

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

U.C. Berkeley, Spring 2019

Tuesday/Thursday, 3:30-5:00 p.m., 170 Barrows Hall

Instructor: Joanna Reed, Ph.D.

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Office Hours: Thursdays 10:15-11:45 (drop-in) and 12:00-1:30 (appointments), 479 Barrows Hall

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### **Course Description:**

This course is an introduction to urban sociology that characterizes cities as physical spaces that magnify social inequalities and shape how we experience them in our daily lives. We may all live in the Bay Area, but our daily experiences of place are often radically different within short distances. We may experience the same public and private spaces differently as well. In this class, we will explore why this is—how our experiences of the city vary so widely depending on where and who we are—and how where we live and conduct our lives shapes other aspects of them. We will explore several topics related to urbanization and urbanism in this course by focusing on the urban space common to us—the Bay Area. We will use the Bay Area, and the East Bay and San Francisco in particular as lenses through which we can gain a national perspective on urban issues. We begin the course by considering the historical forces that shaped the Bay Area into the region it is today, and how that history continues to shape and inform current urban experiences and controversies. The later part of the course focuses on how neighborhoods influence life chances, social interactions in urban spaces, and topics typically considered as urban problems—homelessness and neighborhood violence. Throughout the course we will consider the relationships between spatial organization, social inequalities and social interaction.

The central questions we will address in this course are:

- How did urban areas take shape?
- What are current trends in urban areas?
- What were/are important influences on these processes, and how are current trends related to the history of urban areas and places?
- How does the spatial organization of urban areas influence social interaction, both in general and in specific urban places?

By taking this course, you will:

- ◆Learn how economic forces and social structures such as race, class, government policies and citizen activism 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 by focusing on specific examples in urban places in the Bay Area, Los Angeles and Philadelphia.

◆ Gain some experience with conducting and writing up ethnographic field research, using and applying census and other data in sociological analysis, and practicing your writing skills.

### **Required Readings:**

All readings this semester can be found on bCourses. For your convenience and ease in studying, you may purchase the course reader containing the assigned book chapters from the Copy Central store on Telegraph. The readings that are freely available through the library or other online sources are not in the course reader, but are available on bCourses or through the link on the syllabus. Find the readings on bCourses under the “files” tab.

**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. 19<sup>th</sup>, due 3:30 pm to bCourses

Neighborhood Profile Paper: 25% of grade, (250 points), Mar. 19<sup>th</sup>, due 3:30 pm to bCourses

East Bay Cosmopolitan Canopy Project: Field Notes: 5% of grade (50 points), due as an assignment AND discussion on bCourses by midnight, Apr. 10<sup>th</sup>

Easy Bay Cosmopolitan Canopy Paper: 20% of grade (200 points), May 1<sup>st</sup>, due to bCourses at 5 pm.

Take Home Final Exam: 20% of grade, (200 points), May 17<sup>th</sup> due to bCourses at 10 pm.

Participation and Attendance: (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 these now so you know what is required.*

**Take-Home Midterm 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 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 must post the field notes as a "discussion" AND as an "assignment" 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, very similar in format to the midterm. You will be provided with the questions one week in advance of the due date. 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 keep a record of your participation over the course of the semester. Around spring break I will post a spreadsheet showing your points so far. I will drop one or two points from the total before calculating final participation grades to allow for occasional absences. There will be opportunities available to make up missing participation points and/or earn a small amount of extra credit to be added to your final course grade.

**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 a re-grade will subject your work to closer scrutiny and your grade could possibly go down as a result. Re-grade requests for a particular assignment must be made within two weeks of when the assignment was returned. Please note that per university policy, re-grades are not possible on final exams.

**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 make **accommodations** for students with a DSP letter, who are on a university athletic team 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.

Make sure to check that the file you have submitted to bCourses is the correct one for the assignment in question and in a format we can read. Documents must be submitted as MS word or PDF documents. Failure to do this may result in points lost and delays in grading.

**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 and self-plagiarism.* Word for word use of even a single sentence from any author, publication or website without proper citation is plagiarism and is unethical. All work submitted for credit for this class must be original and created specifically for a particular exam or assignment. 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 (the plagiarism detection tool on bCourses). This will happen automatically when you turn in assignments on bCourses.

**Email:** Make sure to check the course syllabus and announcements before emailing me about an assignment or administrative matter. It is best to ask questions about these things before or after class or during office hours. Please understand that I receive many

emails from students and am not always able to respond right away. Do not expect a response after working hours or on weekends.

**Office Hours: Thursdays, drop-in from 10:15-11:45 and by appointment from 12-1:30 pm.** 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. **Please sign up for office hours appointments on the sign-up sheet posted outside my office door at 479 Barrows.** My office is shared, so if you need to speak with me confidentially, please try to let me know ahead of time so I can try to ensure privacy. If you cannot make these office hour times, please contact me to make another arrangement.

