

SOC 356 URBAN SOCIOLOGY
Spring 2023 | Section 1

Instructor: M. David Chunyu, Ph.D., Associate Professor of Sociology
Classroom: Tu Th, 12:30PM – 1:45PM, Science Building (SCI) D230
My Office: Science Building (SCI) B335
Office Hours: Tu Th, 2:00PM – 3:15PM
or by appointment for meeting in my office/on Zoom
E-mail: dchunyu@uwsp.edu (please put “SOC 356” in the email subject line)

COURSE OVERVIEW

We live in an urban world – over 80 percent of Americans and 50 percent of the world’s population now live in urban areas, which is unprecedented in human history, and such urban growth is projected to continue in the foreseeable future. Urban sociology is the scientific study of social organization and social interaction of people and groups in urban areas. The purpose of this course is to introduce students to the process of urbanization and the nature of urban society. Urban sociology frames cities as a built environment that magnifies social inequalities and shapes how we experience them in our daily lives. Although people may live in the same city, their daily experiences of place and private and public spaces are often radically different. In this course, we will investigate why our experiences of the city vary so widely depending on where and who we are and will also explore how the other aspects of the urban dynamics have been shaped by different economic, social, and political forces.

Students will be exposed to a number of theoretical perspectives and methodological approaches to the study of urban society and will examine a number of substantive topics and case studies to account for the changing spatial and social patterns of cities and metropolitan regions, primarily in the U.S. context. While the main frame of our investigation is a sociological one, perspectives taken from geographers, urban planners, architects, artists, and writers will also be incorporated. In addition to examining early and contemporary urban theories, we will address urban placemaking, urban political economy, racial and class polarization in cities, urban renaissance and gentrification, globalization, the unfolding climate crisis, among other topics, and the implications of each for the urban form and urban experiences.

A recurrent theme of this course is the relationships between spatial organization, social inequalities, and social interactions. The central questions we will address include:

- How do we characterize the main socio-spatial dynamics in urban areas?
- How are these current urban dynamics and trends attributable to historical and contemporary economic, social, and political forces?
- How does the spatial organization of urban places influence social interaction and social structure, both in general and in specific urban places?

- What have been the seemingly intractable urban problems? And what can be the change?

This course emphasizes a great deal of reading, writing, and research. Students are expected to participate in various forms of discussions in class and in writing to reflect on what they have learned from the assigned readings, the instructor's lectures, as well as the guest speakers' talks. Furthermore, students are expected to contribute to the class through class presentations and independent research.

COURSE LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

1. Characterize the history and processes of urbanization and the patterns of urban development and change.
2. Explain and evaluate the work of early and contemporary theorists and scholars in urban studies.
3. Analyze the diversity and stratification of urban population and places and the inequality in people's urban experiences.
4. Identify major social, economic, and environmental problems in urban society and demonstrate understanding of and empathetic insight about diverse perspectives among the people affected by these problems.
5. Explain how economic forces and social structures such as race, class, government policies, and community cohesion have influenced the social and spatial organization of cities and suburbs.
6. Explain how the organization of urban space has influenced human behaviors and relationships.
7. Assess the role of agency in urban governance, community building, and placemaking.
8. Apply social research methods to investigate an urban phenomenon or initiative.

COURSE MATERIALS

Reader

The following book is required and has been ordered at the university bookstore:

Richard T. LeGates and Frederic Stout. 2020. *The City Reader. 7th Edition*. Routledge.

Other Course Materials

This course is reading intensive. Besides the assigned segments from the aforementioned reader book (LeGates and Stout, 2020), students are also required to read other select book chapters, peer-reviewed

journal articles, research reports, etc. (see the “Course Outline” section for details). Such literature will be made available exclusively online, mostly as downloads from Canvas. Students must access Canvas regularly in order to download the reading materials in a timely manner.

Other course materials including the instructor’s lecture slides, videos, social science data and maps will also be made available on Canvas and other websites.

