

“True education is the habitual contemplation of greatness.”
Alfred North Whitehead, *Dialogues* 1953.

APH 414: Great Cities (3 credits)

“Historical survey of Great cities from antiquity to the present. Prerequisites: minimum ASU cumulative 3.00 GPA; minimum 60 hours. Satisfies General Studies Requirements: L (Literacy and Critical Inquiry), HU (Humanities, Arts and Design), H (Historical awareness).”



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“Cities are amalgams of buildings and people. They are inhabited settings from which daily rituals – the mundane and the extraordinary, the random and the staged – derive their validity. In the urban artifact and its mutations are condensed continuities of time and place. The city is the ultimate memorial of our struggles and glories; it is where the pride of the past is set on display.”
Michael Aston *The Landscape of Towns* 1976.

Great Cities

"Cities are live, changing things – not hard artifacts in need of prettification and calculated revision. Cities are never still; they resist efforts to make neat sense of them. We need to respect their rhythms and to recognize that the life of city form must lie loosely somewhere between total control and total freedom of action. Between conservation and process, process must be the final word. In the end, urban truth is about flow."

Spiro Kostof *The City Assembled* 1992.

In this course, we will investigate the rich history of great cities and urban design; as we collectively seek answers to the following questions: What is the city? How are individual and community values generated and materialized within the city? How do political, social, economic and technological changes affect the city? What are the essential urban design elements of a city? How do citizens, designers, architects, developers, planners, and politicians effectively plan and change their city's future? And, How do local, regional, national and international networks affect one specific city within our ever-changing contemporary global community?

Historically, a great city unites people (citizens) and place, within a large incorporated municipality, whose boundaries and powers of self-government are defined by a charter from the state or country in which it is located. It is comprised of a public realm, with several financial, commercial, and residential districts, supplemented by a series of major public and private institutions (i.e. churches, schools, museums, farmer's markets, parks, hospitals, homes, etc.), which together enhance and sustain a quality individual, family and collective life. Each city is unique and reflects the aspirations, ideals and values of a specific portion of society in a particular place, context, and moment in time. Daily, the city requires social, economic, intellectual and psychological connections and support for its value, accomplishment, growth and prosperity. It is a true expression of a sustainable enterprise.

Today, speed, movement, flux, connectivity and virtuality, characterize our daily lives. We live within a new global political, social and economic order, where a network of globally linked cities and individuals have replaced single countries and corporations, with their physical and virtual networked systems intertwined. As Alex Wall observes, *"The traditional notion of the city, as a historical and institutional core surrounded by post war suburbs and then the open countryside has been largely replaced by a more polycentric and web like sprawl: a regional metropolis. Here multiple centers are served by overlapping networks of transportation, electronic communication, production, and consumption. Operationally, if not experientially, the infrastructures and flows of material have become more significant than static political and special boundaries. The influx of people, vehicles, goods, and information constitute what urban geographers call the "daily urban system," painting picture of urbanism that is dynamic and temporal. The emphasis shifts from forms of urban space to processes of urbanization, processes that network across vast regional – if not global surfaces."* (Alex Wall, "Programming the Urban Surface" 1999).

So, it is not surprising that like our great cities, contemporary urban design practice is undergoing radical change, as we think and live differently - transforming public space and our inherited cultural institutions in totally new and innovative ways. There has been a shift from an excessive adherence to prescribed forms of fixed urban space and master plans of authority and power, to new modes of systems thinking about open networked processes of emergent ecology and adaptive urbanism. True living breathing cities.

It is my goal to provide each student with a model of urban inquiry and action that they fully understand and can strive to emulate in their future professional careers and urban lives.

"Strategy is a key word today. No more master plans, no more locating in a fixed place, but a new heterotopia that is what our cities are striving towards, and here we architects must help them in intensifying the rich collision of events and spaces. Tokyo and New York only appear chaotic; in reality they mark the appearance of a new urban structure, a new urbanity. Their confrontations and combinations of elements may provide us with the event, the shock, that I hope will make the architecture of our cities a turning point in culture and society. "

Bernard Tschumi *Event Cities* 1994.

