

Elective course, with humanities credit, for all GT undergraduate students – LATE SHORT SESSION

History of Urban Form - Arch 4151 – Undergraduate Online CRN 56671

History of Urban Form – Arch 4151 – Undergraduate In-Person – CRN 56688 M/T/W/R 12.30-2.40

(note:undergraduate students in architecture may not receive humanities credit for this course if part of the B.S.Arch degree or part of an academic minor in the College of Design.)

Required Course for Professional Degrees - B.S.Arch+M.Arch2 and M.Arch3 – LATE SHORT SESSION

History of Urban Form – Arch 7151 – Graduate Online CRN56689

History of Urban Form – Arch 7151 – Graduate In-Person CRN 56690 M/T/W/R 12.30-2-40

Affiliated with the Serve-Learn-Sustain Program and an Elective in the Sustainable Cities Minor

Office Hours and Contact

355 West Architecture - rdagenhart@gatech.edu

M/T/W/R 2:40 by appointment

Cities are the largest and most complex built artifacts in human history and are the places where we live – and where more than two-thirds of the population of the world will live by 2050. The History of Urban Form helps us “read” cities, understanding what we see and what is hidden from view. Although history is never destiny, the past millennia of cities across the globe help to inform us, if at times only as ghosts, our present debates about desires and visions for the future..... in the face of climate change, economic transformation, and societal justice.

The course is built equally of two parts: Readings from a wide variety of sources, and lectures highlighting many of the best known cities across the globe, discovering how cities are invented, planned or just happen.

There are three learning objectives for the course:

- an ability to identify significant urban projects, people and ideas that inform buildings, landscapes, or urban design projects and that also inform our broader cultural knowledge of cities across the world.
- an understanding of the many ways that political, cultural, technological and economic situations and policies have shaped and continue to shape urban form and processes of change over time.
- an understanding of urban sustainability, with reference to urban form and urban process.

There are three requirements for the course including: summaries of required readings and notes on lectures (60%), intermittent quizzes (30%), and a brief take-home final exam in essay form (10%). Attendance/daily participation is mandatory.

The course will focus on 5 themes, each dedicated to about a week of the short semester. Preliminaries are first – what we need to know to observe and analyze a city’s physical form. Second will be an exploration of classical cities – in China, the Middle East and the West, with brief references to pre-colonial India and Africa. Third will engage the invention of modern cities beginning in the 14th and 15th and continuing through the 18th. Fourth will be building of the great modern cities in the 19th and early 20th. And finally we will explore the foundations of contemporary cities and the important issues that lie ahead.

Required Readings and Lecture Notes

All required readings, which are from a wide variety of sources, are posted on Canvas. These readings, along with lectures, are the foundation of the course. Instructions for the required reading and lecture summaries for each lecture are attached - see **Instructions for Reading Summaries and Lecture Notes**. A digital video of each lecture will be available soon after the live lecture. In addition, PDF of each powerpoint will be posted on Canvas immediately after class. There are no required textbooks, but some recommendations for books for personal libraries are included in **Recommended References**.

Assignment Workload

Students are expected to spend a minimum of 2 hours studying outside of class for every hour spent in class. Because a substantial part of the course grade is for reading summaries and lecture notes, maintaining a steady reading and lecture review schedule is critical.

Course Requirements, Attendance and Participation

- 60% - Successful completion of readings and reading summaries on class-by-class basis, submitted on Canvas. Instructions and grading are included in **Appendix II - Directions for Reading Summaries**.
- 30% - Intermittent quizzes as a way to reinforce learning.
- 10% - Take home final examination in essay form, due at the time of the regularly scheduled final examination period.
- Reading and lecture summaries will indicate attendance, as well as each student's on-going attention to the class. Late submissions, which result in grade penalties, will indicate attendance measures for this class.

Grading

The grade scale for all individual components of the course as well as for completion of the final course grade will be as follows:

Points	Grade	Description
90 – 100	A	Excellent
80 – 89	B	Good
70 – 79	C	Satisfactory
60 – 69	D	Poor
0 – 59	F	Failure

Academic Integrity and Conduct

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. All Georgia Tech students should familiarize themselves with and abide by the Georgia Tech Honor Code: <http://www.catalog.gatech.edu/rules/18/>. Any student suspected of cheating on a quiz or exam or caught plagiarizing will be reported to the Office of Student Integrity.

For expectations of student and instructor conduct more generally, consult section 19 of the catalog listed above, entitled "Code of Conduct," <http://www.catalog.gatech.edu/rules/19/> and section 22, entitled "Student-Faculty Expectations," at <http://www.catalog.gatech.edu/rules/22/>

All persons in the classroom and on-line are expected to behave with courtesy towards others and in a way that does not interfere with the regular conduct of the class. Anyone who does not adhere to these basic courtesies will be asked to leave the class or drop the course.

Accommodations

Any student with a disability, that may require accommodation, should contact Office of Disability Services at 404-894-2563 or visit <http://disabilityservices.gatech.edu> to make an appointment to discuss his or her special needs and obtain an accommodations letter. He or she should also schedule an appointment to speak with the course instructor.

Professors with Disabilities – ME – need modest consideration. Although you will think I am deaf as a post, I do have hearing aids, and I have an incredible ability to lip-read. If you have a question in class (questions are welcome at any time) you must raise your hand so I know where you are located. When I know where you are, I can hear/lip read, but please make your face visible to me. If you are in the back of the room, I may not be able to see your lips move, so I will have someone at the front repeat your question. If you have accented English, American or not, I may have difficulty understanding and will ask for assistance. A little patience is helpful, and I have a very good sense of humor about all of this, so if I completely misunderstand you and give the right answer to a question that I thought you asked, instead of the one you actually asked, please laugh with me. This is not such an issue on-line because I will not depend on video question/answer or conversations. Questions and comments by email are always welcome and will receive responses promptly.

Emergencies

In case of emergency (e.g., fire, accident, or criminal act), please call the Georgia Tech Police at 404-894-2500.

Ownership

Physical copies of student work submitted to the school to satisfy course requirements—including, but not limited to digital files, papers, drawings, and models—become the property of the school. It is assumed as no obligation to safeguard such materials and may, at its discretion, retain them, return them to the student, or discard them.

