

*University of Wisconsin-Stevens Point*  
*Department of Sociology and Social Work*  
**Urban Sociology**  
**Sociology 356**  
**Fall 2016**

Instructor: Krishna Roka  
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Office: CCC 478  
Office hours:  
    Tue: 1:00-2:00 PM  
    Thur: 1:00-2:00 PM

Class schedule:  
    Tue- 11:00 AM-12:15 PM  
    Thur- 11:00 AM-12:15 PM  
Room: CCC 204

### **Course Overview**

We live in an urban world. More people live in cities than ever before and this process is projected to continue in the near future. Like technology, urbanization is going to affect us no matter where we live. This course will introduce you to some of the major concepts on urban sociology and life in urban areas. While sociology looks at societies broadly, urban sociology will focus on social processes in urban areas. We will look into the history of urban sociology and the major theories on the subject. Also, we will explore the economy, culture and environment in urban areas and apply multiple approaches to understand them. At the end of the course it is expected you will be able to apply your sociological imagination to view your role in the urbanization process. On the other hand, you will understand the influence of global urbanization process in your personal life. Although the focus of the course will be on developed nations, USA in particular, I have included topics and examples from developing countries as well.

The course has the following objectives:

- Explore the rise of cities from early history to contemporary urbanization.
- Become familiar with major theories and concepts in urban sociology.
- Adopt a multidimensional approach to understand urban societies.
- Understand major social, economic and environmental problems in urban societies.
- Gain insights on creating sustainable cities.

### Required texts (available in the bookstore)

- Gottdiener, M. and R. Hutchison. 2014. *The New Urban Sociology*, 5<sup>th</sup> ed. Boulder, CO: Westview Press.

### Supplementary reading (STUDENTS BUY IT)

- Mitchell Duneier. 2016. *Ghetto: The Invention of a Place, the History of an Idea*. Farrar, Straus and Giroux.

### Additional texts

- Gottdiener, M and L. Budd. 2005. *Key Concepts in Urban Studies*. Thousand Oaks, CA: SAGE Publications, Inc.

### Course Structure

The course is designed to explore the urban world using multiple approaches. Every week, I will present lecture on the key topics followed by a class discussion. Class presence and participation is crucial for good grades. In addition to class lectures, there will be various assignments and activities.

- **Class discussion (assigned chapter/article):** In the second week, I will divide the class into 10 groups. Each group will lead a class discussion (one per week) on the assigned reading materials for that week (book chapter or article or news report). The group will bring the synopsis of the reading materials along with questions and key concepts to stimulate ideas, discussion and debate in the class. Rest of the class will read the materials and participate in the online discussion forum created for each week. Materials for discussion will be available in D2L. Each student must submit at **150 words** discussion comments on that week's reading materials and **THREE** questions for discussion. Your participation will be graded in the following manner: online forum 2 points/discussion (total 20) and class discussion and presentation 5 points.
- **Group project:** For this assignment, you will work in a group of 3-4 students. Each group will select a US city (population >500,000), discuss its history, culture, demography and economy, and identify **THE** major problem of that city. The remaining portion of the project should apply the concepts discussed in the course to analyze the problem and provide solutions to **THE** problem. For example, solving transportation issues in Los Angeles. In **Week 15** the group will present the project to the class. In addition, each group will submit a 10-page project report in **Week 16**. The report should provide the background of the selected city, its problems and discuss the solutions. Additional details about the project will be discussed during the class.

- **Book review:** Each student will write a 1000 words review for the book *Ghetto* which will be due on **Week 11**. Instructions and samples of book reviews are available in D2L website. The book for this assignment has been carefully selected to enhance your knowledge of urban areas.
- **Participation (in-class assignments):** Your active participation in class is important to enhance your analytical and oral communication skills. Participation allows you to clarify things, explore new things and hear diverse perspectives of other students. I expect everyone to come prepared to share their views of the course materials every week. In addition, there will be several classroom activities during the course that will be graded for class participation. Examples include: online discussion, short quizzes, video discussion, field trip to the local farmer's market etc.
- **City Report:** A two-page international city report is due on **Week 7**. The report will apply sociological concepts and ideas learned in the course to discuss the city of your choice. The city for the report must have at least 1 million population and must be from a developing country.
- **Attendance (comment cards):** To record your attendance I will collect comment cards for each lecture. You will write a short- 2-3 sentence – question or comment pertaining to the content of the lecture and/or the reading materials. Please buy a pack of 3\*5 card for use in class. The card should include your name and date and should be submitted at the end of each lecture. I will grade random 10 cards; make sure you attend all lectures.  
**Note: Do not turn in your friend's cards when they are absent or ask other students to turn in your cards when you do not attend the lecture. Evidence of these practices will result in academic misconduct that will affect your grades.**
- **Extra credits:** You may also earn extra credits (a total of **5 points**) by attending lectures and events outside the class. Submit a 1 page, single spaced review paper for each activity you attend. You will receive **1 point** for each event. Other ways to earn extra credits should be discussed with the instructor.

