

PLAN 057H
What is a Good City? (First Year Seminar)

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Website: <https://sakai.unc.edu/portal/site/plan057>

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General Information

This is a research exposure course. In this research-exposure course, you will be working with a Graduate Research Consultant, (Mary Wolfe, mkwolfe@live.unc.edu), who will assist you in your research project. The focus of your research is a city (US or interational) of your choosing and you will try to understand how the historical evolution of the city and its institutions frame the current problems and debates. The GRC Program is sponsored by the Office for Undergraduate Research (<http://our.unc.edu>), and you may be able to use this research-exposure course to meet a requirement of the Carolina Research Scholars Program (<http://our.unc.edu/students/crsp>). I encourage you to visit the OUR website to learn about how you might engage in research, scholarship and creative performance while you are at Carolina.

Where Stone Center. RM 210

When 1:45 - 3:00 PM MW

Office Hours T 10-11AM, New East 315

Overview

A city is many things to many people. It is a place where business is conducted; it is a seat of power; it is where people live and make lives. It is also the place that corrupts migrants. It is a pantheon of great buildings as well as vast slums. Social and technological innovations are pioneered in cities due to innumerable and happenstance interactions; at the same time, anonymity and alienation are common themes in a city dweller's life. To understand a city, much less to fashion a good city, we need a kaleidoscope of view points. After studying the forces that have produced the urban landscapes, we will explore the city from the normative perspectives of urban historians, planners and architects, social scientists, social critics, and futurists, as a way for each student to develop her/his own perspective about what a "good city" might be.

Goals and Expectations

This purpose of the class is to develop critical appreciation for the complexities that underlie cities. To this end, we will examine the city from variety of angles including management of city, the conflicts within a city, the design and use of public spaces and infrastructure, the relationship between public and private. We will use a positive lens on the functioning and shaping of cities to get the normative question(s) of what constitutes a good city and the relationship between good city and good society. At the end of the class, you should have a better understanding of the urban condition. However, it is quite unlikely that you will be able to design a good city and its institutions.

Expectations Because this is a small class, your presence (both in literal and figurative senses) is essential. You are expected to participate fully and vigorously in the class both for your own sake and for the sake of your classmates. Because this is a seminar class, your involvement in shaping the class is crucial. This includes, timely submissions of assignments, well made presentations, tight arguments and thoughtful participation in class. If the class does not hold your attention, you should come see me immediately.

While this class does not have a full set of weekly reading materials as regular class, you are expected to do quite a bit of independent research both in the library and on the web. It is critical that you develop these research skills. Research skills are not equivalent to knowing how to use Google. You should contact the library and/or Mary for any help.

By the second week of class, you are to choose a city from around the world. Good candidates are, New York, Chicago, London, Tokyo, Hong Kong, Los Angeles, Barcelona, Cairo, Bombay, Manila, Singapore, Amsterdam, Istanbul, Rio de Janeiro, Berlin, Shanghai, Moscow, Mexico City, Dubai, Paris, Jerusalem etc. Your particular charge for the semester is to do study one of these cities and bring to bear on the discussions and topics covered in class. In fact, many of your assignments for the class are based on the city you choose. You are expected to read books, articles and other materials about the historical evolution of your city, its contemporary problems and planning in the region, and understand its particular institutional, geographic, economic and social strengths and weaknesses.

At least, **once every two weeks** you are expected to write a short blog post (3-4 paragraphs with illustrations) and post them on Sakai. This research will inform your contributions to the seminar. The quality of these blog posts affect your participation grade.

One of the key goals of a first year seminar is to articulate arguments in writing. I expect four high quality short (no more than 3-4 pages single spaced) papers from you over the course of a semester. I will not only evaluate your papers for structure and the content of the paper, but also evaluate the style. If you need help with writing, I strongly suggest using the resources available with the Writing Center (<http://writingcenter.unc.edu/>).

