SYD 4602 THE URBAN COMMUNITY FALL 2014

Instructor: Jasney Cogua-Lopez, PhD

Email: jcogualo@fau.edu

Tel: 954.236.1286

Office: DW 409

Class Hours: Wednesday 7:10 – 10:00 pm (LA 341)

Office Hours: Monday and Wednesday 8:00am – 12:00 pm and by appointment

Total Credits: Three (3), this course can be used to meet the General Electives requirement for the Sociology major.

# Course Description

Today, the majority of the world’s population resides in urban locations, and there is reason to believe that rapid urbanization will continue in the near future. A large part of the study of society then, is the study of urban society, thus the importance of urban sociology.

This course is designed to be a general introduction to the field of urban sociology. Urban sociology examines the development and functions of cities and their social consequences. It asks how and why cities came into being, why they take on certain forms of social organization, how they are spatially structured, how people living in cities interact with one another, how cities affect their host regions and nations, and what the impact of globalization in cities is. These are the questions we will discuss in the course.

**Course Objectives**

* Students will know the origins and history of cities and urban life through the world with an emphasis on U.S. cities
* Students will be able to describe different theories and methods that social scientist have used in trying to understand the development of cities and their transformations
* Students will be able to describe and analyze, from a sociological perspective, many of the social issues encounter within cities and large metropolitan areas.
* Students will know the basic principles of urban planning and the current environmental issues that it needs to consider.
* Students will be able to place urban developments within developing and developed nations

**Required Readings & Material**

* Introduction to Cities – Edition 13

Authors: Xiangming Chen; Anthony M. Orum and Krista E. Paulsen

ISBN: 9781405155540

Publisher: Wiley

* An I-clicker2 remote is required for in-class participation and voting in this course. You may purchase the remote through the bookstore. Instructions for using i-clicker2 are on the back of the remote. When purchasing your remote, be sure to tell the bookstore you are in my class and you are using i-clicker2—**NOT the original i-clicker**. The correct ISBN is: 1429280476.
* There will also be additional reading that will be available on Blackboard.

# Course Assessment and Evaluation

Students are required to attend and participate in class discussions, complete a topic presentation (group effort), write a final paper and take a midterm exam.

Attendance/Participation 10%

Mid-Term Exam 35%

Student Presentation 25%

Research Paper 30%

Attendance and Participation:

Class attendance is important because lectures will include material not covered in the readings. Students should come to class having completed the assigned reading for that week and prepared to discuss the material. Students are expected to be on time for class and to turn off their personal computers and cell phones before they enter the classroom.

Please realize that we will be using I-clicker2 in almost every class and clicker points will make up the attendance and participation grade. I-clicker2 is a response system that allows you to respond to questions I pose during class, and you will be graded on that feedback and/or your in-class participation. In order to receive this credit, you will need to register your I-clicker2 remote in Blackboard within the third week of class. Your student ID should be your FAU Net ID. The remote ID is the series of numbers and sometimes letters found on the bottom of the back of your I-clicker2 remote. It can also be found on the LCD screen upon powering on your I-clicker2 remote. I-clicker2 will be used every day in class, and you are responsible for bringing your remote daily. Please remember that it is your responsibility to come prepared to participate with a functioning remote every day.

If you need technical support for I-clicker2, please contact (866) 209-5698 or via email [support@iclicker.com](mailto:support@iclicker.com) from 9AM-11PM EST, M-F. The I-clicker2 website ([www.iclicker.com](http://www.iclicker.com)) also has support documentation, video tutorials, and FAQs for students.

This class follows standard FAU policy regarding student absence for sickness, religious observations, etc. I will only excuse students who are absent due to a medical professional-substantiated condition (you bring in a doctor’s note) or who are absent for religious observations and other activities condoned by FAU policy. Note: missing three (3) (unexcused) classes will represent an automatic F for the course, however to attain the maximum attendance grade students should attend all their classes, be on time and attend all scheduled course activities. Absence from class, for whatever reason, does not excuse a student from full responsibility for class work or assignments missed. Students must accept this responsibility.

You will get credit for class participation through attendance and by asking or answering questions or commenting on issues that are raised during class (as explained above through the use of the I-clicker2). An opportunity to earn extra-credit points is by bringing to class and presenting to the entire class an article from the newspaper or something you saw on TV or on the internet that relates to the topic of the course. The maximum amount of extra-credit presentations for each student is one. The specific topic of this extra-credit opportunity needs to be discussed with the professor before class.