Notes On Conduct of the Class

1. Class meetings are in a lecture format with opportunities for questions at any time. If pre-recorded, questions by e-mail are welcome and encouraged.
2. **Official class communication will be by email via Canvas ONLY. Please do not send any email outside of Canvas.** Students are responsible for checking e-mail daily concerning any instructions, emergencies or other situations that may arise during the course of the semester.
3. The course will use Canvas for announcements, syllabus updates, assignments, assigned readings, submission of reading summaries, quizzes, submission of essays and final exam.
4. The syllabus may probably change slightly over the course of the semester, as I find new readings or adjust schedules. Please be patient and keep abreast of announced changes and uploads to Canvas.
5. Consultations may occur immediately after class in person or in Office 355 West Architecture.
6. Questions by email will normally receive responses within 24 hours. However, email must be written within CANVAS, otherwise the mail main not be read or receive a reply.
7. Appointments outside of office hours, with an email request, are welcome. All questions, comments and observations are welcome any time, always through Canvas.

ARCH 4151/7151: HISTORY OF URBAN FORM – SUMMER 2020

APPENDIX I - SCHEDULE OF CLASSES

PART 1: PRELIMINARIES

“Urban form” is a general label that has been described in many different ways by many different people. The aim of these preliminary readings and lectures is to establish a framework for “reading” and understanding cities and to define common terms used through the semester. The four key points in these Preliminaries are (1) urban form and urban process (changes over time) are bound together in the history of cities; (2) urban form is constituted by arrangements of public and private territories (involving some form of lots and blocks and streets); (3) the public domain can be understood as the design and construction of streets, public places, boundaries and monuments, and (4) the private domain, meaning territories and buildings under private ownership or control, is made up primarily by houses and housing, markets and shops. As we move from historical era to another, from culture to culture, and from city to city, these four points will allow comparisons and insights into the many “forms” of urban form.

W.17 June **Lecture 1: Introduction – Ten Lessons for “Reading” a City**

TH.18 June **Lecture 2: The City - Urban Form and Urban Process**

Required Readings: About 12 pages, with illustrations – 5 POINTS EACH – 13 POINTS TOTAL

Kostof, Spiro (1991) “The City as Artifact,” in *The City Shaped*, pp 9-14.

As with all of Kostof’s chapters, his writing is dense with references to many, many places, some of which will be unfamiliar to almost any reader. Read this chapter to focus on his primary message, not all the details of places. If one of his reference interests you, do a quick web-search. A primary message of this essay is the dual importance of both physical form itself and its processes of change over time - that initiate it, shape it, deform it, or destroy it. Another is the warning that looking at urban form itself cannot be separated from why it was built in that way --- remember his caution that a grid is not a grid is not a grid. And, another is his observation that intention and form are two different things sometimes the same and sometimes not.

Jackson, John Brinckerhoff (1970) “The Public Landscape” in *Landscapes*, pp 153-160.

J.B. Jackson was an observer and essayist of the American landscape. He taught at Harvard and Berkeley for many years while residing in Santa Fe, New Mexico. He is recognized as the founder of what is now known as Cultural Landscapes, a field of study the weaving the history and geography of the man-made landscape. Although his eyes focused especially on the American Southwest, his observations span places and regions and their cultural underpinnings. The primary message from this reading is the four parts of the “public” landscape – boundaries, roads (streets), public places and monuments. When he is describing “roads,” think streets. His comments are the same, whether for rural roads or city streets,

Light Reading: About 3 pages – 3 POINTS TOTAL

Calhoun, Ada (2015) “My City Was Gone—Or Was It” *New York Times*, 10.31

An easy read that is all about form and process in our everyday lives. It may help to clarify Kostof’s argument about form AND process and provide a bit of comic relief.

References:

On Canvas:

Allen, Douglas C. (2015) “Learning from Atlanta”, in *Planning Atlanta*, pp 14-26

Allen’s essay reveals the foundations of Atlanta – the reason for the location in the middle of nowhere and why the downtown street network is so confusing. It is all about form and process as well as form and intention. Allen was a long-time faculty member in the School of Architecture and taught his version of this course for more than 20 years.

M.22 June **Lecture 3: Boundaries – Visible and Invisible**

Required Readings: About 8 pages, excluding illustrations – 5 POINTS EACH – 10 POINTS TOTAL

Scheer, Brenda (2011) “Typology and Urban Transformation” in *The Evolution of Urban Form*, pp 47-60.

Scheer’s essay is a very clear description of the lot-block-street-building configurations that constitute urban form, or as she labels it, urban tissue. Although different people describe this basic urban form in different ways, including me, the basic ideas are applicable everywhere across the globe as well as historically for all cities. Her definitions and illustrations of “static”, “campus”, and “elastic” urban tissues are clear and useful.

Light Reading: About 4 pages, excluding illustrations – 3 POINTS TOTAL

Linklater, Andro (2002) “The Measurement that Built America: in *American Heritage*, pp 1-6.

An easy read that presents the importance of property ownership, property boundaries and dimensions in understanding the form of American landscape and American cities as shaped by the National Survey. By extension, Linklater’s point is that all cities and all places are shaped by boundaries – their dimensions, locations and form. Although Atlanta, Georgia and the original U.S.’s thirteen colonies are not part of the National Survey, the marking of boundaries explain a lot of the form of Atlanta, all the way from its founding in 1837.

References:

On Canvas

Linklater, Andro (2002) “The Shape of Cities” in *Measuring America*, pp 176-187.

An extension of the above reading, but relating it to the design – or the simple layout – of lots and blocks and streets that underlie all cities, especially for the United States. Later readings and lectures will revisit many of Linklater’s examples in other ways – the New England Village, the Laws of the Indies, Philadelphia, Manhattan, Washington, DC, Daniel Burnham, Frederick Law Olmstead and others.

Busquets, Joan (2019) “Roman Centuriation....” from *Urban Grids*, pp 246-253

Busquets, Joan (2019) “Northwest Land Ordinance....” From *Urban Grids*, 256-263

Busquets, Joan (2019) “French Cadestration....” From *Urban Grids*, 254-255

These three selections are about national land surveys – Roman, American and French. The two that were implemented – Roman and American – had primary relationships to initial urban form – and continue to be present in street blocks and street networks and the agricultural landscape of Italy and the United States.

In the Library

Linklater, Andro (2002) *Measuring America*

Linklater, Andro (2013) *Owning the Earth – The Transforming History of Land Ownership*

Measuring America is very readable book about the history of measurements in the Anglo-American world, the U.S. National Land Survey, and the influence of property and dimensions on the form of American cities. His final book, *Owning the Earth* extends his observations to Europe, Russia and China and the political – and civic – importance of boundaries on the earth. Yeah, I think these are important books – to understand the too often overlooked importance of boundaries in understanding and designing cities.

