

The University of Calgary  
Department of Sociology

**Sociology 653**  
**Seminar in Urban Sociology**

**Fall 2010**  
**COURSE OUTLINE**

**INSTRUCTOR:** Dr. Harry H. Hiller  
**OFFICE:** Social Science 1056  
**OFFICE HOURS:** Tuesdays 2:00-3:00pm or by appointment  
**TELEPHONE:** (403) 220-6048  
**E-MAIL:** [hiller@ucalgary.ca](mailto:hiller@ucalgary.ca)

**CLASS MEETS:** Thursdays 9:30-12:20  
SS 921

**COURSE PERSPECTIVE and OBJECTIVES:**

This course aims to provide students with the opportunity to analyze cities as a context (a place), a cause (structure), and an effect (interaction) on human behavior. Since cities are increasingly the place where most people live, and big cities are getting bigger, it is clear that cities are defining the human condition. The evolution of urban forms has resulted in significant changes in social life which has been debated by many sociologists. Whether it is cities that should be blamed for changes in social life or whether cities (and especially large metropolitan galaxies) have sociological consequences are questions that require closer theoretical and empirical examination. This course attempts to allow the student to grapple with the perspectives and the literature in the field of urban sociology with the ultimate goal of providing the tools to apply them to more specialized and concrete issues congruent with the student's own interests.

In contrast to undergraduate lectures that are professor-centred, this course will be structured in such a way that students can learn from each other as well as learn from the professor. For example, instead of handing in written work to be viewed only by the professor, some of the written work will be shared with other students, and students will also be given opportunity to share their work verbally with the entire class. The goal is to establish an interactive classroom where we grow by learning from each other in the light of what we are reading and thinking.

It is acknowledged that most students will not have had an undergraduate course in Urban Sociology. This means that there are some basic perspectives and terminology in the field that must be mastered. Students may want to consult some books written for

undergraduate courses in Urban Sociology or integrated summaries of key themes in the field. Some of these books include, Hiller, *Urban Canada: Sociological Perspectives*; Gottdeiner and Hutchison, *The New Urban Sociology*; Palen, *The Urban World*; Orum and Chen, *The World of Cities: Places in Comparative and Historical Perspective*; Kleniewski, *Cities, Change, and Conflict*; Flanagan, *Urban Sociology: Images and Structures*. There are other books that are good readers of excerpts of important articles or books in the field such as Fainstein and Campbell, *Readings in Urban Theory*; Kleniewski, *Cities and Society*; Brown-Saracino, *The Gentrification Debates*, and LeGates and Stout, *The City Reader*. Most of the common reading in this course is available on-line but more specialized studies can be selected from the list provided in books available in the library that are then brought into class discussion by individual students. Wherever possible, we will be reading original accounts but students can feel free to find summaries or discussions of the books selected in the references above or other places on-line.

While there will be core readings shared by all for each class (indicated with an asterisk on the course schedule), there will also be opportunity for students to select readings that will either broaden their horizons or that have some relevance to their own research interests. It is important that students keep both of these objectives in mind. However, students are strongly encouraged to think and read about the urban implications of the areas in which they intend to specialize. Therefore an opportunity will be given for each student to design a research project that is relevant to this course and to their own interests.

#### **Useful Resource**

The Community and Urban Sociology Section of the American Sociological Association has a website that occasionally has interesting news and forums. It is located at <http://www.commurb.org/>.

## **Course Assignments**

### **1. Core Reading**

Each class will have one (or more) reading that is usually available on-line which all students must read. If there is more than one reading listed, students must choose at least one of the readings but reading all asterisked material is recommended. Each week a key question will be asked that should frame your thinking about that reading and which should help you to provide input to class discussion.

### **2. Specialized Reading/Book Reviews**

Each week additional reading (usually an entire book) is listed for each topic. Each student must select *two* of these books according to the procedure established in class.

A. Students must present a brief summary of the contents and argument of the book, and describe what its distinctive contribution is to our understanding of cities and urban life. Students can present this material in any way they choose (eg. overheads, powerpoint) with illustrative material, summaries, excerpts, examples, or applications. Please give concreteness to your oral presentation rather than just general conclusions. The oral presentation is meant to make the book interesting to students who have not read the

book but who will develop a strong familiarity with the book as the result of your presentation.