Mid-term Exam:

A mid-term exam will consist of short-essay questions. The exam will be based on lectures and course readings. Not all material covered in the exam is in the book, so taking notes in class is important. Make up exams will only be available for documented, excused absences.

Student Presentations

Each student group has will be assigned one of the topics below. For your assigned topic, please present a WELL-RESEARCHED, statistically supported, professionally prepared, ORIGINAL presentation. I expect you will support all your findings with solid evidence and references, and I expect to see at least ten, SOLID, non-Wikipedia-type references for your presentation. The textbook will provide you some of the information you need for the presentation; I will provide additional readings per topic, but your job is to research additional sources and present the findings as the experts in that topic.

Please note that you **do not need** to submit a written paper, the presentation and material you use with it are sufficient for this assignment. Please submit an electronic version of the Power Point presentation you use, so I can circulate it to the class.

Topics:

1. Urban Social Topics: Residential Segregation

2. Urban Social Topics: Gentrification

3. Urban Social Topics: Ethnic Enclaves

4. Urban Social Topics: Concentrated Poverty

5. Urban Social Topics: Crime

6. Urban Social Topics: Housing

7. Urban Social Topics: Schools and disadvantaged neighborhoods

8. Urban Social Topics: Homelessness

9. Urban Social Topics: Fiscal Crisis

Research Paper

A research paper exploring the basics of a city of your choice is required. You will work with one or two more classmates to complete this paper. First you need to choose one of the cities from the list provided. You must select a city by September 10th. I will not allow more than one team per city. The term paper is due on the last day of class. More details about the paper are contained in the document titled: RESEARCH PAPER GUIDELINES located on blackboard/week 1.

**NOTE:** If you have trouble understanding the readings or the lecture material, please feel free to talk to the professor at any time before class, after class, during office hours, or make a special appointment if none of these time suit your schedule.

Grading Scale

100-94 = A 82 – 80 = B- 69 – 67 = D+

93 – 90= A- 79 – 77 = C+ 66 – 63 = D

89 – 87 = B+ 76 – 73 = C 62 – 60 = D-

86 – 83 = B 72 – 70 = C- 59 and below = F

*Plagiarism and Cheating*: Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see the Code of Academic Integrity in the University Regulations at <http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf>.

The FAU Code of Academic Integrity describes the expectations for students’ ethical academic conduct and the procedures for charging a student with a violation of the Code. It also outlines the procedures for students to appeal such charges.   
  
Examples of academic dishonesty include, but are not limited to, the following:

CHEATING

* The unauthorized use of notes, books, electronic devices or other study aids while taking an examination or working on an assignment.
* Providing unauthorized assistance to or receiving assistance from another student during an examination or while working on an assignment.
* Having someone take an exam or complete an assignment in one’s place.
* Securing an exam, receiving an unauthorized copy of an exam or sharing a copy of an exam.

PLAGIARISM

* The presentation of words from any other source or another person as one’s own without proper quotation and citation.
* Putting someone else’s ideas or facts into your own words (paraphrasing) without proper citation.
* Turning in someone else’s work as one’s own, including the buying and selling of term papers or assignments.

OTHER FORMS OF DISHONESTY

* Falsifying or inventing information, data or citations.
* Failing to comply with examination regulations or failing to obey the instructions of an examination proctor.
* Submitting the same paper or assignment, or part thereof, in more than one class without the written consent of both instructors.
* Any other form of academic cheating, plagiarism or dishonesty.

*Special Needs:* In compliance with the Americans with Disabilities Act (ADA), students who require special accommodation due to a disability to properly execute course work must register with the Office for Students with Disabilities (OSD) -- in Boca Raton, SU 133 (561-297-3880); in Davie, MOD 1 (954-236-1222); in Jupiter, SR 117 (561-799-8585); or at the Treasure Coast, CO 128 (772-873-3305) – and follow all OSD procedures.

*Use of Electronic Equipment:* Students **may not** use cell phones, personal computers, or any other type of electronic equipment in the classroom unless they are necessary by the OSD or in consultation with me.

*Blackboard*: The Blackboard site can be accessed at: <http://blackboard.fau.edu>. Here are instructions for signing in to the course page.

