

Urban Sociology

Sociology 4881/5881

Fall 2019

Tuesdays and Thursdays 11:00am-12:15pm

MILN 264

Instructor

Jeffrey Parker

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Office Hours: Thursdays 1:00pm-4:00pm or by appointment

MILN 348

COURSE DESCRIPTION: The functions for this course are two-fold. First, it serves as an introduction to some of the substantive issues, and to a lesser extent, the methods, that have animated debates in urban sociology. The course will cover topics like succession, mutual surveillance, inequality, poverty, segregation, and gentrification. These substantive topics are, of course, tied up in particular frameworks for understanding urban space: the early Chicago School, ecological understandings of the city, neighborhood studies, political economic interpretations of urban space, the Los Angeles school, networks, and globalization theory, for example. These topics will be situated within the broader framework of the development of urban sociology as a field of knowledge. In doing so, we will explore how the subfield of urban sociology consists of a number of narratives and frameworks in discourse with each other. By paying close attention to how different topics in urban sociology do (or do not) speak to each other, we will explore the socially contingent and deeply historical nature of knowledge production itself through the lens of urban theory.

COURSE GOALS AND OUTCOMES: By the end of this course, students will have a wide knowledge of key debates and topics that have animated urban sociology in America from its inception to the present. They will be able to recognize ways that urban theory is applicable to empirical examples in everyday urban life, and apply the ideas covered in the course to analyze puzzles, problems, and contradictions in cities.

ASSIGNMENTS

Undergraduate

Graduate

Class Participation	20%	Class Participation	20%
Discussion Postings	20%	Discussion Postings	20%
Pop Culture Artifacts	20%	Pop Culture Artifacts	20%
Take-Home Midterm	20%	Paper Proposal	10%
Take-Home Final	20%	Final Paper and Presentation	30%
Total	100%	Total	100%

REQUIREMENTS FOR EVERYONE

Attendance and Class Participation: You are required to attend class, and I expect you to participate in discussions. Participation means engaging with the text *and* with your classmates, so be prepared to both discuss your own ideas and to listen thoughtfully to others. In order to facilitate productive discussion in class, everyone is expected to read all of the weekly assigned material **BEFORE** the class meets (i.e. you will read all of the readings listed under Thursday of Week One *before* the class meets on Thursday of Week One). **Each week there will be about 150 pages of reading**, so budget your time accordingly. Grades for class participation will be based on the following guidelines: A = no absences and frequent meaningful contributions, B = up to 2 absences and regular contributions, C = 4 absences and occasional contributions, D = 5+ absences and sporadic contributions, F = 5+ absences and/or no contribution.

Discussion Postings: In Weeks 3-14, you will be responsible for posting a 500-word (+/- 10%) response to the readings on the class website once per week. Please cut and paste your posting (with a word count) into the Moodle discussion board. Do not upload a Word document.

It's okay to include a description of the argument the author is making, but I'm more interested in seeing you critically engage with the reading. Here are some questions you might think about as you write these responses:

- Does the author have an understanding of what the city is in some essential way?
- Does the author's logic hold up? If it doesn't, where does it break down?
- Does the author's explanation of urban life resonate with your own experience of the city? If it doesn't, is it because you think the writer is wrong, or is there an important difference between urban life as you experience it and urban life as the author might have experienced it?
- How does the reading relate to other ways of thinking about urban space we may have covered in class?

You don't need to cover *all* of these questions in any given response—they're pretty big questions, and you only have 500 words, after all. Think of them as suggestions for how you might approach the writers we'll be reading.

If your first name begins with A-J, you will post on the readings for Tuesdays by 5pm MONDAY. If your first name begins with K-Z, you will post on the readings for Thursdays by 5pm WEDNESDAY. During weeks when there is only class on Tuesdays, ALL students should post on the readings for Tuesday by 5pm MONDAY.