Part of the research process is to maintain a bibliographic database and cite your resources consistently. In this class, I am going to insist on citation style that follows the Chicago Manual of Style (author-date system). See http://www2.lib.unc.edu/instruct/citations/index.html?section=why_we_cite for further information. All materials, especially images, maps, photographs and verbatim text should be properly acknowledged and cited. All help and sources should be prop-

erly cited. You are actively encouraged to seek different materials, but non-attribution carries severe penalties. I reserve the right to use anti-plagiarism software to spot uncited and unreferenced material. You are expected to abide by the Honor Code (<http://studentconduct.unc.edu/>). In particular, following a simple dictum, “If you look it up, write it down” would help minimise unintentional plagiarism. A simple flowchart at <https://www.indiana.edu/~istd/overview.html> will help you guide your papers. If in doubt about what constitutes non-attribution, ask for permission rather than forgiveness.

In and out of class etiquette (especially email) should follow highest professional standards. This would include, but not limited to, eliminating distractions in class and unwanted and unrelated email to email list. You should treat your fellow seminar participants with respect. This does not mean, however, that you let weak arguments including mine or the authors, stand.

Office Hours You are welcome to come to my office hours without appointment. Though, I would strongly recommend that you make an appointment using my calendar at <http://meetme.so/nikhilkaza>. You can even make appointments for slots that are mutually convenient, even if they fall outside the office hours.

Late Work If you think that there is a compelling reason for you to submit your assignments late, please make a case, well in advance and in class. It is likely that I will change the due date for the whole class, if you make a good case.

Participation Large portion of the class is based on seminar participation. The point of participation is not talking but to engage in thoughtful self critique of your own positions, the authors’s position and your classmates’ arguments. Participation also includes effective leading of the discussion. You are expected to come prepared not only with the materials that are assigned to you for reading that particular class, but with your own independent research on the topic for the particular city you are studying this semester.

Your lack of preparation is easily reflected in your participation quality. You are expected to have short notes (no more than a page) from your readings and your research for each class. On random days, I will collect them and evaluate them. Therefore, be prepared to bring a paper copy to every class. These will count towards your participation grade.

Deliverables Most of your grade will be based upon the following:

- Short paper and a presentation on some of the key features about the city that you chose to study. You will have to explicitly address the themes presented in the American Urban Form.
- Short paper on description of use of a streetscape/urban space on a particular day.
- Given the historical, political and geographic features of your chosen city, a short paper on a couple of key challenges in ‘operating’ the city.
- Short paper on how different groups view your chosen city and how their views of good life meshes with the concepts of good city.
- End of the semester debate (Opening statements and revised rebuttals). This is a team assignment in groups that will argue for and against a position.

All deliverables have to be submitted by the due date on Sakai. These deliverables are in pdf format. All deliverables, should have either a copyright or a copyleft such as Creative Commons license (<http://creativecommons.org/choose/>) affixed to them. You should understand the implications of claiming and giving away such rights.

Grading Your grade is based on the weighted average based on performance in various categories.

- Participation - 30% (Includes posting timely discussion questions, blog posts and participating in the lectures and discussion)
- Papers - 40%
- Presentation - 10%
- End of Term Debate - 20%

Letter grades are as follows: A is 95%, B is 83%, C is 73%, D is 63% with +/- representing few percentage points around these letter grades. Anything less than 60% is automatically an F.

Books We are going to read two books in the class in addition to scholarly and popular articles. These are

- Warner, S. B. and Whittemore, A. (2013). *American Urban Form: A Representative History*. The MIT Press, Cambridge, MA
- Connolly, N. (2014). *A World More Concrete: Real Estate and the Remaking of Jim Crow South Florida*. University of Chicago Press, Chicago, IL

The books should be available at the bookstore or through websites such as Amazon. In addition, the library carries electronic copies of this book that you can access from your computer.

The following classics are recommended. Purchase is not required and the books can be accessed at the library reserves.