The student username is their FAUNet ID.  If the student does not know their FAUNet ID they should go to <http://accounts.fau.edu> (they will need to enter their social security # and PIN in order to obtain their FAUNet ID).   The student's initial password for Blackboard is their PIN (PINs are by default set to 2 zeros followed by the 2-digit DAY and 2-digit YEAR of birth).  The student email address in Blackboard will be set as their FAU email address (to forward email to another account students should go to MyFAU email and select "auto forward" under “options”). If you are unable to log on Blackboard, contact the help desk immediately.

# Course Outline and Readings\*

In a typical week, you will need to read two or three book chapters and/or articles (totally about 60 pages) and take notes on your reading. To do this well, most students will need about six hours to devote to the assignments. See Blackboard “Course Documents” Module for all readings, assignments, etc. for each week.

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| Week 1 | 08/20/2014 | First day of class |
| Week 2 | 08/27/2014 | Cities: Places, spaces and how to study them |
| Week 3 | 09/03/2014 | Social Theories and the Chicago, New York, and Los Angeles Schools of Urban Sociology |
| Week 4 | 09/10/2014 | Origins Of Cities and the Development of the Modern City  The Metropolis   * Final paper – City and group selection |
| Week 5 | 09/17/2014 | Suburbanization in The United States   * Student presentation – Group and topic selection |
| Week 6 | 09/24/2014 | Globalization and the Emergence of Global Cities |
| Week 7 | 10/01/2014 | Mid-tem Exam |
| Week 8 | 10/08/2014 | Immigration, Ethnic Enclaves, Neighborhoods And Communities  Student Presentation:   * Residential Segregation * Gentrification * Ethnic Enclaves |
| Week 9 | 10/15/2014 | Urban Social Problems  Student Presentations:   * Concentrated Poverty * Crime * Housing |
| Week 10 | 10/22/2014 | Urban Social Problems:  Student Presentations:   * Schools and disadvantaged neighborhoods * Homelessness * Fiscal Crisis |
| Week 11 | 10/29/2014 | Urban Planning and Environmental Issues |
| Week 12 | 11/05/2014 | Urbanization in Developing Nations |
| Week 13 | 11/12/2014 | Urbanization in Developed Nations |
| Week 14 | 11/19/2014 | Class Activity |
| Week 15 | 11/26/2014 | The Remaking and Future of Cities |
| Week 16 | 12/03/2014 | Reading Day – No class |
| Week 17 | 12/10/2014 | Last Extra Credit Presentations  Term Paper Due |

\*Syllabus Caveat: Please note that the instructor reserves the right to alter the syllabus due to need and emergent circumstances. Students will be advised about any change made to the syllabus.

**ASSIGNED READINGS**

(\* Available on Blackboard)

**Week 2**

Textbook Chapters 1 & 4

\* Park (1915). The City: Suggestions for the Investigation of Human Behavior in the City,” American Journal of Sociology, 20(5):577-612

\*Louis Wirth (1938)). “Urbanism as a Way of Life,” American Journal of Sociology 44(1):1-24

**Week 3**

Textbook Chapter 2 & 3

David Halle, Ed. (2003). New York and Los Angeles: Politics, Society, and Culture. Chicago,

IL: University of Chicago Press. (Introduction)

**Week 4**

Textbook Chapter 5

**Week 5**

Textbook Chapter 6

**Week 6**

Textbook Chapter 7 & 11

\*Sassen and Portes - Miami: A New Global City? (PDF)

\*Hill and Woo – Global Cities and Developmental States New York Tokyo and Seoul (PDF)

**Week 8**

Textbook Chapter 8

**Week 9**

Textbook Chapter 9

\*Lloyd – The neighborhood in cultural production material and symbolic resources in the new bohemia (PDF)

**Week 10**

\*Urban Society – Unit 5

**Week 11**

Textbook Chapter 12

**Week 12**

Textbook Chapter 10

**Week 13**

Textbook Chapter 13

**Specific material for student presentations:**

**Residential Segregation**

* Zubrinsky Charles - “The Dynamics of Racial Residential Segregation (PDF)
* Timberlake and Iceland - Change in Racial and Ethnic Residential Inequality in American Cities, 1970-2000 (PDF)

**Gentrification**

* Leslie Martin -Boredom, Drugs, and Schools: Protecting Children in Gentrifying Communities,” (PDF)
* Sharon Zukin - Gentrification: Culture and Capital in the Urban Core (PDF)

**Ethnic Enclaves**

* http://www.youtube.com/watch?v=Gz97CLYao9E
* Chiswick and Miller – Do enclaves matter in immigrant adjustment? (PDF)
* Alejandro Portes and Robert D. Manning (2001). “The Immigrant Enclave: Theory and Empirical Examples,” in David B. Grusky, Ed. Social Stratification: Class, Race, and Gender in Sociological Perspective. Boulder, CO: Westview Press.