GRADING

A student’s final course grade is based entirely on the “TOTAL POINTS” they have earned over the semester. The “TOTAL POINTS” are simply the total crude points a student has accumulated from research papers, homework assignments, oral presentation, and class participation, plus optional bonus points if applicable, and **summation** is the only mathematical operation used for calculating a student’s “TOTAL POINTS”. Thus, no percentage, proportion, or division is used in the “TOTAL POINTS” calculation. (***Important note:*** *The “Total” % column or other automatically generated columns in the “Grades” area of Canvas will NOT be used, because they reflect some sort of percentage calculation, which is inconsistent with the grading system of this course. Also see the “Grading Scale” section below.)*

A student’s max TOTAL POINTS consist of the following:

➤ <i>Research Papers</i>	<i>40 Points</i>
❖ <i>Neighborhood comparison paper</i>	<i>20 points</i>
❖ <i>Urban initiative analysis paper</i>	<i>20 points</i>
➤ <i>Weekly Homework Assignments</i>	<i>50 Points</i>
➤ <i>Oral Presentation</i>	<i>5 Points</i>
➤ <i>Class Participation</i>	<i>5 Points</i>

Max Total = 100 Points

➤ ***Research papers (40 Points)***

 ❖ *Neighborhood comparison paper (20 points)*

Each student will write a neighborhood comparison paper based on their own research. The purpose of this task is twofold: students will learn how to use social research methods to gather and analyze data on urban settings; this task will also enable students to describe and analyze the diversity of urban population

and the inequality in their lived experiences. This neighborhood comparison paper will consist of a description and analysis of two different urban neighborhoods chosen by students. Students will compare and contrast the chosen neighborhoods' differences in terms of population and community characteristics as well as the various dimensions of people's lived experiences there. The points of comparison can include demographics (e.g., class, race, age, type of family and household, etc.), housing structure and community design, traffic and transportation, neighborhood safety, access to amenities, services, and employment, community cohesion, etc. Students' research methods should include their own ethnographic observations as well as the use of census data and maps and information from other sources. Instructions on ethnographic research will be provided. The instructor will also introduce students to sources of data and maps that can be downloaded from the web. Furthermore, students are required to apply concepts and theories from the course readings to their findings to complete the analysis. Students can elect either to join a team or to work alone to carry out the research project.

❖ *Urban initiative analysis paper – Case study of the Business 51 project of Stevens Point (20 points)*

Students will also write an urban initiative analysis paper using the Business 51 project of Stevens Point as a case study. In this case study students will conduct a political economy analysis of the history and ongoing development of the Business 51 project and gain an in-depth understanding of urban governance and placemaking. Through this case study, students will learn to examine and evaluate the competing interests, the diverse values and political views, and the different capacities of individuals and organizations to influence the course of an urban development project. Students will be instructed to conduct content analysis using newspapers, meeting minutes/recording, social media, and information provided by guest speakers, and also to research through ethnographic observations, conducting interviews, and participating in pertinent events. Students are required to apply the conceptual and analytical framework drawn from the course and consider the roles of public officials, urban planners, business owners, residents, community organizations, media, etc. in the urban development process, combined with attention to the broader trend of economic and population changes, political climate, COVID-19 pandemic, etc. Students can elect either to join a team or to work alone to carry out the research project.

➤ *Weekly Homework Assignments (50 Points)*

There will be weekly assignments spread over the semester, which are designed to help students develop coherent reflections on the key themes of the course. These assignments are usually based on the lectures, readings, videos, class discussions, and guest speaker presentations if applicable. Most of these homework assignments take the form of short-answer or essay questions; some assignments may also include a few standardized questions (true-false, multiple-choice, item matching, etc.). Each of these assignments is worth a certain number of grade points. Altogether they are worth 50 points.

Note: A required weekly task for each student to report an update on their learning of local affairs and political economy, therefore, it is essential that students pay attention to local news, events, politics, public meetings, online forums and related social interactions, etc. continuously throughout the semester.