- Lynch, K. (1960). *The Image of the City*. MIT Press, Cambridge, MA
- Hall, P. G. (2001). *Cities in civilization*. Fromm International, New York
- Jacobs, J. (1961). *The death and life of great american cities*. Vintage Books, New York
- Kostof, S. (1992). *The city assembled: The elements of urban form through history*. Thames and Hudson, London

Any book chapters and articles that are required reading will be posted on the Sakai and are placed in the Undergraduate paper reserves.

Schedule

This schedule is preliminary and subject to change. Please see up to date calendar at <http://bit.ly/1IU9bIs>. Better yet, subscribe to it in your calendar programs such as Lightning, Outlook and iCal. In particular, guest lectures and field trips are not yet finalized and their availability impacts the schedule. If you feel like the course is going at an uncomfortable pace (fast or slow), please see me. Chances are that your classmates will thank you.

8/19(Wed) Introduction

Class: What are cities good for? How did they come about? What are some general trends in urbanisation in the US.

8/24(Mon) Library scavenger hunt

Class: Meet in the lobby of Davis Library. Research methods and ideas about using the library.

I THE PHYSICAL CITY

8/26(Wed) History of Cities

Prep: While American cities are relatively new on the world stage, their historical evolution reflected the institutional and social arrangements. We will discuss how the urban form is shaped by technology, planning practices and social needs.

- Warner, S. B. and Whittemore, A. (2013). *American Urban Form: A Representative History*. The MIT Press, Cambridge, MA (Chapters 1)

Class: Introduction and discussion by Andrew Whittemore.

8/31(Mon) History of Cities (19th Century)

Prep: Continued discussion on nineteenth century urban patterns in the US. Concurrently think about how your city changed in the 19th century.

- Warner, S. B. and Whittemore, A. (2013). *American Urban Form: A Representative History*. The MIT Press, Cambridge, MA (Chapter 2, 3 & 4)

Class: Discussion

9/02(Wed) No class. Labour Day

9/07(Mon) History of Cities (Early 20th Century)

Prep: Continued discussion on urban patterns in the US. Concurrently think about how your city changed in the 20th century.

- Warner, S. B. and Whittemore, A. (2013). *American Urban Form: A Representative History*. The MIT Press, Cambridge, MA (Chapter 5, 6 & 7)

Class: Discussion/Lecture

9/09(Wed) History of Cities (Post War Development)

Prep: Continued discussion on urban patterns in the US.

- Warner, S. B. and Whittemore, A. (2013). *American Urban Form: A Representative History*. The MIT Press, Cambridge, MA (Chapter 8 & 9)

Class: Discussion/Lecture

9/14(Mon) Street

Prep: What is the function of a street? How has the function changed over time? How do we design streets? How do different designs of the street impact the function of the street?

- Kostof, S. (1992). *The city assembled: The elements of urban form through history*. Thames and Hudson, London pp 189-244
- Some famous streets as described by travel writers <http://nyti.ms/1J88CsZ>

9/16(Wed) Square

Prep: What is the role of public spaces in a city? How do public spaces look like? How have they evolved over time? What purposes do they serve? Can private buildings be public spaces?

- Abaza, M. (2001). Shopping Malls, Consumer Culture and the Reshaping of Public Space in Egypt. *Theory, Culture & Society*, 18(5):97–122

Class: Watch and discuss the film *The social life of small urban spaces*.

9/21(Mon) Visualising a City (Virtual)

Prep:

- Recio, R. B. and Gomez, J. E. A. (2013). Street Vendors, their Contested Spaces, and the Policy Environment: A View from Caloócan, Metro Manila. *Environment and Urbanization Asia*, 4(1):173–190

Class: Meet in Davis Library in the Social Computing Room to visualise some cities around the world.

9/23(Wed) Visualising a City (Physical)

Prep:

- Lynch, K. (1960). *The Image of the City*. MIT Press, Cambridge, MA pp 46-90

Class: Walk through various spaces on campus to understand the use of urban spaces.

II THE OPERATIONAL CITY

9/28(Mon) Water

Prep: How do we deliver water and sanitary services to urban residents? How have these changed the form and function of the city?

