UP 204, SPRING 2011

Instructor: Bev Wilson  
E-mail: bevvilso@illinois.edu  
Phone: (217) 244-1761  
Office: Temple Hoyne Buell Hall, Room 224  
Office Hours: Th: 9:00–11:00 AM (or by appt.)

Chicago: Planning and Urban Life

Lecture: M,W 11:00–11:50 PM (Room 225)  
Lab: F 8:00–8:50 AM or 9:00–9:50 AM (Room 227)  
Location: Temple Hoyne Buell Hall  
Teaching Assistant: Ira Mabel  
E-mail: imabel2@illinois.edu

Course Description

With nearly 3 million residents, Chicago ranks as the third largest city in the United States. This thriving metropolis is a vibrant place to live and work with a very rich history. It has served as a living laboratory for social scientists for much of that history and continues to offer many lessons for urban planners. UP 204 provides a broad introduction to social science theories and analysis methods and uses the city of Chicago as a semester-long case study to examine how people, communities, and governments plan a city. The cities of St. Louis and Indianapolis are occasionally leveraged to draw comparisons and place topics of discussion within a broader regional context. This course focuses on describing, explaining, and ultimately understanding cities and regions, through the lens of Chicago. The city is unique, yet exemplifies many of the qualities and conflicts that make urban areas interesting. To analyze the structure and development of the city and its region the course draws upon theories and methods of several social science disciplines including economics, geography, political science, anthropology, and sociology. Specific topics presented and discussed in this course are drawn from urban history; urban sociology; economics of urban and regional growth; urban and regional structure; urban form and function; urban government and politics; and the planning profession.

Learning Objectives

The overall objective of the course is to stimulate thinking about the complexity, role, values, and problems of urban and regional systems, and to raise awareness about the importance of planning and designing for quality urban environments. Students who have successfully completed UP 204 will be able to:

1. Distinguish key historical phases of urban development.
2. Discuss the process, forces, and factors of urbanization.
3. Apply fundamental social science theories and models of urban and regional structure.
4. Identify the three fundamental dimensions of sustainability.
5. Summarize each of these dimensions and articulate examples of how they are related within an urban planning context.
6. Debate issues and topics related to contemporary urban life.
7. Describe the social life, activities, and interactions of people in urban environments.
8. Use publicly available data and standard computer software to conduct basic analyses.
9. Develop an integrated vision for sustainability that embraces their personal lives, professions, local communities, and the world-at-large.
10. Understand relationships between global environmental and economic trends and their impact on diverse cultures and communities.

Syllabus is subject to revision.
COURSE FORMAT

UP 204 follows a lecture and discussion format. Specifically, the Monday and Wednesday meetings consist of a lecture that presents the primary themes and concepts from the assigned readings, with an opportunity for questions and comments from students. The Friday sessions alternate between: (1) structured discussion of topics related to the lectures and readings and (2) lab exercises that involve data collection and analysis.

REQUIREMENTS & EVALUATION

Students are expected to attend and participate during class meetings. The class participation component of the final grade consists of (1) attendance at lecture and discussion sessions as well as (2) active involvement in the discussion, careful listening, and respect for the opinions of others. At the date of the midterm exam, you will receive a written evaluation of your class participation to date. This is intended to provide an opportunity for students to make adjustments, as necessary.

Each week there will be a lab exercise or structured discussion session and each student is expected to submit a short report (1-2 pages) following the Friday meeting. The details of these lab reports and reaction papers will be specified in the instructions distributed at the beginning of each discussion (lab) session. It is imperative that students complete the assigned readings in order to effectively complete the lab exercises and participate in the structured discussion.