B. But in addition, and somewhat different from the oral presentation, a one page summary hand-out must be given to all seminar members for their files. The emphasis in both the oral presentation and the one page summary should be on clarity so that someone who has not read the book obtains a very clear picture of what the book is about and how it fits into the urban literature.

C. The week following the class discussion, the student must hand in a four page double-spaced review of the book which includes the thesis, methodology or approach, evaluation, and contribution to the literature.

### **3. Journal Familiarization/Article Reviews**

There are five key journals in the field with which the student needs to become familiar. They are *City and Community* (sponsored by the ASA), *Canadian Journal of Urban and Regional Research*, *International Journal of Urban and Regional Research*, *Urban Affairs Review* (formerly *Urban Affairs Quarterly*) and *Urban Studies*. In truth, there are actually more journals than that which have useful material of relevance to urban sociology such as the *Canadian Geographer* and just about any sociology journal.

In order to facilitate your familiarization with these journals, each student will be asked to select *three* articles from any of these five journals (each article should be from a different journal). You may choose one article from other journals but please clear your journal choice with the professor. Choose articles that are relevant to your own interests but the articles must have an urban focus or be situated in an urban context. The articles may be related or they may have different themes but you should have a rationale for why you chose them.

Write a two page single-spaced review of each article. Each review must be organized using the following headings: *Research Problem* (theory, rationale etc.), *Methods Used*, *Conclusion*, *Assessment and Implications*. On one sheet of paper which can be distributed to the entire class, list your three articles and provide a *précis* of the article highlighting its significance. Be prepared to present orally to the class why you selected these articles and how they contributed to your understanding of cities and urban life.

### **4. Research Project Design**

Each student is asked to pick a research topic that has urban implications. This topic may be related to a possible thesis theme or it may just be a topic of disciplinary importance, societal relevance or personal interest. Work on this assignment will be done in three phases.

*Stage I.* The first phase will be brainstorming and identification of a possible topic. Each student will present orally to the class two possible topics which they are interested in and explain why these topics are important to investigate from an urban perspective. These topics should be presented in the form of a research problem (this is the topic, this is what I want to find out, and this is why this topic is important). The purpose of this stage is to help other students see the range of topics being considered within the class

and to work through how a research problem can be formulated. Just before each student presents, another student will be assigned to respond after the presentation by evaluating what they are hearing and making comments or suggestions. Other comments from the class will then be solicited.

*Stage II.* The second phase will be the presentation to the seminar of the Research Project Design. This presentation can be done using whatever communication method (eg. overheads, handouts etc.) is the best but should include the following elements: clear statement of the research problem and how it relates to urban sociology, justification for the study, literature review, prospective research methods to be used, expectations and anticipated problems, relevance and potential application of the results.

*Stage III.* Hand-in the Research Project Design in 8-10 double-spaced pages. Be sure to use headings such as those proposed in Stage II to enhance clarity of your paper.

Project Notes: The purpose of this assignment is to help to prepare you for the independent research that is required in a thesis or dissertation and that is often also required in future work environments. You can propose a project that is do-able in a possible Master's thesis or a more exhaustive Doctoral thesis, or that might be proposed by an agency or a corporation. In other words, it can be a big budget study or it can be a smaller scale. The only requirement is that it must have an empirical component through some form of data collection. Remember, *you do not actually do the study but you design it*. The other requirement is that the proposed project must have some clear relevance to urban sociology or questions that an urbanist would ask.

## **COURSE SCHEDULE:**

### **September 16**

#### ***Introduction to the course***

#### ***Introduction to the Classics***

##### *Chicago School*

m\*Wirth, Louis. "Urbanism as a Way of Life." *The American Journal of Sociology* 44, no. 1 (1938): 1-24.

<http://www.sociol.unimi.it/docenti/semi/documenti/File/Wirth%20-%20Urbanism.pdf>

Park, Robert E. "The City: Suggestions for the Investigation of Human Behavior in the City Environment." *The American Journal of Sociology* 20, no. 5 (1915): 577-612.