- Novotny, V., Ahern, J., and Brown, P. (2010). *Water Centric Sustainable Communities: Planning, Retrofitting and Building the Next Urban Environment*. Wiley, New York, first edition pp1-71

Class: Watch the film *Deep Water: The Building of the Catskill Water System*.

9/30(Wed) Water

Prep: What to about challenges to Water Scarcity and Flooding?

- Owen, D. The Disappearing Colorado River
- Costa, J. Climate Change Adaptaion, Urban Flooding and Water: Old Problems, New Challenges for Planners and Architects. *Focus*, 11(1)

Class: Guest Lecture & Discussion.

10/05(Mon) Transport

Prep: How has the changes in transportation technology shaped the city?

- Sheller, M. and Urry, J. (2000). The City and the Car. *International Journal of Urban and Regional Research*, 24(4):737–757
- Geels, F. W. (2005). The dynamics of transitions in socio-technical systems: A multi-level analysis of the transition pathway from horse-drawn carriages to automobiles (1860-1930). *Technology Analysis & Strategic Management*, 17(4):445–476

10/07(Wed) Energy

Prep: How do we design cities to use less energy and become more sustainable?

- Steemers, K. (2003). Energy and the city: density, buildings and transport. *Energy and buildings*, 35(1):3–14
- Littlefair, P. (1998). Passive solar urban design : ensuring the penetration of solar energy into the city. *Renewable and Sustainable Energy Reviews*, 2(3):303 – 326

10/12(Mon) Waste Management

Prep: How do cities deal with waste? Who gets to decide?

- Louis, G. E. (2004). A Historical Context of Municipal Solid Waste Management in the United States. *Waste Management & Research*, 22(4):306–322
- Offenhuber, D., Lee, D., Wolf, M. I., Phithakkitnukoon, S., Biderman, A., and Ratti, C. (2012). Putting matter in place: Measuring tradeoffs in waste disposal and recycling. *Journal of the American Planning Association*, 78(2):173–196

Class: Possible field trip

10/14(Wed) No class. Fall Break

III THE SOCIAL CITY

10/19(Mon) Race

Prep: How has race shaped the cities in the US? How does it still affect them?

- Kaufman, J. L. (1989). U.S. vs. Yonkers: A Tale of Three Planners. *Journal of Planning Education and Research*, 8(3):189–192
- Jackson, K. T. (1985). *Crabgrass Frontier: The Suburbanization of United States*. Oxford University Press, New York pp 219-231

Class: Watch the film *Brick by Brick: A Civil Rights Story*.

10/21(Wed) Social Insitutions

Prep:

- Connolly, N. (2014). *A World More Concrete: Real Estate and the Remaking of Jim Crow South Florida*. University of Chicago Press, Chicago, IL (Chapters 1 & 2)

Class: Student led discussion

10/26(Mon) Social Insitutions

Prep:

- Connolly, N. (2014). *A World More Concrete: Real Estate and the Remaking of Jim Crow South Florida*. University of Chicago Press, Chicago, IL (Chapter 3)

Class: Student led discussion

10/28(Wed) Social Insitutions

Prep:

- Connolly, N. (2014). *A World More Concrete: Real Estate and the Remaking of Jim Crow South Florida*. University of Chicago Press, Chicago, IL (Chapters 4 & 5)

Class: Student led discussion

11/02(Mon) Social Insitutions

Prep:

- Connolly, N. (2014). *A World More Concrete: Real Estate and the Remaking of Jim Crow South Florida*. University of Chicago Press, Chicago, IL (Chapter 6)

Class: Student led discussion

11/04(Wed) Social Insitutions

Prep:

- Connolly, N. (2014). *A World More Concrete: Real Estate and the Remaking of Jim Crow South Florida*. University of Chicago Press, Chicago, IL (Chapter 7)

Class: Student led discussion

11/09(Mon) Social Insitutions

Prep:

- Connolly, N. (2014). *A World More Concrete: Real Estate and the Remaking of Jim Crow South Florida*. University of Chicago Press, Chicago, IL (Chapter 8)

Class: Student led discussion

11/11(Wed) Presentations

11/16(Mon) Presentations

11/18(Wed) Gender & the City

Prep: How do we deal with the 'underbelly' of cities? How are spaces gendered?

