



# 11.001J/4.250J

## **Introduction to Urban Design and Development**

Fall 2021 | MIT-School of Architecture and Planning | Units: 3-0-9

Mondays and Wednesdays, 11a.m.-12:30p.m. U.S. Eastern

### TEACHING TEAM

Prof. Lawrence (Larry) Vale *he, him, his*, [ljvale@mit.edu](mailto:ljvale@mit.edu);  
Lizzie Yarina *she/her/hers* (Doctoral Instructor), [lizziey@mit.edu](mailto:lizziey@mit.edu);  
Alessandra Fabbri *she/her/hers* (Doctoral Instructor), [afabbri@mit.edu](mailto:afabbri@mit.edu);

### 1. Description

This is a class about how cities, suburbs, and metropolitan areas change. It is an introductory subject for undergraduates that examines both the evolving structure of the American metropolis and the ways that it can be designed and developed. We will survey the ideas of a wide range of people who have addressed urban problems and acted to alter cities, suburbs, and regions through urban design and development in both the United States and in regions around the world. We will analyze the values implicit in each of their proposals, stressing the connections between ideas and design. We will examine the elements that make up cities and consider why particular places look the way they do. We will look at designs for new towns and examine the ways that existing cities have spread and been redeveloped. Topics range from grand ideas proposed by single individuals to smaller more incremental processes carried out through collaboration by a variety of contending parties. You will see how cities and suburbs have been changed in the past and how you and others may help change them in the future. Together, we will consider many different tools and strategies used by designers and planners to understand cities, including big data analytics, remote sensing, and other tools of 'urban science.' Lectures and discussions will be supplemented by videos and web-based resources, and by visits from guest speakers who will present cases involving recent projects that illustrate the scope and methods of urban design practice and theory.

#### 1.1. Inclusive Classroom

MIT values an inclusive environment. We hope to foster a sense of community in this classroom and consider this classroom to be a place where you will be treated with respect. We welcome individuals of all backgrounds, beliefs, ethnicities, national origins, gender identities, sexual

orientations, religious and political affiliations – and other visible and nonvisible differences. All members of this class are expected to contribute to a respectful, welcoming, and inclusive environment for every other member of the class. If this standard is not being upheld, please feel free to speak with a member of the teaching team.

## **1.2. Land Acknowledgement Statement**

MIT acknowledges Indigenous Peoples as the traditional stewards of the land, and the enduring relationship that exists between them and their traditional territories. The land (and former water) on which the MIT campus sits is the traditional unceded territories of the Wampanoag Nation and the Massachusetts Peoples. We acknowledge the painful history of genocide and forced occupation of their territory, and we honor and respect the many diverse indigenous people connected to this land on which we gather from time immemorial.

In particular, we should all acknowledge that Urban Design and Development never takes place on a *tabula rasa*. In analyzing how change happens over time, the work for this subject strives to understand the processes of marginalization and to seek ways to implement racial justice practices that can work to improve this.

## **2. Assessment and Assignments**

Work for the class will include extensive reading, three short written exercises, a longer final paper, and two exams (one in-class and the other a Final). Approximately **10% on Exercise 1** (Central Square), **10% on Exercise 2** (GIS Mapping), **15% on the take-home timed midterm exam**, **25% on Exercise 3** (a group mapping project), **30% of your grade will be based on the quality of your final paper**; and **10% on class participation** (overall engagement and in-class discussion). For the pandemic-era editions of 11.001 we have eliminated the final exam. All readings and other materials are available on Canvas. It is essential that all readings and pre-class video segments are completed in advance of each class.

## **3. Written Assignments and Exams**

### **Due Dates**

- Exercise #1 (Where is Central Square?): Due (electronically), before midnight, Friday, September 17
- Exercise #2 (Urban Data Analysis and Visualization): Due before class Monday, October 4
- *Midterm Exam (Take-home, 90 minutes out of a 24-hour period), Friday, October 22*
- Exercise #3 (Urban Form & Use: Big and Small Data): Due before class Wednesday, November 10
- *Final Paper: Due by midnight Wednesday, December 8*

All work must be **submitted through CANVAS**. One full letter grade will be deducted per day that an exercise/paper is overdue, unless you have previously explained an unusual circumstance. If you are experiencing a problem that prevents you from completing work, please be in touch with a member of the teaching team.

## **4. Undergraduate Student Support Services--S^3**

If you are dealing with a personal or medical issue that is impacting your ability to attend class, complete work, or take an exam, you should contact a dean in Student Support Services (S3). S3 is here to help you. The deans will verify your situation, provide you with support, and help you work with your professor or instructor to determine next steps. In most circumstances, you will not be excused from coursework without verification from a dean. Please visit the [S3 website](#) for contact information and more ways that they can provide support.