**** If you miss a posting deadline, you may respond, in 500 words (+/- 10%), to someone else's posting for the day you missed for partial credit. You have a 24-hour window after the time the assignment was originally due to complete this. ****

Pop Culture Artifact: Much of what we understand about cities comes not from books or articles, but from the realm of popular culture. On two occasions this semester, you are

required to choose a piece of popular culture—a song, a film, a play, an interpretive dance, etc.—and explain how it relates to the readings for a class in a one- to two-page (12-font, 1” margins, double- spaced) paper. In class, you will present this piece of popular culture in video or audio form—try to keep it around 5 minutes—and give a short explanation of why you chose it, and propose one major question it raises about cities and the readings we have done for the class to discuss. **Students should sign up for two classes to present in at the beginning of the semester, and presentations will be done at the beginning of each class. Papers will be due at the beginning of the class they are presented in.**

**** No extensions are allowed on pop culture artifacts. Papers not turned in on the due date will be penalized a full letter grade for each class day late, eg an A paper/ artifact due on Tuesday will become a B if presented and turned in Thursday ****

REQUIREMENTS FOR UNDERGRADUATE STUDENTS

Midterm Take-Home Exam: You will be required to complete a midterm examination on the material covered in the first half of class. The exam will consist of short essay questions that will require application of urban theory to both empirical examples and academic debates, and must be completed over the course of a 24-hour period. This is to be completed alone, but students may use their own class notes the reading material from class. ***Exams must be submitted to me by e-mail by 5pm on Thursday, October 3, 2019. Exam questions will be distributed by e-mail 24 hours before they are due.***

Final Take-Home Exam: You will be required to complete a final examination material covered over the course of the entire semester. The exam will consist of short essay questions that will require application of urban theory to both empirical examples and academic debates, and must be completed over the course of a 24-hour period. This is to be completed alone, but students may use their own class notes as well as the reading material from class. ***Exams must be submitted to me by e-mail by 5pm on Friday, December 6, 2019. Exam questions will be distributed by e-mail 24 hours before they are due.***

**** No extensions are allowed on the midterm or the final take-home exams. Papers not turned in by e-mail by the 5pm on the due date will be penalized a full letter grade for every day late, eg an A will become a B, a B will become a C, etc. ****

REQUIREMENTS FOR GRADUATE STUDENTS

Midterm Proposal: You will be required to write one five-page proposal (12-font, 1” margins, double- spaced) for a paper that applies urban sociological theory to a neighborhood or social process in New Orleans, due in Week 7. I'd like you to get started thinking about what your final paper will be early, so use the proposal to think about what you would like to work on. The proposal should include a thesis paragraph and an annotated list of at least five sources. Beyond that, use the paper to work out how your empirical paper is related to the theoretical issues we have covered in class. Topics for the final paper are subject to instructor approval. **Proposals must be submitted to me by e-mail by 5pm on Thursday, October 3, 2019.**

Final Paper and Presentation: You will be required to write one 12-15-page paper (12-font, 1” margins, double-spaced) for this course, due in exam week. The topic should be an application of urban theory to a neighborhood or social process in New Orleans. **In order to get practice presenting work in academic settings like conferences and workshops, you will make a fifteen-minute presentation of your in-progress work for the class at the end of the semester. Final papers must be submitted to me by e-mail by 5pm on Friday, December 6, 2019.**

**** No extensions are allowed on the midterm proposal or final paper. Papers not turned in by e-mail by the 5pm on the due date will be penalized a full letter grade for every day late, eg an A will become a B, a B will become a C, etc. ****

CLASSROOM POLICIES: My goal is for all students to feel included in the course. This means being respectful of other students, even while discussing issues that are complicated and controversial. I am committed to meeting the needs of all the students, and am readily accessible via email and office hours to address any concerns with the class or material that may arise. If you are unable to come to office hours at the scheduled time but would still like to meet, send me an e-mail and we can figure out another time.