“If we still believe that cities are the most complicated artifact we have created, if we believe that they are cumulative, generational artifacts that harbor our values as a community and provide us with the setting where we can learn to live together then it is our collective responsibility to guide their design.”
Spiro Kostof *The City Shaped* 1991.

course objectives and learning outcomes

The objectives and learning outcomes of this course are three-fold:

understanding the historic evolution of great cities and the generative elements of their urban design

The first objective of the course is to have each student understand the historic evolution of great cities and the generative elements of their urban design. We will examine a series of key moments in urban history and the specific forces that have shaped the evolution and growth of great cities. This will be achieved through a series of readings, films, and lectures. Students will develop a first-hand understanding and appreciation for WHY great cities happen, HOW they are brought about, and WHAT generative urban elements comprise them, as they continually evolve and resiliently rejuvenate themselves with each new generation of inhabitants.

understanding the historic evolution of great urban design practice

The second objective of this course is to have each student understand the historic evolution of great urban design practice, and the specific cultural, social, political, economic, and technical forces which shaped its evolution. Throughout this course, we will examine a series of key urban designers and their practices, in our readings and lectures, focusing upon their philosophy of practice, urban design processes, and innovative urban design projects.

understanding the creators of great cities and public space in great cities today

The third objective of this course is twofold: First, to give each student the opportunity to witness first-hand how various creators of great cities working today have built upon and continue to extend the historical legacy of great cities to solve our pressing urban problems today. This will be achieved by each student going out and interviewing, on-camera, a living creator of their own city about their background, design process and resultant trans-disciplinarily work, which bridges known disciplines to create new innovative solutions and our next great cities. Second, to give each student the opportunity to build upon the work of Jan Gehl, the renown Danish public space architect and urban designer, by experiencing and documenting the key public spaces of their own city, and interview, on-camera, the public space's users. The value of these two assignments is to help you observe and think deeply about the present design issues your own city faces, how they are solved, by whom and where.



“Education is the ability to perceive the hidden connections between phenomena.”
Vaclav Havel

Requirements

Each student will need to complete the following:

- 1) **Familiarize yourself with our course website**
Go to <https://greatcities.hol.asu.edu>
- 2) **Review the class syllabus, assignments, schedule and deadlines**
Posted on our course website
- 3) **Lectures and quizzes**
To succeed you will need to watch every lecture and complete the quiz, to insure you develop an understanding of the key ideas and gain full benefits from this course.
- 4) **Creators of Great Cities interview** – YouTube video, summary, discussion and peer grading
To give you the opportunity to witness first-hand how various creators of great cities work today, you will be required to go out in your local community, arrange, meet and interview, on-camera, a living creator of your Great City about their background, design process and resultant trans-disciplinarily work, which bridges known professional disciplines to create new innovative solutions to our pressing urban problems. You will create a 2 minute YouTube video and summary, followed by a group discussion and peer grading. More details for this field assignment can be found on our course web site.
- 5) **Public Space in Great Cities Today interview** – YouTube video, summary, discussion and peer grading
To give you the opportunity to build upon the work of Jan Gehl, the renown Danish public space architect and urban designer, you will be required to go experience and document, on-camera, 3 key public spaces in the city in which you are living, and interview, on-camera, 3 generations of the public space's key users. You will create a 2 minute YouTube video and summary, followed by a group discussion and peer grading. More details for this field assignment can be found on our course web site.

Course policies and grading

"One could be sure that in the past when a man would rise to the point of producing work of greater quality, it was not through any conscious attempt to excel but rather because he cared about what work he was doing - he was committed to his work. This has become something rare - because being committed means becoming involved and to become involved means giving something of oneself. It is only the rare ones today who seem to care that much. Yet, that quality that makes for excellence - that commitment- is more important to us today on a daily operational basis than perhaps ever before. At least one of the reasons this is true is quite simple. The nature of the problems we face changes even as we work with them. We cannot tell from what disciplines or from what art of preparation for the next step will come. We cannot fall back on the lore of the art because that lore does not exist. There is however, a tradition that is held in common by natural philosophers, explorers, pioneer woodsmen- anyone who is in his daily life has been compelled to face new problems. That is tradition of respect and concern for the properties and the quality of everything in the world around them. To excel in the structuring of a problem we must be committed to a concern for quality in everything in the world around us. We must learn to care deeply."

