

Lecture: MW 9 am – 9:50 am, 212 David Kinley Hall
Lab: F 9 am – 9:50 am, 70 Wohlers

Instructor: Professor Jesus Barajas
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Course Overview

It is futile to plan a city's appearance, or speculate on how to endow it with a pleasing appearance of order, without knowing what sort of innate, functioning order it has. To seek for the look of things as a primary purpose or the main drama is apt to make nothing but trouble. —Jane Jacobs

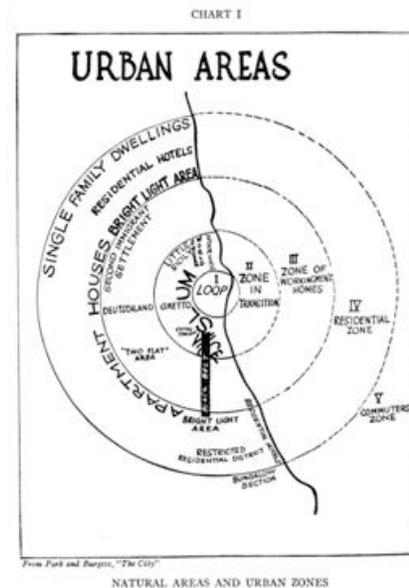
What is a city? From a bird's-eye view, you might see collection of buildings, roads, pipes and wires, and perhaps some green space scattered about. But drill in closer and you start to see *people*. People living, conducting business, and playing. Groups gathering together, but also other groups remaining distinctly separate. Planning shapes and is shaped by the social order present in cities. As future professionals working in these places, it is important to understand how they are formed, how they operate, and how people living in them are affected by plans and policies.

Objectives

This course will stimulate your thinking about the complexity of urban and regional systems, and to raise awareness about the importance of planning for equitable urban environments. The course is designed to:

- discuss the process, forces, and factors of urbanization
- introduce social science theories and models of urban and regional structure
- review issues and topics related to contemporary urban life
- engage students in social science research on a city or a region
- develop students' research design skills
- provide students with experience in using public data and computer software

By the end of this class, you should be able to intelligently describe urban processes, and possess basic skills in Excel, ArcGIS, qualitative observation, and other research tools.



Course at a glance

Week	Date	Topic	Assignment due
1	Aug 27	Course introduction; Introduction to cities	
	Aug 29	Understanding "place" and "space", part 1	
	Aug 31	Lab 1: Understanding cities through music	
	Sep 3	No class, Labor Day	
2	Sep 5	Understanding "place" and "space", part 2	
	Sep 7	Lab 2: Mental mapping exercise	Lab 1 write-up
3	Sep 10	Studying cities: Research methods overview	
	Sep 12	Studying cities: Qualitative approaches	
	Sep 14	Lab activity: Observation of urban culture session	Lab 2 write-up
4	Sep 17	Studying cities: Quantitative approaches	
	Sep 19	Studying cities: Spatial approaches	
	Sep 21	Lab 3: Data scavenger hunt	
5	Sep 24	The origins of cities, part 1	
	Sep 26	The origins of cities, part 2	Urban observation
	Sep 28	Lab 4: Hometown analysis: Getting started with data	Labs 3 & 4 write-up
6	Oct 1	Foundations of urban theory	
	Oct 3	Urban theory, post World-War II	
	Oct 5	Lab 5: Census geography exercise	
7	Oct 8	Urban spatial structures	
	Oct 10	Metropolitan and demographic growth	
	Oct 12	Lab 6: Location theory exercise	Lab 5 write-up
8	Oct 15	Suburban development, Part 1	
	Oct 17	Suburban development, Part 2	
	Oct 19	Lab 7: Population mapping	Lab 6 write-up
9	Oct 22	Midterm exam	
	Oct 24	Cities in the global economy	
	Oct 26	Lab 8: Mapping food deserts	Lab 7 write-up
10	Oct 29	Urban inequality: Immigration, diversity, power	
	Oct 31	Urban inequality: Housing policy and segregation	
	Nov 2	Lab 9: Mapping income and racial segregation	Lab 8 write-up
11	Nov 5	Environmental justice: Siting	
	Nov 7	Environmental justice: Transportation equity	
	Nov 9	Lab 10: Mapping vulnerability	Lab 9 write-up
12	Nov 12	Sustainable urban development, part 1	
	Nov 14	Sustainable urban development, part 2	
	Nov 16	Lab activity: Ideal city work session	Hometown analysis; Lab 10
	Nov 19	Thanksgiving break	
	Nov 21	Thanksgiving break	
	Nov 23	Thanksgiving break	
13	Nov 26	Urban politics	
	Nov 28	Urban finance and political power	
	Nov 30	Lab activity: Ideal city work session	
14	Dec 3	Contemporary planning issues	
	Dec 5	The future of the city	
	Dec 7	Lab activity: Ideal city work session	
15	Dec 10	Ideal city presentations	Ideal city paper
	Dec 12	Ideal city presentations	Ideal city paper
	Dec 18	Final exam, 1:30 pm	

Course Requirements

Course structure

This class is organized in a lecture/discussion and lab format. Mondays and Wednesdays will be devoted to lectures on the topic of the week, group discussions, and class presentations. Fridays will be devoted to computer lab exercises and project work time. Occasional short pop quizzes on the reading will be given at the beginning of class and will count toward class participation.

