



UNC
COLLEGE OF
ARTS & SCIENCES

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

DEPARTMENT *of* CITY *and* REGIONAL PLANNING

Plan 101 Cities and Urban Life

Prof. Andrew H. Whittlemore

Fall 2018

Overview

This course will introduce students to the topic of cities and urban life. Over 80% of the United States' population lives in cities or their suburbs, and over half of the world's population lives in urban areas. Cities are more than their physical components of housing, offices, and roads. Cities have been the building blocks of civilization for millennia, and even life in rural areas is impacted by cities' culture and economies. Studying cities and urban life is important to understanding how human societies have developed, how our households live and function, how our economies grow and innovate, how our culture develops and influences, and an array of other topics including social opportunity, inequality, and political movements.

This course also serves as an introduction to the minor in City and Regional Planning. While this course focuses on cities through an interdisciplinary lens, other courses in the minor will focus on the challenges of cities as approached through the discipline of urban planning. Urban planners are a diverse group of professionals working in the private, public, and non-profit sectors who plan for new development and transportation systems, help mitigate the environmental impacts of urbanization, and address specific challenges in the areas of housing and economic development such as a lack of affordable housing or unequal access to employment.

Learning Objectives

Students will complete this course with an understanding of the city as a setting

- Students will be introduced to the role of urbanization in the development of market economies.
- Students will be introduced to the role of cities in creating and maintaining social stratification and inequalities.
- Students will be introduced to the unique challenges of urban life in the realms of housing, education, transportation, and security.
- Students will conduct research that integrates the examination of primary and secondary sources.

Logistics

The class will meet twice a week, on Tuesdays and Thursdays from 12:30-1:20 in X.

Recitations

Every week you will be required to attend an additional 50 minute recitation that will review the readings assigned for that week. During the weeks previous to the due dates for your two written assignments and your two exams, these recitations will focus on preparation for those assignments/exams.

Readings

Students are required to rent or purchase *Cities and Urban Life* (7th edition) by John Macionis and Vincent Parrillo. The book comes in a variety of formats at a variety of different prices – any format is suitable, so make a purchase or rental that fits in your budget. <https://www.amazon.com/Cities-Urban-Life-John-Macionis/dp/0133869806/>
All additional readings are available on Sakai at

Assignments and Grading

The course requires two 5 page (12 point Times New Roman, double spaced) research-based written assignments about your home town: one on the geography of your town (due Week 5), and the other on a type of diversity and stratification in your town or city (due Week 12). If you are from a rural area you can write about a nearby town that you are familiar with, or if you choose a larger geographical area like your county.

The first paper should analyze four topics related to the built environment of your home community:

1. Transportation (how does the way people move around your town make daily

from personal experience but you need to substantiate your arguments citing 3 primary (these are first-person accounts that you may find in newspaper articles, through photographs, on audio or video recordings, or through an interview), citing 3 secondary sources (these are sources describing and analyzing primary sources), and citing 2 of our assigned readings (in order to make comparisons with other communities).

The second paper can focus on any type of stratification in your home community (racial, ethnic, gender, age, religious, class, etc.), discussing the particular arrangement it takes in the form of your town and the challenges that result (these may include unequal access to jobs, amenities, services, movement, housing, or healthy environments). Maps and other graphics will help in the development of your paper's narrative, but cannot contribute to the 5 page requirement. As with the first paper, it is perfectly acceptable for you to speak from personal experience but you need to substantiate your arguments citing 3 primary sources (these are first-person accounts that you may find in newspaper articles, through photographs, on audio or video recordings, or through an interview), citing 3 secondary sources (these are sources describing and analyzing primary sources; they don't necessarily have to be about your town but can be used to make comparisons with other locations), and citing 2 of our assigned readings (in order to make comparisons with other communities).

There will also be two exams. A multiple choice mid-term exam in week 8 covering material from weeks 1-7, and a multiple choice and short answer final exam covering all course material.

