



湖北工业大学  
HUBEI UNIVERSITY OF TECHNOLOGY

<b>Course Title</b>	Global History of Urban Design
<b>Course Code</b>	ARTH 1391
<b>Semester</b>	Summer 2025
<b>Course Length</b>	5 Weeks, 60 Contact Hours
<b>Credits</b>	4
<b>Instructor</b>	TBA
<b>Office</b>	TBA
<b>Email</b>	TBA
<b>Prerequisite</b>	N/A

### Course Description:

This course introduces students to the history, theories, and contemporary practice of urban design and regional planning. The course aims at exploring the historical and theoretical evolution of cities worldwide. By interrogating the layered intentions, uses, and implications of urban form over time and across the globe, the course aims to foster criticality of students as designers, planners, and thinkers about urban space.

### Course Goals:

Students who successfully complete this course will demonstrate competency in the following general education core goals:

- **Critical thinking skills** – Students will engage in creative and/or innovative thinking, and/or inquiry, analysis, evaluation, synthesis of information, organizing concepts, and constructing solutions.
- **Communication skills** – Students will demonstrate effective written, oral, and visual communication.
- **Teamwork** – Students will demonstrate the ability to work effectively with others to support a shared purpose or goal and consider different points of view.
- **Social responsibility** – Students will demonstrate intercultural competency and civic knowledge by engaging effectively in local, regional, national, and global communities.

### Student Learning Outcomes:

Upon completion of this course, students will be able to:

- Understand the historical evolution of urban design and planning;
- Identify major figures, theories, and movements in urban development;
- Analyze the social, economic, and environmental factors shaping cities;
- Evaluate contemporary urban challenges and proposed solutions;
- Develop critical thinking and research skills in urban studies.

**Textbooks/Supplies/Materials Requirements:**

- *The City in History: Its Origins, Its Transformations, and Its Prospects* by Lewis Mumford. New York: Harcourt, Brace & World.
- *Design of cities* by Bacon, Edmund N. New York: Penguin Books.
- *History of Urban Form: Prehistory to the Renaissance* by Morris, A. E. J. New York, Wiley.
- *The City Shaped: Urban Patterns and Meanings Through History*. Kostof, Spiro. Bulfinch Press.

Additional readings will be provided.

**Course Requirements:****Participation and Discussion (10%)**

Active engagement with course materials and classroom discussions is essential for developing a critical understanding of urban design from a global and historical perspective. Students are expected to complete readings, attend all lectures, and contribute thoughtfully to class discussions and group activities. Occasional short in-class reflections or discussion prompts may be used to stimulate engagement and monitor comprehension.

**Reading Responses (20%)**

To help students engage critically with the assigned texts, short reading responses (approximately 300–400 words each) will be submitted before class. These responses should identify key arguments, reflect on a particular urban design case or concept, and pose at least one discussion question.

**Midterm Exam (20%)**

The midterm exam will assess students' understanding of key historical periods, urban design models, and cultural influences discussed in the first half of the course. The format will include image identification, multiple choice, and short essays. Students will be asked to analyze visual materials (maps, city plans, and photos) and respond to conceptual questions that connect readings and lectures. A study guide will be provided in advance to help students prepare effectively.

**Research Paper (8–10 pages) (25%)**

Each student will write a research paper that explores a specific topic in the history of urban design. Topics may include a comparative analysis of two cities, an in-depth study of one city's development over time, or a critical examination of a key figure, ideology, or planning movement. The paper should be 8–10 pages in length (double-spaced), use at least four scholarly sources in addition to course materials, and include proper citations. Students will submit a proposal and bibliography in advance and receive feedback before completing the final draft.

**Final Exam (25%)**

The final exam will be cumulative, covering major themes, concepts, and case studies discussed throughout the semester. It will include a combination of short-answer identifications, image or map analysis, and one or two short essays. Students

will be expected to demonstrate a global understanding of urban design traditions, compare cross-cultural approaches to city-making, and reflect on how historical urbanism informs contemporary challenges.

<b>Assessments: Activity</b>	<b>Percent Contribution</b>
Participation and Discussion	10%
Reading Responses	20%
Midterm Exam	20%
Research Paper	25%
Final Exam	25%

### Grading:

Final grades will be based on the sum of all possible course points as noted above.

<b>Percentage of available points</b>	<b>Grade</b>
90 - 100	A
80 - 89	B
70 - 79	C
60 - 69	D
<60	F

### Course Schedule:

*The schedule of activities is subject to change at the reasonable discretion of the instructor. Minor changes will be announced in class, and major ones provided in writing.*

