

# **SOC 3451W: Cities and Social Change**

**Wednesdays | 5:30 – 8 pm | Carlson School 2-228**

**3 credits | Spring 2019**



**Instructor:** Jacqui Frost  
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*Office Hours:* Wednesdays 3-5 pm  
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## **Course Description**

*“Cities have the capability of providing something for everybody, only because, and only when, they are created by everybody.”*

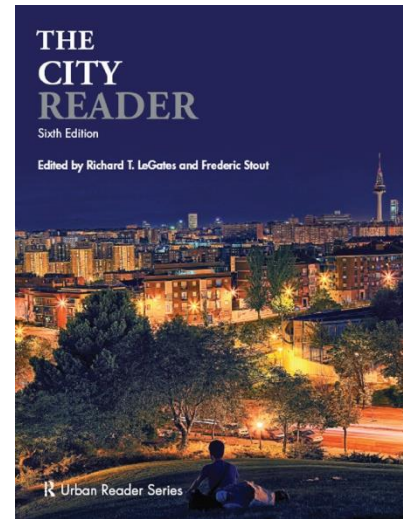
~ Jane Jacobs, *The Death and Life of Great American Cities* ~

Drawing on theory and research in sociology, history, and urban studies, this course will chart the rise of modern cities and explore the causes and consequences of that rise. We will cover topics like modernization and the changing conceptions of place and community in the modern world, the urban-rural divide, suburbanization, segregation, gentrification, and urban social movements related to issues like economic inequality, environmentalism, and immigration. Throughout the course, we will investigate the ways that race, class, gender, and religion shape the urban experience. In the first part of the course, we will read classic pieces in urban studies that chart the history and rise of cities. In the second part of the course, we will focus in on the history of industrialization, suburbanization, and segregation in U.S. cities. And in the final section of the course, we will cover specific topics in urban studies, including religion, gender and sexuality, urban social movements, and globalization. During the second half of the course, you will take on your own urban study research project and we will workshop ideas and drafts together in the classroom.

## Course Readings

There are no required texts for this course. All readings will be posted on Canvas.

However, many of the weekly readings will come from *The City Reader, 6<sup>th</sup> Edition*, edited by Richard T. LeGates and Frederic Stout. I will be posting the selected readings in PDF form on Canvas, but if you want access to the full reader, it's a great resource. **You can find this reader for free through the University of Minnesota libraries.** Go to [lib.umn.edu](http://lib.umn.edu), enter the title of the reader and select it from the list of options, and then select the version with "online access." Follow the links to either download the full text or read it online.



## Expectations – Writing and Otherwise

This is a writing intensive course, which means **you should prepare to do a decent amount of writing (around 15 pages in total)**. You will be asked to write two 4 page reflection essays that review the materials we are covering in the first half of the course, and then you will engage in an extensive research project of your own in which you either conduct interviews, ethnographic observations, or archival analyses. Then you will produce an 7-9 page paper that includes a focused thesis statement, a short literature review, a methods section, and an analysis of your research. **We will workshop proposals and drafts** for these research papers as a class. Please **be prepared to be a constructive and engaged peer-reviewer** during these workshops.

There is also a decent amount of reading in this course (it averages to about 35 pages a week – some weeks there is more reading than others). My **expectation is that you will have read all or most of the week's assigned readings before coming to the lecture** on Wednesday nights. You will get more out of both the lecture and the readings if you tackle the readings on your own and come to lecture ready to engage with them and ask questions. For the course to lean more towards discussion and less toward me lecturing for two hours straight (no one wants that), I'm hoping you all come prepared to discuss and engage with the readings each week.

Finally, this is a 2.5-hour night class, which comes with its own unique challenges. I understand that it overlaps with most people's dinner time and that it often comes at the end of a long work day for many. Please feel free to bring reasonably unobtrusive food to class that won't be too disruptive for those sitting around you. I will also give everyone a 15-20 minute break in the middle of class each week to make it easier to grab a quick snack or do a quick jog around the building to wake yourself up. I do my best to break up lectures with discussions, activities, and films, but there will typically be an hour or so of lecturing each week, so please find ways to stay focused and take good notes.

