

HTS 3012
Urban Sociology
Fall 2018
Course Syllabus

Instructor: Allen Hyde, Ph.D.

Georgia Institute of Technology

Class Time: MWF 11:15am-12:05pm

Classroom: DM Smith 304

Office: Old Civil Engineering Building (OCE) Rm 136

Office Hours: Wednesday 1:30-3:30pm

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Course Description: The purpose of this course is to introduce students to the field of urban sociology by exploring the history and current conditions of cities. This course will be geared toward viewing the city as a simultaneously social, cultural, and political economic phenomenon, with particular attention to the following: a) urbanization and the structure of cities; b) suburbanization; c) urban growth and economics; d) race and segregation; e) immigration; g) culture; h) gender and sexuality; and i) housing and social policy. This class will give students a strong overview of some of the major issues related to urban life, politics, and economics. The course will focus on Atlanta's Beltline and the transformation of Grove Park as a case study for many of the topics.

Course Objectives:

- To identify and understand key concepts, theories, and research traditions in the field of urban sociology.
- To examine the people, cultures, and everyday experiences of urban and community life.
- To develop your sociological imagination and enable you to critically analyze our social world in an urban/suburban context.

Course Prerequisites: None

Required Readings:

Textbook: *The Urban Sociology Reader, 2nd edition*. Edited by Jan Lin and Christopher Mele. 2013. Routledge. (Abbreviated by *USR*)

Other readings will also be required; however, they will be posted to Canvas as PDFs or hyperlinks to web readings.

General Education Requirement, Area E Social Science Approved Learning Outcome:

- Student will demonstrate the ability to describe the social, political, and economic forces that influence social behavior.

Explain how the course satisfies the Area E approved learning outcome:

This course focuses on theories and substantive issues in the study of cities and suburbs, with an emphasis on sociological perspectives that look at the interactions of individuals, groups, and institutions with their social environments.

To demonstrate that they have met the Area E learning outcome, students will be able to describe how social institutions impact the growth and design of cities, compare the major theories and methods used in studying cities, and analyze the urban growth and economics with a focus on inequality.

Course Learning Outcomes:

- Students will describe major concepts in the discipline of sociology and the sociological study of cities.
- Students will compare and contrast the major theoretical perspectives and methodological issues in studying cities.
- Students will identify how sociocultural and economic forces shape cities and suburbs.
- Students will analyze the American and international trends in cities and urban life and how geographic, social, and temporal context shapes these processes.



SLS Affiliated Course

This course is part of Georgia Tech's Serve-Learn-Sustain (SLS) initiative, uniting classroom learning with community action. SLS works with all six colleges to offer courses and programs connecting sustainability and community engagement with real-world partners and projects, allowing students to use their disciplinary expertise related to science and technology to help "create sustainable communities" where humans and nature flourish, now and in the future, in Georgia, the U.S., and around the globe. More information about SLS can be found at www.serve-learn-sustain.gatech.edu. Visit the website to sign up for the SLS Email List, view the full list of affiliated courses, and find links to Facebook, Instagram and Twitter.

SLS Student Learning Outcomes

1. Students will be able to identify relationships among ecological, social, and economic systems.
2. Students will be able to demonstrate skills (e.g., communication, critical thinking, intercultural, design) needed to work effectively in different types of communities.
3. Students will be able to evaluate how decisions impact the sustainability of communities

Grades and Assignments (1000 total points for course)

Weekly discussion questions and summaries (150 points): Every class, students have the opportunity to post two discussion questions on the Canvas discussion board before the before class at 12pm related to the readings that could be potentially discussed in class that day. In other words, if you want to post something about the 2nd class readings, post on the that day by 12pm before that class starts. You will write a total of 5 postings for the semester (this means you can skip several classes). These questions should involve critical thinking skills thus critical questions of the authors' arguments are allowed. For each question, you should also provide a few sentences explaining the relevance of your question to the readings. Weekly questions and summaries will receive a 30 for excellent questions, a 20 for average, and a zero (0) for no posting at all. Both questions can be posted in one post for the week (you do not have to do separate postings for each question). For example, a good question would be: *"In the Growth of the City by Ernest Burgess, the author outlines his concentric circle theory of the growth of cities. In particular, it argues that a city core is typically surrounded by poorer communities, and as you move farther away from the city center you encounter more affluent and orderly communities. Do all cities in the United States follow this pattern? And how might the growth of cities be different in European or non-Western cities?"* An example of a poor question would be *"What is concentric circle theory?"* (Note: You are welcome to ask clarifying questions during class or by email. They just will not work for the weekly questions portion of your grade.) If students are clearly not reading, I reserve the right to change this portion of the grade to random pop quizzes on the readings.

