URBAN SOCIOLOGY – SOCI 0305 501
Online
Fall 2011

Office Hours: Monday, Wednesday and Friday 2:40 PM-3:40 PM MOD Hall 101B, Email: Reach me through Plato mail or WSC email (gaquino@westfield.ma.edu)

Description:
Sociological study of urban places, topics include development of cities, historical and crosscultural variations in cities, uses of urban space, and processes by which people create urban environments that in turn affect social behavior and relationships.
Prerequisite: SOCI0101 or permission of instructor.

Grading:

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<tr>
<th>Component</th>
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<tr>
<td>Class Participation &amp; Discussions</td>
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<tr>
<td>Assignment 1</td>
<td>20%</td>
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<td>Assignment 2</td>
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<tr>
<td>Paper</td>
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<td>Do Not Forget About Attendance!</td>
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A Note about Written Assignments:
All assignments are due at the beginning of class on the designated day. If you show up late on the day an assignment is due, I will deduct a third-of-a letter grade from your final grade for that particular assignments. Thereafter it will be a third of a letter grade per day. All assignments, unless otherwise noted, must be typed! No exceptions! Handwritten assignments will not be accepted. Yes, spelling and grammar count. I reserve the right to deduct points, as much as 20% for poor grammar and proofreading.

All papers must be handed in 8½” by 11” paper, written using 12 New Times Roman font, with one inch margins all the way around. The papers must be double-spaced with no extra spacing between the paragraphs. Any directly quoted sections that are more than a paragraph (Use the three sentence rule) should have a 1½ margin on the left and right with size 12 fonts and single space. (DO NOT OVER QUOTE); shorter quotes or quotes that are one or two sentences long should be incorporated within the text.

Please make sure that you are familiar with Westfield State College’s Academic Conduct Policies in the College Bulletin. I expect us all to abide by it and to respect intellectual property.

Sociological Imagination and Classroom Discussion/Readings:
Although the reading is extensive for some weeks, I expect you to come to class prepared to discuss the material without exception. This not only requires that you read the material, but that you also interact with the reading. Failure to do so will be reflected in your participation grade.
I would like to keep the classroom discussion-oriented. **This is only possible if you are willing to stay current with the reading schedule** and if you abide by the conventions of civilized discourse. This does not mean “political correctness” in speech, but it does mean that all points of view must be expressed politely and with due respect for differing opinions of others. Finally, your work should reflect sociology and not simply your own opinions. In other words, did you use your “sociological imagination” and base your conclusions and/or contributions on research, not simply anecdotal evidence? This principle applies to all contributions in this class, written and oral alike.

**Shared Responsibilities:**

Teaching and learning are reciprocal parts of an interactive process. It is my responsibility to come to class prepared, share information with you in an intelligible manner, direct you to resources which help you fulfill your tasks, provide you with opportunities to meet outside of class, ensure that the classroom is a place where we are free to respectfully acknowledge and express our differences, answer your questions, simulate creative thought, facilitate discussions, evaluate your progress, and return your work in a timely fashion. It is your responsibility to come prepared to class, ask questions, participate in class discussions, think critically, and apply the concepts you will learn in class, be respectful of others and me in the classroom, and finish your assignments on time. If either one of us fails to live up to these standards, this interaction will break down and education becomes more difficult. To maximize your learning, I expect that you will have the reading completed BEFORE class, you will attend class, and you will inform me when you are having difficulty meeting your obligations. Last, I value your comments regarding the development of the course. If you are particularly pleased or dissatisfied with some aspect of this class, I encourage you to speak to me.

