



ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

Academic Unit School of Geographical Science & Urban Planning Department School of Geographical Sciences & Urban Planning
Subject PUP Number 200 Title Cities in Cinema Units: 3
Is this a cross-listed course? No
Is this a shared course? No If so, list all academic units offering this course
Course description:

Requested designation: Historical Awareness-H

Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu or Lauren.Leo@asu.edu.

Submission deadlines dates are as follow:

For Fall 2015 Effective Date: October 9, 2014

For Spring 2016 Effective Date: March 19, 2015

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
Mathematics core courses (MA)
Computer/statistics/quantitative applications core courses (CS)
Humanities, Arts and Design core courses (HU)
Social-Behavioral Sciences core courses (SB)
Natural Sciences core courses (SQ/SG)
Cultural Diversity in the United States courses (C)
Global Awareness courses (G)
Historical Awareness courses (H)

A complete proposal should include:

- Signed General Studies Program Course Proposal Cover Form
Criteria Checklist for the area
Course Catalog description
Course Syllabus
Copy of Table of Contents from the textbook and list of required readings/books

Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.

Contact information:

Name Joochul Kim Phone 480-965-2768
Mail code 5302 E-mail: Joochul.Kim@asu.edu

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Elizabeth Wentz Date:
Chair/Director (Signature):

Arizona State University Criteria Checklist for

HISTORICAL AWARENESS [H]

Rationale and Objectives

Recent trends in higher education have called for the creation and development of historical consciousness in undergraduates now and in the future. From one perspective, historical awareness is a valuable aid in the analysis of present-day problems because historical forces and traditions have created modern life and lie just beneath its surface. From a second perspective, the historical past is an indispensable source of identity and of values, which facilitate social harmony and cooperative effort. Along with this observation, it should be noted that historical study can produce intercultural understanding by tracing cultural differences to their origins in the past. A third perspective on the need for historical awareness is that knowledge of history helps us to learn from the past to make better, more well-informed decisions in the present and the future.

The requirement of a course that is historical in method and content presumes that "history" designates a sequence of past events or a narrative whose intent or effect is to represent both the relationship between events and change over time. The requirement also presumes that these are human events and that history includes all that has been felt, thought, imagined, said, and done by human beings. The opportunities for nurturing historical consciousness are nearly unlimited. History is present in the languages, art, music, literatures, philosophy, religion, and the natural sciences, as well as in the social science traditionally called History.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

| ASU--[H] CRITERIA | | | |
|--|--------------------------|--|----------------------------------|
| THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA: | | | |
| YES | NO | | Identify Documentation Submitted |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 1. History is a major focus of the course. | PUP 200 Syllabus |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 2. The course examines and explains human development as a sequence of events influenced by a variety of factors. | PUP 200 Syllabus |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 3. There is a disciplined systematic examination of human institutions as they change over time. | PUP 200 Syllabus |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context. | PUP 200 Syllabus |
| | | THE FOLLOWING ARE NOT ACCEPTABLE: | |
| | | • Courses in which there is only chronological organization. | |
| | | • Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor. | |
| | | • Courses whose subject areas merely occurred in the past. | |

| Course Prefix | Number | Title | General Studies Designation |
|---------------|--------|------------------|---------------------------------------|
| PUP | 200 | Cities in Cinema | History, Humanities, Global Awareness |

Explain in detail which student activities correspond to the **specific** designation criteria.

Please use the following organizer to explain how the criteria are being met.

| Criteria (from checksheet) | How course meets spirit (contextualize specific examples in next column) | Please provide detailed evidence of how course meets criteria (i.e., where in syllabus) |
|---|---|--|
| <p>1 and 2.</p> <p>History is a major focus of the course.</p> <p>Human development influenced by various factors</p> | <p>With films shown in class, and the assigned readings, students gain knowledge in the following aspects:</p> <p>1) Cities do not develop over night and indeed take a long time to develop and mature.</p> <p>2) Human development is shaped by cultures and institutional values over time.</p> <p>3) Institutional values (i.e., historical city structures, marriage, domestic violence, and sexual abuse) do change over time and they are country specific.</p> <p>4) Values associated with small towns are not unique in America, but universal in the global community.</p> | <p>Iranian film, Children of Heaven, illustrates family values and shows how they are influenced by their historical development in religion, culture, and their social norm.</p> <p>In one neighborhood, the film illustrates homes that were developed in using mud and contrasts these homes with modern building structures. Students learn housing development in a historical context. In the same movie, the influence of western culture is depicted by western style of affluent houses, modern city structures like freeways, and modern home protection services.</p> <p>Mumford's piece in "The city in history: its origin, its transformation, and its prospects" is an excellent body of literature in the area of historical civilization for students.</p> <p>An article by Moor and Rasna describes the state of the world cities.</p> <p>Three movies, Before Sunset, Julie and Julia and Gone Baby Gone, show how cities have development over time (Paris, New York and</p> |

| | | |
|---|--|---|
| | | <p>Boston). Cities do not evolve in a vacuum, but their development is influenced by changing social and cultural values. Students learn that Paris is a very old city with historical landmarks like "Church of Notre Dame", "Avenue des Champs Elysees", "Arc de Triomphe". Students also recognize that Paris has developed into a very pedestrian oriented with small and medium scale development. Students also learn that American cities are still young and evolving and show heavy dependence on automobiles.</p> <p>Jane Jacobs piece on "The use of sidewalks: safety" helps students to understand more on this issue.</p> <p>Two movies, Gone baby Gone and Chinatown, explain how critical issues like domestic violence and sexual abuse were seen before. Students through discussions in class and additional class readings become aware of the changing historical nature of domestic violence and sexual abuse issues.</p> <p>"Chinatown", depicts suburban sprawl, water, and politics in the Los Angeles basin in the 1930s and 1940s. Students quickly realize that the same issues are still causing problems in many cities in the world. Phoenix, AZ is a good example to follow in the 21st century.</p> <p>"As it is in Heaven", describes the small town values and how they affect human development. Students appreciate that some small town values are indeed universal.</p> |
| <p>3 and 4. Relationship among social, economic, and political factors.</p> | <p>With various films shown in class and the class readings, students learn the following:</p> <ol style="list-style-type: none"> 1) social, economic, and political relationships shape human institutions, and development 2) Historical events and ideas are shaped over time and also closely related. | <p>"Do the right thing", shows how some human events are still evolving; racism, police brutality, gentrification, and residential segregation. These issues should be viewed in historical contexts, and students will be reminded of the ever changing human nature facing the issues described in the film.</p> <p>Wilson's article, "From institutional to jobless ghettos", and Mumford's "The</p> |

| | | |
|--|--|--|
| | | <p>urban prospect" will guide students from historical perspectives.</p> <p>"City of God", addresses the issues of institutional change and response to urban slum and youth gang problems. Even now, Brasil is faced with serious gang and urban slum issues, and this movie teaches students that urban slum and youth gang issues do not occur in a vacuum and will continue to challenge future generations. Also, in the movie, the importance of education is stressed and describes how families and institutions respond to their need.</p> <p>A couple of articles in the New York Review of Books on slum issues in Rio De Janeiro enlightens students (Articles are posted on Blackboard as additional readings).</p> <p>Gugler's piece on "The urbanization of the third world" also sparks interests in students.</p> <p>"Shall we dance" illustrates how women are treated in Japan and how the development of sustainable environment is being created. Students are reminded of the historical fact that the role of women in Japanese society may take a lot longer to change compared to America. In addition, the movie shows that perspectives on western dancing are changing over time in Japan.</p> |
|--|--|--|

