

## **Soc. 136, Urban Sociology**

U.C. Berkeley, Spring 2018

Tuesday/Thursday, 60 Barrows Hall

Instructor: Joanna Reed, Ph.D.

Office Hours: Tuesday, 2:15- 4:15 (appointments) and Thursday 2:15-3:15 (drop-in) and by appointment, 479 Barrows Hall

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### **Course Description:**

This course is an introduction to urban sociology that characterizes cities as physical spaces that make social inequalities visible and as places where they are experienced. We will explore several topics related to urbanization and urbanism in this course, through a general focus on U.S. cities, and spotlight on local neighborhoods and issues. Topics include the history of urbanization in the U.S. and how that history shapes cities and social interactions within them 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, use and applying census and other data in sociological analysis, and practice your writing skills.

### **Required Readings:**

There is one required book for the course and a course reader. Some assigned readings are journal articles that can be accessed on bCourses. The book will be available at the campus bookstore, 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 *Cosmopolitan Canopy* and the reader will be placed on two-hour reserve at Moffitt library. Readings included in the reader will also be posted on bCourses under the “files” tab.

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. Some, but not all, films may be available on youtube or on Kanopy (a streaming service you can access through the library website)— availability is subject to change. If you miss a film, it is your responsibility to find out what you missed, and how you can view it.

**Evaluation:**

Take-home Exam: 20% of grade, (200 points), Feb. 22

Neighborhood Profile Paper: 25% of grade, (250 points), Mar. 15

East Bay Cosmopolitan Canopy Field Notes: 5% of grade (50 points), Apr. 2

Easy Bay Cosmopolitan Canopy Paper: 20% of grade (200 points), Apr 25

Take Home Final Exam: 20% of grade, (200 points), May 10

Participation (attendance, in-class quizzes and activities, homework): 10% of grade, (100 points), ongoing over the semester

**Exams and 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.

**Take-Home Exam:** This will be an essay exam based on readings and lectures covered so far. Questions will be posted on bCourses one week before the exam is due. We will not have lecture on the day the exam is due. **Submit an electronic copy to bCourses.**

**Neighborhood Profile Paper:** 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. You will choose from neighborhood possibilities listed on the assignment prompt. **Submit an electronic copy to bCourses.**

**East Bay Cosmopolitan Canopy Fieldnotes and Paper:** 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 the same site in East Bay. This paper will be written in the format of a research paper. There are two parts of this assignment—the timely completion and posting of field notes, and the paper. **Submit both to bCourses. You also MUST post the field notes as a “discussion” on bCourses—this will allow your classmates to have access to your notes—to ensure full credit for this portion of the assignment.**

**Final Exam:** This will be a take home essay exam. You will be provided with the questions one week in advance. Questions will focus on the material after the first exam, but may ask you to incorporate material from throughout the course. **Submit your exam to bCourses.**

**Participation:** Your participation grade will consist of a combination of points you will receive for periodic attendance checks, in-class quizzes, other short in-class activities, and homework assignments. I will drop some points from the total before calculating final participation grades to allow for occasional absences and there will be extra-credit opportunities available to make up points for the participation grade as well.

**Grading:** Most of the grading will be done by the graduate student reader assigned to our course, in close collaboration with me. 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 believe a mistake was made in grading your assignment, you may request a re-grade from me. *If you ask me to re-evaluate your work, 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. Please consider these requests carefully, as during a re-grade your work will be under closer scrutiny and your grade could possibly go down as a result.

#### **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, medical conditions, university athletics 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) beginning shortly after an assignment is due. Check due dates and times carefully to avoid problems.

**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 students turn in their own work. Suspected violations relating to this course will be reported to the Office of Student Conduct 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 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 and on our class bCourses site. To discourage plagiarism, I check student work with Turnitin (a plagiarism detection tool on bCourses). This will happen automatically when you turn in assignments on bCourses.

**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. Please check the syllabus and class announcements before emailing, as many questions will likely be answered there. 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:** Tuesdays 2:15-4:15 by appointment and Thursdays 2:15-3:15 drop-in. Sign up for an office hours appointment on the 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 during the Tuesday office hours, but keep in mind that people with appointments have first priority. Feel free to drop-in on Thursday.

**Coffee Hours:** A few times during the semester I will invite students to “coffee hour”, which is just a chance to meet and chat informally. We’ll meet at a café and I’ll buy coffees for the first 5 or so people. I will announce dates for these after the semester begins.

**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.

**Notes and Circulation of Course Materials:** DO NOT reproduce course materials or post them on-line or anywhere else. This includes the syllabus, lecture slides, your notes, handouts, rubrics and exams. While you may share your notes with other students in this semester’s class, it is against university policy to share your notes broadly, or attempt to use them for commercial purposes. It is also a violation of the policy to record lectures without my consent, and/or try to use recordings for commercial purposes. Please see <http://campuspol.chance.berkeley.edu/policies/coursenotes.pdf> for a detailed version of the policy.

