

UP260 Fall 2020 Social Inequalities and Planning

Instructor

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Description

We explore social inequalities as violations of the capabilities and opportunities of urban inhabitants to develop as healthy beings, reflective persons and social actors. Theoretically, we frame inequalities as unequal capabilities to explain how racial, gender and wealth inequalities intersect and shape life experiences in specific places, across multiple scales and generations. Practically, we use a storytelling project to evaluate the power of subversive storytelling and counter mapping to reveal silences of dominant stock stories of inequalities. More specifically, the story map proceeds as four project journals contrasting official and unofficial stories of a particular struggle in ways that make visible possible pathways toward equitable future cities.

Learning Objectives

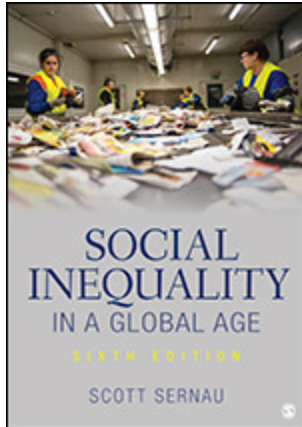
Students will be able to:

- Frame inequalities as violations of capabilities of humans to develop as healthy beings, dignified persons and social actors
- Understand the historical and spatial origins of uneven development processes across and within nations
- View cities as sites of present and past rebellions against systemic inequalities of race, gender and class and related proxies
- Propose a plan for unequal inhabitants to collaborate and create possible pathways to alternate futures

Required Materials

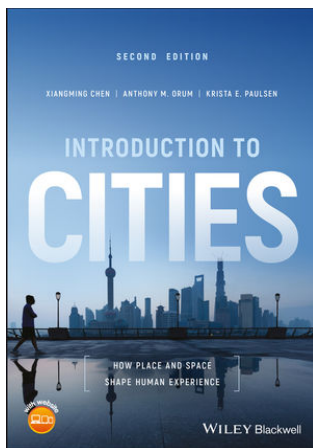
1) Scott Sernau (2017) Social Inequality in a Global Age (Sixth Edition) Indiana University Press

<https://us.sagepub.com/en-us/nam/social-inequality-in-a-global-age/book257697>



2) XianmingChen, Anthony M Orum , Krista E Paulsen (2018) Introduction to Cities: How Place and Space Shape Human Experience, 2nd Edition Wiley

<https://www.wiley.com/en-us/Introduction+to+Cities%3A+How+Place+and+Space+Shape+Human+Experience%2C+2nd+Edition-p-9781119167723>



- **Course Components**

This course will consist of the following components:

Module Overviews

Each module will begin with the module overview, which will explain what the module is about, what learning goals you are expected to achieve, how long the module will take, and in what activities you will participate. Each module is designed with the same structure and activities unless otherwise specified. The module activities are explained in greater detail below. You can find the due dates of specific assignments on each module's Overview page.

Readings and Lessons

Each module will contain a list of lessons (recorded lectures) and assigned readings. In some cases, optional or supplemental readings may be listed for further study. Lessons cover major topics from the readings but do not necessarily include all important information from the readings.

Discussions

The discussion forums are a ripe place to engage with one another as you wrestle with the content covered in the week. In Modules 1–6, a number of students will act as “presenters” by posting questions related to the module content to the rest of the class. The rest of the class will act as “responders” by responding to the questions for that week. As the discussions evolve, both presenters and responders will contribute their thoughts to the threads that interest them.

Discussion Journals

For Modules 1–6, students will write journal entries to reflect on insights gleaned from participating in group discussions on questions that they and peers request for clarity. Graded activities include presenting and responding to questions and reflecting on the learning process during discussions.

Project

Students will create and present a multimedia product of (four) different types of stories of a specific struggle against educational inequalities in a situated locality. The project develops in four 500-word project journals as steps towards creating a map and timeline of present,past events and possible future pathways. Project journals will 1) propose a struggle or conflict for further study; 2) identify different sources and archives of different stories ; 3) categorize different stories in terms of our storytelling categories and 4) propose a manifesto for pathways towards emerging equitable educational futures. All students will present and review peer projects before submitting final multimedia product of map and timeline and a final 500 word manifesto as per details on the **Course Project** page.

Accommodations

To obtain disability-related academic adjustments and/or auxiliary aids, students should contact both the instructor and the Disability Resources and Educational Services (DRES) as soon as possible. You can contact DRES at 1207 S. Oak Street, Champaign, (217) 333-1970, or via email at disability@illinois.edu.

Topic Outline

1. Introductions and framing inequalities as unequal capabilities
2. The historical and spatial roots of present inequalities
3. A matrix of intersecting and systemic racial, class and gendered inequalities
4. Challenging educational inequalities
5. Urban planning as storytelling of conflicts over private places and inclusive spaces
6. Legacies of colonial, industrial and post-industrial inequalities
7. Project Presentations
8. Project Peer Reviews

Grading Distribution

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	Module 7	Module 8	Activity Total	
Orientation	0	NA	NA	NA	NA	NA	NA	NA	0
Discussions	5	5	5	5	5	5	NA	NA	25
Discussion Journals	5	5	5	5	5	5	NA	NA	25
Project	NA	10	10	10	NA	NA	10	10	50
Module Total	10	20	20	20	10	10	10	10	100

You will only be graded on your top 5 discussion activities and discussion journals.

Grading Scale

Percentage	Letter Grade
97-100	A+
94-96.5	A
90-93.5	A-
87-89.5	B+
84-86.5	B
80-83.5	B-
77-79.5	C+
74-76.5	C
70-73.5	C-
67-69.5	D+
64-66.5	D
60-63.5	D-
Below 59.5	F

