

# Hunter College

## Department of Urban Affairs and Planning

### Structure of the Urban Region

#### URBP 702

#### Spring, 2008

**Meeting Time:** Tuesdays, 1:10pm – 3:00pm

**Meeting Room:** HW 1639

**Instructor:** Donovan Finn ([dfinn@hunter.cuny.edu](mailto:dfinn@hunter.cuny.edu)), phone: 917-804-0742

**Office Hours:** As I don't have an office at Hunter, holding regular office hours is tough. The best plan is to call or email me with questions or to arrange a time to meet. I will be generally available to meet in the vicinity of Hunter on Tuesdays before and after class. Other days can be arranged with a bit of advance notice.

#### *Course Catalog Description*

Examination of economic, social, demographic, spatial, and political structures of typical American metropolitan areas. Integration of concepts and models from social sciences with discussion of current trends and problems.

#### *Course Objectives and Learning Philosophy*

This course is designed to introduce students to the concepts of cities, metropolitan areas, urban regions and their structural underpinnings. That is, what do all these different terms mean, why and how have they developed into what they are today, how do they function and where does their future lie? We will focus primarily on the North American context, though we will try to address related issues in other contexts when appropriate.

There are many lenses through which urban places may be examined, and we will touch upon many of them. You will leave this course having read work by geographers, demographers, economists, political scientists, historians, and others. All will contribute to helping us make some sense of the complexity of the concept of the urban setting.

By the end of the semester, you should possess some sense of how the concepts of urbanism, metropolitanism and regionalism have developed over time in the United States. You should have an understanding of the challenges and issues faced by these areas historically, and how they are similar to or different from the trends of the present and future. Additionally, you will have some experience with analyzing and reporting on the trends and issues that can found in urban areas today. Finally, you should have a better understanding of how and why planners and other urban professionals can contribute to facilitating more sustainable and equitable urban development through a variety of interventions.

This course is based on reading, lectures, discussions and student-led participatory learning. Student engagement and participation is essential to making this course engaging and useful. Some of the reading is quite challenging, and many of these concepts will be new to all or most of you. Please do your best to keep up, and do not be afraid to ask questions.

### ***Course Materials***

There are three books required for this class:

Katz, B. *Reflections On Regionalism*

Ruchelman, L. *Cities in the Third Wave*

Teaford, J. *The Metropolitan Revolution*

These can be purchased online or at Shakespeare and Co. (Lexington btwn 68-69). Please contact me if you have trouble finding any of these books.

There will also be a number of articles for the course. These will be made available online via Blackboard at no expense. If you wish to print them, you may incur some printing costs.

### ***Course Organization***

Most weeks we will read a set of chapters or articles about the themes outlined in the course schedule. Those readings will be augmented by lectures, in-class exercises, films, and class discussions. Various projects along the way will help you synthesize the items we've talked about and read.

You should make every attempt to keep up with the readings, and I encourage you to do active reading, by taking notes, jotting comments in your books, or whatever method works for you. The readings will often be challenging, but I am confident that you are all up to the task. If you find that your background is not allowing you to fully grasp the necessary concepts in the readings, please see me and we can work to get you up to speed. You are responsible for completing the readings on time and coming to class prepared to participate in discussions.

Likewise, if something interests or annoys you, please feel free (and encouraged) to find other readings that you think will expand your understanding of the topic. You can also ask me and I can recommend other readings on these topics if you are interested.

### ***Course Policies and Grading***

Grades in this course are based on the following:

Participation and attendance – 15%

Assignment #1: Urban Issues Project – 25% (15% Paper; 10% Presentation)

Assignment #2: Urban Policy Analysis Project – 10%

Assignment#3: Metro Area Census Analysis Paper – 25%

Assignment #4: Book Project – 25% (20% Paper; 5% Presentation)

It is my philosophy that everyone begins this course with a grade of “A” for the semester. As long as you come to class, keep up with the readings, and turn in assignments that are complete and on time, you will do well in the course. Attendance is mandatory, and will be reflected in your class participation grade. The course only meets 14 times and unexcused absences will reduce your participation grade.