Historical Awareness [H]

Page 6

| | | |
|--|--|--|
| | | "Thunder Heart", examines how Native American culture is viewed over the years in America. |
| | | |
| | | |

Collapse -

| Course | Title | Units | GeneralStudies |
|---------|---|-------|----------------|
| PUP 200 | <p data-bbox="310 275 1101 409">Cities in Cinema Environmental, aesthetic, social, economic, political cultural, and other factors influencing global cities seen through films from around the world.</p> <p data-bbox="310 409 1101 556">Allow multiple enrollments: No Repeatable for credit: No</p> <p data-bbox="310 556 1101 623">Offered by: College of Liberal Arts and Sciences -- School of Geographical Sciences and Urban Planning</p> | 3 | HU & H & G |

**SCHOOL OF GEOGRAPHICAL SCIENCES AND URBAN PLANNING
ARIZONA STATE UNIVERSITY
SPRING 2015**

PUP 200 CITIES IN CINEMA

Thursday. 4:30-7:15 PM

Murdock Hall: 101

Office: Coor Hall 5542

E-mail: joochul.kim@asu.edu

Telephone: 480-965-2768

Office Hours: MW. 12:30-2:30 PM, or anytime by appointments

Yellow highlighted for Historical Awareness requirement description.

1. CATALOG DESCRIPTION

Introducing the formation of a planned environment utilizing films: (urban and rural environment, cities, region, and global communities).

This course meets ASU's general education requirements for History, Humanity, and Global Awareness.

2. PREREQUISITES

Instructor approval.

3. GENERAL DESCRIPTION

The primary objective of this course is to help students better understand their surrounding communities and environment looking through the hourglass. Over the years, many notable films listed below, dealt with critical issues in the built environment; for example, urban neighborhoods, city development and redevelopment, rural communities, global cities, development pressure for both urban and rural communities, cross-cultural misunderstanding, futuristic cities, and more.

This course satisfies ASU's general education requirements in three specific areas: Historical Awareness, Humanities, and Global Awareness.

For the area of historical awareness requirement, this course will closely examine how the broader social, economic, and political aspects have historically evolved and influenced our human institutions. Historically, human organizations and institutions evolve, as our social norms go through significant changes with critical and challenging experiences. This course will introduce various factors that may have historically contributed to the changing nature of our human development and the city structures.

For the area of humanity requirement, this course will evaluate how human values are developed and interpreted by others. Some films will challenge students to confront both ethical and moral issues which may be foreign to their own. Students will learn about how understanding and the appreciation for artistic and design criteria have historically changed through class readings and films.

For the area of global awareness, this course will emphasize the importance of cross-cultural understanding in the global world. City structures and development differ from country to country. Critical issues facing each nation also vary. Students are introduced through movies how the political, social, cultural, and economic issues may be unique in each country, but they are also interconnected in the modern world. More than 50% of the films shown in the class are made in another country.

The course will closely examine many of the critical issues described above, and encourage students to ask questions such as 'what it all means to me' individually as well as collectively. Films have been carefully selected to expand your understanding of the global community, historical development, and human environment.

4. COURSE OBJECTIVES

Upon completion of the course, students will gain a deeper understanding of the various aspects of the world we live in; historic, humanistic and global environment.

5. COURSE REQUIREMENTS

Each student is required to come to class, not only to view films, but also to participate in class discussion. It is essential that each student come to class so that intellectual enrichment from class discussions will be realized. Attendance will be randomly checked throughout the semester. Every week, there will be a reading

assignment relating to some aspects of film (planning or related topics) to be discussed.

The following shows how the history general education requirement is met in this class.

GE Requirement (Historical Awareness)

GE Description

The requirement of a course that is historical in method and content presumes that “history” designates a sequence of past events or a narrative whose intent or effect is to represent both the relationship between events and change over the time. In addition, a major focus of the course is history. The requirement also presumes that these are human events and that history includes all that has been felt, thought, imagined, said, and done by human beings.

How GE requirement met:

This course will meet the requirement for historical awareness, as this course will closely examine how the broader social, economic, and political aspects have historically evolved and influenced our human institutions as well as the built environment. Students will learn that historically, human organizations and institutions evolve, as our social norms go through significant changes with critical and challenging experiences. This course will introduce various factors that may have historically contributed to the changing nature of our human development as well as the city structures.

6. EVALUATION

During the course of the semester, each student will be asked to write **three essays**. In writing the essays, you are encouraged to reflect your own thoughts on the issues (**historical growth and development, human environment**, and global cross cultural communities) seen through the films. We are looking for a clear and critical presentation. **You may not copy any portions from any published or internet posted film reviews without clear citations.** Some points will be deducted for those assignments turned in late during the semester

When evaluating your papers, the following rules will apply:

- 1) Grammatical and structural integrity
(run-on sentences, tense, s-v agreement, etc.): 20%
- 2) Discussion of the **movies (not copying from other reviews or internet sources; no summary of movies)**
using the discussion points under course documents
(must include your understanding of the built environment from **historical**, global, and human perspectives): 65%
- 3) Incorporation of the readings into your analysis: 15%
- Total 100%

More detailed grading policies for each assigned paper are shown below.