## **Grading**

<i>Reflection Essays</i>	100 points (2 total – 50 points each)
<i>Exams</i>	300 points (2 total – 150 points each)
<i>Class Participation</i>	50 points
<i>Urban Study Project</i>	400 points
Proposal	60 points
Proposal Workshop	40 points
First Draft	80 points
Draft Workshop	70 points
Final Project	150 points
<b><i>Total</i></b>	<b>850 points</b>

## **Grading Scale**

A = 765 – 850 points  
B = 680 – 764 points  
C = 595 – 679 points  
D = 510 – 594 points  
F = 509 points or less

## **Late Submissions**

I accept late work only when you have obtained permission in advance or in the event an emergency arises on a due date. I will consider late submissions if you have a legitimate reason for requesting an extension – including a physical illness, a mental health issue, or a pressing family matter. Similarly, unless you've made arrangements with me, exams can only be taken in class on the day they are scheduled. Unexcused missed exams will result in a 0 on the exam.

## **Attendance**

While there is no official attendance grade for this course, the course will be difficult to pass if you miss class. There is no standard textbook for the course, which means a lot of the basic concepts and ideas you'll need to know for the exams will be covered in lecture. You may not make up in-class participation points without a valid excuse (see above) and some of the films we watch in class are not free or easy to find. If you do have an unexcused absence, it is your responsibility to obtain class notes from a classmate and/or meet with me to go over missed materials.

## **Assignment Descriptions (detailed assignment guidelines will be provided separately)**

### *Reflection Essays (100 points)*

There will be two 4-page reflection essays due in the first half of the course. These essays will ask you to reflect on the readings and films we will cover in the first seven weeks of the course, synthesizing the major themes covered and comparing/contrasting the various theories and arguments we are encountering. In the first reflection, you will consider debates about what constitutes a “city.” You will review the first three weeks of course materials, reviewing debates among early scholars of urban life and reflecting on how these academic understandings of the city compare to your own understandings of the city coming into the course. In the second reflection assignment, you will review two of the four films we watch during weeks 4-7. You will explain how the films cover issues like segregation, racial and economic inequality, and urban change, and reflect on film as a medium for studying urban life.

### *Exams (300 points)*

There will be two exams in this course. Exams will be short-answer and essay format and will ask you to think across topics and concepts from the course. I am more interested in your ability to use what you are in learning in class to understand the world around you than I am in your ability to memorize vocabulary words and statistics. To facilitate this broader thinking, you can bring one page of notes to the exams (you can write on the front and back). These notes can be typed or hand-written and should be used as your mini-guide through all the readings and lectures. Study guides will be provided one week before each exam.

### *Class Participation (50 points)*

This is a small, upper-division course, which means we have the opportunity to get out of the standard lecture format and engage in class discussions about the readings and topics we cover each week. I will often ask you to discuss your reaction to the readings and your experiences in relation to the readings with each other and in the larger class. There will also be small in-class activities and group work (outside of the formal peer-review sessions) that will require your participation. Thus, your participation grade is my subjective sense of your overall participation in the class, graded through your attendance, your engagement in class discussions, and your participation in class activities.

### *Urban Study Project (400 points)*

This project will be the main focus of the second half of the course. For this project, you will conduct a small research study on an urban issue of your choosing. Using one or more social science research methods, including ethnography, interviews, historical/archival analysis, and/or statistics, you will collect your own data on your chosen issues and write up a 7-9 page research paper on your findings. The assignment is broken into three major components: a research proposal, a first draft, and a final paper. You will receive feedback from me and your peers on both the proposal and the first draft and will give feedback to others on their work.

