

UP504 / Urban History and Theory / CRN: 52513 / Fall 2018

Instructor: Lou Turner (loturner@illinois.edu)

TA: Susannah Davidson (sdavids3@illinois.edu)

Class sessions: Tu/Th 2:00-3:20pm, 215 David Kinley Hall

Office hours: Lou: Tu/Th 9-10am, or by appointment; 224M TBH

Susannah: Tu 3:30-4:30pm, Computer Lab, 227 TBH

COURSE DESCRIPTION

If we could watch a city coming to be in theory, wouldn't we also see its justice coming to be, and its injustice as well? (Plato, The Republic, Bk. II, 369a, 4-5, circa. 380 BC)

[W]hat we think of as "ancient" was actually innovative in its time, and thus should not be used to hinder present-day innovation ("Against Confucianism, Part 3" in the Mozi). Though Mozi did not believe that history necessarily progresses..., [he] believed that people were capable of changing their circumstances and directing their own lives. They could do this by applying their senses to observing the world, judging objects and events by their causes, their functions, and their historical bases. ("Against Fate, Part 3") This was the "three-prong method" Mozi recommended for testing the truth or falsehood of statements. (Mozi, 5th c. BC, Pre-Han China, Wikipedia)

If ever America undergoes great revolutions, they will be brought about by the presence of the black race on the soil of the United States: that is to say, they will owe their origin, not to the equality, but to the inequality of condition. (Tocqueville, Democracy in America, 1835; 1840)

Cities, their histories and theories, are products of *precarity*. The uncertainties, risks, crises, complexities, vulnerabilities and insecurities that accompany the struggle for human sustainability produced, and continue to produce, human collective innovation driven to constitute rational order, renewal structures, as well as reflective representations of utopias, and simulations or models of order. Designing order out of precarity forms one kind of collective process, though not the only one, among human beings called *urbanization*. Urbanization is a totalizing process in which multiple and intersecting processes of human sustainability operate, reinforce each other at both material and ideological levels, on orders and scales beyond individual or group social interactions, although individual and group behaviors reach their optimal scale in the city. The *design* of human sustainability made a quantum leap with the historic appearance of the city. Design and the city became co-determinants of human sustainability in response to continuous and persistent precarity. The precarity-order dialectic is the *dialectic of the city*, one in which problems organically and perennially surface for which planning is supposed to be the answer.

The course explores this dialectic over time and across geographical contexts. Archaic and ancient cities were already constructed according to plans of master-builders, architects and artificers with sacred mandates, which reflected philosophical and religious worldviews that reflexively made *peoples* aware of their innovation, design and accomplishment of sustainability over time and space as *civilization*. The city was the accomplishment of civilization by peoples, some time to the exclusion of others, at times as an invitation and refuge to others. Historically, cities have been instruments of diversity or pluralism as

much as instruments of marginalization or exclusion. Only when the scale of precarity reached inestimable proportions with capitalist development and crises did planning become a secular, self-reflexive academic enterprise and profession of town, city and regional government. From the 19th century onward, urban planning is folded into the history of the city and theories of the urban form of capitalist and colonial societies. (Although the socioeconomic nature of so-called socialist or “communist” societies is arguable, e.g., state-capitalism, state socialism, democratic socialism, market socialism, etc., the city-form of these modern societies privilege the rationality of planning even more than self-avowed capitalist societies. Considering the late 20th century collapse of “Communism,” we will also explore the history and theory of the “soviet city” as an urban form.)

By the end of the 20th century, the limits of urban planning as an instrumentality of state-capitalism disclosed its social justice instrumentality for stakeholders marginalized by the new precarities of globalization, neoliberalism, gentrification, monopoly rent and redevelopment regimes, unchecked healthcare disparities, opioid epidemic, prison-industrial complexes, over-policing, housing market meltdowns, job insecurities, ecological and natural resources challenges, and new vulnerabilities of marginalized populations. As a social justice project, planning redefined the problem of urbanism as one of exclusion of marginalized stakeholders. Urban design and planning were repurposed and tasked to undo problems of modern urbanization to which urban planning historically contributed, by theorizing new solutions via inclusion of formerly excluded stakeholders.

While this course also looks forward to the future of global cities, a future in which 80% of the world’s population will be living in a planetary urban form, by 2100, the urban formations of the past can be prospectively viewed within ecosystems that disclose the *telos* of future generators of urban development and precarity. Understanding the tendencies, trends, and entropies (i.e., complex infrastructures formed by feedback systems of things + organized practices + Δ information) in urban history and theory invites us to speculate on or imagine urban futures. The exponential growth of political economic forces and their requirements for more extensive and complex connectivity has driven urban formation, historically, revealing unexpected continuities over time and across geographical settings.

Course Structure

This course is structured as a series of lectures and related seminars/studios, which address key themes for critical engagement with historical and contemporary cities, and the role of urban planning in addressing the great urban challenges of the 21st century.

Course Objectives

- To demonstrate how problems in urban theory and their innovative resolution can contribute to urban planning design and modeling, e.g., transit equity index (use of social indicators), or interactive theory employing a multiple methods approach from different theoretical frameworks to contextualize what is significant in quantitative research or salient in qualitative research for purposes of incorporating them in planning discourses or policy narratives that are *transdisciplinary*.
- Through a transdisciplinary perspective, students will understand urban history and theory across four epistemological frames that denote criteria for designing and evaluating urban plans.

- Students will understand how cities develop from multi-scalar/multi-stakeholder space-making informed by environmental, social, cultural, and political economic inputs that form complex open and closed systems of connectivity with variable feedback dynamics. (These are captured by the four epistemological perspectives.)
- Students will learn how the evaluative criteria of urban planning fosters critical reflections on a range of challenges in 21st century urbanism in such areas as ecological vulnerability, natural resources sustainability, socioeconomic inequality, racial injustice, spatial segregation and marginalization, gentrification, transportation inequities, business cycle crises (especially in monopoly rent regimes), challenges of growth models in globalizing and shrinking cities, etc.
- Students will learn theories and logics of urban space-making and the attendant ethical problems of *right to the city*.
- Although the course is a historical survey with a theoretical function, which makes apparent complex processes and social struggles that have shaped the city, the chronological order of the course is interrupted to illuminate transhistorical continuities, design appropriations, social formations, ethical concerns of what constitutes planning equity for a just city.