Website: <https://studentlife.mit.edu/s3>

## **5.Attendance and Contingency Plans for Illness/Absence**

11.001 meets in person on Mondays and Wednesdays from 11:00am to 12:30pm EST. This is a synchronous course where we expect students to participate in discussions and share reflections with the teaching team. Students are required to attend all sessions and the teaching team will keep track of attendance. If you are not able to regularly attend the full sessions of this subject, you should not enroll; please let the teaching team know at your earliest convenience if you wish to investigate a possible exception to this expectation. In case of illness or other necessary reason for absence, we have Panopto video recordings of the Spring 2021 version of this subject that can be provided to you to enable you to catch up asynchronously if needed.

In the event that we need to pivot to remote delivery delivery of this subject—either because substantial numbers of students or the teaching team needs to quarantine, we have established a Zoom link and linked it to our Canvas site: <https://mit.zoom.us/s/99215349002>  
Note that we will not otherwise regularly be recording our classes during the Fall 2021 semester, unless circumstances change.

## **6.Writing assistance**

The Writing and Communication Center offers free one-on-one professional advice from communication experts with advanced degrees and publishing experience. The WCC can help you further develop your oral communication skills and learn about all types of academic and professional writing. You can learn more about the WCC consultations at <http://cmsw.mit.edu/writing-and-communication-center> and register with the online scheduler to make appointments through <https://mit.mywconline.com>. Please note that the WCC hours are offered Monday-Friday, 9:00 a.m.-6:00 p.m., and fill up fast.

Some faculty already require their students to consult with the WCC's communication experts on their papers, technical reports, and presentations — doing so is a good way not only to improve the quality of their students' work but also to help students grow as academic writers and communicators.

The WCC has decades of experience preparing thousands of undergraduate and graduate students, as well as postdoctoral scholars and faculty, for positions in research, academia, and industry. We provide expertise in scientific and engineering writing as well as humanities and social science writing across various genres, including journal articles, scientific posters, dissertations, oral presentations, and slide design.

## **7.Office hours**

Larry Vale: my office hours vary from week to week, so please send an email to [ljvale@mit.edu](mailto:ljvale@mit.edu) and suggest a few possible days/times that work with your schedule. I am expecting to be available either in person or via Zoom, so please indicate your preference.

Lizzie Yarina: My office hours will be on *Wednesdays from 3pm – 4pm*. You can book office hours with me through the following link: <https://calendly.com/lizziey/15min>

Alessandra Fabbri: My office hours will be on *Monday from 12.45pm to 1.45pm*. You can book office hours with me through the following link: <https://calendly.com/afabbri>

## **8.Special Accommodations**

MIT is committed to the principle of equal access. Students who need disability accommodations are encouraged to speak with Disability and Access Services (DAS), prior to or early in the semester so that accommodation requests can be evaluated and addressed in a timely fashion. If you have a disability and are not planning to use accommodations, it is still recommended that you meet with DAS staff to familiarize yourself with their services and resources. Please visit the [DAS website](#) for contact information.

If you have already been approved for accommodations, class staff are ready to assist with implementation. Please inform Professor Vale, and the doctoral instructors (Alessandra and Lizzie) by email who will oversee accommodation implementation for this subject.

## **9.Academic Integrity**

In this subject, we will hold you to the high standard of academic integrity expected of all students at the Institute. I do this for two reasons. First, it is essential to the learning process that you are the one doing the work. We have structured the assignments in this subject to enable you to gain a mastery of the material. Failing to do the work yourself will result in a lesser understanding of the content, and therefore a less meaningful education for you. Second, it is important that there be a level playing field for all students in this class and at the Institute so that the rigor and integrity of the Institute's educational program are maintained.

Violating the Academic Integrity policy in any way (e.g., plagiarism, unauthorized collaboration, cheating, etc.) will result in official Institute sanction. Possible sanctions include receiving a failing grade on the assignment or exam, being assigned a failing grade in the subject, having a formal notation of disciplinary action placed on your MIT record, suspension from the Institute, and expulsion from the Institute for very serious cases.

Please review MIT's [Academic Integrity](#) policy and related resources (e.g., working under pressure; how to paraphrase, summarize, and quote; etc.) and contact a member of the teaching team if you have any questions about appropriate citation methods, the degree of collaboration that is permitted, or anything else related to the Academic Integrity of this subject.

## **10. Calendar**

### **PART I: CHANGING CITIES:** **Translating Values into Design?**

#### **September 8: INTRODUCTION**

Questions of the Day: *What is Urban Design? What is Urban Development? How are they connected?*

**ASSIGNED: Exercise 1, Due before midnight on Friday, September 17.**

#### Required Readings:

Alex Krieger, "Where and How Does Urban Design Happen?" in *Urban Design*, ed. Alex Krieger and William S. Saunders (Minneapolis: University of Minnesota Press, 2009): 113-130.  
(Note: we will refer to this during the first class session, but you can read it afterwards.)

#### **September 13: WAYS OF SEEING THE CITY**

Questions of the Day: *What are the visible signs of change in cities? How can we measure the form of cities? How do the underlying values of the observer influence what is observed?*

#### Required reading:

Allan Jacobs, "Clues" and "Seeing Change" from *Looking At Cities* (Cambridge, Mass.: Harvard University Press, 1985): 30-83, 99-107.

