



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

Sophie Kelmenson – based off of Prof. Andrew H. Whittemore’s semester length course  
Anna Whitus – Teaching Assistant

Summer 2020

### 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 many human societies 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 elective (by petition) within 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 housing and economic development such as a lack of affordable housing or unequal access to employment.

### General Education Focus Capacities Learning Objectives

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#### Power, Difference, and Inequality

Students engage with the histories, perspectives, politics, intellectual traditions, and/or expressive cultures of populations and communities that have historically been disempowered, and the structural and historical processes by which that disempowerment has endured and changed.

*Questions asked in this course related to Power, Difference, and Inequality*

1. What are the relevant structures, institutions, ways of thinking, and practices that create, maintain, and change social, economic, and political inequalities?
2. What practices have been implemented and institutionalized to address social, economic, and political inequalities?

#### *Learning Outcomes related to Power, Difference, and Inequality*

1. Recognize the relationship between inequality and social, economic, and political power.
2. Analyze configurations of power and the forms of inequality and bias they produce.
3. Evaluate dynamics of social, economic, and political inequality in relation to specific historical contexts.

#### Ways of Knowing

Students develop intellectual humility, learning to question assumptions, categories, and norms that structure their worldviews and to understand the sources and effects of biases. They learn, use, and distinguish strengths and weaknesses of one or more approach(es) to knowledge of the unfamiliar, such as: aesthetically, philosophically, linguistically, historically, or culturally remote forms of knowledge and worldmaking, or formal logic, scientific practice, and similar formalized approaches to countering bias and creating knowledge.

#### *Questions asked in this class related to Ways of Knowing*

1. What norms and expectations do I take for granted?
2. What categories and concepts frame my assumptions, experiences, and beliefs?
3. What practices of investigation or inquiry best challenge those assumptions and expectations?
4. How can I consider whether my beliefs might be wrong?

#### *Learning Outcomes related to Ways of Knowing*

1. Recognize and use one or more approach(es) to developing and validating knowledge of the unfamiliar world.
2. Evaluate ways that temporal, spatial, scientific, and philosophical categories structure knowledge.
3. Interrogate assumptions that underlie our own perceptions of the world.
4. Employ strategies to mitigate or adjust for preconceptions and biases.
5. Apply critical insights to understand patterns of experience and belief.

#### Recurring Capacities

This class also sustains the **recurring capacities** of inquiry that guide the general education mission. In class we will consider the range of debate on various topics within the fields of planning and urban studies, how these debates have changed over time, and differences in urbanization and its challenges between and within societies.

Through assignments you will address questions requiring you to think systematically about evidence, argument and uncertainty. The course also sustains recurring

capacities by requiring at least 10 pages of writing, and involving exercises in which you will collaborate in pairs or groups to discuss and present material.

Commented [SK1]: Need to talk to Quin about this

### Other Learning Objectives

- Students will complete this course with an understanding of the city as a setting for the examination of human cultures, economies, human identities, and social and political relations.
- Understand how to recognize and compare various forms of urbanization across the globe.
- Understand different periods in the history of global and American urbanization.
- Students will be introduced to the social life and culture of cities.
- 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

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This class will be done asynchronously, but each student is responsible for completing their weekly checklist on sakai. In terms of time expectations, if this class were held in person, we would meet for 1.5 hours daily, five days/week, for six weeks. Students would also be expected to complete X hours of work outside of the class per week.

Commented [SK2]: Ask quin about time expectations in the intensive summer course format

To contact me or Anna

- 24 hour response window; zoom availability
- Whentomeet for each of us

### Discussions

Students will participate in asynchronous discussions throughout each week. They will generate questions of each other, and develop ongoing conversations and feedback to digest the material they learn throughout the class. The instructor and/or TA will support facilitation.

Commented [SK3]: Is this something Anna can do?

### Readings

Students will use *Cities and Urban Life* (7<sup>th</sup> edition) by John Macionis and Vincent Parrillo as the main text for this course. All additional readings are available on Sakai under the Resources tab.