All weekly homework assignments are due in Canvas on Sunday night within the week. For example, the assignment for the 1st week (01/23 – 01/29) is due on Sunday (01/29), the assignment for the 2nd week (01/30 – 02/05) is due on Sunday (02/05), and so on and so forth. **The last day for the instructor to accept any assignment submissions, including late submissions, is May 14, 2023 (Sunday).** No late submission will be accepted beyond May 14, 2023 (Sunday).

➤ **Oral Presentation (5 Points)**

Each student will select one of the required readings, make an oral presentation of the selected reading, and also provide a written summary of that reading to distribute to the class. The reading selection and presentation arrangements will be made early in the semester. The oral presentation should include an overview of the main points of the selected reading as well as the presenter's own reaction and reflection on the reading. The presenter is expected to identify the general themes and present critiques of the arguments, interpretations, and/or methods by the specific author(s). The presenter is encouraged, although not required, to use various forms of technology to facilitate their presentation, such as PowerPoint, Prezi, audio/video clips, graphics (charts, figures, and maps), etc.

The presentation should end with 3-5 discussion questions about the assigned reading which will inform our class discussion. Those questions should also be included in the presenter's handout to the class. So, toward that end, the presenter will basically transition into the role of a discussion facilitator. To initiate the class discussion effectively the presenter can be creative and even provocative when framing those discussion questions. The goal is to get the discussion started. At the same time, the instructor will join and collaborate with the presenter to keep the discussion going.

➤ **Class Participation (5 Points)**

Your class participation will be evaluated both quantitatively and qualitatively. As a member of a classroom community, you are expected to come to class, stay the entire class period, and participate fully in each class meeting.

Class attendance is mandatory. The instructor will check attendance periodically, by different means (e.g., calling students' names aloud, sign-in sheet, silent observation, etc.), and at various points in time (e.g., the beginning of a class period, the middle, the end, etc.). As a result, a student can be recorded as "absent" if they come in late and misses the instructor's attendance check at the beginning of a class period; the consequence can be the same if a student leaves class early or steps out of the classroom in the

middle of a class period. *Students' absences will only be excused if (1) the absences are due to COVID-related or other documented reasons and also (2) students have communicated with the instructor about such absences in a timely manner. Having many unexcused absences will result in a low score for a student's class participation evaluation.*

Besides being present in the class, the quality of a student's class participation will also factor into their "Class Participation" evaluation (also see the "Classroom Etiquette" section below). I value class discussion and interactive learning, and expect students to be actively involved in the learning process. When students are not presenting in front of the class, they shall still participate fully in the in-class activities, remain attentive to other people's presentations and talks, and be ready to offer feedback. These in-class activities are designed to help students digest and reinforce the learning from the instructor's lectures and the reading materials and also to help students connect what they learn in the class with their own personal, professional, and social lives; furthermore, these in-class discussion topics can be closely tied to the research papers and homework assignments, and so can be vital to your grade points. Therefore, it will be in your best interest to attend every class period and remain engaged during the class meeting.

At the end of the course, based on the instructor's holistic evaluation of the student's class participation, each student will receive a class participation score ranging from 0 to 5 points, where 0 point is the lowest rating representing total lack of contribution and 5 points is the highest rating representing full participation. Then naturally *a student with repeated disruptive behavior/causing repeated distractions can receive a very poor grade for the "Class Participation" evaluation* (again, see the "Classroom Etiquette" section below).

➤ **Bonus Points (Optional)**

There might be opportunities for students to earn extra credits/bonus points.

Grading Scale

Again, a student's final course grade is based entirely on the "TOTAL POINTS" they have accumulated over the semester. Thus, for calculating a student's "TOTAL POINTS", **summation** is the only mathematical operation used; that is, the instructor will simply add up all the points a student has earned from research papers, homework assignments, oral presentation, and class participation, plus optional bonus points if applicable. No percentage, proportion, or division is used in the "TOTAL POINTS" calculation. (**Important note:** Again, the "Total" % column or other automatically generated columns in the "Grades" area of Canvas will NOT be used, because they reflect some sort of percentage calculation, which is inconsistent with the grading system of this course.)