Grady Clay, "Epitome Districts," from *Close-Up: How to Read the American City* (Chicago: University of Chicago Press, 1980): 38-52.

Kevin Lynch, "The Image of the Environment" and "The City Image and Its Elements," from *The Image of the City* (Cambridge: MIT Press, 1960) excerpted in Michael Larice and Elizabeth Macdonald, *The Urban Design Reader* (New York: Routledge, 2007), 153-166.

Dietmar Offenhuber and Carlo Ratti, *Decoding the City: Urbanism in the Age of Big Data* (Basel: Birkhauser Verlag AG, 2014) pp. 6-13.

Pre-Class Video, "Ways of Seeing the City." Please watch this in advance of the September 15th class since it contains the first part of the day's lecture material

#### **September 15: THE FORCES THAT MADE BOSTON**

Question of the Day: *What does the history of Boston's development tell us about the issues facing the city today?*

#### Required Reading:

Alex Krieger, "Past Futures: Boston-- Visionary Plans and Practical Visions," *Places* Vol. 5, no. 3, pp. 56-71.

Nancy S. Seasholes, "Back Bay and South End," *Gaining Ground: A History of Landmaking in Boston*, pp. 152-209.

Optional Reading:

Karl Haglund, *Inventing the Charles River* (MIT Press, 2003), pp. 1-27.

Mayor's Office, Boston: Review Website for Office of New Urban Mechanics  
<https://www.boston.gov/departments/new-urban-mechanics>

Boston Resilience Plan, Timeline, p.10-13

[https://www.boston.gov/sites/default/files/file/document\\_files/2017/07/resilient\\_boston.pdf](https://www.boston.gov/sites/default/files/file/document_files/2017/07/resilient_boston.pdf)

**September 17: DUE: Exercise 1 due by electronic submission before midnight. This will give the teaching team some time to review these in advance of class on September 20.**

### **September 20: THE DESIGN OF AMERICAN CITIES**

Questions of the Day: *What is the difference between agrarian settlements and industrial cities? What happened to cities as America industrialized? How did the wish to improve (or control) labor conditions contribute to the rise of housing reform and urban design?*

#### **Exercise 1 in-class discussion.**

Required Readings:

Anthony E.J. Morris, "Urban USA," in *History of Urban Form* (London: George Godwin, 1979), pp. 321-364.

Pre-Class Video, "Planning the Pre-Industrial American City" Please watch this in advance of the September 20 class since it contains the first part of the day's lecture material.

Peter Hall, "The City of Dreadful Night," in *Cities of Tomorrow* (Oxford: Blackwell, 1988), pp. 14-46.

Margaret Crawford, "Textile Landscapes: 1790-1850," and "The Company Town in an Era of Industrial Expansion," in *Building the Workingman's Paradise: The Design of American Company Towns* (New York: Verso, 1995), pp. 11-45.

Optional Reading:

Edward L. Glaeser, "Growth: The Death and Life of Cities," in Robert P. Inman, *Making Cities Work* (Princeton University Press, 2009), 22-62.

Video: Where Manhattan's Grid Came From

<https://www.youtube.com/watch?v=QaIOfgz8FVY>

## **September 22: ZONING: DEVELOPMENT CONTROLS AND THE INSTITUTIONALIZATION OF PLANNING**

Question of the Day: *Can we design cities without designing buildings? What are some common forms of zoning regulation and where did they come from historically? What are the benefits and downsides of zoning as a planning tool?*

### **ASSIGNED: Exercise 2 (Final Product Due October 4) and Exercise 3 (Final Product Due November 10)**

#### Required Readings:

Jonathan Barnett, "Zoning, Mapping, and Urban Renewal as Urban Design Techniques," in *An Introduction to Urban Design* (New York: Harper and Row, 1982), pp. 57-75.

Richard Rothstein, "Racial Zoning," in *The Color of Law: The Forgotten History of How Our Government Segregated America* (New York: Liveright, 2017), 39-57.

Boston Planning and Development Authority, *Citizen's Guide to Zoning for Boston*, pp. 1-24.

#### Optional Readings:

"Zoning: What can you build and where?" <http://www.bostonplans.org/zoning/>

Center for Urban Pedagogy, *What is Zoning?*, 2013.

[http://welcometocup.org/file\\_columns/0000/0530/cup-whatiszoning-guidebook.pdf](http://welcometocup.org/file_columns/0000/0530/cup-whatiszoning-guidebook.pdf)

Roger K. Lewis, "The Powers and Pitfalls of Zoning," and "From Zoning to Master Planning... and Back," in *Shaping the City* (Washington: AIA Press, 1987), pp. 274-281.