Course Outcomes

- Students in this course can expect to gain a deep understanding of how space has been ordered, governed, lived, and contested over time. The deep learning outcomes of the course enable students to comprehend the various spatial formations that planners must professionally navigate and transform, from the “inner city,” to the “global city,” to the city of the “global South,” and from the shrinking and vulnerable to the mega and planetary city. Sharpening students’ awareness of counter-productivity in planning is the outcome sought here.
- This course enables students to reflect critically on how our contemporary urban environment developed over time and what urban challenges are trending in the new millennium.
- The epistemic-based approach to urban history and issues-oriented case studies enables students to understand the relationships between urban forms and processes, which elicit urban planning interventions and engagements. This allows students to reflect and theorize the potentials and limitations of urban design while critically evaluating planning interventions.
- Students will develop a transnational perspective through the study of global North/South case studies in multicultural urban formations.
- Students will gain a deep theoretical understanding of the social, economic, political, cultural, and technological forces that have historically reshaped the urban form, urban living, and urban planning.
- The course enables students to enter contemporary debates on the history and future of the city through being able to identify major events, ideas, and individuals that have influenced urban design, planning, and urban change.
- The course also prepares students to formulate policy-research questions for deeper exploration in other courses and research.

Course Assignments

This course challenges you to contextualize the history of cities in theoretical discourses and debates, and to unpack the latter in the context of historical formations of the city that find their *telos* (trajectory) in contemporary urban forms. Today’s Urban North and Urban South seem to have brought us full circle – at least, theoretically. The earliest determinants of the urban have recycled an astonishing

index of social problems with roots dug deep in the humus of a rich history of urbanism. You will be driven to apprehend this history, its theoretical discourses, and the forms in which they express themselves in “the City,” today. Through reading, reflection, and discussion in this course, you will discover your own rationale for urban planning.

The course is designed to demonstrate your capacity to identify, critically repurpose, and operationalize urban history and theory in planning practice by creating a **course portfolio**, particularly a **course wiki**. Guidelines for the various elements of the course portfolio will be distributed later in the semester. **NB:** The course portfolio focuses on a *specific city, set of urban problems, a historical period of urban development, or assessment of geographic or topographic characteristics, analytical methods, or synthesis of urban-regional modalities, or ethical challenges to urban planning, etc.* In doing so, your course portfolio will reflect any of the **four historical flows** articulated in the course:

- 1) Archaic-Guardian Cities;
- 2) Medieval-Entrepreneurial Cities;
- 3) National-Industrial Cities;
- 4) Global-Financialized Cities.

To deepen the conventional flatness of urban studies, course portfolios will also be informed by your exploration of **four underlying or embedded epistemics** of urban historical and theoretical discourse:

- 1) mechanistic,
- 2) organic,
- 3) informatic, and
- 4) discursive.

Finally, there is the interactions of four indexical modules, i.e., socioeconomic indicators, and ethical great challenge matters, e.g., Black Lives Matter.

Social Indicator Modules			
Spatial settlement (e.g., dissimilarity, or tipping point indices of residential and public housing segregation)	Economic and population flows (migration and immigration, commodity and financial circulations, transportation)	Density & displacement (e.g., urban redevelopment, gentrification, epidemiological challenges, public safety, etc.)	Globalization and precarity (transnationalization of capital, global North/South, planetary urbanism)
Ethical Great Challenge Matters			
Social Justice & Equity	Ecological Vulnerability	Natural Resources Sustainability	Regional Economic Precarity

Online Reflection Assignments

The online reflection assignments throughout the course, especially your interaction with other student reflections, will inform the work going into your course portfolio. These include reflections (a minimum

of 10) on the readings, videos, field trips, and seminar presentations. The reflection responses are either to specific questions, or are brief synopses of the readings' argument, how you understand its relation to other readings in the course, or to your own personal reading in the field(s) of urban history and theory. The responses need be no more than 3-4 paragraphs. Online engagement with the reflections of other students by way of comments and dialogue is worth extra points. Your response to another student's reflection must be posted within a week of the posting of the original reflection. The originator of the reflection is expected to respond to comments on his/her reflection. The online space provided to explore the ideational landscape of the course will assist in developing your course portfolio, especially your course wiki. **NB:**

- **Post at least 10 of the 16 online responses.**
- **Post reflections online within 48 hours of the date on the Course Schedule below.**

Course Portfolio

As consumers of information for professional preparation, planning students are also expected to be producers of new knowledge. A course portfolio is designed not only to inventory student course work. It also serves as a practicum in which students get to design the way their production of knowledge may be represented or exhibited for peer and public assessment and consumption. The course portfolio represents students' entry into planning, policy and theoretical discourse and debate on the city and its future. The course portfolio is a composite of the following elements:

Project Wiki: The course wiki is a theoretical assemblage, inspired by Bruno Latour, of theoretical city-making, i.e., making your city visible by moving around in it. Elements of the city are invisible until you select them, use them, or determine how they are used or *to be used*.

- *Discussion Room:* A detailed description of this assignment will be discussed and made available to students.
- *Urban Index:* Social indicators and indexes will be explored in the course for use in your project on any of these: 1) issues (e.g., disparities), 2) indicators (e.g., census measures, big data, employment, poverty and crime rates, educational achievement data, etc.), 3) geographies (e.g., scales of urban density, dissimilarity index, social surveillance systems, food and transportation deserts, etc.), 4) planning and engagement scenarios.
- *Catalogue of Urban Design* for your wiki project: X number of urban design themes or ways to design the city; historical roots of your project's urban design; proof of concept design; theory of change and logic model; graphic urban landscape representation (see Krannert Museum exhibit of Chicago art, October 2018); underground cities; recycled city or public spaces; design policy research of urban mismatch or disparities (e.g., scenario by which the CTA Red Line Extension will address regional mismatches); London urban project to build the city in pieces and fragments; new urbanism as historical return to older urban form; urban garbage (Altgeld Gardens), or natural resources conservation (Design with Nature); master plan or comprehensive plan (H. Baron on Chicago Comprehensive Plan), or comprehensive plan to transfer surplus value from rich to underserved urban areas (e.g., re-balancing the city, participatory budgeting, etc.), or *Cost of Segregation* policy research; experimentation through urban planning education and research; problem of returning to earlier historical master plans

from the 1960s and 70s today, as a reason to intervene with urban history and theory; social design (see MASS Boston.)

Project Poster: Poster should include historical timeline (you have the option of also including it in your Wiki). Example: See Kevin Hamilton’s mural of cybernetic timeline on 2nd or 3rd floor of the Genomics Institute.

