

UP260 SP2019 Social Inequalities and Planning

CRN55425

M&W 2:30-3:50pm in 223 TBH

Instructor: Ken Salo kensalo@illinois.edu

Office Hours M&W 1-2pm in 314TBH

Aims

How are social inequalities of race, class, and gender contested in places with different histories of uneven urban development? We explore this question in two overlapping movements to argue that inequalities are the outcome of social and spatial or socio-spatial forces. Firstly, we introduce different ideas or social theories for explaining why social inequalities of 'race', class and gender are deepening. We then frame cities as sites of conflict between unequal residents that create opportunities for urban planning practices to change social inequalities by challenging historical patterns of uneven development that segregated cities into walled suburban enclaves for its rich, racialized white 1% and inner city ghettos and prisons for its poor and racialized non-white 99% residents. Specifically, students will review four assigned readings; journal four social justice events and twice present in class.

Learning Outcomes

Key questions we will address are:

- How social inequalities of 'race, class and gender produced and reproduced through historical processes of uneven urban development.
- How can urban planners challenge social inequalities and transform historical patterns of uneven development.

As such, upon successful completion of this course, students will be able to:

- Analyze how social inequalities of 'race', gender and class intersect in different spatial locations
- Evaluate how social inequalities interact with spatial patterns of uneven urban development

Required Texts

- Xianming Chen, Anthony Orum & Krista Paulsen 2013 *Introduction to Cities: How Place and Space Shape Human Experience* Wiley-Blackwell.
- Scott Sernau 2017 *Social Inequality in a Global Age* Pine Forge Press.
- *Online Materials at* <https://compass.uiuc.edu/>

Recommended Texts

- Joe R Feagin 2013 *The White Racial Frame; Centuries of Racial Framing and Counter Framing* Routledge

Grading/Evaluation (Total = 100 points)

- Four 500 word reading reviews 4@10 = 40points
- Four 500 word journals 4@10 = 40points
- Two class presentations 2@10 = 20 points

Final letter grades based on the following distribution: 100points =A+, 99-95 points = A, 94-90 = A-, 89-85 = B+, 84-80 = B, 79-75 = B- . . . 60 – 0 points = F

Grade Activities:

Reading reviews

Throughout the semester, you will write four 500-word reading reviews of assigned theory questions. Guidelines on how to critically read and review texts are on our compass course site

Word Journals

You will write four 500-word journals based on experiences gleaned from engaging in four campus wide dialogues on instructor approved social justice topics organized by the Office for Inclusion and Intercultural Resources (OIIR), University YMCA or Registered Student Organization (RSO). Instructor approval is required for all proposed dialogues and guidelines for writing journals are on our compass site

Class Presentations

Throughout the semester, you and a self-selected partner will twice present a 5-point slide on a preselected weekly reading topic of your choice.

Grading rubric for reading reviews and journals

	<i>Poor 3 Points</i>	<i>Fair 5 Points</i>	<i>Good 8 Points</i>	<i>Excellent 10 Points</i>
<i>Completeness</i>	<i>Answered less than half of the questions.</i>	<i>Answered three quarters to half of the questions.</i>	<i>Answered most of the questions.</i>	<i>Answered all questions and personal reflection.</i>
<i>Content</i>	<i>Many factual errors and not responding to required reading.</i>	<i>Superficial, lacks detail.</i>	<i>Good but partial interpretation of readings.</i>	<i>Thoughtful and informative responses that engage readings.</i>

Class attendance

Attendance is mandatory and students needing special accommodations are encouraged to visit counseling center, <https://counselingcenter.illinois.edu/>. Students with disabilities must contact a course instructor and Disability Resources and Educational Services (DRES) as soon as possible either by visiting 1207 S. Oak St., Champaign, calling 217.333.4603, email disability@illinois.edu or go to the DRES website at, <https://disability.illinois.edu/>. Please schedule a private conversation with the course instructor to discuss your needs and requirements. Please note accommodations begin when a student contacts an instructor with a current letter of accommodation from DRES.

Academic Integrity: As per Articles 1-401 through 1-406 of the *Student Code* (beginning at http://studentcode.illinois.edu/article1_part4_1-401.html) infractions of academic integrity, include but

are not limited to cheating, fabrication and plagiarism. You must follow these guidelines and consult an instructor. If you have any questions whether something would be an infraction, before proceeding.