STUDENTS WITH DISABILITIES: Students with documented disabilities can seek a variety of accommodations. If you have a disability, you must register with the Office for Disability Services and they will work with you to determine appropriate accommodations. Further information is available at:

http://www.studentaffairs.uno.edu/studentpolicies/policymanual/disabilities_policy.cfm

**** Please no recording (video or audio), duplicating, copying, etc. any materials or lectures from this course without previous permission. ****

ACADEMIC INTEGRITY: As stated in the UNO Student Handbook available at:

<http://www.studentaffairs.uno.edu/accountability.cfm>

“Academic honesty and intellectual integrity are fundamental to the process of learning and to evaluating academic performance. Maintaining such integrity is the responsibility of all members of the University. All faculty members and teaching assistants should encourage and maintain an atmosphere of academic honesty. They should explain to the students the regulations defining academic honesty and the sanctions for violating these regulations.

“However, students must share the responsibility for creating and maintaining an atmosphere of honesty and integrity. Students should be aware that personally completing assigned work is essential to learning. Students who are aware that others in a course are cheating or otherwise committing academic dishonesty have a responsibility to bring the matter to the attention of the course instructor and/or academic unit head, or the Associate Dean. To promote academic integrity, students will assign the following pledge when required by the instructor.”

By submitting work in your name, I assume you are certifying the work as yours and yours alone. I have zero tolerance for Academic Dishonesty.

Regarding classroom conduct, I support the principle of freedom of expression for both instructors and students. I believe in the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise. Classroom behavior that seriously interferes with either (1) the instructor's ability to conduct the class or (2) the ability of other students to profit from the instructional program will not be tolerated. An individual engaging in disruptive classroom behavior may be subject to disciplinary action, which occurs through Judicial Review Services.

REQUIRED BOOKS (Prices in red are what they cost if you buy them all new, with the exception of the Suttles as appears to be out of print. You can get much cheaper used versions of all of these books that will be perfectly good for the purposes of this class.)

Duneier, Mitchell, Philip Kasinitz, and Alexandra K. Murphy. 2014. *The Urban Ethnography Reader*. Oxford, UK: Oxford University Press. (\$42.50)

Jackson, Kenneth. 1985. *Crabgrass Frontier: The Suburbanization of the United States*. Oxford, UK: Oxford University Press. (\$15.06)

Kasinitz, Philip. *Metropolis: Center and Symbol of Our Times*, 1995. New York: New York University Press. (\$30.00)

Park, Robert E., Ernest W. Burgess, and Roderick D. McKenzie. 1925 (reprint 1984). *The City: Suggestions for Investigation of Human Behavior in the Urban Environment*. Reprint edition. Chicago: University of Chicago Press. (\$34)

Suttles, Gerald D. 1972. *The Social Construction of Communities*. Chicago: University of Chicago Press. (\$1.99)

Wilson, William Julius. 1987. *The Truly Disadvantaged: the Inner City, the Underclass, and Public Policy*. Chicago: University of Chicago Press. (\$19.17)

All readings outside these books are accessible via databases available through the University of New Orleans library. Contact me by e-mail if you have trouble accessing the readings.

Always check the on-line syllabus. Any changes to the syllabus will be announced with reasonable advance notice and will be reflected on the updated on-line syllabus.

Introduction

Week One: Preparation

Thu 8/15: - There are no readings for today. Please read this syllabus carefully and be prepared with any questions about it during our first meeting. Additionally, please send me an e-mail with the following information: your name, your year, where you are from, and what you hope to get out of this class.

Section I: The Emerging Metropolis at the Turn of the Century

Week Two: Why Cities Matter and Early Conceptions of the Metropolis

Why should we study cities? For the first week, we consider the possibility that cities do something specific to the individual person: shape who we are and how we understand the world. Then, we will consider what some of the earliest sociological theorists thought about the city.

Tue 8/20: - NO CLASS. In lieu of class, please read the following short memo on how to read sociological theory, which I have found to be helpful in my own reading. It is not about urban sociology, but it does provide good advice on how to effectively read large amounts of material in an effective way.
- Abbott, Andrew. 2011 (2018 revision). "Notes on reading and thinking for students of sociological theory." Personal Memo. 1-15.

