

Soc. 136, Urban Sociology

U.C. Berkeley, Spring 2016

Tues. & Thurs. 3:30-5:00, Hearst Annex B5

Instructor: Joanna Reed, Ph.D.

Office Hours: 479 Barrows Hall, Tuesdays, 10-12 and by appointment

joannareed@berkeley.edu

GSI: Steve Lauterwasser

Sections: 101 Tu/Th. 1-2, 283 Dwinelle, and 102 Tu./ Th. 2-3, 115 Kroeber

swlauterwasser@berkeley.edu

Course Description:

This course is an introduction to urban sociology. We will explore several topics related to urbanization and urbanism in this course, with a general focus on U.S. cities, and a spotlight on local neighborhoods and issues. Topics include the history of urbanization in the U.S. and its impacts on cities today; ethnography and other methods for studying urban social phenomena; theories about how cities are socially and spatially organized and how these forms of organization are related; and how urban living affects social interaction. This is a writing intensive course, and students will be required to write two course papers and conduct their own ethnographic observations as part of their coursework.

By taking this course, you will:

- Learn how economic forces and social structures such as race, class and government policies influence how cities are socially and spatially organized, and how that has changed over time.
- Learn about how urban living shapes social interaction, past and present.
- Learn about and conduct ethnographic field research.
- Practice your writing skills.

Required Readings:

There is one required book for the course and a reader. The book will be available at the usual bookstores, or can be ordered online. The reader will be available for purchase from the Copy Central store on Bancroft, across the street from the Soc. department. Think of the reader as the custom textbook I made for our class—I strongly recommend purchasing one. Copies of the book and the reader will also be put on 2 hr. reserve at Moffitt Library. There will be a few readings posted on bCourses, marked on the syllabus with a “bC”.

Book:

Anderson, Elijah. (2011). *The Cosmopolitan Canopy: Race and Civility in Everyday Life*. New York: Norton

Films: We watch several films (or excerpts) in class over the course of the semester to provide examples of concepts from lecture and readings, and to explore some topics in more detail. You should think of the films as “required” course materials; if you miss one, you should watch it at the media center in Moffitt Library. A list of films for the semester is posted on bCourses, and may be updated during the semester in the event of substitutions or other changes.

Evaluation: Your grade will be based on an in-class midterm, two paper assignments, a final exam, quizzes and section participation. Your section grade will be based on a combination of attendance, participation, and the timely completion of small section-based assignments. You will learn more about this during your first section meeting. You must enroll in a section in order to take this class.

Neighborhood Profile Paper: 20% of grade, (200 points), due Feb. 23

Midterm: 15% of grade, (150 points), Mar. 15

East Bay Cosmopolitan Canopy Paper and field notes: 25% of grade, (250 points), paper due Apr. 26, field notes due Apr. 1

Section: 20% of grade, (200 points)

Quizzes: 5% of grade, (50 points)

Final Exam: 15% of grade, (150 points), due May 13th at noon

Paper Assignments:

Detailed prompts and information about the two paper assignments are on a document called “Soc. 136 paper assignments” that is posted on bCourses. Please read it right away so you know what is required.

The first paper, the Bay Area Neighborhood Profile, will consist of a description of a Bay Area neighborhood based on your own ethnographic observations, Census data, and other sources, along with some analysis that requires you to apply concepts from course readings to your findings. **20% of grade. Hand in a paper copy in class and an electronic copy to bCourses, submitted to Turnitin.**

The second paper, The East Bay Cosmopolitan Canopy Paper, will explore Anderson’s concept of the “cosmopolitan canopy”—contemporary urban places where people from

diverse socioeconomic backgrounds interact. Students will analyze their own and other students' ethnographic field notes in order to study a cosmopolitan canopy in the Bay Area. This paper will be written in research paper format. **Paper is worth 25% of your grade: 20% for the paper, 5% for the timely posting of detailed field notes on bCourses. Hand in a paper copy in class and an electronic copy to bCourses, submitted to Turnitin**

Midterm Exam: 15%. This will be an in-class exam consisting of short answer and essay questions.

Final Exam: 15%. This will be a take home essay exam due at noon on May 13. You will be provided with the questions in advance, date TBD. Questions will focus on the material after the midterm, but may ask you to incorporate material from throughout the course. You will hand in a paper copy of your exam and an electronic copy that has been submitted to Turnitin.

Quizzes: 5%. The purpose of the quizzes is to encourage regular attendance in lecture. Quizzes will be announced in lecture throughout the semester. After class, you will have 24 hours to complete the quiz on bCourses, with questions based on the lecture from that day and the week's reading. Each correct answer on a quiz will count toward the 50 point total. Quiz points will be capped at 50, although the total number of quizzes and questions will exceed that. This is to allow you to make up for occasional mistakes and absences. You can expect 6 or 7 quizzes throughout the semester. There will be no opportunity to make up these quizzes if you miss one.