Evaluation

Grades will be weighted as follows:

<i>Exams</i>	20%	
Midterm		10%
Final		10%
<i>Assignments</i>	40%	
Urban observation		10%
Hometown analysis		15%
Ideal city project		15%
Current events presentation	10%	
Lab exercises (10)	20%	
Participation/attendance	10%	

Numerical grades will be transformed to letter grades using the following scale:

A: 94.0 or higher	C+: 77.0-79.99	D+: 67.0-69.99
A-: 90-93.99	C: 74.0-76.99	D: 64.0-66.99
B+: 87.0-89.99	C-: 70.0-73.99	D-: 60.0-63.99
B: 84.0-86.99		F: Less than 60.0
B-: 80.0-83.99		

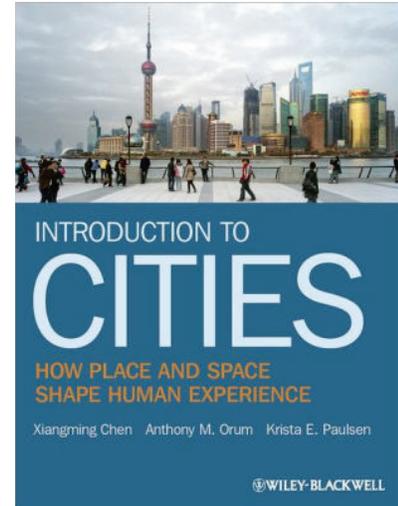
The general grading rubric is as follows:

- An "A" assignment demonstrates original thought and synthesis of ideas and sophisticated, cogent analysis. It is clearly written and presented. Exemplary work.
- A "B" assignment includes above average analysis with appropriate evidence to support ideas. It is clearly written and presented. Above average, competent work.
- A "C" assignment shows a basic level of understanding, with analysis limited to obvious arguments. Writing is competent. Developing but adequate work.
- A "D" assignment misunderstands or misrepresents the material or is so poorly written that it obscures the analysis. Beginning and inadequate work.

Due dates and times will be provided with each assignment. Anything turned in late will lose 10 points (i.e., one full letter grade) per day. Note that you can't make up a quiz or the current events presentation—whether you're absent or just running late.

Textbook and Readings

One textbook is required: *Introduction to Cities: How Place and Space Shape Human Experience*, by Xiangming Chen, Anthony M. Orum, and Krista E. Paulsen (2013, Wiley-Blackwell). You can buy it new from Amazon for about \$42 and used elsewhere. Beware that there is a second edition of the book. You may choose to purchase it but chapter numbers in the syllabus refer to the first edition. Other required readings will be posted on the course Compass page, and we may add additional readings from time to time. Note that we expect you will have completed the entire week's readings for Monday's class session.



Participation and attendance

Class participation, and therefore attendance, is mandatory at all sessions. However, we understand that life happens and you'll occasionally need to miss a class because of emergency, illness, religious observances, or another other need. There is no need to notify us in advance, but **more than three absences will result in a lower participation grade**. But do notify the instructors in advance if you will have a prolonged absence for a legitimate reason. Whatever the reason for your absence, you are responsible for acquiring class materials when you do not attend, and assignments are still due on the date posted.

Aside from sharing thoughts and answering questions in class, or actively participating in group discussions, attending office hours with Professor Barajas is one way to improve your participation grade. Office hours are a place to come if you need help with the coursework or discuss a problem, but also a chance for us to get to know each other and learn about our mutual academic and professional interests.

Extra credit opportunity

Students may submit short reflection essays for extra credit. Essays should be about 250 words long and offer a critical perspective on the current week's readings. Successful essays will not be summaries; they will engage with the text by asking reflective questions, connecting them with other readings, or drawing on your own personal experience. Each essay will add up to one percentage point on top of your final grade. You may submit up to five essays for credit over the semester (but only one per week).

Course policies

Respect, civility, and inclusivity

We bring our own life experiences with us to the university, which means that we may have quite different perspectives about the issues we will discuss in this class. Any thoughtful viewpoints as they relate to the course material are welcome. I ask that you be mindful of our

differences as you engage with your fellow classmates in a respectful manner. Skills in empathetic dialogue will serve you well as a professional planner.

