

Sociology/History/Urban Planning 979
Fall Semester 2015
Classroom: Sewell Social Sciences 6101
Office Hours: Tuesday 10-11am

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SEMINAR ON URBAN HISTORY

Course Overview: What should the social scientific study of cities look like? What purpose should it serve? And for whom? This course focuses on these questions and encourages students to formulate their own answers to them by providing a historical overview of the development and evolution of urban sociology. In many ways, the debates in urban sociology today reflect similar debates faced by scholars since the subfield's inception. The course chronologically follows the development of urban sociology from the debates between Booker T. Washington and W.E.B. DuBois in the late 19th century to the contemporary debates between the Chicago school of urban sociology and Marxist political economists. Along the way, students will be introduced to a variety of urban research topics such as housing, culture, neighborhoods, mass incarceration, and urban development while learning the ethnographic, statistical, and historical methodologies deployed to investigate them.

Books to Purchase:

- 1) *The Scholar Denied: W.E. B. DuBois and the Birth of Modern Sociology* by Aldon Morris
- 2) *Stuck in Place: Urban Neighborhoods and the End of Progress Toward Racial Equality* by Patrick Sharkey
- 3) *Dealings in Desire: Asian Ascendancy, Western Decline, and the Hidden Currencies of Global Sex Work* by Kimberly Hoang
- 4) *Unanticipated Gains: The Origins of Network Inequality in Everyday Life* by Mario Small

Grading Policy:

Final Paper = 50%
Participation = 50%

Students' grades for this course will be based on two different requirements, each of which will contribute 50% to the final grade. First, students will be evaluated on a final paper. Second, they will be graded on their class attendance and participation. More on each of these below.

Final Paper: One week after the final class meeting of the semester (at 5 p.m. that day), a final paper will be due. This paper can be either (1) a work of original empirical research; (2) a theoretical essay; or (3) an empirical research proposal. Students must clear their topic with me in person by the end of Week 10. An unusual requirement: I ask that each student submit his or her paper to me in two formats simultaneously: electronic and hardcopy, the same paper in both formats. Upon receiving the paper, I shall go to MS Word and check that it is within the specified

word count range. Papers must be between 5,750 and 6,250 words in length, according to MS Word's word count function. Even one word less or more, and the paper will be returned to the student—with an Incomplete for the course. Please note that 5,750-6,250 words is around 10 single-spaced pages. Caring so much about the word count may be idiosyncratic, but working under such constraints will help to make students' work more tightly focused and better edited. If there are going to be constraints, they might as well be clear and unequivocal. Here is yet another set of requirements for the paper: I ask that its format be the one I happen to prefer for reading papers (since I will be the one reading them): double spacing, normal margins, 12-point font. Students should be sure to follow these formatting requirements. Extensive reviews of the secondary literature are discouraged since I am looking for ideas and research, not for a demonstration of library skills. This is the case even for empirical research proposals, for which I want a "think piece" that specifies the empirical object of study and that indicates, with as much specificity as possible, how the student would go about studying it, the kinds of sources s/he would use, the kinds of cases s/he would select, and, in general, how s/he would deploy ideas or methods covered in this course when addressing that empirical problem.

Class Attendance and Participation: The other 50% of the final grade for this seminar will be determined—subjectively, by me—on the basis of overall contributions to weekly class meetings. Regarding attendance: Attendance all the way through each class meeting is required. I do not like it when students get up and leave early. Missing more than two or three class meetings during the semester is okay exclusively in cases of extended, sustained, several-weeks-long illness or family emergency. No need to contact me about the occasional missed class. Regarding participation: I expect that each student will do extensive reading each and every week of the course (including for the first class meeting of the semester). Students will not be tested on that reading, but I do want to see evidence that they have read carefully, thoughtfully, and thoroughly—and on a consistent basis—throughout the semester. This does not mean they must know and understand everything when they walk in the door to start the class meeting. It does not mean their judgments as to what is most important in the readings must always be the same as my judgments. What it does mean is that, if a student gives me a sense that s/he is not doing extensive and consistent reading for this course, that s/he is not putting in a serious effort, it will bode poorly for (this portion of) their final grade. I expect students to take part actively in class discussions. If I ask a student a question at a moment when he or she seems not to be paying attention, and the student answers, "Can you please repeat the question?", this will be taken into account. If a student's comments do not reflect serious preparation for class discussion, this too will be noticed. And if a student takes the class discussion onto irrelevant tangents, raises issues of interest only to him or herself, deflects attention from the important issues raised by me in class or by the readings, this also will be taken into consideration. I do not ask for really frequent interventions. Some students are talkative; others are quiet. All I ask for are a few—just a few—substantive, thoughtful, and well-informed contributions per class meeting. There is no court of higher appeal for this portion of the final grade. It is based entirely on my subjective evaluation of a student's class performance (combined with class attendance).

