



Plan 101 Cities and Urban Life

Prof. Andrew H. Whittlemore

Fall 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, work places, roads, and so on. 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

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.

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.
- The course will introduce students to the social life and culture of cities.
- The course will introduce students to the role of urbanization in the development of economies.
- The course will introduce students to the role of urbanization in creating and maintaining social stratification and inequalities.
- The course will introduce students 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 Tuesdays and Thursdays on zoom (go.unc.edu/whitemorezoom) from 4:45-6:00PM. Attending lectures, either synchronously on zoom or asynchronously by watching a recording, is required. If you plan to view lectures asynchronously, notify the head Teaching Assistant Atticus Jaramillo at atticusa@live.unc.edu. Otherwise, we will expect you to be on zoom at class time.

Recitations

Every week you will be required to synchronously attend an additional 50 minute recitation via zoom. Your recitation 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, recitations will focus on preparation for those assignments/exams. You will also work in groups and pairs in recitations (via breakout rooms in zoom) to foster collaborative learning. If you cannot attend synchronously, let your TA know in advance and they can share a recording of the recitation with you. Excused absences may be granted due to mental or physical health difficulties, or family emergencies. I will grant two unexcused absences.

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 under the Resources tab.

Assignments and Grading

The course requires two 5 page (6 pages maximum, 12 point Times New Roman, double spaced) research-based written assignments about a city or town you are very familiar with (this could be your home town, Chapel Hill, or somewhere else). The first paper should consider the geography of your chosen locality (due Sep. 17), and the other a type of stratification in your locality (due Nov. 10). If you are most familiar with a rural area you may choose a larger geographical area like a county.

The first paper should analyze three topics related to the built environment of your city/town:

1. Economy and work (what are the types of places people work in or do business/shopping, where are they, and what do people do there?)
2. Housing and community (in what types of arrangements do people live, learn, and recreate – where and how do people associate with each other or avoid each other?).
3. Transportation (how does the way people move around your town make daily life possible and/or difficult?)

Maps and other graphics will help in the development of your paper's narrative, but cannot contribute to the 5 page requirement. It is perfectly acceptable for you to speak from personal experience but you need to substantiate your arguments citing 2 primary sources aside from yourself and outside of assigned readings (these are first-person accounts that you may find in newspaper articles, through photographs, audio or video recordings, survey/census data, or through an interview), citing 2 secondary sources outside of assigned readings (these are sources describing and analyzing primary sources), and citing 2 of our assigned readings (the textbook can only count as one). Don't forget to introduce the topic and purpose of your paper, and come to some conclusion about the challenges your city/town faces (or doesn't face) because of the way its communities/work places/transportation are arranged. Include references in the text e.g. "(Smith 1998)" with complete bibliographic information at the end of the paper e.g. "Smith, John. 1998. *The City*. New York: Random House."

The second paper can focus on any type of stratification in your city/town (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 difficulty accessing or using amenities, services, schools, transportation, employment, housing, healthy food etc.). 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 2 primary sources aside from yourself and outside of assigned readings (these are first-person accounts that you may find in newspaper articles, through photographs, audio or video recordings, survey/census data, or through an interview), citing 2 secondary sources outside of assigned readings (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 (the textbook can only count as one). Don't forget to introduce the topic and purpose of your paper, and wrap up with a conclusion summarizing your argument. Include references in the text e.g. "(Smith 1998)" with complete bibliographic information at the end of the paper e.g. "Smith, John. 1998. *The City*. Random House: New York, NY."

In both papers 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! Both papers are to be submitted on Sakai.

There will also be two exams. A multiple choice and short answer midterm exam in week 8 covering material from units 1-7, and a multiple choice and short answer final exam covering material from units 8-13. These exams will be given on sakai in the classroom – paper copies will be provided in the case of laptop problems. If you need other accommodations in order to take the exam, please contact Accessibility Resources & Service (<https://ars.unc.edu/>)

Grades are determined as follows:

Written assignment 1: 20%
Written assignment 2: 20%
Midterm: 25%
Final exam: 25%
Attendance and class participation: 10%

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: Late assignments drop four points per day. For example, if a '95' paper is late one day it will receive a '91', two days late and it will receive a '87' ... *a late paper is better than a 0.*

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.