Deconstruct “The Plan”: (See discursive formation method outline in Session 4). The Deconstruction Assignment is a project to deconstruct the discursive genealogy of knowledge and power that leads to “The Plan” as the discursive object of the knowledge/power nexus in urban history and theory.

Essay in Urban History or Theory: This essay is a critical engagement with urban theory by writing a historiographic essay on an aspect of urban history, or a critical essay on urban theory. The subject of your wiki project may be the focus.

Chicago Assignment: Take photos of Chicago urban sites. Number photos for urban assemblage mosaic, using the four Latour categories from his urban perspective project. See Bruno Latour “Paris: Invisible City” website at <http://www.bruno-latour.fr/virtual/EN/index.html>. (You may also want to use W.E.B. Du Bois’s urban sci-fi novella, *Princess Steel*, or China Mieville’s novel, *The City & The City*, to incorporate alternative ways of understanding the city. See Course Topics & Bibliography.) Take photo of Chicago’s blue light or big data sensors (can use stock photo so long as place is identified). Get photos of public housing projects, both existing and previously existing (Public Housing Museum).

Road(s) Not Taken Project: Excavate urban history of road(s) not taken. (4-6 pages including bibliography—images, maps and representational materials may be added). In this paper, you will excavate an historical approach to an urban planning problem (e.g., housing, transportation, infrastructure development, labor market development, democratic accountability, territorial organization, etc.) that was proposed at some point during the last 125 years but never systematically adopted on a widespread scale. Your task is to make a case for the reintroduction of some aspect of that approach in relation to contemporary urban and regional conditions and challenges. In so doing, you should explain why the approach in question was never widely adopted and make a strong argument for its contemporary viability in relation to a key normative priority of your choosing—e.g., efficiency, democratic accountability, justice, environmental sustainability, etc.

Course Assessment

A mid-term exam will be given online on Compass 2g on October 11. There will be no final exam. Your aggregate assessment will be based on your grades for:

Online reflections: 10%

Midterm exam: 18%

The assignments included in your **course portfolio** are based on the following percentages:

Project wiki: 32%

Discussion Room Ethnography

Urban Index

Catalogue of Urban Design

Project poster: 10%

Plan Deconstruction: 10%

Essay in Urban History or Theory: 10%

Participation in class seminar: 10%

*Chicago Assignment: 10%¹

*Road(s) Not Taken Assignment: 10%

Total 100%

A 100-94 pts	B- 83-80	D+ 69-67
A- 93-90	C+ 79-77	D 66-64
B+ 89-87	C 76-74	D- 63-60
B 86-84	C- 73-70	F 59-0

Course Expectations

The reading load for the course is significant. However, your engagement with the diversity of ideas about urban forms, the historical trends in the development of cities, and the emergence of ethical and livability problems produced and recycled by the scalability of the city for urban planning and design will assure your success in the course. Thus, your primary responsibility is to be prepared to participate in seminar discussions by keeping up with the class readings and lectures. **NB:** Supplemental readings are intended to give students a wider field of study should they want to pursue further exploration.

Inclusion and Professionalism

The Department of Urban and Regional Planning (DURP) is committed to creating an environment of inclusion and opportunity that is rooted in the responsibility of practicing planners to adhere to the highest standards of professionalism and integrity while serving the public interest. Students who contribute to a learning environment that is respectful and inclusive are preparing to excel in a culture of ethical behavior as professionals. Urban planning students develop the knowledge and skills of professional planners in the classroom and in community-based projects, where they act as planners in training. Therefore, DURP expects all students to meet the goals outlined in the American Institute of Certified Planners (AICP) Code of Ethics and Professional Conduct for planners as well as standards in the University of Illinois Student Code. For more information, go to:

<http://www.urban.illinois.edu/about-durp/our-mission/commitment-toinclusion>.

Attendance

Attendance is required except in the case of medical or family emergencies. After the first absence, 1 point will be deducted from your final grade for each absence. After the first tardy, a ½ point will be deducted for tardiness. If you miss class, please stop by my office at office hours or make an appointment to find out what you missed. Other absences may be excused. Please send me an email at

¹ * signifies that the assignment is optional and can be completed for extra credit.

least one week in advance to explain your situation (examples attending a conference, job interview, religious holiday, etc.).

Academic Dishonesty. Please be aware of the university guidelines regarding academic integrity, which can be found in the Student Code (<http://www.admin.uiuc.edu/policy/code/>). Academic dishonesty includes such things as cheating, inappropriate use of university equipment/materials, fabrication of information, plagiarism (presenting someone else's work from any source as your own), and so on. All forms of academic dishonesty will be considered a serious offense of university policy. Students committing any form of academic dishonesty will be reported to their home department, the College of Fine and Applied Arts, and to the Senate Committee on Student Discipline. Any student who violates the university academic integrity policy will receive a failing grade for this course.

Office Hours. Students are encouraged to visit or e-mail me as often as they want or need. E-mail is an easy way to communicate with me, as I generally respond within 24 hours. Most course related problems can be resolved if they are jointly addressed by instructor and student early in the semester. Students with special needs that might interfere/conflict with the successful completion of the course should tell me as soon as possible.

Counseling Center. Additionally, resources are available on campus if you find yourself in need of mental or emotional support. The Counseling Center is committed to providing a range of services intended to help students develop improved coping skills to address emotional, interpersonal, and academic concerns. The Counseling Center provides individual, couples, and group counseling. All of these services are paid for through the health services fee. The Counseling Center offers primarily short-term counseling, but they do also provide referrals to the community when students could benefit from longer term services. <https://counselingcenter.illinois.edu/>.

Disability Services. This course will accommodate students with documented disabilities. Please refer to the Disability Resource Guide (<http://disability.illinois.edu/disability-resource-guide>) for more information and inform the instructor of any requests at the beginning of the semester.

Course Readings & Other Materials

All readings are in pdfs available on Compass 2g, or are accessible through hyperlinks on the syllabus, organized by session, and arranged in chronological order. Materials can be printed either inside or outside of the library. If printed within the UIUC library system, payments may be made either at the Media and Reserves desk or directly (online) to your student account. Hyperlinks to videos and other visual materials are also on Compass 2g.

Compass: <https://compass2g.illinois.edu>.

If you have questions about how to interact with Compass 2g or would like to see examples of how to use specific features (e.g., assignment upload), please watch these videos:

Video Tutorials: <http://ondemand.blackboard.com/students.htm>.

Additionally, Technology Services technician, Rick Hazelwood, will visit class to discuss Compass 2g features that you can use to complete your assignments.