| Use of class readings | TOTAL POINTS= 15 |
|---|---|
| • Class reading or relevant reading | Student used a class reading which is relevant to issues discussed |
| • Citation in text and in works cited page | The reading is cited in text and the paper contains a works cited section. (citing format is not important as long as the source and author are mentioned) |
| • Well incorporated, flows well with student's analysis | The reading/reading excerpt chosen is relevant to the overall topic/s of the paper |
| Grammar | TOTAL POINTS= 20 |
| • No errors or very minimal errors | The student not only spelled checked his paper, but no other writing mistakes are prominent |
| • Formal, college level language | Student does NOT use of 1 st person "I" or personal opinions and feelings, 2 nd person "you", word contractions, or any kind of language that takes away from the analysis |
| • Paper flow | The student has a clear introduction, body, and conclusion to his/her paper, paragraphs and punctuation are used properly. |
| • Coherent content | The content of the paper is relevant and makes sense If facts are used sources <u>must</u> be cited. |
| Analysis Formatting | TOTAL POINTS= 25 |
| • Times New Roman Font, 12 point size | Use of other fonts will result in points taken off |

| | |
|--|--|
| <ul style="list-style-type: none"> • Double spaced paper (No triple spacing or odd spacing) | Use of spacing other than double will result in points taken off |
| <ul style="list-style-type: none"> • 1200-1400 Words excluding Title section and References | Use of narrow margins will result in points taken off |
| <ul style="list-style-type: none"> • Good overall use of space | No extreme spacing in name or title section No extra space between paragraphs |
| <ul style="list-style-type: none"> • Achieves minimum requirement of 3 pgs and 1200-1400 Words | Not 2 or 2 ½ pgs. |
| Analysis Content In the paper | TOTAL POINTS= 40 |
| <ul style="list-style-type: none"> • Issues are mentioned relevant to historical growth and development, global culture, environment, society, economy, urban planning | The paper has a clear set up of issues and analyses these issues in the context of the movie, our society, historical growth of cities/urban planning or environment |
| <ul style="list-style-type: none"> • The issues are explained/ analyzed in an organized and coherent manner | The paper has clear points, the sentences and paragraphs are concise, the student does not ramble and presents a clear analysis |
| <ul style="list-style-type: none"> • There is no summary or review of the movie or scenes. (A very brief reference to a scene is allowed if used to explain an issue) | The paper is the student's analysis of the various urban planning or related issues like human environment, historical built environment , global communities portrayed in the movie. The paper should NOT retell what happened in the movie or review the quality of the movie |

***You are required to use "Safe Assignment Drop Box" for each written assignment. Safe Assign Drop Box will check your paper for plagiarism, however imperfect it may be. Your paper should show 0 percent plagiarism, for example.**

Attendance will be **randomly** taken and recorded during the course of this semester (Only one absence will be excused during the semester). It is your responsibility to inform me, or the teaching assistants for medical emergencies, or other unforeseen situation, which might prevent you from participating in the course. **Please remember attendance is very important for this course!!!**

Class participation will include several in-class quizzes during the semester.

Final Grade will be weighted by the following methods:

Three Papers (1200-1400 words for each): 75% (25% each)
Class Participation & Attendance: 25%

How attendance and class participation may affect your final grades (examples)!!

- 1) One absence without any excuses (allowed and will not affect your grade; however, it will not increase your grades.)
- 2) Two absences (two letter grades down---i.e., A- to B; B- to C)
- 3) Three absences (Three letter grades down---i.e., A to B; C to E)
- 4) Four or more absences (Four grades down---i.e., A to B-; B to E)
- 5) **No absences (Best behavior and you will be rewarded and your final grade will be increased by one or more letter grades: Since ASU uses letter grades with + or -, one letter grade means from B+ to A-, for example.)**

More on the grading policy and essays will be explained in class during the semester.

7. ASU POLICY ON ACADEMIC INTEGRITY

ASU policy states that Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>.

ASU explains possible sins of academic integrity as follows:
(<http://graduate.asu.edu/beintheknow>)

- Cheating (any form of academic dishonesty)
- Plagiarism (taking credit for another person's work)
- Fabricating/altering information, images, data, etc.)
- Excessive or inappropriate "collaboration"
- Friends asking friends to complete their coursework
- Self Plagiarism (stealing from yourself)
- Taking credit for attendance without actually attending class
- Submitting the same paper for multiple courses or for the same course

It is expected that each student will understand the issues and consequences of the Academic Integrity Policy. Each student will be accountable for any academic integrity policy violations. Any questions on this and others will be answered in class or outside class when asked.

8. **Disability Accommodations:** Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. **Note:** Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential.

Establishing Eligibility for Disability Accommodations: Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. Their office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: 480-965-1234 (V), 480-965-9000 (TTY).

For additional information, visit: www.asu.edu/studentaffairs/ed/drc. Their hours are 8:00 AM to 5:00 PM, Monday through Friday.

9. COURSE STRUCTURE

OUTLINE AND READING ASSIGNMENTS:

Week One (1-15): Welcome and Introduction

Reading: Mennel, Barbara, Cities and Cinema (2008)
pp. 1-18

Thomson, David, "When is a Movie Great?" in
Haper's (July, 2011) pp. 58-66

Week Two (1-22): Film: Children of Heaven (1997, Majid Majidi, Iran)

Reading: Chapter 9 in Cities and Cinema

Moor, Jay H. and Rasna Warah, "The State of the
World's Cities." In Birch, E. L. ed. The Urban and
Regional Planning Reader.

Mumford, Lewis (1968). The Urban Prospect.

Week Three (1-29): Film: Before Sunset (2004, Richard Linklater, USA)

Reading: Chapter 1 in Cities and Cinema

Mumford, Lewis (1968). The Urban Prospect.

Mumford, Lewis (1961). The City in History: Its Origin, Its Transformations, and Its Prospects.

Week Four (2-05):

Film: Gone Baby Gone (2007, Ben Affleck, USA)

Reading: Chapter 2 in The Urban Prospect.

Chapter 16 in The City in History.

Wilson, W.J. "From Institutional to Jobless Ghettos." In the City Reader (5th edition). LeGates, R.T. and F. Stout (eds.)

Wilson, Q. W. and G. L. Kelling "Broken Windows." In the City Reader (5th edition). LeGates, R.T. and F. Stout (eds.)

Jacobs, Jane. "The Uses of Sidewalks: Safety." in the City Reader (5th edition). LeGates, R.T. and F. Stout (eds.)

Week Five (2-12):

Film: Do the Right Thing (1989, Spike Lee, USA);

Reading: Refer to Week Four.

Week Six (2-19):

In Class Discussion and Review Session

*****First Essay Due in Class*****

Week Seven (2-26):

Film: Chinatown (1974, Roman Polanski, USA)

Reading: Bruegmann, R. "The Causes of Sprawl." In the City Reader (5th edition). LeGates, R.T. and F. Stout (eds.)

Molotch, H. "The City as a Growth Machine: Towards a Political Economy of Place." In the City Reader (5th edition). LeGates, R.T. and F. Stout (eds.)

Southworth, M. and Eran Ben-Joseph. "Street Standards and the Shaping of Suburbia." APA Journal, Winter 1995, pp. 65-81.