A student's "TOTAL POINTS" will then be converted into their final course grade according to the following scale:

A	93.00 – 100.00 points	C.....	73.00 – 76.99 points
A-.....	90.00 – 92.99 points	C-.....	70.00 – 72.99 points
B+.....	87.00 – 89.99 points	D+.....	67.00 – 69.99 points
B.....	83.00 – 86.99 points	D.....	60.00 – 66.99 points
B-.....	80.00 – 82.99 points	F.....	0.00 – 59.99 points
C+.....	77.00 – 79.99 points		

Grade Posting

Students' grade points from research papers, homework assignments, oral presentation, and class participation, plus optional bonus points if applicable, will be posted in Canvas → "Grades" area as soon as they become available. A distinct grade item will also be created in Canvas → "Grades" area to show a student's "TOTAL POINTS" they have accumulated over the semester. (***Important note: One last time, the "Total" % column or other automatically generated columns in the "Grades" area of Canvas will NOT be used, because they reflect some sort of percentage calculation, which is inconsistent with the grading system of this course. Please also see the preceding "Grading Scale" section for explanation.***) It is a student's own responsibility to check Canvas regularly and to be kept informed of their own grade status.

OTHER CLASS POLICIES AND EXPECTATIONS

Expected Instructor Response Times

The instructor will attempt to respond to student emails within 24 hours. If you have not received a reply from me within 24 hours please re-send your email.

Note: If you have a general course question (not confidential or personal in nature), please post it to the Course Q & A Discussion Forum found on the course homepage. I will post answers to all general questions there so that all students can view them. Students are encouraged to answer each other's questions too.

The instructor will attempt to grade assignments within a week, however longer assignments may take me longer to read and assess.

Classroom Etiquette

The classroom is a learning environment and an academic community. All members of this community, students and instructor alike, have a special obligation to preserve an atmosphere conducive to the freedom to teach and to learn. What is essential to preserve such freedom is a culture of respect that honors the rights, safety, dignity, and worth of every individual. For that reason, all members of this community are expected to show courtesy, civility, and respect for one another.

Part of that obligation to maintain a positive learning environment is to ensure that the behaviors of any individual do not disrupt the process and flow of teaching and learning. Accordingly, students shall do their best to minimize distractions and disruptions that can interfere with their own learning and that of their peers. Students are expected to come to class on time and not to leave early except in the case of emergency situations. Please plan your bathroom breaks, food/beverage needs, cell phone calls/texts, work schedules, and other socialization activities around class times to minimize classroom distractions and disruptions. The rule of thumb is that at any moment there should be only one center of attention in the classroom, should it be the instructor, a student, an object, an artifact, a device, or an activity. ***Students with repeated disruptive behavior/causing repeated distractions will receive a low score for their “Class Participation” evaluation*** [also see the section “Class Participation (5 Points)” above].

The instructor reserves the right to restrict a student’s participation in class activities, both in-person and online, if the student behaves in a way that interferes with the academic or administrative functions of the class.

Diversity and Inclusion

UWSP supports an inclusive learning environment where diversity and individual differences are understood, respected, and appreciated. These differences include race/ethnicity, gender, class, political view, religion, color, national origin, sexual orientation, disability, age, marital or family status, as well as personality, learning styles, and life experiences. It is these very differences among us that enrich our learning environment and make us strong. We expect that students, faculty, administrators, and staff will respect differences and demonstrate diligence in understanding how other peoples' perspectives, behaviors, experiences, and worldviews may be different from their own.

Disabilities/Special Needs

UWSP is committed to providing reasonable and appropriate accommodations to students with disabilities and/or special needs. If you have disabilities/special needs affecting your participation in the class and wish to have special accommodations, please contact the Disability Resource Center (DRC) as soon as possible. DRC will then coordinate with me in helping you receive the proper accommodations

and auxiliary aids. DRC is located in room 108 in the Collins Classroom Center (CCC). DRC can also be reached at 715-346-3365 or drc@uwsp.edu. You can also find more information here: <http://www.uwsp.edu/drc>.