IRB Training Completion (50 points): Because we are doing student and community engaged research, you will need to complete the Group 2 Social / Behavioral Research Investigators and Key Personnel Basic IRB CITI training course in order to understand the ethics associated with doing research, particularly in relation to human subjects. This guided process should take around 2 hours to complete and should be finished by 9/28 by 11pm at the latest. Please save a PDF version of the confirmation page and upload to Canvas for credit. If you have already completed IRB CITI training, please upload that confirmation page to Canvas, as well. More information about how to complete IRB training can be found here:

http://researchintegrity.gatech.edu/sites/default/files/documents/citi_gt_users.pdf

Classroom participation (100 points): Students are expected to be in class whenever possible and participate in discussion of the readings. It is difficult to participate when you are not in class. Occasionally, in class writing assignments may also be assigned to aid in the writing assignments for the class.

SLS Event Attendance (100 points): Students are required to attend two Serve-Learn-Sustain events throughout the semester and provide a short 1-page double spaced paper summarizing the event and how it relates to the issues of urban sociology, cities and communities, or sustainability. These events will be listed on Canvas, and it is the responsibility of students to choose which of these events to attend. Students are especially encouraged to attend the Grove Park Community Tour and Neighborhood Meeting on October 2nd from 5:30pm-8pm (tentatively). In this assignment, students should outline how the event relates to urban sociology, cities and communities, or sustainability, provide a brief summary of the event, and then end the paper with a paragraph discussing how the event relates to themes of inequality discussed in class. The first reflection is due 10/24 by 11pm, and the second is due 11/28 by 11pm.

Community biography interviews (200 points): The goal of this assignment is for you to critically reflect on your own life, as well as the life of other students in the class, and both describe and analyze the communities you have lived have shaped your own life. This will also serve as practice interviewing someone to aid in the final course project about Grove Park. Some of the following questions will be explored: Have the places (or place) you have lived given you any opportunities or restricted others? How has your community shaped the person that you are today? How has your experience been different from others that grew up in the same community? The interview will take place during class on Friday 8/24 and participation is worth 20 points. Then you will be required to write a reflection paper, at least 3 pages long, will account for 180 points (Due 9/5 by 11pm).

Grove Park Neighborhood Change Interview (100 points): The major course project will be to conduct group interviews in Grove Park, an Atlanta neighborhood that is currently revitalizing and possibly gentrifying over the next few years. The goal of the project is for you to learn from residents first-hand how residents view these changes and to see that they are complex instead of 'black and white/good or bad.' Students will either participate in the interview process itself or transcribing the interview (turning it into a text file instead of audio). Students will be assigned to groups early in the semester. Interviews will take place during the week of November 5th to 11th. Transcriptions should be completed by November 18th. More info on this assignment will be provided as the semester progresses.

Course Project: Grove Park Neighborhood Change Interview (300 points): The major writing component of the class will be a report summarizing the interview of the Grove Park resident and compares it to one other interview collected by students. In this assignment, you should also reflect upon the interviewees answers using theory and literature learned throughout the course. This paper (250 points) will be formally written with proper citation of sources and should be 5-7 pages. A short group poster (50 points) should be completed for the class on 12/3 by 11:15am and will be turned in during class. Students are also encouraged to present your posters at the SLS student showcase (date TBA) and can receive 5 extra points on the final exam for doing so. Final papers due Friday 12/7 by 2:30pm via Canvas. More info on this assignment will be provided as the semester progresses.