Online in Class: You are encouraged to use your cell phones and laptops in class as these will allow you to post questions, comments, and responses in real-time on the Compass 2g website. Moreover, as the material may be new and challenging, you should use your personal technology devices to make quick queries to enhance your participation in class.

Different Ways of Knowing the City: In the Course Topics & Bibliography, some Supplemental Readings have special significance as different ways of knowing or understanding urbanization, e.g., a novel, a photographic text on urban life, a philosophic treatise, GIS visualizations or simulations, cinema, graphic arts, fractal and digital representations of urban forms, musical expression, architectural design, a hip-hop essay, etc.

Course Schedule & Structure

Date	Topic & Due Date	Topics & Objectives	Online Discussion	Comments
Aug-28 Tu	Session 1: Welcome & Overview	Welcome & expectations; course overview; syllabus review; video. <u>Discussion question:</u> With what must the study of urban history and theory begin?	Post response to videos online in class	
Aug-30 Th	Seminar	Discussion of Session #1: Course overview & 1 st in-class assignment	Post responses to Session #1	
Sep-4 Tu	Session #2: Theory of Urban History & Chang	Discussion questions: What is theory of change? What is urban history? What is theory of urban history?		
Sep-6 Th	Seminar	Discussion of Session #2 Lecture & Readings	Post responses to Session #2	
Sep-11 Tu	Session #3: History of Urban Theory	Discussion questions: What is urban theory? What is urban epistemology?		
Sep-13 Th	Seminar	Discussion of Session #3 Lecture & Readings	Post responses to Session #3.	
Sep-18 Tu	Session #4: Urbanization, Urban Form, Urban Design, Urbanism	Discussion questions: What is urban design? Why do social indicators matter? Discursive formation – whence arises “the plan”? Deconstruct “The Plan.”	Deconstruction Assignment: <i>The Plan</i>	Portfolio demo.
Sep-20 Th	Seminar	Discussion of Session #4 Lecture & Readings	Post Deconstruction Assignment	
Sep-25 Tu	Session #5 Theories of Emergent Ancient World Cities	Discussion questions: What are the determinants of urban emergence? What are design determinants were involved in the emergence of the urban form? What territorial, ecological, and political economic characteristics were necessary and		

		sufficient for the emergence of cities?		
Sep-27 Th	Seminar	Discussion of Session #5 Lecture & Readings	Post responses to Session #5 & field trips	Field trip to Krannert & Spurlock Museums
Oct-2 Tu	Session #6 Ancient to Medieval Urbanization	Discussion questions: What explains the transition from ancient to medieval urbanization?	*Schedule office meeting to discuss your course project*	
Oct-4 Th	Seminar	Discussion of Session #6 Lecture & Readings	Post Responses to Session #6	
Oct-9 Tu	Session #7 Late Medieval /Early Modern Mercantile Cities & Colonialism: Globalization I	Discussion questions: What explains the conjuncture of medieval urbanism, mercantilism and colonialism? What were some of the distinctive characteristics of medieval urban design? What forms of representation did the medieval design of the city come to express?		
Oct-11 Th	Seminar	Discussion of Session #7 Lecture & Readings	Post Responses to Session #7	Midterm Exam on Compass2g
Oct-16 Tu	Session #8 Mercantile to Industrial Cities: Globalization II	Discussion questions: How did “revolutions” become determinants of the urban form? What “revolutions” became determinants of urban place-making?		
Oct-18 Th	Seminar	Discussion of Session #8 Lecture & Readings	Post Responses to Session #8	1st Project Progress Report
Oct-23 Tu	Session #9 Industrial Cities & Colonialism: Globalization III – Revolution	Discussion questions: How did the city become the center of capitalist globalization? How did capitalist globalization determine urban and regional form and design?		
Oct-25 Th	Seminar	Discussion of Session #9 Lecture & Reading	Post Responses to Session #9	
Oct-30 Tu	Session #10 Theories of Urban Problems: Emergence of Urban Planning	Discussion questions: What is the urban problem/planning nexus in the history of the city? Make a case for an epistemic framework to understand the problem/planning nexus in urban history.		
Nov-1 Th	Seminar	Discussion of Session #10 Lecture & Reading	Post Responses to Session #10	
Nov-6 Tu	Session #11 Race & the City: Chicago	Discussion questions: How did segregation function in the history and development of cities? How did segregation function in the history and development of Chicago? How does it today? How does race matter in Chicago?		

Nov-8 Th	Seminar	Discussion of Session #11 Lecture & Reading	Field trip to National Public Housing Museum; Red Line Extension Exhibit; Krannert Museum Chicago Art Exhibit Post responses to field trips	
Nov-13 Tu	Session #12 History & Theory in Urban & Regional Development	Discussion questions: What are the natural resource challenges in urban and regional development? What are the ecological and climate challenges to urban sustainability. Make a case for a theory of change to address urban and regional development challenges.		
Nov-15 Th	Seminar	Discussion of Session #12 Lecture & Reading	Post Responses to Session #12	2nd Progress Report
Nov-17-25		FALL BREAK		
Nov-27 Tu	Session #13 Urban Epidemiology & Criminology	Discussion questions: What is the epigenetic or sociogenetic factors in urban epidemiology? Identify the criminogenic factors in cross-comparison of cities and historical periods.		
Nov-29 Th	Seminar	Discussion of Session #13 Lecture & Reading	Post Responses to Session #13	
Dec-4 Tu	Session #14 Global Cities & the Global North/South	Discussion questions: What are some urban paradoxes of the global North/South nexus? What does the resilience of cities mean to you? Are resilient cities resilient for everyone? Is resilience justice? What epistemic ends does urban planning in the global South have in common with planning in the global North?		
Dec-6 Th	Seminar	Discussion of Session #14 Lecture & Reading	Post Responses to Session #14	3rd Progress Report
Dec-11 Tu	Session #15 Network City & Right to the City	Discussion questions: Identify some spatial flows and disruption of the city. Who has a right to the global city? Are information cities closed or open systems?		
Dec-13 Th	Reading Day	*COURSE PORTFOLIO DUE NO LATER THAN DECEMBER 18*	Post Responses to Session #15	

UP 504 (Fall 2018) – Urban History & Theory

Course Topics and Bibliography

Session 1: Course Overview: Introductions and Expectations (8/28)

Topics & Objectives: Welcome & expectations; course overview; syllabus review; video viewing & discussion. Discussion question: With what must the study of urban history and theory begin?