Use of Technology

Any form of audio or video recording in the classroom is strictly prohibited. If a student has a legitimate need to record the instructor's talk in audio or video, then the student shall obtain the pertinent accommodation authorization **AND** the instructor's permission beforehand.

Academic Support

If a student finds it difficult to keep up with the class progress at any point during the semester, they are recommended to seek help immediately from the instructor.

In addition, students may also use help from the Tutoring-Learning Center (TLC) and discuss their specific needs. TLC is currently located in the Collins Classroom Center (CCC). TLC can also be reached by phone (715) 346-3568 or email tlctutor@uwsp.edu. You can find more information on TLC here: <http://www.uwsp.edu/tlc>. The tutoring support is usually to be arranged directly between students and TLC staff and the instructor may assist with such arrangements when needed.

Academic Integrity

Academic integrity is central to the mission of this institution. Academic dishonesty in any form will not be tolerated and will receive disciplinary sanctions per the UWSP policies. The UWSP policies regarding student academic standards and disciplinary procedures can be found here: <https://www.uwsp.edu/dos/Pages/Student-Conduct.aspx>. If I observe academic misconduct, or if suspicions of academic dishonesty are reported to me, I will request that the identified parties to discuss the situation, and then the procedures set out in UWS/UWSP Chapter 14 will be followed.

Emergency Preparedness

It is important you familiarize yourself with the UWSP emergency plan and procedures prior to the occurrence of an emergency. Please go to www.uwsp.edu/rmgt for details on all emergency responses at UWSP.

UWSP COVID-19 Policy

Students shall adhere to the university's COVID-related policies which are published on the UWSP COVID-19 information website: <https://www.uwsp.edu/coronavirus/Pages/default.aspx>

Land Acknowledgement

We recognize that the University of Wisconsin-Stevens Point occupies the lands of the Ho Chunk and Menomonee people. As a university community, it is important for us to acknowledge and honor this ancestral Ho Chunk and Menomonee land and the sacred lands of all indigenous peoples.

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COURSE OUTLINE

Besides the reader book, all the other required readings are available in Canvas or via other web links. Students must do the readings each week before the class meets.

Unit 1: *Brief History of the World's Cities*

Required Reading

1. (Reader) Davis, Kinsley. 1965. "The Urbanization of the Human Population." *Scientific American*.
2. (Reader) Childe, V. Gordon. 1950. "The Urban Revolution." *Town Planning Review* 21: 3-17.
3. (Reader) Engels, Friedrich. 1845. "The Great Towns." *The Condition of the Working Class in England in 1844*.
4. (Reader) Fishman, Robert. 1987. "Urbanity versus Suburbanity: France and the United States." *Bourgeois Utopias*.
5. (Reader) Taylor, Peter J. 2015. "The Global Urban Network." *The City Reader 6th edition*.

Recommended Reading

1. (Web) UN Department of Economic and Social Affairs. 2018. *World Urbanization Prospects: The 2018 Revision*. <https://population.un.org/wup/>

Unit 2: *Brief History of Urbanization in the U.S.*

Required Reading

- 1: (Canvas) Gottdiener, Hohle, and King. 2019. *The New Urban Sociology. 6th edition*. Routledge.
Chapter 4: "Urbanization in the United States." Pp. 93-116.
Chapter 5: "Suburbanization, Globalization, and the Emergence of the Multicentered Region."
Pp. 117-150.

Recommended Reading

1. (Reader) Bruegmann, Robert. 2005. "The Causes of Sprawl." In *Sprawl: A Compact History*.

Unit 3: *The Production and Organization of Urban Space*

Required Reading

1. (Reader) Howard, Ebenezer. 1898/1902. "Author's Introduction" and "The Town-Country Magnet." In *Garden Cities of Tomorrow*.
2. (Reader) Le Corbusier. 1929. "A Contemporary City." In *The City of Tomorrow and Its Planning*.
3. (Reader) Wright, Frank Lloyd. 1935. "Broadacre City: A New Community Plan." *Architectural Record*

(77)

4. (Reader) Jacobs, Jane. 1961. (Ch. 2) "The Uses of Sidewalks: Safety." In *The Death and Life of Great American Cities*.

