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Spring 2017
Tues., Thurs. 11:00-12:20
Pepper Canyon 106
Office hours Tues., Weds. 2-3 PM

URBAN STUDIES AND PLANNING 3: THE CITY AND SOCIAL THEORY

Humans have existed for hundreds of thousands of years and we have lived in cities for only a small fraction of that time. Why do we build cities, and why do we crowd into them? How do we manage to live together and govern ourselves in the company of millions of strangers? What do cities do for us—and what does living in cities do *to us*? *Should* humans live in cities?

This course will get us thinking together about these and other big questions of social theory. People have been asking questions like these as long as there have been cities. One of the best ways to answer them is to think hard about the answers that other people have given in other times and places, and to understand the reasons that have led great thinkers to come to different and sometimes opposite conclusions. We will learn to think with the theorists as a way to learn to think for ourselves.

This will require us to read texts that were written by people from very different times and places and traditions, and that were originally intended for readers very different from us. One of the most important skills you can learn from this course is *how to read and argue critically about difficult and unfamiliar texts*. Learning what to do when the reading is difficult is part of the point of the course.

Whatever else cities are, they are—and always have been—places where strangers from very different cultural backgrounds encounter each other and live together. We will pay particular attention to how different thinkers have thought about urban diversity, and what it means for city planning, for city government, and for our common life in public places.

Requirements

You are expected to attend all lectures, to do the reading on time, and to come to lecture and your section *with the text* and prepared to discuss the reading. You are also expected to comply with the section attendance and participation policies of your TA.

Power off your laptops, phones, and tablets: this will be a no-electronics classroom for the duration of the quarter. We will be reading from, and taking notes on, paper.

The assigned readings include the following three books, available for purchase at the bookstore and online:

- DuBois, W. E. B. 1994 (orig. 1903). *The Souls of Black Folk*. New York: Dover.
- Jacobs, Jane. 1961. *The Death and Life of Great American Cities*. New York: Vintage.
- Anderson, Elijah. 2011 *The Cosmopolitan Canopy: Race and Civility in Everyday Life*. New York: W. W. Norton and Co.

There are also other short required readings, available for download on Ted or via links on this syllabus. **Please download and print them.** You may read on a screen at home if you prefer, but when you bring the text to class, it has to be hard copy.

The grade will be based on the following:

- Section attendance and participation (15%)
- In-class exams in weeks four (15%), seven (20%), and ten (25%)
- A short paper of no more than 5 double-spaced pages, to be turned in during the scheduled final exam period (25%)

The schedule of lecture topics and midterm exams is subject to change. Any changes to the schedule of exams or lectures will be announced in class.

Academic integrity

I assume your familiarity with the UC San Diego [Policy on the Integrity of Scholarship](#), and with scholarly norms concerning proper attribution and citation.

[This site](#) has links to resources that include useful instruction in how to study, how to write, and how to cite your sources consistently with the policy. If you are unsure whether your work conforms to UC San Diego policy, ask me for help before you turn it in. The bottom line for this course: it is *never* acceptable to represent others' written work as your own, even a little bit, even by mistake. If I find evidence of academic dishonesty, I will assign a failing grade on the assignment and report the incident to the Academic Integrity Coordinator. There are no exceptions to this rule.

Schedule of topics and required readings (to be completed *before* class on that date)

I. Making the transition from country to city

Thurs., 4/6	Ibn Khaldun. 1958 (orig. 1377). <i>Muqaddimah</i> . Translated by Franz Rosenthal. Chapter II , sections 1 through 7; Available via Ted. PRINT OUT the relevant sections for class.
Tues., 4/11	Ibn Khaldun. 1958 (orig. 1377). <i>Muqaddimah</i> . Translated by Franz Rosenthal. Chapter IV , sections 1, 2, 5, 10, 13, and 16 through 18. Available via Ted. PRINT OUT the relevant sections for class.
Thurs., 4/13	DuBois, <i>Souls</i> , Preface and Chapter 14
Tues., 4/18	DuBois, <i>Souls</i> , Chapters 1 and 11
Thurs., 4/20	DuBois, <i>Souls</i> , Chapters 2, 4 and 7
Tues., 4/25	DuBois, <i>Souls</i> , Chapters 8, 9, and 10

Thurs., 4/27	DuBois, <i>Souls</i> , Chapters 3, 5 and 6
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II. Keeping a culture alive among strangers

Tues., 5/2	Wirth, Louis. 1927. " The Ghetto ." <i>American Journal of Sociology</i> 33(1): 57-71. ; Available via Ted. PRINT OUT the relevant sections for class.
Thurs., 5/4	Wirth, Louis. 1938. " Urbanism as a Way of Life ." <i>American Journal of Sociology</i> 44(1): 1-24. Available via Ted. PRINT OUT the relevant sections for class.
Tues., 5/9	Jacobs, <i>Death and Life</i> , Chapters 1-4
Thurs., 5/11	Jacobs, <i>Death and Life</i> , Chapters 5-6
Tues., 5/16	Jacobs, <i>Death and Life</i> , Chapters 7-11
Thurs., 5/18	Jacobs, <i>Death and Life</i> , Chapters 13, 15, 16
Tues., 5/23	Second in-class exam

III. Meeting as civic equals in the unequal city

Thurs., 5/25	Anderson, <i>Cosmopolitan Canopy</i> , Chapters 1-3
Tues., 5/30	Anderson, <i>Cosmopolitan Canopy</i> , Chapters 4-6
Thurs., 6/1	Anderson, <i>Cosmopolitan Canopy</i> , Chapters 7-9
Tues., 6/6	Jacobs, <i>Death and Life</i> , Chapter 22
Thurs., 6/8	Third in-class exam

Final paper due both via hard copy and via turnitin.com on Tuesday, June 13 between 11:30 AM and 2:59 PM, which is the scheduled final exam period for this class.

EVALUATION RUBRIC FOR PAPERS

A- through A+	<p>For an A, a paper must have all of the characteristics of a B paper listed below. In addition, it will:</p> <ul style="list-style-type: none"> • have an innovative thesis. • have a logically compelling argument. • consider and refute alternative arguments. • show evidence of originality or creativity. • have a clear and error-free prose style. • adduce particularly strong evidence.
B- through B+	<p>For a B, a paper must have all of the characteristics of a C paper listed below. In addition, it will:</p> <ul style="list-style-type: none"> • have a clear thesis statement. • have a logical structure that advances the argument. • adduce appropriate evidence to support its argument. • be free from digressions and extraneous material. • be mostly free from errors of usage and grammar. • be free from major substantive errors; where a C paper gets some things right, a B paper gets few things wrong.
C- through C+	<p>For a C, a paper must have all of the characteristics of a D paper listed below. In addition, it will:</p> <ul style="list-style-type: none"> • have an identifiable thesis statement. • adduce evidence to support its argument. • communicate an understanding of some core concepts from the reading.
D- through D+	<p>A D paper will:</p> <ul style="list-style-type: none"> • comply with UCSD's policy on the integrity of scholarship • comply with the instructions for the assignment (e.g. with respect to length, timeliness of submission, and the number and character of sources)