / resort towns / retirement communities: Tyrone (NM), Cancun (Mexico), Del Webb's Sun Cities (AZ, NM etc.), Celebration or Seaside (FL) etc.

Major urban redevelopment projects: La Défense (Paris); London Docklands, Baltimore Harbor (MD), the Big Dig (Boston), Battery Park City or Co-op City or Rockefeller Center or Times Square, or World Trade Center (NY) etc.

Urban revitalization projects: Camden Yards (Baltimore); Faneuil Hall/Quincy Market (Boston), Fisherman's Wharf (San Francisco), Pike Place Market (Seattle) etc.

Community development legends: Back of the Yards or Bethel New Life (Chicago), Dudley Street (Boston), Bed-Stuy Restoration Corporation or Nehemiah Homes (Brooklyn), New Communities Corporation (Newark).

World's Fairs, theme parks and zoos: World's Columbian Exposition, (Chicago, 1893), Louisiana Purchase Exposition (St. Louis 1904), Disneyland (CA), DisneyWorld (FL), Bronx Zoo, London Zoo etc.

Major Parks, Park Systems and Trails: (don't do the Appalachian Trail, because it gets too much attention in class) There are many others, for example Yellowstone, Yosemite, Palisades Interstate Park (NY-NJ), Prospect Park (Brooklyn), Adirondack Park, Boston's Emerald Necklace, Pacific Crest National Scenic Trail, Bois de Boulogne (Paris) etc.

Grand Highways and Boulevards: Long Island Expressway, NYS Thruway, Westway (NYC) or Lower Manhattan Expressway (never built), Champs Elysées (Paris), etc.

Campuses and Institutional Complexes: University of Virginia, Stanford University, Illinois Institute of Technology, The Pentagon etc.

Regional development institutions and programs: (don't do the Tennessee Valley Authority or the Venezuelan Guayana Corporation because they get too much mention in class). There are

many others, for example, the Port Authority of New York and New Jersey, the Appalachian Regional Commission, the Cassa per il Mezzogiorno (Italy), Cauca Valley Corporation (Colombia), SUDENE or SUDAM (Brazil).

Mega-projects: Itaipu (Brazil-Paraguay), Grand Coolee Dam, Hoover Dam, Interstate Highway System, St. Lawrence Seaway, the Great Bridge across the Long Island Sound (never built), St. James Bay (Canada), Three Gorges (China), Channel Tunnel (UK-France), new Hong Kong Airport etc.

Metropolitan governments: London, Paris, Minneapolis-St. Paul, Portland etc.

CONCEPTS YOU SHOULD BE FAMILIAR WITH BY THE END OF THE SEMESTER

Advocacy planning; agropolitan development; anarchism; business improvement district; centralization/decentralization; central place studies/theory; command economy; communicative planning; communitarianism; CBDO (community-based development organization); CDC (community development corporation); comprehensive planning; core-periphery relationship; defensible space; delphi method; development planning; disjointed incrementalism; enterprise zone; environmentalism; environmental justice; environmental racism; equity planning; EPZ (export processing zone); federalism; garden city; garden suburb; gendered spaces; green belt; growth pole; indicative planning; insurgent planning; intergovernmental relations; intermediate/appropriate technology; intermediate urbanization; iterative planning models; libertarianism; linear city; master plan; metropolitan regional park system; metropolitan regional planning; modernism; national planning; national urban development strategy; nation-building; neighborhood unit; new towns in town; neo-traditional planning; new urbanism; non-profits; parkway; planned shrinkage; positivism; postmodernism; privatization; public interest; public-private partnership; rational-comprehensive model; regionalism; rolling plans; sectoral planning; selective territorial closure; strategic planning; superblock; sustainability; systems analysis; technocracy; third sector; transactive planning; transit-oriented development; urban bias; UFRD (urban functions in rural development), zoning. ... plus:

Basic concepts of urban and regional studies: arterial highway, axis, central business district, commercial strip, community development; corridor, edge city, exurb, region, suburb, suburbanization, urbanization, urban village, etc.

