

SOCI453: SEMINAR IN CITIES AND CULTURE
Winter 2017
Instructor: Matt Patterson
Tuesdays and Thursdays 2:00 to 3:15 PM in ST129

Course Description

This course approaches cities through the lens of culture. We will examine the way cities shape and are shaped by the production and consumption of various forms of culture from art to food to architecture. As well, we will study the city itself as a cultural object – that is as an object that holds powerful symbolic meanings. As we will see, the meanings associated with particular cities and neighbourhoods are highly consequential for how social life plays out within them.

Goals and Learning Outcomes

- Developing an in-depth understanding of the study of culture within sociology, particularly as it is applied to urban issues.
- Substantive knowledge of how cultural consumption and the culture industries shape urbanization in the 21st century.
- Ability to critically evaluate and synthesize contemporary peer-reviewed academic literature.
- An introduction to fieldwork and observational analysis of urban space with a specific focus on the cultural characteristics of place.
- Ability to write an academic paper with an original sociological thesis.

Readings

In general there will be two to three required academic articles assigned each week. You are expected to read all of the required articles before the seminar. The articles should generally be read in the order listed in the syllabus. Supplementary readings are also listed for your own interest and enrichment. These readings are not required. All of the required readings are available online for download. If a direct link is not provided in the syllabus, the readings can be downloaded via the library's website.

Contact

I will be holding weekly office hours from 9-11am on Tuesdays as well as by appointment (SS916). For more specific inquiries, I am available via e-mail: matt.patterson@ucalgary.ca.

Evaluation

<u>Assignment</u>	<u>% of Final Grade</u>
Class participation	10%
Presentation of readings/leading class discussion	20%
Scenes Project (Due: March 14)	30%
Final Paper (Due: April 11)	40%

Class Participation

In seminars, unlike in lectures, the instructor plays a passive role. Students are expected to come to class each week prepared not only to participate in a discussion of the readings, but also keep the discussion moving forward. 10% of your final grade will depend on you attending and participating in seminar discussions.

It is important to note that participation does not require making some ground breaking, irrefutable argument in response to the readings. If you found parts of the readings unclear, feel free to bring this up with the class. The point of participation is not to show off what you already know, but to learn new things. Asking a good question is as valuable a contribution to class discussion as answering one.

Presentation

Each student will be expected to choose one week in which they prepare a presentation on the readings and lead a group discussion. Presentations should last about 15-20 minutes and focus not on summary, but rather critical appraisal (i.e. what are the important insights and/or significant weaknesses of the papers) and synthesis (i.e. discussing how readings relate to each other). In addition to presenting a response, you should also prepare a series of discussion questions for the rest of the class.

Scenes Project

The “scenes” project will involve conducting observational fieldwork in a neighbourhood somewhere within Calgary. The purpose of this exercise will be to evaluate the cultural “scene” that exists within the neighbourhood. What amenities do you see? How are people behaving? What activities are they engaged in? What gives this neighbourhood its cultural identity or character? More information on this assignment will be provided later in the term.

Final Paper

The largest proportion of your grade will come from a final course paper. The paper should address one or more of the topics discussed in the course. Papers can range from theoretical to

empirical, but they should be structured around a central research question or thesis statement. It is also advisable, but not required, to draw on some of the supplementary readings for the particular issues you will be addressing in your paper. Papers should be a maximum of 10 pages, double-spaced.

To assist you in selecting a topic, you are required to submit a brief description of your paper topic by week 10 (3-4 sentences long).

SEMINAR SCHEDULE & READING LIST

Unit 1: Introduction

Week 1	Introduction	January 10
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Discussion topics: A discussion of the course outline, expectations, and a brief introduction to the sociology of culture and its intersections with urban sociology.

Week 2	The Study of Culture in Sociology	January 17
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Discussion topics: This week we put cities aside in order to focus on the concept of “culture” in sociology. The week’s readings will provide conceptual tools that we will use throughout the term in order to think about cities as cultural phenomena.

Readings:

Griswold, Wendy. 1992. “The Sociology of Culture: Four Good Arguments (and One Bad One).” *Acta Sociologica* 35: 323-228.

Swidler, Ann. 1986. “Culture in Action: Symbols and Strategies.” *American Sociological Review* 51(2): 273-286.

Lamont, Michèle and Annette Lareau. 1988. “Cultural Capital: Allusions, Gaps and Glissandos in Recent Theoretical Developments.” *Sociological Theory* 6: 153-168.

Supplementary Readings:

Peterson, Richard A. and N. Anand. 2004. “The Production of Culture Perspective.” *Annual Review of Sociology* 30: 311-334.