Commented [SK4]: If this book is not available for free through vital source anymore will have to make alternative plans

### Assignments and Grading

Students will create a digital exhibit on Sakai, in their own personal discussion forum that will be shared with the rest of the class for discussion (in lieu of a presentation). Students will be expected to comment on two other digital exhibits (assigned) each week.

Each week students will add a section to their exhibit. Students will consider the geography of a city or town they are familiar with. If a student is more familiar with a rural area, they may choose a larger geographical area like a county. It will also require 2000 words of research-based writing (10 pages), as well as 10 images that enhance your analysis.

### **Introduction**

Intro that identifies a specific place, introduce your analyses, and explain how the topics and items you have chosen help us to understand these places.

- **Length:** at least one page (add word counts)
- **Due Date:** July 2, midnight EST

### **Section A – The Built Environment**

Part 1: An analysis of how economy and work relate to the built environment of the area.

- what are the types of places people work in or do business/shopping, where are they, and what do people do there?
- **Length:** at least 1 page (250 words/page)
- **Due Date:** July 7, midnight EST

Part 2: An analysis of how housing and community relate to the built environment of the area.

- in what types of arrangements do people live, learn, and recreate? Where and how do people associate with each other or avoid each other?
- **Length:** at least 1 page
- **Due Date:** July 9, midnight EST

Part 3: An analysis of how transportation relates to the built environment of the area.

- how does the way people move around your town make daily life possible and/or difficult?
- **Length:** at least 1 page
- **Due Date:** July 13, midnight EST

Part 4: A few conclusions about the challenges your city/town faces (or doesn't) because of its built environment.

- **Length:** at least one page
- **Due Date:** July 15, midnight EST

### **Section B – Social Stratification**

Part 1: Intro discussing stratification you select (i.e. racial, ethnic, gender, age, religious, class, etc.)

- **Length:** at least one page (add word counts)
- **Due Date:** July 17<sup>th</sup>, midnight EST

Part 2: A description of one selected social stratification in the area.

- **Length:** at least one page (add word counts)
- **Due Date:** July 20, midnight EST

Part 3: The challenges that result (these may include difficulty accessing or using amenities, services, schools, transportation, employment, housing, healthy food etc.)

- **Length:** at least one page (add word counts)
- **Due Date:** July 22, midnight EST

You will also be graded on the quality of your writing. Active voice! Agency! (e.g. “Developers built the houses in the 1960s” rather than “The houses were built in the 1960s”), verbs other than “to be” when possible! (e.g. “Evidence suggests” rather than “There is evidence that”). Short sentences are easier to digest! Avoid first person!

Citations

- The digital archive should use formal in-text citations with complete bibliographic information at the very end of the archive.
- The required citations for the first section are:
  - o 4 primary sources aside from yourself – these are first-person accounts that you may find in newspaper articles, through photographs, audio or video recordings, survey/census data, or an interview.
  - o 4 secondary sources, which describe or analyze primary sources.
  - o 4 of the assigned readings

### **Section C – Pandemic/Climate Change – Take home exam**

2 page essay

Grades are determined as follows:

Written assignments: 40%

Final assignment: 30%

Class participation: 30%

Final grades will be assigned based upon the following scale:

A	94%	to	100%
A-	90%	to	93%
B+	87%	to	89%
B	84%	to	86%
B-	80%	to	83%
C+	77%	to	79%
C	74%	to	76%
C-	70%	to	73%
D+	67%	to	69%
D	60%	to	66%
F	0%	to	59%

**LATE ASSIGNMENTS POLICY:** Everything must be submitted by the final day of the course ( XXXX). If it is not, you will get a zero, no exceptions. Should you submit your papers by the due dates, you will receive feedback and have the opportunity to adjust your assignments to earn back points. If you submit everything on the final day, you will not have this opportunity. Participation grades cannot be made up outside of the week in which they are assigned, unless the absence is excused.