Basic concepts of development and political economy: alternative (intermediate) technology, anarchism, authoritarian rule, bilateral aid, communism, comparative advantage, creative destruction, democracy, development, disaster preparedness, economic growth, equity, export promotion, fascism, free trade, globalization, human resources, human rights, import substitution, incentives, infrastructure, international organizations, liberalism, market economy, microenterprise, mixed economy, multilateral aid, natural resources (renewable and non-renewable), NGOs (non-governmental organizations), oligarchy, protectionism, social capital, social democracy, socialism, statism, subsidies, sustainability, transnational corporations, underdevelopment, welfare state etc.

TEXTBOOKS: Both are in paperback and should be available from the UAlbany Bookstore (Campus Center) and from Mary Jane Books. They can also be ordered from www.amazon.com or www.bn.com or through www.bookfinder.com

RYKWERT, Joseph (2000) *The Seduction of Place: The History and Future of the City*. New York: Random House, Vintage Books paperback.

HALL, Peter (2002) *Cities of Tomorrow: An intellectual history of urban planning and design in the twentieth century*. Oxford: Basil Blackwell. Third edition, paperback.

CAMPBELL, Scott, and FAINSTEIN, Susan S. eds. (2003) *Readings in Planning Theory*. Oxford: Basil Blackwell. Second edition, paperback.

DAVIS, James P. (2004) *The Rowman and Littlefield Guide to Writing with Sources*. Lanham, MD: Rowman & Littlefield. Second edition, paperback.

Reading Schedule:

Read the whole of Rykwert by mid-February. Use it to expand your general knowledge of cities and urbanism. Learn from his writing style. Consider the general tone and biases of his remarks, and note what he doesn't discuss very much. Don't worry too much about details.

Read Hall between mid-February and mid-March. Focus especially on the introductory parts (Imagination/Dreadful Night), the concluding part (Permanent Underclass, Tarnished Belle Epoque), and the following chapters: City in the Garden; City in the Region; City of Monuments; City of Towers; City of Sweat Equity; City of Enterprise. Again, don't worry too much about details.

Between mid-March and the end of April, read selected chapters from Campbell and Fainstein. Start with chapters 1 (Fishman), 2 (Jacobs), 3 (Friedmann), 5 (Foglesong), 7 (Scott), 10 (Lindblom), 11 (Davidoff), 12 (Krumholz), 13 (Healey), and 20 (Hayden).

Davis's little Guide is to be used throughout the Semester, to ensure that you know how to quote, paraphrase and cite sources, including articles in edited books, dissertations, websites and other "difficult" cases.

REFERENCE SOURCES AND WRITING TIPS

In preparing the two profiles, look for controversy and debate. It's not adequate to find one good description and then summarize, paraphrase and quote from that description. It's important to inject an element of controversy so that you can conclude with your own well-founded judgment. Try also to make your essay clear and fun to read. A poignant title and some attractive illustrations can make a big difference.

In your profiles, you can use any consistent referencing system. Just make sure that you have a system! If you're not committed to another system, I suggest you follow the system used by the *Journal of the American Planning Association*.

In preparing your "Innovator Profile" you will need some biographical information. Please try to limit such information to the minimum necessary, and keep down the detail. For example, a **good** essay might start: "*Baron Georges-Eugene Haussmann (1809-1891) planned and directed the massive rebuilding and modernization of Paris in the 1850s and 1860s. The prime concern of this effort was to superimpose a network of wide, straight or gently-curving boulevards over the labyrinthine pattern of narrow medieval streets.*" A **bad** essay might start: "*Baron Georges-Eugene Haussmann, a lover of Beethoven's music and polo playing, was born on March 27th 1809 in the beautiful city of Paris, the capital of France. He died on January 11th 1891 in Paris at the ripe old age of 81, leaving his widow Madame Marie Haussmann and seven children, Françoise,*

Marie-Louise, Jean ..." Your focus should be on the innovator's **IDEAS** and on the context in which these ideas were developed and applied. Biographical information is not useful unless it contributes directly to our understanding of those ideas.