The Department of Urban and Regional Planning (DURP) is committed to maintaining a learning environment that is rooted in the goals and responsibilities of professional planners. By enrolling in a class offered by the Department of Urban and Regional Planning, students agree to be responsible for maintaining an atmosphere of mutual respect in all DURP activities, including lectures, discussions, labs, projects, and extracurricular programs. See [Student Code, Article 1-Student Rights and Responsibilities, Part 1. Student Rights, §1-102.](#)

Academic accommodations

To obtain disability-related adjustments and auxiliary aids, students with disabilities must contact Professor Barajas and the Disability Resources and Educational Services (DRES) as soon as possible. To contact DRES, you may visit 1207 S. Oak St., Champaign, call 217-333-4603, email disability@illinois.edu, or go to the [DRES website](#).

Please also schedule a private meeting with Professor Barajas to discuss your needs and requirements. We will try to meet all accommodations once you self-identify. Please note accommodations are not retroactive to the beginning of the semester but begin the day you contact your professor with a current letter of accommodation from DRES.

Academic integrity

Don't cheat and don't plagiarize. Any work you turn in with your name is presumed to be your own. If it is not, and you do not attribute the work to its source, it is grounds for sanctions that range from a written warning to course failure to dismissal or suspension. Refer to the [University of Illinois Student Code, Part 4](#) for specific guidelines.

Laptops, tablets, and cell phones

There is documented scientific evidence that (1) people are incapable of truly multitasking, (2) they get distracted easily, and (3) writing notes longhand is better for memory retention than typing. That means that, all else being equal, you are likely to perform better in this class if you stow away your laptop and pull out your paper notebook and pen to take notes. But I recognize that some people have organized their lives entirely digitally and prefer to use a laptop, while others may require one because of a disability. So, feel free to use your laptop or tablet for notetaking purposes or when otherwise instructed. As a matter of respect for the instructors and your classmates, disable your wi-fi, install website blocking software, or provide yourself consistent positive reinforcement to avoid using the internet during class. We will ask you to put away your digital devices if we find your technology use to be distracting. Also, please turn off your phone ringers and keep your phones put away.

University resources

Counseling

Academic settings can be stressful and it's easy to get overwhelmed. If you feel that you need help, consider making an appointment at the Counseling Center (<https://counselingcenter.illinois.edu/>). The Counseling Center is committed to providing a range of services intended to help students develop improved coping skills to address emotional, interpersonal, and academic concerns. The Counseling Center provides individual, couples, and group counseling. These services are paid for through the health services fee.

Emergency information

Visit <http://police.illinois.edu/safe> for guidance on how to cope with emergencies on campus. Take some time to note where the nearest classroom exits are and sign up for emergency notifications at <http://emergency.illinois.edu>.

Course reading list and schedule

Week 1, Aug 27 & 29: Introduction to cities and understanding "place" and "space"

Readings:

1. Chapter 1, *Introduction to Cities (ITC)*
2. Beck, Julie. 2011. "The Psychology of Home: Why Where You Live Means So Much." *The Atlantic* (Dec 30). <https://www.theatlantic.com/health/archive/2011/12/the-psychology-of-home-why-where-you-live-means-so-much/249800/>

Week 2, Sep 5: Understanding "place" and "space" (No class Sep 3)

Readings:

1. Cresswell, Tim. 2004. "Defining Place." In *Place: A Short Introduction*. Wiley-Blackwell.
2. Cresswell, "The Genealogy of Place," in *Place*.

Week 3, Sep 10 & 12: Studying cities, part 1

Readings:

1. Chapter 4, *ITC*
2. Phillips, E. Barbara. 2010. "Thinking about Cities." In *City Lights: Urban-Suburban Life in the Global Society*. 3rd ed. New York: Oxford University Press.
3. Fleming, Ronald Lee. 1990. "Questions to Ask a Space." *Places* 6 (4): 12-13.

Optional reading:

1. Geertz, Clifford. 1973. "Thick Description: Toward an Interpretive Theory of Culture." In *The Interpretation of Cultures: Selected Essays*. New York: Basic Books.

Urban Observation assignment handed out (September 13).

Week 4, Sep 17 & 19: Studying cities, part 2

Readings/listenings/visualizations:

1. Klass, Gary. 2012. "Measuring Political, Social, and Economic Conditions." In *Just Plain Data Analysis: Finding, Presenting, and Interpreting Social Science Data*. 2nd ed. Lanham, MD: Rowman & Littlefield.
2. US Census Bureau. 2008. *A Compass for Understanding and Using American Community Survey Data: What General Data Users Need to Know*. Washington, DC: US Department of Commerce. **Pages 1-10 only, skim the remainder.**
3. Cohn, D'Vera. 2018. "What to Know About the Citizenship Question the Census Bureau Is Planning to Ask in 2020." Pew Research Center. Published March 30, 2018. <http://www.pewresearch.org/fact-tank/2018/03/30/what-to-know-about-the-citizenship-question-the-census-bureau-is-planning-to-ask-in-2020/>
4. NPR. 2017. "The US Census and Our Sense of Us." *Code Switch*, podcast (August 2). <http://www.npr.org/podcasts/510312/codeswitch>

5. Professor Geoff Boeing's website: <https://geoffboeing.com/>. Browse the top few posts for examples of spatial analysis visualization.

