Gender & the City (Fall 2017)
Sociology 190 Capstone Seminar

Instructor: Carter Koppelman (carter.koppelman@berkeley.edu)

Time & Location: Monday 10-12, 106 Wheeler

Office Hours: Monday 12-2, 483 Barrows. Sign-up: https://www.wejoinin.com/sheets/kykqs

Description: Although urban sociology has long addressed questions of how social relations shape the production and uses of cities and urban spaces, this field has focused primarily on relations and inequalities of class and race, while gender has remained at its margins. Yet, gender is built into the cities we inhabit. Gendered ideas and assumptions permeate the design of homes and workplaces, the physical layout of neighborhoods, and the modes of transportation we use to move through cities. Gendered power relations shape who can use urban spaces without fear of retribution; who controls the building, development, and destruction of cities and neighborhoods; and who benefits from the opportunities and pleasures of urban life. In this course, we will situate gender not as merely an additional dimension of urban inequality, but rather as a constitutive aspect of social relations that vitally shape cities and urban life. Over the course of the semester, we will draw on classical and contemporary readings and themes in urban sociology and critically reexamine them in dialogue with gendered approaches to sociology, geography, city planning, architecture, and urban history. In the process, we will build a set of conceptual tools to analyze urban processes in various global regions through class discussions and student research papers. Key topics we will address include: everyday experiences of urban life; urban policy, politics and political economy; housing and the home; urban social movements; informal urbanism; and global cities.

Required texts: All course readings will be available on bCourses (bcourses.berkeley.edu).

Evaluation:
I. Participation (40 percent)
Your participation grade will be determined by general participation in the seminar (30 percent), and two reading presentations over the course of the semester (5 percent each). Each student is required to present once as a proponent of a reading, and once as a critic. As a proponent, you should work to extract a central thesis from the text. What is the author’s central argument? What evidence does the author provide to substantiate her argument? You should provide textual evidence to support your interpretation, but please do not simply read a series of block quotes. This should be your reading of the text. Proponent presentations should be up to 10 minutes.

As a critic, you should understand the author’s central thesis is and systematically work to refute it. Your critique should approach the reading both internally (disjunction between the authors’ argument and the evidence supporting it; insufficient evidence; logical flaws; misuse of concepts) and externally (proposal of more convincing explanations of the evidence; using competing arguments from other texts; highlighting limitations of the argument in the context of existing scholarship). Critical presentations should not exceed 5 minutes.
II. Research Paper (60 percent)
In addition to discussing the readings on this syllabus, each student will be expected to produce a 12-15 page research paper on a topic of their choosing. As an integral part of the seminar, we will systematically build these research projects through short assignments over the semester.

a) Research proposal and preliminary bibliography (5%). Due Week 3. This proposal will establish a research question, explain its importance, and justify its relevance to the course. The proposal text should be no longer than one double-spaced page, with a preliminary bibliography of at least 5 potentially useful academic sources on a second page.
b) Literature review (10%). Due Week 5.
c) Thesis statement (5%). Due Week 7.
d) Detailed outline (10%). Due Week 10.
e) Paper presentation (5%). Our last session will be dedicated to short student presentations.
f) Final Paper (25%).

Grading: The work you hand in to me for grading will be evaluated carefully and in the most accurate and unbiased way possible. For all written work, remember to have a clear argument and structure that demonstrate your understanding and application of the material at hand. Always proofread for spelling, grammar, and style, and follow proper citation procedures when they apply.

Academic Dishonesty: Academic dishonesty is an offense that I take extremely seriously. The grade for essays that show evidence of plagiarism will be forfeited and calculated as a zero. I will pursue disciplinary action in cases of plagiarism and other forms of academic dishonesty. If you are unclear as to what constitutes plagiarism or other forms of academic misconduct, please consult the Student Code of Conduct: http://sa.berkeley.edu/student-code-of-conduct. See me in office hours if you need guidance regarding academic honesty and citation practices.

Late Policy: Deadlines are inflexible. Your grade will fall by 10% per day late. Assignments will not be accepted - and you will receive a zero - past three days late. If you have an emergency or illness that interferes with a deadline, notify me as soon as possible and provide proper written documentation (in the case of a medical emergency, provide a doctor's note).

DSP Accommodations: If you need special arrangements, please email me or see me privately after class or during office hours. If you are part of the Disabled Students Program, we will need to meet in the first two weeks of class to discuss what accommodations you need. For information about the Disabled Students Program, see http://dsp.berkeley.edu, or visit the DSP office: 260 César Chávez Student Center.
Course Overview

[Note: Readings designated for student presentation and critique are marked with an asterisk *]

Week 1 (Aug. 28th): Urbanism as a (Masculine?) Way of Life

Wilson, Elizabeth. 1992. “Into the Labyrinth” Ch.1 in The Sphinx in the City: Urban Life, Control of Disorder, and Women


***No Class September 4th: Labor Day***

Week 2 (Sept. 11th): The Experience(s) of Urban Modernity


Week 3 (Sept. 18th): Gender, Sexuality, and Urban Enclaves: Revisiting the Chicago School


Recommended Readings:


Week 4 (Sept. 25th): Cities and Social Reproduction: Marxist Perspectives

Recommended Readings:


Week 5 (Oct. 2nd): State, Market, and Urban Space: Political Economy Approaches


Week 6 (Oct. 9th): Everyday Production of the Urban Space


Recommended Readings:

Week 7 (Oct. 16th): Trouble in the Suburbs: Hidden Costs of American Anti-Urbanism


**Recommended Readings:**

**Week 8 (Oct. 23rd): Race, Gender and the Politics of Housing**

*Williams, Rhonda Y. 2004. The Politics of Public Housing: Black Women’s Struggles Against Urban Inequality. NY: Oxford University Press. [Intro., Chapters 1, 3,4 & Epilogue]*

**Recommended Readings:**

**Week 9 (Oct. 30th): Urban Informality**


**Recommended Readings:**

**Week 10 (Nov. 6th): Rethinking Public Spaces**


**Recommended Readings:**

Week 11 (Nov. 13th): Gender and Urban Mobility


Recommended Readings:

Week 12 (Nov. 20th): Gendering the Global City


Recommended Readings:

Week 13 (Nov. 27th): Student Presentations.