Students are expected to come to class prepared to discuss the readings each week in a lively and engaging civil discourse with your classmates and the instructor. This means that you must complete the readings before class, take initiative to explore the issues in the readings through your own investigations of other sources, and actively participate in the class discussion. Some weeks of reading are heavy, but I have tried to craft a useful reading list while still recognizing that you have other courses to contend with. If you fall behind in the readings, please try to catch up, or meet with me to discuss strategies for staying on track.

In addition to learning about cities and metropolitan regions, I want you to leave this course as a better writer and verbal presenter than when you started. These skills will be stressed as part of the course.

All final course grades will be assessed on the following basis:

A: Excellent. Satisfies all requirements and exhibits enthusiasm and understanding of subject matter.

B: Good. Satisfies all the requirements

C: Average. Satisfies many requirements

D: Poor. Does not meet many requirements

F: Failed. Does not meet most requirements

### *Special Circumstances*

Due to the participatory nature of this course, please communicate any expected or unexpected absences with the instructor as early as possible. Every effort will be made to work with students with unusual or unexpected obligations outside the course (family emergencies, health issues, participation in CUNY sanctioned activities, etc.).

If you have a disability, religious consideration or any other type or special need for which you may need accommodation in order to succeed in this class, please let me know as soon as possible. All special requests will be kept in strict confidence when possible. If you feel that you are experiencing sexual, religious, racial or other types of discrimination in this class, please contact the instructor, or another department member, as soon as possible.

### ***Student conduct***

The goal of this course is to engage in a participatory and communal learning experience. Students and the instructor should all come to class prepared and ready to engage critically with the readings and other assignments.

Students and the instructor in this course are expected to conduct themselves in a collegial manner compatible with Hunter's function as an educational institution and in a manner suitable to members of the academic community. Some of the issues discussed in the course may be controversial. We will not shy away from sensitive topics, but we will discuss them like adults and with an open mind; everyone in this class is entitled to their views, opinions and interpretations of their lived reality. You should expect this freedom from your classmates and the instructor, and we will likewise expect it of you. If the tone or content of the readings or class discussions troubles you in any way, please contact me to discuss it.

The issue of academic dishonesty is a serious one. I will enforce a zero tolerance policy in regards to this issue. Plagiarism, lying, bribery, cheating, falsifying documents, using others' work (or your own previous work) without attribution, and any other potential type of untoward behavior are all grounds for serious disciplinary action. Ignorance of proper academic protocol is not an excuse. If you have a question about what types of actions or processes are acceptable in an academic setting, please feel free to ask.

Students are responsible for knowing their rights and responsibilities as found in the CUNY Policy on Academic Integrity, which can be viewed at [\*\*\*http://www1.cuny.edu/portal\\_ur/content/2004/policies/policies.html\*\*\*](http://www1.cuny.edu/portal_ur/content/2004/policies/policies.html)

## **COURSE SCHEDULE**

<b>Class Session</b>	<b>Date</b>	<b>Theme</b>	<b>Readings/Assignments Due</b>
1	January 29, 2008	Introductions, syllabus	No readings
2	Feb 5.	Introduction to the Urban Region	Katz, Ch. 1 Fishman [1] Rusk Baum
	<i>Feb. 12</i>	<i>NO CLASS</i>	No readings
3	Feb. 19	Urban History Overview	Rybczynski Friedrichs Hohenberg and Lees
4	Feb. 26	The City in US History	Brown Fischel  <i>Assignment #1: In-class presentations and papers due</i>
5	March 4	US Cities in the 20 <sup>th</sup> Century	Teaford, Ch. 1, 2, 3
6	March 11	US Cities in the 20 <sup>th</sup> Century (cont'd)	Teaford, Ch. 4, 5, 6, 7
7	March 18	The Modern Urban Region	<i>Policy papers – TBA</i> Fishman [2]  <i>Assignment #2: In-class discussion</i>
8	March 25	The Modern Urban Region (cont'd)	Katz, Ch. 2, 3, 4, 5
9	April 1	The Modern Urban Region (cont'd)	Katz, Ch. 6, 7, 8, 9
10	April 8	The Modern Urban Region (cont'd)	No Readings  <i>Assignment #3: Paper due</i>
11	April 15	Global and Information Cities	Ruchelman (entire book)
	<i>April 22</i>	<i>NO CLASS – SPRING BREAK</i>	No Readings
12	April 29	Urban Regions in Conflict	Abbott Garreau Fainstein and Harloe