Thu 8/22: - Marx, Karl. 1846. "The Real Basis of Ideology." *The German Ideology*.
<https://www.marxists.org/archive/marx/works/1845/german-ideology/ch01c.htm>
- Simmel, Georg. 1903. "The Metropolis and Mental Life" from *Metropolis* - Florida, Richard. 2011. "Why Cities Matter." *CityLab*.
<https://www.citylab.com/design/2011/09/why-cities-matter/123/>
- Brown-Saracino, Japonica. 2015. "How Places Shape Identity: The Origins of Distinctive LBQ Identities in Four Small U.S. Cities." *American Journal of Sociology* 121(1): 1-63.

Total pages: 94 pages + one academic online article + one non-academic online article

Week Three: The First Chicago School, Space, and Disorder

What did early work on the city that came out of Chicago at the beginning of the twentieth century focus on? In this section of the class we'll focus on the development of ecological perceptions of the city and disorder.

Tue 8/27: - Park, Robert E. 1925. "The City: Suggestions for the Investigation of Human Behavior in the Urban Environment" from *The City*.
- Burgess, Ernest W. 1925. "The Growth of the City: An Introduction to a Research Project" from *The City*.
- McKenzie, R.D. 1925. "The Ecological Approach to the Study of the Human Community" from *The City*.

Thu 8/29: - Cressey, Paul. 1932. "The Life-Cycle of the Taxi Dancer" from *Urban Ethnography Reader*.
- Wirth, Louis. 1938. "Urbanism As A Way of Life" from *Metropolis*.
- Drake, St. Clair and Horace R. Cayton. 1945. "Lower-Class: Sex and Family" from *Urban Ethnography Reader*.
- Mumford, Lewis. 1938. "The Culture of Cities" from *Metropolis*.
- Suttles, Gerald D. 1972. "The Natural Community: Its Followers and Revisionists" from *The Social Construction of Communities*.

Total pages: 153 pages

Section II: Outside Chicago

Week Four: Urban Sociology Beyond Chicago

What does urban sociology look like beyond Chicago? In this section of the class, we'll look at explicit challenges to the dominance of the Chicago School in urban sociology, and some responses to those challenges.

- Tue 9/3:
- Dear, Michael. 2002. "Los Angeles and the Chicago School: Invitation to a Debate." *City and Community*. 1(1):5-32.
 - Abbott, Andrew. 2002. "Los Angeles and the Chicago School: A Comment on Michael Dear." *City and Community* 1(1):33-38.
 - Molotch, Harvey. 2002. "Schools Out: A Response to Michael Dear." *City and Community*. 1(1):39-43.
 - Sampson, Robert. 2002. "Studying Modern Chicago." *City and Community*. 1(1):45-48.
 - Sassen, Saskia. 2002. "Scales and Spaces." *City and Community*. 1(1):48-50.
 - Clark, Terry Nichols. 2002. "Codifying LA Chaos." *City and Community*. 1(1):51-57.
 - Small, Mario Luis. 2007. "Is There Such a Thing as 'The Ghetto'? The Perils of Assuming that the South Side of Chicago Represents Poor Black Neighborhoods." *City* 11(7): 413-421.
- Thu 9/5:
- "Introduction to the 1967 Edition" by E. Digby Baltzell and Chapters 1-2 and 12 (pp. 1-9 and 197-234) in Du Bois, W.E.B. 1899. *The Philadelphia Negro: A Social Study* <https://archive.org/details/philadelphianegr001901mbp>
 - Wright II, Earl. 2012. "Why, Where, and How to Infuse the Atlanta Sociological Library into the Sociology Curriculum." *Teaching Sociology* 40(3): 257-270.
 - Morris, Aldon. 2017. "W.E.B. Du Bois at the center: from science, civil rights movement, to Black Lives Matter." *British Journal of Sociology* 68(1): 3-16.

Total pages: 137 pages

Week Five: The View from the South

What has urban sociology looked like when viewed from the American South, and what could it look like? Given the dominance in the field of a few cities—primarily Chicago, New York, Los Angeles—we will discuss what has been left out and what needs to be included.

