

The University of Calgary
Department of Sociology

Sociology 499.01 Urban Field School
Sociology 499.02 Urban Field School Professional Seminar

Fall 2009
COURSE OUTLINE

INSTRUCTOR: Dr. Harry H. Hiller
OFFICE: Social Science 1056
OFFICE HOURS: Tuesdays 11:00-12:00pm or by appointment
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CLASS MEETS: 499.01 Block Week September 1-6
499.02 Wednesdays 12:00 – 12:50 SS1155

NOTE: Sociology 499.01 and Sociology 499.02 are both quarter courses which together make up one half course. Students are required to take both courses in order to receive credit. A joint grade will be given.

Emergency Evacuation: In the case of fire or other emergency evacuation of this classroom/lab, please proceed to the assembly point by the Food Court in the Professional Faculties Building.

COURSE PERSPECTIVE and OBJECTIVES:

The Urban Field School is an innovative educational opportunity pioneered by the Department of Sociology. The purpose of the field school is to give the student first hand experience with the city through observation, interviews, site visits, and contacts with experts. Such an intense program in the community is impossible under the regular academic schedule. We will spend all of the Block Week Field School (499.01) in the field. The second part of the course, the Field School Seminar (499.02), will provide the context for completion of course assignments. The purpose of the course then is to learn about the city first experientially and then to link the application of knowledge with research about cities and city life.

Within an urban design approach, five questions stand behind our analyses:

1. What is the nature of urban social interaction?
2. How is land use related to the social sorting process in cities?
3. In what way do cities reveal inequalities, conflicts and dilemmas?
4. Why do cities change and how do they do so?
5. How can cities be changed and improved through design and planning?

This course will engage in urban analysis through an urban design perspective. We will be relating the social aspects of how people live in the city with the physical aspects (eg. buildings, streets, land use, circulation) and natural features (eg. rivers, view lots). How has the way we have created cities led to specific consequences for current urban life? How might we design cities in the future to enhance urban life? How is human activity and human life related to how cities are designed? How does what is designed affect and shape human life?

Readings

Required Field School Reading

All students will read Ali Madanipour, "Roles and Challenges of Urban Design", *Journal of Urban Design* 11(2)2006:173-193 preferably before Block Week. (You may read and print this article on-line. This article might also be helpful in writing your Field School Analytical Journal.)

Calgary is currently undergoing a review of its planning policies and a proposal is before City Council called Plan It which is generating much debate. You should become familiar with this document and debate before the Block Week Field School because it will come up in a variety of ways in the course. Read the Executive Summary on-line at http://www.calgary.ca/docgallery/BU/planning/pdf/plan_it/plans/executive_summary.pdf

and the microsite at

<http://www.calgary.ca/planit/>

Supplemental Reading

Since the Block Week course involves experiences in two different cities (Calgary and San Francisco), the goal is to understand our own city better by having a comparison city which is considerably different. Two recommended (but not required) readings are:

Beverly Sandalack and Andrei Nicolai, *The Calgary Project: Urban Form/Urban Life*. University of Calgary Press, 2006.

(This book is a very good outline of the evolution of Calgary as a city and the factors which have affected its design. Chapters 6-8 are particularly helpful. This book will help you understand Calgary better. It might also be useful in your written work.)

Chester Hartman, *City for Sale: The Transformation of San Francisco*. Revised Edition 2002. University of California Berkeley Press.

(This book is very different from the Calgary book but it gives you a sense of some of the issues which have shaped San Francisco.)

There are no additional readings required jointly of all students.

COURSE NOTES:

