

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

DEPARTMENT of CITY *and* REGIONAL PLANNING

Plan 101 Cities and Urban Life

Prof. Justin Nolan

Fall 2023

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 provided 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 organize and change, 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 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 working in the private, public, and non-profit sectors. They plan for development, coordinate transportation systems, understand and 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 Mondays and Wednesdays in Coker – Rm 0201 from 3:30-4:45

Recitations

Every week you will be required to attend an additional 50 minute recitation. 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 to foster collaborative learning.

Recitation Times

- Monday:
 - Murphey Rm 0111 – 11:15am-12:05pm
 - Dey Hall – Rm 0208 – 11:15am-12:05pm
 - Murphey Rm 0111 – 12:20pm-1:10pm
 - Alumni – Rm 0203 – 1:25pm -2:15pm
 - Gardner – Rm 0001 – 2:30pm-3:20pm
 - Greenlaw – Rm 0103 – 5:00pm-5:50pm
- Tuesday:
 - Peabody – Rm 2066– 3:30pm-4:20pm
 - Greenlaw – Rm 0104 – 5:00pm-5:50pm

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. 23), and the other a type of stratification in your locality (due Nov. 18). If you are most familiar with a rural area you may choose a larger geographical area like a county.

Paper 1

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 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, J. 1998. *The City*. New York: Random House."

Paper 2

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 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 on October 12 covering material from units 1-7, and a multiple choice and short answer final exam on December 3 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%

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. 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.

Missing Class: Attending lectures and your assigned recitation is required. Excused absences may be granted due to authorized university activities, religious observances, significant health conditions or personal or family emergencies.

Contact Information

My office hours will @ the UNC School of Gov't by appointment every day between 5-6pm (or digitally as needed)

TA Office Hours will be posted on Canvas and announced on the first day of the course!

Instructor Biography

I was a high school teacher for 12 years and I am 100% certain it will show. I went back to school for my City and Regional Planning degree after my long tenure in education and took a job working for the UNC Environmental Finance Center. At the EFC I carry out grant work for the EPA and NC DEQ. In my free time I am a big disc golfer, animal lover, and general nerd of most kinds. I have a passion for teaching and for the preservation of the natural world. I have spent a fair amount of time in the US National Parks system and would highly recommend them.

OTHER ACADEMIC BUSINESS

Attendance Policy

University Policy: No right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences:

1. Authorized University activities
2. Disability/religious observance/pregnancy, as required by law and approved by [Accessibility Resources and Service](#) and/or the [Equal Opportunity and Compliance Office](#) (EOC)
3. 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).

Class Policy: Instructors may work with students to meet attendance needs that do not fall within University approved absences. For situations when an absence is not University approved (e.g., a job interview or club activity), instructors determine their own approach to missed classes and make-up assessment and assignments.

Honor Code

All students are expected to follow the guidelines of the UNC honor code. In particular, students are expected to refrain from “lying, cheating, or stealing” in the academic context. If you are unsure about which actions violate the honor code, please see me or consult honor.unc.edu.

Mask Use (In-Person Instruction Modes)

This semester, while we are in the midst of a global pandemic, all enrolled students are required to wear a mask covering your mouth and nose at all times in our classroom. This requirement is to protect our educational community—your classmates and me—as we learn together. If you choose not to wear a mask, or wear it improperly, I will ask you to leave immediately, and I will submit a report to the [Office of Student Conduct](#). At that point you will be disenrolled from this course for the protection of our educational community. Students who have an authorized accommodation from Accessibility Resources and Service have an exception. For additional information, see [Carolina Together](#).

Acceptable Use Policy

By enrolling as a student in this course, you agree to abide by the University of North Carolina at Chapel Hill policies related to the acceptable use of IT systems and services. You may be asked to participate in online discussions or other online activities that may include personal information about you or other students in the course. The rights and protection of other participants are protected under the UNC-Chapel Hill [Information Technology Acceptable Use Policy](#), which covers topics related to using digital resources, such as privacy, confidentiality, and intellectual property.

Consult the University website “[Safe Computing at UNC](#)” for information about the data security policies, updates, and tips on keeping your identity, information, and devices safe.

Accessibility Resources and Services

The University of North Carolina at 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 barriers to fully accessing University courses, programs and activities.

Accommodations are determined through the Office of Accessibility Resources and Service (ARS) for individuals with documented qualifying disabilities in accordance with applicable state and federal laws. See the ARS Website for contact information: <https://ars.unc.edu> or email ars@unc.edu.

Counseling and Psychological Services

CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website: <https://caps.unc.edu/> or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.

Title IX Resources

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. Reports can be made online to the EOC at <https://eoc.unc.edu/report-an-incident/>. Please contact the University's Title IX Coordinator (Elizabeth Hall, interim-titleixcoordinator@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 (gvsoc@unc.edu; confidential) to discuss your specific needs. Additional resources are available at safe.unc.edu.