Charles Eames from Slide show "Excellence, G.E.M.," 1967 from *Eames Design*

Within this course your work will be carefully examined, evaluated and graded. You should not confuse feedback or evaluation with grading. **Feedback** is a process of discussion in which your ideas and observations are themselves modified, corrected, and strengthened. **Evaluation** is a critic of a performance to appraise and mentor a future trajectory of intellectual growth (Mastery). **Grading** on the other hand is an index of a relative standing against a grading standard or norm for a particular peer group. Within this course all feedback, evaluation and grading will be done collectively by both your Group and Professor.

1) **Time management**

Time management is a well-known problem for 87% of college students. Purchase a calendar and use it – put all our course deadlines and your study times on it today. Keep ahead of the deadlines by working on this class for one-hour every day (the rule of thumb is for each 3 credit course = 6 hours a week of homework), rather than waiting until the last minute to complete poor quizzes, weak interview videos, or the last-minute writing of unprepared discussion posts.

2) **Attendance and absence policy**

Your active participation each and every day is mandatory. Be sure to notify your professor via email and phone of any emergencies or other disruptions to your schedule. The only exceptions are: 1) excused absences due to a serious illness under a doctor's care, hospitalization, a family death/tragedy, or another serious life altering event; 2) excused absences related to religious observances/practices that are in accord with Accommodation for Religious Practices (<http://www.asu.edu/aad/manuals/acd/acd304-04.html>); or 3) excused absences related to an ASU sanctioned events/activities that are in accord with Missed Classes Due to University-Sanctioned Activities (<http://www.asu.edu/aad/manuals/acd/acd304-02.html>). After receiving a pdf documenting your event, an excused absence will be granted and you will be allowed to complete the assignment in the same amount of time you were absent.

3) **Technical Support**

Please do not contact your instructor with technical questions. Herberger Online handles all technical questions and issues that may arise in this course. Please contact the support team immediately if you encounter technical issues while completing an assignment and you are unable to resolve the problem and reset your work. The Herberger Online support team is available to assist you 24 hours a day, 365 days a year. You may reach them anytime at:

- o holsupport@asu.edu
- o 1-888-298-4117 (local) or 480-965-3057 (International)

When contacting support, please provide:

- o The full name of this course (APH 461 Charles + Ray Eames)
- o The title(s) of any assignment(s) you're having trouble with
- o A brief description of the problem
- o Detailed, step-by-step instructions to reproduce the problem

4) **Student Support Services**

The Writing Center

A writing tutor can help you develop an outline and clarify talking points for a presentation. You can schedule a 30-minute, in-person appointment for one-on-one writing tutoring. Writing tutoring for walk-ins may be limited and is subject to tutor availability. <https://tutoring.asu.edu/writing-centers>, Tempe | 480-965-4272

Counseling and Consultation

ASU Counseling Services offers confidential, personal counseling and crisis services for students experiencing emotional concerns, problems in adjusting, and other factors that affect your ability to achieve your academic and personal goals. <https://eoss.asu.edu/counseling>, Tempe: 480-965-6146 (M-F 8am-5pm), 24-hour crisis hotline: 480-921-1006 (after-hours/weekends)

Health & Wellness

ASU Wellness helps students adopt and maintain a healthy lifestyle by providing wellness education, involvement and resources for students. Find strategies to help manage stress, develop healthy sleep and nutritional habits, and more. <https://eoss.asu.edu/wellness>

Special accommodations

To request academic accommodations due to a disability, please contact the ASU Disability Resource Center (<https://eoss.asu.edu/drc>); Phone: (480) 965-1234; TDD: (480) 965-9000). This is a very important step as accommodations may be difficult to make retroactively. If you have a letter from their office indicating that you have a disability which requires academic accommodations, in order to assure that you receive your accommodations in a timely manner, please send this documentation to your professor no later than the end of the first week of the semester so that your needs can be addressed effectively.

5) **Academic integrity**

Please review the ASU Student Code of Conduct and ASU Student Academic Integrity Policy: (<https://provost.asu.edu/academic-integrity/policy>). All necessary and appropriate sanctions will be issued to all parties involved with any violation of both of these policies both in our class. If you are unsure or have any questions, regarding these policies please ask your professor to explain it.