**Concentrated Poverty**

* Bruce and Ray: The Ghetto: Origins, History, Discourse (PDF)
* William Julius Wilson (1996). When Work Disappears: The World of the New Urban Poor. New York, NY: Alfred A. Knopf. (Chapters 1-3)
* Elijah Anderson (1995). "Street Etiquette and Street Wisdom," in Phillip Kasinitz, Ed. Metropolis: Center and Symbol of Our Times. New York, NY: New York University Press.
* Katherine S. Newman (1999). No Shame in My Game: The Working Poor in the Inner City. New York, NY: Russell Sage Foundation.

**Crime**

* Jock Young (1999). The Exclusive Society: Social Exclusion, Crime and Difference in Late Modernity. London: Sage.
* Jack Katz (2003). “Metropolitan Crime Myths: New York and Los Angeles,” in David Halle, Ed. New York and Los Angeles: Politics, Society, and Culture. Chicago, IL: University of Chicago Press.
* Miller - Poking Holes in the Broken Window Theory (PDF)

**Housing**

* Marcuse – Housing movements in the US (PDF)
* Peter Linneman and Isaac F. Megbolugbe (1992). “Housing Affordability: Myth or Reality?” Urban Studies 29(3/4) 369-392
* Eggum; Porter, Twomey, - Saving Homes in Bankruptcy: Housing Affordability and Loan Modification (PDF)

**Schools and disadvantaged neighborhoods**

* Schwartz et all – Public schools, public housing (PDF)
* Harvey Kantor & Barbara Brenze (1992). “lUrban Education and the ‘Truly Disadvantaged’: The Historical Roots of the Contemporary Crisis, 1945-1990.” Teachers College Record 94 (2) 278-314
* Lleras, C. Race, Racial Concentration, and the Dynamics of Educational Inequality Across Urban and Suburban Schools. American Educational Research Journal v. 45 no. 4 (December 2008) p. 886-912
* Minor, J. T. Segregation Residual in Higher Education: A Tale of Two States. American Educational Research Journal v. 45 no. 4 (December 2008) p. 861-85

**Homelessness**

* Jennifer Wolch (1996). “From Global to Local: The Rise of Homelessness in Los Angeles During the 1980s,” in Allen Scott and Edward Soja (Eds.) The City: Los Angeles and Urban Theory at the End of the Twentieth Century. Berkeley, CA: University of California Press.
* Lee and Price-Spratlen “The Geography of *Homelessness* in American Communities: Concentration or Dispersion? (PDF)
* Wakin -Using Vehicles to Challenge Antisleeping Ordinances (PDF)
* Huey and Brendt - You've gotta learn how to play the game': homeless women's use of gender performance as a tool for preventing victimization (PDF)

**Fiscal Crisis**

* Dye and Reschovsky - Property Tax Responses to State Aid Cuts in the Recent Fiscal Crisis (PDF)
* Ball - Cities and Housing Markets: Changes and Continuities in the Aftermath of the 2007—08 World Financial Crisis – (PDF)
* Crump et all - Cities Destroyed (Again) For Cash: Forum on the U.S. Foreclosure Crisis (PDF)

**Environmental issues**

* Corburn - Cities, Climate Change and Urban Heat Island Mitigation: Localising Global Environmental Science (PDF)
* Portney and Berry - Participation and the Pursuit of Sustainability in U.S. Cities (PDF)
* Matthew I. Slavin – Editor -(2011) Sustainability in America's Cities: Creating the Green Metropolis Island Press (BOOK)
* Mazmanian, Michael E. Kraft (2009) “Toward sustainable communities: transition and transformations in environmental policy” 2nd edition MIT Press. (BOOK)