Policy on Non-Discrimination

The University is committed to providing an inclusive and welcoming environment for all members of our community and to ensuring that educational and employment decisions are based on individuals' abilities and qualifications. Consistent with this principle and applicable laws, the University's [Policy Statement on Non-Discrimination](#) offers access to its educational programs and activities as well as employment terms and conditions without respect to race, color, gender, national origin, age, religion, creed, genetic information, disability, veteran's status, sexual orientation, gender identity or gender expression. Such a policy ensures that only relevant factors are considered and that equitable and consistent standards of conduct and performance are applied.

If you are experiencing harassment or discrimination, you can seek assistance and file a report through the Report and Response Coordinators (see contact info at safe.unc.edu) or the Equal Opportunity and Compliance Office, or online to the EOC at <https://eoc.unc.edu/report-an-incident/>.

Diversity Statement

I value the perspectives of individuals from all backgrounds reflecting the diversity of our students. 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. I strive to make this classroom an inclusive space for all students. Please let me know if there is anything I can do to improve. I appreciate suggestions.

Undergraduate Testing Center

The College of Arts and Sciences provides a secure, proctored environment in which exams can be taken. The center works with instructors to proctor exams for their undergraduate students who are not registered with ARS and who do not need testing accommodations as provided by ARS. In other words, the Center provides a proctored testing environment for students who are unable to take an exam at the normally scheduled time (with pre-arrangement by your instructor). For more information, visit <http://testingcenter.web.unc.edu/>.

Learning Center

The UNC Learning Center is a great resource both for students who are struggling in their courses and for those who want to be proactive and develop sound study practices to prevent falling behind. They offer individual consultations, peer tutoring, academic coaching, test prep programming, study skills workshops, and peer study groups. If you think you might benefit from their services, please visit them in SASB North or visit their website to set up an appointment: <http://learningcenter.unc.edu>.

Writing Center

The Writing Center is located in the Student and Academic Services Building and offers personalized writing consultations as well as a variety of other resources. This could be a wonderful resource to help with your writing assignments in this course (and any assignments in your other courses). You do not need a complete draft of your assignment to visit; they can help you at any stage! You can chat with someone in the writing center or set up an appointment on their website: <http://writingcenter.unc.edu>.

Grade Appeal Process

If you feel you have been awarded an incorrect grade, please discuss with me. If we cannot resolve the issue, you may talk to our departmental director of undergraduate studies or appeal the grade through a formal university process based on arithmetic/clerical error, arbitrariness, discrimination, harassment, or personal malice. To learn more, go to the [Academic Advising Program](#) website.

SCHEDULE AND READINGS

Mon August 21: Course Introduction

UNIT 1: Defining the City

Wed. August 23

Macionis and Parrillo, Chapter 1 “Exploring the City” 1-21

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

UNIT 2: History of the World’s Cities

Wed. Sept 6

Macionis and Parrillo, Chapter 2 “The Evolution of the World’s Cities” 23-39

Gideon Sjoberg “The Origin and Evolution of Cities” *Scientific American* 54-62

Mon. Sept. 11th

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

Wed. Sept – 13th

Macionis and Parrillo, Chapter 3 “Development of North American Cities” 53-62

Witold Rybczynski *City Life*, “In the Land of the Dollar” 110-130

Mon. September 18th

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

Wed. , September 21st

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

Mon. , September 25th - Wellness Day

Wed, September 27th

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

Mon. Oct 2nd

Macionis and Parrillo, Chapter 5 "Urban Sociology" 117-129

Friedrich Engels "The Great Towns" *The City Reader* 46-54

Wed, Oct 4th: WRITTEN ASSIGNMENT 1

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

UNIT 6: Spatial Perspectives

Mon. October 9th

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

Wed. October 11th

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

Mon., October 16th

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

Wed. October 18th

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

Mon, October 23rd: MIDTERM EXAM

UNIT 8: The Urban Experience

Wed. October 25th

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

Mon, October 30th

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

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

Wed. Nov 1st

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

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

UNIT 9: Comparative Urbanism

Mon, Nov 6th

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

UNIT 10: Class Stratification

Wed. Nov. 8th

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

Mon. November 13th

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

UNIT 11: Race, Ethnicity, and Gender

Wed. November 15th

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

Mon. November 20th

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

1. Anthony Lukas "McGuff" *Common Ground*, 139-159

UNIT 12: Housing, Education, Crime

Wed. November 22nd: WRITTEN ASSIGNMENT 2 (THANKSGIVING BREAK)

Mon. November 27th

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

UNIT 13: Global Urbanization

Mon., November 29th

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

Wed. Dec 4th

Macionis and Parillo, Chapter 13 "Global Urban Development" 359-379

Sam Quinones "The Rebirth of Tijuana" *New York Times*

Friday, December 8: FINAL EXAM, 12 PM