Disruptive, Threatening, or Violent behavior

Any Disruptive, Threatening, or Violent behavior is also a violation of the ASU Student Code of Conduct and ASU Student Academic Integrity Policy will not be tolerated. Please review the ASU Disruptive, Threatening, or Violent Behavior Policy (<http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>). All incidents and allegations of violent or threatening conduct by an ASU student (whether on- or off-campus) will be reported to the ASU Police Department and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary,

conditions for return are imposed. ASU Police, Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

Expected Classroom behavior

Cell phones are to be turned off and left in your bags or pockets during class. Texting and answering email on your cell phone, Laptop or iPad is not allowed during our class. Anyone found texting or answer email in class will be asked to leave for that day's class, and earn a half letter grade step down of their final course grade. Thus, an A will become an A-. The only condition for having your cell phone on during class is if there is an emergent family situation. If you have an emergency family situation, please let the Professor know before the start of class. You will be seated in the back of the classroom with your cell phone turned to mute, but on your desk, to answer in case of an emergency. No image, voice or video recording of our website, lectures or discussions is allowed.

Plagiarism

Plagiarism is a violation of the Student Code of Conduct and ASU Student Academic Integrity Policy will not be tolerated. Please review (<https://provost.asu.edu/academic-integrity>). Plagiarism is the act of using images, designs, words and the ideas of others as if they are your own. By citing sources correctly, you give credit to the originator of the words and ideas you are using, you give your readers the information they need to consult those sources directly, and build their own credibility. Young college students sometime get into trouble because they mistakenly assume that plagiarizing and mashing up is ok, it is not. Please note this includes, uploading onto any course shell, discussion board, course forum, or course website images, video, music and/or text materials that are not the student's original work. ASU and its faculty members reserve the right to delete materials on the grounds of suspected copyright infringement. Be sure all your work complies with all applicable copyright laws. If you have any doubts, ask your professor.

Required Email Communication

In this class, you are required to use only your asu.edu email for all communications. It is essential that you check your asu.edu email every day for any announcements and updates. Also, on our class website under the group tab, you will find an email link, which will allow you to contact your fellow group members to prepare for your group discussions and peer grading.

Netiquette - online etiquette

Also, known as Netiquette, is set of rules that defines "good" online behavior and is something to keep in mind during all your online course interactions. Writing may be the only means of communication you have with classmates and instructors, so it is especially important to do this effectively. Please review the ASU Computer, Internet, and Electronic Communications Policy (<http://www.asu.edu/aad/manuals/acd/acd125.html>) and follow the guidelines below to leave your mark as a knowledgeable, respectful and polite student who is also positioned to succeed both academically and professionally.

Be Scholarly

- Do: Use proper language, grammar, and spelling. Be explanatory. Justify your opinions. Credit the ideas of others; cite and link to scholarly resources.
- Avoid: Misinforming others when you may not know the answer. If you are guessing about something, clearly state that you do not have all of the information.

Be Respectful

- Do: Respect privacy. Respect diversity and opinions that differ from your own. Communicate tactfully, and base disagreements on scholarly ideas or research evidence.
- Avoid: Sharing another person's professional or personal information.

Be Professional

- Do: Represent yourself well at all times. Be truthful, accurate, and run a final spell check. Write in a legible, black font, and limit the use of emoticons.
- Avoid: Using profanity or participating in hostile interactions (flaming).

Be Polite

- Do: Address others by name or appropriate title, and be mindful of your tone. Be polite as you would in a face-to-face situation.
- Avoid: Using sarcasm, being rude, or writing in all capital letters (shouting). Written words can be easily misinterpreted, as they lack facial expression, body language, and tone of voice.

Harassment (Title IX)

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or

sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/fags>. As a mandated reporter, your Professor is obligated to report any information that they become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling> is available if you wish discuss any concerns confidentially and privately.

6) **Grade breakdown**

Online quizzes on lectures and readings (80 questions, 1/2 point each)	40 %
Creators of Great Cities Interview (video, summary, discussion + peer grading)	30 %
Public Space in Great Cities Today Interview (video, summary, discussion + peer grading)	30 %
	100 %

A+	97% and above	B	84-86.99 %	D	70-73.99%
A	94-96.99 %	B-	80-83.99 %	E	69.99% and below
A-	90-93.99 %	C+	77-79.99 %		
B+	87-89.99 %	C	74-76.99 %		

Important additions

- o Remember late work is never accepted and no extra credit will be given for missing assignments.
- o To insure equity and fairness for every student, we do not round up or down the cumulative final percentage you earn.

