

The University of Calgary
Department of Sociology

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

Fall 2010
COURSE OUTLINE

INSTRUCTOR: Dr. Harry H. Hiller
OFFICE: Social Science 1056
OFFICE HOURS: Tuesdays 11:00-12:00pm or by appointment
TELEPHONE: (403) 220-6048
E-MAIL: hiller@ucalgary.ca

CLASS MEETS: 499.01 Block Week September 7-12
499.02 Tuesdays 12:30 – 1:45 SS821

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.

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.

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 some documents on-line at

http://www.chba.ca/uploads/urban_council/feb09%20tab%205%20-%20plan%20it%20calgary%20-%20city%20proposal.pdf

<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.
 7. You have been selected for this course because of your skills in sociological/urban analysis. It is important that you not only observe and experience, but that you also think deeply and analyze what is going on from a sociological perspective. Remember you are not a tourist. The purpose of the course is to help you not only to understand the city from a descriptive point of view but also to make efforts to

understand why things are the way they are. In short, the Field School should be both fun and eye-opening, but also hard work. This should be reflected in your Journal (see below).

ASSIGNMENTS

1. Field School Analytical Journal

All students will write a 5 page (double-spaced) analytical journal of their experiences and observations in the Field School. Students are encouraged to take notes of their observations and then to later reflect on the experience and analyze it using the lens of an urban analyst with appropriate urban sociological terms, concepts, theories, issues, and perspectives. It is not only important to know how you felt or what you observed, but also to stand back and assess what this tells you about urban life, and the structure and nature of the city. There are many things that you could write about but you will have to make some choices so that your discussion will include important insights and depth. Make sure that your paper is organized around themes or important points rather than just rambling. The journal must be handed in on September 16 but the previous class on September 9 will provide an opportunity to test your ideas.

2. Major Research Project

During the Field School, you will have become aware of a variety of issues relating to urban life. Select one of these issues and write a fifteen page paper on the topic. The paper is meant to combine library research with some practical or real-time expressions of the issue you selected. Your paper **must** include a bibliography of sources which you used in the paper (rather than just sources you saw on a list) **and** some further field component i.e. observation, interviews, document analysis, historical research, photography, or secondary data analysis that enhanced your knowledge of the topic. The latter requirement is to ensure that your paper is rooted in some real-life situation (particularly locally) rather than just dealing with the issue in general terms. You will be given guidelines for research ethics clearance if appropriate to what you are doing.

The project will proceed through the following stages:

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|------------------------|---|
| September 28 | Topic proposals
Preliminary presentation of your topic idea |
| October 5 | Confirmation of topic and presentation of research agenda in writing (i.e. what you want to study and how you want to study it- one page to be handed in) |
| October 12, 26, Nov. 2 | 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 9, 16, 23	Final Reports Five students per class will give their final report on the project including handouts/audio-visuals/charts, tables, graphs where appropriate.
November 30	Papers Due
December 2	Report to the Community (Luncheon)

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 14	Field School Analytical Perspective - come prepared to share an analytical observation
September 21	Field School Analytical Journal Due -come prepared to briefly share with the class how you developed your paper with one or two examples
September 28	Field School Project Proposals - brainstorming topic ideas you are considering
October 5	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 12	Progress Reports
October 19	No Class
October 26	Progress Reports (continued)
November 2	Progress Reports (continued)
November 9	Final Reports

November 16	Final Reports (continued)
November 23	Final Reports (continued)
November 30	Papers Due
December 7	Final Report Luncheon

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.

- Bunting, Filion, and Walker, *Canadian Cities in Transition: New Directions*, Oxford, 2010
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.

Further Information

Emergency evacuations:

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

Deferrals:

If at all possible you must provide *advance* notice to the instructor if you are unable to take a test or pass in an assignment or essay on time. All requests for deferral of a course component due to health reasons must be accompanied by written documentation as outlined in the University Calendar and should be obtained while the student has the physical or emotional problem rather than after recovery. Deferrals will be allowed in the following circumstances: illness, domestic affliction or religious conviction. Travel arrangements and misreading of the syllabus are not valid reasons for requesting a deferral. Deferrals will not be granted if it is determined that just cause is not shown by the student.

If you have missed a test for a legitimate reason, the instructor can require you to write a “make up” test as close in time to the original test as possible or can choose to transfer the percentage weight to another course component. If the instructor schedules a “make up” test for you, its date and location will be at the convenience of the Sociology Department.

Please note that requests to defer a final examination or to defer term work past the end of a term go through the Undergraduate Programs Office (UPO) and must be processed by the deadlines that are established in the U of C Calendar. You can find the forms you need online:

Deferred Final Exam Application:

http://www.ucalgary.ca/registrar/files/registrar/APP%20FOR%20DF%20EXAM_0.pdf

Deferred Term Work Form:

<http://www.ucalgary.ca/registrar/files/registrar/defTW.pdf>

You must submit these deferral forms to the Faculty of Arts Associate Dean (Students) through the UPO office: Undergraduate Programs Office, 4th Floor, MacEwan Student Centre. Only the Associate Dean approves requests for deferrals which extend beyond the end of a term. Instructors are not involved in such decisions. To make an appointment with the Associate Dean, phone (403) 220-8155.

Ethics Research: Students are advised that any research with human subjects--including any interviewing (even with friends and family), opinion polling, or unobtrusive observation--must have the approval of the Departmental Ethics Committee. In

completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required.

Academic Misconduct: Plagiarism, cheating and other academic misconduct are regarded as serious academic offences. Students are advised to consult the University Calendar which presents a Statement of Intellectual Honesty and definitions and penalties associated with cheating, plagiarism, and other academic misconduct.

The Freedom of Information and Protection of Privacy (FOIP) legislation disallows the practice of having students retrieve assignments from a public place, e.g., outside an instructor's office or the Department main office. Written assignments must be returned to students individually, during class, or during the instructor's office hours; if a student is unable to pick up her/his assignment s/he may provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment.

Safewalk: The University of Calgary provides a "safe walk" service to any location on Campus, including the LRT, parking lots, bus zones, and campus housing. For Campus Security/Safewalk call 220-5333. Campus Security can also be contacted from any of the "Help" phones located around Campus.

Academic Accommodation: Students with a disability, who require academic accommodation, need to register with the Disability Resource Centre (MC 295, phone 220-8237). Academic accommodation letters need to be provided to course instructors no later than fourteen (14) days after the first day of class. **It is a student's responsibility to register with the Disability Resource Centre and to request academic accommodation, if required.**

Handing in papers outside of class, return of final papers, and release of final grades:

1. When students are unable to submit papers in class, they should make arrangements to hand in their papers directly to the instructor or teaching assistant. Papers will not be accepted in the main Sociology Department office.
2. Final papers will not be returned through the main Sociology Department office. The Freedom of Information and Privacy (FOIP) legislation disallows the practice of having students retrieve assignments from a public place (i.e. outside an instructor's office, the department office etc.) Students who want their final papers returned by mail must attach a stamped, self-addressed envelope with the paper. Otherwise final papers will be available for pick-up only during the instructor's office hours at the end of this term or at the beginning of the next term.
3. Final grades are not posted by the Sociology Department. They are available only online.