

SOC 365: Urban Community

Summer 2016
T-Th, 10:50a – 1:00p
Condon Hall 141

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Office Hours: T-Th, 9-10am or by appointment

Course Website: <https://canvas.uw.edu/courses/1050602>

Course Description:

Do local communities and neighborhoods still matter in an increasingly global and technologically-advanced world? If so, how? We explore these and other related questions in this course. We will consider patterns of neighborhood difference and spatial inequality, and we'll discuss whether and how neighborhoods influence the lives of residents in the present and into the future. We will draw on various sociological perspectives in our attempt to explain why neighborhood inequalities arise. Then, we will consider how community processes structure both neighborhood and individual outcomes. Finally, we will consider the major threats to "community" in the broadest sense – including segregation, poverty, urban sprawl, and gentrification – as well as some of the facilitators of stronger communities – such as walkability and the preservation of public spaces.

Learning Goals:

By the end of this course, students will be able to:

- Describe and discuss current sociological perspectives on community and the effects of space and place on individual outcomes;
- Understand and utilize both quantitative and qualitative data sources that inform sociological perspectives on the urban community;
- Apply and critically assess sociological perspectives on community in Seattle neighborhood contexts.

Expectations:

Learning is a reflexive process in which both students and teachers simultaneously teach and learn from one another, drawing upon both life experiences and more conventional sources of data to push current understandings. Reaching the goals listed above is dependent upon our ability to develop and maintain a strong classroom community. Toward that end, we each expect our fellow community members to:

- Come to class;
- Be prepared (that is, having read required readings and completed assignments);
- Be ready to participate in class discussions;
- Respect the time and learning processes of other community members (by using technology in class-appropriate ways, contributing to the classroom community, and avoiding personal attacks on other members even if you strongly disagree with a stated position).

Failure to meet these expectations may result in our asking you to leave the class until our next meeting, as per the UW Code of Conduct.

Attendance:

You will not be graded on attendance. However, because the achievement of the learning goals stated above requires your participation in class discussions and activities, it will be difficult to excel without regular attendance. You are responsible for any announcements and material covered in lectures or

discussions, whether you attend or not.

Academic Integrity:

Adhere strictly to the University of Washington's Code of Conduct. In particular, acts of plagiarism and academic dishonesty will not be tolerated in this course. For more information on UW standards for academic integrity, see <https://depts.washington.edu/grading/pdf/AcademicResponsibility.pdf>.

Disability Resources for Students:

To request accommodations for a permanent or temporary disability, please contact Disability Resources for Students, 448 Schmitz Hall, (206) 543 – 8924, uwdss@uw.edu. If you have a letter from DRS indicating that you require accommodations, please provide me with a copy as soon as possible.

Required Readings:

There are no required textbooks for this course. Instead, I have posted a series of required readings for free on the course website. These come from a variety of books, periodicals, and scholarly journals. You should come to class ready to discuss the assigned readings listed (see “Course Schedule” below) for that date. Being “ready to discuss” a reading requires (1) reading the material, (2) identifying the author's key argument(s), (3) considering the material in the larger context of the course, and (4) coming to class with any questions you may have about the above.

Coursework:

Your final grade for this course will be based on the following:

1. Participation (10%) - Ten percent of your final grade will be based on your participation in in-class reading quizzes, writing assignments, group work, discussions, and other activities. Missed writing assignments and other in-class activities cannot be made up.
2. Exams (50%) – Two exams (one mid-term and one final exam) are scheduled for the quarter. The mid-term will be in class on July 19. The final exam will be in class on August 18. Each exam counts as 25% of your final grade. Both exams are writing-intensive (as opposed to multiple choice) and will consist mainly of short-answer and/or essay questions intended to gauge the depth of your comprehension of class materials, as well as your ability to critically apply and assess that material. Any and all material from required readings, class lectures and activities, and discussions is fair game for these exams.
3. Neighborhood/Community Research Paper and Presentation (40%) – You will complete one 15-20 page research paper (30 percent of final grade, due August 18th) and present related findings to the rest of the class as part of a larger group (10 percent of final grade, due August 16th). As described in great detail in your assignment handouts, this project requires you to develop a deep quantitative and qualitative understanding of one of Seattle's neighborhoods. You will then use class materials, as well as research conducted in groups, data collection during in-class computer lab sessions, and on your own outside of class, to critically assess sociological perspectives on the community and changes in your assigned neighborhood over the past 10 or 15 years. You are also asked to evaluate your work and the work of your peers. Citations should be formatted according to ASA guidelines, which can be found at http://lib.trinity.edu/research/citing/ASA_Style_Citations_4.pdf. Late papers will be penalized 10% per day.

