Walk down Franklin Street or into any Wal-Mart store and you will enter into the international economy of the 21st century. These days it is hard to go far without encountering someone or something that is part of a global network of production, trade, and consumption. This seminar examines how globalization impacts economic, political, social and spatial structures of regional and local landscapes. This year we will examine the most vivid symbol of globalization—the Covid-19 pandemic that has swept around the globe and turned life on its head, virtually halting the world as we knew it, in its tracks. Through contemporary writing, news, film, documentaries, readings and popular accounts (blogs) we will examine how the pandemic has impacted cities across a number of dimensions: food security, health, transportation, the economy, housing (especially for the poor and the homeless), inequity, vulnerability and human dignity. Moreover, what will virtual space look like for our jobs, retail, logistics, education and health? Together, through blogs, cases and projects we will examine what might pathways to resilient post-pandemic recoveries look like for our cities and communities.

This seminar looks at local economies in a global context, and this year we are studying the impact of the pandemic on cities, rural communities and the prospects of a just and equitable recovery.

**Readings**

The majority of the required readings will be posted on the course page on Sakai. Any additional readings will be circulated in class, shared via email, or be held on reserve in the library (exact library locations will be announced in class).
Course Requirements and Evaluations

1. Participation, regular attendance 15%
2. Short analytical reflection essay (2 pages, due 2/18) 20%
3. Short forum posts on takeaways from speaker sessions 15%
4. Midterm (3/9) and final group assessments 20%
5. Group Project (semester long) 30%

Final grades will be assigned as follows:

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<tr>
<th>Undergraduate Grade</th>
<th>Graduate Grade</th>
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Late Assignments and Absences

A half-letter grade will be deducted for each day of a late assignment. Exceptions will be made in the case of documented medical or family emergencies. Please contact me as soon as you know there will be conflict with a deadline. One absence is allowed. Other unauthorized absences without medical or other justifications will lead to a half letter grade reduction.

Any request for an approved class absence must be approved by the University Approved Absence Office attendance.unc.edu. No right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences:

- Authorized University activities
- Disability/religious observance/pregnancy, as required by law and approved by Accessibility Resources and Service and/or the Equal Opportunity and Compliance Office (EOC)
- Significant health condition and/or personal/family emergency as approved by the Office of the Dean of Students, Gender Violence Service Coordinators, and/or the Equal Opportunity and Compliance Office (EOC).

Students are bound by the Honor Code when making a request for a University Approved Absence. If you will need an approved absence for this course, you must submit the request through the University Approved Absence Office by using [this request form](#).

**Honor Code**

The Honor Code of the University of North Carolina at Chapel Hill states: “It shall be the responsibility of every student at the University of North Carolina at Chapel Hill to obey and to support the enforcement of the honor code, which prohibits lying, cheating, or stealing when these actions involve academic processes or University, student, or academic personnel acting in an official capacity.”

I will report any honor code violation to the [Office of Student Conduct](#).

For this course:
- You are permitted and encouraged to seek advice and suggestions from other class members on the written assignments, unless specifically instructed otherwise. This may include exchanging drafts for feedback and/or proofreading.

In all written and presented work, you must cite or otherwise fully attribute all ideas, data, and other information that are not your own. This includes information presented in tables, graphs, appendices, etc.

**Safety at Carolina**

I care about your safety and recognize that you cannot fully commit to this course if you do not feel safe.

If you are impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking, I encourage you to seek resources on campus or in the community.
Please contact the following campus resources to discuss your specific needs:

- Director of Title IX Compliance (Adrienne Allison – Adrienne.allison@unc.edu)
- Report and Response Coordinators in the Equal Opportunity and Compliance Office (reportandresponse@unc.edu)
- Counseling and Psychological Services (caps@unc.edu; confidential)
- Gender Violence Services Coordinators (gvsc@unc.edu; confidential)
- Additional resources are available at safe.unc.edu

I value the perspectives of individuals from all backgrounds reflecting the diversity of our students and my goal is to create a **safe space for everyone in this class**. I broadly define diversity to include race, gender identity, national origin, ethnicity, religion, social class, age, sexual orientation, political background, and physical and learning ability. **Please let me know if there is anything I can do to improve, I appreciate suggestions.**

**Accessibility**

The University of North Carolina – Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services for students with disabilities, chronic medical conditions, temporary disability or pregnancy complications resulting in difficulties with accessing learning opportunities. All accommodations are coordinated through the Accessibility Resources and Service Office.

**If you need accommodations, please contact ARS as early in the semester as possible.**

- Visit accessibility.unc.edu
- Call 919-962-8300
- Email accessibility@unc.edu

**Resources**

Our purpose 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** provides one-on-one assistance to students. To make an appointment, browse the Writing Center’s online resources, or submit a draft online. They have additional useful information, such as handouts on how to cite online. writingcenter.unc.edu
The Learning Center offers individual consultations, peer tutoring, academic coaching, test prep programming, study skills workshops, and peer study groups. learningcenter.unc.edu

Campus Health provides ambulatory primary medical care, mental health services and wellness programs along with selected specialty services. campushealth.unc.edu

Some useful data sources. More available from Davis Library. Please contact Phil McDaniel: pmmcdani@email.unc.edu

- Carolina Tracker: https://carolinatracker.unc.edu/tracker/
- COVID-19 Impact Tracker - housing, employment - compares Feb/Aug 2020 at state and county level
- McKinsey & Co. Interactives
  - Unemployment through COVID-19 Crisis - county or state level over time
  - Community Movement During Pandemic - where do people spend their time
  - Small Business Vulnerability
  - Market Valuation of Sectors throughout 2020
  - Vulnerable Jobs by Demographic Group - race, gender, age, education
  - Vulnerable Populations Dashboard
    - COVID and Food Insecurity
    - COVID and Mental Health
- Opportunity Insights Track the Recovery - can look at spending, business, employment, education, and public health impacts of COVID at state, county, or metropolitan level
- Brookings, World Bank, Atlantic city, City Lab have international data.
Schedule

Week 1 Setting the Stage


Activity 1:   How did you experience the pandemic and understand its impact on space, cities, communities and social groups?