Final Grades Rubric out of 1000 points possible (what appears on your transcript)

900 and above = A

800-899 = B

700-799 = C

600-699 = D

Less than 600 points = F

Policy for Exams, Missed Exams, Late Assignments, and Extra Credit:

Late assignments: The policy for late assignments is that you will need a documented health, funeral, or university sponsored excuse for turning in late assignments at full credit. Assignments turned in after their due dates without an excuse will receive a drop in letter grade for every two days beyond their due date.

Extra credit: For up to 25 points of extra credit on your final exam, students can watch an outside documentary about material related to the class; and then write 1-2 pages describing how this event/documentary is related to or informs knowledge learned in this course. This extra credit can only be done once. Extra credit is due on 12/3.

Communication Center: The Communication Center (CommLab) can provide assistance on communication related assignments, regardless of discipline, including the written papers and presentation assignments in this course. For more information, go to Clough Commons 447 or <http://communicationcenter.gatech.edu/>.

Academic Integrity

In this course, we aim to conduct ourselves as a community of scholars, recognizing that academic study is both an intellectual and ethical enterprise. You are encouraged to build on the ideas and texts of others; that is a vital part of academic life. You are also obligated to document every occasion when you use another's ideas, language, or syntax. You are encouraged to study together, discuss readings outside of class, share your drafts during peer review and outside of class, and go to the Communication Center with your drafts. In this course, those activities are well within the bounds of academic honesty. However, when you *use* another's ideas or language—whether through direct quotation, summary, or paraphrase—you must formally acknowledge that debt by signaling it with a standard form of academic citation. Even one occasion of academic dishonesty, large or small, on *any* assignment, large or small, can result in failure for the entire course and referral to Student Judicial Affairs.

Office of Disability Services: Students with disabilities that need accommodations for class are asked to first contact and inform the Office of Disability Services to arrange accommodations before the semester starts or within the first two weeks of class. Students should receive a letter from the Office of Disability Services outlining the accommodations needed. Before I can grant accommodations, I will need to receive this letter. For more information, please see <http://disabilityservices.gatech.edu/>.

IAC Statement of Diversity and Inclusion: The Ivan Allen College of Liberal Arts supports the Georgia Institute of Technology's commitment to creating a campus free of discrimination on the basis of race, color, religion, sex, national origin, age, disability, sexual orientation, gender identity, or veteran status. We further affirm the importance of cultivating an intellectual climate that allows us to better understand the similarities and differences of those who constitute the Georgia Tech community, as well as the necessity of working against inequalities that may also manifest here as they do in the broader society.

Guidelines for Class Discussions (Open and Small Group):

1. Feel free to speak your mind; however, be respectful of other students and the instructors. We will be discussing potentially controversial topics at times.
2. If someone is speaking, let them finish speaking before the next person begins.
3. If you have a thought, try to raise your hand before speaking. I will do my best to give everyone who has something to say chance to contribute.
4. If you disagree with someone, respond to the argument or idea and not to the person who said it. This keeps the discussions from getting personal.
5. Be careful of generalizing from personal experience. While our personal experiences can inform our sociological discussions, the way we experience or perceive a particular event or experience may vary.

6. When we have a small group discussion, everyone should try to contribute to the discussion. Try not to have one person dominate the conversation. I will provide some questions to guide the small group. The purpose of these small groups is to flesh out some of the tougher topics collectively and to allow everyone a chance to let their voice be heard. I will walk around to help address any confusion. At the end of the small group, the group will turn in their answers to the questions with the names of all group members.

Course Expectations for Students:

- Students are expected to keep up with readings from week to week, which are tentatively listed in the course outline. Reading is slightly more for the summer (every class in the summer equals 1 week during the year); therefore, skimming readings is justifiable when necessary.
- Students are also expected to attend lectures and participate in classroom discussions. I would expect, on average, between 5-8 hours a week of work outside of class dedicated to this class. Most importantly, I expect students to put in high quality work into their assignments.
- In class, students are expected to arrive on time whenever possible. If you anticipate being late because you have back to back classes, or something of that nature, please let me know ahead of time, and it should be no problem.
- Please place all cell phones on silent during class and put out of sight to prevent distractions.