- Tue 9/10:
- DuBois, W.E.B. 1901. "The Relation of the Negroes to the Whites in the South." 1901. *Annals of the American Academy of Political and Social Science* 18: 121-140.
 - Johnson, Charles S. 1944. "The Present Status of Race Relation in the South." *Social Forces* 23(1): 27-32.
 - Odum, Howard W. 1948. "Social Change in the South." *The Journal of Politics* 10(2): 242-258.
 - Wright II, Earl. 2014. "W.E.B. DuBois, Howard W. Odum and the Sociological Ghetto." *Sociological Spectrum* 34(5): 453-468.

- Thu 9/12:
- Lloyd, Richard. 2012. "Urbanization and the Southern United States." *Annual Review of Sociology* 38: 483-506.
 - Gotham, Kevin Fox. 2007. "(Re)Branding the Big Easy: Tourism Rebuilding in Post-Katrina New Orleans." *Urban Affairs Review* 42(6): 823-850.
 - Martin, Rachel L. 2015. "How Hot Chicken Really Happened." *The Bitter Southerner*.
<https://bittersoutherner.com/how-hot-chicken-really-happened>
 - Garner, Betsie. 2018. "The distinctive South and the invisible North: Why urban ethnography needs regional sociology." *Sociology Compass* 12(6): e12589
 - Stone, Amy L. "The Geography of Research on LGBTQ Life: Why sociologists should study the South, rural queers, and ordinary cities." *Sociology Compass* 12(11): e12638

Total pages: 119 pages + one non-academic online article

Week Six: The Suburbs

How are cities related to nearby places? This week, we'll look at what urban sociology has to say about places that aren't urban at all: the suburbs. In particular, we'll discuss the history of how American suburbia became what it is, as well as recent shifts in who lives there.

- Tue 9/17:
- Gans, Herbert. 1962. "Urbanism and Suburbanism as Ways of Life: A Reevaluation of Definitions" from *Metropolis*. (26 pages)
 - Jackson, Kenneth. 1985. Introduction and Chapters 14-16 (pp. 3-12 and 246-306) in *Crabgrass Frontier: The Suburbanization of the United States*. (127 pages)
 - Gross, Terry. 2017. "A 'Forgotten History' Of How The U.S. Government Segregated America" [Interview with Richard Rothstein]. *Fresh Air*.
<https://www.npr.org/2017/05/03/526655831/a-forgotten-history-of-how-the-u-s-government-segregated-america>

- Thu 9/19:
- Murphy, Alexandra K. 2007. "The suburban ghetto: The Legacy of Herbert Gans in understanding the experience of poverty in recently impoverished American suburbs." 6(1): 21-37.
 - Hanlon, Bernadette. 2009. "A Typology of Inner-Ring Suburbs: Class, Race, and Ethnicity in US Suburbia." *City & Community* 8(3): 221-246.
 - Murphy, Alexandra and Danielle Wallace. 2010. "Opportunities for Making Ends Meet and Upward Mobility: Differences in Organizational Deprivation Across Urban and Suburban Poor Neighborhoods." *Social Science Quarterly* 91(5): 1164-1186.

Total pages: 163 pages + 36-minute audio interview

Week Seven: Order and Surveillance

Is the city really a disordered place? This week, we'll look at writers who found order and community where others found chaos and alienation. While we'll discuss the ways order is maintained in an urban setting, we will also discuss the bounds in which we collectively conceive of order as an amenity and not an infringement.

Tue 9/24: - Suttles, Gerald D. 1972. "The Defended Neighborhood" from *The Social Construction of Communities*.
- Fischer, Claude. 1995. "The Subcultural Theory of Urbanism: A Twentieth-Year Assessment." *American Journal of Sociology* 101:3 (34 pages)
- Becker, Howard. 1963. "The Professional Dance Musician and His Audience" from *Urban Ethnography Reader*.
- Prickett, Pamela J. 2014. "Contextualizing from Within: Perceptions of Physical Disorder in a South Central L.A. African American Mosque." *City & Community* 13(3):214–32.

