

SYLLABUS

Urban Sociology

Lecturer: Tom Chiang Jr.

Fall 2020

Class Hours: T, R 11:00 am-12:15 pm

Class Location: Physical Presence Optional (*Pending Stage 3*)

Office Hours: By appointment

Email: chiang@rowan.edu

Course Description:

This course will introduce students to the basic ideas of urban sociology. We will study the city as a geographical, cultural, economic and political entity. The structure and dynamics of cities are a reflection of the social, economic and political structure of the society. Thus, cities look very different at different times and places. In general, the course readings, lectures, and class discussions will be geared toward viewing the city as simultaneously a social, a cultural, and a political economic phenomenon, with particular attention to the following concerns: a) urbanization and the place of the city in the modernizing process; b) post WWII changes in urban space (i.e...urban renewal, suburbanization, and "gentrification") and their relationship to wealth, poverty, and homelessness in American society; c) the city as a locus of ethnic, racial, gender, and class relations, interactions, and conflicts; d) and strategies of urban "revitalization".

Space will serve as a lens of analysis to observe the connections among various economic and political forces such as globalization. Throughout the course a variety of approaches to urban life and change will be considered through a running dialogue between social theory and the empirical world of urban experience, in order to provide a basis for evaluating the various perspectives.

Course Objectives:

This course is designed to help you develop the following outcomes

- Increased knowledge about the economic and political forces that shape urban areas
- Identify a variety of theoretical approaches to the study of urban development and change
- Explain the history of suburbanization and the relationship between the suburbs and city
- Articulate the value of spatial analysis to our understanding of social phenomena
- Identify the historic and global contextual factors structuring the development of urban communities and associated problems
- Describe the dynamics of the neighborhood environment on human development, interactions, and life chances

Texts:

Urban Sociology: 6th edition. Routledge/Taylor & Francis.

Grading:

The grades for this course will be determined as follows:

Class Participation

Discussion Leadership	15%
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Reflection Papers

Theory meets Application	25%
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Urban Research Paper

Research Paper	60%
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Class Participation

Discussion Leadership

Students will select one week for which they will be responsible for introducing and leading part of the discussion. The primary objective will be to respond to the set of readings that week. This will include (a) a 1-2 page written summary of key issues in both hard copy to be distributed to the class (when possible) and a soft copy to be placed on the Canvas, (b) a 20-minute presentation framing the readings, and (c) additional questions to help guide the class discussion. This presentation should focus on the strengths and weaknesses of the readings (explaining why they are helpful, uninformative, or simply wrong), how each reading relates to the theoretical issues that have been examined in earlier readings and discussions, critical questions that are raised (in terms of theory, policy, or future research), and other matters that you find striking.

Reflection Papers

Theory meets Application (minimum of 7 reflections)

In order to encourage your own understanding and your personal narratives, you are required to write a summary of assigned readings before the beginning of each week about the readings of the prior week. Your summary should be extremely concise (about **2 paragraphs per reading**) and focus on the major analytical concepts of the assignment.

In addition to your concise summary of the assigned readings, you should include a reflective component: (a) Questions based on the assigned readings **OR** (b) using your *own experiences*, strengths and weaknesses of the readings (e.g.: explaining why they are helpful, uninformative, or simply wrong) (about **1-2 paragraphs**).

You want to make sure that your summary includes the following sections:

- **Topic:** State what this reading is about (*2-3 sentences*).
- **Thesis:** Restate the author's argument. What are the subheadings and how do they relate to the overall argument (*1-2 sentences*)?
- **Concepts:** Identify 2-3 new concepts and or sociological terms. Explain what each concept means (*2-3 sentences*).
- **Personal Experiences:** What are the strengths and weaknesses of this reading? Why is that knowledge helpful, uninformative, or simply wrong? (*minimum of 4 sentences*).
(OR)
- **Discussion Questions:** What are questions do you have about this reading? (*minimum of 1 question*)

NOTE: Summaries posted after 9:15 pm Thursday do not qualify for credit.