Required reading:

Sassen, Saskia. 2008. *Territory, Authority, Rights: From Medieval to Global Assemblages*. Princeton: Princeton University Press. Introduction (1-23).

Simone, AbdouMaliq and Pieterse Edgar. 2017. *New Urban Worlds: Inhabiting Dissonant Times*. Cambridge, UK: Polity. Preface (x-xviii).

Chang, Jeff. 2005. *Can't Stop, Won't Stop: A History of the Hip-Hop Generation*. New York: St. Martin's Press. Ch. 19, New World Order: Globalization, Containment and Counterculture at the End of the Century (437-465).

Videos:

Spencer Wells, A family tree for humanity (21 min.)

https://www.ted.com/talks/spencer_wells_is_building_a_family_tree_for_all_humanity.

Ron Finley, A guerrilla gardener in South Central LA (11 min.)

<https://www.bing.com/videos/search?q=ron+finley+guerilla+gardener&view=detail&mid=B62FECDFEA8297E9A043B62FECDFEA8297E9A043&FORM=VIRE>.

Session 2: Theory of Urban History & Change (9/4)

Topics & Objectives: What is theory of change? What is urban history? What is theory of urban history?

Required reading:

Hawley, Amos. 1978. Cumulative Change in Theory and in History. *American Sociological Review* 43 (6): 787-796.

Soja, Edward. 1989. *Postmodern Geographies: The Reassertion of Space in Critical Social Theory*. London: Verso. Ch. 3, Socio-spatial Dialectic (76-93).

Baldwin, Richard. 2016. *The Great Convergence: Information Technology and the New Globalization*. Cambridge, MA: Harvard University Press. Introduction (1-16); Part I, The Long History of Globalization in Short (17-110).

Supplemental reading:

Lefebvre, Henri. 2003 [1970]. *The Urban Revolution*. Minneapolis: University of Minnesota Press. Neil Smith, Foreword (vii-xxiii); Ch. 1, From the City to Urban Society (1-22); Ch. 4, Levels and Dimensions (77-102).

Du Bois, W.E.B. 1905. *The Princess Steel*. Adrienne Brown & Britt Rusert, Introduction. *PMLA* 130 (3), 2015. <https://www.mlajournals.org/doi/pdf/10.1632/pmla.2015.130.3.819>.

Session 3: History of Urban Theory (9/11)

Topics & Objectives: What is urban theory? What is urban epistemology?

Required reading:

Ewen, Shane. 2016. *What Is Urban History?* Cambridge, UK: Polity. Introduction: Why Urban History (1-9); Ch. 1, The Development of Urban History (10-32).

Brenner, N. and C. Schmid. 2015. Towards a New Epistemology of the Urban? *City* 19 (2-3), 151-182.

Bliss, Laura. 2014. Moving Toward an Evolutionary Theory of Cities. *CityLab*. <https://www.citylab.com/design/2014/11/moving-toward-an-evolutionary-theory-of-cities/381839/>.

Session 4: Urbanization, Urban Form, Urban Design, Urbanism (9/18)

Topics & Objectives: What is urban design? Why do social indicators matter? Discursive formation – whence arises “the plan”? Deconstruct “The Plan.” Portfolio demonstration.

Required reading:

Kickert, Conrad and Fishman, Robert. 2017. Situated learning in history and theory in the urban design curriculum. Proceedings of the Institution of Civil Engineers. *Urban Design and Planning*, 170 (3), 1-12. (Portfolio Demo)

Innes, Judith. 2002. *Knowledge and Public Policy: The Search for Meaningful Indicators*. New Brunswick, NJ: Transaction. Introduction: Understanding the Alliance of Knowledge and Policy (1-45); Ch. 1, Measurement and the Identification of Problems (53-62); Ch. 2, Traditions of Social Measurement (63-71).

Highmore, Ben. 2005. *Cityscape: Cultural Readings in the Material and Symbolic City*. New York: Palgrave. Ch. 1, Introduction: Methodology I: Cultures, Cities and Legibility (1-25).

Turner, Lou. 2018. Deconstruction: A Discursive Methodology for Excavating Discourses in Urban History & Theory of Knowledge. Course handout (1-3).

Video:

History of Urban Design. <https://www.slideshare.net/alshimaak/history-of-urban-design>. (52 slides).

Session 5: Theories of Emergent Ancient World Cities

Topics & Objectives: What are the determinants of urban emergence? What are design determinants were involved in the emergence of the urban form? What territorial, ecological, and political economic characteristics were necessary and sufficient for the emergence of cities?

Bairoch, Paul. 1988. *Cities and Economic Development: From the Dawn of History to the Present*, tr. Christopher Braider. Chicago: University of Chicago Press. Ch. 1, The Birth of Urbanism and the Economy (1-18); Ch. 2, The Urban Revolution: Its Beginnings in the Middle East (19-37); Ch. 3, The Beginnings of

Urbanization in Asia (38-51); Ch. 4, The Beginnings of Urbanization in Black Africa and the New World (52-70).

Morris, A.E.J. 1994. *History of Urban Form*. London: Longman. Ch. 1, The Early Cities (1-34).

Edwards, Anthony. 2004. *Hesiod's Ascra*. Berkeley, CA: University of California Press. Introduction (1-29); Ch. 1, External Relations, Ascra and Thespieae (30-79).

Plato. 380 BC. *The Republic: On Justice*, Books II, III, IV & V (998-1107). Plato, *Complete Works*. John Cooper, ed. Indianapolis, IN: Hackett.

Supplemental reading:

Aristotle. 335-323 BC. *Politics*, Books I-IV. Translated by Benjamin Jowett, with modifications by Ned O'Gorman.

Video:

History of Urbanization, 3700 B.C. to 2000 A.D. <https://www.youtube.com/watch?v=yKJYXujJ7sU>

Session 6: Ancient to Medieval Urbanization (10/2)

Topics & Objectives: What explains the transition from ancient to medieval urbanization?

Bairoch, Paul. 1988. *Cities and Economic Development: From the Dawn of History to the Present*, tr. Christopher Braider. Chicago: University of Chicago Press. Ch. 5, Athens and Rome – Two Very Different Civilizations: The Sources of European Urbanization (71-92); Ch. 7, Europe from the Fifth Century to the Tenth Century: A Period of Transition Marked by Declines and Renaissances (107-123).

Sassen, Saskia. 2006. *Territory, Authority, Rights: From Medieval to Global Assemblages*. Princeton: Princeton University Press. Ch. 2, Territory, Authority, and Rights in the Framing of National (27-73).