Emily Badger and Quoctrung Bui. "Cities Start to Question an American Ideal: A House With a Yard on Every Lot." *The New York Times*, June 18, 2019, sec. The Upshot. <https://www.nytimes.com/interactive/2019/06/18/upshot/cities-across-america-question-single-family-zoning.html>,

Quoctrung Bui, Matt A.V. Chaban, and Jeremy White, "40 Percent of the Buildings in Manhattan Could not be Built Today," *New York Times*, 20 May 2016; <https://www.nytimes.com/interactive/2016/05/19/upshot/forty-percent-of-manhattans-buildings-could-not-be-built-today.html>

## **September 27: INCENTIVE ZONING**

Question of the Day: *What is the relationship between development incentives and quality public space?*

***DUE: Team Preferences and Mapping Skills Google Form for Exercise 3***

Required Readings:

William H. Whyte, "The Rise and Fall of Incentive Zoning, in *City: Rediscovering the Center* (New York: Doubleday, 1988), pp. 229- 55.

Mark Oppenheimer, "The Not-So-Lonely City," *New York Times Magazine*, January 18, 2014. pp 34-37. [Prof. Keith Hampton attempts to update Whyte]

In-class Video: "The Social Life of Small Urban Spaces" [Excerpted]

**PART II: ELEMENTS OF URBANISM**

**What Makes A City Look the Way it Does?**

**September 29: ELEMENTS OF URBANISM 1: SKYSCRAPERS**

Questions of the Day: *Why skyscrapers? How is density related to building heights? Where should a city be tall and why?*

Required Readings:

Mona Domosh, "The Symbolism of the Skyscraper: Case Studies of New York's First Tall Buildings," *Journal of Urban History*, vol. 14, no. 3 (May 1988), pp. 320- 345.

Douglas Shand-Tucci, *Built in Boston: City and Suburb, 1800-2000* (Amherst, Mass.: University of Massachusetts Press, 1999), pp. 296-299.

Edward Glaeser, "How Skyscrapers Can Save the City," *The Atlantic*. March 2011, pp. 40-53.

Adrienne Brown, "Introduction: Race in Three Dimensions" (excerpt), *The Black Skyscraper: Architecture and the Perception of Race*. Johns Hopkins University Press, 2017, pp. 1-17.

Oliver Wainwright, "Super-Tall, Super-Skinny, Super-Expensive: The 'pencil Towers' of New York's Super-Rich." *The Guardian*, February 5, 2019, sec. Cities. <https://www.theguardian.com/cities/2019/feb/05/super-tall-super-skinny-super-expensive-the-pencil-towers-of-new-yorks-super-rich>.

Optional Reading:

Spiro Kostof, *The City Shaped: Urban Patterns and Meanings Through History* (Boston, New York, and London: Bulfinch Press, 1991), pp. 319-335.



“The Great Leap Upward: China’s Pearl River Delta, Then and Now,” *The Guardian*, 10 May 2016; [https://www.theguardian.com/cities/2016/may/10/chinapearl-river-delta-then-and-now-photographs?CMP=share\\_btn\\_tw](https://www.theguardian.com/cities/2016/may/10/chinapearl-river-delta-then-and-now-photographs?CMP=share_btn_tw)

Explore: “Highrise: The Towers in the World, the World in the Towers” (2016); <http://highrise.nfb.ca>

#### **October 4: ELEMENTS OF URBANISM 2: STREETS AND SIDEWALKS**

Question of the Day: *What role do streets and sidewalks play in urban form?*

**DUE: Submit Exercise 2 Before Class Electronically to Canvas.**

Required Readings:

Anastasia Loukaitou-Sideris and Renia Ehrenfeucht, *Sidewalks: Conflict and Negotiation Over Public Space* (Cambridge, Mass.: The MIT Press, 2009): 3-34.

Jane Jacobs, “The Uses of City Sidewalks: Contact,” *The Death and Life of Great American Cities* (New York: Modern Library, 1993 [1961]): 72-96.

Paul Hess, Kelly Gregg, and Ryan Whitney. “Modernism, Pedestrians, and Public Space: A Century of North American Street Design.” In *New Companion to Urban Design*, edited by Anastasia Loukaitou-Sideris and Tridib Banerjee, 612–23. New York: Routledge, 2019.

Optional Reading:

Annette M. Kim, “Critical Cartography 2.0: From ‘Participatory Mapping’ to Authored Visualizations of Power and People,” *Landscape and Urban Planning* 142 (2015): 215-225.

#### **October 6: ELEMENTS OF URBANISM 3: PARKS, PLAZAS, & OPEN SPACE**

Questions of the Day: *How do open spaces contribute to our sense of urban form? Why do cities have parks and plazas?*

Required Readings:

Jane Jacobs, “The Uses of Neighborhood Parks,” *The Death and Life of Great American Cities* (New York: Modern Library, 1993 [1961]): 116-145.

Frederick Law Olmsted, “Public Parks and the Enlargement of Towns” (excerpts), in Richard LeGates and Frederick Stout, *The City Reader*, 5<sup>th</sup> edition (Routledge, 2011), pp. 321-327.

Galen Cranz and Michael Boland, “Defining the Sustainable Park: A Fifth Model Urban Parks,” *Landscape Journal*, vol. 23 (2004): 102-120.