Week Eight (3-05): Film: **Thunder Heart (1992, Michael Apted, USA)**

Week Nine (3-08 to 3-12): Spring Break (No Class)

Week Ten (3-19): Film: **Julie and Julia (2009, Nora Ephron, USA)**
Reading: **Chapter 3 in Cities and Cinema**

Week Eleven (3-26): Film: Maria Full of Grace (2003, Joshua Marston, Colombia)
Reading: Chapter 7 in Cities and Cinema

Gugler, J. (ed.) The Urbanization of the Third World.

Week Twelve (4-02): In Class Discussion and Review Session
*****Second Essay Due in Class*****

Week Thirteen (4-09): Film: **As It Is in Heaven (2005, Kay Pollak, Sweden)**

Week Fourteen (4-16): Film: **City of God (2003, Fernando Meirelles, Brasil)**
Reading: **Chapter 7 in Cities and Cinema**

Gugler, J. (ed.) The Urbanization of the Third World.

Week Fifteen (4-23): Film: **Shall We Dance (1996, Suo Masayuki, Japan)**

Week Sixteen (4-30): **In Class Discussion and Review Session**
*****Final Essay Due in Class*****

*****Have a Wonderful Summer Vacation*****

Additional listing of films:

American Films:

Barbershop (2002, Tim Story, USA)

Before Sunset (2004, Richard Linklater, USA)

The Blackboard Jungle (1955, Richard Brooks, USA)

Boys N the Hood (1991, John Singleton, USA)
Chinatown (1974, Roman Polanski, USA)
Do the Right Thing (1989, Spike Lee, USA)
El Norte (1983, Gregory Nava, USA)
Fargo (1996, Joel Coen, USA)
Godfather (1972, 1974, Francis Ford Coppola, USA)
Gone Baby Gone (2007, Ben Affleck, USA)
Grand Canyon (1991, Lawrence Kasdan, USA)
Hud (1963, Martin Ritt, USA)
Julie and Julia (2009, Nora Ephron, USA)
Koyaanisqatsi (1983, Godfrey Reggio, USA)
Manhattan (1979, Woody Allen, USA)
Midnight Cowboy (1969, John Schlesinger, USA)
Miller's Crossing (1990, Joel Coen, USA)
Mystic River (2003, Clint Eastwood, USA)
The Quiet Man (1952, John Ford, USA)
Rize (2005, Documentary, David LaChapeller, USA)
Smoke Signals (1998, Chris Eyre, USA)
Sunshine State (2002, John Sayles, USA)
The Secret of Roan Inish (1994, John Sayles, USA)
Thunder Heart (1992, Michael Apted, USA)
To Kill a Mockingbird (1962, Robert Mulligan, USA)
To Sleep with Anger (1990, Charles Burnett, USA)

Foreign Films:

After the Wedding (2006, Rolf Lassgard, Denmark)
Alias Betty (2002, Claude Miller, French)
Amreeka (2009, Cherien Dabis, Palestine)
Antonia (2006, Tata Amaral, Brasil)
As It Is in Heaven (2005, Kay Pollak, Sweden)
Bread and Chocolate (1974, Franco Brusati, Italy)
Bye Bye Brasil (1980, Carlos Diegues, Brasil)
Children of Heaven (1997, Majid Majidi, Iran)
City of God (2003, Fernando Meirelles, Brasil)
Clean (2006, Olivier Assayas, French)
The Edge of Heaven (2008, Fatih Akin, Germany)
Entre Nos (Between Us: Paola Mendoza and Gloria La Morte, 2009)
Ikiru (1952, Akira Kurosawa, Japan)
Julia (2008, Erick Zonca, French Director with English)

The Killer (1989, John Woo, Hong Kong)
Laila's Birthday (2008, Rashid Masharawi, Palestine)
Lorna's Silence (2008, Jean Pierre and Luc Dardenne, Belgium)
Maria Full of Grace (2003, Joshua Marston, Colombia)
Metropolis (1926, Fritz Lang, Germany)
Salaam Bombay (1988, Mira Nair, India/Great Britain)
Shall We Dance (1996, Suo Masayuki, Japan)
Since Otar Left (2004, Julie Bertucelli, French)
Tokyo Sonata (2008, Kiyoshi Kurosawa, Japan)
The Town is Quiet (2001, Robert Guediguian, France)

8. REFERENCES

Blue-Collar Hollywood (Liberalism, Democracy, and Working People in American film) by John Bodnar: Johns Hopkins University Press; *Genre, Myth, and Convention in the French cinema, 1929-1939* by Colin Crisp: Indiana University Press.

British Film Institute publishes books in diverse films and some interesting topics.

For films reviews and reactions from the viewers, you may want to go to the following websites:

<http://www.nytimes.com/>

<http://www.rottentomatoes.com/>

All information concerning the course will be available on the Blackboard during the semester. You are strongly encouraged to check matters concerning readings, announcements, assignments, examinations, and other pertinent information about the course on the Blackboard. During the course of this semester, I will introduce you to additional readings. They will not be required, but I believe you will benefit a great deal from reading them. We (teaching assistants and me) will be available for any questions or concerns you may have during the semester.

THE DEATH
AND LIFE
OF GREAT
AMERICAN
CITIES

JANE JACOBS

V-241

A VINTAGE BOOK



\$2.45

Contents

- 1 Introduction, 3

Part One THE PECULIAR NATURE OF CITIES

- 2 The uses of sidewalks: safety, 29
- 3 The uses of sidewalks: contact, 55
- 4 The uses of sidewalks: assimilating children, 74
- 5 The uses of neighborhood parks, 89
- 6 The uses of city neighborhoods, 112

Part Two THE CONDITIONS FOR CITY DIVERSITY

- 7 The generators of diversity, 143
- 8 The need for primary mixed uses, 152

- 9 The need for small blocks, 178
- 10 The need for aged buildings, 187
- 11 The need for concentration, 200
- 12 Some myths about diversity, 222

Part Three FORCES OF DECLINE AND REGENERATION

- 13 The self-destruction of diversity, 241
- 14 The curse of border vacuums, 257
- 15 Unslumming and slumming, 270
- 16 Gradual money and cataclysmic money, 291

Part Four DIFFERENT TACTICS

- 17 Subsidizing dwellings, 321
- 18 Erosion of cities or attrition of automobiles, 338
- 19 Visual order: its limitations and possibilities, 372
- 20 Salvaging projects, 392
- 21 Governing and planning districts, 405
- 22 The kind of problem a city is, 428