Nightingale, Carl. 2012. *Segregation: A Global History of Divided Cities*. Chicago: University of Chicago Press. Introduction (1-16); Ch. 1 Seventy Centuries of City-Splitting (19-44).

Supplemental reading:

Smith, Adam. 2003 [1776]. *The Wealth of Nations*. New York: Bantam. Bk. II, Ch. 3, On the Rise and Progress of Cities and Towns after the Fall of the Roman Empire.

St. Augustine. 426 AD. *The City of God*. <http://www.unilib.org/ebooks/Saint%20Augustine%20-%20City%20of%20God.pdf>. Bk. II, Chs. 18-21.

Session 7: Late Medieval/Early Modern Mercantile Cities & Colonialism: Globalization (10/9)

Topics & Objectives: What explains the conjuncture of medieval urbanism, mercantilism and colonialism? What were some of the distinctive characteristics of medieval urban design? What forms of representation did the medieval design of the city come to express?

Bacon, Edmund. 1976. *Design of Cities*. New York: Penguin. Medieval Design (93-106); Upsurge of the Renaissance (107-130); Design Structure of Baroque Rome (131-162); Dutch Interlude (163-170).

Cox, Oliver C. 1959. *The Foundations of Capitalism*. New York: Philosophical Library. Ch. 2, Venice, The Progenitor (30-54); Ch. 3, Dominant Capitalist Attitudes in Venice (55-66); Ch. 4, Economic Underpinnings of Venice (67-89).

Clark, Greg. 2016. *Global Cities: A Short History*. Wash., D.C.: Brookings Institution Press. Ch. 2, Origins: Trade and Connectivity (11-32); Ch. 3, The History of Global Cities I: Ancient Cities (33-61).

Supplemental reading:

Eglash, Ron. 2005. *African Fractals: Modern Computing and Indigenous Design*. New Brunswick, NJ: Rutgers University Press. Ch. 2, Fractals in African Settlement Architecture (20-38).

Video:

The fractals at the heart of African designs. https://www.ted.com/talks/ron_eglash_on_african_fractals.

Session 8: Mercantile to Industrial Cities: Globalization II (10/16)

Topics & Objectives: How did “revolutions” become determinants of the urban form? What “revolutions” became determinants of urban place-making?

Bairoch, Paul. 1988. *Cities and Economic Development: From the Dawn of History to the Present*, tr. Christopher Braider. Chicago: University of Chicago Press. Ch. 9, Cities – Their Locations, Spheres of Influence, Size, and Economic Functions: A Few General Remarks on Matters of Method (142-152); Ch. 10, The Surge of Urban Growth in Medieval Europe (153-174); Part 4, Urbanism in the Third World, Ch. 22, The Cities of Asia: Socioeconomic Systems Different from Those of Europe (347-365); Ch. 23, Urbanism in the Middle East and the Maghreb before the Nineteenth Century (366-381).

Barbour, Violet. 1966. *Capitalism in Amsterdam in the 17th Century*. Ann Arbor, MI: University of Michigan Press. Ch. 1, The Rise of the Amsterdam Market (11-42).

Supplemental reading:

Coquery-Vidrovitch, Catherine. 1991. The Process of Urbanization in Africa (From the Origins to the Beginning of Independence). *African Studies Review* 34 (1), 1991, 1-91.

Marx, Karl. 1854. Declaration of War. On the History of the Eastern Question. *New York Herald Tribune*, Apr 15, 1854.

Session 9: Industrial Cities & Colonialism: Globalization III – Revolution (10/23)

Topics & Objectives: How did the city become the center of capitalist globalization? How did capitalist globalization determine urban and regional form and design?

Bairoch, Paul. 1988. *Cities and Economic Development: From the Dawn of History to the Present*, tr. Christopher Braider. Chicago: University of Chicago Press. Ch. 24, Traditional Colonization and Urbanization: From 1490-1530 to 1780-1815 (382-396); Ch. 25, Modern Colonization and Urbanization in Asia and the Maghreb from 1780/1815 to 1930/40 (397-411); Ch. 26, Modern Colonization & Urbanization in Black Africa & Latin America from 1780/1815 to 1930/40 (412-426).

- Frederick Engels. 1892 [1845]. *The Conditions of Working Class in England*. <https://www.marxists.org/archive/marx/works/download/pdf/condition-working-class-england.pdf>. Preface to American edition (2-7); To the Working-Classes of Great Britain (29-30); The Great Towns (44-72); Irish Immigration (81-83).
- Harvey, David. 1989. *The Urban Experience*. Baltimore: Johns Hopkins University Press. Ch. 7, Monument and Myth: The Building of the Basilica of the Sacred Heart (200-228).
- Romberg, Kristin. 2018. *Gan's Constructivism: Aesthetic Theory for an Embedded Modernism*. Oakland, CA: University of California Press. Ch. 5. The Communist City: The Total Work of the Constructivist Object (133-166).
- Fanon, Frantz. 1965 [1959]. *A Dying Colonialism*, tr. Haakon Chevalier. New York: Grove Press. Ch. 1, Algeria Unveiled (35-68).

Supplemental reading:

- Fanon, Frantz. 2004 [1961]. *The Wretched of the Earth*, tr. Richard Philcox. New York: Grove Press. Ch. 1, Concerning Violence (1-62).
- Medina, Eden. 2006. Designing Freedom, Regulating a Nation: Socialist Cybernetics in Allende's Chile. *Journal of Latin American Studies* 38, 2006, 571-606.
- Highmore, Ben. 2005. *Cityscape: Cultural Readings in the Material and Symbolic City*. New York: Palgrave. Ch. 4, Colonial Spacing: Control and Conflict in the Colonial and Neocolonial City (70-91).
- Taylor, Henry Louis. 2009. *El Barrio: A Bottom-Up of Neighborhood Life in Castro's Cuba*. Sterling, VA: Kumarian Press. Preface (xi-xiv); Prologue (1-8); Ch. 1, The Unfinished Revolution (9-38).

Session 10: Theories of Urban Problems: Emergence of Urban Planning (10/30)

Topics & Objectives: What is the urban problem/planning nexus in the history of the city? Make a case for an epistemic framework to understand the problem/planning nexus in urban history.