Burgess, Ernest W. "The Growth of the City: An Introduction to a Research Project." In *The City*, pp. 47-62.

McKenzie, Roderick. "The Ecological Approach to the Study of the Human Community." In *The City*, pp. 63-79.

### *Urban Ethnography*

- Gans, Herbert J. *Urban Villagers: Group and Class in the Life of Italian-Americans* (1962).
- Whyte, William Foote. *Street Corner Society: The Social Structure of an Italian Slum* (1943).
- Gans, Herbert. *The Levittowners* (1967).
- Liebow, Elliot. *Tally's Corner: A Study of Negro Streetcorner Men* (1967).
- Vidich, Arthur, and Joseph Bensman. *Small Town in Mass Society: Class, Power, and Religion in a Rural Community* (1958).

### *Canadian Classics*

- Hughes, Everett. *French Canada in Transition* (1943).
- Seeley, John, Alexander Sim, and Elizabeth Loosley. *Crestwood Heights: A Study of the Culture of Suburban Life*. (1956)
- Clark, Samuel D. *The Suburban Society*. (1966).

### **September 23**

#### ***Political Economy: The New Urban Sociology***

- \*Mark Gottdeiner and Joe R. Feagin, "The Paradigm Shift in Urban Sociology", *Urban Affairs Quarterly* 24(1988):163-188.
- m\*Harvey Molotch, "The City as a Growth Machine: Toward A Political Economy of Place", *American Journal of Sociology* 82(1976)2:309-332.
- m\*John Walton, "Urban Sociology: the Contributions and Limits of Political Economy," *Annual Review of Sociology* 19, 1993: 301-20.
- \*Eric Fong and Kumiko Shibuya, "The Spatial Separation of the Poor in Canadian Cities", *Demography* 37(2000)4:449-459.
- \*Saskia Sassen, "New Frontiers Facing Urban Sociology at the Millennium", *British Journal of Sociology*, 2000 [51\(1\)](#), 143–159.
- William J. Wilson, *When Work Disappears: The World of the New Urban Poor* (1997).
- Logan and Molotch, *Urban Fortunes: The Political Economy of Place* (1987).
- William J. Wilson, *The Truly Disadvantaged: The Inner City, the Underclass, and Public Policy* (1987).
- Manuel Castells, *The City and the Grassroots: A Cross Cultural Theory of Urban Social Movements* (1983).
- David Ley, *The New Middle Class and the Remaking of the Central City* (1996).
- Good Reference Reading on Gentrification: J. Brown-Saracino, *The Gentrification Debates* (2010).

### **September 30**

#### ***The Post-Industrial City and the Shift from Production to Consumption: Services, Leisure Commodification, and the Entrepreneurial City***

- m\*Evan Graeme, "Hardbranding the Cultural City", *International Journal of Urban and Regional Research* 27(2)2003:417-440.
- <http://onlinelibrary.wiley.com/doi/10.1111/1468-2427.00455/pdf>

\*John Hannigan, "Symposium on Branding, the Entertainment Economy, and Urban Place-Building", *International Journal of Urban and Regional Research* 27(2)2003:352-360.

<http://onlinelibrary.wiley.com/doi/10.1111/1468-2427.00452/pdf>

m\*Sharon Zukin, "Urban lifestyles: Diversity and standardisation in spaces of consumption." *Urban Studies* 35(1998):825-839.

\*Peter K. Eisinger, "The Politics of Bread and Circuses: Building the City for the Visitor Class," *Urban Affairs Review* 35, 2000: 316-33.

<http://uar.sagepub.com/content/35/3/316.full.pdf+html>

\*Kevin J. Delaney and Rick Eckstein, "Urban power structures and publicly financed stadiums," *Sociological Forum* 22(3), 2007: 331-53.

<http://onlinelibrary.wiley.com/doi/10.1111/j.1573-7861.2007.00022.x/pdf>

John Hannigan, *Fantasy City: Pleasure and Profit in the Post-Modern Metropolis* (1998).

Dennis Judd and Susan Fainstein, *The Tourist City* (1999).

Sharon Zukin, *The Culture of Cities* (1995).

Gratton and Henry: *Sport in the City: The Role of Sport in Social and Economic Regeneration* (2001).