7) **Course drop or withdrawal**

If you wish to drop or withdraw from this course, it is your responsibility to do so by the deadlines. You need to drop before 8 January and withdrawal before 25 January. See <https://students.asu.edu/academic-calendar> to confirm these dates and requirements. Any course registration changes are processed through My ASU: <http://my.asu.edu>.

Textbook

None required

Readings

Week 1

Introduction

Carmona, Matthew "Urban Design Today," "Urban Change," "Contexts for Urban Design," and "Holistic Urban Design" in *Public Places Urban Spaces: The Dimensions of Urban Design* (London: Architectural Press, 2010) pp. 3-76 + 359-368.

Mumford, Lewis "What is a City?" in LeGates, Richard *The City Reader* (New York: Routledge, 1996) pp. 92-96.

Andrews, Taylor "What makes a City Great?" *Mayor's Institute on City Design*, Spring 2007 p. 6.

Morris, A.E.J. "Early Cities" *History of Urban Form* (Essex: Longman, 1994) pp. 1-34.

Greek City

Morris, A.E.J. "Greek City States" *History of Urban Form* (Essex: Longman, 1994) pp. 35-54.

Roman City

Morris, A.E.J. "Rome and the Empire" *History of Urban Form* (Essex: Longman, 1994) pp. 55-91.

Week 2

Medieval City

Morris, A.E.J. "Medieval Towns" *History of Urban Form* (Essex: Longman, 1994) pp. 92-156.

Benevolo, Leonardo "Venice" *History of the City* (Cambridge: MIT, 1980) pp. 331-365.

Benevolo, Leonardo "Florence" *History of the City* (Cambridge: MIT, 1980) pp. 436-475.

Renaissance City

Morris, A.E.J. "The Renaissance" *History of Urban Form* (Essex: Longman, 1994) pp. 157-190.

Week 3

Baroque City

Morris, A.E.J. "France" + "European Survey" + "Spain" *History of Urban Form* pp. 191-247 + 292-320.
Giedion, Siegfried "Sixtus and the Planning of Rome" *Space, Time + Architecture* (Harvard, 1971) pp. 75-109.

Enlightenment City

Morris, A.E.J. "Britain" + "Urban USA" *History of Urban Form* (Essex: Longman, 1994) pp. 248-291 + 321-364.
Rosenau, Helen "The Enlightenment" *The Ideal City* (New York: Harper Row, 1972) pp. 87-141.
Hegemann, Werner "Plan of Washington" *The American Vitruvius* (NY: Arch Book Pub. Co., 1922) pp. 284-293.

Week 4

The Industrial Revolution and the City

Benevolo, Leonardo *Origins of Modern Town Planning* (Cambridge: MIT, 1971) pp. 1-147.
Saalman, Howard *Haussmann: Paris Transformed* (New York: Braziller, 1969) pp. 8-117.

City Beautiful

Manieri-Elia, M. "Toward an Imperial City" in Ciucci *The American City* (Cambridge: MIT, 1973) pp. 1-121.
Burnham, Dan *Plan of Chicago* (Chicago: Chicago Plan Com., 1909) pp. 1-8 + 31-124.

Week 5

Garden City

Howard, Ebenezer *The Garden Cities of Tomorrow* (London: Swan Sonnenschein 1902) pp. 9-27.
Ciucci, Giorgio "The City in Agrarian Ideology and FL Wright" in *The American City* pp. 293-388.
Birch, Eugenie "Radburn and the American Planning Movement." *Journal of the American Planning Association*.
Volume 46, Issue 4, October 1980, pp. 122-151

Modern City

Benevolo, Leonardo "The Modern City" *History of the City* (Cambridge: MIT, 1980) pp. 840-895.
Frampton, Kenneth *Modern Architecture: A Critical History* (Oxford: Oxford Univ 1980) pp. 178-185 + 269-279.

Week 6

Contemporary City - New Urbanism

Katz, Peter *The New Urbanism: Toward an Architecture of Continuity* (NY: McGraw Hill, 1993) pp. xi-xxiv.
Duany, Andres "Charter of the New Urbanism" Congress of the New Urbanism, 1992.
Mohney, David ed. *Seaside* (New York: Princeton Arch Press, 1991) pp. 42-105.