- Welter, Volker. 2002. *Biopolis: Patrick Geddes and the City of Life*. Cambridge, MA: MIT Press. Introduction (1-5); Ch. 1, 'Angling for Cities!' (6-25); Ch. 2, Patrick Geddes' Theory of the City (26-53); Ch. 3, The City and Geography (54-81); Ch. 4, The City in History (82-105).
- Friedmann, John. 1987. *Planning in the Public Domain: Knowledge to Action*. Princeton, NJ: Princeton University Press. Introduction 3-15); Ch. 1, The Terrain of Planning Theory (19-48).
- Nightingale, Carl. 2012. *Segregation: A Global History of Divided Cities*. Chicago: University of Chicago Press. Ch. 3, Race and the London-Calcutta Connection (75-109); Ch. 4, Stations Raj (113-134); Ch. 5, Segregating the Pacific (135-157).
- Sandercock, Leonie (ed.). 1998. *Making the Invisible Visible: A Multicultural Planning History*. Berkeley, CA: University of California Press. Introduction: Framing Insurgent Historiographies for Planning (1-33).
- Chang, Jeff. 2005. *Can't Stop, Won't Stop: A History of the Hip-Hop Generation*. New York: St. Martin's Press. Loop 1: Babylon Is Burning: 1968-1977 (7-85).

Thomas, June Manning. 1998. *Racial Inequality and Empowerment: Necessary Theoretical Constructs for Understanding U.S. Planning History*. Leonie Sandercock (ed.). 1998. *Making the Invisible Visible: A Multicultural Planning History*. Berkeley, CA: University of California Press.

Supplemental reading:

Mumford, Lewis. 1961. *The City in History*. New York: Harbinger. Ch. 15, Paleotechnic Paradise: Coketown (446-481); Ch. 17, The Myth of Megalopolis (525-567).

Jackson, Kenneth. 1985. *Crabgrass Frontier. The Suburbanization of the United States*. New York: Oxford University Press. Ch. 1, Suburbs as Slums (12-19); Ch. 2, The Transportation Revolution the Erosion of the Walking City (20-44).

Lefebvre, Henri. *The Right to the City*, trans. and ed. Eleonore Kofman & Elizabeth Lebas. Oxford, UK: Blackwell. Ch. 3, Industrialization and Urbanization (63-85); Ch. 6, Philosophy of the City and Planning Ideology (86-93).

Louis, Taylor Henry and Sam Cole. 2001. *Structural Racism and Efforts to Radically Reconstruct the Inner-City Built Environment*. Paper given at 43rd Annual Conference of Association of Collegiate Schools of Planning, November 2001.

Session 11: Race & the City: Chicago (11/6)

Topics & Objectives: How did segregation function in the history and development of cities? How did segregation function in the history and development of Chicago? How does it today? How does race matter in Chicago?

Nightingale, Carl. 2012. *Segregation: A Global History of Divided Cities*. Chicago: University of Chicago Press. Ch. 6, Segregation Mania (159-191); Ch. 10, Camouflaging the Color Line in Chicago (295-331).

Baron, Harold. 1966. *Planning in Black & White: The Racial Aspects of Urban Planning*. Chicago Urban League (1-5).

_____. 1968. *The Web of Urban Racism*. Chicago Urban League (1-35).

Rothstein, Richard. 2017. *The Color of Law: A Forgotten History of How Our Government Segregated America*. New York: Liveright. Preface (vii-xvii); Ch. 2, Public Housing, Black Ghettos (17-38); Ch. 3, Racial Zoning (39-58).

Acs, Gregory, Rolf Pendall, Mark Treskon and Amy Khare. 2018. *The Cost of Segregation: National Trends and the Case of Chicago, 1990-2010*. Research Report, Urban Institute and Metropolitan Planning Council. Executive Summary (v-ix); *The Cost of Segregation, 1990-2010* (1-42).

Supplemental reading:

Drake, St. Clair and Horace Cayton. 1993 [1945]. *Black Metropolis: A Study of Negro Life in a Northern City*. Chicago: University of Chicago Press. Richard Wright, Introduction (xvii-xxxiv).

Vergara, Camilo Jose. 1997. *The New American Ghetto*. New Brunswick, NJ: Rutgers University Press.

Obama, Barack. 1988. Why Organize? Problems and Promise in the Inner City. *Illinois Issues* 42, August-September 1988.

Wilson, David. 2018. *Chicago's Redevelopment Machine & Blues Clubs*. New York: Palgrave. Prologue (1-6); Ch. 1, Chicago, Redevelopment Machines, and Local Blues (7-38) .

Video:

Freidrichs, Chad. 2015. The Pruitt-Igoe Myth. <https://www.youtube.com/watch?v=xKgZM8y3hso>.

Session 12: History & Theory in Urban & Regional Development (11/13)

Topics & Objectives: What are the natural resource challenges in urban and regional development? What are the ecological and climate challenges to urban sustainability. Make a case for a theory of change to address urban and regional development challenges.

Cronon, William. 1992. *Nature's Metropolis: Chicago and the Great West*. New York: W.W. Norton. Ch. 1, Dreaming the Metropolis (23-54); Ch. 2, Rails and Water (55-96); Ch. 6, Gateway City (263-309)

Woods, Clyde. 1998. Regional Blocs, Regional Planning, and the Blues Epistemology of the Lower Mississippi Delta. In Leonie Sandercock (ed.), *Making the Invisible Visible: A Multicultural Planning History*. Berkeley, CA: University of California Press.

Davidson, Mark and Kevin Ward. 2018. *Cities Under Austerity: Restructuring the U.S. Metropolis*. Albany, NY: State University of New York Press. Introduction (1-26).

Foucault, Michel. 2010. *The Foucault Reader*, ed. Paul Rabinow. New York: Vintage Books. Space, Knowledge, and Power (239-257).

Supplemental reading:

Cha-Jua, Sundiata. 2000. *America's First Black Town, Brooklyn Illinois, 1830-1915*. Urbana, IL: University of Illinois Press. Ch. 1, From Separate Settlement to Biracial Town: Blacks in Brooklyn, 1830-60 (31-46); Ch. 2, Uncovering Brooklyn's African American Population, 1850 (47-73).

Ellis, Clifton and Rebecca Ginsberg. 2010. *Cabin, Quarter, Plantation: Architecture and Landscapes of North American Slavery*. New Haven, CT: Yale University Press. Introduction (1-15); Carl Anthony, The Big House and the Slave Quarters: African Contributions to the New World (177-192).

Markus, Momcilo, et al. No date. Usability of Climate Model Outputs in Determining Future Rainfall Frequency in the Chicago Region (power point).