T.23 June **Lecture 4: Streets and the Right-of-Way**

Required Reading: About 18 pages without illustrations – 5 POINTS EACH – 10 POINTS TOTAL

Jackson, J.B. (1980) “The Discovery of the Street” in *The Necessity for Ruins*, pp 55-66

Another of Jackson’s well-known essays describing his thoughts on the discovery and history of the street and its importance to the public domain. He contrasts a person’s medieval view upward or celestial versus later abstract views, whether perspective or cartographic.

Kostof, Spiro (1992) “The Street” in *The City Assembled*, pp 189-200

As with all of Kostof, this is not easy reading because of the multiple references to places around the world. We will come back to several of these references, but if you get lost, do a web-search to

get a sense of the places he cites. The purpose of reading this is to understand the street in ways you may never have imagined. This will be expanded in the lecture.

Light Reading: About 4 pages, excluding illustrations – 3 POINTS TOTAL

Hains, Brigid (2013) "Cities Belong to Us" Aeon.com, July

<https://aeon.co/essays/cities-thrive-when-public-space-is-open-to-all>

Many of you have probably read Henri Lefebvre or David Harvey in your classes. This essay may help to bring those essays - and others - to a more vivid understanding of the street- and its extensions - as the most important public spaces in cities.

References

On Canvas

Kostof, Spiro (1992) "The Street" in *The City Assembled*, pp 189-243

This is the entire chapter that includes the required reading above. It is, by any measure, the best overview of the street including both ancient and contemporary references, along with international ones. Not an easy or casual read but an essential one to understand the significance of the urban street, especially for architects, city planners, real estate developers, and civil engineers involved in any form of transportation.

In the Library

Jacobs, Allan (1993) *Great Streets*The classic book on streets. Jacobs is a landscape architect and city planner, has taught for many years at the University of Pennsylvania and U.C. Berkeley. He was the Director of Planning for the City of San Francisco setting out design regulations that preserve and expand the unique urban qualities of that city.

W.24 June

Lecture 5: Public Spaces: Public, Civic, Ideological

Required Readings: About 10 pages without illustrations – 5 POINTS EACH – 10 POINTS TOTAL

Kostof, Spiro (1992) "Public Places" in *The City Assembled*, pp 123-129

in, this is not easy reading because of the multiple references to places around the world and through time. We will come back to many of these references. Quick web-searches will help from getting lost. The purpose here is to understand more broadly the "public places," which J.B. Jackson referenced.

Wu, Hung (2005) "Introduction" in *Remaking Beijing: Tiananmen Square and the Creation of a Political Space*, pp 7-13

Wu sets out two primary points in the introduction. First is his definition of "political" space as a variant of the larger category of public space. Second is his setting out two ways of understanding and experiencing public and political space – one is "official" record; the other is one's individual reading of the space based on memories and direct experiences.

Light Reading: About 5 pages, excluding illustrations – 3 POINTS TOTAL

Samanani, Farman (2017) "Common Ground" at Aeon.com

<https://aeon.co/essays/whats-the-best-way-to-find-common-ground-in-public-spaces>

Another essay that enlarges on Lefebvre and Harvey and reminds us of Jane Jacobs' comment about the importance of strangers on streets and public places - "Lowly, un-purposeful and random as they may appear, sidewalk contacts are the small change from which a city's wealth of public life may grow."

References:

On Canvas

Kostof, Spiro (1992) "Public Places" in *The City Assembled*

The entire chapter containing the required reading above. This is a broad overview of public space and public places in history. Again, it is wide ranging, but one of the few essays that gives a full sense of the diversity of what we mean by public spaces and places.

In the Library

Tuan, Yi-Fu (1977) *Space and Place: The Perspective of Experience*.

Tuan was an anthropologist and professor at the University of Minnesota and the author of *Topophilia* and several other books, including this one. His books are recognized as classics in the field of Cultural Landscape Studies. *Space and Place* is very readable and an important caution to those who hold the conceit of “placemaking” as a designer or planner.

TH.25 June **Lecture 6: Memory, Memorials and Monuments**

Required Readings: About 10 pages, without illustrations – 5 POINTS EACH – 10 POINTS TOTAL

Allen, Douglas (2009) “Memory and Place: Two Case Studies” *Places*, pp 56-61

Ladd, Brian (1998) “Berlin Walls” in *The Ghosts of Berlin*, pp 7-12

These two very readable essays explain how J.B. Jackson’s simple definition of monument (in an early reading) can become ever more complicated with embedded “fictions” or can become “unintentional” or even anti-monuments. These essays help to inform some of the current debates about Confederate monuments in the southern US and controversial monuments across the world’s cities.

Light Reading: About 11 pages, without illustrations – 3 POINTS EACH – 6 POINTS TOTAL

Lin, Maya (2000) “Making the Memorial” in *New York Review of Books* 2000, pp 1-9

Jensen, Van (2012) “Memorial to the Unthinkable” Interview with Michael Arad, Georgia Tech.

These two essays reveal some of the thoughts and struggles of young architects’ winning competitions and then fighting to complete the design and see the memorial built as intended.

References:

On Canvas:

Riegl, Alois (1903) “The Meaning of Monuments and Their Historical Development” in *The Modern Cult of Monuments: Its Character and Its Origin*, pp 1-4. (Trans. Forster and Ghirardo in *Oppositions* #25, 1982)

This is a common reference for definitions and classifications of modern monuments. Although Riegl’s writings are of a specific time and place, they are useful to understand the ways that history and memory emerge in architecture and urban form.

PART 2: CLASSICAL CITIES AND URBAN FORM

The label, “Classical” is often reserved for the classical civilization of the West – Greece and Rome and their empires. As a way of framing the history of cities globally, “classical” need be more general, referring also to the foundations of urban form in the non-western world – especially the Middle East and China and their regions of influence, but also touching briefly Sub-Saharan Africa, South and Southeast Asia, Latin Americas, among others. This also sets up a way to examine colonialization as influences from the West (as well as the modern and contemporary globalization) transformed or overlaid or disrupted these classical traditions of urban form.

M.29 June **Quiz 1: Lectures 1-6**

M.29 June **Lecture 7: Cities in the Ancient and Classical Middle East**

Required Reading: About 19 pages – 5 POINTS EACH – 15 POINTS TOTAL

Kotkin, Joel (2006) “The Islamic Archipelago” in *The City: A Global History* pp 44-51

Kotkin is well-known contemporary geographer who writes on global urban issues and policy. He is known as a contrarian figure in contemporary urban policy, often taking libertarian views and associated with conservative think tanks and publications. His book, *The City*, is praised across the range of political and policy opinion for its historical accuracy, easy reading and global reach.