Hometown Analysis assignment handed out (Sep 17).

Week 5, Sep 24 & 26: The origins of cities

Reading:

1. Phillips, "From Urban Specks to Global Cities," in *City Lights*.

Urban Observation assignment due September 26.

Week 6, Oct 1 & 3: Introduction to urban theory

Readings:

1. Chapter 2, *ITC*
2. Chapter 3, *ITC*

Week 7, Oct 8 & 10: Land use models and metropolitan growth

Readings:

1. Chapter 5, *ITC*
2. Myers, Dowell. 2016. "Peak Millennials: Three Reinforcing Cycles That Amplify the Rise and Fall of Urban Concentration by Millennials." *Housing Policy Debate* 26 (6): 928-947.
3. Muller, Peter O. 2017. "Transportation and Urban Form: Stages in the Spatial Evolution of the American Metropolis." In *The Geography of Urban Transportation*, 4th ed., edited by Genevieve Giuliano and Susan Hanson. New York: Guilford Press.

Week 8, Oct 15 & 17: Suburban development

Readings:

1. Chapter 6, *ITC*
2. Chapter 7, *ITC*
3. Jackson, Kenneth T. 1985. "Affordable Homes for the Common Man." In *Crabgrass Frontier: The Suburbanization of the United States*. New York: Oxford University Press.

Week 9, Oct 22 & 24: Cities in the global economy

Readings:

1. Chapter 10, *ITC*

Midterm Exam: October 24

Week 10, Oct 29 & 31: Urban inequality, power, and contested spaces

Readings:

1. Chapter 9, *ITC*
2. Chen, Xiangming, et al. 2018. "Power, Authority, and Cities as Contested Spaces." In *ITC*, 2nd ed.
3. Rothstein, Richard. 2014. *The Making of Ferguson: Public Policies at the Root of its Troubles*. Washington, DC: Economic Policy Institute.

Optional reading:

1. Chapter 8, *ITC*

Week 11, Nov 5 & 7: Environmental justice

Readings:

1. Agyeman, Julian. 2005. "Environmental Justice." In *Sustainable Communities and the Challenge of Environmental Justice*. New York: NYU Press.
2. "Principles of Environmental Justice." 1996. <https://www.ejnet.org/ej/principles.html>
3. Golub, Aaron, Richard A. Marcantonio, and Thomas W. Sanchez. 2013. "Race, Space, and Struggles for Mobility: Transportation Impacts on African Americans in Oakland and the East Bay." *Urban Geography* 34 (5): 699-728.

Week 12, Nov 12 & 14: Sustainable urban development

1. Chapter 12, *ITC*
2. Campbell, Scott. 1996. "Green Cities, Growing Cities, Just Cities?: Urban Planning and the Contradictions of Sustainable Development." *Journal of the American Planning Association* 62 (3): 296-312.
3. Bassett, Ellen, and Vivek Shandas. 2010. "Innovation and Climate Action Planning." *Journal of the American Planning Association* 76 (4): 435-450.

Ideal city assignment handed out (Nov 14).

Hometown analysis assignment due November 16.

Week of Nov 19: Thanksgiving break, no class

Week 13, Nov 26 & 28: Urban governance and finance

Readings:

1. Phillips, "The Skeleton of Power," in *City Lights*
2. Phillips, "Getting Things Done," in *City Lights*

Week 14, Dec 3 & 5: The now and future of cities

Readings:

1. Chapter 13, *ITC*
2. Pastor, Manuel. 2017. "Gentrification Is About Power, so What's Community Got to Do with It?" *KCET* (July 31). <https://www.kcet.org/shows/city-rising/gentrification-is-about-power-so-whats-community-got-to-do-with-it>
3. Kinniburgh, Colin. 2017. "How to Stop Gentrification." *New Republic* (August 9). <https://newrepublic.com/article/144260/stop-gentrification>
4. Hawkins, Andrew J. 2018. "A Day in the Life of a Waymo Self-Driving Taxi." *The Verge* (August 21). <https://www.theverge.com/2018/8/21/17762326/waymo-self-driving-ride-hail-fleet-management>

Week 15, Dec 10 & 12: The ideal city

Student presentations. Papers due on presentation day.

Final exam: December 18, 1:30 pm