Commented [SK5]: Re-word

Class time and participation

This course will not ever “meet” and thus you cannot miss class. It is expected that you participate each week in the forums and through your checklist. You will receive a participation “grade” each week based on the thoughtfulness and amount of your participation.

Commented [SK6]: Also something Anna could do

Contact Information

My office hours (via zoom, or any other medium that works for you) will be by appointment, to accommodate various timezones and everyone’s schedules. You may also write me an email, and I will get back to you within 24 hours. [soph@live.unc.edu](mailto:soph@live.unc.edu)

Your TA Anna Whitus can be reached at whitusar@email.unc.edu. She is also available by appointment.

**Instructor Biography**

I’m interested in equity planning, planning for natural resources, and how they intersect with economic development. Usually this manifests in research about food systems. I have

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. Much of my research is done in local libraries’ 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 a city or town 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.”**

<http://catalog.unc.edu/policies-procedures/honor-code/>

I am committed to treating Honor Code violations seriously and urge all students to become familiar with its terms set out at <https://studentconduct.unc.edu/>. If you have questions it is your responsibility to ask the professor about the Code's application.

**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](mailto: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>

## Course Calendar

Week	Dates	Schedule	Assignments	Notes
1	June 22-26	<ul style="list-style-type: none"> <li>- Defining the city</li> <li>- History of the US</li> <li>- US Cities today</li> <li>- The urban experience</li> </ul>		
2	June 29- July 2	<ul style="list-style-type: none"> <li>- housing</li> <li>- Spatial perspectives</li> <li>- Critical urban theory</li> </ul>	<b>July 2:</b> introduction to digital archive	JULY 3 <sup>RD</sup> IS A HOLIDAY – NO CLASS!
3	July 6-10	<ul style="list-style-type: none"> <li>- Class stratification</li> <li>- Race, ethnicity, gender</li> <li>- education &amp; crime</li> </ul>	<b>July 7:</b> A.1 <b>July 9:</b> A.2	
4	July 13-17	<ul style="list-style-type: none"> <li>- History of world's cities</li> <li>- Global urbanization</li> </ul>	<b>July 13:</b> A.3 <b>July 15:</b> A.4 <b>July 17:</b> B.1	
5	July 20-23	<ul style="list-style-type: none"> <li>- Comparative urbanism</li> <li>- Urban sociology</li> </ul>	<b>July 20:</b> B.2 <b>July 22:</b> B.3	July 23 <sup>rd</sup> is LDOC
6	July 28 <sup>th</sup>		Take home exam due <b>July 28<sup>th</sup>, midnight EST</b>	

## Schedule And Readings

### Week 1

#### UNIT 1: Defining the City (normally 2 classes) Monday

- 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
- Macionis and Parrillo, Chapter 1 "Exploring the City" 1-21

#### UNIT 3: History of the United States' (normally 2 classes) Cities Weds

- Witold Rybczynski *City Life*, "In the Land of the Dollar" 110-130
- Dolores Hayden "Sitcom Suburbs" *Building Suburbia* 128-153



- Macionis and Parrillo, Chapter 3 "Development of North American Cities" 53-84

For lecture:

- [https://www.youtube.com/watch?v=9DHAOFrnOAM&list=PLwkSQD3vqK1S1NiHlxxF2g\\_Uy-LbbcR84&index=4](https://www.youtube.com/watch?v=9DHAOFrnOAM&list=PLwkSQD3vqK1S1NiHlxxF2g_Uy-LbbcR84&index=4)

#### **UNIT 4: Cities in the United States Today (normally 2 classes) Thurs**

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

#### **UNIT 8: The Urban Experience**

- Macionis and Parrillo, Chapter 8 "The Context of Cities" 199-226
- Jane Jacobs "The Uses of Sidewalks: Safety" *Death and Life of Great American Cities* 29-54
- Charles Montgomery "The (Broken) Social Scene" *Happy City* 44-62

Lecture:

- housing & community

#### **Week 2**

#### **UNIT 12: Housing, (do education + crime next week) Education, Crime**

- 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
- Macionis and Parillo, Chapter 12 "Housing, Education, Crime" 320-347