Saoud, Rabah (2002) “Introduction to the Islamic City,” pp 1-9.

El Shorbagy, Abdel-Moniem (2010) “The Traditional Islamic-Arab House: Vocabulary and Syntax,” pp 15-20

These two essays present a very clear description of traditional urban form and house form in the Middle East, ranging from the Maghreb to the Arab Peninsula to the Levant. Cities and houses in the larger Islamic World raises a continuing question - should we label these artifacts the Islamic

city - or should we emphasize the cultural and even climatic origins of the Middle Eastern urban form and house form?

Light Reading: About 10 pages – 3 POINTS TOTAL

Adjaye, David (2016) "Djemaa el-Fnaa, Marrakech" in *City Squares*, pp 83-89

This brief essays reflects on some of the complexity of "public" and its many ingredients. David Adjaye is an African architect, observing this place as one of the ideal of his experience in African public space and place.

References:

On Canvas:

Smith, Alex Duval (2015) "Timbuktu's Djinguereber Mosque" in *The Guardian – A History of Cities in 50 Buildings*, pp 1-4

Very short read - we will briefly visit Timbuktu in class but this is worth a look, too.

Hakim, Hakim S. (2008) "Chapter I – Islamic Law and Neighborhood Building Guidelines" and "Chapter II – A Design Language: Urban and Architectural Elements" in *Arabic-Islamic Cities: Building and Planning Principles*.

Bianca, Stephano (2000) *Urban Form in the Arab World: Past and Present* (also on-line in a downloadable pdf)

The above two books above provide a broad and detailed history of cities, neighborhoods and building types throughout the Middle East.

T.30 June

Lecture 8: The Middle Kingdom and After

Required Reading: About 15 pages without illustrations – 5 POINTS EACH – 15 POINTS TOTAL

Kotkin, Joel (2006) *Cities of the Middle Kingdom in The City: A Global History* pp 52-57

Kotkin, again, with his brief chapter on the Middle Kingdom, sets out the critical difference among European, Arab/Islamic and Chinese historical cities.

Wainwright, Oliver (2016) "Beijing and the Earliest Planning Document in History," *The Guardian Stories of Cities #4*, pp 1-6

The first of several essays we will read from the Guardian series on cities around the world. The full list can be found by web-searching The Guardian-Stories of Cities

Chow, Renee (2015) "Being Outside" in *Changing Chinese Cities*, pp 89-93

Renee Chow is an architect and teaches architecture and urban design at the University of California, Berkeley. This essay reveals the difference between what understood in the West as "public space" and the very different Chinese tradition of "inside-outside."

Light Reading: About 6 pages – 3 POINTS EACH – 6 POINTS TOTAL

Chow, Renee (2015) "Behind the Walls - Beijing" pp 19-35 AND "Deep in the Field: Shanghai" in *Changing Chinese Cities*, pp 51-65

Chow describes the primary traditional housing types and urban form in Beijing and Shanghai. A must for architects to understand tradition and the challenges of exporting western design conventions to China and the parallel challenges for designing within Chinese traditions. For non-architects – read carefully to understand housing and neighborhood traditions in China.

References:

On Canvas:

Nelson, Charles (1988): "Urban Planning in Pre-Industrial China", *U.S.-China Review*, Vol. 12.#2, pp 17-21.

A brief and readable overview of ancient and pre-revolution planning and design of Chinese imperial cities.

In the Library:

Chow, Renee (2015) *Changing Chinese Cities*, University of Hawaii Press, Honolulu

Simply the best book in English about traditional urban form and housing types together with clear urban design proposals to weave traditional forms and contemporary building programs. Every architect who works in China should know this book.

Rowe, Peter, et al (2016) "Concepts of Community in China" in *Chinese Urban Communities*.

Shatzman, Nancy (1990) *Chinese Imperial City Planning*, University of Hawaii Press,

The primary reference in English on the History of City Chinese Planning and Urban Design up to the revolution.

W.1 July

Lecture 9: The Classical West – Athens, Rome and Territories

Required Reading: About 30 pages without illustrations – 5 POINTS EACH – 15 POINTS TOTAL

Frampton, Saul (2011) "Agony in the Agora" an *AEON Essay*.

A provocative reading about the possible origins and meaning of the Greek agora. This deserves to be read carefully to not overstate the references to violence. Although the agora may have begun with violent enactments, the author is making another, and more interesting, point.

Sennett, Richard (1994) "The Citizen's Voice" in *Flesh and Stone: The Body and the City in Western Civilization*, pp 52-67 ONLY

Sennett, Richard (1994) "Creation of a Roman City" in *Flesh and Stone: The Body and the City in Western Civilization*, pp 106-118 ONLY

Sennett is a social psychologist and city planner and author of many books on cities. These two selections from *Flesh and Stone* about Athens and Rome reflect Sennett's historical knowledge and ability to imagine the daily life and realities of Athens and Rome at particular times.

Light Reading: About 8 pages without illustrations – 3 POINTS EACH – 6 POINTS TOTAL

Mourby, Adrian (2016) "Rome Wasn't Planned in a Day. In Fact, It Was Not Planned At All," in *Guardian Stories of Cities #2* pp 1-4

A good read about the evidence of ancient Rome in contrast to the founding of new towns in the empire that we will discover in class.

Harner, Kyle (2017) "How Climate Change and Disease Helped the Fall of Rome" *AEON Essay*, pp 1-5

And, yet another version for the fall of Rome.

References:

On Canvas:

Kotkin, Joel (2005) "The Greek Achievement" in *The City*, pp 19-26

Kotkin, Joel (2005) "Rome-The First Megacity" in *The City*, pp 27-34

These two Kotkin readings are for the broad background for ancient Greece and Rome. For many this will just be a review, but other may find new dimensions of the classical world.

Busquets, Joan (2019) "Roman Centuriation...."from *Urban Grids*, pp 246-253

Halliday, Stephen (2019) "Sanitation in the Ancient World" in *An Underground Guide to Sewers*, pp 28-39

Pericles – The Funeral Oration

The text of Pericles Oration, referenced by Sennett. It requires a careful read, but it is a fundamental part of classical western literature.

Vitruvius, *The Ten Books on Architecture*.

Book I, Chapter IV – Site of a City, Chapter V – The City Walls, Chapter VI – The Directions of the Streets, Chapter VII - The Sites for Public Buildings

Architects know Marcus Vitruvius Pollio well, but few have actually read the book, beyond some quotes in a history class. These selections are precise instruction for designing cities – from the site, the boundary wall, the streets and public buildings.