NOTE: You do not have to do a reflection every week (you can if you wish). BUT you must do a minimum of 7 reflections.

Reflective Component (Part II)

Many students find starter phrases useful when producing a piece of writing. Below is list of phrases that you can use in reflective writing to help you to write about your experience.

- Personally, I feel that I benefited the most from...
- At the time of reading, I felt that...
- Initially, I did not realize the benefit of X concept
- This experience has taught me that...
- Having explored this issue further, the literature seems to highlight the importance of X concept, *but* in my experience ...

SEMESTER-LONG URBAN RESEARCH PROJECT

Students will conduct semester-long research on a city of your choice. The research is divided into **two** short research papers (3-5pgs) that build upon each other. Students will select their city of study by week two and all the papers will be on that city.

Paper# 1

In the first paper I want you to explore the basic characteristics and historical developments of your city. On the first page you need to provide current demographic facts as shown in the handout, "City Basics." After you list the different aspects of your city I want you to write 2-3 pages on the history of the community you've chosen (*2X spaced*). The history should cover the founding of the city.

Some questions you might want to answer in your essay:

Who founded your city and when? Why did people choose to settle in your city, and where did they come from? Which of the spatial models best describes your city (i.e. concentric zones, sector model, sun belt cities, edge cities)? What was the city's primary means of economic livelihood? How has that changed over time? Did your city go through a period of industrialization? Deindustrialization? Were any major state or national events held in this city in its early years? Was your city known for or what is distinctive about your city? etc. . .

Grading: 30 points

Helpful Hints

- Are all facts correct and properly and cited?
- Do you provide meaningful and related historical information about your city? Is the paper well written and does it follow the formatting guidelines provided? Does your essay demonstrate that early city issues contributed to the city's eventual transformation into a major urban area? Does your essay incorporate urban sociology concepts into your description? Is it obvious that actual research was performed?
- Does your paper have a thesis statement? Are all of the issues you discuss connected in a coherent way? Do you cite evidence for your assertions? Does the paper use ASA citation format and contain a bibliography?

Due Date: Sept 22nd, 11:59 p.m.

Paper # 2

In your second paper you will discuss relevant urban issues of your chosen city. This paper

should be 3-5 pages in length. The paper must engage at least two of the following urban issues covered in the course: deindustrialization, suburbanization, racial and economic segregation, immigration and urbanism, gendered social space, and/or gentrification. This paper should read like a coherent essay and not a list of social problems. The paper should have a thesis that ties the urban issues together into a comprehensive analysis. You must cover at least 1-3 of the urban issues listed above.

Note: The second part of this paper is to be a written essay and not a list of answers to the above questions. Moreover, this essay section should focus primarily on the historical nature of your city.

Grading: 30 Points

Helpful Hints

- Do you discuss 1-3 of the urban issues presented in the course? Do you correctly summarize the major patterns and themes associated with these issues? Do you incorporate assigned readings and course material into your discussion of these issues?
- Do you provide specific details regarding the city's problems? Have you done outside research on the dynamics of these issues as they relate to your city? Do you discuss how these issues are perceived in your city?
- Does your paper have a thesis statement? Are all of the issues you discuss connected in a coherent way? Do you cite evidence for your assertions? Does the paper use ASA citation format and contain a bibliography?

Due Date: October 20, 11:59 p.m.

ATTENTION: The following issues are very important for getting a good grade on your research projects.

1. Make sure you cite your sources. I want to know where you got your information. You can use Internet sources, but the Internet cannot be your only source of data. You also need to cite the web page you took the information from. Be aware that your References page is not to be included in your page count requirement. All of your citations (in text and bibliographic) must use ASA format.

2. Do not plagiarize. Please refer to this link for the policy: <https://confluence.rowan.edu/display/POLICY/Academic+Integrity+Policy>

3. Concise, informative writing is a good skill to learn. Do not try to reformat 2 pages of written work into 4 pages, or 6 pages of written work into 4 pages.