Grading:

Final grades will be based on the percentage of the total possible points earned during the quarter and assigned a value on the 4-point scale as detailed in the chart below. You will not receive credit for the course if you earn less than 60 percent of the possible points for the quarter.

% earned	final grade		% earned	final grade		% earned	final grade		% earned	final grade
≥97%	4.0		85%	3.0		75%	2.0		65%	1.0
94-96%	3.9		84%	2.9		74%	1.9		64%	0.9
93%	3.8		83%	2.8		73%	1.8		63%	0.8
92%	3.7		82%	2.7		72%	1.7		60-62%	0.7
91%	3.6		81%	2.6		71%	1.6			
90%	3.5		80%	2.5		70%	1.5			
89%	3.4		79%	2.4		69%	1.4			
88%	3.3		78%	2.3		68%	1.3			
87%	3.2		77%	2.2		67%	1.2			
86%	3.1		76%	2.1		66%	1.1			

Late Assignments and Missed Exams:

Exams: Make-up exams will be given only to students with a serious medical problem or with a death in the immediate family. You must contact me at least three hours in advance if you are going to miss the exam, and you must provide official documentation of the reason for your absence. You should also note that the make-up exam will be different from (and perhaps more difficult than) the original exam even if your absence is excused.

Term Paper: The due date for your paper and any other required work is non-negotiable. Any work turned in after the posted due date will be assessed a 10% penalty per day.

Group Presentation: Group presentations must be delivered in class on the date assigned and, as such, cannot be made up. Individual absences from group presentations may be excused provided documentation discussed above (see “Exams”). In such cases, individual grades will be assigned on the basis of peer evaluation.

In-Class Assignments: Missed in-class assignments (including free-writes, short assignments, and in-class discussions) cannot be made-up for any reason.

Course Schedule:

Note that the dates and assigned readings listed below are subject to change. Changes will be announced in class and on the course website, and you are responsible for coming to class prepared. All readings are available under the “Files” tab on the course webpage.

Week 1 Introduction to Urban Community

June 21 A brief history of urbanization
Film: *Urbanized*

June 23 Why is place important? U.S. and International Perspectives
Required Readings:

- Sampson (2011). “Placed”. Pp. 3-24 in *Great American City*. Chicago: University of Chicago Press.
- Brockerhoff and Brennan (1998). "The Poverty of Cities in the Developing Regions." *Population and Development Review* 24(1): 75-114.

Film: *Urbanized* (cont.)

Week 2 Theoretical Perspectives on Urban Development and Urban Planning

- June 28 The Chicago School, urban ecology, and Marxist approaches to the city
Required Readings:
- Wirth (1938). "Urbanism as a Way of Life." *American Journal of Sociology* 44(1): 1-24.
- June 30 Jane Jacobs and perspectives on urban planning
Required Readings:
- Jacobs (1961). "Introduction." Pp. 3-28 and "The Uses of Sidewalks: Safety." Pp. 29-54 in *The Death and Life of Great American Cities*. New York: Random House.

Week 3 Neighborhood Effects

- July 5 Geographic concentration of disadvantage
Required Readings:
- Sampson (2009). "Racial Stratification and the Durable Tangle of Neighborhood Inequality." *The Annals of the American Academy of Political and Social Science* 621:260-280.
- Computer Lab: Neighborhood Data Gathering
- July 7 Repercussions of neighborhood context
Required Readings:
- Peterson and Krivo (2010). "The links Between Racialized Community Structures and Crime." Pp. 71-90 in *Divergent Social Worlds*. New York: Russell Sage.
 - Pary (2012). "The Neighborhood Effect." *The Chronicle of Higher Education*. Nov. 5, 2012.