There will also be a midterm examination that will focus on the concepts covered in lecture and applied in the discussion (lab) sessions. A study guide will be distributed two weeks prior to the date of the exam to help students prepare. The remainder of the final grade is derived from a final paper submitted by each student on the scheduled date of the final exam. The weight assigned to each of these elements is shown in the table below:

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>CONTRIBUTION</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>10%</td>
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<tr>
<td>Lab Exercises (7)</td>
<td>20%</td>
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<tr>
<td>Reaction Papers (6)</td>
<td>20%</td>
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<tr>
<td>Midterm Exam</td>
<td>25%</td>
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<tr>
<td>Final Paper</td>
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Assignments must be submitted via the Assignment Dropbox on the UP 204 Compass website by 11:59 PM on the day that they are due, unless otherwise noted. If Compass crashes or is unavailable, please send the assignment to me via email attachment. In fairness to all students, ten points will be deducted for late assignments, with an additional ten points deducted for each subsequent day. No exceptions can be made without a formal notice from the Emergency Dean. Due dates for assignments are not flexible, so please make your travel plans and schedule other commitments accordingly.

The overall assessment of student performance in this course is derived from the components listed above, subject to the percentage weights listed in the preceding table. All of these components are scored on a 100 point scale, which should make it easy for each student to gauge their standing as the semester progresses—grades are not curved.

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<table>
<thead>
<tr>
<th>Final Grade</th>
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<tr>
<td>A+</td>
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<td>B-</td>
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<td>C+</td>
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<th>Final Grade</th>
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<td>C</td>
<td>74 to 77</td>
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<td>D-</td>
<td>61 to 63</td>
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Detailed instructions for completing each assignment will be provided. Submitted assignments will be graded and returned promptly with detailed feedback. The general grading rubric is as follows:

- An assignment at the A level demonstrates original thought and synthesis of ideas, sophisticated, cogent analysis, and is clearly written or presented. Outstanding work.
- An assignment at the B level presents above average analysis with appropriate evidence to support the ideas and is clearly written or presented. Very good work.
- An assignment at the C level shows a basic level of understanding, with analysis limited to the most obvious arguments. Writing is competent. Adequate work.
- An assignment at the D level misunderstands or misrepresents the material, or is so poorly written or presented as to obscure the analysis. Inadequate work.

In academic discourse, your opinions must be supported with appropriate evidence and logical arguments. Your grade will reflect the quality of your work and fulfillment of the expectations outlined in this syllabus.

**Reading Material**

The two required texts for this course are available through campus bookstores and most online sellers:


All assigned readings and supplementary material not included in these texts will be posted on the UP 204 Compass website: [https://compass.illinois.edu](https://compass.illinois.edu)

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COURSE POLICIES

Disability Services: This course will accommodate students with documented disabilities. Please refer to the Disability Resource Guide (http://www.disability.uiuc.edu/resourcguide) for more information and inform the instructor of any requests at the beginning of the semester.

Academic Integrity: The UIUC Student Code (http://www.admin.uiuc.edu/policy/code) requires all students to support academic integrity and abide by its provisions, which prohibit cheating, fabrication, plagiarism, and facilitation of these and related infractions. According to Section § 1-401, “students have been given notice of this rule by virtue of its publication” and “regardless of whether a student has actually read this rule, a student is charged with knowledge of it.” The provisions of the Student Code are applicable to this course. In written work, all ideas (as well as data or other information) that are not your own must be cited.