TENTATIVE COURSE OUTLINE

NOTE: The instructor reserves the right to change the syllabus as needed throughout the semester. If a change must occur, the instructor will inform the students in advance.

Week 1 (August 20, 22, and 24): Introduction to Class and the History of the Industrial American City

- Go over syllabus
- Intro to SLS and Sustainable Communities
- Canvas, Sam Warner, "Evolution and Transformation: The American Industrial Metropolis, 1840-1950."

In-Class Interviews on Friday Aug 24th, Attendance mandatory

Week 2 (August 27, 29, and 31): The Social Ecology of Urban Space

- USR, Wirth, "Urbanism as a Way of Life." p. 32-41
- USR, Park, "Human Ecology." p. 83-90
- USR, Burgess, "The Growth of the City." p. 91-99 *Optional Reading:*

Optional Reading:

[Atlanta Studies: Legacy of W.E.B. Du Bois in Sociology](#)

Week 3 (September 5 and 7): Urban Planning

- USR, Jacobs, "The Uses of City Neighborhoods." p. 50-58
- [Canvas, Richard Fausset, "A Glorified Sidewalk, and the Path to Transform Atlanta"](#)

In-Class Movie: Urbanized

Assignment due September 5th by 11pm on Canvas: Community Biography Interviews

Optional Reading:

<http://www.nytimes.com/interactive/2016/11/13/magazine/design-issue-redesigned-public-spaces.html>

<http://bittersoutherner.com/sponsored/ponce-city-market/a-neighborhood-treasure-reborn/>

Week 4 (September 10, 12, and 14): Suburbanization

- Canvas, Jackson, *Crabgrass Frontier: The Suburbanization of the United States*, Chapters 9 and 14
- [Canvas, Author Unknown. "Essay: A Planet of Suburbs." *The Economist*.](#)

Optional Reading/Listening:

<http://grist.org/cities/donald-glover-atlanta-fx-tv-show-poverty-suburbs-sprawl-mass-transit/>

https://www.ted.com/talks/ellen_dunham_jones_retrofitting_suburbia

Week 5 (September 17, 19, and 21): Segregation and Racial and Economic Inequality

- USR, Massey and Denton, "Segregation and the Making of the Underclass." p. 192-201
- USR, Wacquant and Wilson, "The Cost of Racial and Class Exclusion in the Inner City." p. 182-191
- [Canvas: "America's Great Housing Divide: Are You a Winner or Loser? Atlanta", Washington Post](#)

Optional Reading:

<https://www.citylab.com/equity/2018/05/mapping-the-segregation-of-metro-atlantas-amenities/560912/>
[NPR Codeswitch video](#)

Week 6 (September 24, 26, and 28): The City as a Growth Machine

- USR, Logan and Molotch, "The City as a Growth Machine." p. 109-117
- USR, Gottdiener and Pickvance, "Partnership and the Pursuit of the Private City." p. 118-126

Assignment due 9/28: IRB Training: upload PDF by 11pm

Optional reading:

<https://www.nytimes.com/2017/01/12/sports/football/atlanta-falcons-stadium-arthur-blank-neighborhood.html>

Week 7 (October 1, 3, and 5): Housing, Gentrification, and Social Policy

- [Canvas, Read the 7 short "The 'Pros and Cons of Gentrification' Debates" published by the *New York Times*](#)
- [Canvas, "Is Gentrification Around Historic Maddox Park A Good Thing?" by Amy Kiley, WABE.](#)
- [Canvas, Putting the Brakes on Runaway Gentrification in Atlanta, by Benjamin Powers, Citylab](#)
- [Canvas, "A PURPOSELY BUILT COMMUNITY: PUBLIC HOUSING REDEVELOPMENT AND RESIDENT REPLACEMENT AT EAST LAKE MEADOWS", by Adam Goldstein](#)

Optional readings or resources

<https://www.thenation.com/article/give-us-shelter/>

<https://evictionlab.org/map/#/2016?geography=states>

Week 8 (October 10 and 12): Culture and the City

- USR, Zukin, "Who Culture? Whose City?." p. 349-357
- USR, Florida, "Cities and the Creative Class." p. 358-369
- Canvas, Grazian, David. 2013. "Digital Underground: Musical Spaces and Microscenes in the Post-Industrial City." Pp. 127-151 in *Music Performance and the Changing City: Post-industrial Contexts in Europe and the United States*. Edited by C. Wergin and F. Holt. New York: Routledge, 2013.