Grading: Most of the grading will be done by the course GSI. We will try to return exams and papers to you within two weeks. We will be available to discuss your assignments with you after they are returned, either during office hours or by appointment. If you have a problem with a grade, however, you should first discuss it with the person who graded your assignment. If that does not resolve the problem, you may request a re-grade. *Please know that if we agree to re-evaluate your work, it will be under closer scrutiny and your grade could possibly go down as a result. If you ask us to consider raising your score, be prepared to make a specific argument in writing as to why you think you deserve more points, making sure to reference the rubric for the assignment in question.*

Course Policies:

Students are responsible for all material covered in lecture, including announcements. You will be expected to integrate materials from lecture and readings on exams and papers. Please do not enroll in this class if you will not be able to attend the lectures regularly.

I will gladly make **accommodations** for students with disabilities and for the observance of religious holidays. Please email or speak with me to discuss appropriate arrangements as soon as possible.

Exams and assignments must be taken and turned in on time in order to receive full credit. If you have a personal emergency or are ill you need to contact me at the earliest opportunity to discuss alternative arrangements. Unexcused late assignments will be penalized one third of a grade for each day they are late (including weekends).

Incomplete Grades: Incompletes are an option of last resort for students experiencing true medical or other emergencies that make it impossible for them to complete their coursework on time. To be considered for an incomplete grade, students need to speak with me about it DURING the semester, have completed about half of the coursework, and provide documentation of the reason for the request.

Academic honesty is expected of all students. It is extremely important that everyone turn in their own work. Suspected violations relating to this course will be reported to the appropriate administrative department and dealt with according to university policies. *Be aware of plagiarism.* Word for word use of even a single sentence from any author (except yourself), publication or website without proper citation is plagiarism and is considered unethical. Plagiarism will result in a failing grade on the paper or exam with no opportunity to rewrite, as will any other kind of cheating. If you have questions about how to properly cite materials, or how to paraphrase appropriately, ask during office hours, or consult Ch. 6 of the writing guide “Writing for Sociology”, available on the Soc. department website. To discourage plagiarism, I require that students submit their papers and take home final exam to Turnitin (a plagiarism detection tool on bCourses), in addition to any paper copies that may also be required.

Email: Email is a good way to get in touch with me, but keep in mind that I may not be able to respond right away. Do not expect a response during evenings or on weekends. It is best to catch me before or after class, or during office hours if you want to discuss something.

Office Hours: Sign up for office hours on the sign up sheet outside my door at 479 Barrows. I encourage students to talk with me sometime during the semester, just to say “hi” and especially if you are having trouble with the course. I want you to do well, but I can’t help if I don’t know what is going on. You are welcome to drop by if you don’t have an appointment, but keep in mind that people with appointments have first priority.

Laptops, etc.: Did you know that taking handwritten notes during lecture and section may improve your grade in this class? If you want to use a laptop or tablet to take notes, please sit in the back of the classroom so you do not distract others. Otherwise, please refrain from using electronic devices during class.

Circulation of Course Materials: DO NOT reproduce course materials or post them online or anywhere else. This includes the syllabus, lecture slides, notes, handouts, rubrics and exams. As a student in the course, you will have access to everything you need on bCourses.

Course Schedule*:

Week 1, Jan. 19, 21: Introduction: What is *urban* Sociology anyway? Links to theories and methods; The contemporary urban scene.

Readings: Read at least three articles on the Citylab website, as an introduction to some current urban issues. (<http://www.citylab.com>)

Part I. How the city takes shape and stratifies: the interplay of past and present social and economic forces shaping the U.S. urban landscape, with a spotlight on the Bay Area.

Week 2, Jan. 26, 28: Technology, Labor Markets and Resources

Readings: Bagwell, B. (1982 (2012)). *Oakland: The Story of A City*. Oakland Heritage Alliance. Pp. 25-32, 50-90

Wollenberg, C. (2008). *Berkeley: A City in History*. UC Press. Ch. 7, "World War II Watershed" pp. 105-119

Week 3, Feb. 2,4 : Labor Markets and Migrations

Readings: Portes, A. & Rumbaut, R. (1996) *Immigrant America*. Berkeley: UC Press. Ch. 2 "Moving" pp. 29-56

Wilkerson, I. (2010) *The Warmth of Other Suns*. New York: Vintage Books. Pp. 1-15

Jackson, K. (1985). *Crabgrass Frontier: The Suburbanization of the United States*. Oxford University Press. Ch. 11, "Federal Subsidies and the Suburban Dream"

Li, W. (2009) *Ethnoburb: The New Ethnic Community in Urban America*. University of Hawaii Press. (UCB electronic resource, find on Oski-Cat)
[Recommended, not required]

Week 4, Feb. 9, 11: Public policies and urban planning

Readings: Wilson, W.J. (2011). "Being Poor, Black and American: The Impact of Political, Economic and Cultural Forces". *American Educator*, Spring 2011 (bC)

Briggs, X., Popkin, S. & Goering, J. (2010). *Moving To Opportunity: The Story of an American Experiment to Fight Ghetto Poverty*. Oxford Univ. Press. Ch. 1 "Places and Lives" pp. 3-24 and 2, "Ghetto Poverty Before and After Katrina" pp. 25-43

Week 5, Feb. 9, 11: Public policies and urban planning

Readings: Logan, J. & Molotch, H. (1990). *Urban Fortunes: The Political Economy of Place*. Berkeley: UC Press. Ch. 2, "Places as Commodities" pp. 17-49 and skim Ch. 3, "The City as a Growth Machine" pp. 50-98

Zukin, S. (1995). *The Cultures of Cities*. Blackwell. Ch. 1, "Whose Culture, Whose City?" pp. 1-47

Week 6, Feb. 23, 25: Public policies and urban planning, Bringing it all together in a stratified urban landscape.