Diversity: The Department of Urban and Regional Planning (DURP) is committed to creating an environment of inclusion and opportunity that is rooted in the very goals and responsibilities of practicing planners. Conduct that interferes with the rights of another or creates an atmosphere of intimidation or disrespect is inconsistent with the environment of learning and cooperation that the program requires. By enrolling a course in the Department of Urban and Regional Planning, students agree to be responsible for maintaining a respectful environment in all DURP activities, including lectures, discussions, labs, projects, and extracurricular programs. We will be governed by the University Student Code. Please see the Student Code Article I—Student Rights and Responsibilities for further details (http://www.admin.uiuc.edu/policy/code).
<table>
<thead>
<tr>
<th>Session</th>
<th>Week</th>
<th>Date</th>
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<tbody>
<tr>
<td>1</td>
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<td>19-Jan</td>
<td>W</td>
<td>Introduction and Overview: The Sustainable City</td>
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<tr>
<td>2</td>
<td>1</td>
<td>21-Jan</td>
<td>F</td>
<td>Lab: Measuring and Monitoring Sustainability</td>
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<td>3</td>
<td>2</td>
<td>24-Jan</td>
<td>M</td>
<td>Urban Policy and Planning: The Role of the Planner</td>
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<td>4</td>
<td>2</td>
<td>26-Jan</td>
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<td>Participation and Consensus Building</td>
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<td>5</td>
<td>2</td>
<td>28-Jan</td>
<td>F</td>
<td>Discussion: Chicago River Corridor Development Plan</td>
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<td>6</td>
<td>3</td>
<td>31-Jan</td>
<td>M</td>
<td>The Origins of Cities: Why and How?</td>
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<td>7</td>
<td>3</td>
<td>2-Feb</td>
<td>W</td>
<td>Chicago's Early Years: 1770–1840</td>
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<td>8</td>
<td>3</td>
<td>4-Feb</td>
<td>F</td>
<td>Lab: Demographic Trends from Historical Census Data</td>
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<tr>
<td>9</td>
<td>4</td>
<td>7-Feb</td>
<td>M</td>
<td>Impacts of the Industrialization</td>
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<td>9-Feb</td>
<td>W</td>
<td>Chicago Matures: 1840–1920</td>
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<td>11</td>
<td>4</td>
<td>11-Feb</td>
<td>F</td>
<td>Lab: Measures of Economic Specialization Then and Now</td>
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<tr>
<td>12</td>
<td>5</td>
<td>14-Feb</td>
<td>M</td>
<td>The Modern Era: Migrating Populations and Shifting Policies</td>
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<tr>
<td>13</td>
<td>5</td>
<td>16-Feb</td>
<td>W</td>
<td>Foundations of Chicagoland: 1920–1960</td>
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<td>14</td>
<td>5</td>
<td>18-Feb</td>
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<td>Discussion: Perception and Reality in Suburbin</td>
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<td>15</td>
<td>6</td>
<td>21-Feb</td>
<td>M</td>
<td>Race, Urban Renewal, and Deindustrialization</td>
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<td>16</td>
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<td>23-Feb</td>
<td>W</td>
<td>Conflict and Central City Decline: 1960–1980</td>
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<td>17</td>
<td>6</td>
<td>25-Feb</td>
<td>F</td>
<td>Lab: Employment Decentralization and Transportation Policy</td>
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<td>18</td>
<td>7</td>
<td>28-Feb</td>
<td>M</td>
<td>Capitalism and the Entrepreneurial City</td>
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<td>19</td>
<td>7</td>
<td>2-Mar</td>
<td>W</td>
<td>Chicago as a Global City: 1980–Present</td>
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<td>20</td>
<td>7</td>
<td>4-Mar</td>
<td>F</td>
<td>Discussion: Privatization of City Parking Meters</td>
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<td>21</td>
<td>8</td>
<td>7-Mar</td>
<td>M</td>
<td>Urban Sociology: Classic and Modern Perspectives</td>
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<td>22</td>
<td>8</td>
<td>9-Mar</td>
<td>W</td>
<td>Urban Sociology: Culture and Urbanism</td>
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<td>23</td>
<td>8</td>
<td>11-Mar</td>
<td>F</td>
<td>Discussion: What Is Community? What Is Culture?</td>
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<td>24</td>
<td>9</td>
<td>14-Mar</td>
<td>M</td>
<td>Urban Politics: Who Governs?</td>
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<td>25</td>
<td>9</td>
<td>16-Mar</td>
<td>W</td>
<td>The Chicago Political Machine</td>
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<td>26</td>
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<td>18-Mar</td>
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<td>*** MIDTERM EXAM ***</td>
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<td>*** SPRING VACATION ***</td>
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<td>27</td>
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<td>28-Mar</td>
<td>M</td>
<td>Urban Spatial Structure: Bid-Rent Theory</td>
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<tr>
<td>28</td>
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<td>30-Mar</td>
<td>W</td>
<td>Urban Spatial Structure: Systems of Cities</td>
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<tr>
<td>29</td>
<td>1C</td>
<td>1-Apr</td>
<td>F</td>
<td>Lab: Testing the Monocentric Model</td>
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<tr>
<td>30</td>
<td>11</td>
<td>4-Apr</td>
<td>M</td>
<td>Housing Policy and Gentrification</td>
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<tr>
<td>31</td>
<td>11</td>
<td>6-Apr</td>
<td>W</td>
<td>Planning for Affordable Housing in Chicago (Video)</td>
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<tr>
<td>32</td>
<td>11</td>
<td>8-Apr</td>
<td>F</td>
<td>Lab: Mapping Housing Affordability</td>
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<tr>
<td>33</td>
<td>12</td>
<td>11-Apr</td>
<td>M</td>
<td>Urban Poverty</td>
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<td>34</td>
<td>12</td>
<td>13-Apr</td>
<td>W</td>
<td>Segregation and Crime in the City</td>
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<td>35</td>
<td>12</td>
<td>15-Apr</td>
<td>F</td>
<td>Lab: Measuring Racial and Income Segregation</td>
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<td>36</td>
<td>13</td>
<td>18-Apr</td>
<td>M</td>
<td>Sustainable Urban Development</td>
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<td>37</td>
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<td>20-Apr</td>
<td>W</td>
<td>Homelessness and the Regulation of Public Spaces</td>
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<td>38</td>
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<td>22-Apr</td>
<td>F</td>
<td>Discussion: Invasive Species and the Lake Michigan Ecosystem</td>
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<td>39</td>
<td>14</td>
<td>25-Apr</td>
<td>M</td>
<td>Defining Good City Form: Theoretical Perspectives</td>
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<td>14</td>
<td>27-Apr</td>
<td>W</td>
<td>Achieving Good City Form: Tools and Policies</td>
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<td>41</td>
<td>14</td>
<td>29-Apr</td>
<td>F</td>
<td>Discussion: New Urbanism and Green Roofs</td>
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<td>42</td>
<td>15</td>
<td>2-May</td>
<td>M</td>
<td>The Future of the City</td>
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<td>43</td>
<td>15</td>
<td>4-May</td>
<td>W</td>
<td>Chicago: Current Challenges and Opportunities</td>
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<td>11-May</td>
<td>W</td>
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<td>*** FINAL PAPER DUE ***</td>
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SESSION TOPICS AND READINGS