Index, 449

The City in History

Its Origins, Its Transformations,
and Its Prospects

LEWIS
MUMFORD

1961 A Harvest/HBJ Book

CONTENTS

| | |
|--|-----------|
| PREFACE | <i>xi</i> |
| 1: SANCTUARY, VILLAGE, AND STRONGHOLD | 3 |
| 2: THE CRYSTALLIZATION OF THE CITY | 29 |
| 3: ANCESTRAL FORMS AND PATTERNS | 55 |
| 4: THE NATURE OF THE ANCIENT CITY | 94 |
| 5: EMERGENCE OF THE POLIS | 119 |
| 6: CITIZEN VERSUS IDEAL CITY | 158 |
| 7: HELLENISTIC ABSOLUTISM AND URBANITY | 183 |
| 8: MEGALOPOLIS INTO NECROPOLIS | 205 |
| 9: CLOISTER AND COMMUNITY | 243 |
| 10: MEDIEVAL URBAN HOUSEKEEPING | 281 |
| 11: MEDIEVAL DISRUPTIONS, MODERN ANTICIPATIONS | 315 |
| 12: THE STRUCTURE OF BAROQUE POWER | 344 |
| 13: COURT, PARADE, AND CAPITAL | 375 |
| 14: COMMERCIAL EXPANSION AND URBAN DISSOLUTION | 410 |
| 15: PALEOTECHNIC PARADISE: COKETOWN | 446 |
| 16: SUBURBIA—AND BEYOND | 482 |
| 17: THE MYTH OF MEGALOPOLIS | 525 |
| 18: RETROSPECT AND PROSPECT | 568 |
| BIBLIOGRAPHY | 579 |
| ACKNOWLEDGMENTS | 635 |
| INDEX | 637 |

THE
URBAN
PROSPECT

Lewis Mumford



A Harvest/HBJ Book
Harcourt Brace Jovanovich
New York and London

Contents

| | | |
|----|--|-----|
| | Preface: The Fourth Migration | ix |
| 1 | California and the Human Horizon | 3 |
| 2 | Planning for the Phases of Life | 24 |
| 3 | Quarters for an Aging Population | 44 |
| 4 | Neighborhood and Neighborhood Unit | 56 |
| 5 | Landscape and Townscape | 79 |
| 6 | The Highway and the City | 92 |
| 7 | The Disappearing City | 108 |
| 8 | Yesterday's City of Tomorrow | 116 |
| 9 | Megalopolis as Anti-City | 128 |
| 10 | Beginnings of Urban Integration | 142 |
| 11 | Social Complexity and Urban Design | 153 |
| 12 | Megalopolitan Dissolution vs. Regional Integration | 167 |
| 13 | Home Remedies for Urban Cancer | 182 |
| 14 | A Brief History of Urban Frustration | 208 |
| | Postscript: The Choices Ahead | 227 |

THE URBANIZATION
OF THE
THIRD WORLD

edited by
Josef Gugler

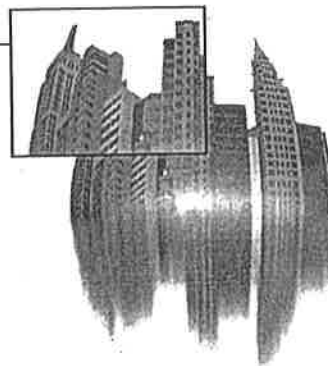
OXFORD UNIVERSITY PRESS

Contents

| | |
|---|-----|
| Notes on Contributors | ix |
| Introduction | 1 |
| JOSEF GUGLER | |
| I. <i>The Urban Transition in the Third World</i> | 7 |
| Introduction | 8 |
| 1. Urban Growth in Developing Countries: A Demographic Reappraisal | 11 |
| SAMUEL H. PRESTON | |
| II. <i>The Neglect and Exploitation of the Rural Masses</i> | 33 |
| Introduction | 34 |
| 2. Let Us Pay Heed to the Peasant | 38 |
| JULIUS K. NYERERE | |
| 3. Why Poor People Stay Poor: Urban Bias in World Development | 40 |
| MICHAEL LIPTON | |
| III. <i>The Urban Labour Market and Migration</i> | 53 |
| Introduction | 54 |
| 4. The Migrant Response in Central Peru | 61 |
| JULIAN LAITE | |
| 5. Overurbanization Reconsidered | 74 |
| JOSEF GUGLER | |
| 6. Migration and Urban Surplus Labour: The Policy Options | 93 |
| RICHARD H. SABOT | |
| 7. Rural Contract Labour in Urban Chinese Industry: Migration Control, Urban-Rural Balance, and Class Relations | 109 |
| MARC BLECHER | |
| IV. <i>Housing for the Urban Masses</i> | 125 |
| Introduction | 126 |
| 8. Land for the Rich, Land for the Poor | 129 |
| ALAN GILBERT AND PETER M. WARD | |
| 9. Approaches to Low-Income Housing in the Third World | 138 |
| PETER NIENTIED AND JAN VAN DER LINDEN | |

| | | |
|------|--|-----|
| viii | <i>Contents</i> | |
| | <i>V. Making a Living in the City</i> | 157 |
| | Introduction | 158 |
| 10. | Working in the Streets: Survival Strategy, Necessity, or Unavoidable Evil? | 161 |
| | RAY BROMLEY | |
| 11. | How Women and Men Get By: The Sexual Division of Labour in a Nairobi Squatter Settlement | 183 |
| | NICI NELSON | |
| 12. | The Changing Fortunes of a Jakarta Street-Trader | 204 |
| | LEA JELLINEK | |
| | <i>VI. Social Organization in the City</i> | 225 |
| | Introduction | 226 |
| 13. | Becoming an Urbanite: The Neighbourhood as a Learning Environment | 230 |
| | MARY HOLLNSTEINER-RACELIS | |
| 14. | The Social and Economic Organization of a Mexican Shanty Town | 242 |
| | LARISSA LOMNITZ | |
| 15. | Social Control and Rehabilitation in Urban China | 264 |
| | MARTIN KING WHYTE | |
| | <i>VII. Patterns of Political Integration and Conflict</i> | 287 |
| | Introduction | 288 |
| 16. | The Politics of Conformity in Mexico City | 294 |
| | SUSAN ECKSTEIN | |
| 17. | Political Bosses and Strong-Arm Retainers in the Sunni Muslim Quarters of Beirut | 308 |
| | MICHAEL JOHNSON | |
| 18. | The Politics of Ethnicity in African Towns | 328 |
| | ABNER COHEN | |
| 19. | Squatters and the State in Latin America | 338 |
| | MANUEL CASTELLS | |
| 20. | Urban Labour Movements under Authoritarian Capitalism in the Southern Cone and Brazil, 1964-1983 | 367 |
| | PAUL W. DRAKE | |
| 21. | The Urban Character of Contemporary Revolutions | 399 |
| | JOSEF GUGLER | |
| | Name index | 413 |
| | Subject index | 418 |