Turner, Lou. 2017. The Law Motion of High-Tech Capital (draft monograph).

Session 13: Urban Epidemiology & Criminology (11/27)

Topics & Objectives: What are the epigenetic or sociogenetic factors in urban epidemiology? Identify the criminogenic factors in cross-comparison of cities and historical periods.

Watts, Sheldon. 1997. *Epidemics and History: Disease, Power and Imperialism*. New Haven, CT: Yale University Press. Introduction, (xi-xvi); Ch. 3, Smallpox in the New World and in the Old: From Holocaust

to Eradication, 1518 to 1977 (84-121); Ch. 4, The Secret Plague: Syphilis in West Europe and East Asia, 1492 to 1945 (122-166).

Hagan, John and Ruth Peterson, eds. 1995. *Crime and Inequality*. Stanford, CA: Stanford University Press. Ch. 2, Robert Sampson and William Julius Wilson, Toward a Theory of Race, Crime, and Urban Inequality (37-54); Ch. 6, John Beattie, Crime and Inequality in Eighteenth-Century London (116-139).

Hagedorn, John. 2008. *World of Gangs: Armed Young Men and Gangsta Culture*. Minneapolis: University of Minnesota Press. Introduction: Why Gangs Are Everywhere (xxiii-xxxii); Ch. 9, Contested Cities: Gentrification and the Ghetto (113-130); Conclusion: A Rose in the Cracks of the Concrete (131-143).

Session 14: Global Cities & the Global North/South (12/4)

Topics & Objectives: What are some urban paradoxes of the global North/South nexus? What does the resilience of cities mean to you? Are resilient cities resilient for everyone? Is resilience justice? What epistemic ends does urban planning in the global South have in common with planning in the global North?

McNeill, Donald. 2017. *Global Cities and Urban Theory*. London, UK: Sage. Introduction (1-13); Ch. 2, Flat Cities (32-51); Ch. 3, Global Urban Order(ing) (52-75).

Simone, AbdouMaliq and Pieterse Edgar. 2017. *New Urban Worlds: Inhabiting Dissonant Times*. Cambridge, UK: Polity. Ch. 1, Paradoxes of the Urban (1-30); Ch. 2, Precarious Now (31-59).

Newman, Peter, Timothy Beatley and Heather Boyer. 2009. *Resilient Cities: Responding to Peak Oil and Climate Change*. Wash., D.C.: Island Press. Ch. 1, Urban Resilience: Cities of Fear and Hope (1-14); Ch. 3, Four Scenarios for the Future of Cities: Collapse, Ruralized, Divided, or Resilient City (35-54);

Clark, Greg. 2016. *Global Cities: A Short History*. Wash., D.C.: Brookings Institution Press. Ch. 5, Understanding Global Cities (91-116).

Gibson, Nigel. 2008. A New Politics of the Poor Emerges from South Africa's Shantytowns. *Journal of Asian and African Studies* 43 (1), 5-17.

Zihode, S'bu. 2008. The Greatest Threat to Future Stability in Our Country Is the Greatest Strength of the Abahlali baseMjondolo Movement (SA) (Shackdwellers). *Journal of Asian and African Studies* 43 (1), 113-118.

Supplemental reading:

Therborn, Göran. 2011. End of a Paradigm: The Current Crisis and the Idea of Stateless Cities. *Environment & Planning A: Economy and Space* 43 (2), 272-285.

Clark, Greg. 2016. *Global Cities: A Short History*. Wash., D.C.: Brookings Institution Press. Ch. 6, Global Cities Today (117-148); Ch. 7, The Future of Global Cities: The Challenge and Leadership Needs (149-183).

Miéville, China. 2010. *The City & The City*. New York: Ballantine Books.

Newman, Peter, Timothy Beatley and Heather Boyer. 2009. *Resilient Cities: Responding to Peak Oil and Climate Change*. Wash., D.C.: Island Press. Ch. 4, A Vision for Resilient Cities: The Built Environment (55-85); Ch. 5, Hope for Resilient Cities (86-111).

Pithouse, Richard. 2008. A Politics of the Poor: Shack Dwellers' Struggles in Durban. *Journal of Asian and African Studies* 43 (1), 63-94.

Session 15: Network City & Right to the City (12/11)

Topics & Objectives: Identify some spatial flows and disruption of the city. Who has a right to the global city? Are information cities closed or open systems?

Weller, Toni and David Bawden. 2005. The Social and Technological Origins of the Information Society: An Analysis of the Crisis of Control in England, 1830-1900. *Journal of Documentation* 61 (6), 777-802.

Boeing, Geoff. 2018. Measuring the Complexity of Urban Form and Design. *Urban Design International* 2018), 1-20.

Castells, Manuel. 1999. Grassrooting the Space of Flows. *Urban Geography* 20 (4), 294-302.

_____. 1989. Social Movements and the Informational City. *Hitotsubashi Journal of Social Studies* 21 (1), 197-206.

Sassen, Saskia. 2016 [2001]. The Impact of the New Technologies and Globalization on Cities (650-658). Richard LeGates and Frederic Stout, eds., *The City Reader*. Sixth edition. New York: Routledge.

Sheller, Mimi. 2014. The New Mobilities Paradigm for a Live Sociology. *Current Sociology Review* 62 (6), 789-811.

Supplemental reading:

Batty, Michael, Robin Morphet, Paulo Masucci and Kiril Stanilov. 2014. Entropy, Complexity, and Spatial Information. *Journal of Geographical Systems* 16, 363-385.

Chen, Yanguang, Jiejing Wang and Jian Feng. 2017. Understanding Fractal Dimension of Urban Form through Spatial Entropy. *Entropy* 19 (11), 1-25. <https://arxiv.org/ftp/arxiv/papers/1607/1607.04876.pdf>.

Du Bois, W.E.B. 1900. Infographics Data Visualizations of Black Life Exhibited at 1900 Paris Exposition. Allison Meier, W.E.B. Du Bois's Modernist Data Visualizations of Black Life. *Hyperallergic*, July 4, 2016. <https://hyperallergic.com/306559/w-e-b-du-boiss-modernist-data-visualizations-of-black-life/>.

Markus, Momcilo. 2011. Artificial Intelligence Scores High in Accuracy to Predict Water Contamination. Illinois State Water Survey. Prairie Research Institute, June 6, 2011. <https://blogs.illinois.edu/view/7447/606883>.

Sheller, Mimi. 2017. From Spatial Turn to Mobilities Turn. *Current Sociology Monograph* 65 (4), 623-639.