Thu 9/26: - Whyte, William Foote. 1941. "Corner Boys: A Study of Clique Behavior." *American Journal of Sociology* 46(5): 647-664.
- Whyte, William Foote. 1943. "Social Organization in the Slums." *American Sociological Review* 8(1): 34-39.
- Jacobs, Jane. 1961. "The Uses of Sidewalks" from *Metropolis*.
- Stack, Carol. 1974. "Swapping: 'What Goes Round Comes Round'" from *Urban Ethnography Reader*.

Total pages: 119 pages

Section III: Institutions and Structure

Week Eight: Broken Windows and Public Nuisances

What are the consequences of minor disturbances in urban spaces? Some have argued that such disturbances have serious negative consequences, which has been convincing to policy-makers. We will discuss some of the consequences of this fact, as other scholars have found such policies to consist of a new source of inequality.

Tue 10/1: - Kelling, George L. and James Q. Wilson. 1982. "Broken Windows: The Police and Neighborhood Safety." *The Atlantic*.
(<https://www.theatlantic.com/magazine/archive/1982/03/broken-windows/304465/>)
- Valverde, Mariana. 2008. "The Ethic of Diversity: Local Law and the Negotiation of Urban Norms." *Law & Social Inquiry* 33(4): 895-923.
- Desmond, Matthew and Nicol Valdez. 2013. "Unpolicing the Urban Poor: Consequences of Third-Party Policing for Inner-City Women." *American Sociological Review* 78(1): 117-141.
- Parker, Jeffrey Nathaniel. 2018. "Broken Windows as Growth Machines: Who Benefits from Urban Disorder and Crime?" *City & Community*. 17(4): 945-971.

Thu 10/3: **NO CLASS, MIDTERM EXAMS AND PAPER PROPOSALS DUE BY EMAIL BY 5PM TODAY**

Total pages: 81 pages + one non-academic online article

Week Nine: Race, Class, and the American City

What does inequality look like in American cities? American urban areas are marked by both massive residential segregation and massive income inequality. We'll explore how these two phenomena are connected, and the reasons urban scholars have offered to explain them.

- Tue 10/8: - Wilson, William Julius. 1987. "Preface," "Cycles of Deprivation and the Ghetto Underclass Debate," "Social Change and Social Dislocations in the Inner City," and "Appendix: Urban Poverty: A State-of-the-Art Review of the Literature (with Robert Aponte)" from *The Truly Disadvantaged: the Inner City, the Underclass, and Public Policy*.
- Massey, Douglas. 1990. "American Apartheid: Segregation and the Making of the American Underclass." *American Journal of Sociology*. 92(2): 329-357.
- Small, Mario Luis, David J. Harding, and Michele Lamont. 2010. "Reconsidering Culture and Poverty." *Annals of the American Academy of Political and Social Science* 629(1): 6-27.

Thu 10/10: **FALL BREAK, NO CLASS**

Total pages: 140 pages

Week Ten: Sites of Inequality

Where specifically in cities do we see the patterns we've been discussing? How can we understand inequality and segregation in our everyday lives, and how can we understand diversity and potential? We'll also explore a concrete example of a place that urban patterns manifest: schools.

- Tue 10/15: - Pattillo, Mary. 1999. "Growing Up in Groveland" from *Urban Ethnography Reader*.
- Small, Mario. 2006. "Neighborhood institutions as resource brokers: Childcare centers, interorganizational ties, and resource access among the poor." *Social Forces* 53(2): 274-292.
- Grazian, David. 2008. "Winning Bar: Nightlife as a Sporting Ritual" from *Urban Ethnography Reader*.*
- May, Reuben A. Buford and Kenneth Sean Chaplin. 2008. "Cracking the Code: Race, Class, and Access to Nightclubs in Urban America" from *Urban Ethnography Reader*.*
- Desmond, Matthew. 2012. "Eviction and the Reproduction of Urban Poverty." *American Journal of Sociology* 118:1: (pp. 88-118 only)
- Thu 10/17: - MacLeod, Jay. 1987. "Leveled Aspirations: Social Reproduction Takes Its Toll" in *Urban Ethnography Reader*.
- Rios, Victor. 2011. "The Labeling Hype: Coming of Age in the Era of Mass Incarceration" from *The Urban Ethnography Reader*.*
- Ewing, Eve. 2017. "Vacancies to Fill." *Medium*.
(<https://medium.com/beotiscreative/vacancies-to-fill-b9dda963017b>)
- Cucchhiara, Maia Bloomfield and Erin McNamara Horvat. 2014. "Choosing selves: the salience of parental identity in the school choice process." *Journal of Education Policy* 29(4): 486-509