Cities and Cinema



By Barbara Mennel

 **Routledge**
Taylor & Francis Group
LONDON AND NEW YORK

Contents

| | |
|---|------------|
| <i>List of figures</i> | vii |
| <i>Acknowledgments</i> | ix |
| Introduction: the founding myth of cinema, or the "train effect" | 1 |
| Introduction to Section I | 19 |
| 1 Modernity and the city film: Berlin | 21 |
| 2 The dark city and film noir: Los Angeles | 46 |
| 3 The city of love: Paris | 61 |
| Introduction to Section II | 81 |
| 4 City film industry: Hong Kong | 83 |
| 5 The city in ruins and the divided city: Berlin, Belfast, and Beirut | 103 |
| 6 Utopia and dystopia: fantastic and virtual cities | 130 |
| Introduction to Section III | 151 |
| 7 Ghettos and barrios | 153 |
| 8 The city as queer playground | 176 |
| 9 The global city and cities in globalization | 195 |
| Conclusion: from the "train effect" to the "favela effect" – how to do further research | 210 |

The Urban and Regional Planning Reader

Edited by
Eugénie L. Birch



Contents

| | |
|---|-----------|
| <i>List of plates</i> | xiii |
| <i>List of contributors</i> | xiv |
| <i>Acknowledgments</i> | xix |
| Introduction | 1 |
| PART 1 THE WORLD OF URBAN AND REGIONAL PLANNING | 3 |
| Introduction | 4 |
| 1 The State of the World's Cities Jay H. Moor and Rasna Warah | 7 |
| 2 Megaforces Shaping the Future of the Nation's Cities U.S. Department of Housing and Urban Development | 14 |
| 3 Planning, Urban Revitalization and Inner City: An Exploration of Structural Racism Catherine L. Ross and Nancey Green Leigh | 21 |
| 4 Pluralistic Planning for Multicultural Cities Mohammad A. Qadeer | 29 |
| 5 Suburbia: Homeland of the American Future Joel Kotkin | 41 |
| 6 The New Suburban Typology Myron Orfield | 47 |
| PART 2 HISTORY AND THEORY OF URBAN AND REGIONAL PLANNING | 55 |
| Introduction | 56 |
| 7 Modernism and Early Urban Planning Richard T. LeGates and Frederic Stout | 58 |
| 8 Reflections and Research on the U.S. Experience Michael B. Teitz | 67 |

| | | |
|----|---|------------|
| 9 | Practitioners and the Art of Planning Eugénie L. Birch | 75 |
| 10 | The Shapes of Suburbia Dolores Hayden | 83 |
| 11 | <i>Ramapo Plus Thirty: The Changing Role of the Plan in Land Use Regulation</i> Edward J. Sullivan and Matthew J. Michel | 88 |
| 12 | Anglo-American Town Planning Theory since 1945: Three Significant Developments but no Paradigm Shifts Nigel Taylor | 96 |
| 13 | New Directions in Planning Theory Susan Fainstein | 106 |
| | Plates 1-16 Planning Today and Yesterday | |
| | PART 3 CLASSICS IN URBAN AND REGIONAL PLANNING | 115 |
| | Introduction | 116 |
| 14 | Dimensions of Performance Kevin Lynch | 118 |
| 15 | Downtown is for People Jane Jacobs | 124 |
| 16 | Home Remedies for Urban Cancer Lewis Mumford | 132 |
| 17 | The Master Plan, an Impermanent Constitution Charles M. Haar | 140 |
| 18 | Advocacy and Pluralism in Planning Paul Davidoff | 148 |
| 19 | The Metropolitan Region Ian McHarg | 156 |
| 20 | Paying for the Plan Robert D. Yaro and Tony Hiss | 162 |
| | PART 4 THE PLAN: ITS ORIGINS AND CONTEMPORARY USES | 171 |
| | Introduction | 172 |
| 21 | Twentieth Century Land Use Planning. A Stalwart Family Tree Edward J. Kaiser and David R. Godschalk | 174 |

| | | |
|----|--|------------|
| 22 | Regionalism Oliver Gillham | 183 |
| 23 | Does Planning Need the Plan? Michael Neuman | 191 |
| 24 | How Plans Work Lewis D. Hopkins | 199 |
| 25 | The Land Planning Arena Edward J. Kaiser, David R. Godschalk and F. Stuart Chapin Jr | 207 |
| 26 | Shaping Cities through Development Regulations Jonathan Barnett | 216 |
| | Plates 17–32 Representative plans, techniques and results | |
| | PART 5 PLANNING PRACTICE AND METHODS | 227 |
| | Introduction | 228 |
| 27 | “Introduction: . . . Planning for People and Places” Charles J. Hoch, Linda C. Dalton and Frank S. So | 231 |
| 28 | Planning Environments Frank S. So and Judith Getzels | 238 |
| 29 | A Realistic Approach to City and Suburban Planning . . . Ingredients of Success Alexander Garvin | 242 |
| 30 | Demographic Futures as a Guide to Planning California: Latinos and the Compact City Dowell Myers | 251 |
| 31 | Geographic Information Systems Ann-Margaret Esnard, Nancy Sappington and Milton R. Ospina | 260 |
| 32 | The Future of Public Participation Barbara Faga | 265 |
| 33 | Introduction to <i>Everyday Ethics for Practicing Planners</i> Carol D. Barrett | 272 |
| | PART 6 KEY TOPICS IN URBAN AND REGIONAL PLANNING | 281 |
| | Introduction | 282 |
| 34 | Implementing the Solutions: Measures for Achieving Intermodal Balance Vukan R. Vuchic | 284 |

| | | |
|----|--|------------|
| 35 | Environmental Planning Thomas L. Daniels and Katherine Daniels | 297 |
| 36 | Hopeful Signs: U.S. Urban Revitalization in the Twenty-first Century Eugénie L. Birch | 307 |
| 37 | Sprawl and the Tyranny of Easy Development Decisions William H. Lucy and David L. Phillips | 316 |
| 38 | How to make a Town Andrés Duany, Elizabeth Plater-Zyberk and Jeff Speck | 324 |
| 39 | Planning Metropolitan Regions Gary Hack | 334 |
| | PART 7. EMERGING ISSUES IN URBAN AND REGIONAL PLANNING | 343 |
| | Introduction | 344 |
| 40 | The Promise of Urban Growth United Nations Population Fund | 347 |
| 41 | Beyond Megalopolis: Exploring America's new "Megapolitan" Geography Robert E. Lang and Dawn Dhavale | 356 |
| 42 | Land Use and Urban Form: Planning Compact Cities Timothy Beatley | 362 |
| 43 | Shifting Ground to Address Climate Change: the Land Use Law Solution John R. Nolon | 371 |
| 44 | Cities Under Siege: Urban Planning and the Threat of Infectious Diseases Richard A. Matthew and Bryan McDonald | 383 |
| 45 | 22@Barcelona: a New District for the Creative Economy Miguel Barceló Rota | 390 |
| 46 | The Changing Politics of Urban Mega-projects Alan A. Altshuler and David E. Luberoff | 400 |
| 47 | The spatial Organization of Cities: Deliberate Outcome or Unforeseen Consequence? Alain Bertaud | 407 |
| | <i>Permissions</i> | 423 |
| | <i>Index</i> | 430 |