Recommended Reading

1. (Canvas) Jacobs, Jane. 1961. *The Death and Life of Great American Cities*.
Chapter 6: "The Uses of City Neighborhoods."
Chapter 8: "The Need for Primary Mixed Uses."
2. (Canvas) Kelling, George and James Wilson. 1982. "The Broken Windows Theory." *The Atlantic Monthly*.

Unit 4: Theories of Urbanism

Required Reading

1. (Reader) Mumford, Lewis. 1961. "The Urban Drama." In *The City in History: Its Origins, Its Transformations, and Its Prospects*.
2. (Reader) Wirth, Louis. 1938. "Urbanism as a Way of Life." *American Journal of Sociology*.
3. (Canvas) Gans, Herbert. 1968. "Urbanism and Suburbanism as Ways of Life: A Re-evaluation of Definitions." In *People, Plans, and Policies*.

Recommended Reading

1. (Canvas) Fava, Sylvia Fleis. 1956. "Suburbanism as a Way of Life." *American Sociological Review* 21(1).

Unit 5: The Chicago School – The Ecological Approach

Required Reading

1. (Reader) Burgess, Ernest W. 1925. "The Growth of the City: An Introduction to a Research Project," from *The City*, edited by Robert E. Park, Ernest W. Burgess, and Roderick D. McKenzie. Chicago: University of Chicago Press.
2. (Canvas) Park, Robert Ezra. 1936. "Human Ecology." *American Journal of Sociology* 42(1).
3. (Canvas) Dear, Michael. 2002. "Los Angeles and the Chicago School: Invitation to a Debate." *City and Community*.

Unit 6: Urban Political Economy

Required Reading

1. (Canvas) David Harvey. 1978. "The Urban Process Under Capitalism: A Framework for Analysis." *International Journal of Urban and Regional Research* 2:101-131.

2. (Canvas) Logan, John R. and Harvey Molotch. 1987. *Urban Fortunes: The Political Economy of Place*. Berkeley: University of California Press.
Chapter 2: “Places as Commodities.” Pp. 17-49.
Chapter 3: “The City as a Growth Machine.” Pp. 50-98.

Recommended Reading

1. Lefebvre, Henri. 1991. *The Production of Space*. Oxford: Blackwell.

Unit 7: Neighborhoods and Communities – Citizen Activism

Required Reading

1. (Canvas) Logan, John R. and Harvey Molotch. 1987. (Ch. 4) “Homes: Exchange and Sentiment in the Neighborhood.” In *Urban Fortunes: The Political Economy of Place*. Berkeley: The University of California Press.
2. (Reader) Arnstein, Sherry. 1969. “A Ladder of Citizen Participation.” *Journal of the American Institute of Planners*.
3. (Canvas) Gans, Herbert J. 1962. (Ch. 13) “Redevelopment of the West End.” In *The Urban Villagers: Group and Class in the Life of Italian-Americans*. New York: Free Press of Glencoe.
4. (Canvas) Mollenkopf, John. 1983. (Ch. 5) “Consequences of the Neighborhood Revolt against Renewal.” In *The Contested City*. Princeton University Press.
5. (Canvas) Rodriguez, Joseph A. 2014. (Ch. 5) “New Urbanism and Community Protests.” In *Bootstrap New Urbanism: Design, Race, and Redevelopment in Milwaukee*, Pp. 135-157. Lexington Books.

Recommended Reading

1. (Reader) Harvey, David. 2008. “The Right to the City.” *New Left Review*.

Guest speakers to come to class and present on the history and development of the Business 51 Project of Stevens Point and other local case studies.