Guidelines for Participation: (1) When you speak in class, please refer exclusively to authors and texts we happen to be reading -4- that day (or read earlier in the semester). Do not attempt to show off your intellectuality by dropping names such as Wittgenstein, Althusser, or Hegel's Phenomenology. Let's stay focused. (2) Please try whenever possible to respond to the person who spoke right before you, rather than offering something entirely disconnected. Let's have a genuine conversation. If you aren't able to maintain this continuity, then temporarily cede your place in line; we'll return to you a bit later. (3) Please be relatively succinct and to-the-point in your remarks.

Let's be dialogic. It's okay to be confused when confronting such challenging material, but I've found that confusion can most effectively be addressed when your comments are kept fairly brief, so that others can respond. (4) Please do all the reading by yourself and don't share the reading assignment in a group division of labor. One further comment: Sometimes a student has a point to make that's so urgent, so necessary, so compelling, that he or she can't bear to wait in line. If and when this happens, raise both your hands at once, and I'll (probably) call on you. Don't overuse this privilege. Let's limit it to (at most) one time per student per class meeting. (By the way, I say I'll "probably" call on you because sometimes, in the interest solely of moving the discussion along, or else of bringing into the discussion someone who hasn't spoken yet, I'll ignore upraised hands—it's nothing personal!)

Attendance Policy: Attendance will not be taken, but is necessary for your participation grade

Lap Tops: Laptops are permitted, but keep cell phones away and on silent.

Special Needs: Students with disabilities should contact the McBurney Disability Office.

Email Policy: If you need to email me, please write in the subject line (SOC 979). If you do not, I cannot guarantee a quick response time.

Accommodations. Please send the instructor an email by the end of the second week of the course if you are eligible for special arrangements or accommodations for testing, assignments, or other aspects of the course. This may be the case if English is your second language or you experience a physical or psychological condition that makes it difficult for you to complete assignments and/or exams without some modification of those tasks. Accommodations are provided for students who qualify for disability services through the [McBurney Center](#). Their website has detailed instructions about how to qualify: <http://www.mcburney.wisc.edu/>. Provide a copy of your accommodations request (VISA) to the instructor by the end of the second week of class. We try to reserve rooms and proctors by the third week in class, so we must know of all accommodations by then.

If you wish to request a scheduling accommodation for religious observances, send an email by the end of the second week of the course stating the specific date(s) for which you request accommodation; campus policy requires that religious observances be accommodated if you make a timely request early in the term. See the university's [web page](#) for details: <https://kb.wisc.edu/page.php?id=21698>

Academic honesty. As with all courses at the University of Wisconsin, you are expected to follow the University's rules and regulations pertaining to academic honesty and integrity. The standards are outlined by the [Office of the Dean of Students](#) at <http://www.students.wisc.edu/doso/academic-integrity/>

According to UWS 14, academic misconduct is defined as:

- seeks to claim credit for the work or efforts of another without authorization or citation;

- uses unauthorized materials or fabricated data in any academic exercise;
- forges or falsifies academic documents or records;
- intentionally impedes or damages the academic work of others;
- engages in conduct aimed at making false representation of a student's academic performance;
- assists other students in any of these acts.

For a complete description of behaviors that violate the University's standards as well the disciplinary penalties and procedures, please see the Dean of Students [website](#). If you have questions about the rules for any of the assignments or exams, please ask your instructor or one of the TAs.

Departmental notice of grievance and appeal rights. The Department of Sociology regularly conducts student evaluations of all professors and teaching assistants near the end of the semester. Students who have more immediate concerns about this course should report them to the instructor or to the chair, 8128 Social Science (Pamela.oliver@wisc.edu).