A high-contrast, black and white aerial photograph of a city skyline, likely New York City, viewed from across a large body of water. The skyline is silhouetted against a bright, hazy sky. The water in the foreground is dark with some lighter patches, possibly reflecting the sky or showing ripples. The overall image has a grainy, high-contrast aesthetic.

ROUTLEDGE

THE AMERICAN URBAN READER HISTORY AND THEORY

EDITED BY
STEVEN H. COREY AND LISA KRISOFF BOEHM



CONTENTS

| | |
|-------------------------|------|
| List of Figures | xiii |
| Acknowledgments | xv |
| Foreword by JOHN BODNAR | xvii |
| Preface | xix |

PART I. DEFINITIONS AND PERSPECTIVES

| | |
|--|----|
| Editors' Introduction to Part I | 1 |
| <i>Essays</i> | |
| STEVEN H. COREY and LISA KRISOFF BOEHM, Examining America's Urban Landscape: From Social Reform to Social History (2010) | 3 |
| ARTHUR M. SCHLESINGER, SR., The City in American Civilization (1949) | 22 |
| HERBERT J. GANS, Urbanism and Suburbanism as Ways of Life: A Reevaluation of Definitions (1962, 1991) | 31 |
| MIKE DAVIS, <i>Beyond Blade Runner</i> (1998) | 41 |
| ROBERT A. ORSI, Crossing the City Line (1999) | 49 |
| <i>Documents</i> | |
| 1-1. JOHN H. GRISCOM, <i>The Sanitary Condition of the Laboring Population of New York</i> (1845) | 58 |
| 1-2. ROBERT MACOY, Advice to Strangers (1876) | 62 |
| 1-3. JANE JACOBS, The Use of Sidewalks: Assimilating Children (1961) | 63 |

PART II. URBAN ROOTS: COLONIAL SETTLEMENT AND WESTWARD EXPANSION

| | |
|---|----|
| Editors' Introduction to Part II | 67 |
| <i>Essays</i> | |
| PAULINE MAIER, Boston and New York in the Eighteenth Century (1981) | 69 |
| RICHARD C. WADE, Urban Life in Western America, 1790-1830 (1958) | 77 |
| DAVID R. GOLDFIELD, Pearls on the Coast and Lights in the Forest: The Colonial South (1982) | 87 |

| | | |
|------|---|-----|
| | <i>Documents</i> | |
| 2-1. | JOHN WINTHROP, A Model of Christian Charity (1630) | 96 |
| 2-2. | BENJAMIN BULLIVANT, Philadelphia in 1697 | 98 |
| 2-3. | HENRY MARIE BRACKENRIDGE, Envisioning Great American Indian Cities (1813) | 99 |
| | PART III. THE NEW CITY: INDUSTRY AND IMMIGRANTS, 1820s–1920s | |
| | Editors' Introduction to Part III | 105 |
| | <i>Essays</i> | |
| | JOHN T. CUMBLER, From Milling to Manufacturing: From Villages to Mill Towns (2001) | 107 |
| | CHRISTINE STANSELL, Women in the Neighborhoods (1986) | 115 |
| | FREDERICK M. BINDER and DAVID M. REIMERS, Old and New Immigrants in Greater New York City, 1880 to World War I (1995) | 123 |
| | RONALD T. TAKAKI, Ethnic Islands: The Emergence of Urban Chinese America (1989) | 134 |
| | CARL SMITH, The Pullman Strike and Making Sense of the Age (1995) | 141 |
| | <i>Documents</i> | |
| 3-1. | Vesey Slave Revolt, Charleston, South Carolina (1822) | 147 |
| 3-2. | Tredegar and Armory Iron Works, Richmond, Virginia (1847) | 148 |
| 3-3. | Riots, Louisville, Kentucky (1855) | 150 |
| 3-4. | Debates on Chinese Immigration (1876) | 152 |
| 3-5. | JACOB RIIS, The Mixed Crowd (1890) | 155 |
| 3-6. | Triangle Shirtwaist Fire, New York City (1911) | 158 |
| | PART IV. CITY LIFE FROM THE BOTTOM UP, 1860s–1940s | |
| | Editors' Introduction to Part IV | 161 |
| | <i>Essays</i> | |
| | TIMOTHY GILFOYLE, The "Guns" of Gotham (2006) | 163 |
| | WENDY GAMBER, <i>The Boardinghouse in Nineteenth-Century America</i> (2007) | 173 |
| | GEORGE CHAUNCEY, Urban Culture and the Policing of the "City of Bachelors" (1994) | 184 |
| | <i>Documents</i> | |
| 4-1. | THOMAS BUTLER GUNN, <i>The Physiology of New York Boarding-Houses</i> (1857) | 195 |
| 4-2. | THEODORE DREISER, <i>Sister Carrie</i> (1900) | 197 |
| 4-3. | BLAIR NILES, <i>Strange Brother</i> (1931) | 202 |