Sharon Zukin, *Landscapes of Power: From Detroit to Disney World* (1991).

Sharon Zukin, *Loft Living: Culture and Capital in Urban Change* (1982).

Mark Lowes, *Indy Dreams and urban Nightmares: Speed Merchants, Spectacle, and the Struggle over Public Space in the World Class City* (2002).

Mark Jayne, *Cities and Consumption* (2006).

Terry Clark, *The City as an Entertainment Machine* (2004).

## **October 7**

### ***Urban Community and Social Interaction***

\*Claude Fischer, "Toward A Subcultural Theory of Urbanism", *American Journal of Sociology* 80(1975):1319-1341.

m\*Barry Wellman, "The Community Question: The Intimate Networks of East Yorkers", *American Journal of Sociology* 84(5)1979:1201-1231.

\*White and Guest, "Community Lost or Transformed? Urbanization and Social Ties", *City and Community* 2(3)2003:239-259.

m\*Hampton and Wellman, "Neighboring and Netville: How the Internet Supports Community and Social Capital in a Wired Suburb", *City and Community* 2(4)2003:277-311.

Manuel Castells, *The Rise of the Network Society* (1996).

Barry Wellman, *Networks in the Global Village* (1999).

Claude Fischer, *To Dwell Among Friends* (1982).

Robert Putnam, *Bowling Alone* (2000)

Ray Oldenburg, *The Great Good Place* (1989).

Robert Beauregard, *When America Became Suburban* (2006).

## **October 14 No Class**

Work on assignment for October 21

## **October 21**

***Journal Familiarization: Developing your own research interests and Research Project Design Stage I***

## **October 28**

### ***The Public Realm***

m\*Sandalack and Nicolai, "Whatever Became of the Public Realm?", *Plan Canada* 42(2)2002:24-27.

Richard Sennett, *The Conscience of the Eye, The Design and Social Life of Cities* (1990).

Lyn Lofland, *A World of Strangers: Order and Action in Urban Public Space* (1973)

Lyn Lofland, *The Public Realm: Exploring the City's Quintessential Social Territory* (1998)

Elijah Anderson, *Code of the Street: Decency, Violence, and the Moral Life of the Inner City* (1999).

William H. Whyte, *City: Rediscovering the Center* (1988).

William H. Whyte, *The Social Life of Small Urban Spaces* (1980).

Jane Jacobs, *The Death and Life of Great American Cities*, originally published in 1961

Low, Setha M: *Behind the Gates: Life, Security and the Pursuit of Happiness in Fortress America*. (2003).

Good Reference Reading: Henry Shaftoe, *Convivial Urban Spaces: Creating Effective Public Places* (2008).

## **November 4**

### ***Urban Enclaves and Stratification: Race, Ethnicity, and Lifestyles***

\*Fong and Wilkes, "Racial and Ethnic Residential Patterns in Canada", *Sociological Forum* 18(4)2003:577-602.

\*Erin Graves, "The Structuring of Urban Life in a Mixed Income Housing Community", *City & Community* 2010 [9, 1](#), 109-131.

\*Hou and Milan, "Neighborhood Ethnic Transition and Its Socio-Economic Connections", *Canadian Journal of Sociology* 28(3)2003:387-413.

\*Fong and Gulia, "Neighborhood Change Within the Canadian Ethnic Mosaic 1986-1991", *Population Research and Policy Review* 19(2)2000:155-177.

m\*Walks and Bourne, "Ghetto's in Canada's Cities: Racial Segregation, Ethnic Enclaves and Poverty Concentration in Canada's Urban Areas", *The Canadian Geographer* 50(2006):273-297.

m\*Raymond Breton, "Institutional Completeness of Ethnic Communities and the Personal Relations of Immigrants", *American Journal of Sociology* 70(1964):193-205.

\*Wilson and Peters, "You Can Make A Place For It: Remapping Urban First Nations Spaces of Identity", *Society and Space* 23(2005):395-413.

\*Fong, "A Comparative Perspective on Racial Segregation: American and Canadian Experiences", *Sociological Quarterly* 37(2)1996:199-226.

\*Grant, Greene, and Maxwell, "The Planning and Policy Implications of Gated Communities", *Canadian Journal of Urban Research* 2004:13(1)70-89.