For lecture:

- Moving to opportunity podcast: [https://edge2.pod.npr.org/anon.npr-podcasts/podcast/npr/pmoney/2019/08/20190830\\_pmoney\\_pmpod937-b2cbf2f3-034b-4dcb-af6c-c8f27553fa00.mp3/20190830\\_pmoney\\_pmpod937-b2cbf2f3-034b-4dcb-af6c-c8f27553fa00.mp3\\_60bb52db3850b2a9661108a45757fe4f\\_19328923.mp3?awCollectionId=510289&awEpisodId=756028025&orgId=1&d=1249&p=510289&story=756028025&t=podcast&e=756028025&size=19940814&ft=pod&f=510289&hash\\_redirect=1&x-total-bytes=19328923&x-ais-classified=download&listeningSessionID=0CD\\_382\\_126\\_35a24511087cdfdbcc5b2d2d59d7931ca1b852f6](https://edge2.pod.npr.org/anon.npr-podcasts/podcast/npr/pmoney/2019/08/20190830_pmoney_pmpod937-b2cbf2f3-034b-4dcb-af6c-c8f27553fa00.mp3/20190830_pmoney_pmpod937-b2cbf2f3-034b-4dcb-af6c-c8f27553fa00.mp3_60bb52db3850b2a9661108a45757fe4f_19328923.mp3?awCollectionId=510289&awEpisodId=756028025&orgId=1&d=1249&p=510289&story=756028025&t=podcast&e=756028025&size=19940814&ft=pod&f=510289&hash_redirect=1&x-total-bytes=19328923&x-ais-classified=download&listeningSessionID=0CD_382_126_35a24511087cdfdbcc5b2d2d59d7931ca1b852f6)

#### **UNIT 6: Spatial Perspectives**

- Macionis and Parrillo, Chapter 6 "Spatial Perspectives" 147-173

- Kenneth Jackson "The Drive-In Culture of Contemporary America" *Crabgrass Frontier* 246-271
- Greg Hise, Michael Dear, and H.E. Schockman "Rethinking Los Angeles" *Rethinking Los Angeles* 1-13

Lecture:

- transportation

#### **UNIT 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

Lecture

- Economy & work

### **Week 3**

#### **UNIT 10: Class Stratification**

- 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
- Macionis and Parillo, Chapter 10 "Stratification and Social Class" 256-281

For lecture

- <https://www.curbed.com/2017/8/16/16151000/mansplain-gentrification-define-richard-florida-saskia-sassen>
- <https://www.youtube.com/watch?v=QPKKQnijnsM>

#### **UNIT 11: Race, Ethnicity, and Gender**

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

For lecture:

- <https://99percentinvisible.org/episode/invisible-women/>

#### **UNIT 12: education + crime**

- 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
- Macionis and Parillo, Chapter 12 "Housing, Education, Crime" 320-347

#### Week 4

##### UNIT 2: History of the World's Cities (normally 2 classes) Tuesday

- Gordon V. Childe. "The Urban Revolution" *Town Planning Review* 21 (1): 3-17
- Lewis Mumford "Citizen versus Ideal City" *The City in History* 158-182
- Macionis and Parrillo, Chapter 2 "The Evolution of the World's Cities" 23-52

For lecture

- <https://www.youtube.com/watch?v=fKnAJCSGSdk>

##### UNIT 13: Global Urbanization

- 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*
- Macionis and Parillo, Chapter 13 "Global Urban Development" 348-379

#### Week 5

##### UNIT 5: Urban Sociology

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

##### UNIT 9: Comparative Urbanism

- Edward Glaeser "How do Cities Succeed?" *Triumph of the City* 223-246
- Macionis and Parillo, Chapter 9 "Comparative Urbanism" 228-254

#### Podcasts about particular places:

- SF <https://99percentinvisible.org/episode/model-city/>

#### Podcasts in general:

<http://www.slate.com/podcasts/placemakers.html#all-episodes>

99% invisible cities section