## Grading Procedures

The final grade will be determined by your participation in class discussions and performance on book review, city report and group project.

Class discussion (10*2)	25%
Class room activities (5*3)	15%
Group project/final paper	25%
City report	10%
Book review	15%
Class attendance	10%

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Total	100%
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The final grade will be calculated using the following schedule

Course grade	Percentages
A	94-100
A-	90-93
B+	84-89
B	80-83
C+	75-79
C	70-74
D	60-69
F	<60

## Course Schedule

Wk	Date	Topic	Readings and activities*
1	Sep 6-9	Introduction	<ul style="list-style-type: none"> <li>• <i>China's new megalopolis would be bigger than Uruguay and more populous than Germany</i>- Quartz (d21)</li> <li>• <i>Dysfunctional nations, rising cities</i> (d21)</li> <li>• World Urbanization Prospects (d21)</li> <li>• <b>Discuss:</b> Your city experience (1 page; bring on Thursday)</li> </ul>
2	Sep 12-16	The New Urban Sociology	<ul style="list-style-type: none"> <li>• Gottdiener - Chapter 1</li> </ul>
3	Sep 19-23	Rise of cities Origins of Urban Life	<ul style="list-style-type: none"> <li>• Gottdiener - 2</li> <li>• <b>City report 1:</b> Philadelphia, PA</li> <li>• <b>Class discussion 1</b></li> </ul>

			<ul style="list-style-type: none"> <li>○ <i>The Developing World's Urban Population Could Triple by 2210- Citylab</i></li> <li>○ <i>How the U.N. Is Grappling With the Role of Cities in Sustainable Development- Citylab</i></li> <li>○ <i>Inside Addis Ababa's Koshe rubbish tip: where hundreds literally scratch a living</i></li> <li>● <b>Class discussion:</b> <ul style="list-style-type: none"> <li>○ <b>The Affordable City (d2l)</b></li> </ul> </li> </ul>
4	Sep 26-30	Rise of Urban Sociology	<ul style="list-style-type: none"> <li>● Gottdiener - 3 <ul style="list-style-type: none"> <li>○ Class discussion 2: Urban Ecology Center (compare and discuss the difference between Human Ecology approach and the Urban Ecology concept) <a href="http://urbanecologycenter.org/">http://urbanecologycenter.org/</a></li> </ul> </li> </ul>
5	Oct 3-7	Contemporary Urban Sociology	<ul style="list-style-type: none"> <li>● Gottdiener - 4</li> <li>● <i>Urban sociology theories document (d2l)</i></li> <li>● <b>Class discussion 3:</b> Human Planet BBC Series, Episode 8- Surviving the Urban Jungle (<b>Video-ereserve</b>)</li> </ul>
6	Oct 10-14	Urbanization in the US	<ul style="list-style-type: none"> <li>● Gottdiener - Chapter 5</li> <li>● Ghetto- Chapter 3 (Harlem)</li> <li>● <b>Class discussion 4</b> <ul style="list-style-type: none"> <li>○ Street life: youth, culture and competing uses of public space (d2l)</li> <li>○ <i>Why Can't the United States Build a High-Speed Rail System?-Citylab</i></li> <li>○ <i>Transportation and the urban form</i></li> </ul> </li> </ul>
7	Oct 17-21	Suburbanization and Globalization	<ul style="list-style-type: none"> <li>● Gottdiener – Chapter 6</li> <li>● <b>Class discussion 5</b> <ul style="list-style-type: none"> <li>○ A paper mills goes quiet... (NYT) (d2l)</li> <li>○ <i>Urbanites Flee China's Smog for Blue Skies-NYT</i></li> <li>○ <i>Arts and culture institutions as urban anchors- Washington chapter- PennIUR</i></li> </ul> </li> </ul>
8	Oct 24-28	Urban and Suburban Culture	<ul style="list-style-type: none"> <li>● Gottdiener – Chapter 7</li> <li>● <b>Class discussion 6</b> <ul style="list-style-type: none"> <li>○ Feeding Cities – Part I only (d2l)</li> </ul> </li> </ul>