Grades are determined as follows:

Written assignment 1: 20%

Written assignment 2: 20%

Mid-term: 20%

Final exam: 30%

Attendance and class participation: 10%

Class time and participation

Class time will mostly consist of lecture and discussion. I welcome you to ask questions at any time during lecture and am happy to discuss any matter relevant to the content of the lecture at any time. It is not required that you ask questions or participate in discussion in this format, but it is encouraged.

I will open and close class with think-pair-share exercises. In these exercises, I will ask

Students are permitted to miss class for EXCUSABLE absences only. Students are allowed one unexcused absence without any questions from the instructor. If a student has two unexcused absences, their grade will be affected.

Contact Information

My office is located at 313 New East and my office hours are **X** I can be reached via e-mail at awhittem@email.unc.edu.

Instructor Biography

I'm a local history enthusiast. I enjoy learning why communities look the way they do, and what people have to say about their own and others' experiences in their communities. I enjoy roadside oddities, historic sites, and local libraries' historical collections. The North Carolina Collection Gallery at Wilson library is my favorite place on campus. Most of my research is done in local library's historical collections and other public archives. This research is usually focused on communities' decisions on how to use land: who is empowered to make these decisions, why these empowered parties make the decisions they do, and the outcomes they (or other people) experience as a result of these decisions. This research is based on primary sources (relating direct experience with these decisions and their outcomes) and secondary sources (describing and analyzing primary sources).

You will be doing similar research over the course of this semester: looking at primary and secondary sources to tell a story about why your home town or city is the way it is. The readings and exams will help you understand how other people have interpreted their communities, and give you clues as to what to look for in your home town or neighborhood.

OTHER ACADEMIC BUSINESS

“ The Honor System forms a bond of trust among students, faculty, and administrators. The University of North Carolina at Chapel Hill operates under a system of self-governance, as students are responsible for governing themselves. As such, our University is transformed into a powerful community of inquiry and learning. The Honor Code embodies the ideals of academic honesty, integrity, and responsible citizenship, and governs the performance of all academic work a student conducts at the University. Acceptance of an offer of admission to Carolina presupposes a commitment to the principles embodied in our century-old tradition of honor and integrity.”

Missing Class: Students are permitted to miss class for EXCUSABLE absences only. Students are allowed one unexcused absence without any questions from the instructor. If a student has two unexcused absences, their grade will be affected.

Late Assignments: I will accept assignments late if you face unforeseen circumstances such as a family emergency or medical condition. In the case of the latter, please see a doctor and/or therapist who can provide you with a brief note. Unexcused lateness will result in your grade being lowered by a grade per day late (e.g. A- to B+).

Disability: The University of North Carolina – Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in difficulties with accessing learning opportunities. All accommodations are coordinated through the Accessibility Resources and Service Office. In the first instance please visit their website <http://accessibility.unc.edu>, call 919-962-8300 or email accessibility@unc.edu. Please contact ARS as early in the semester as possible.

Resources: Our purpose as professors is to help you to excel in this learning environment. Should you need further assistance beyond the help of the professor, please consult the following on-campus resources:

- The Writing Center: <http://writingcenter.unc.edu/>
- Learning Center: <http://learningcenter.unc.edu/>
- Counseling and Wellness Services: <http://campushealth.unc.edu>

SCHEDULE AND READINGS

WEEK 1 – Course Introduction and Defining the City

Macionis and Parrillo, Chapter 1 “Exploring the City” 1-22

Ulf Hannerz, excerpt from “The Search for the City” in *Exploring the City*, 59-63

Philip Steinberg, excerpt from “What is a City? Katrina’s Answers” in *What is a City? Exploring the Urban after Hurricane Katrina*, 3-18

WEEK 2 – History of the World’s Cities

Macionis and Parrillo, Chapter 3 “Development of North American Cities” 53-84
Witold Rybczynski *City Life*, “In the Land of the Dollar” 110-130
Dolores Hayden “Sitcom Suburbs” *Building Suburbia* 128-153

