



21世纪专业英语系列丛书

城市规划与管理专业英语

主编 盖晓兰 刘洁 徐健

主审 徐苏宁

English in City Planning and Management

哈尔滨工业大学出版社

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内 容 提 要

本书结合城市规划专业知识体系,精选其核心内容,题材广泛,涉及城市规划与管理专业领域知识、内容。本书由专业阅读、专业学术信息、专业词汇三部分组成。第一部分为主干内容,均在美、英等国出版的经典原版城市规划与设计教材、最新专著和近期刊物原文素材基础上编写,涉及城市规划理论、城市形态、城市模型与城市设计理论、城市风景、城市建筑、城市雨水处理系统、居住环境等内容。第二部分主要包括国内外期刊、网站、学术组织等学术信息。第三部分基本涵盖了本专业的专业词汇和术语。

本书可作为高等学校城市规划与管理、建筑学、市政工程、管理等学科的本科生、研究生专业英语教材,还可作为大学英语选修课教材或行业培训参考书。

图书在版编目(CIP)数据

城市规划与管理专业英语/盖晓兰,刘洁,徐健主编.

—哈尔滨:哈尔滨工业大学出版社,2013.8

(21世纪专业英语系列丛书)

ISBN 978-7-5603-4173-6

I. ①城… II. ①盖… ②刘… ③徐… III. ①城市规划-英语-高等学校-教材 ②城市管理-英语-高等学校-教材
IV. ①H31

中国版本图书馆 CIP 数据核字(2013)第 163519 号

责任编辑 田新华

封面设计 卞秉利

出版发行 哈尔滨工业大学出版社

社 址 哈尔滨市南岗区复华四道街 10 号 邮编 150006

传 真 0451-86414749

网 址 <http://hitpress.hit.edu.cn>

印 刷 哈尔滨工业大学印刷厂

开 本 880mm×1230mm 1/32 印张 14 字数 403 千字

版 次 2013 年 8 月第 1 版 2013 年 8 月第 1 次印刷

书 号 ISBN 978-7-5603-4173-6

定 价 38.00 元

(如因印装质量问题影响阅读,我社负责调换)

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前 言

为适应经济全球化的发展趋势,满足国内广大学生和读者了解、学习、借鉴国外先进理论,了解前沿动态的需求,使学生通过大量阅读英语文章来扩充词汇量,提高熟练获取信息和独立阅读原著的能力,我们编写了此书。

本书由专业阅读、专业学术信息、专业词汇三部分组成。第一部分为主干内容,精选城市规划类文章,主要选自美、英等国出版的城市规划与城市设计经典教材、最新专著和近期刊物原文,涉及城市规划、城市设计、城市建筑、城市雨水处理系统、居住环境等内容。本书设有每章导读,结合课文配有单词、词组(包括专有名词)解释。第二部分包括专业学术期刊、专业学术会议、专业网站、专业学会与组织等相关学术信息。第三部分按英文字母检索方式排出词汇供读者参考。

本书内容新颖,选材精当,编排合理,重点突出,具有实用性、知识性等特点,力求培养学生专业英语运用能力,提高学生阅读理解专业英语文章的水平,能有效促进学生提高专业水平并为其日后工作打下必要的语言基础。此外,注释合理,可读性强。选文中的难点和重点词汇、句子都配有相应的中文解释和实用例句,能够激发学生进一步学习的积极性。

本书适用范围较广,既可作为高等学校城市规划、建筑学、市政工程、管理等学科本科生、研究生专业英语教材,还可作为大学英语选修课教材或行业培训参考书。

本书由盖晓兰、刘洁、徐健任主编；王星、陈晓宁任副主编；崔玉红、封宇、董昕参编。本书第一部分共10章，具体分工如下：盖晓兰负责统稿、定稿；刘洁负责专业文章挑选、分类及专业学术信息部分编写；第1、2、4章由徐健编写；第3章由封宇编写；第5章由盖晓兰编写；第6章由董昕编写；第7、8章由崔玉红编写；第9章由王星编写；第10章由崔玉红、盖晓兰编写。专业词汇部分由各位作者共同编写，董昕负责编辑。本书由哈尔滨工业大学博士生导师徐苏宁教授主审。