## COURSE SCHEDULE

### Section 1: The Rise of Cities

**Week 1: What is a City? Jan 23**

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*To read:*

1. Introduction to Part 1 (*City Reader pg. 13*)
2. Lewis Mumford. "What is a City?" (*City Reader pg. 110*)
3. Louis Wirth. "Urbanism as a Way of Life." (*City Reader pg. 115*)

**Week 2: The Urban Revolution Jan. 30**

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*To read:*

1. V. Gordon Childe. "The Urban Revolution." (*City Reader pg. 30*)
2. H.D.F Kitto. "The Polis." (*City Reader pg. 39*)
3. Henri Pirenne. "City Origins/Cities and European Civilization." (*City Reader pg. 45*)

**Week 3: Modernization and Industrialization Feb. 6**

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*To read:*

1. Gerard Delanty. "Community as an Idea."
2. Kingsley Davis. "The Urbanization of the Human Population." (*City Reader pg. 19*)
3. Friedrich Engels. "The Great Towns." (*City Reader pg. 53*)
4. Sam Bass Warner. "Evolution and Transformation: The American Industrial Metropolis." (*City Reader pg. 63*)

### Section 2: Cities and Social Change in the United States

**Week 4: Suburbanization Feb. 13**

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*To read:*

1. Mark Clapson. "Introduction to the Suburban Century" and "The Suburban Aspiration."
2. Kenneth Jackson. "The Drive in Culture of Contemporary America." (*City Reader pg. 73*)
3. Robert Fishman. "Beyond Suburbia: The Rise of the Technoburb." (*City Reader pg. 83*)

*Film:* *Radiant City*

*Due:* **Reflection Assignment 1 due on Canvas by 5:30 pm, Wednesday, Feb. 13**

**Week 5: Segregation and Inequality** **Feb. 20**

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- To read:*
1. Steve Macek. "The Origins of the Crisis: Race, Class, and the Inner City."
  2. Albert Camarillo. "Cities of Color: The New Racial Frontier in California's Minority-Majority Cities." (*City Reader* pg. 139)
  3. Teresa Caldeira. "Fortified Enclaves: The New Urban Segregation."

*Film:* *The Pruitt-Igoe Myth*

**Week 6: Urban Infrastructure and Social Control** **Feb. 27**

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- To read:*
1. James Q. Wilson and George Kelling. "Broken Windows." (*City Reader* pg. 259)
  2. Jane Jacobs. "The Uses of Sidewalks: Safety." (*City Reader* pg. 149)
  3. Steve Macek. "A Landscape of Fear."
  4. Eric Klinenberg. "Safe Spaces."

*Film:* *Urbanized*

**Week 7: Gentrification and the Return to the City** **Mar. 6**

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- To read:*
1. Neil Smith. "Is Gentrification a Dirty Word?"
  2. Japonica Brown-Saracino. "Explicating Divided Approaches to Gentrification and Growing Income Inequality."
  3. Sharon Zukin. "How Brooklyn Became Cool."

*Film:* *Priced Out: 15 Years of Gentrification in Portland, Oregon*

*Due:* **Reflection Assignment 2 due on Canvas by 5:30 pm, Friday, Mar. 8**

**Week 8: Midterm** **Mar. 13**

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*Exam:* **Exam 1 will be given in class on March 13**

**Week 9: Spring Break** **Mar. 20**

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No class or assignments this week

## **Section 3: Topics in Urban Studies**

### **Week 10: How to Study Cities Mar. 27**

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- To read:*
1. Richard LeGates. "Prologue: How to Study Cities." (*City Reader* pg. 5)
  2. Gregory Andranovich and Gerry Riposa. *Doing Urban Research*.  
Chapter 1: The Nature of Applied Urban Research  
Chapter 2: The Urban Setting: Levels of Analysis  
Chapter 5: Data Collection in the Urban Setting
  3. Andrew Arnold. "How Social Media Can Be a Tool to Impact Urban Planning."