Jennifer R. Wolch, Jason Byrne, and Joshua P. Newell. "Urban Green Space, Public Health, and Environmental Justice: The Challenge of Making Cities 'Just Green Enough.'" *Landscape and Urban Planning* 125 (2014): 234–244.

Optional Reading:

Interview with Walter Hood: <https://dirt.asla.org/2020/06/24/interview-with-walter-hood-black-landscapes-matter/>

Elshahed, Mohamed. "Tahrir Square: Social Media, Public Space." *Places Journal*, February 27, 2011.

### **October 11: Indigenous Peoples Day: NO CLASSES**

**Reading: Review and reflect upon Land Acknowledgment Statement above**

### **October 13: ELEMENTS OF URBANISM 4: DENSITY AND SPRAWL**

Questions of the Day: *What does density mean? Sprawl? Are they opposites? How and why is density an important concept for thinking about cities?*

Required Readings:

Julie Campoli and Alex S. MacLean, *Visualizing Density* (Cambridge, Mass.: Lincoln Institute of Land Policy, 2007), pp. 2-21; 22-61.

Dolores Hayden, "Decoding Everyday American Landscapes," *A Field Guide to Sprawl* (New York: W.W. Norton, 2004): 7-16.

Oliver Gillham, "What is Sprawl?" from *The Limitless City: A Primer on the Urban Sprawl Debate* (pp. 3-23).

Eric A. Morris, "(Freakonomics): Los Angeles Transportation Facts and Fiction: Sprawl," *New York Times*, February 9, 2009, accessed at <http://www.nytimes.com/> August, 2011.

### **October 18: ELEMENTS OF URBANISM 5: DATA AND SENSORS**

Question of the Day: *How can we use big data to bring about urban policy change?*

***Guest Speaker: Prof. Sarah Williams***

Required Readings:

Sarah Williams, "More Than Data: Working with Big Data for Civics" *I/S: A Journal of Law and Policy for the Information Society*, 2015.

Shannon Mattern, "A City Is Not a Computer," *Places Journal* (2017).

Code for America Website: <https://www.codeforamerica.org/>

Civic Data Design Lab: <http://civicdatadesignlab.mit.edu/>

### **PART III: CHANGING CITIES BY DESIGNING NEW ONES**

- October 20: THREE URBAN UTOPIAS:**
- 1. Ebenezer Howard's Garden City**
  - 2. Le Corbusier's Radiant City**
  - 3. Frank Lloyd Wright's Broadacre City**

Questions of the Day: *What assumptions does each thinker make about how people should live in cities? What beliefs does each hold about the relationship between city design and social change? What aspects of these "utopias" have actually come to pass?*

Required Readings:

Ebenezer Howard, "Introduction" and "The Town-Country Magnet," from *Garden Cities of To-morrow* (1902), pp. 41-57.

Frank Lloyd Wright, "Broadacre City," in *Truth Against the World: Frank Lloyd Wright Speaks for an Organic Architecture*, pp. 351-361.

Le Corbusier, *The City of To-morrow and Its Planning*, pp. 232-247 and 275-288.

**October 22 (Friday): Midterm Exam (Take-home exam, 90 minutes out of a 24-hour period);**

**October 25: NEW TOWNS IN THE UNITED STATES & ABROAD**

Question of the Day: *What motivates planners to design new towns?*

Required Readings:

Clarence Stein, "Radburn, New Jersey," from *Toward New Towns for America* (Cambridge, MIT Press, 1989 [1950 original]).

Ann Forsyth, "Planned Communities and New Towns," in Tridib Banerjee and Anastasia Loukaitou-Sideris, eds., *A Companion to Urban Design* (New York: Routledge, 2011), 369-378.

Elizabeth Rapoport, "Utopian Visions and Real Estate Dreams: The Eco-City: Past, Present, and Future," *Geography Compass* 8/2 (2014), pp. 137-149

**October 27: DESIGNED CAPITALS**

Questions of the Day: *What motivates the creation of new capitals? How are cities marketed? Is it all empty hype or is it possible to create new value for historic places?*

Required Readings:

Lawrence J. Vale, "The Urban Design of Twentieth Century Capitals," in David L.A. Gordon, ed., *Planning Twentieth-Century Capital Cities* (Routledge, 2006), 15-37.

Pre-Class Video, "Designed Capitals." Please watch this in advance of the October 27 class since it contains the first part of the day's lecture material

## **November 1: NEW CITIES AND CITY BRANDING**

Required Readings:

Yasser Elsheshtawy, "Spectacular Architecture and Urbanism," in *Dubai: Behind an Urban Spectacle* (Routledge, 2009) 133-170.

Robert Venturi, Denise Scott Brown, and Steven Izenour. 1972. *Learning from Las Vegas*. Cambridge, Mass: MIT Press (excerpt).