1. This is not only a different course in that it fosters experiential learning but it is a course in *professional socialization*. In a small group context, the course allows students the opportunity to interact with the ideas of others (experts in the community as well as other students) much like what would occur in a professional work environment you will encounter in the future. You will have to interact with the ideas of others as well as make presentations to your work group. This professional orientation will also be reflected in dress codes as directed on specific occasions.
2. A Field School schedule will be distributed for both Calgary and San Francisco. Students are required to follow it carefully – particularly noting times of departure in the mornings. The University will be providing transportation from campus each day in Calgary. Each student is expected to attend all activities each day. Any absences from the Field School must be excused by the Professor. If an emergency situation prevents you from attending, please contact the professor immediately. Because we have a tight schedule, students are expected to be on time. Suggestions regarding appropriate dress will be made for each day.
3. Students are required to bring a notebook or clipboard to the Field School in both locations in order to facilitate the taking of notes of anything said, observed, or ideas that come to your mind. These notes will be helpful and useful to you as you complete the course assignments. Students may also find that having access to a city map aids in identifying the different communities in the city.
4. Normal contact hours (meaning class time) in a half-course is 39 hours. For this course, most of these hours will be in the Field School. The normal expectation is that a student will put in 2 hours outside of class for every one hour inside of class. Since the Field School will provide most of the class time, the student is reminded that the outside class time for the completion of course assignments will have to be done during the regular term. Using the guide above, **you should expect to put in about 6 hours per week.**
5. Students are required to sign a liability waiver for the University of Calgary. If you have any questions about the waiver, please call the Risk Management Office at 220-4611.
6. Class Participation in this course is essential and required. In addition to regular attendance, students are expected to take an active role through verbal dialogue with other students and experts whom we encounter. A field experience is not meant to be a passive experience but one in which the student is constantly thinking of questions and comments which can be part of the discussion. Class participation will be a component of your final grade. Your input on the Field School Projects of others will also be important.

October 14, 21, 28	Progress Reports Five students per class will report on progress to date and observations/analyses made. Class members will critique what is presented and make suggestions.
November 4, 18, 25	Final Reports Five students per class will give their final report on the project including handouts/audio-visuals/charts, tables, graphs where appropriate.
December 2	Report to the Community (Luncheon) This class will go to 1:30.
December 4	Paper due

3. Class Participation

Class participation will be assessed in a variety of ways from attendance to your contribution to the learning environment of the class. Asking thoughtful questions, making well-prepared presentations, and interacting with the work and ideas of others are also important.

COURSE SCHEDULE:

September 9	Field School Analytical Perspective - come prepared to share an analytical observation
September 16	Field School Analytical Journal Due -come prepared to briefly share with the class how you developed your paper with one or two examples
September 23	Field School Project Proposals - brainstorming topic ideas you are considering
September 30	Final Confirmation of Project Topics hand in a one page research proposal with a clear statement of the research problem to be investigated and how you propose to deal with it.
October 7	No Class – Preparation Time
October 14	Progress Reports
October 21	Progress Reports (continued)

October 28	Progress Reports (continued)
November 4	Final Reports
November 11	Remembrance Day - Reading Days (No class)
November 18	Final Reports (continued)
November 25	Final Reports (continued)
December 2	Final Report Luncheon
December 5	Papers Due (or as negotiated)

COURSE WEIGHTS

Field School Analytical Journal	-	20 points
Major Research Project	-	60 points
Class Participation	-	20 points

The Professor will inform you of the letter grade equivalents of the points obtained on each assignment.

BACKGROUND REFERENCES

In addition to numerous urban journals such as the *Canadian Journal of Urban Research*, *City and Community*, *International Journal of Urban and Regional Research*, and *Urban Studies* (among others), the following references are basic sources which might be useful to students for consultation for various purposes throughout the course.

- Hiller, H., *Urban Canada: Sociological Perspectives*. Oxford, 2005. or *Urban Canada* Oxford, 2009.
- Abrahamson, M. *Urban Enclaves*, St. Martins, 1996.
- Andrew, Caroline. *Our Diverse Cities*. Ottawa 2004.
- Fowler, E.P. and D. Siegel, ed., *Urban Policy Issues: Canadian Perspectives*. Oxford 2002.
- Gottdiener, M., and R. Hutchison., *The New Urban Sociology*. 2nd Ed. McGraw-Hill 2000.
- Karp, Stone, and Yoels, *Being Urban: A Sociology of City Life*, 2nd Edition, Greenwood, 1991.
- Orum, Anthony, and Xiangming Chen. *The World of Cities: Places in Comparative and Historical Perspective*. Blackwell, 2003.
- Palen, J., *The Urban World*. Sixth Edition, McGraw Hill, 2002.
- Zukin, S., *The Culture of Cities*. Blackwell, 1995.

Shannon, TR., Kleniewski, N., W.M. Cross. *Urban Problems in Sociological Perspectives*, Fourth Edition, Random 2002.

Sassen, S., *Cities in A World Economy*. Pine Forge 1994.

Smith, M. and J. Feagin. *The Capitalist City*. Blackwell, 1987.

Logan, JR, and H. Molotch, *Urban Fortunes: the Political Economy of Place*, California, 1987.