Department learning objectives. Beyond the specific substantive and methodological content I will cover in this course, I have designed this course to achieve the following instructional objectives designated as priorities by the Department of sociology:

- *Conduct Research and Analyze Data (quantitative or qualitative).* Although professional-quality research requires graduate-level training, we expect that all undergraduate majors will be able to conduct small-scale research in which they formulate a research question, collect data, analyze results, and draw conclusions.
- *Critically Evaluate Published Research.* Sociology graduates will be able to read and evaluate published research as it appears in academic journals and popular or policy publications.
- *Communicate Skillfully:* Sociology majors write papers and make oral presentations that build arguments and assess evidence in a clear and effective manner.
- *Critical Thinking about Society and Social Processes:* Sociology graduates can look beyond the surface of issues to discover the "why" and "how" of social order and structure and consider the underlying social mechanisms that may be creating a situation, identify evidence that may adjudicate between alternate explanations for phenomena, and develop proposed policies or action plans in light of theory and data.
- *Prepare for Graduate School and the Job Market:* Students use their social research skills to identify opportunities for employment or further study, assess their qualifications for these opportunities, and identify strategies for gaining the necessary knowledge and experience to improve their qualifications. Students are encouraged to develop and maintain portfolios of their written work and educational experiences to aid them in preparing applications and to learn how to present their.

Weekly Schedule:

The Classics - Week 1 (September 3rd)

The Philadelphia Negro by W.E.B. DuBois

The City by Robert E. Park and Ernest Burgess

Recommended Readings:

-*Black Metropolis: A Study of Negro Life in a Northern City* By St. Clair Drake and Horace Cayton

-*Street Corner Society: The Social Structure of an Italian Slum* by William Foote Whyte

-*The Gold Coast and the Slum: A Sociological study of Chicago's Near North Side* by Harvey Zorbaugh and Howard Chudacoff

DuBois, the Atlanta School, and the Chicago School – Week 2 (September 10th)

A Scholar Denied: W.E.B. DuBois and the Birth of Modern Sociology by Aldon Morris
(Whole Book)

Recommended Readings:

-*Soulside: Inquiries into Ghetto Culture and Community* by Ulf Hannerz

-*The Social Order of the Slum: Ethnicity and Territory in the Inner City* by Gerald Suttles

The Urban Crisis - WEEK 3 (September 17th)

The Truly Disadvantaged: The Inner City, the Underclass, and Public Policy by William Julius Wilson (Chapters 1, 2, and 5)

American Apartheid: Segregation and the making of the Underclass by Doug Massey and Nancy Denton (Chapters 1, 2, and 5)

Recommended Readings:

-*Poverty and Place: Ghettos, Barrios, and the American City*, by Paul Jargowsky

-*The Origins of the Urban Crisis: Race and Inequality in Postwar Detroit*, by Thomas Sugrue

-Quillian, Lincoln. 1999. "Migration Patterns and the Growth of High-Poverty Neighborhoods: 1970-1990". *The American Journal of Sociology* 105:1-37

-Quillian, Lincoln. 2014. "Segregation and Poverty Concentration: The Role of Three Segregations." *American Sociological Review* 77:354-379

Ethnography of Poor Men - Week 4 (September 24th)

Code of the Street: Decency, Violence, and the Moral Life of the Inner City by Elijah Anderson
(Intro, 1, 2 and 3)

Slim's Table: Race, Respectability and Masculinity by Mitchell Duneier
(Chapters 1, 2, 3, and 4)

Recommended Readings:

-*No Shame in my Game* by Katherine Newman

-*Off the Books: The Underground Economy of the Urban Poor* by Sudhir Venkatesh

-*Body and Soul: Notebooks of an Apprentice Boxer* by Loic Wacquant

Neighborhood Effects – Week 5 (October 1st)

Great American City: Chicago and the Enduring Neighborhood Effect by Robert Sampson
(Chapters 1, 2, 5, and 15)

Stuck in Place: Urban Neighborhoods and the End of Progress Toward Racial Equality by Patrick Sharkey
(Chapters 1, 2, 4, and 5)

Recommended Readings:

-Sampson, Robert J. 2008. "Moving to Inequality: Neighborhood Effects and Experiments Meet Social Structure." *The American Journal of Sociology* 114: 189-231