Assignment Submission Policy:

All assignments are due on our compass site by 11:55 pm on the due date unless notified otherwise on the syllabus. Unexcused late assignments incur a 10% per day penalty and one late submission without penalty is condoned if submitted within one week of the due date

Schedule of Class Activities (revised 12 Jan 2019)

Please note! Changes to this schedule are announced in class and via our compass homepage.

Class themes	Reading and Viewing (before class in preparation for class discussions)	In class presentations written essays and journals after class
<p>Week 1</p> <p>Personal introductions through sharing stories of relations between yourself and different others</p> <p>Committing to course expectations</p>	<p>M1/14</p> <p>Read the syllabus and communication policies on our compass course site.</p> <p>Watch the Ted Talk by Chimamenda Ngozi on “danger of single story” at link below and prepare a 5 min introduction of how your story (self-identity) is shaped by your relationships with different others. https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story</p> <p>W 1/16</p> <p>Read the essay at https://www.thenation.com/article/inequality-literally-killing-america/</p> <p>Watch</p> <p>Video of sociologist Goran Therborn explaining the social costs of inequalities at https://www.youtube.com/watch?v=zvp2omouPNs</p>	<p>Introduce yourself and share your stories</p> <p>Collaborate to develop and commit to a consensual learning contract.</p> <p>Present a 5 min argument to differentiate life/vital, status and resource/spatial inequalities.</p>
<p>Week 2</p> <p>Historical roots of current social inequalities</p>	<p>W 1/23</p> <p>Read Chapter 1 of Sernau to understand social inequalities as rooted in unequal exchanges between differently situated</p>	<p>In class, with a partner (s) discuss and prepare a 5min presentation on how categories of race,</p>

	groups that may become fixed categories of gender, race, religion, ethnicity, citizenship and class hierarchies.	class and gender shape citizenship rights
Week 3 Classical social theories of inequality	M 1/28 Read Chapter 2 of Sernau to identify how classical or Eurocentric sociologists Marx, Weber and Durkheim differently explain the causes and consequences of social conflicts. W 1/30 Watch https://www.youtube.com/watch?v=d_c2p0Y7mgU https://www.youtube.com/watch?v=XGargZd9KkQ	In class, with a partner(s) prepare a 5min presentation on how Marx, Weber and Durkheim explain social inequalities. Do you think that they adequately account for the significance of 'race'?
Week 4 Anti-colonial perspectives of social and spatial differences and inequalities.	M 2/4 Read chapters 1 and 8 of Feagin's "The White Racial Frame: Centuries of Racial Framing and Counter Framing." W 2/6 Read chapter 1 of Frantz Fanon's Wretched of the Earth on the violence of colonial inequalities at http://www.openanthropology.org/fanonviolence.htm	In class, with a partner discuss and prepare a 5 min presentation defining the Feagin's idea of a "white racial frame." After class, post a 500-word essay as reading review 1 on how the White racial frame shapes counter framing practices of oppressed African American, Native American, Latino/a American and Asian American groups.
Week 5 The global double divide	M 2/11 Read Ch. 3 of Sernau to understand the idea of a double divide, between and within nations. W 2/13 Watch https://www.youtube.com/watch?v=KBsOwZRKzcE .	In class, with a partner(s) discuss and prepare a 5min presentation on how theories of neoliberalism and world systems differently explain the global double divide Journal 1 due

<p>Week 6</p> <p>Spatial segregation, exclusion and isolation</p>	<p>M 2/18</p> <p>Read ch. 10 of Sernau to understand the social geography of segregation, exclusion and isolation.</p> <p>W2/20</p> <p>Watch</p> <p>https://www.youtube.com/watch?v=PYZhVX6rr08</p> <p>https://www.youtube.com/watch?v=eejmYz0O3YE</p> <p>https://www.youtube.com/watch?v=0L2xCwD5RNI</p> <p>Watch:</p> <p>Ekümenopolis: Ucu Olmayan Şehir (City Without Limits)</p> <p>https://www.youtube.com/watch?v=maEcPKBXV0M&t=835s 1hr and 33 minutes.</p>	<p>In class, with a partner prepare a 5min presentation to distinguish between segregation, exclusion and isolation.</p> <p>Journal 2 due</p>
<p>Week 7</p> <p>Intersectionality of Wealth/Class and Whiteness/Race</p>	<p>M 2/25</p> <p>Read chapter 4 &5 of Sernau on the relation between <i>Wealth, Whiteness and Internal Colonialism</i></p> <p>W 2/27</p> <p>Watch</p> <p>https://www.youtube.com/watch?v=JTj9AcwkaKM#t=349</p> <p>https://www.youtube.com/watch?v=mW764dXEI_8</p> <p>http://www.democracynow.org/2013/8/6/a_dream_foreclosed_as_obama_touts</p>	<p>In class, with a partner(s) discuss and prepare a 5min presentation on the relation between wealth, and whiteness.</p> <p>After class, post a 500-word essay as reading review 2</p>
<p>Week 8</p> <p>Intersectionality of Gender and Class</p>	<p>M 3/04</p> <p>Read ch 6 of Sernau to understand patriarchy as both privilege and vulnerability</p> <p>W 3/06</p> <p>Watch</p> <p>https://en.wikipedia.org/wiki/Ecofeminism</p> <p>https://www.youtube.com/watch?v=5k4th_uN0fA</p> <p>https://www.youtube.com/watch?v=8bCZVkm375Y</p>	<p>In class, with a partner discuss and prepare a 5min presentation on the link between gender and violence</p> <p>In class, with a partner discuss and prepare a 5min presentation on the link between feminism and ecology</p>
<p>Week 9</p> <p>Challenging systemic social inequalities</p>	<p>M 3/11</p> <p>Read Ch 12 of Sernau on the history of the labor movement, women’s movement, civil rights movement and environmental justice movements in the USA</p>	