Morris, AEJ (1994) "Greek City States" in *History of Urban Form*, pp 40-50.

Morris, AEJ (1994) "Rome and the Empire" in *History of Urban Form*, pp 56-69.

In the Library

Rykwert, Joseph (1976) *The Idea of a Town – The Anthropology of Urban Form in Rome and the Ancient World*.

From Bookstores

Schwartzing, John Michael (2019) *Rome: Urban Formation and Transformation*. Applied Research+Design Publishing, New York

PART 3: INVENTING THE BOURGEOIS CITY

The label “bourgeois” is not intended to be pejorative, as it is commonly used today. Instead it designates the city people and their role in the invention of the modern city. The bourgeoisie not the middle-class. They are simply those people who were neither members of the aristocracy, nor the Roman Church, nor those remaining in their feudal positions, primarily as peasants bound to agricultural servitude on the land. These were the city people inventing a new economy – guilds, banking, emerging professions – with wealth accumulating outside the Church and the aristocracy and joined with emerging civic life and institutions.

Although beginning as early as the 10th century, the changing economy began influence city form only in the 14th and 15thc, with civic spaces and the new street in Sienna and Florence, followed by Christian pilgrimage routes becoming the monumental streets set out by Pope Sixtus V in Rome. These preludes to the modern city shaped the very idea of the city for the next 400 years and remain the foundations of western urbanism that has been exported across the globe.

The bourgeois city in the 17th and 18thc. began the “inventions” that were fully deployed with modern technologies in the great cities of 19thc. The Pont Neuf – a new idea of infrastructure, the Place des Vosges – a new kind of urban space, the Gallerie du Bois – a new kind of public space, the boulevard – a space and place for the public in the city were the inventions of Paris. In England, the landscape and the city began to merge in the imagination and in reality setting out the “rus in urbe”. The Enlightenment is embedded in these inventions and transmitted to the Colonies, especially the British in America, where the form of the American city was invented and spread across the continent.

M.6 July

Quiz 2: Lectures 7-9

M.6 July

Lecture 10: Invention of Civic Space and the Grand Manner – Sienna, Florence, Rome

Required reading: 18 pages without illustration– 5 POINTS EACH – 10 POINTS TOTAL

Rowe, Peter (1999), “Sienna’s Piazza Del Campo” in *Civic Realism* pp 23-39.

Rowe, former Dean of Harvard’s Graduate School of Design, sets out a perceptive essay about the Piazza del Campo weaving its urban and architectural histories with the social and political histories of Sienna – the basis of what he calls “civic realism.” Many of his references to people and events in Sienna’s history go beyond the intentions of this class, but careful reading will reveal contemporary issues confronting the design of contemporary public places.

Bacon, Edmund (1974) (Selection) “Upsurge of the Renaissance” n *Design of Cities*, pp 5-12

Bacon taught at the University of Pennsylvania for many years with his lectures becoming the book, which is a classic although sometimes his historical interpretations seem to primarily serve his ego. DO NOT READ THE EDITOR’S INTRODUCTION.

Light Reading: About 4 pages – 6 POINTS TOTAL

Punakivi, Mari (2016) *Piazza Santissima Annuziata*

This is a brief and thoughtful essay that, like Hung Wu on Tiananmen Square weaves “official” and personal histories.

Bacon, Edmund (1976) “Baroque Rome and Sixtus V” in *Design of Cities*, pp 140-141 ONLY

Bacon’s essay is cited in many places and is the most complete description of Sixtus V plan for Rome. Read only page 140 and 141 and skim the rest to get a sense of the scope of the transformation of Rome that was only fully developed in the 17th Century.

References:

On Canvas

Bosselman, Peter (1998) “Concept and Experience: Two Views of the World” in *Representation of Places*, pp 3-18

Bosselman teaches urban design at UC Berkeley. This essay describes two transformative methods to visually represent the city: Brunelleschi’s method of perspective and Leonardo de Vinci’s construction of the plan view of a city.

Morris, AEJ (1994) “The Renaissance – Italy Sets a Pattern ” in *History of Urban Form*, pp 152-190

Bruckner, Gene A (1969) “The Renaissance City” in *Renaissance Florence*, pp 1-50

References:

On Canvas

Kostof, Spiro (1991) "The Grand Manner" in *The City Shaped*, pp 209-275.

T.7 July

Lecture 11: Inventing the Bourgeois City: Paris

Required Reading: About 25 pages without illustrations - 5 POINTS EACH – 10 POINTS TOTAL

De Jean, Joan (2014) "The Bridge Where Paris Became Paris: The Pont Neuf" in *When Paris Became Paris*, pp 21-40

This essay and the others in this book reveal how Paris' physical form was changing in the 17th and 18th c. to become a "modern" or "bourgeois" city. The Pont Neuf, the "places" and the new "boulevards" were the harbingers of the future – and of Haussmann in the 19th c.

Steenbergen, Clemens, et al (2011) "Jardin des Tuileries", Paris 1664-1685, in *Metropolitan Landscape Architecture*, pp 65-103

This analytical essay and graphics reveal Le Notre – the gardner – as the designer of Paris. A simple design to create an axis in the Tuileries then becomes a (still) dominant form of Paris. This is a long reading – about 12 pages of text – and will be difficult for non-architects to connect the text to the graphics. Just try to get some sense of it – the lecture will help, too.

Light Reading: About 12 pages without illustrations – 3 POINTS EACH – 6 POINTS TOTAL

Gopnik, Adam (2016) "Place des Vosges, Paris: A Private Place" in *City Squares*, pp 39-49

Willsher, Kim (2015) "Paris's Gallerie du Bois" in *A History of Cities in 50 Buildings*

References:

On Canvas

De Jean, Joan (2014) "The Place des Vosges" in *When Paris Became Paris*

A more historically complete essay on this first "Place" in Paris.

De Jean, Joan (2014) "Boulevards, Parks and Streets" in *When Paris Became Paris*

A very revealing essay about the invention of boulevards in Paris when the wall was demolished opening up wide spaces along the periphery. These boulevards exist today and often confused with those constructed by Haussmann a century later.

Morris, AEJ (1994) "France – Sixteenth to Eighteenth Century" in *History of Urban Form*, pp 191-220

On the Web (for general historical background)

Paris in the 17th Century, Wikipedia

Paris in the 18th Century, Wikipedia

W.8 July

Lecture 12: Inventing the Bourgeois City: London

Required Reading: About 25 pages – 5 POINTS EACH – 10 POINTS TOTAL

Rasmussen, Steen Eiler (1934) "The London Squares," in *London, the Unique City*, pp 165-201

Rasmussen's book is a classic. His description of the London squares is unmatched in its ease of description of as the squares were imagined, constructed, then occupied, and continuing to change while they always stayed the same.