-Sharkey, Patrick and Jacob F. Faber. 2014. "Where, When, Why, and for Whom Do Residential Contexts Matter? Moving Away from the Dichotomous Understanding of Neighborhood Effects." *Annual Review of Sociology*. 40:559-579

Political Economy Critique – Week 6 (October 8th)

Wacquant, Loic. 2002. "Scrutinizing the Street: Poverty, Morality, and the Pitfalls of Urban Ethnography." *The American Journal of Sociology* 107: 1468-1532

Bargaining for Brooklyn: Community Organization in the Entrepreneurial City by Nicole Marwell (Chapter 1 and 5)

Recommended Readings:

-*The Urban Question: A Marxist Approach* by Manuel Castells

-*The Limits to Capital* by David Harvey

Urban Development – Week 7 (October 15th)

Urban Fortunes: The Political Economy of Place by John Logan and Harvey Molotch (Chapter 1, 2, 3, and 5)

Recommended Readings:

Challenging the Growth Machine: Neighborhood Politics in Chicago and Pittsburgh by Barbara Ferman

Pacewicz, Josh. 2013. "Tax increment financing, economic development professionals, and the financialization of urban politics." *Socio-Economic Review* 11(3): 413-440

The State and Urban Poverty – Week 8 (October 22nd)

Punishing the Poor: The Neoliberal Government of Social Insecurity by Loic Wacquant (Chapter 1, 2, 3, and 5)

Disciplining the Poor: Neoliberal Paternalism and the Persistent Power of Race by Joe Soss and Richard Fording (Chapter 1, 2, 3, and 4)

Recommended Readings:

-Small, Mario L. 2008. "Four Reasons to Abandon the Idea of "The Ghetto"". *City and Community* 7:389-398

-Brennar, Neil and Nick Theodore. 2002. "Cities and the Geographies of "Actually Existing Neoliberalism"". *Antipode*. 3:349-379

-Jacobs, David and Ronald Helms. 1999. "Collective Outbursts, Politics, and Punitive Resources: Toward a Political Sociology of Spending on Social Control." *Social Forces* 77:1479-1523

Violence and Crime – Week 9 (October 29th)

Sampson Robert J., Stephen Raudenbush, and Felton Earls. 1997. "Neighborhoods and Violence Crime: A Multi-Level Study of Collective Efficacy." *Science*

Wounded City: Violent Turf Wars in a Chicago Barrio by Robert Vargas
(Chapters 1, 2, 3)

Velez, Maria, Christopher J. Lyons, and Wayne A. Santoro. 2014. "The Political Context of the Percent Black-Neighborhood Violence Link: A Multilevel Analysis." *Social Problems* 62:93-119

Papachristos, Andrew. 2009. "Murder by Structure: Dominance Relations and the Social Structure of Gang Homicide" *The American Journal of Sociology* 115:74-128

Recommended Readings:

-Papachristos, Andrew, David Hureau, and Anthony Braga. 2013. "The Influence of Geography and Social Networks on Gang Violence." *The American Sociological Review* 78:417-447

-Sampson, Robert J., Stephen Raudenbush, and Felton Earls. 1997. "Neighborhoods and Violence Crime: A Multi-Level Study of Collective Efficacy." *Science*

Culture – Week 10 (November 5th)

Small, Mario L., Michele Lamont, and David Harding. 2010. "Reconsidering Culture and Poverty." *The Annals of the American Academy of Political and Social Science*. May:6-27

Living the Drama: Community, Conflict, and Culture Among Inner-City Boys by David Harding
(Introduction, 6, and 7)

The Minds of Marginalized Black Men: Making Sense of Mobility, Opportunity, and Future Life Chances by Alford Young
(Introduction, 3, and 5)

Recommended Readings:

-Kirk, David, and Andrew Papachristos. 2011. "Cultural Mechanisms and The Persistence of Neighborhood Violence." *The American Journal of Sociology*. 116: 1190-1233

-*Villa Victoria: The Transformation of Social Capital in a Boston Barrio* by Mario Small

-*Keepin' it Real: School Success Beyond Black and White* by Prudence Carter

Mass Incarceration – Week 11 (November 12th)

On the Run: Fugitive Life in an American City by Alice Goffman
(Chapter 2 and 3)

Imprisoning Communities: How Mass Incarceration Makes Disadvantaged Neighborhoods Worse
by Todd Clear
(Chapter 1, 2, 3, and 4)