FORCES & PROCESSES

1/21 (R)   Framing: Institutional forces that drive cities


Pandemic Urbanism plenary session, University of Washington: https://vimeo.com/425019360

Activity: What is a good city? What makes for a good, equitable city? How does the pandemic change that?

Week 2. Deep Underlying Disparities

1/26 (T)   Inequality, segregation and structural racism


Nguyen, Mai, Ferguson project. https://itsofmedia.oasis.unc.edu/#In_the_Shadows_of_Ferguson

1/28 (R) Global Value Chains – How is corporatized production organized across global borders? Continued globalization of manufacturing or deglobalization post-pandemic?


Wolf-Powers, Laura. 2020. From pre=Covid state of the industry to the frontline responses to PPE demands: Sewen trades manufacturing in the United States.(Pdf on Sakai)

TOPICS

**Week 3. Jobs and Unemployment**

2/2 (T) The rise of low wage, precarious work: e.g., Restaurant industry. What are some solutions? Place based systems of accountability? Living wages? Universal Basic Income? What is the impact of AI, new technologies on low wage work likely to be? (Debate)

Returns on soft skills: https://www.gse.harvard.edu/news/ed/16/01/thereis-nothing-soft-about-these-skills

2/4 (R) The sharing economy debate - are these new flexible opportunities or low wage cul-de-sacs?

http://www.greattransition.org/publication/debating-the-sharing-economy 

Ravenelle. https://youtu.be/Dr4N94dfvg4 (Ravenelle); 
https://www.wbur.org/onpoint/2018/08/20/gig-economy-temp-louis-hyman

**Week 4. Infrastructure and Urban Density**

2/9 (T) Job creation, community broad band and connectivity - Panel discussion

2/11 (R) The urban density debate: Is there likely to be urban flight post-pandemic? Student activity - Panel Discussion.


Badger, Emily 2020. Density is good for us. And will be after the pandemic. 


Week 5. Housing and Communities.

2/16 (T)  Wellness Day, No Class

2/18 (R)  Unpacking Housing Vulnerability. (Assignment 1 due).
Prof. Donald Planey


https://carolinatracker.netlify.app/stories/2020/10/05/evictions_during_the_pandemic/
https://carolinatracker.netlify.app/stories/2021/01/13/houseprice_geography/

Suggested:

Is low FSI the hurdle to housing affordability? (India, South Africa, WRI mimeo).


Gulyani, Sumila. 2016. Success when we deemed it failure? Revisiting sites and services 20 years later.

Week 6. Eviction and Protections
2/23 (T) Evictions, Matthew Desmond

Desmond, Matthew. 2016. Evicted. New York, Penguin, Random House (Broadway Books). Each group picks one section from “Rent” and follows the same person’s story in “Out” and “After.”

2/25 (R) Evictions, Matthew Desmond

Cross comparative discussion, including, with respect to your cities. (Check in on Final assignment – 1 page summary due.)

Week 7. Informality and varieties of human capital

3/2 (T) Informality


3/4 (R) Education: From Banerjee and Duflo. Poor Economics. (Check in Regarding economy and housing assessments for your city – 1 page summary due)
Week 8. Assessment

3/9 (T)  Mid Term (in class – Op-Ed 600-750 words, crisply arguing a clear point related to pathways to a just or equitable recovery post-pandemic on any theme of your choice and focusing on your city. You could compare and contrast your city’s issues with others if you wish.)

3/11 (R)  Wellness Day, No Class

Week 9. Public, Private and Non-Profit Strategies of Inclusive Development

3/16 (T)  Liz Parham on Main Streets Program. (Panel of Experts)

3/18 (R)  Creative City Vs. Community Benefits Activism


Fullilove, Mindy: Neighborhood Safety https://www.youtube.com/watch?v=J1FVI-MbDGA

Green gentrification
Case Studies in community Benefits
https://docs.google.com/document/d/1P02N0A5ohjApjBrOQT29fMVLtwhXEBf3xZSUICADV5Q/edit#heading=h.gjdgxs

Week 10. Planning within the Ecological Ceiling Transportation Responses

3/25 (R)  Student sharing of transit, environmental or transportation findings in their cities.

**Week 11. Small Towns and Planning and Design Thinking in Transit**

3/30 (T)  Black Business Development in Rocky Mount: Mark Little, School of Government, UNC

4/1 (R)  Design Thinking in Equitable Transit Planning Lindsay Oluyede & Tab Combs Crowd Sourced data on post-Covid Impacts and Complete Streets.

**Week 12. Food Safety and Basic Needs**

4/6 (T)  Local food, Slow Food – Secure Food? - Sophie Kelmenson

4/8 (R)  Water and Sanitation - Catherine McManus

**Week 13. Public Health and Safety- Impacts on the Poor and the Informal**


4/15 (R)  Student presentations on Health. (Check in regarding food, health, education descriptions) - 1 page summary on Final Project due on interview and strategy - dry run).

**Week 14. Empathy, Planning Practice and Communication**

4/20 (T)  Street level Bureaucracy
4/22 (R) Empathy as the language of planners and Nonviolent Communication


**Week 15. Project Presentations**

4/27 (T) Presentations

4/29 (R) Presentations

**Week 16**

5/4. (T) Presentations, Final Group Assessment and Wrap up