*Project:* Urban Study proposal development workshop in class  
*Due:* **Urban Study proposal due on Canvas by 5:30 pm, Friday, Mar. 29**

### **Week 11: The Urban Church Apr. 3**

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- To read:*
1. Rhys Williams. "Introduction to a Forum on Religion and Place."
  2. William Form and Joshua Dubrow. "Downtown Metropolitan Churches: Ecological Situations and Response."
  3. Jessica Barron and Rhys Williams. "Race, Church, City."

### **Week 12: Sex and Gender in the City Apr. 10**

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- To read:*
1. Daphne Spain. "What Happened to Gender Relations on the Way from Chicago to Los Angeles?" (*City Reader* pg. 193)
  2. Lawrence Knopp. "Sexuality and Urban Space: A Framework for Analysis."
  3. David Grazian. "In the Company of Men: The Girl Hunt and the Myth of the Pickup."

### **Week 13: Global Cities in the Information Age Apr. 17**

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- To read:*
1. Introduction to Part 8 (*City Reader* pg. 643)
  2. Manuel Castells. "Space of Flows, Space of Places: Materials for a Theory of Urbanism in the Information Age." (*City Reader* pg. 229)
  3. Saskia Sassen: "The Impact of the New Technologies and Globalization on Cities." (*City Reader* pg. 650)
  4. Peter Taylor. "Global City Network." (*City Reader* pg. 92)

*Project:* Urban Study first draft peer-review workshop in class  
*Due:* **Urban Study first draft due on Canvas by 5:30 pm, Wednesday, Apr. 17**



**Week 14: Urban Social Movements**

**Apr. 24**

*To read:*

1. David Harvey. "The Right to the City." (*City Reader* pg. 270)
2. Timothy Beatley. "Planning for Sustainability in European Cities: A Review of Practice in Leading Cities." (*City Reader* pg. 492)
3. Harald Bauder and Dayana Gonzalez. "Municipal Responses to 'Illegality': Urban Sanctuary across National Contexts."

*Film:*

*A Convenient Truth: Urban Solutions from Curitiba, Brazil*

**Week 15: Final Exam**

**May 1**

*Exam:*

**Exam 2 will be given in class on May 1**

*Due:*

**Urban Study final paper due on Canvas by 5:30 pm, Friday, May 3**





## **Resources**

### ***Disability Services:***

**Please notify me in the first week of classes if you need any accommodations.** I will do everything I can to make sufficient accommodations for students with disabilities. Students who have, or think they may have, a disability (e.g. mental health, attentional, learning, vision, hearing, physical or systemic), are invited to contact Disability Services to arrange a confidential discussion at 612- 626-1333 (V/TTY) or [ds@umn.edu](mailto:ds@umn.edu). Students registered with DS, who have a letter requesting accommodations, are encouraged to contact all of their instructors early in the semester to discuss accommodations outlined in their letter. Additional information is available at the DS website <http://diversity.umn.edu/disability>.

### ***Writing Support:***

Do not hesitate to seek help with your writing skills. Writing well is an important element of a successful college career (and success beyond college as well). Your TAs and I are happy to work with you on your writing during office hours or at other times by appointment. In addition, the following resources are available on campus:

**Student Writing Support:** Student Writing Support provides free writing instruction for all University of Minnesota students at all stages of the writing process. In face-to-face and online collaborative consultations, SWS helps students develop productive writing habits and revision strategies. A writing consultation is a conversation between a writer and a consultant. During that conversation, the participants will set an agenda for the session, talk about the work in progress, and work together to meet the writer's goals. In addition to writing consultations, SWS offer a variety of videos, printable handouts, and web resources. Visit the SWS website at <http://writing.umn.edu/sws/> for more information.

**Multicultural Center for Academic Excellence:** Several forms of academic support are sponsored by this center. See their site for details: <https://diversity.umn.edu/multicultural/>.

### ***Stress Management and Mental Health Support:***

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus at <http://www.mentalhealth.umn.edu>.