			Hackworth Lees Downs
13	May 6	Planning the Urban Region	No Readings  <i>Assignment #4: In-class presentations and papers due</i>
14	May 13	“State of the City”, wrapup, course review, etc.	No Readings

## Reading List

Readings marked with an asterisk (\*) are in one of the required books for the course. All other articles available for download.

### •• Week 1 (January 29)

No readings

### •• Week 2 (February 5)

\* Katz book, Ch. 1

Fishman, R. (1990) Metropolis unbound: the new city of the twentieth century, *Flux*, 6:1, p. 43 – 55.

Rusk, D. (2003) Inside Game/Outside Game: The Case for Regional Equity (White Paper)

Baum, H. (2004) Smart Growth and School Reform, *Journal of the American Planning Association*, 70:1, p. 14-26.

**[February 12 – NO CLASS]**

### •• Week 3 (February 19)

Rybczynski, W. (1995) *City Life*. New York: Simon and Schuster.

(Chapters 2 and 3)

Friedrichs, C.R. (1995) *The Early Modern City, 1450-1750*. London: Longman.  
(Chapter 1)

Hohenberg, P.M. and Lees, L.H. (1985) *The Making of Urban Europe 1000-1950*.  
Cambridge, Mass: Harvard University Press. (Introduction)

**••• Week 4 (February 26)**

Brown, J. (2005) A Tale of Two Visions: Harland Bartholomew, Robert Moses,  
and the Development of the American Freeway, *Journal of Planning History*, 4:3,  
p. 3-32.

Fischel, W.A. (2004) An economic history of zoning and a cure for its  
exclusionary effects, *Urban Studies*, 41:2, p. 317 – 340.

**••• Week 5 (March 4)**

\* Teaford book, Ch. 1, 2, 3

**••• Week 6 (March 11)**

\* Teaford book, Ch. 4, 5, 6, 7

**••• Week 7 (March 18)**

Policy Paper Readings will be supplied

Fishman, R. (2000) The American Metropolis at Century's End: Past and Future  
Influences. *Housing Policy Debate*.11:1, pps. 199-213.

**••• Week 8 (March 25)**

\* Katz, Ch. 2, 3, 4, 5

**••• Week 9 (April 1)**

\* Katz, Ch. 6, 7, 8, 9

**••• Week 10 (April 8)**

No Readings

••• **Week 11 (April 15)**

\* Ruchelman, entire book

**[April 22 – NO CLASS; SPRING BREAK]**

••• **Week 12 (April 29)**

Abbott, C. (2000) The Capital of Good Planning: Metropolitan Portland Since 1970. Chapter 9 in R. Fishman (ed.) *The American Planning Tradition: Culture and Policy*. Washington DC: Woodrow Wilson Center Press.

Garreau, J. (1995) The Search for the Future Inside Ourselves. From *Edge City*. In Jay M. Stein (Ed.) *Classic Readings in Urban Planning: An Introduction*. New York: McGraw-Hill

Fainstein, S. and Harloe, M. (2003) Ups and Downs in the Global City: London and New York at the Millenium. In G. Bridge and S. Watson, *A Companion to the City*. Malden, MA: Blackwell.

Hackworth, J. (2002) Postrecession Gentrification in New York City, *Urban Affairs Review*, 37, p. 815-843.

Lees, L. (2000) A reappraisal of gentrification: towards a 'geography of gentrification', *Progress in Human Geography*, 24, p. 389-408.

Downs, A. (1999) Some Realities about Sprawl and Urban Decline, *Housing Policy Debate*, 10:4, p. 955-974.

••• **Week 13 (May 6)**

No Readings

••• **Week 14 (May 13)**

No Readings