<https://www.atlantastudies.org/2018/02/13/adnan-rasool-mapping-atlantas-rap-footprint/>

<https://www.atlantastudies.org/music-and-art-in-the-black-mecca-atlantas-black-cultural-politics-from-maynard-to-keisha/>

Week 9 (October 15, 17, and 19): Urban Schools and Educational Inequality

- [Canvas, "Segregation's New Geography: The Atlanta Metro Region, Race, and the Declining Prospects for Upward Mobility." by Karen Pooley. Focus on Schools and Segregation section](#)
- [Canvas, "Why Don't We Have Any White Kids?" by Kleinfeld, New York Times.](#)

In-Class Movie: *Separate and Unequal*

Week 10 (October 22, 24, and 26): The City as an Immigrant Destination

- USR, Portes and Manning, "The Immigrant Enclave." p. 202-213
- [Canvas, "Ghosts of White People Past: Witnessing White from an Asian Ethnoburb" by Anjali Enjeti](#)
- [Canvas, "Conclusion: The Second Generation Advantage", Excerpt from *Inheriting the City* by Kasinitz et al.](#)

Optional Reading/Listening:

USR, Lin and Robinson, "Social Disparities in the Expansion of the Chinese Ethnoburb of Los Angeles." p. 214-224

<http://www.strongtowns.org/journal/2016/4/8/helping-local-ethnic-restaurants-flourish-through-social-enterprise>

Assignment due 10/24: SLS Event Reflection 1; upload to Canvas by 11pm

Week 11 (October 29, 31, and November 2): Environmental and Transportation Inequalities in Atlanta

- USR, Elliott and Pais, "Race, Class, and Hurricane Katrina." p. 234-241
- [Canvas, "The Patterns of Pollution: A Report on Demographics and Pollution in Metro Atlanta" March 2012 by GreenLaw](#)
- [Canvas, "Opportunity Deferred: Race, Transportation, and the Future of Metropolitan Atlanta" by Partnership for Southern Equity](#)

Week 12 (November 5, 7, and 9): Family, Gender, and Sexuality in the City

- Canvas, "Angela Whitaker's Climb." by Isabel Wilkerson in *Class Matters* published by the New York Times.
- USR, Adler and Brenner, "Gender and Space: Lesbians and Gay Men in the City." p. 270-277

Optional Listening:

<http://news.wabe.org/post/closer-look-atlanta-lgbt-history-pride-and-more>

Tentative Grove Park Interview 1 and 2: One will be a weekday night during this week and one will be a weekend day session

Week 13 (November 12, 14, and 16): Urban Politics, Race, Class, and Power

- Canvas, Pattillo, Chapter 2, "The Black Bourgeoisie Meets the Truly Disadvantaged."
- Canvas, Pattillo, Chapter 3, "White Power, Black Brokers."

Outside Movie: *Street Fight* (optional)

<https://www.youtube.com/watch?v=c-h4Zutazzs>

Week 14 (November 19): Interview Group Reflection Day

- No assigned readings

Tentative Due Date for Grove Park Interview Transcriptions November 18th by 11pm

Week 15 (November 26, 28, and 30): Future of Cities and Semester Wrap-up

July 23

- USR, Low, "The Erosion of Public Space and the Public Realm." p. 401-404
- USR, Harvey, "The Right to the City." p. 429-432
- Canvas, "America's Urban Future." By Vishaan Chakrabarti. *New York Times*.
<http://www.nytimes.com/2014/04/17/opinion/americas-urban-future.html>.

Assignment due 11/28: SLS Event Reflection 2; upload to Canvas by 11pm

Week 16 (December 3): Final Class and Presentation of Group Posters

- No assigned readings

Assignment due 12/3: Posters should be completed and turned in during class time

Final Exam

Final papers due Friday Dec 7th by 2:30pm via Canvas