WEEK 4 – Cities in the United States Today

Macionis and Parrillo, Chapter 4 “Today’s Cities and Suburbs” 85-116
Andrew Ross, excerpts from “Gambling at the Water Table” *Bird on Fire: Lessons from the World’s Least Sustainable City* 21-24, 38-46
Jon C. Teaford, excerpts from “Diverse Suburbia” *The American Suburb* 43-52, 58-69, 79-85

WEEK 5 – Urban Sociology

Macionis and Parrillo, Chapter 5 “Urban Sociology” 117-146
Louis Wirth “Urbanism as a Way of Life” *American Journal of Sociology* 44, 1: 1-24
Friedrich Engels “The Great Towns” *The City Reader* 46-54

WRITTEN ASSIGNMENT 1: HOMETOWN BUILT ENVIRONMENT

WEEK 6 – Spatial Perspectives

Macionis and Parrillo, Chapter 6 “Spatial Perspectives” 147-173
Greg Hise, Michael Dear, and H.E. Schockman “Rethinking Los Angeles” *Rethinking Los Angeles* 1-13
Kenneth Jackson “The Drive-In Culture of Contemporary America” *Crabgrass Frontier* 246-271

WEEK 7 – Critical Urban Theory

Macionis and Parrillo, Chapter 7 “Critical Urban Theory” 174-198
Barry Bluestone and Bennett Harrison, “Boom Town and Bust Town” in *The Deindustrialization of America*, 82-107
David Giffels, “Stone” in *The Hard Way on Purpose* 19-28

WEEK 8 – The Urban Experience

Macionis and Parrillo, Chapter 8 “The Context of Cities” 199-227
Jane Jacobs “The Uses of Sidewalks: Safety” *Death and Life of Great American Cities*

Macionis and Parillo, Chapter 9 “Comparative Urbanism” 228-255
Edward Glaeser “How do Cities Succeed?” *Triumph of the City* 223-246
Marco Polo, Ibn Battuta, Bernal Diaz, and Albrecht Dürer “First-Person Accounts of Great Cities of the Medieval and Early Modern World” *The City Reader*, 3rd ed., 49-57

WEEK 10 – Class Stratification

Macionis and Parillo, Chapter 10 “Stratification and Social Class” 256-281
Lance Freeman. Excerpts from “There Goes the ‘Hood” and “Making Sense of Gentrification” in *There Goes the Hood: Views of Gentrification from the Ground Up*, 59-79, 95-107

WEEK 11 – Race, Ethnicity, and Gender

Macionis and Parillo, Chapter 11 “Race, Ethnicity, and Gender” 288-319
Dolores Hayden. 1980. “What Would a Non-Sexist City Look Like?” *Signs* 5(3): 170-187
Yale Rabin “The Persistence of Racial Isolation: The Role of Government Action and Inaction” in *Urban Planning and the African American Community*, 93-108

WEEK 12 – Housing, Education, Crime

Macionis and Parillo, Chapter 12 “Housing, Education, Crime” 320-347
J. Anthony Lukas “McGuff” *Common Ground*, 139-159
Pedro Noguera, “The Social Context and Its Impact on Inner-City Schooling” *City Schools and the American Dream* 23-41

WRITTEN ASSIGNMENT 2: HOMETOWN SOCIAL INEQUALITY

WEEK 13 – Global Urbanization

Macionis and Parillo, Chapter 13 “Global Urban Development” 348-381
Suketu Mehta, *Maximum City: Bombay Lost and Found* “Mumbai” 113-130 and excerpt from “Sone ki Chidiya” 450-464
Sam Quinones “The Rebirth of Tijuana” *New York Times*

WEEK 14 – Urban Planning

Macionis and Parillo, Chapter 14 “Urban Planning” 382-412
Peter Hall “City of Enterprise” *Cities of Tomorrow* 415-442