We will do think-pair-share exercises in class. In these exercises, I will ask you to pair with a classmate to discuss a question derived from the assigned reading for that class session. After a couple minutes, I will call on pairs of students to share the points of their discussion with the class.

Missing Class:

The class will meet Tuesdays and Thursdays on zoom (go.unc.edu/whitemorezoom) from 4:45-6:00PM. Attending lectures, either synchronously on zoom or asynchronously by watching a recording, is required. If you plan to view lectures asynchronously, notify the head Teaching Assistant Atticus Jaramillo at atticusa@live.unc.edu. Otherwise, we will expect you to be on zoom at class time.

Every week you will be required to synchronously attend an additional 50 minute recitation that will review the readings assigned for that week, so make sure you get into a recitation that works for you in your time zone. If you cannot attend synchronously on any given week, let your TA know in advance and they can share a recording of the recitation with you. Excused absences may be granted due to mental or physical health difficulties, or family emergencies. I will grant two unexcused absences.

Contact Information

My office hours will be held via zoom (go.unc.edu/whitemorezoom) and are on Wednesdays, 11:00am-12:00pm. I can also be reached via e-mail at awhittem@email.unc.edu and am happy to schedule meetings outside of office hours.

Your TA Anna Gustines (601 REC; Tuesday 8-8:50AM; <https://unc.zoom.us/j/4045924378>.) can be reached at gustines@email.unc.edu. Her office hours are Tuesdays, 12-1PM.

Your TA Lauren Prunkl (602 REC; Tuesday 8-8:50AM; <https://unc.zoom.us/j/4209487225>) can be reached at lauren.prunkl@unc.edu. Her office hours are Thursdays, 8:30-9:30AM.

Your TA Atticus Jaramillo (603 REC, Tuesday 6:30-7:20PM; <https://unc.zoom.us/j/2490862777>) can be reached at atticusa@live.unc.edu. His office hours are Thursdays, 3:30-4:30PM.

Your TA Christian Snelgrove (604 REC; Thursday 6:30-7:20PM; <https://unc.zoom.us/j/246126341>) can be reached at csnel@email.unc.edu. His office hours are Mondays, 2:30-3:30PM.

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. 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.

Community Standards in Our Course and Mask Use: Our class and recitations are entirely remote, but this is a note to remind you that you are

required to wear a mask if you are on campus this semester. This requirement is to protect our educational community. An exemption to the mask wearing community standard will not typically be considered to be a reasonable accommodation. Individuals with a disability or health condition that prevents them from safely wearing a face mask must seek alternative accommodations through the [Accessibility Resources and Service](#). For additional information, see [Carolina Together](#).

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Please contact the 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 (confidential), or the Gender Violence Services Coordinators (gvsc@unc.edu; confidential) to discuss your specific needs. Additional resources are available at safe.unc.edu.

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

Tuesday, August 11: Course Introduction

UNIT 1: Defining the City

Thursday, August 13

Macionis and Parrillo, Chapter 1 "Exploring the City" 1-12
Ulf Hannerz, excerpt from "The Search for the City" in *Exploring the City*, 59-63

Tuesday, August 18

Macionis and Parrillo, Chapter 1 "Exploring the City" 12-21
Philip Steinberg, excerpt from "What is a City? Katrina's Answers" in *What is a City? Exploring the Urban after Hurricane Katrina*, 3-18

UNIT 2: History of the World's Cities

Thursday, August 20

Macionis and Parrillo, Chapter 2 "The Evolution of the World's Cities" 23-39
Gordon V. Childe. "The Urban Revolution" *Town Planning Review* 21 (1): 3-17

Tuesday, August 25

Macionis and Parrillo, Chapter 2 "The Evolution of the World's Cities" 39-52
Lewis Mumford "Citizen versus Ideal City" *The City in History* 158-182

UNIT 3: History of the United States' Cities

Thursday, August 27

Macionis and Parrillo, Chapter 3 "Development of North American Cities" 53-62
Witold Rybczynski *City Life*, "In the Land of the Dollar" 110-130