Campbell, Michael C. and Heather Schoenfeld. 2013. “The Transformation of America’s Penal Order: A Historicized Political Sociology of Punishment.” *American Journal of Sociology*.
118:1375-1423

Recommended Readings:

-Brayne, Sarah. 2014. “Surveillance and System Avoidance: Criminal Justice Contact and Institutional Avoidance.” *The American Sociological Review* 79:367-391

-Haskins, Anna. 2014. “Unintended Consequences: Effects of Parental Incarceration on Child School Readiness and Later Special Education Placement.” *Sociological Science*
1:141-157

-Massoglia, Michael. 2008. “Incarceration as Exposure: The Prison, Infectious Disease, and Other Stress-Related Illness.” *Journal of Health and Social Behavior* 49:56-71

-Lara-Millan, Armand 2014. “Public Emergency Room Overcrowding in the Era of Mass Imprisonment.” *American Sociological Review*. 79:866-894

-*Punishment and Inequality in America* by Bruce Western

-*Punished: Policing the Lives of Black and Latino Boys*, by Victor Rios

Women and Poverty – Week 12 (November 19th)

Between Ghetto and Good: African American Girls and Inner-City Violence by Nikki Jones
(Introduction, 1, 2, and 3)

Promises I Can Keep: Why Poor Women Put Motherhood Before Marriage by Kathy Edin and Maria J. Kefalas
(Introduction, 1, 2, and 4)

Recommended Readings:

-*Getting Played: African American Girls, Urban Inequality, and Gendered Violence* By Jody Miller

Ain't No Trust: How Bosses, Boyfriends, and Bureaucrats Fail Low-Income Mothers and Why it Matters by Judith Levine

The Invisible Woman: Gender, Crime, and Justice by Joanne Belknap

Offending Women: Power, Punishment, and the Regulation of Desire by Lynne Haney

NO CLASS NOVEMBER 26TH - THANKSGIVING

Women and Political Economy – Week 13 (December 3rd)

Dealings in Desire: Asian Ascendancy, Western Decline, and the Hidden Currencies of Global Sex Work by Kimberly Hoang
(Chapters 1, 3, and 5)

Servants of Globalization: Women, Migration, and Domestic Work by Rhacel Parrenas
(Intro, 4, and 5)

Recommended Readings:

Poverty Capital: Microfinance and the Making of Development by Ananya Roy

Women in War: The Micro-Processes of Mobilization in El Salvador by Jocelyn Viterna

Housing – Week 14 (December 10th)

Desmond, Matthew. 2012. "Eviction and the Reproduction of Urban Poverty." *The American Journal of Sociology* 118:88-133

Black on the Block: The Politics of Race and Class in the City by Mary Pattillo
(Introduction, 5, and 6)

Black Citymakers: How the Philadelphia Negro Changed Urban America by Marcus Hunter
(Chapter 3)

Recommended Readings:

-Rugh, Jacob and Douglas Massey. 2010. "Racial Segregation and the American Foreclosure Crisis." *American Sociological Review* 75:629-651

-*Black Picket Fences: Privilege and Peril Among the Black Middle Class* by Mary Pattillo

-*There is no such thing as a Natural Disaster: Race, Class, and Hurricane Katrina* by Chester Hartman and Gregory Squires

Organizations – Week 15 (December 17th)

McQuarrie, Michael, and Nicole Marwell. 2009. “The Missing Organizational Dimension in Urban Sociology.” *City and Community* 8:247-268.

Unanticipated Gains: The Origins of Network Inequality in Everyday Life by Mario Small
(Whole Book)

Recommended Readings:

-Levine, Jeremy. 2013. “Organizational Parochialism: Placing Interorganizational Networks.” *City and Community* 12:309-334

-Dominguez, Silvia and Celeste Watkins-Hayes. 2003. “Creating Networks for Survival and Mobility: Social Capital among African-American and Latin-American Low-Income Mothers.” *Social Problems* 50:111-135.

-Watkins-Hayes, Celeste, LaShawnda Gay-Pittman, and Jean Beaman. 2012. ““Dying From” to “Living With” Framing Institutions and the Coping Processes of African American Women Living with HIV/AIDS.” *Social Science and Medicine*

-*Streets of Glory: Church and Community in a Black Neighborhood* by Omar McRoberts