**Grade distribution:**

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<tr>
<th>Letter Grade</th>
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<th>If a letter grade is assigned this is the number equivalent</th>
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### Class Topics:

<table>
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<tr>
<th>FALL 2011 Topics</th>
<th>Readings Online</th>
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<tr>
<td>Introduction</td>
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<td>What is Urban Sociology</td>
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<td>Labor day—No Classes</td>
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<tr>
<td>Ancient Urbanization</td>
<td>RS Agrarian Societies RS Pastoral Societies RS Industrial Society RS Post Industrial Society</td>
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<td>Urban Tradition in Sociology</td>
<td>RS Gemeinschaft &amp; Gesellschaft RS Mechanic and Organic Organizations RS the City and the Industrial Revolution RS Robert Park &amp; Urban Ecology RS The Franfort School of Thought RS Tonnies and the Lost of Community</td>
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<td>Early Urban Social Theory</td>
<td>The Radical Break in the late Twentieth Century Urbanization; Urban Ecology Urbanization and Systems of Cities;</td>
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<tr>
<td>Contemporary Urban Social Theory</td>
<td>Brining Space back into Urban Social Science: The work of David Harvey; RS U.S. Urban Political Economy; Towards New Models of Urbanization; Urban Theory and Urban Resurgence; Urban Sociology and the Theoretical Debates of the Seventies; Homosexuality and the City as a Historical Review</td>
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<td>Urban Definitions</td>
<td>Metro US 2004 Definitions</td>
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<td>Urban Demographics</td>
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<td>Segregation</td>
<td>RS Residential Patterns; Segregation, urban space, and the resurgent city; Just who and where are the urban poor; Ethnic segregation in cities: Immigrants and the Spatial Mismatch Hypothesis Employment Outcomes among Immigrant Youth in Los Angeles</td>
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<tr>
<td>Urban Politics</td>
<td>Resource Exchange in Urban Governance;</td>
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<td>Discussion over Assignment 1</td>
<td>Secessionist Automobility, AntiUrbanism, and the Politics of Automobility in Atlanta, Georgia; Business at the margins Business interests in edge urban politics; Resource Exchange in Urban Governance; Tourism, Urban Governance and Public Space</td>
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<td>Gentrification</td>
<td>RS_Gentrification A Tangled Web of Cause &amp; Effect; Early Cultures of Gentrification in London; Gentrification Research and the Academic; Reassessing Gentrification</td>
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<td>Gentrification</td>
<td>Gentrification and Resistance to Displacement in New York City; Gentrification and the Experience of Industrial Displacement in Williamsburg, Brooklyn; Fighting for Control Political Displacement in Atlanta's Gentrifying Neighborhoods</td>
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<td>Suburbanization</td>
<td>RS Suburbanization</td>
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<td>Megalopolis</td>
<td>RS The Megalopolis; Megalopolis 50 Years On</td>
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<td>Thanksgiving Recess—No Class</td>
<td>a hypothesis of gateway cities; From world cities to gateway; Hierarchical tendencies amongst world cities a global research proposal; RACE, CLASS, AND segregation patterns in US immigrant gateway cities</td>
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<td>Global Cities</td>
<td>Urban Dilemmas—Homelessness and Poverty</td>
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<td>Urban Dilemmas—Crime and Gangs</td>
<td>RS Gang Membership; The Organizational Structure of Street Gangs in Newark</td>
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<td>International Cities</td>
<td>Four Theses in the Study of China's Urbanization; Trading Places Competitive Cities in the Global Economy</td>
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<td>Last Day of Classes Discussion of Final</td>
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Thanksgiving Recess—No Classes
How to tackle the readings:

1. What is the issue being studied?
2. What does the literature claim about the issue?
3. What does the scholar think they will find?
4. Whom is the scholar studying?
5. What is the research design and methods?
6. What are the findings?
7. What are the scholar’s conclusions?
8. Are there weaknesses to the author’s conclusions? Why or why not?
9. Is this a major theoretical contribution or a minor one?
Grading Criteria

Your papers (as well as your exams) will be graded according to the following criteria:

Content

A- Presenting a main point and using information to support your argument.
B- Demonstration of your understanding of relevant concepts.
C- Incorporation of course and outside reading.
D- Incorporation of original insights.
E- Responding fully to all questions.
F- Developing a discussion that incorporates interesting details from multiple sources (personal experience, readings, and/or outside primary or secondary sources).
G- Demonstrating critical thinking by moving in thought beyond merely summarizing, defining, or reporting to analyzing, synthesizing, evaluating, drawing conclusions, or gaining insight.
H- Engaging the reader through topic choice, original approach, thorough development, etc.