**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.

**Lecture Slides:** Lecture slides will be available on bCourses just before class. Slides are for your reference and as a study aid—they are not a substitute for attending lecture.

**Your Health and Well-Being:** Being a college student can be full of excitement and possibilities, but at times may feel overwhelming or be difficult in other ways. Some degree of this is to be expected, but if you are experiencing a lot of distress, anxiety or have a pre-existing mental health issue, there are resources on campus to help. You are not alone; many others share your difficulties. Even if you don’t think you need them, I encourage you to look at these websites, so you know what is available: counseling appointments, web tutorials and videos, support groups, mindfulness classes and more. Counseling center staff have told me these groups and classes can be a great resource for self-care and are a great way to get the semester off to a good start. Counseling and Psychological Services (CAPS), (510) 642-9494, <https://uhs.berkeley.edu/counseling>. More general resources on mental health, services are at <https://uhs.berkeley.edu/health-topics/mental-health> .

**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\*:**

**Week 1, Jan. 22 & 24. Introduction and setting the scene: how did U.S. cities take shape?**

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

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

**Week 2, Jan. 29 & 31. Post-war urban growth and development: The development and maintenance of residential segregation**

Readings: Self, R. (2003) *American Babylon: Race and the Struggle for Postwar Oakland*. Princeton, NJ: Princeton University Press. Introduction

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

**Week 3, Feb. 5 & 7. Post-war urban growth and development: the urban policy twins of suburbanization, urban renewal/public housing**

Readings: Self, R. (2003) *American Babylon: Race and the Struggle for Postwar Oakland*. Princeton, NJ: Princeton University Press. Ch. 3 & 4

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)

**Week 4, Feb. 12 & 14. Post-war urban growth and development: urban “crisis”, tax revolts and private property**

Readings: Self, R. (2003) *American Babylon: Race and the Struggle for Postwar Oakland*. Princeton, NJ: Princeton University Press. From Ch. 7, pp. 270-281, Ch. 8, pp. 316-327

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

**Week 5, Feb. 19 & 21. Place entrepreneurship: capitalism, real-estate, public policies and gentrification**

**Take-Home Exam Due Feb. 19, 3:30 pm. (No Lecture on day exam is due.)**

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 Ch. 5, “How Government Matters”

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

**Week 6, Feb. 26 & 28. Changing urban landscapes: Gentrification in the city and impoverishment in the suburbs**

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)

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)

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

**Week 7: Mar. 5 & 7. Changing urban landscapes: gentrification in the city and impoverishment in the suburbs, 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: Urban Displacement Project, UC Berkeley,  
<http://www.urbandisplacement.org> (read over, look at maps)

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

**Week 8, Mar. 12 & 14. How does where you live matter? Neighborhoods and life chances**

Readings: Sharkey, P. (2013) *Stuck in Place: Urban Neighborhoods and the End of Progress toward Racial Equality*. Chicago, IL: University of Chicago Press. Ch. 4, 5 & 6

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)

**Week 9, Mar. 19 & 21. Spatial organization and social interaction: The “cosmopolitan canopy”**

**Neighborhood Profile Paper Due Mar. 19, before class at 3:30 pm.**

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

SPRING BREAK, Mar. 25-29

**Week 10, Apr. 2 & 4: 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)

Miller, J. (2008) *Getting Played: African American Girls, Urban Inequality and Gendered Violence*. New York: NYU Press. Ch. 2, “Gender ‘n the ‘Hood: Neighborhood Violence Against Women and Girls”

**Week 11, Apr. 9 & 11: Neighborhood violence and crime**

**Deadline for posting “Cosmopolitan Canopy” field notes on bCourses, April 10th (midnight)**

**Class on April 11<sup>th</sup> will be devoted to a “crash course” on analyzing qualitative data, i.e. how you will use the field notes to write your Cosmopolitan Canopy paper.**

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

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. 16 & 18: Housing, social policy and 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



Herring, C. & Lutz, M. (2015) "The Roots and Implications of the USA's Homeless Tent Cities". *City*, 19 (5), 689-701

**Week 13, Apr. 23 & 25: Homelessness**

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

Recommended:

HUD Point in Time Count Reports:

*City of Oakland Homeless Census and Survey Jurisdictional Report, 2017*, produced by Applied Survey Research

*San Francisco Homeless Count and Survey, Comprehensive Report 2017*, produced by Applied Survey Research

**Week 14, Apr. 30 & May 2: Homelessness and wrapping up**

**Cosmopolitan Canopy Paper due May 1<sup>st</sup>, 5 pm (This is not a day class meets!)**

no new reading

**Week 15, May 6-10 : RRR week**

**Final Exam:** We will have a take-home essay exam that will be **due on Friday May 17<sup>th</sup> at 10 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.