PART V. MANAGING THE METROPOLIS

| | |
|---|-----|
| Editors' Introduction to Part V | 205 |
| <i>Essays</i> | |
| ROY ROSENZWEIG and ELIZABETH BLACKMAR, The "Spoils of the Park" (1992) | 207 |
| THOMAS KESSNER, <i>New Deal City</i> (1989) | 219 |
| JOHN C. TEAFORD, <i>Messiah Mayors and the Gospel of Urban Hype</i> (1990) | 229 |
| ARNOLD R. HIRSCH and A. LEE LEVERT, <i>The Katrina Conspiracies: The Problem of Trust in Rebuilding an American City</i> (2009) | 239 |
| <i>Documents</i> | |
| 5-1. FREDERIC B. PERKINS, <i>On the Social Uses of Central Park</i> (1864) | 251 |
| 5-2. SPECIAL COMMITTEE OF THE BOARD OF ALDERMAN and WILLIAM M. TWEED, <i>William Tweed's Confession</i> (1878) | 253 |
| 5-3. LINCOLN STEFFENS, <i>Philadelphia: Corrupt and Contented</i> (1903) | 257 |
| 5-4. WALTER D. MOODY, <i>Wacker's Manual of the Plan of Chicago</i> (1913) | 261 |
| 5-5. JANE ADDAMS and ELLEN GATES STARR, <i>Hull-House, A Social Settlement</i> (1894) | 263 |
| 5-6. LOUISE DE KOVEN BOWEN, <i>Growing up with a City</i> (1926) | 264 |
| 5-7. <i>On the Way Up: Charlotte and Kansas City</i> (1976) | 266 |
| 5-8. PRESIDENT GEORGE W. BUSH, <i>President Arrives in Alabama, Briefed on Hurricane Katrina</i> (2005) | 269 |

PART VI. THE URBAN ENVIRONMENT

| | |
|--|-----|
| Editors' Introduction to Part VI | 273 |
| <i>Essays</i> | |
| JOEL A. TARR, <i>The Metabolism of the Industrial City: The Case of Pittsburgh</i> (2002) | 275 |
| MARTIN V. MELOSI and JOSEPH A. PRATT, <i>Houston: The Energy Metropolis</i> (2007) | 287 |
| DAVID NAGUIB PELLOW and LISA SUN-HEE PARK, <i>The Emergence of Silicon Valley: High-Tech Development and Ecocide, 1950-2001</i> (2002) | 298 |
| <i>Documents</i> | |
| 6-1. PRESIDENT LYNDON B. JOHNSON, <i>Special Message to the Congress on Conservation and Restoration of Natural Beauty</i> (1965) | 308 |
| 6-2. COMMISSION FOR RACIAL JUSTICE, UNITED CHURCH OF CHRIST, <i>Toxic Wastes and Race in the United States</i> (1987) | 313 |

PART VII. TRANSPORTATION AND PHYSICAL MOBILITY

| | |
|--|-----|
| Editors' Introduction to Part VII | 321 |
| <i>Essays</i> | |
| SAM BASS WARNER, JR., <i>From Walking City to the Implementation of the Street Railways</i> (1962) | 324 |

| | | |
|--|---|-----|
| | CLIFTON HOOD, <i>The Subway and the City</i> (1993) | 331 |
| | ROBERT FOGELSON, <i>Wishful Thinking: Downtown and the Automotive Revolution</i> (2001) | 337 |
| | <i>Documents</i> | |
| 7-1. | National Interstate and Defense Highways Act (1956) | 348 |
| 7-2. | SETH STERN, “\$14.6 Billion Later, Boston’s Big Dig Wraps Up” (2003) | 350 |
| | Transportation Photo Essay | 352 |
| PART VIII. URBAN MIGRATIONS AND SOCIAL MOBILITY | | |
| | Editors’ Introduction to Part VIII | 357 |
| | <i>Essays</i> | |
| | ARNOLD R. HIRSCH, <i>The Second Ghetto and the Dynamics of Neighborhood Change</i> (1983, 1998) | 360 |
| | LISA KRISOFF BOEHM, <i>Making a Way out of No Way: African American Women and the Second Great Migration</i> (2009) | 372 |
| | CHAD BERRY, <i>The Great White Migration, 1945–1960</i> (2000) | 383 |
| | MELANIE SHELL-WEISS, <i>Citizenship and Civil Rights, 1964–1974</i> (2009) | 391 |
| | <i>Documents</i> | |
| 8-1. | Tulsa Race Riots, 1921 | 409 |
| 8-2. | Ku Klux Klan Initiation, Worcester, Massachusetts (1924) | 421 |
| 8-3. | Zoot Suit Riots (1943) | 422 |
| 8-4. | HARRIETTE ARNOW, <i>The Dollmaker</i> (1954) | 423 |
| 8-5. | RICHARD RODRIGUEZ, <i>Hunger of Memory</i> (1982) | 424 |
| PART IX. RACE AND THE POST-WAR METROPOLIS | | |
| | Editors’ Introduction to Part IX | 429 |
| | <i>Essays</i> | |
| | THOMAS J. SUGRUE, <i>Class, Status, and Residence: The Changing Geography of Black Detroit</i> (1996) | 431 |
| | ROBERT O. SELF, <i>White Noose</i> (2003) | 442 |
| | SUDHIR ALLADI VENKATESH, <i>The Beginning of the End of a Modern Ghetto</i> (2000) | 455 |
| | <i>Documents</i> | |
| 9-1. | Housing Act of 1949 | 465 |
| 9-2. | SLOAN WILSON, <i>The Man in the Gray Flannel Suit</i> (1955) | 466 |
| 9-3. | Watts Riots, August 11–15, 1965 | 469 |
| 9-4. | ADAM FORTUNATE EAGLE, <i>Urban Indians</i> (1964–1969) | 470 |

| | | |
|------|--|-----|
| 9-5. | Oakland Black Panther Party for Self-Defense, Ten Point Plan (1966) | 472 |
| 9-6. | MICHAEL PATRICK MACDONALD, <i>All Souls</i> (1999) | 475 |
| 9-7. | GEORGE H. W. BUSH, Address to the Nation on the Civil Disturbances in Los Angeles, California (1992) | 478 |
| 9-8. | ARNE DUNCAN, Hispanic Communities and Urban Public Schools (2009) | 480 |

PART X. EXURBIA AND POSTINDUSTRIAL CITIES

| | | |
|---------------------------------|--|-----|
| Editors' Introduction to Part X | | 485 |
| <i>Essays</i> | | |
| | LIZABETH COHEN, Commerce: Reconfiguring Community Marketplaces (2003) | 487 |
| | HAL ROTHMAN, Inventing Modern Las Vegas (2003) | 499 |
| | COREY DOLGON, Polo Ponies and Penalty Kicks: Sports on the East End (2005) | 510 |
| <i>Documents</i> | | |
| 10-1. | EBENEZER HOWARD, <i>Garden Cities of To-Morrow</i> (1902) | 517 |
| 10-2. | EDWARD BELLAMY, <i>Looking Backward</i> (1887) | 519 |
| 10-3. | CONGRESS FOR THE NEW URBANISM, Charter of the New Urbanism (1996) | 521 |
| 10-4. | HANNA ROSIN, "American Murder Mystery" (2008) | 524 |
| 10-5. | MICHAEL ARAD AND PETER WALKER, Reflecting Absence (2003) | 526 |
| | Reference and Suggested Bibliography | 529 |
| | Copyright Information | 547 |
| | Index | 551 |