Light Reading: About 3 pages with illustrations.

Steenbergen, Clemens, et al (2011) "The Urban Transformation of Country Life," In *Metropolitan Landscape Architecture* pp 114-11

This brief essay about Bath, England, reveals one of the great examples of "rus en urbe" the weaving of landscape and the city. The work of John Woods, the elder and the younger, are the foreground for the London Squares and many ideas of the modern city.

References:

On Canvas

Morris, AEJ (1994) "Britain – Sixteenth to Nineteenth Century" in *History of Urban Form*, pp 249-291

On the Web for historical background

Stuart London, Wikipedia

Th.9 July **Lecture 13: Inventing the Bourgeois City: The Colonial Americas and Two Colonial Cities.**
Required Reading: About 6 pages with illustrations. 10 POINTS TOTAL
Mann, Emily (2016) "Philadelphia Grid Marks Birth of America's Urban Dream" *The Guardian, Stories of Cities #7*
Wilson, Thomas (2012) "The Wards" pp 85-89 and "Brilliant Design of the Enduring Ward" in *The Oglethorpe Plan*, pp 98-99
These two essays describe the two primary examples of 'enlightenment' city design in British America – Philadelphia and Savannah. In class we will also weave New Haven and Charleston into the story to understand the influences that continued to shape the American landscape and which ones did not.

On Canvas:
Wilson, Thomas (2012) The Plan for Savannah in *The Oglethorpe Plan* pp 63-100
Reps, John (1965) "Colonial Towns in Carolinas and Georgia" in *The Making of Urban America*

M.13 July **Lecture 14: Washington D.C., the Imperial City, Its Predecessors and Successors**
Required Reading: About 3 pages – 5 POINTS TOTAL
Kostof, Spiro (1991) "Preliminaries - The Grand Manner – in *The City Shaped*," pp 209-212
Light Reading – NONE

References
On Canvas
Passanneau, Joseph (2004) "Planning the National Capitol" in *Washington, DC Through Two Centuries*, pp 14-30
Kostof, Spiro (1991) "The Grand Manner" the full chapter – in *The City Shaped*,"

PART 4: BUILDING THE BOURGEOIS CITY

Building the bourgeois city begins in the early 19thc as cities exploded either in population, territories, or both. Four great examples set out the construction of ideas and built projects of the modern city: John Nash in London at the beginning of the century with the engineer Bazalgette at mid-century; Baron Haussmann and the engineer Adolphe Alphand in Paris; the Spanish architect-engineer Ildefons Cerda' in Barcelona, and Frederick Law Olmsted in New York City. Building the bourgeois city was about making cities work – by planning rational extensions, by re-structuring its form, and by addressing public health and welfare. But lurking underneath in the expanding cities was the changes emerging with the industrial revolution and the City of the Dreadful Night.

T.14 July **Quiz 3: Lectures 10-14**

T.14 July **Lecture 15: Building the Bourgeois City: London**
Required Reading – About 18 pages without illustrations – 5 POINTS EACH – 15 POINTS TOTAL
Steenbergen et al (2011) "Regents Park, London 1811" in *Metropolitan Landscape Architecture*
John Nash, the architect of Regent's Street and Regent's Park in London, brought the idea of the "picturesque" into the design of the Regent's Park, played an important role in the idea of the public park, and imagined and built the first part of the Anglo-America suburb. Steenbergen's essay – text and graphics make Nash's work visible and memorable. Non-architects may have a difficult time linking text to graphic, but at least try to extract the major points of the essay.
Sennett, Richard (2018) "Unstable Foundations – The Birth of Urbanism – An Engineers' Story" in *Building and Dwelling* pp 21-30 ONLY.
This part of Sennett's longer essay will continue as a reading for the next two lectures. Sennett's use of the words "cite'" and "ville" are important to distinguish. The 'cite', in short, is about the citizen – the social and civic dimensions of urbanism. The 'ville' is the physical form of the city – its "stones". So we can describe the city as cite' and ville – or citizens and stones.

Light Reading: About 6 pages – 3 POINTS EACH – 6 POINTS TOTAL

Mann, Emily (2016) "London's Great Stink Heralds a Wonder of the Industrial World" in *The Guardian – Story of Cities*

An engaging read about London sewer and the invention of modern sewer – and the city building potential of infrastructure. Bazalgette will be part of the class.

Baushells, Marta (2016) "Barcelona's Unloved Planner Invents the Science of Urbanization" in *The Guardian – Story of Cities 13*

Cerda's expansion plan for Barcelona is one of the people Sennett describes in "The Birth of Urbanism" reading above. It is worth reading. We will cover Cerda's and Barcelona in this lecture and the next as needed.

References:

On Canvas

Steenbergen et al (2011) "Barcelona's Eixample" in *Metropolitan Landscape Architecture*

Another of Steenbergen's analytical essays. An essential read for understanding Barcelona.

W.15 July

Lecture 16: Building the Bourgeois City: Paris

Required Reading: About 10 pages without illustrations – 5 POINTS EACH – 10 POINTS TOTAL

Sennett, Richard (2018) "Ville" in *Building and Dwelling pp 30-37 ONLY (Haussmann and Paris)*

Light Reading: About 10 pages without illustrations – 3 POINTS EACH – 6 POINTS TOTAL

Willsher, Kim (2016) "Haussmann Rips Up Paris and Divides France to this day, *The Guardian – Story of Cities 12*

References:

On Canvas:

Pannerai, et al (1975) "Haussmann's Paris: 1853-82" in *Urban Forms* pp 1-29

On the Web

Renovation of Paris in *Wikipedia*, pp 105-143

TH.16 July

Lecture 17: Building the Bourgeois City: New York

Required Reading: About 10 pages – 5 POINTS EACH – 10 POINTS TOTAL

Sennett, Richard (2018) "Landscape" in *Building and Dwelling pp 43-52 ONLY (Olmsted and New York City)*

Sennett's essay on Olmsted is a very good one, but makes the point, like the other two (Haussmann and Cerda's) that they ultimately failed. And he is correct – but failure in his mid-19th reform world is not something we would understand today. Form is one thing and process is another. Central Park is, today, one of the very real public spaces – not political, not civic – in the 21st c.

Steenbergen and Reh (2011) "Central Park, New York" in *Metropolitan Landscape Architecture*

Again, non-architects may have difficulty reading the graphics in Steenbergens essay, but read the text carefully and try to get the basics of the NYC Commissioners Plan of 1800 and the location and design of Central Park. We will go over all of this in the lecture but digging into this will make NYC way more understandable.