Week 4 Community as an Intervening Mechanism

- July 12 Social disorganization and collective efficacy
Required Readings:
- Sampson and Raudenbush (1999). "Systematic Social Observation of Public Spaces: A New Look at Disorder in Urban Neighborhoods." *American Journal of Sociology* 105(3): 603-651.
 - Browning, Feinberg, et al. (2006). "Neighborhood Social Processes, Physical Conditions, and Disaster-Related Mortality: The Case of the 1995 Chicago Heat Wave." *American Journal of Sociology* 71(4): 661-678.
- July 14 Neighboring, networks, and civic society
Required Readings:
- Guest (2000). "The Mediate Community: The Nature of Local and Extralocal Ties Within the Metropolis." *Urban Affairs Review* 35(5): 603-627.
 - Swaroop and Morenoff (2006). "Building Community: The

Neighborhood Context of Social Organization." *Social Forces* 84(3): 1665-1695.

Midterm Exam Review.
Extended Office Hours after class.

Week 5 The Transformation of Community in America (and Midterm Exam)

July 19 **MIDTERM EXAM**

July 21 **No Class** – Neighborhood Ethnographic Field Work and Observation

Week 6 Urban Issues and the Impact on Community

July 26 Community lost or liberated?

Required Readings:

- Stern and Dillman (2006). "Community Participation, Social Ties, and Use of the Internet." *City and Community* 5(4): 409-424.
- Sander and Putnam (2010). "Still Bowling Alone?: The Post-9/11 Split." *Journal of Democracy* 21(1): 9-16.

Computer Lab: Neighborhood Data Gathering

July 28 Residential segregation: patterns and explanations

Required Readings:

- Sharkey (2013). "The Inheritance of the Ghetto". Pp. 24-46 in *Stuck in Place*. Chicago: University of Chicago Press.
- Farley, Steeh, et al. (1994). "Stereotypes and Segregation: Neighborhoods in the Detroit Area." *American Journal of Sociology* 100(3): 750-780.

Film: *Race: The Power of Illusion*.

Week 7 Urban Issues and the Impact on Community (Continued)

August 2 Socioeconomic segregation and housing the poor

Required Readings:

- Joseph and Chaskin (2010). "Living in a Mixed-Income Development: Resident Perceptions of the Benefits and Disadvantages of Two Developments in Chicago." *Urban Studies* 47(11): 2347-2366.

August 4 Gentrification and urban renewal

Required Readings:

- Freeman (2005). "Displacement or Succession: Residential Mobility in Gentrifying Neighborhoods." *Urban Affairs Review* 40: 463-491
- Betancur (2011). "Gentrification and Community Fabric in Chicago." *Urban Studies* 48(2): 383-406.

Film: *All for the Taking: 21st Century Urban Renewal*

Week 8 The Future of the City

August 9 Suburbanization, sprawl, and the urban crisis
 Required Readings:

- Jackson (2009). "A Nation of Cities: The Federal Government and the Shape of the American Metropolis." *Annals of the American Academy of Political and Social Science* 626: 11-20.
- Frumkin (2002). "Urban Sprawl and Public Health." *Public Health Reports* 117: 201-217.
- Brooks (2004). "Our Sprawling, Supersize Utopia." *New York Times*. April 18, 2004.

Film: *The New Metropolis*

August 11 A new urban America?
 Required Readings:

- Enrenhalt (2012). "Conclusion." Pp. 227-236 in *The Great Inversion and the Future of the American City*. New York: Vintage Books.
- Nelson (2009). "The New Urbanity: The Rise of a New America." *Annals of the American Academy of Political and Social Science* 626: 192-208.

Film: *Seattle: The Future is Now*

Extended Office Hours after class.

Week 9 Neighborhood Project Group Presentations and Final Exam

August 16 **Group Neighborhood Presentations & Final Exam Review**

August 18 **FINAL EXAM**

Term paper due at the beginning of class, before Final Exam.

Important Dates

July 5: Computer Lab – Neighborhood Data Collection.

July 14: Midterm Exam Review.

July 19: Midterm Exam.

July 21: No Class – Neighborhood Ethnography.

July 26: Computer Lab – Neighborhood Data Collection.

August 16: Group Presentations and Final Exam Review.

August 18: Final Exam.