Week 1—Themes and Topics: why study cities, sustainability as lens, Chicago as a case study

Introduction and Overview (1/19)


Lab Exercise (1/21):

Students choose several indicators of sustainability and use historical data to assess and track general progress towards sustainability over time in Chicago.

Week 2—Themes and Topics: public participation, advocacy, regulation, comprehensive plan

Urban Policy and Planning: The Role of the Planner (1/24)


Participation and Consensus-Building (1/26)


Discussion Session (1/28):

Structured discussion of the assigned readings with particular attention to the Chicago River Corridor Development Plan as a case study of participatory planning.

Week 3—Themes and Topics: division of labor, agricultural primacy, Northwest Territory, Native American removal

The Origins of Cities, Why and How? (1/31)


Chicago’s Early Years: 1770–1840 (2/2)


Syllabus is subject to revision.
Lab Exercise (2/4):

Data from the U.S. Census Bureau are collected and analyzed to examine demographic trends in and around the city of Chicago. Microsoft Excel will be used to perform the data analysis.

Week 4—Themes and Topics: industrialization, railroads, Civil War, Pullman Strike, World's Columbian Exposition, Great Migration, race riots, Progressivism, settlement houses

Impacts of Industrialization (2/7)


Chicago Matures: 1840–1920 (2/9)


Lab Exercise (2/11):

Location quotients and other measures of economic specialization are calculated to document changes in Chicago's economy over time. Microsoft Excel will be used to perform the data analysis.

Week 5—Themes and Topics: Great Depression, New Deal, redlining, suburbanization, federal policy

The Modern Era: Migrating Populations and Shifting Policies (2/14)


Discussion Session (2/18):

Screening of 30 minute video entitled The New Metropolis (2009), followed by a structured discussion of the video in the broader context of the assigned readings.