Optional Readings:

Sicco van Gelder and Malcolm Allan, "City Branding: How Cities Compete in the 21<sup>st</sup> Century" (November 2006), marketing brochure for a city branding consultant.

Thomas Campanella, "Reclaiming Shanghai," from *The Concrete Dragon* (Princeton Architectural Press, 2008), pp. 27-55.

## **PART IV: CHANGING CITIES BY EXTENDING THEM**

### **Designing Suburbs and Regions**

#### **November 3: THE ORIGINS AND GROWTH OF SUBURBS**

Questions of the Day: *Why do we have suburbs? How and why do the designs of new suburbs differ from the designs of older ones?*

Required Readings:

Kenneth Jackson, "Introduction," "The Transportation Revolution and the Erosion of the Walking City," and "Affordable Homes for the Common Man," from *Crabgrass Frontier: The Suburbanization of the United States* (New York: Oxford University Press, 1985), pp. 3-11, 20-44, and 116-137.

Robert Fishman, "The Post-War American Suburb: A New Form, A New City," in Daniel Schaffer, ed., *Two Centuries of American Planning* (Baltimore: Johns Hopkins U. Press, 1988).

Dolores Hayden, "EdgeNodes," and "Rural Fringes", in *Building Suburbia: Green Fields and Urban Growth: 1820-2000* (Vintage, 2004), pp. 154-197.

Optional:

Video: Why so many suburbs look the same?

<https://www.vox.com/2019/8/9/20792314/suburb-plan-fha-cul-de-sac>

[Audio: National Public Radio's "Levittown \[Puerto Rico\]: Where the Good Life Begins," La Brega, March 4, 2021; https://www.npr.org/transcripts/972580037](https://www.npr.org/transcripts/972580037)

### **November 8: RETHINKING AMERICAN SUBURBS**

Questions of the Day: *How do "urbanism" and "suburbanism" differ as "ways of life"? What are the social consequences of sprawl?*

Required Readings:

Michael Southworth and Peter M. Owens, "The Evolving Metropolis: Studies of Community, Neighborhood and Street Form at the Urban Edge," *Journal of the American Planning Association*, Summer 1993, pp. 271-87.

Aron Chang, "Beyond Foreclosure: The Future of Suburban Housing," *Places Journal* September 2011; <https://placesjournal.org/article/beyond-foreclosure-the-future-of-suburban-housing/>

Berger, Alan M. "The Suburb of the Future, Almost Here." *The New York Times*, September 15, 2017, sec. Opinion. <https://www.nytimes.com/2017/09/15/sunday-review/future-suburb-millennials.html>.

Optional Reading:

Herbert Gans, "Urbanism and Suburbanism as Ways of Life: A Re-evaluation of Definitions," in *People and Plans: Essays on Urban Problems and Solutions* (New York: Basic Books, 1968), pp. 34-52.

In-class Video: Andres Duany "Suburban Sprawl or Livable Neighborhoods" (excerpts)

### **November 10: NEO-TRADITIONALISM, NEW URBANISM & FORM-BASED CODES**

Question of the Day: *What is the appeal of small-town life, and can this be designed?*

**DUE: Submit Exercise 3 before class.**

**ASSIGNED: Final Paper (Topic due November 15;**

**paper due by Wednesday, December 8**

Required Reading:

Leon Krier, "Town and Country," "Critique of Zoning," "Critique of Industrialisation," "The Idea of Reconstruction," and "Urban Components," from *Houses, Palaces, Cities*, pp. 30-42.

Robert Fishman, "New Urbanism," in Bishwapriya Sanyal, Lawrence J. Vale, and Christina Rosan, eds., *Planning Ideas That Matter: Livability, Territoriality, Governance, and Reflective Practice* (Cambridge: MIT Press, 2012), 65-89.

Congress for the New Urbanism, "Charter of the New Urbanism," 1998 (2 pp.)

Emily Talen, "Form-Based Codes vs. Conventional Zoning," in Tridib Banerjee and Anastasia Loukaitou-Sideris, eds., *A Companion to Urban Design* (New York: Routledge, 2011), 526-536.

Rem Koolhaas, "Whatever Happened to Urbanism?" in *S,M,L,XL*, pp. 959-971.

**PART V: CHANGING CITIES BY REDESIGNING THEIR CENTERS**

**November 15: URBAN RENEWAL AND ITS CRITICS:**

Questions of the Day: *When does a "neighborhood" become a "slum"? How does one achieve a balance between "renewal" and "preservation"?*

*Exercise 3 Presentations by Selected Groups - 5 Minutes each.*

**DUE: Topic of Final Paper**

Required Readings:

Herbert Gans, "The West End: An Urban Village," in *The Urban Villagers* (New York: Free Press, 1962), pp. 3-16.

Jane Jacobs, *Death and Life of Great American Cities* (Vintage, 1961), pp. 3-25.

Christopher Klemek, "The First Wave of Resistance: Freeway Revolts," and "The Tide Shifts: Neighborhood Protectionism," in *The Transatlantic Collapse of Urban Renewal* (University of Chicago Press, 2011), 133-160.