## **Course Schedule\*:**

***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 1, Jan. 16 & 18 : Introduction: What are our cities like today? How did they get that way?**

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

### **Week 2, Jan. 23 & 25: How did cities take shape?**

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

Massey, D. & Denton, N. (1993) *American Apartheid*. Cambridge, MA: Harvard University Press. Ch. 2 (reader)

### **Week 3, Jan. 30 & Feb. 1: Urban Renewal, Public Housing in Cities; Suburbanization**

Readings: Wilson, W.J. (1997). *When Work Disappears: The World of the New Urban Poor*. Ch. 2. New York: Vintage (reader)

Austin Turner, M., Popkin, S. & Rawlings, L. (2009). *Public Housing and the Legacy of Segregation*. Ch. 1, "Transforming Distressed Public Housing" pp. 1-11. Washington DC: The Urban Institute Press (reader)

Nicolaides, B. & Wiese, A. (2006) *The Suburb Reader*, Ch. 9 " Postwar America: Suburban Apotheosis" pp. 257-72 (Introduction and Documents) New York: Routledge (reader)

### **Week 4, Feb. 6 & 8: Suburbanization and the expanding (white) "middle class"**

Readings: Nicolaides, B. & Wiese, A. (2006) *The Suburb Reader*, Ch. 11 "Postwar Suburbs and the Construction of Race" pp. 322-40. New York: Routledge (reader)

Self, R. (2003). American Babylon: Race and the Struggle for Postwar Oakland, excerpted in Nicolaides, B. & Wiese, A. (2006) *The Suburb Reader*, pp. 368-375. New York: Routledge (reader)

**Week 5, Feb. 13 & 15: Public policies and urban planning: building symbolic economies**

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 (reader)

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

**Week 6, Feb. 20, 22: Public policies and urban planning: Gentrification and redevelopment**

**Take-Home Exam Due Feb. 20 (No Lecture)**

Readings: Jones, N. & Jackson, C. (2012) “You Just Don’t Go Down There”: Learning to Avoid the Ghetto in San Francisco”. In Hutchinson, R. & Haynes, B. (Eds.) *The Ghetto: Contemporary Global Issues and Controversies*. Boulder, CO: Westview Press (reader)

Austin Turner, M., Popkin, S. & Rawlings, L. (2009). *Public Housing and the Legacy of Segregation*. Ch. 2, “Building Healthy, Mixed-Income Developments” pp. 13-30. Washington DC: The Urban Institute Press (reader)

Freeman, L. (2006). *There Goes the ‘Hood*. Temple University Press, Ch. 3, “There Goes the ‘Hood” pp. 59-94 (reader)

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

**Week 7: Feb. 27 & Mar. 1: Snapshots of the contemporary urban landscape: spotlight on Antioch, CA**

**This week, our class will be focused on issues raised by the *American Suburb* Podcast from KQED about Antioch, CA. Please download and listen to the podcasts, at least episodes 1-4. <https://ww2.kqed.org/news/series/american-suburb-podcast/>**

Readings: Kneebone, E. & Berube, A. (2013) “Confronting Suburban Poverty in America, Executive Summary”. Brookings Institute. [http://confrontingsuburbanpoverty.org/wp-content/uploads/2013/05/Brookings\\_Toolkit\\_Executive-Summary.pdf](http://confrontingsuburbanpoverty.org/wp-content/uploads/2013/05/Brookings_Toolkit_Executive-Summary.pdf)

Rugh., J & Massey, D. (2010). “Racial Segregation and The American Foreclosure Crisis”. *American Sociological Review*, 75:5

**Week 8, Mar. 6 & 8: How Does Where you Live Matter? Neighborhoods, Life Chances and Social Interaction**

Readings: Sampson, R.J., Morenoff, J., & Gannon-Rowley, T. (2002). "Assessing 'Neighborhood Effects': Social Processes and New Directions in Research". *Annual Review of Sociology* 28:443-78

Klinenberg, E. (2002) *Heat Wave: A Social Autopsy of Disaster in Chicago*. Chicago: University of Chicago Press, Ch. 2 "Race, Place and Vulnerability" (reader)

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

**Week 9, Mar. 13 & 15: Neighborhoods, Life Chances and Social Interaction: The "Cosmopolitan Canopy"**

**Neighborhood Profile Paper Due Mar. 15, before class.**

Reading: Anderson, E. (2010). *The Cosmopolitan Canopy*. Ch. 1-3, 4, 5, 7

**Part 3. Urban "Disasters": Urban Violence, Homelessness**

**Week 10, Mar. 20 & 22: Neighborhood violence and crime**

Readings: Anderson, E. (1999) *Code of the Street: Decency, Violence and the Moral Life of the Inner City*. New York: Norton. Ch. 2 (reader)

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 (reader)

Sampson, R.J. (2008) "Rethinking Crime and Immigration". *Contexts* 7:28-33

SPRING BREAK

## **Week 11, Apr. 3 & 5: Violence, Crime and Neighborhoods**

**Deadline for posting “Cosmopolitan Canopy” field notes on bCourses, April 2 (midnight)**

**Class on April 3 will be devoted to a “crash course” on qualitative data analysis and explaining how you will use the field notes to write your Cosmopolitan Canopy paper.**

Reading: Martinez, C. *The Neighborhood Has Its Own Rules: Latinos and African Americans in South Los Angeles*. Berkeley, CA: University of California Press. Introduction, Ch. 4, 5 (reader)

## **Week 12, Apr. 10 & 12: Housing Policy and Public Spaces, background for considering Homelessness**

Readings: Desmond, Matthew. (2016) “Forced Out”, *The New Yorker*, Feb. 8 & 15

Galvez, M., Brennan, M., Meixell, B., Pendall, R. (2017) “Housing as a Safety Net”. *Research Reports*, The Urban Institute

National Health Care for the Homeless Council (2017) “Addressing the Opioid Epidemic”. Fact Sheet, Aug. 2017

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

## **Week 13, Apr. 17 & 19 : Homelessness**

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

## **Week 14, Apr. 24 & 26 : Catching up and summing up**

No new reading

**Cosmopolitan Canopy Paper due Apr. 25<sup>th</sup>, noon (Note this is not a day class meets)**

## **Week 15, Apr. 30- May 4: RRR week**

**Final Exam:** We will have a take-home essay exam that will be **due on May 10<sup>th</sup> at 3 pm**. Instructions for completing and turning in the exam will be included on the prompt, which will be released to you one week in advance.

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