Neighborhood Profile Paper due Feb. 23

Readings: Brown-Saracino, J. (2009). *A Neighborhood That Never Changes*. University of Chicago Press. Ch. 2 "Beyond Pioneering: Social Homesteaders as Uneasy Gentrifiers", pp. 51-79

Freeman, L. (2006). *There Goes the 'Hood*. Temple University Press, Ch. 3, "There Goes the 'Hood" pp. 59-94

Urban Displacement Project, UC Berkeley, <http://www.urbandisplacement.org> (read over, look at maps)

Garofoli, J. & Said, C. (2014) "The Changing Mission", *San Francisco Chronicle* <http://www.sfchronicle.com/the-mission/a-changing-mission/> (read over)

Part 2. Social interactions in stratified urban spaces.

Week 7, Mar. 1, 4: Interactions in public spaces

Readings: Simmel, G. (1972). "The Metropolis and Mental Life" (1903). *On Individuality and Social Forms*. Levine, D., ed. University of Chicago Press:

Chicago, IL.

Lofland, L. (1973). *A World of Strangers: Order and Action in Public Space*. Ch. 5, “Urban Learning”, and Ch. 6, “Privatizing Public Space”

Hatuka, T. & Toch, E. (2014) “The emergence of portable private—personal territory: smartphones, social conduct and public spaces”. *Urban Studies*, Mar. 12, 2014

Week 8, Mar. 8, 10: The “cosmopolitan canopy”

Reading: Anderson, E. (2010). *The Cosmopolitan Canopy*. Ch. 1-3

Week 9, Mar. 15, 17: The “cosmopolitan canopy”

Midterm Exam in class Mar. 15

Reading: Anderson, E. 2010. *The Cosmopolitan Canopy*. Ch. 4, 5, 7

SPRING BREAK (Mar. 21-25)

Week 10, Mar. 29, 31: Violence, crime and neighborhoods

Deadline for posting “Cosmopolitan Canopy” field notes on bCourses, April 1 (midnight)

Readings: Harding, D. (2010). *Living the Drama: Community, Conflict, and Culture Among Inner-City Boys*. University of Chicago Press. Ch. 2, “The Social Organization of Violence in Poor Neighborhoods” pp. 27- 67

Sampson, R.J., & Loeffler, C. (2010) “Punishment’s Place: The Local Concentration of Mass Incarceration. *Daedalus*, 139(3) 20-31 (bC)

Frontline, (PBS) Interview with Todd Clear, companion to documentary *Prison State*, <http://www.pbs.org/wgbh/frontline/article/todd-clear-why-americas-mass-incarceration-experiment-failed/>

Week 11, Apr. 5, 7: Homelessness

Readings: Gowan, T. (2010). *Hobos, Hustlers and Backsliders: Homeless in San Francisco*. University of Minnesota Press: Minneapolis, MN. Introduction, Ch. 2, 3 and 7

Week 12, Apr. 12,14: Catch up or move on

No new reading.

Part 3. Bringing it together: a case study of New Orleans and Hurricane Katrina

Week 13, Apr. 19, 21: The disaster and its effects

Readings: Briggs, X. (2006). "After Katrina: Rebuilding Places and Lives". *City and Community*, 5(2) 119-128 (bC)

Sharkey, P. (2007). "Survival and Death in New Orleans: An Empirical Look at the Human Impact of Katrina." *Journal of Black Studies*, 37(4) 482-501 (bC)

Robertson, C. & Fausset, R. (2015) "Ten Years After Katrina". *The New York Times*. Aug. 26, 2015. http://www.nytimes.com/interactive/2015/08/26/us/ten-years-after-katrina.html?_r=0

Week 14, Apr. 26, 28 : The disaster and its effects

Cosmopolitan Canopy Paper due in class on Apr. 26

Readings: Kirk, D. (2009). "A Natural Experiment on Residential Change and Recidivism: Lessons from Hurricane Katrina." *American Sociological Review*, 74: 484-505 (bC)

Graif, C. (2015). "(Un)natural Disaster: Vulnerability, Long-Distance Displacement and the Extended Geography of Neighborhood Distress and Attainment After Katrina". *Population and Environment*, pp. 1-31 (bC)

Week 15: RRR week

Final Exam: We will have a take-home essay exam that will be **due on May 13th at noon**. Instructions for completing and turning in the exam will be included on the prompt, which will be released to you in advance, on a date to be announced.

* Course Schedule remains subject to change at the discretion of the instructor.