4. Your papers must use the following format:

- Times New Roman font, 12 point
- Left justification
- Double spaced lines with no extra spacing between paragraphs

5. I want your papers to reflect your best efforts. Poor grammar and multiple misspellings will result in a grade reduction. Be sure to run spell check.

6. Please use me as a resource. I am more than willing to proof read early drafts of your papers and to offer suggestions about how to improve your grade. However, make sure you get your draft to me at least four days before the paper is due. If you have any questions about these papers feel free to ask me in class or visit me during my office hours.

Case Study Cities for Urban Research Papers

Choose one of the following cities to study for this semester. You must select a city by 9/3. No two students are allowed to study the same city; therefore, I recommend that you decide quickly which community you want to research. City selection will occur on a first come, first served basis. Whichever cities are not selected by the second week of class, will be listed in a sign up sheet at the front of class. You will be using the same city for both of your research papers.

US Cities

Albuquerque, N.M.

Las Vegas, Nev.

Atlanta, Ga.

Los Angeles, Calif.

Boston, Mass.

Memphis, Tenn.

Charlotte, N.C.

Minneapolis, Minn.

Chicago, Ill.

New Orleans, La.

Cincinnati, Ohio

New York, N.Y.

Denver, Colo.

Omaha, Neb.

Detroit, Mich.

Philadelphia, Pa.

Honolulu, Hawaii

Phoenix, Ariz.

Houston, Tex.

Portland, Ore.

Indianapolis, Ind.

San Francisco, Calif.

Jacksonville, Fla.

Seattle, Wash.

Kansas City, Mo.

Washington, D.C.

International Cities

London, UK

Liverpool, UK

Paris, France

Lyon, France

Berlin, Germany

Hamburg, Germany

Milano, Italy

Roma, Italy

Madrid, Spain,

Barcelona, Spain

Moscow, Russia

Saint Petersburg, Russia

Katowice, Poland

Warsaw, Poland

Kiev, Ukraine

Prague, Czech Republic

Bucharest, Romania

Budapest, Hungary

Tokyo, Japan

Osaka, Japan

Nairobi, Kenya

Mexico City, Mexico

Buenos Aires, Argentina

Beijing, China

Shanghai, China

Calcutta, India

Bombay, India

Sao Paulo, Brazil

Rio de Janeiro, Brazil

Seoul, South Korea

Manila, Philippines

Istanbul, Turkey

Tehran, Iran

Cairo, Egypt

Johannesburg, South Africa

Cape Town, South Africa

Accra, Ghana

Lagos, Nigeria

Addis Abba, Ethiopia

CITY BASICS

(example)

INFORMATION

City: Salem, Oregon

Population, 2010 est.: 126,702

Square Miles, city limits: 40.8

Pop. percent change, 2000-2010: +21%

Percent White, 2010: 91.8%

Percent Black, 2010: .8%

Percent Hispanic, 2010: 7.3%

Persons per household, 2010: 2.41

Pct. 25+ with Bachelor's degree, 2010: 21.7

Pct. families below poverty level, 2010: 10.5

Median household income, 2010: \$45,564

Median housing value: \$195,500

Median rent: \$768

Mayor: Mike Swaim

Date of founding: 1857

Nickname: City of Peace

Popular attractions: State fair; State Capital

Media Fame: Setting for movie, "One Flew Over the Cuckoo's Nest"

SOURCES

How to Cite Web Sites:

Include all information that is available on the Web page.

Format:

Author(s). Year of publication. "Web site title or title of section Retrieved." Place of publication: Publisher. Retrieved on Date (web site address).

Example:

Purdue University Online Writing Lab. 2012. "Formatting in Sociology (ASA Style)."
West Lafayette, IN: Purdue
University. Retrieved May 2, 2012. (

<http://owl.english.purdue.edu/owl/resource/583/1/>).