Optional Reading:

Lewis Mumford, "Home Remedies for Urban Cancer," in *The Urban Prospect* (New York: Harcourt Brace Jovanovich, 1968), pp. 182-207. (Review of Jane Jacobs' Book.)

Herbert Gans, "Urban Vitality and the Fallacy of Physical Determinism" (Review of Jane Jacobs' book), from *People and Plans* (1968) pp. 25-33.

Karilyn Crockett, *People before highways: Boston activists, urban planners, and a new movement for City making*. University of Massachusetts Press, 2018. (Introduction).

Claire Schwartz, "When June Jordan and Buckminster Fuller Tried to Redesign Harlem," *The New Yorker*, 22 August 2020; <https://www.newyorker.com/culture/culture-desk/when-june-jordan-and-buckminster-fuller-tried-to-redesign-harlem>

"Robert Moses and the Modern City" website, <http://www.learn.columbia.edu/moses/>

In-class Videos: Urban Renewal

### **November 17: THE TUMULT OF AMERICAN PUBLIC HOUSING**

Question of the Day: *What does urban design have to do with the problems of American public housing?*

#### ***Exercise 3 Presentations by Selected Groups - 5 Minutes each.***

Required readings:

Pre-Class Video, "Public Housing in the United States: Neighborhood Renewal and the Poor." Please watch this in advance of the November 17 class since it contains the first part of the day's lecture material

Karen A. Franck and Michael Mostoller, "From Courts to Open Space to Streets: Changes in the Site Design of U.S. Public Housing," *Journal of Architectural and Planning Research* 12,3 (Autumn, 1995), pp. 186-220.

Peter Calthorpe, "HOPE VI and New Urbanism," in Henry Cisneros and Lora Engdahl, eds., *From Despair to Hope: HOPE VI and the New Promise of Public Housing in America's Cities* (Urban Institute Press, 2009), pp. 49-64.

Optional Reading:

Lawrence J. Vale, "Public Housing in the United States: Neighborhood Renewal and the Poor," in Naomi Carmon and Susan Fainstein, eds., *Policy, Planning, and People: Promoting Justice in Urban Development* (Philadelphia: University of Pennsylvania Press, 2013).

Daniel Aldana Cohen. "A Green New Deal for Housing." *Jacobin*, February 8, 2019. <https://jacobinmag.com/2019/02/green-new-deal-housing-ocasio-cortez-climate>

## **November 22: "SLUMS": URBAN INFORMALITY AND PLANNING**

Question of the Day: *What can urban design and planning do to address the challenges faced by a billion people living informally around the world?*

### ***Exercise 3 Presentations by Selected Groups - 5 Minutes each.***

Required readings:

Vinit Mukhija, "Urban Design for a Planet of Informal Cities," in Tridib Banerjee and Anastasia Loukaitou-Sideris, eds., *A Companion to Urban Design* (Routledge, 2011), 574-584.

Mike Davis, "The Urban Climacteric," in *Planet of Slums*: (Verso, 2006). 1-20

Roger Behrens, Dorothy McCormick & David Mfinanga, , "An introduction to paratransit in Sub-Saharan African cities," *Paratransit in African cities* (New York, NY: Routledge, 2016), 1-16.

Optional Readings:

Ananya Roy. "Why India Cannot Plan Its Cities: Informality, Insurgence and the Idiom of Urbanization." *Planning Theory* 8, no. 1 (February 1, 2009): 76–87.

Christiane Rose Duarte and Fernanda Magalhães, "Upgrading Squatter Settlements into City Neighborhoods: The Favela-Bairro Program in Rio de Janeiro," in Vicente del Rio and William J. Siembieda, eds. *Contemporary urbanism in Brazil: beyond Brasilia*. (University Press of Florida, 2009), 266-290.

María E. Hernández-Torrales, Lyvia Rodriguez del Valle, Line Algoed, and Karla Torres Sueiro, "Seeding the CLT in Latin America and the Caribbean," in John Emmeus Davis, Line Algoed, María E. Hernández-Torrales, eds., *On Common Ground: International Perspectives on the Community Land Trust* (Madison, Wisc.: Terra Nostra Press), 189-210

## **PART VI: IMPLEMENTING CHANGE**

### **Urban Design Futures**

#### **November 24: URBAN DESIGN FUTURES 1: Big Data Urbanism**

Question of the Day: *With pervasive digital systems, what should the city of tomorrow look like?*

***Guest Speaker: Prof. Carlo Ratti and Arianna Salazar***



Required Reading:

Review: SENSEable City Lab Website: <http://senseable.mit.edu>

Fabio Duarte and Carlo Ratti, "Designing cities within emerging geographies. The work of Senseable City Lab." *The new companion to urban design* (New York: Routledge, 2019), 561-570.