For biographical information on leading planners, past and present, *Encyclopedia Britannica*, *Encyclopedia Americana*, the *International Encyclopedia of the Social Sciences*, the *Dictionary of American Biography*, the *National Cyclopedia of American Biography*, *Who's Who* and the *New York Times* obituary listings are all very useful. The online *Oxford Dictionary of National Biography* is wonderful for British pioneers. In addition, both for innovators and for plans, you should use:

SHARP, Dennis ed. (1991) *The Illustrated Encyclopedia of Architects and Architecture*. New York: Whitney Library of Design. REF NA 40 I45 1991

WHITTICK, Arnold ed. (1980) *Encyclopaedia of Urban Planning*. Huntington, NY: Robert E. Kreiger Publishing Co. REF HT 166 E5.

Internet searches work well, especially with www.google.com **BUT**, remember that most websites have no editing or quality control. Be very scrupulous to separate quality sites from junk, and to cite the website from which you are drawing your information. Remember also that internet coverage is very patchy. Some innovators and projects have massive coverage, some have almost none. Mix internet research with conventional Library research using printed books and articles.

Through the Library, both on campus and working from home or another location, you can access *Worldcat*, *JSTOR*, *EBSCO*, *Oxford Dictionary of National Biography*, and many other databases. They are very useful! *JSTOR* and *EBSCO* allow you to download or print out complete published articles from over 400 different journals. Many journals to which the library subscribes also have downloading and printing access for articles – through SFX, InfoTrac etc.

Inter-Library Loan is free, very useful and largely electronic (ILLiad). Just remember to make your requests as soon as possible.

The Library catalog is: <http://library.albany.edu/>

ILLIAD is: <https://illiad.albany.edu/illiad/logon.html>

Our Library enables you to access the catalog, databases and periodicals, and to file inter-library loan requests, recalls, searches, requests for transfers between libraries etc. from home. They are very accessible 24/7 to anyone who has a broadband internet connection and who follows standard procedures to get ID. You can save pdf files to your hard drive, and you can print out anything you access. If there's anything you don't understand, please contact the reference librarians. They will be delighted to try to help. You should insist that you want to know about *Worldcat*, *JSTOR*, and other recommended databases that have been proven to work for this course.

OTHER IMPORTANT READINGS

- 1) Atlas, dictionary, desktop encyclopedia: If you don't know anything about the country or context under discussion, make sure you find out the basics!
- 2) Handouts and articles distributed in class.
- 3) Websites. Just remember to reference them by URL address if you quote from them or paraphrase information obtained from them.
- 4) www.amazon.com www.bn.com www.powells.com www.bookfinder.com
www.abebooks.com and other booksellers' websites, *Google* search engine www.google.com (remember "quotation marks" and multiple words as search tools), library

catalog, other libraries' web-based catalogs (e.g. <http://mirlyn.web.lib.umich.edu:80/> University of Michigan).

- 5) I will pass several books around in class. Even if you haven't read a book, it's often important to know about it, handle it, and glance through it.
- 6) Maps and diagrams: Don't forget that map-reading is a skill, and that an enormous amount of complex information is stored on a map! I will post, display and hand around some visual material in classes. Make sure you take a good look at them. Practice sketching some of the most obvious layouts and patterns. Try to use illustrations (labelled with title, source etc.) in your profiles.
- 7) Great websites for planning history:
 History of Planning and Urbanism: <http://www.lib.berkeley.edu/ENVI/histplan.html>
 UrbanPlanning 1794-1918(Reps) <http://www.library.cornell.edu/Reps/DOCS/homepage.htm>
 Web sites for the history profession: <http://www.oah.org/announce/links.html>
- 8) Great websites for planners:
 American Planning Association: www.planning.org Congress for the New Urbanism: www.cnu.org
 Cyburbia: www.cyburbia.org Planetizen: www.planetizen.com
 Sprawlwatch Clearinghouse: www.sprawlwatch.org Sustainable Urban
 Neighborhoods: www.louisville.edu/org/sun/

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