SCHEDULE

AMERICAN URBANIZATION

Week 1

9/1

Introduction

Week 2

9/3

Topic: Human Ecology and Urbanism

Readings: Gottdiener ch2 “The Rise of Urban Sociology” (start from “The Origins of Urban Sociology”)

SELECT CITIES FOR RESEARCH PROJECTS

Week 3

9/8

Topic: Class and Space

Readings: Gottdiener ch3 “Contemporary Urban Sociology”

Week 4

9/15

Topic: The Industrial and Post-Industrial City

Readings: Gottdiener ch1 “The New Urban Sociology”

Week 5

9/22

Topic: Urbanization in the US

Readings: Gottdiener ch4 “Urbanization in the US”;

RESEARCH PAPER #1 DUE

Week 6

9/29

Topic: Cities and Suburbs

Readings: Gottdiener ch5 “Suburbanization, globalization, and the emergence of the multicentered region”

URBAN SOCIAL PROBLEMS

Week 7

10/6

Topic: Community

Readings: Gottdiener ch9 “Neighborhoods and Community”

* Bring supplemental readings for discussion

Week 8

10/13

Topic: Uneven Development

Readings: Gottdiener ch10 “The Revitalization of the Historical Inner-City”

* Bring supplemental readings for discussion

Week 9

10/20

Topic: Crime

Readings: Gottdiener ch8 “Urban Social Problems”

* Bring supplemental readings for discussion

RESEARCH PAPER #2 DUE

Week 10

10/27

Topic: Urbanization in Europe

Readings: Gottdiener ch 6 (Read about Europe)

Week 11

11/6

Topic: Urbanization in Asia

Readings: Gottdiener & Hutchison ch7 (Since this week's topic is about Asia, also read about Japan from the previous week)

Week 12:*

11/12

Topic: Urbanization in Latin America, Africa, Middle East

Readings: Gottdiener & Hutchison ch7

Week 13

11/19

Topic: Gentrification and Smart Growth

Readings: Gottdiener & Hutchison ch11 "Metropolitan Planning"

Week 14

12/3

Topic: A City of Hope?

Readings: Gottdiener & Hutchison ch12 "Metropolitan social policy"

Week 15

12/10

Conclusion

Academic Integrity

Academic Misconduct: Academic Misconduct includes the alteration of grades; involvement in the acquisition or distribution of unadministered tests; and the unauthorized submission of student work in more than one class.

Cheating: Cheating is an act of deception by which a person misrepresents his or her mastery of material on a test or other academic exercise.

Fabrication: Fabrication refers to the deliberate use of invented information or the falsification of research or other findings with the intent to deceive.

Plagiarism: Plagiarism occurs when a person represents someone else's words, ideas, phrases, sentences, or data as one's own work. When submitting work that includes someone else's words, ideas, syntax, data or organizational patterns, the source of that information must be acknowledged through complete, accurate and specific references. All verbatim statements must be acknowledged through quotation marks and properly cited. To avoid a charge of plagiarism, a person must be sure to include an acknowledgment of indebtedness, such as a list of works cited or bibliography.

Please see here for the full policy: <https://confluence.rowan.edu/display/POLICY/Academic+Integrity+Policy>

Academic Accommodations

Your academic success is important. If you have a documented disability that may have an impact upon your work in this class, please contact me. Students must provide documentation of their disability to the Rowan Academic Success Center in order to receive official University services and accommodations. The Academic Success Center can be reached at 856-256-4234. The Center is located on the 3rd floor of Savitz Hall. The staff is available to answer questions regarding accommodations or assist you in your pursuit of accommodations as per the Rowan Accommodation Policy. We look forward to working with you to meet your learning goals.

Please see here for the full policy: <https://confluence.rowan.edu/display/POLICY/Accommodation+Policy>

Please see here for Academic Accommodations: <https://sites.rowan.edu/disabilityresources/index.html>

Attendance Policy

Students are responsible for all assignments, due dates, completion of exams or other assessments, and all other assigned class work as stated in the syllabus or provided in instructions by the instructor. Late or missing assignments are subject to the course policies as stated in the syllabus. Instructors are encouraged to work with students with extenuating circumstances so that they can achieve successful completion.