<b>ARTH 1391 Schedule</b>		
Lecture	Topic	Readings
L1	Introduction: What is Urban Design? Foundations of Urban Design	<i>Lewis</i> Ch. 1
L2	The Origins of Urbanism: Mesopotamia, Egypt, and the Indus Valley	<i>Lewis</i> Ch. 3
L3	Classical Urbanism – Greek City-States (e.g., Athens) and Roman Planning (Grid Systems, Infrastructure) Islamic Urbanism and Cities of the Middle Ages	<i>Lewis</i> Ch. 4 <i>Kostof</i> Ch. 2
L4	Medieval European Towns: Walls, Markets, and Cathedrals Medieval Urbanism – Organic Growth, Fortifications, and Religious Centers	<i>Lewis</i> Ch. 10-11
L5	Renaissance Urbanism: The Ideal City and Linear Planning	<i>Morris</i> Ch. 5
L6	Baroque Cities: Power, Monumentality, and Spectacle	<i>Morris</i> Ch. 6
L7	Colonial Urbanism: Control and Segregation	<i>Morris</i> Ch. 7
L8	Industrialization and the 19th-Century Metropolis	<i>Morris</i> Ch. 8
L9	The Industrial Revolution's Impact – Manchester, London, and Emergent Urban Problems	<i>Bacon</i> Ch. 11
L10	Urban Sanitation and Reform Movements	<i>Bacon</i> Ch. 11
L11	Hausmann's Paris and the Modern City Modernization, Boulevards, and Social Control	<i>Bacon</i> Ch. 12
L12	The Garden City Movement and Suburban Utopias Ebenezer Howard and Utopian Planning	Rosemary Wakeman, "The Origins of the New Town"

Reading Response #1

- L13 Early Modernism – Le Corbusier’s Radiant City and CIAM Principles

**Paper Proposal and Bibliography Submission**

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**Midterm Exam**

- L14 The American Grid and the Rise of Skyscrapers  
L15 20th-Century Paradigms  
World’s Fairs and the City Beautiful Movement  
Daniel Burnham and Civic Grandeur (e.g., Chicago, Washington D.C.)

Reading Response #2

- L16 Jane Jacobs and the Critique of Modernism  
L17 Postmodernism and the Reassertion of Context  
L18 Suburbia: Ideals and Inequities  
L19 Urban Renewal and the Politics of Displacement

Reading Response #3

- L20 Global Urbanization and Informal Settlements  
L21 Contemporary Challenges  
Sustainability and Green Urban Design  
L22 Public Transit, Mobility, and Urban Form  
Transportation Revolutions – Transit-oriented development, bike infrastructure

Reading Response #4

- L23 Smart Cities and Technology in Urban Life

- L24 Housing Crises  
Reading Response #5

- L25 Futures of Urban Design: Resilience, Inclusion, and Climate

**Paper Submission**

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**Final Exam**

Movement,” in *Practicing Utopia: An Intellectual History of the New Town Movement* (Chicago: University of Chicago Press, 2016), 20-46.  
*Bacon* Ch. 16

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*Kostof* Ch. 2

Peter Hall, “The City of Monuments,” in *Cities of Tomorrow: An Intellectual History of Urban Planning and Design in the Twentieth Century* (Malden, MA: Blackwell, 2002), 188-217.

*Kostof* Ch. 3*Kostof* Ch. 3*Kostof* Ch. 3

Digital Scholarship Lab, “Renewing Inequality,” Robert Nelson & Edward Ayers, eds.

*Kostof* Ch. 5*Kostof* Ch. 5

Domenic Vitiello, “Planning for Infrastructure: Lifelines, Mobility, and Urban Development,” in *Planning History Handbook*, Carola Hein, ed. (New York: Routledge, 2017), 325-337.

Jens Kandt and Michael Batty, “Smart Cities, Big Data and Urban Policy: Towards Urban Analytics for the Long Run,” *Cities* 109 (February 2021).

Li Zhang, “Farewell to Welfare Housing,” In *Search of Paradise: Middle-Class Living in a Chinese Metropolis*, 26-51.

Kris Maher, “Why America’s Water Infrastructure is Crumbling,” *The Wall Street Journal* (February 2, 2023).

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**Accommodation Statement**

Academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. It is imperative that you take the initiative to bring such needs to the instructor’s attention, as he/she is not legally permitted to inquire.

Students who may require assistance in emergency evacuations should contact the instructor as to the most appropriate procedures to follow.

### **Academic Integrity Statement**

Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty or otherwise fails to meet the standards. Any student judged to have engaged in academic dishonesty in coursework may receive a reduced or failing grade for the work in question and/or for the course.

Academic dishonesty includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the University; and nondisclosure or misrepresentation in filling out applications or other University records.

### **Other Items:**

#### **Attendance and Expectations**

All students are required to attend every class, except in cases of illness, serious family concerns, or other major problems. We expect that students will arrive on time, be prepared to listen and participate as appropriate, and stay for the duration of a meeting rather than drift in or out casually. In short, we anticipate that students will show professors and fellow students maximum consideration by minimizing the disturbances that cause interruptions in the learning process. This means that punctuality is a must, that cellular phones be turned off, and that courtesy is the guiding principle in all exchanges among students and faculty. You will be responsible for the materials and ideas presented in the lecture.

#### **Assignment Due Dates**

All written assignments must be turned in at the time specified. Late assignments will not be accepted unless prior information has been obtained from the instructor. If you believe you have extenuating circumstances, please contact the instructor as soon as possible.

#### **Make-Up Work**

The instructor will not provide students with class information or make-up assignments/quizzes/exams missed due to an unexcused absence. Absences will be excused and assignments/quizzes/exams may be made up only with written documentation of an authorized absence. Every effort should be made to avoid scheduling appointments during class. An excused student is responsible for requesting any missed information from the instructor and setting up any necessary appointments outside of class.

#### **Access, Special Needs and Disabilities**

Please notify the instructor at the start of the semester if you have any documented disabilities, a medical issue, or any special circumstances that require attention, and the school will be happy to assist.