Light Reading: 3 POINTS TOTAL – ON THE WEB

<http://thegreatestgrid.mcny.org/interactive-1811-plan>

Pull up the Greatest Grid site and spend 5 minutes discovering a place you know about

References:

On Canvas:

Van Winden, Wilfried (2019) "Grand Central Terminal City – New York" in Ton Schaap, ed, *Real Urbanism - Decisive Interventions* pp 216-239

Willis, Carol (2016) "How the 1916 Zoning Law Shaped Manhattan's Business Districts" in Bressi, ed., *Planning and Design in New York-Yesterday, Today, Tomorrow*

PART 5: PRELUDE TO THE CONTEMPORARY CITY

Richard Sennett in his book, *Fall of Public Man*, wrote that it seems that we only really know a city until a century has passed. So, we now are beginning to fully understand the 19th c. city but have only begun to unravel the complexities of the 20th. Thus, the concluding part of the class can be considered another "prelude" – this time to our contemporary cities. There are many possible parts of this prelude – it could and should be another course.

But three themes reveal the main clues about the form of the cities we live in. First was the desire for reform – reforming the horrors of the industrial era and doing so by changing the form of the city, not the economic, technological and social conditions that led to the horrors. The City Beautiful, the Garden City and the radical ideas of Modern Urbanism – these cities of tomorrow are now woven into the cities of today. Second was the rise of the suburb as an alternative city form, which, along with the automobile, has simply become the city. Third are the residuals of colonialization, from the 15thc. to the present, and the world-wide efforts for cities to re-form the global city for diverse cultural locales and fragile ecologies.

The future city? They will be shaped by revising the modern city – repurposing infrastructure, addressing climate change, and retro-fitting the automotive landscape. We will have to get back to you sometime after 2100 – hopefully we will still be here, in cities we still recognize, although probably hotter, wetter, and more huddled together with our new technological protections.

M. 20 July Quiz 4: Lectures 15-17

M.20 JULY Lecture 18: City of the Dreadful Night: The Anglo-American Suburb and the Automobile City

Required Reading: About 30 pages. 10 POINTS

Reps, John (1965) "Cemeteries, Parks and Suburbs," in *The Making of Urban America* pp 325-348

This reading is wordy and too long, but it is the essential story of the invention of the "rural" cemetery (or garden cemetery) and its emergence into the public park movement, and the American part of the Anglo-American suburb. This is a story that is finally becoming more well-known with recent articles and books on the subject as the historic garden cemeteries are being preserved and rehabilitated to their former glory.

Albert, Dan (2015) "The Highway and the City" in *City by City*, pp 261-276

Albert's essay is a relief from the snarls about cars and cities. Instead it brings a history of mobility in focus, as a context for cities and automobiles and how automobiles changed the form of the city, mostly for worse but not entirely. The desire to save the planet – and to walk, instead of drive, to buy a growler or whatever – is a good think. But if we also love to drive, we can always drive electric and drive on beautiful highways, too.

Light Reading: 3 POINTS EACH – 3 POINTS TOTAL

Cathcart, Athlyn and Tim Warin (2016) "How Copenhagen Rejected the 1960's Modernist Utopia" in *The Guardian*

The remarkable story of how Copenhagen escaped becoming an automobile city – by accident and by design. People actually do bike to work in the winter on cold, dark Danish mornings, and certainly not because they are poor. Worth a trip, anytime.

References:

On Canvas:

J.B. Jackson (2010) "From Monument to Place" in *Landscape in Sight* pp. 163-174

Jackson writes about the other cemetery – the New Burying Ground in New Haven – which served as a model for town cemeteries across America in the 19th century. This is the practical version the cemetery as it moved burials away from the middle of towns into a separate place. The garden cemetery grew from this practical one.

Berg, Nate (2015) "Los Angeles's Four Level Interchange" in *The Guardian – Story of Cities in 50 Buildings*

Marshall, Colin (2015) "Southdale Center: America's First Shopping Mall", *The Guardian-*

T.21 JULY

Lecture 19: City of the Dreadful Night: The Housing Project, the Unequal City and Global Expansion

Required Reading: About 14 pages without illustrations – 5 POINTS TOTAL

Graham, Wade (2016) "Slabs: Le Corbusier, Robert Moses and the Rational City" in *Dream Cities*, pp 77-96 only

Some of you will really dislike this reading, but with all the blame – well deserved and not so much deserved – I think it is important to get a biography of Corbusier and see how some of the awful urban ideas came to be. So, apologies but now you know more about how the architect's visions of public housing happened. But, with Pruitt Igoe below, we discover that the horrors of American public housing cannot totally be blamed on architects or even the physical design. After all, Vienna and Berlin are two places where public housing has succeeded and continues to do so.

Light Reading: About 5 pages – 3 POINTS TOTAL

Marshall, Colin (2015) "Pruitt-Igoe: The Troubled Highrise That Came to Define Urban America" in *The Guardian – A History of Cities in 50 Buildings*.

We should all know the story of Pruitt-Igoe in St. Louis, for two reasons. How it is more than just the ugly icon of public housing for the poor but also the ugly icon of the worst of the "reformed" modern city. And how it was a place of authentic and uplifting community for the residents before budgets were cut, maintenance delayed, and policy made it simply a warehouse for the poorest of the poor – and that meant only women and children remained as residents.

References:

On Canvas

Hatherley, Owen (2015) "Berlin" Flat-roofed Hufeisensiedlung" in *The Guardian History of Cities in 50 Buildings*

Hatherley, Owen (2015) "Vienna's Karl Marx Hof: Architecture as Politics and Ideology" in *The Guardian – History of Cities in 50 Days*.

Final Exam to be submitted at the time established by the Institute, based on the In-Person class meeting time.

ARCH 4151/7151: HISTORY OF URBAN FORM

APPENDIX II - INSTRUCTIONS AND GRADING CRITERIA FOR READING SUMMARIES and LECTURE NOTES

THE LECTURE NOTES:

The intention for the lecture notes is simple: to encourage you (strongly) to be attentive to the lecture, including the visual and text materials. The note should not summarize nor be an overview. The lecture note should be brief, focusing on a specific part of the lecture that particularly interested you or confused you or that you disagreed with. This demonstrates that you were attentive, that you asked yourself what it meant to you, and that you possibly took time to quickly search the web for background or references or photographs, etc. A half a dozen or so sentences should be sufficient. A bit longer is ok, but please be concise. The note for each lecture has 5 possible points.