Contemporary City - Combinatory Urbanism

Mayne, Thom *Combinatory Urbanism* (Culver City: Stray Dog Press, 2011) pp. 27-64.
Castells, Manuel "European Cities, the Information Society and the Global Economy"
in LeGates, Richard *The City Reader* (New York: Routledge, 1996) pp. 475-485.
Sassen, Saskia "The Impact of the New Technologies and Globalization on Cities"
in LeGates, Richard *The City Reader* pp. 212-220.
Koolhaas, Rem *S, M, L, XL* (New York: Monacelli, 1996) pp. 958-971, 1156-1209 and 1238-1264.

Week 7

Contemporary City - Landscape Urbanism

Corner, James "Landscape Urbanism" in *Landscape Urbanism: A Manual for the Machinic Landscape* (London: Architectural Association, 2003) pp. 58-63.
Waldheim, Charles "Landscape Urbanism a Genealogy" *Praxis* Number 4, 2006, pp. 10-16.

- Shane, Grahame "The Emergence of Landscape Urbanism" *Harvard Design Magazine*, Fall 2003/Winter 2004, Number 19, pp. 1-8.
- Oudolf, Piet "The Highline" *Landscapes in Landscapes* (NY: Monacelli Press, 2010) pp. 8-9 + 188-215.
- Allen, Stan "Infrastructural Urbanism" in in Almy, Dean "On Landscape Urbanism" in *Center* Volume #14 (Austin: Univ of Texas, 2007) pp. 174-179.

Contemporary City - Ecological Urbanism

- Mostafavi, Mohsen "Why Ecological Urbanism? Why now?" in *Ecological Urbanism* (Baden: Lars Muller, 2010) pp. 12-51.
- Lister, Nina-Marie "Insurgent Ecologies" in Mostafavi, *Ecological Urbanism* pp. 536-547.
- Lister, Nina-Marie "Sustainable Large Parks" in Hargreaves, *Large Parks* (NY: Princeton Arch 2007) pp. 31-51.
- Wheeler, Stephen "Planning Sustainable and Livable Cities" in LeGates, Richard *The City Reader* pp. 486-498.
- Ouroussoff, Nicolai "Competing Visions for Governors Island" *New York Times* June 20, 2007.

Session A

7 January – 26 February

Week 1 watch lecture 1 Great Cities introduction
watch lecture 2 Greek City
watch lecture 3 Roman City
complete readings
complete quiz 1, 2 + 3 before Sunday 13 Jan

Week 2 watch lecture 4 Medieval City
watch lecture 5 Renaissance City
complete readings
complete quiz 4 + 5 before Sunday 20 Jan

Week 3 watch lecture 6 Baroque City
watch lecture 7 Enlightenment City
complete readings
complete quiz 6 + 7 before Sunday 27 Jan

DUE W 23 Jan **SUBMIT online - Creators of Great Cities interview**
post your YouTube hyperlink and summary before 23:59 PM

DUE Th 24 Jan **GROUP DISCUSSION online - Creators of Great Cities interview**
participate in your **GROUP ON-LINE DISCUSSION ALL DAY**

DUE F 25 Jan **PEER GRADING online - Creators of Great Cities interview**
post your grades for your group member's work before 23:59 PM

Week 4 watch lecture 8 Industrial Revolution City
watch lecture 9 City Beautiful
complete readings
complete quiz 8 + 9 before Sunday 3 Feb

Week 5 watch lecture 10 Garden City
watch lecture 11 Modern City
complete readings
complete quiz 10 + 11 before Sunday 10 Feb

Week 6 watch lecture 12 Contemporary City - New Urbanism
watch lecture 13 Contemporary City - Combinatory Urbanism

complete readings
complete quiz 12 + 13 before Sunday 17 Feb

Week 7 **DUE W 20 Feb** **SUBMIT online - Public Spaces of Great Cities interview**
post your YouTube hyperlink and summary before 23:59 PM

DUE Th 21 Feb **GROUP DISCUSSION online - Public Spaces of Great Cities interview**
participate in your GROUP ON-LINE DISCUSSION ALL DAY

DUE F 22 Feb **PEER GRADING online - Public Spaces of Great Cities interview**
post your grades for your group member's work before 23:59 PM

Week 8 watch lecture 14 Contemporary City - Landscape Urbanism
watch lecture 15 Contemporary City - Ecological Urbanism
complete readings
complete quiz 14 + 15 before Tuesday 26 February, last day of class

complete your online course evaluation before Tuesday 26 February, last day of class