Total pages: 146 pages + one non-academic online article

Week Eleven: Policing and Incarceration

What effect does the prison industrial complex have on the American city? What are the effects of the perception of the city as a site of crime? We'll look at both the immediate effects of policing in cities and the larger effect of incarceration on cities.

- Tue 10/22:
- Anderson, Elijah. 1990. "The Black Male in Public" from *Urban Ethnography Reader* (20 pages)
 - Mitchell, Don. 1997. "The Annihilation of Space By Law: The Roots and Implications of Anti-Homeless Laws in the United States." *Antipode* 29(3): 303-335.
 - Quillian, Lincoln and Devah Pager. 2001. "Black Neighbors, Higher Crime? The Role of Racial Stereotypes in Evaluations of Neighborhood Crime." *American Journal of Sociology* 107:3 (Read the Introduction 717-719 and the Discussion 749-750)
 - Stuart, Forrest. 2014. "From 'Rabble Management' to 'Recovery Management': Policing Homelessness in Marginal Urban Space." *Urban Studies* 51(9): 1909-1925.

- Thu 10/24:
- Goffman, Alice. 2009. "On the Run: Wanted Men in a Philadelphia Ghetto" in *Urban Ethnography Reader* (22 pages)
 - Pager, Devah, Bruce Western, and Naomi Sugie. 2009. *Annals of the American Academy of Political and Social Science* 623: 195-213
 - Wakefield, Sara and Christopher Uggen. 2010. "Incarceration and Stratification." *Annual Review of Sociology* 36: 387-406.
 - Burch, Traci R. 2013. "Effects of Imprisonment and Community Supervision on Neighborhood Political Participation in North Carolina." *The Annals of the American Academy of Political and Social Science*. 651(1): 184-201.
 - Mock, Brenton. 2017. "Why New Orleans Leads the U.S. in Wrongful Convictions." *City Lab*. <https://www.citylab.com/equity/2017/06/why-new-orleans-leads-the-us-in-wrongful/529389/>

Total pages: 144 pages + one non-academic online article

Section IV: Challenges to Strictly Spatial Conceptions of the City

Week Twelve: Imagined Communities and Social Networks

Much of urban sociology is built around the idea of space, but can we conceive of urban life in another way? We'll first look at the way neighborhoods come to mean more than simply their physical boundaries. Then we'll explore the role of social networks and information in cities.

- Tue 10/29:
- Calhoun, Craig. 1998. "Community without propinquity revisited: Communications technology and the transformation of the urban public sphere." *Sociological Inquiry* 68(3): 373-397.
 - Borer, Michael Ian. 2010. "From Collective Memory to Collective Imagination: Time, Place, and Urban Redevelopment." *Symbolic Interaction* 33 (1): 96-114.

- Brown-Saracino, Japonica. 2011. "From the Lesbian Ghetto to Ambient Community: The Perceived Costs and Benefits of Integration for Social Ties." *Social Problems*. 58(3): 361-388.

- Thu 10/31: - Wellman, Barry and Barry Leighton. 1979. "Networks, Neighborhoods, and Communities: Approaches to the Study of the Community Question." *Urban Affairs Quarterly* 14:3 (27 pages)
- Klineneberg, Eric. "Denaturalizing Disaster: A Social Autopsy of the 1995 Chicago Heat Wave." *Theory and Society* 28(2): 239-295.

Total pages: 156 pages

Week Thirteen: The Global City and Migration

What does an urban sociology that takes into account cities context in a global system look like? We'll explore the role of global cities as nodes of both local and global processes. Then we'll consider the way cities in the United States are tied to other places through patterns of migration.