Carlo Ratti & Matthew Claudel, *The city of tomorrow: Sensors, networks, hackers, and the future of urban life* (Yale University Press, 2016). Part 1 The city of tomorrow (and today): WIKI CITY (pp.25-39) and Part 2, BIG URBAN DATA (pp. 43-56)

Optional Readings:

Vazifeh, M. M., Santi, P., Resta, G., Strogatz, S. H., & Ratti, C. (2018). Addressing the minimum fleet problem in on-demand urban mobility. *Nature*, 557 (7706), 534. [http://senseable.mit.edu/papers/pdf/20180524\\_Vazifeh\\_AddressingMinimum\\_Nature\\_1st-page.pdf](http://senseable.mit.edu/papers/pdf/20180524_Vazifeh_AddressingMinimum_Nature_1st-page.pdf)

### **November 29: URBAN DESIGN FUTURES 2: Ecological Urbanism**

Question of the Day: *How can cities best benefit from the natural environment without further harming it?*

*Guest Speaker: Prof. Anne Whiston Spirn [tbc]*

Required Reading:

Anne Whiston Spirn, "The City as an Infernal Machine" and "Designing the Urban Ecosystem," from *The Granite Garden: Urban Nature and Human Design* (Basic Books, 1984) pp. 229-262.

Anne Whiston Spirn, "Ecological Urbanism," in Tridib Banerjee and Anastasia Loukaitou-Sideris, eds., *A Companion to Urban Design* (New York: Routledge, 2011), 600-610

### **December 1: URBAN DESIGN FUTURES 3: Smart Cities**

Question of the Day: *How have advances in telecommunications technology changed the way we use and conceive cities?*

*Guest Speaker: Prof. Andres Sevtsuk*

Required readings:

Ben Green, *The Smart Enough City* (Cambridge, MA.: MIT Press, 2019). Chapter 7: "The Smart Enough City: Lessons from the Past and a Framework for the Future."

Rem Koolhaas (2015). "My thoughts on the smart city." Retrieved from [http://ec.europa.eu/archives/commission\\_2010-2014/kroes/en/content/my-thoughts-smart-city-rem-koolhaas.html](http://ec.europa.eu/archives/commission_2010-2014/kroes/en/content/my-thoughts-smart-city-rem-koolhaas.html)

Luis Bettencourt, "The Kind of Problem a City Is: New Perspectives on the Nature of Cities from Complex Systems Theory." In Dietmar Offenhuber & Carlo Ratti (Eds.), *De-coding the City: Urbanism in the Age of Big Data* (Birkhauser, 2015), pp. 168-179.

## **December 6: URBAN DESIGN FUTURES 4: Privatization**

Question of the Day: *Is 'Public Space' Being 'Privatized'?*

Required Readings:

Bernard Frieden and Lynne Sagalyn, *Downtown, Inc.* (Cambridge: MIT Press, 1989), pp. 1-13, and pp. 215-238.

Mike Davis, "Fortress Los Angeles: The Militarization of Urban Space," in Michael Sorkin, ed., *Variations on a Theme Park: The New American City and the End of Public Space* (Noonday, 1992).

Setha Low, "Unlocking the Gated Community," and "Fear of Others," in *Behind the Gates: Life, Security, and the Pursuit of Happiness in Fortress America* (Routledge, 2004), pp. 7-26.

danah boyd and Kate Crawford, "Critical Questions for Big Data," *Information, Communication & Society* 15, no. 5 (2013), pp. 662-679.

In-class Videos: Gated Communities

## **December 8: URBAN DESIGN FUTURES 5: Urban Climate Resilience**

Question of the Day: How are planners and designers reshaping cities in response to climate change?

### **DUE: Final Paper**

Required readings:

"Climate Ready Boston: Executive Summary." Boston, MA: City of Boston, December 2016.

Waggoner & Ball. "Greater New Orleans Urban Water Plan: Vision." Greater New Orleans Urban Water Plan. New Orleans, 2013. Selections: "Seeing Solutions: Design Projects," pp. 99-152.

Ellie Anzilotti, "As Cities Adapt To Climate Change, They Can Protect The Wealthy—Or The Rest Of Us." *Fast Company*, October 16, 2017.

<https://www.fastcompany.com/40480088/as-cities-adapt-to-climate-change-they-can-protect-the-wealthy-or-the-rest-of-us>.

Zachary Lamb and Lawrence J Vale. "Pursuing Resilient Urban Design: Equitably Merging Green and Gray Strategies." In *The New Companion to Urban Design*, edited by Tridib Banerjee and Anastasia Loukaitou-Sideris (New York: Routledge, 2019), pp. 371–84..

Optional Reading:

Billy Fleming, "Design and the Green New Deal." *Places Journal* (April 16, 2019).

<https://placesjournal.org/article/design-and-the-green-new-deal/>.

Lawrence J. Vale "Resilient Cities: Clarifying Concept or Catch-All Cliche?" In *The City Reader*, 662–672. Routledge, 2015.

Lizzie Yarina, "Your Sea Wall Won't Save You," *Places Journal* (March 2018); <https://placesjournal.org/article/your-sea-wall-wont-save-you/?cn-reloaded=1>