Syllabus is subject to revision.
Week 6—Themes and Topics: urban renewal, segregation, contested spaces, disinvestment

Race, Urban Renewal, and Deindustrialization (2/21)


Conflict and Central City Decline: 1960–1980 (2/23)

Miller, R. 1996. “Lord of the loop.” In Here’s the deal: the buying and selling of a great American city. New York, NY: A.A. Knopf. (pp. 3-36)

Lab Exercise (2/25):

The relative location of employment centers and high poverty areas in the greater Chicago area are considered within the broader context of existing transportation infrastructure (both automobile and transit). Implications for transportation policy and investments are drawn using data from the Census Bureau and City of Chicago’s Department of Planning.

Week 7—Themes and Topics: neoliberalism, globalization, privatization, local finance, Olympics bid

Capitalism and the Entrepreneurial City (2/28)


Chicago as a Global City: 1980–Present (3/2)


Discussion Session (3/4):

Students are divided into “pro” and “con” groups and tasked with preparing arguments either supporting or opposing the privatization of parking meters in Chicago using materials provided during the session. After a brief preparation period, each side presents their case with the Teaching Assistant acting as facilitator.

Week 8—Themes and Topics: what is culture, invasion and succession, ethnic enclaves, notion of community, political economy

Urban Sociology: Classic and Modern Perspectives (3/7)


Syllabus is subject to revision.
Urban Sociology: Culture and Urbanism (3/9)


Discussion Session (3/11):

Structured discussion of the assigned readings with particular attention to contrasts in definitions of community and culture as well as lenses for studying social interaction within urban areas. Students bring written responses to the questions “what is community” and “what is culture” to class and share these within breakout groups. Insights from the group discussions are then shared with the entire class.

Week 9—Themes and Topics: representative democracy, elite theory, pluralism, machine politics

Urban Politics: Who Governs? (3/14)


Urban Politics: Chicago Democratic Machine (3/16)


MIDTERM EXAM (3/18):

Brief in-class examination focuses on key concepts and points from the readings and lectures.

Week 10—Themes and Topics: central business district, transportation costs, monocentric city, polycentric city, urban hierarchy, central place theory

Urban Spatial Structure: Bid-Rent Theory (3/28)


Urban Spatial Structure: Systems of Cities (3/30)


Syllabus is subject to revision.
Lab Exercise (4/1):

Population and employment density data are used to test the monocentric model in the Chicago metropolitan area. Microsoft Excel will be used to perform the data analysis.

Week 11—Themes and Topics: affordability, revitalization, displacement, land as commodity, property rights

Housing Policy and Gentrification (4/4)


Planning for Affordable Housing in Chicago (4/6)


Lab Exercise (4/8):

Maps and Census data are used to assess the spatial distribution of existing affordable housing in Chicago and also to identify areas that are good candidates for future affordable housing developments.

Week 12—Themes and Topics: exclusionary zoning, concentration of poverty, property values, social capital, immigration, gendered spaces

Urban Poverty (4/11)


Segregation and Crime in the City (4/13)


Lab Exercise (4/15):

Common measures of dissimilarity and isolation are calculated to assess the degree of racial and income segregation in Chicago. Microsoft Excel will be used to perform the data analysis.

Syllabus is subject to revision.
Week 13—Themes and Topics: equity, environment, economy, environmental justice, sustainability, homelessness, production of space

Sustainable Urban Development (4/18)


Homelessness and the Regulation of Public Spaces (4/20)


Lab Exercise (4/22):

Structured discussion of the assigned readings and case study of efforts to prevent the spread of Asian carp to Lake Michigan.

Week 14—Themes and Topics: urban morphology, social justice, utopianism, urbanism, human scale

Defining Good City Form: Theoretical Perspectives (4/25)


Achieving Good City Form: Tools and Policies (4/27)


Discussion Session (4/29):

Structured discussion of the assigned readings and several case studies including: (1) the integration of New Urbanist design principles in HOPE VI neighborhoods around Chicago and (2) the city’s celebrated green roofs initiative.

Syllabus is subject to revision.
Week 15—Themes and Topics: mega-cities, fiscal health, terrorism and security, income polarization, growth management, climate change, consumption

The Future of the City (5/2)


Chicago: Current Challenges and Opportunities (5/4)


FINAL PAPERS DUE (5/11)

Please submit your final paper via Compass by 5:00 pm.