- Tue 11/5: - Sassen, Saskia. 1996. "Whose City Is It? Globalization and the Formation of New Claims." *Public Culture* 8(2): 205-223.
- Waldinger, Roger. 2008. "Between 'Here' and 'There': Immigrant cross-border activities and loyalties." *International Migration Review* 42(1): 3-29.
- Hoang, Kimberly Kay. 2014. "Flirting with Capital: Negotiating Perceptions of Pan-Asian Ascendancy and Western Decline in Global Sex Work." *Social Problems* 61(4): 507-529.

- Tue 11/7: - Gonzales, Roberto G. 2011. "Learning to Be Illegal: Undocumented Youth and Shifting Legal Contexts in the Transition to Adulthood." *American Sociological Review* 76(4): 602-619.
- Marrow, Helen B. 2009. "New immigrant destinations and the American colour line." *Ethnic and Racial Studies* 32(6): 1037-1057
- Flores, Rene and Ariela Schachter. 2018. "Who Are the 'Illegals'? The Social Construction of Illegality in the United States." *American Sociological Review* 83(5): 839-868.
- Tuohy, Brian. 2019. "Health Without Papers: Immigrants, Citizenship, and Health in the 21st Century." *Social Forces* (22 pages)

Total pages: 159 pages

Section V: Case Studies of Urban Processes

Week Fourteen: Gentrification

What does neighborhood change mean? We'll use contemporary ethnographies of gentrifying neighborhoods to think about the material we've covered in this course. Using theories of urban life, we'll debate competing ways of understanding neighborhood change.

- Tue 11/12: - Firey, Walter. 1945. "Sentiment and Symbolism as Ecological Variables." *American Sociological Review* 10(2): 140-148.

- Smith, Neil. 1979. "Toward a Theory of Gentrification- A Back to the City Movement by Capital, not People." *Journal of the American Planning Association* 45(4): 538-548.
- van Holm, Eric Joseph and Wyczalkowski Christopher K. 2018. "Gentrification in the Wake of a Hurricane: New Orleans after Katrina." *Urban Studies* (16 pages)

- Thu 11/14:
- Lloyd, Richard. 2005. "Grit as Glamor" from *Urban Ethnography Reader*
 - Brown-Saracino, Japonica. 2007. "Virtuous marginality: Social preservationists and the selection of the old-timer." *Theory and Society* 36(5): 437-468.
 - Deener, Andrew. 2007. "Commerce as the Structure and Symbol of Neighborhood Life: Reshaping the Meaning of Community in Venice, California." *City & Community* 6(4): 291-314 (24 pages)
 - Greif, Mark. 2010. "What Was The Hipster?" *New York*.
 - Ocejo, Richard E. 2011. "The Early Gentrifier: Weaving a Nostalgia Narrative on the Lower East Side." *City & Community* 10(3): 285–310.

Total pages: 130 pages + one non-academic online article

Week Fifteen: Municipal Politics

What about the people who run cities? We'll look at accounts of city politics and think about the role of mayors, machines, and city policies.

- Tue 11/19:
- Hunter, Albert J. and Gerald D. Suttles. "The Expanding Community of Limited Liability" from *The Social Construction of Communities*.
 - Osnos, Evan. 2010. *The Daley Show.* *The New Yorker*.
<https://www.newyorker.com/magazine/2010/03/08/the-daley-show>
 - Stone, Clarence. 2015. "Reflections on Regime Politics: From Governing Coalition to Urban Political Order." *Urban Affairs Review* 51(1): 101-137.

Thu 11/21: **NO READING, PAPER PRESENTATIONS AND WORKSHOPPING IN CLASS**

Total pages: 76 pages + one non-academic online article

Week Sixteen: Paper Workshop

Tue 11/26: **NO READING, PAPER PRESENTATIONS AND WORKSHOPPING CONTINUES**

Thu 11/28: **THANKSGIVING, NO CLASS**

*** FINAL EXAMS AND FINAL PAPERS DUE BY E-MAIL BY 5 PM ON FRIDAY, DECEMBER 6, 2019 ***