Organizational Factors

- Creating a coherent structure with an effective introduction/body/conclusion.
- Providing a clear introduction that identifies the topic/main point that establishes your intent in the paper.
- Using transitions where necessary within paragraphs and to introduce new ideas.
- Concluding in a way to draw main points together.

Language Use and Expression

- Using accurate and mature vocabulary to make the writing clear and appropriate for conveying your main points.
- Using clear, direct, complete, varied sentence structure (e.g., free of fragments or run-ons).
- Maintaining consistent verb tense and pronoun reference.
- Avoiding slang, colloquialisms, clichés, and jargon.
- Applying grammar and usage according to acceptable standards for writing.
- Applying correct mechanical skills (spelling, capitalization, punctuation, etc.)

Elements of Style

- Paper is typed or neatly word-processed.
- Paper is proofread and corrected for typos and other errors.
- Paper is printed on clean paper and stapled.

An ‘A’ Essay…

- Addresses the topic of the assignment fully and explores each aspect thoughtfully.
- Has a clear and substantial thesis.
- Shows substantial depth, fullness and complexity of thought.
- Expresses ideas clearly and commands the reader’s attention.
- Demonstrates clear, unified and coherent organization.
Is fully developed and detailed with ideas supported by persuasive reasons and well chosen examples or references to class material.

Has a superior style (interesting sentence patterns, smooth transitions between ideas, excellent use of vocabulary).

Has few, if any, minor errors in grammar, usage or mechanics.

An ‘A-/B+’ essay:

- Strongly addresses and explores each aspect of the assignment.
- Has a clear thesis explored fully in the essay.
- Shows some depth and complexity of thought.
- Expresses ideas clearly and in an interesting manner.
- Demonstrates effective organization.
- Is well developed with supporting details and appropriate examples or references to class material.
- Has an effective style (good sentence patterns, transitions between ideas, accurate use of vocabulary).
- Has few errors in grammar, usage or mechanics.

A ‘B/B-’ essay:

- Addresses and explores each aspect of the assignment in a satisfactory way.
- Has a clear thesis explored adequately in the essay.
- Shows clarity of thought, but may treat the topic simplistically or repetitively.
- Clearly communicates ideas.
- Is adequately organized.
- Is developed with sufficient examples, reasoning, or references for most of the ideas.
- Has an adequate style (some variety in sentence patterns, transitions between most ideas, vocabulary accurate for the most part).
- Has some errors in grammar, usage or mechanics.

A ‘C+/C’ essay:

- Inaccurately responds to or neglects part of the assignment.
- Has a simplistic thesis that may show limited knowledge of the issues involved in the assignment.
- Lacks focus or demonstrates confused, stereotyped or simplistic thinking.
- May not always communicate ideas clearly.
- Is ineffectively organized.
- May not provide adequate or appropriate details or references to support generalizations, or may provide details without generalizations.
- Has stylistic weaknesses (little variety in sentence patterns, few transitions, imprecise vocabulary).
- Has occasional major errors in grammar, usage or mechanics or frequent minor errors.

A ‘C-’ essay:

- Indicates confusion about the assignment or neglects important aspects of the assignment.
- Has an unclear or confusing thesis which shows little understanding of the assignment or which demonstrates a misinterpretation of the assignment.
- Demonstrates confused thinking.
Often fails to communicate ideas clearly.
Has very weak organization.
Has very little development of ideas; uses very few examples or references to support points.
Has an ineffective style (monotonous or fragmented sentence structure, no transitions, simplistic or inaccurate vocabulary).
Has many repeated errors in grammar, usage or mechanics.