Unit 8: Neighborhoods and Communities – Segregation and Inequality

Required Reading

1. (Canvas) Gottdiener, Hohle, and King. 2019. “Class Differences and Spatial Location.” (Pp. 262–269.) In *The New Urban Sociology. 6th edition*. Routledge.
2. (Canvas) Ludwig, et al. 2012. “Neighborhood Effects on the Long-Term Well-Being of Low-Income Adults.” *Science* 337(6101): 1505-1510.
3. (Canvas) Sampson, Robert. 2012. *The Great American City: Chicago and the Enduring Neighborhood*

Effect. Chicago: University of Chicago Press.

Chapter 6: “‘Broken Windows’ and the Meanings of Disorder.” Pp. 121–148.

Chapter 7: “The Theory of Collective Efficacy.” Pp. 149–178.

Recommended Reading

1. (Web) Logan, John R., Brian J. Stults, and Rachel McKane. 2022. “Less Separate, No Less Unequal.” <https://s4.ad.brown.edu/Projects/Diversity/Data/Report/report0727.pdf>
2. (Canvas) Sampson, Robert J, Stephen Raudenbush and Felton Earls. 1997. “Neighborhoods and Violent Crime: A Multilevel Study of Collective Efficacy.” *Science* 277: 918-924.

***** Neighborhood Comparison Paper Due in Canvas *****

Unit 9: Neighborhoods and Communities – The Underclass

Required Reading

1. (Reader) Anderson, Elijah. 1999. “The Code of the Street” and “Decent and Street Families.” From *Code of the Street: Decency, Violence and the Moral Life of the Inner City*. New York: Norton.
2. (Canvas) Wilson, William Julius. 1987. *The Truly Disadvantaged: The Inner City, the Underclass, and Public Policy*. University of Chicago Press.
Chapter 1: “The Ghetto Underclass, Poverty, and Social Dislocations.” Pp. 3-19.
Chapter 2: “Social Change and Dislocations in the Inner City.” Pp. 20-62.
3. (Canvas) Massey, Douglas S. and Nancy Denton. 1993. *American Apartheid: Segregation and the Making of the Underclass*. Harvard University Press.
Chapter 1: “The Missing Link.” Pp. 1-16.

Unit 10: Neighborhoods and Communities – The Persistence of Segregation

Required Reading

1. (Canvas) Massey, Douglas S. and Nancy Denton. 1993. *American Apartheid: Segregation and the Making of the Underclass*. Harvard University Press.
Chapter 3: “The Persistence of the Ghetto.” Pp. 60-82.
Chapter 4: “The Continuing Causes of Segregation.” Pp. 83-114.
2. (Web) Logan, John R. and Brian J. Stults. 2021. “Metropolitan Segregation: No Breakthrough in Sight.” <https://s4.ad.brown.edu/Projects/Diversity/Data/Report/report08122021.pdf>
3. (Web) Newsday investigation of housing discrimination and systematic racial steering on Long Island. <https://projects.newsday.com/long-island/real-estate-agents-investigation/>
<https://projects.newsday.com/long-island/segregation-real-estate-history/>

Unit 11: Neighborhoods and Communities – Immigrants in the Metropolis

Required Reading

- 1: (Canvas) Zhang, Wenquan and John R. Logan. 2016. “Global Neighborhoods: Beyond the Multiethnic Metropolis.” *Demography* 53:1933-1953.
- 2: (Canvas) Portes, Alejandro, and Robert D. Manning. 1986. “The Immigrant Enclave: Theory and Empirical Examples.” In *Competitive Ethnic Relations*, edited by Susan Olzak and Joane Nagel, pp. 47-68. Orlando, FL: Academic Press.
- 3: (Canvas) Zhou, Min. 1992. *Chinatown: The Socioeconomic Potential of an Urban Enclave*. Philadelphia: Temple University Press.
 - Chapter 5: “The Rise of the Economic Enclave” Pp. 91-118.
 - Chapter 6: “The Ethnic Labor Force and Its Labor-Market Experience” Pp. 119-151.
- 4: (Canvas) Lin, Jan, and Paul Robinson. 2005. “Spatial Disparities in the Expansion of the Chinese Ethnoburb of Los Angeles.” *GeoJournal* 64: 51-61.