Grading of the lecture notes will be as follows.

Reading summaries submitted on time and competently done – Full credit.

Reading summaries that do not follow the instructions above – 1 point deduction for each reading.

Reading summaries submitted on time but not complete or not fully demonstrating understanding the reading – 1 or 2 point deduction. Any trivial responses will receive 3 point deductions.

Reading summaries submitted late and competently done, but within 24 hours - 1 point deduction for each reading

Reading summaries submitted late and competently done, but later than 24 hours – 2 point deduction for each reading.

Reading summaries – competently done - may be submitted until the date and time of the final examination, always with a 2 point deduction for each reading.

THE READING SUMMARIES:

The intention for the reading summaries is also simple: to encourage you (strongly) to complete the assigned readings, on time, throughout the semester. All reading assignments and the readings will be posted on Canvas. Normally the due date and time for submitting the summaries will be 11.59 pm on the day of the lecture, but summaries may be submitted before or after the lecture. Students often read before the lecture and submit their summaries after. All reading summaries are submitted on Canvas. **Reading summaries are only required for those highlighted in RED on the SYLLABUS and CANVAS ASSIGNMENTS.**

Usually, each lecture has both PRIMARY READING(S) and LIGHT READING(S).

Each **PRIMARY READING** must have a **SEPARATE** summary, including **TWO** brief paragraphs. Primary assigned readings have 5 possible points. The two paragraphs must be as noted below. Please note that several lectures have more than one required reading.

- **First paragraph:** a brief summary/overview of the article setting out the primary topic, primary argument, etc. Please be brief and precise. This can be done in two or three well-composed sentences. This paragraph demonstrates that you have a broad understanding of the article and are able to summarize it succinctly.
- **Second paragraph:** a focus on a specific part of the article that particularly interested you or confused you or that you disagreed with. This demonstrates that you were thorough in your reading, that you asked yourself what it meant to you, and that you possibly took time to quickly search the web for background or references or photographs, etc. A half a dozen or so sentences should be sufficient. A bit longer is ok, but please be concise.

Each **LIGHT READING** must have a **SINGLE PARAGRAPH** summary total, whether there is one light reading or more than one. Each light assigned reading has a total of 3 points.

- This single paragraph for Light Readings is only a brief summary of the article or articles setting out your thoughts, interests, etc. Only a few sentences are necessary; however, a longer summary is welcome if you find the light reading of particular interest or have questions.

Please do not use the phrases “in my opinion” or “in my personal opinion”. An opinion is a point of view WITHOUT evidence. Evidence is important – from the reading, evidence from other sources you have read or observed, evidence from prior course, evidence from your own experiences as related directly to the reading. Please refer to evidence!

Grading of reading summaries will be as follows. Note that each reading summary is graded individually –

Reading summaries submitted on time and competently done – Full credit.

Reading summaries that do not follow the instructions above – 1 point deduction for each reading.

Reading summaries submitted on time but not complete or not fully demonstrating understanding the reading – 1
or 2 point deduction. Any trivial responses will receive 3 point deductions.

Reading summaries submitted late and competently done, but within 24 hours - 1 point deduction for each reading

Reading summaries submitted late and competently done, but later than 24 hours – 2 point deduction for each reading.

Reading summaries – competently done - may be submitted until the date and time of the final examination, always
with a 2 point deduction for each reading.

PLAGIARISM WILL BE CHECKED WITH DETECTION SOFTWARE. THE HONOR CODE APPLIES

ARCH 4151/7151: HISTORY OF URBAN FORM

APPENDIX III: REFERENCE READINGS

For each lecture, in addition to required readings, a few recommended readings are listed. The most important are highlighted in bold font. These provide additional background for the topics in the lectures and could be useful for the required analytical essay. These are usually also posted on Canvas or are available in the library. Reference library books are also listed for many of the lectures.

Although there are no required texts, several books about the history of cities are classic, or soon to be classics, and may find treasured places in your library.

Busquets, Joan (2019) *Urban Grids: Handbook for Regular City Design*, ORO Editions.

This recently published book is a catalog of cities based on grids – meaning purposefully planned layouts of lots and blocks, not just the gridiron version. The coverage is exhaustive, including dozens of cities, with drawings to scale and dimensions. The typefaces are tiny, making the book a catalog, not something to sit and read for a few hours of pleasure. A good book for architects, maybe not for everyone else.

Steenbergen, Clemens and Walter Reh (2012) *Metropolitan Landscape Architecture – Parks and Landscapes* Toth Publishers.

Steenbergen was chair of the TU Delft Landscape Architecture School for many years and is the author of several books, including *Composing Landscapes*, among others. This book investigates several urban landscape locations (Paris, London, New York, Barcelona, etc.) with analytical graphics zooming from regional landscape to city to a specific park. In doing so, Steenbergen describes these parts of cities as “architectonic landscape compositions.” Some of these chapters are included in the readings and are very good ways to understand the cities involved. Again, a great book for architects, maybe not for everyone else.

A.E.G. Morris (1994) *The History of Urban Form Before the Industrial Revolution*, 3rd Edition., Longman Press, London
Morris’s volume is the most often cited history of urban form, from pre-history up to the 19th century. It is best used as a reference because coverage is detailed and concise – making for dense reading. However several chapters among the recommended readings for various lectures. Take a moment and at least glance at some of the sections. New hardcover copies are crazy expensive, but there are many inexpensive used hardcopy and paperbacks in good condition available for on-line purchase. This is just a very good reference book, and one that can remain on your bookshelf for preparation before travels.

Kostof, Spiro (1991) *The City Shaped*, Bulfinch Press, Boston

Kostof, Spiro (1992) *The City Assembled*, Bulfinch Press, Boston

This pair of books are essential for a broad global view of cities. Although dense reading due to the references to cities and places all over the world, the chapters are accompanied by memorable and informative illustrations in color and black and white. Best left visible on a library shelf to pick up occasionally and re-read a section or two. Selections from a few chapters are on required readings. Both new and used copies are readily available on-line. These are great books for your library – always engaging for you and visitors.

John W. Reps (1992) *The Making of Urban America*, Princeton University Press, Princeton

This is the only book encompassing the full history of urban form in America. It is filled with maps of cities and towns across America from the colonial era through the early 20th century. Reps is sometimes excessively wordy, but presents all the detail one could wish for in a comprehensive view of cities and town in America. Many chapters contain surprising observations. One full chapter is on the required readings. Some others are listed as references. If the American landscape of cities interests you, this is the basic book. Although thick and dense, about half of the pages are illustration, with historical maps of big, small and in between towns.