9	Oct 31- Nov 4	Urban Neighborhoods and Communities	<ul style="list-style-type: none"> <li>• Gottdiener - Chapter 9</li> <li>• Lyon and Driskall: Planned communities (125-140) (ereserve)</li> <li>• <b>Book discussion:</b> <i>Ghetto</i></li> <li>• <b>City report 2: Detroit, MI</b></li> </ul>
10	Nov 7-11	Urban Problems	<ul style="list-style-type: none"> <li>• Gottdiener - Chapter 9</li> <li>• Why haven't China's cities learned from America's mistakes? (d2l)</li> <li>• <b>Class discussion 7</b> <ul style="list-style-type: none"> <li>○ Causes of urban poverty</li> <li>○ <i>De Blasio Sets a 10-Year Plan for Housing, Putting the Focus on Affordability-NYT</i></li> <li>○</li> </ul> </li> </ul>
11	Nov 14-18	Urbanization in the Developing World	<ul style="list-style-type: none"> <li>• Gottdiener – Chapter 11</li> <li>• <b>Class discussion 8</b> <ul style="list-style-type: none"> <li>○ <i>Comparing the MDGs and the SDGs-Cityscope</i></li> <li>○ <i>Integration initiatives-Livingcities.org</i></li> <li>○ <i>Using biomimicry to build a centenary city in Nigeria</i> (<a href="http://www.permaculture.co.uk/video/using-biomimicry-build-centenary-city-nigeria">http://www.permaculture.co.uk/video/using-biomimicry-build-centenary-city-nigeria</a>)</li> </ul> </li> </ul> <p><b>Due: Book review</b></p>
12	Nov 21-23	Urban Planning and Environmental Issues <b>Communities in urban areas</b>	<ul style="list-style-type: none"> <li>• Gottdiener – Chapter 12</li> <li>• Lyon and Driskall: Community development (107-123) (ereserve)</li> <li>• <b>Class discussion 9</b> <ul style="list-style-type: none"> <li>○ <i>Community led renovation</i></li> <li>○ <i>Sustainable urbanization: place matters- PennIUR</i></li> <li>○ <i>The return of America's cities- PennIUR</i></li> <li>○ <i>Transforming cities- PennIUR</i></li> </ul> </li> <li>• <b>City Report 3:</b> Vancouver, Canada</li> </ul>
13	Nov 28- Dec 2	Metropolitan Social Policy <b>Ideas for new cities</b>	<ul style="list-style-type: none"> <li>• Gottdiener – Chapter 13</li> <li>• What is gentrification? (d2l)</li> <li>• Is gentrification all bad? (d2l)</li> <li>• Introducing treeconomics (<a href="http://goo.gl/2aHxWy">http://goo.gl/2aHxWy</a>)</li> </ul>

			<ul style="list-style-type: none"> <li>• <b>Class discussion 10</b> <ul style="list-style-type: none"> <li>○ <i>What life will be like in the cities of the future- Time</i></li> <li>○ <i>Can urban agriculture work on a commercial scale?-Cityscope</i></li> <li>○ <i>What works for cities- Cityscope</i> <a href="http://citiscope.org/what-works-new-cities-summit">http://citiscope.org/what-works-new-cities-summit</a></li> <li>○ <i>Resilient cities- Rockefeller foundation</i></li> </ul> </li> </ul>
14	Dec 5-9	The future of urban sociology	<ul style="list-style-type: none"> <li>• Gottdiener - Chapter 14</li> <li>• The future of urban sociology (d2l)</li> <li>• Our future is urban (<a href="http://goo.gl/OCW5aq">http://goo.gl/OCW5aq</a>)</li> <li>• <i>America's urban future</i>-NYT</li> <li>• <i>The city of 2030</i>- UCLG</li> <li>• Katz, M. B. 2010. The existential problem of urban studies. <i>Dissent, Fall 2010</i>.</li> </ul>
15	Dec 12-15	Group project presentation	<ul style="list-style-type: none"> <li>• Rewrite due* (*get approval from the instructor)</li> </ul>
16	Dec 19-22		<ul style="list-style-type: none"> <li>• Final project report due</li> </ul>