- Hubbard, P. and Sanders, T. (2003). Making space for sex work: female street prostitution and the production of urban space. *International Journal of Urban and Regional Research*, 27(1):75–89
- Spain, D. (2011). Women's rights and gendered spaces in 1970's Boston. *Frontiers: A Journal of Women Studies*, 32(1):152–178

Class: Discussion about normative assumptions about city.

11/23(Mon) Gentrification Debates

Prep: How do we deal with urban change? Inner city revitalisation or gentrification?

- Zukin, S. (1987). Gentrification: Culture and Capital in the Urban Core. *Annual Review of Sociology*, 13:129–147
- Buntin, J. (2015). The gentrification myth: It's rare and not as bad for the poor as people think. *Slate Magazine*

Class: Discussion about who the city is for.

11/25(Wed) No class. Thanksgiving Break

IV FINALS

11/30(Mon) Debate

12/02(Wed) Debate

Research on a city (Assignment 1)

Instructor: Nikhil Kaza

Total: 100

Task The purpose of the assignment is to study with a historical lens particular forces that shaped the social, physical patterns of a city. Your charge for the semester is to pick a city and read a definitive book or a collection of articles about it and present the results in class as we are discussing the Warner and Whittemore book.

Details Your individual charge, for the semester is to focus on a particular city. You are encouraged to choose a city from around the world, each with its own particular histories, challenges and successes. In this assignment, you are to do research on that city by reviewing a book or a collection of articles about the historical evolution of the city. You are to look at different institutional (formal and informal) mechanisms that shaped the city. In particular, you are using the Warner, S. B. and Whittemore, A. (2013). *American Urban Form: A Representative History*. The MIT Press, Cambridge, MA as a lens to understand your own particular city.

By the Aug 29, you are to choose a city from around the world and post it on the Wiki . Good candidates are, New York, Chicago, London, Tokyo, Hong Kong, Los Angeles, Barcelona, Cairo, Bombay, Manila, Singapore, Amsterdam, Istanbul, Rio de Janeiro, Berlin, Shanghai, Moscow, Mexico City, Dubai, Paris, Jerusalem etc. You are not limited to large cities. You can do independent research on your home town such as Raleigh Durham, Pheonix, Wilmington etc, but you might be limited by the historical research in those cities. You are expected to read books, articles and other materials about the historical evolution of your city, its contemporary problems and planning in the region, and understand its particular institutional, geographic, economic and social strengths and weaknesses. This research will inform your contributions to the seminar.

Some excellent examples of writing about particular cities are

- Yeoh, B. S. A. (2003). *Contesting Space in Colonial Singapore: Power Relations and the Urban Built Environment*. NUS Press
- Rae, D. W. (2003). *City: urbanism and its end*. Yale University Press, New Haven, CT
- Miller, D. L. (1996). *City of the Century: The Epic of Chicago and the Making of America*. Simon and Schuster, New York
- Holston, J. (1989). *The Modernist City: An Anthropological Critique of Brasilia*. University of Chicago Press
- Sorensen, A. (2002). *The making of urban Japan cities and planning from Edo to the twenty-first century*. Routledge, New York

You should seek help from the librarians and graduate research consultant on how to pick different topics, how to choose cities and what themes to focus on.

The purpose of this assignment is not look at particular themes (transportation technology, housing policy etc.) individually and how they manifest among various case studies, but to conduct an in-depth analysis of a particular place and how different themes intersect and complement one another. You are to look at architecture, social, economic, geographic and historical dimensions that made

the city it is. This particular research, provides a basis for delving into the contemporary issues in the city of your choosing.

Product A short (~ 3 pgs) paper that describes and analyses the historical transformation of your city. You have to critically engage the material in the books/articles to understand the particular city. Your paper should have a thesis, supporting evidence and conclusions. It is not a mere description of the city.

Grade The paper counts for 10% of the grade.