Tuesday, September 1

Macionis and Parrillo, Chapter 3 "Development of North American Cities" 62-84
Dolores Hayden "Sitcom Suburbs" *Building Suburbia* 128-153

UNIT 4: Cities in the United States Today

Thursday, September 3

Macionis and Parrillo, Chapter 4 "Today's Cities and Suburbs" 85-99
Jon C. Teaford, excerpts from "Diverse Suburbia" *The American Suburb* 43-52, 58-69, 79-85

Tuesday, September 8

Macionis and Parrillo, Chapter 4 "Today's Cities and Suburbs" 99-116
Andrew Ross, excerpts from "Gambling at the Water Table" *Bird on Fire: Lessons from the World's Least Sustainable City* 21-24, 38-46

UNIT 5: Urban Sociology

Thursday, September 10

Macionis and Parrillo, Chapter 5 "Urban Sociology" 117-129
Friedrich Engels "The Great Towns" *The City Reader* 46-54

Tuesday, September 15

Macionis and Parrillo, Chapter 5 "Urban Sociology" 129-146
Louis Wirth "Urbanism as a Way of Life" *American Journal of Sociology* 44, 1: 1-24

Thursday, September 17: WRITTEN ASSIGNMENT 1

CITY/TOWN BUILT ENVIRONMENT PAPER DUE
In class Movie! *Metropolis* (1927)

UNIT 6: Spatial Perspectives

Tuesday, September 22

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

Thursday, September 24

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

UNIT 7: Critical Urban Theory

Tuesday, September 29

Macionis and Parrillo, Chapter 7 "Critical Urban Theory" 174-198

Thursday, October 1

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

Tuesday, October 6: MIDTERM EXAM

UNIT 8: The Urban Experience

Thursday, October 8

Macionis and Parrillo, Chapter 8 "The Context of Cities" 199-210

Jane Jacobs "The Uses of Sidewalks: Safety" *Death and Life of Great American Cities* 29-54

Tuesday, October 13

Macionis and Parrillo, Chapter 8 "The Context of Cities" 211-226

Charles Montgomery "The (Broken) Social Scene" *Happy City* 44-62

UNIT 9: Comparative Urbanism

Thursday, October 15

Macionis and Parillo, Chapter 9 "Comparative Urbanism" 228-254

Edward Glaeser "How do Cities Succeed?" *Triumph of the City* 223-246

UNIT 10: Class Stratification

Tuesday, October 20

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

Thursday, October 22

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

UNIT 11: Race, Ethnicity, and Gender

Tuesday, October 27

Macionis and Parillo, Chapter 11 "Race, Ethnicity, and Gender" 288-301

Yale Rabin "The Persistence of Racial Isolation: The Role of Government Action and Inaction" in *Urban Planning and the African American Community*, 93-108

Thursday, October 29

Macionis and Parillo, Chapter 11 "Race, Ethnicity, and Gender" 301-319

Dolores Hayden. 1980. "What Would a Non-Sexist City Look Like?" *Signs* 5(3): 170-187

UNIT 12: Housing, Education, Crime

Tuesday, November 3

Macionis and Parillo, Chapter 12 "Housing, Education, Crime" 320-347
J. Anthony Lukas "McGuff" *Common Ground*, 139-159

Thursday, November 5

Macionis and Parillo, Chapter 12 "Housing, Education, Crime" 320-347
Pedro Noguera, "The Social Context and Its Impact on Inner-City Schooling" *City Schools and the American Dream* 23-41

Tuesday, November 10: WRITTEN ASSIGNMENT 2

CITY/TOWN STRATIFICATION PAPER DUE
In class Movie! *Over the Edge* (1979)

UNIT 13: Global Urbanization

Thursday, November 12

Macionis and Parillo, Chapter 13 "Global Urban Development" 348-359
Suketu Mehta, *Maximum City: Bombay Lost and Found* "Mumbai" 113-130 and excerpt from "Sone ki Chidiya" 450-464

Tuesday, November 17

Macionis and Parillo, Chapter 13 "Global Urban Development" 359-379
Sam Quinones "The Rebirth of Tijuana" *New York Times*

X: FINAL EXAM, TIME