Recommended Reading

1. Lin, Jan. 1998. *Reconstructing Chinatown: Ethnic Enclave, Global Change*. University of Minnesota Press.

Unit 12: Urban Housing Policy and Poverty

Required Reading

1. (Canvas) Gottdiener, Hohle, and King. 2019. (Ch. 12) “Metropolitan Social Policy.” In *The New Urban Sociology. 6th edition*. Pp. 345-377. Routledge.
2. (Canvas) Desmond, Matthew. 2012. “Eviction and the Reproduction of Urban Poverty.” *American Journal of Sociology* 118(1):88-133.
3. (Canvas) Desmond, Matthew and Monica Bell. 2015. “Housing, Poverty, and the Law.” *Annual Review of Law and Social Science* 11:15-35.
4. (Canvas) Zuk, Miriam, Ariel H. Bierbaum, Karen Chapple, Karolina Gorska, and Anastasia Loukaitou-Sideris. 2018. “Gentrification, Displacement, and the Role of Public Investment.” *Journal of Planning Literature* 33(1): 31-44.

Recommended Reading

1. (Canvas) Logan, John R. and Harvey Molotch. 1987. (Ch. 5) “How Government Matters.” In *Urban Fortunes: The Political Economy of Place*. Berkeley: The University of California Press.
2. (Canvas) Newman, Kathe, and Elvin K. Wyly. 2006. “The Right to Stay Put, Revisited: Gentrification and Resistance to Displacement in New York City.” *Urban Studies* 43(1): 23-57.
3. (Canvas) Desmond, Matthew. 2016. Prologue and Chapters 1-4 (Pp.1-52) from *Evicted: Poverty and Profit in the American City*. New York: Crown Publishers.

Unit 13: Climate Change and Urban Disasters

Required Reading

1. (Canvas) Elliott, James R., and Jeremy Pais. 2006. "Race, Class, and Hurricane Katrina: Social Differences in Human Responses to Disaster." *Social Science Research* 35(2): 295-321.
2. (Canvas) Klinenberg, Eric. 2002. (Ch. 2) "Race, Place and Vulnerability." In *Heat Wave: A Social Autopsy of Disaster in Chicago*. Chicago: University of Chicago Press.

Recommended Reading

1. (Web) Robertson, Campbell and Richard Fausset. 2015. "Ten Years After Katrina". The New York Times. Aug. 26. <https://www.nytimes.com/interactive/2015/08/26/us/ten-years-after-katrina.html> and <https://www.youtube.com/watch?v=phB9ICpxkcU>
2. (Reader) Calthorpe, Peter. 2011. "Urbanism in the Age of Climate Change" from *Urbanism in the Age of Climate Change*. Island Press.

Guest speaker to come to class and present his paper entitled "A Flood Disaster as a Political Opportunity in a Small City."

Unit 14: Urban Future and Global Challenges

Required Reading

1. (Reader) Sassen, Saskia. 2001. "The Impact of the New Technologies and Globalization on Cities." In *Cities in Transition*, edited by Arie Graafland and Deborah Hauptmann.
2. (Reader) Castells, Manuel. 2004. "Space of Flows, Space of Places: Materials for a Theory of Urbanism in the Information Age."
3. (Reader) Weninger, Kurt. 2020. "European Space and Spatial Policy." In *The City Reader. 7th edition*, edited by Richard T. LeGates and Frederic Stout. London and New York: Routledge. Pp. 252-263.
4. (Reader) Tian, Li, Bo Qin, and Tingwei Zhang. 2019. "Chinese Cities in a Global Society." In *The City Reader. 7th edition*, edited by Richard T. LeGates and Frederic Stout. London and New York: Routledge. Pp. 622-631.

Recommended Reading

1. (Canvas) Yeoh, Brenda S. A. and T. C. Chang. 2001. "Globalizing Singapore: Debating Transnational Flows in the City." *Urban Studies* 38(7): 1025-1044.

***** Urban Initiative Analysis Paper Due in Canvas *****

*Unforeseen circumstances may necessitate changes in the course requirements and/or schedules.
Any changes will be announced in advance.*