Students eligible to receive services and accommodations from the Office of Disability Resources should provide each of their instructors with a copy of their accommodation letter. Accommodations are available for mental health conditions and on a temporary basis.

Depending on the HyFlex or virtual learning format of a class, absences may take the form of failure to join scheduled synchronous remote class sessions, failure to participate in remote class activities, whether synchronous or asynchronous, or failure to meet deadlines for submission of assignments. Student attendance at virtual sessions should be indicated by engagement which could include (but is not limited to) having a webcam on, responding verbally or in a chat box, submitting a response following the class, or other indicator, with recognition of varying technology and needs among students.

Disruptions of any kind relating to the COVID-19 crisis will be recognized as circumstances for which absences are excused and students should contact the instructor and/or the Dean of Students for accommodations and assistance. This may include illness or need for self-isolation among other circumstances such as ill family members. Documentation may be requested by the Dean of Students but will not be required by instructors.

Please see here for the full policy: <https://confluence.rowan.edu/display/POLICY/Attendance+Policy>

Please see here for amended Fall 2020 policy: https://docs.google.com/document/d/1AX2_zHxOD4w2SP8eZEO-2U3If1-rN7V1-YKzEj6DED0/edit

Classroom Behavior Policies

It is a violation of Rowan University policy if a student is found responsible for “engaging in disruptive activity which substantially disrupts or poses a tenable threat of disrupting teaching, research, administration, disciplinary procedures, public service functions, or other University-authorized activities, or which substantially interferes with the rights of others, on University premises...” (Rowan University Student Code of Conduct). Students (as well as faculty and staff) are required to wear face coverings at all times while in public. This includes, but is not limited to, building interiors (with the exception of offices where privacy can be maintained), classrooms, common areas of residential facilities, and wherever physical/social distancing is not possible.

Under current regulations, guidelines, protocols and Human Resources/Student Code of Conduct policies, students, faculty, and staff are required to wear appropriate face coverings (as defined by designated University officials) while in buildings, classrooms, attending large gatherings/ events, and/or when posted for University operated or controlled functions. The requirement is the direct result of a matter of public health, and is intended to reduced health-related risks to those with whom you might come in contact (intentionally or unintentionally) regardless of perspectives on your personal risks associated with not wearing a mask in designated areas. Individuals who disrupt classes and/or other University functions due to refusal to wear a mask will be referred to designated University officials. Refusal to wear a mask as required may result in removal from a course and suspension from the University. Students who are in need of accommodations related to face coverings should contact the Academic Success Center for assistance. Students will not be allowed to attend class without an appropriate face covering (as defined by designated University officials) unless they have a specific accommodation letter from the Academic Success Center. The protocol associated with face coverings is subject to change with limited notice. If requirements associated with face coverings change, the campus community will receive proper notification.

Please see here for the full policy: <https://confluence.rowan.edu/display/POLICY/Classroom+Behavior>

Please see here for amendment for the Fall 2020: <https://docs.google.com/document/d/1ZvRs792-IM5dk1xWDplxVVMpy83K2vHyVddLukXPcdo/edit>

Other Academic Policies

<https://confluence.rowan.edu/pages/viewpage.action?pageId=39946518>

General University Resources

- [Return to Rowan](#)
- [Division of DEI and Rowan University Diversity Statement](#)
- [Student Sexual Misconduct/Title IX Reporting Form](#)
- [Student Discrimination, Harassment, and Retaliation](#)
- [Dean of Students Office/Seeking Assistance](#)

- [Rowan Thrive](#)
- [ProfCents Affordability Resources](#)
- [Student Success Programs and Writing Center](#)
- [Wellness Center/Counseling & Psychological Services](#)
- [Rowan Success Network](#)