Massey and Denton, *American Apartheid: Segregation and the Making of the Underclass* (1993).

Elijah Anderson, *Streetwise: Race, Class and Change in an Urban Community* (1990).

Jeffrey Reitz, *Warmth of Welcome: The Social Causes of Economic Success for Immigrants in Different Nations and Cities* (1998).

Loic Wacquant, *Urban Outcasts: A Comparative Sociology of Advanced Marginality* (2007).

Newhouse and Peters, *Not Strangers in These Parts: Aboriginal People in Cities* (2003).

Cheryl Teelucksingh, *Claiming Space: Racialization in Canadian Cities* (2006).

Min Zhou, *Chinatown: The Socioeconomic Potential of an Urban Enclave*. Philadelphia: Temple University Press, 1992

Good Reference Reading: *Our Diverse Cities* (annual publication of the Metropolis Project)

## **November 11**

***Reading Days/Remembrance Day No Class***

## **November 18**

*Gender and the City*

m\*Bondi and Rose, "Constructing gender, constructing the urban: A review of Anglo-American feminist urban geography", *Gender, Place and Culture* 2003 [10 3](#) 229 – 245.

m\*Karsten, "Family Gentrifiers: Challenging the City as a Place Simultaneously to build a Career and raise Children", *Urban Studies* 2003 40(12)2573-2584.

\*Peters, "Subversive Spaces: First Nations Women and the City", *Environment and Planning D: Society and Space* 1998(16):665-685.

Ray Hutchison ed. *Gender in an Urban World, Research in Urban Sociology, Vol 9* 2008

Judith Garber, *Gender in Urban Research* (1995).

Cooper and Sarkissien, *Housing as if People Mattered* (1986).

Booth, Darke, and Yeandle, *Changing Places: Women's Lives in the City* (1996)

Miranne and Young, *Gendering the City: Women, Boundaries and Visions of Urban Life* (2000).

Kern, *Sex and the Revitalized City: Gender, Condominium Development, and Urban Citizenship*. (2010)

Margrit Eichler, *Change of Plans: Towards a Non-Sexist Sustainable City* (1995).

## **November 25**

***The Post-Modern City***

m\*Richard Florida, "Cities and the Creative Class", *City and Community* 2(1)2003:3-19.

\*Dear and Flusty, "The Iron Lotus: Los Angeles and Post-Modern Urbanism", *Annals of the American Academy of Political and Social Sciences* 551(1997):151-163.

Mike Davis, *City of Quartz: Excavating the Future in Los Angeles* (1990).  
Richard Florida, *Cities and the Creative Class* (2005)  
Richard Florida, *Who's Your City* (2008)  
Michael Dear (2002), *From Chicago to LA: Making Sense of Urban Theory*.

### ***Spatial Semiotics***

\*Huey and Kemple, "Let the Streets Take Care of Themselves: Making Sociological and Common Sense of Skid Row", *Urban Studies* 44(12)2007:2305-2319.  
Kay Anderson, *Vancouver's Chinatown: Racial Discourse in Canada* (1991).

### ***Cities, Disasters, and Terrorism***

m\*Diane Keithly and Shirley Rombough, "The Differential Social Impact of Hurricane Katrina on the African American Population of New Orleans", *Race, Gender & Class*, 14(3/4)2007:142-153  
\*Kevin Gotham, "Re-Branding the Big Easy: Tourism Rebuilding in Post-Katrina New Orleans", *Urban Affairs Review* 42(6)2007:823-850.  
Michael Sorkin, *After the World Trade Center: Rethinking New York City* (2002).  
Nancy Foner, *Wounded City: The Social Impact of 9/11* (2005).  
Eric Klinenberg (2003), *Heat Wave: A Social Autopsy of Disaster in Chicago*.

### **December 2**

#### ***Urban Research Design Reports***

### **December 9**

#### ***Urban Research Design Reports***

### **December 13**

#### ***Urban Research Design papers due***

### **COURSE WEIGHTS:**

Book Reviews	30 points
Journal Reviews	15 points
Research Project Design	40 points
Class Participation	15 points

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

***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](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.