	<p>W 3/13</p> <p>Read the vision and mission of an urban social movement at http://righttothecity.org/about/mission-history/</p>	<p>In class, with a partner(s) prepare a 5 min presentation on how new, urban movements differ from older social movements and evaluate the impact of the right to the city movement</p>
Week 10 Spring Break March 16 – March 24		
<p>Week 11</p> <p>Cities as dynamic constellations of spaces and places</p>	<p>M 3/25</p> <p>In class evaluation and discussion of any course concerns</p> <p>W 3/27</p> <p>Read Ch.1 of Introduction to Cities; Cities as spaces and places.</p> <p>Watch/Listen</p> <p>https://www.youtube.com/watch?v=UzcWPMLJNcI</p>	<p>In class, with partner discuss and prepare a 5min presentation of cities as sites of struggle for space against uneven places.</p> <p>After class, write and post a 500-word essay as reading review 3</p>
<p>Week 12</p> <p>Cities as pre and post second world war sites of uneven urban development</p>	<p>M 4/01</p> <p>Read Chapter 2 of Introduction to Cities on pre second world war social theories of urban space and place</p> <p>W 4/03</p> <p>Read Chapter 3 of Introduction to Cities on how on post second world war social theories of urban space and place</p> <p>Watch</p> <p>https://www.youtube.com/watch?v=KM9IYtgZ8Sg</p>	<p>In class, with partner prepare a 5min presentation on how pre and post WW2 housing patterns changed</p> <p>Journal 3 due</p>
<p>Week 13</p> <p>Social theories of Cities as Changing Metropolis</p>	<p>M 4/08</p> <p>Read Chapters 5 & 6 of Introduction to Cities on Human Ecology and Economic theories of metropolitan change.</p> <p>W 4/10</p> <p>Read Ch 7 of Introduction to Cities for Marxist theories of metropolitan change</p>	<p>Prepare a 5min presentation on how David Harvey’s theory of uneven development differs from the Park and Burgess (Human Ecology) idea concentric zone development. After class, post a 500-word reflection as reading review 4</p>
<p>Week 14</p> <p>The Metropolis and Social Inequalities</p>	<p>M 4/15</p> <p>Read chapter 8 of Introduction to Cities for the growth and social inequalities in colonial cities.</p> <p>W 4/17</p>	<p>Prepare a 5min presentation on social inequalities in cities.</p>

	Read chapter 9 of Introduction to Cities for the growth of inequalities and diversity in the post-world war 2 metropolis	
<p>Week 15</p> <p>The challenge to remake or sustain cities</p>	<p>M 4/22</p> <p>Read chapter 12 of Introduction to Cities on the environmental disasters of uneven urban development and projects to sustain cities.</p> <p>W 4/24</p> <p>Read chapter 13 of Introduction to Cities for viable visions to remake equitable future cities</p>	<p>In class, with a partner discuss and prepare a 5min presentation on the difference between place - making from below and above. Evaluate how the significance of both approaches to redress the social and ecological inequalities in cities.</p>
<p>Week 16</p> <p>Course review and ICES evaluations</p>	<p>M 4/29 & W 5/01</p> <p>Course review, catching up and/or clarifying concerns</p>	<p>ICES course evaluations</p> <p>Journal 4 due</p>