\*Additional materials could be added during the semester

### Class Policy

**Attendance and participation:** Class attendance and participation is important to this course. Both physical and mental presence during the class is critical to understand the topics in the course. There will be no excuse for absence, unless there was an emergency for which I will need a written explanation. During the course we will engage in discussing major concepts and active participation from students is highly encouraged. Despite the class size I will accommodate discussion when required. Late arrival and leaving early will be marked as absence and will result in negative grade.

**Readings:** Textbooks and other reading materials for the course have been carefully chosen. It is required for students to read them prior to the class. Reading assignments must be completed as required by the course.

**Writing:** For writing assignments, students must write clearly and concisely. A high level of writing is expected for the course. Written papers with grammatical errors, inconclusive logics, drafts and poor structure are unacceptable and will result in poor grade. Students must become aware of plagiarism and cite sources used for the assignment. Any evidence of plagiarism will automatically result in an F grade. A high level of academic integrity is expected throughout the course. For the UWSP's policy on academic integrity and plagiarism visit this link:

<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/Academic%20Integrity%20Brochure.pdf>.

Each paper should be written in a format with 1 inch margin, 12 size font, use Times New Roman font and include sources.

**Late submission:** All assignments must be submitted by the time mentioned in the course structure. Late submission will result in negative grades.

**Use of technology:** Use of technology in the classroom is not required for the course. Therefore, use of cell phones, tablet/ipad, computer and other electronic devices are not allowed in the class. Using electronic devices during class will affect your grade. No recording of lecture is permitted without the instructor's permission.

**Meeting:** I welcome students meeting to discuss course materials and assignments. There will be a sign-up sheet in my office for you to schedule a meeting time during my office hours. You can also contact me to schedule a meeting outside my office hours.

**Safe environment:** The class strives for a safe environment to promote knowledge sharing. Disrespectful, degrading, or offensive language will not be tolerated. Any personal experiences shared in the class should remain confidential.





SOCIETY

ENVIRONMENT

SUSTAINABILITY

DESIGN

# Division Street Student Research Initiative

CHANGING THE WORLD AT YOUR DOORSTEP

## Interdisciplinary

Natural Resources  
Interior Architecture  
History  
Sociology  
Business & Economics  
Land Use Planning  
Geography  
Art & Design  
Political Science

## Research

Zoning and Planning  
Conceptual Renderings  
Housing Preference Surveys  
Interviews  
Green Infrastructure  
Bicycle/Pedestrian Plan  
Archives  
Political Feasibility  
Placemaking

## Internships

Local Government  
Architectural Design Firms  
Arts Alliance  
Research Assistantships  
Cartography Projects  
Health & Wellness  
and more...

The Division Street Student Research Initiative is a unique opportunity to gain essential skills for solving real world problems in your community. Work with a team of UWSP interdisciplinary faculty and students from CNR, Humanities, Interior Architecture, Social Sciences, and Art & Design. Using integrative approaches from a range of disciplines in Natural Resources, Liberal Arts, and Professional Studies, students will gain firsthand knowledge and experience in how to tackle complex social, political, economic, planning, and land use problems. Students who successfully follow the project will become eligible for internships, advanced research, conferences, symposia, and entrepreneur opportunities beginning 2016. Imagine how you can help change the world at your doorstep!

## How to Get Involved

You could become eligible for research and internship opportunities beginning Summer 2016 by taking any of the following courses beginning this fall: SOC 355, 356; HIST 280; IA 378, (315-Winterim 2016); GEOG 496; BUS 331; (POLI 395-Spring 2016); HP/W 430. *Register now for classes and contact us to learn more.*

**To learn more please contact any of the following professors:**

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Tori Jennings (Tori.Jennings@uwsp.edu) | Anna Haines (Anna.Haines@uwsp.edu)