An essay containing one or more of the following would be considered unsatisfactory:
- An indication of an inability to comprehend or to respond meaningfully to the assignment.
- No thesis or has an incomprehensible thesis.
- Deliberately off-topic.
- An inability to communicate ideas clearly.
- Incoherent organization.
- Incomplete or inappropriate development of ideas.
- Incoherent style (difficulties with sentence structure, pattern of vocabulary errors).
- Pervasive pattern of errors in grammar, usage and mechanics.
Project One
To be written in an essay format. Use the materials from the class and the readings. Do not forget to cite; approximately eight (8) to twelve (12) pages.

You are to use the MSA you have already chosen and collect demographic information from either 1990 through 2000 and compare to demographic information available in the 2006 American Community Survey or the 2000 Census (Just get two points in time so that you can make assumptions about demographic trends in your MSA). This information can be obtained from the US census-- http://www.census.gov/: Follow the link to American Factfinder page. Go to the decennial census and American Communities Survey to get information for your MSA. Click on get data.

1. Remember in the decennial census:
   i. STF 1 or Summary Tape Files one are 100 percent counts.
   or
   ii. STF 3 or Summary Tape Files three are based on sampling and have more detail information.

2. For the American Community Survey look through several years to see if you MSA is included.

Once you have this data, convert the data into percentages (see the “using excel” document).

Questions:
What is the history of your MSA? What are the origins of the city and how has the city changed since its founding? (2 pages)
What are its boundaries? Counties, Central Cities, etc…. (2 pages)
What are some of the significant demographics trends? (3pages)
What are the current demographic trends in the city? (1 page)
What are the most interesting inequalities in the city? (1 page)
How has the city changed since its founding using the history and the demographics you collect? (2 pages)
What shape is the city in? (1page)
How is this inequality and change in the MSA explained using the human ecology model? (2 pages)
How is inequality in the MSA explained, using the conflict perspectives? (2 pages)
Evaluate the MSA region and give a summary of what you have written above. (1 page)
American Factfinder: get data; select MSA

Choose data wanted

Highlight table copy and paste to excel
Write the following formula to get the percentages.

\[ \frac{\text{cell where the category you want a percent is located}}{\text{cell of the total for the group you want to take the percent from, the reference group}} \]

If you want to calculate other percentages in the same column using the same reference group, then you can add $ symbols in front of the cell you which to be used again.
To repeat the formula across the other rows, move the cursor to the bottom right corner of the box. A small plus sign will appear +, click and drag the cursor down to the desired end cell. See below:
For percentages, highlight the column by clicking on the letter above, right click with your mouse, choose format cell, change to percent and then lick on ‘ok.’ See below.
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Project two
The following is the link that will take you to the data on segregation and the state of the city:
http://mumford.albany.edu/census/data.html
1) How is your city segregated? (1-2 pages)
   a) How has segregation changed? (1 page)
   b) What is the impact of segregation in the city? (2 pages)
2) What are the rates of homeownerships and renters? (1-2 pages)
3) What are the differences between the suburbs and the central cities and what are the significance of these differences? (2 pages)
4) What is the political organization of your city? How does this shape the character of your city? Consider the following issues in answering this question: Development, Class, Gender, Race, Businesses, real estate. What are the contemporary political issues in your city? (3-5 pages)
5) Using Newspaper searches, urban development organizations or community development organizations, how is your city gentrified? Who is gentrifying your city and how is this gentrification changing your city? (3-5 pages)
6) Maps
   a) Add your map of the city mark how the city is distributed or the zones in your city.
   b) Include a map that marks development in your city. For example Malls, Industrial parks, Landfills, etc…. Look for patterns in underdevelopment and development.
   c) Write up a summary of the two maps. (2-4 pages)
7) Write a conclusion that summarizes your paper. (2 pages)

In order to get full credit for the final you have to integrate your midterm exam with the final as one paper. You final product should be between 20-30 pages. The following is a strongly suggested approach to integrating both papers:

I. Introduction
II. History of City
III. Demography
IV. Map of the city and the analysis
V. Economics of the City
VI. Political organization
VII. Inequality
VIII. Segregation
IX. Gentrification
X. Urban Development—Economic Development project or Economic Development Zones
XI. Urban Ecology analysis
XII. Conflict analysis
XIII. Conclusion