在编写过程中，我们参考了一些作者的成果，在此一并表示感谢。由于时间仓促，且编者水平及经验有限，书中不妥和疏漏之处在所难免，恳请广大读者批评指正。

编者

2013年7月

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PART ONE
ACADEMIC READING

第一部分 专业阅读

PART ONE
ACADEMIC READING

第一部分 学术阅读

Urban Design Education in Britain and America

英国和美国的都市设计教育

【本章导读】 伦敦大学巴特利特建筑与规划学院的马丁·赛米斯(Martin Symes)教授在走访了10余所美国高校之后,对英、美在城市规划教育上的异同进行了比较,着重比较了专业结构、课程设置和时间安排三个方面;并且介绍了城市规划与建筑学之间的关系及两个专业的毕业去向,以及其与环境设计、工业设计之间的联系。

1.1 Educational Structure

教育结构

Overlap of Architecture and Planning

If it is taken that architecture is mostly concerned with understanding the built environment and town planning with the management of urban life, then an interdisciplinary study could be proposed which concerns itself with applying the techniques of planning to the production and use of the built environment^①. Some American courses of urban design education do indeed use just such a definition, but others do not. Even those that do must take on board serious uncertainties about intellectual content and professional orientation—the scope of architecture has rarely been defined precisely and the theory and

practice of planning probably never.

At one time in Britain, shortly after the 1947 Town and Country Planning Act, town planning may seem to have been firmly established as a sub-section of the architectural activity, but this was hardly the case in the United States (where cities such as Houston have no planning function at all), and the alignment has been seriously questioned in Britain itself for more than a decade.

The Structure of the Professions

In architecture, the British profession plays a more public role than the American one. Both central and local government employ architects in some quantity and a considerable proportion of the major construction effort, that in housing, remains under their control. In the United States I understand this to be less the case. In the latter country, moreover, planning is not normally established as a dominant power in local government, as it is in Britain. Nor does it embody British traditions of concern for the quality of what is built and of what is added to the street scene by development. Thus where graduates of either type of professional school in Britain may seek and, until recently, at least, were likely to find, employment within the public sector which allowed them to combine an interest in design with that in the social use of space, their American counterparts are faced with fewer opportunities and have to seek them on a wider range of fronts^②.

A few large cities, San Francisco, for example, have design control departments which guide developers' proposals: some public organizations may direct funds to groups, such as that at the Pratt Center in New York, which make design services available to community groups. The majority of U. S. graduates in this subject area, however, are probably constrained either to take positions with consulting firms serving the development industry or to practice overseas in whatever

conditions prevail there.

Structure of the Schools

There is an enormous diversity of American college and university courses in architecture and in environmental design, planning and urban studies. This range is much greater than is to be found in Britain, where the R. I. B. A. and R. T. P. I. seem to have greater control or influence over the scope of courses offered than do their U. S. counterparts. This study is concerned only with those courses in urban design offered where architecture is also taught.

So far as I have been able to discover, almost all the urban design courses in the U. S. A. are offered at post-graduate level. What this classification means as a guide to academic achievement is, of course, another question, for some schools will be offering a one-or two-year course to students who have already completed five years of professional training, either at the same or at another school, while others will be offering a course up to four years in length for students who have previously majored in another, unrelated subject. There are other possibilities within this range, and some schools offer more than one of them.

Recent Institutional Changes

There is a great deal of interest in the United States at the present time in the question of urban design education. Much of this has been aroused by institutional developments in four of the leading universities where the conjuncture of architecture and planning departments was called into question. At Harvard, the new Kennedy School has been able to centralize the university's various interests in government and at Princeton the Woodrow Wilson School of Public Affairs has been reorganized to include parts of other departments. In both these cases the