Alexander, Jeffrey C. and Philip Smith. 2002. “The Strong Program in Cultural Sociology: Elements of a Structural Hermeneutics.” Pp. 135-150 in J. H. Turner (ed) *Handbook of Sociological Theory*. New York, NY: Kluwer Academic/Plenum Publishers.

DiMaggio, Paul J. 1997. "Culture and Cognition." *Annual Review of Sociology* 23(1): 263-287.

Unit 2: Place, Identities, and Place Identities

Week 3	Theorizing Place and Space	January 24
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Discussion topics: While all social life plays out in some place, place and space are often ignored by sociologists. Urban sociologists have tended to take the lead in explicitly theorizing how place and space influence social life. This week we look at a few influential examples.

Readings:

Gieryn, Thomas F. 2000. "A Space for Place in Sociology." *Annual Review of Sociology* 26: 463-96.

Molotch, Harvey, William Freudenburg, and Krista E. Paulsen. 2000. "History Repeats Itself, But How? City Character, Urban Tradition, and the Accomplishment of Place." *American Sociological Review* 65(6): 791-823.

Wherry, Frederick. 2010. "Producing the Character of Place." *Journal of Urban History* 36(4): 554-560.

Supplementary Readings:

Paulsen, Krista E. 2004. "Making Character Concrete: Empirical Strategies for Studying Place Distinction." *City & Community* 3(3): 243-262.

Kaufman, Jason and Matthew E. Kaliner. 2011. "The re-accomplishment of place in twentieth century Vermont and New Hampshire: history repeats itself, until it doesn't."

Week 4	Place and Identity	January 31
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Discussion topics: When you ask someone to explain their identity, they will almost inevitably reference some kind of place: the country of their birth, the neighbourhood in which they live, the city where they grew up, etc. What is it about place that shapes how we understand our own identities and the identities of others? This week we consider two studies that investigate the relationship between place and identity.

Readings:

Brown-Saracino, Japonica. 2015. "How Places Shape Identity: The Origins of Distinctive LBQ Identities in Four Small U.S. Cities." *American Journal of Sociology* 121(1): 1-63.

Howarth, Caroline. 2002. "'So, You're From Brixton?' The Struggle for Recognition and Esteem in a Stigmatized Community." *Ethnicities* 2(2): 237-260.

Supplementary Readings:

Small, Mario. 2004. *Villa Victoria: The Transformation of Social Capital in a Boston Barrio*. Chicago: University of Chicago Press.

Hwang, Jackelyn. 2015. "The Social Construction of a Gentrifying Neighborhood: Reifying and Redefining Identity and Boundaries in Inequality."

Week 5 **Architecture and Urban Design** **February 7**

Discussion topics: While we tend to think of culture and identity as immaterial, clearly one of the elements that makes up place identities is the built environment and the collection of material objects located within particular places. This week we focus on how elements of the built environment relate to notions of place.

Readings:

Molnár, Virág. 2005. "Cultural Politics and Modernist Architecture: The Tulip Debate in Post-War Hungary." *American Sociological Review* 70(1): 111-135.

Patterson, Matt. 2016. "The Global City versus the City of Neighbourhoods: Spatial Practice, Cognitive Maps, and the Aesthetics of Urban Conflict." *City & Community* 15(2): 163-183.

Supplementary Readings:

Bridger, Jeffery C. 1996. "Community Imagery and the Built Environment." *The Sociological Quarterly* 37(3): 353-374.

Wagner-Pacifici, Robin and Barry Schwartz. 1991. "The Vietnam Veterans Memorial: Commemorating a Difficult Past." *American Journal of Sociology* 97(2): 376-420.

Gieryn, Thomas F. 2002. "What buildings do." *Theory and Society* 31(1): 35-74.

Discussion topics: The concept of “scenes” provides a good transition from our unit on place identity to our next unit on consumption in cities. Silver, Clark and Yanez (2010) define scenes as “places devoted to practices of meaning making through the pleasures of sociable consumption” (p.2297). In essence, the notion of a scene suggests that one of the most powerful ways in which places gain cultural identities is through the consumer activities that take place within them. This week we look at two very different articles, but they are both united in looking at the character of neighbourhoods through the cultural consumption that takes place within.

Readings:

Zukin, Sharon. 2010. “How Brooklyn Became Cool” in *Naked City: The Death and Life of Authentic Urban Places*. Oxford University Press.

Silver, D., Clark, T.N., Yanez, C.J.N., 2010. “Scenes: Social Context in an Age of Contingency.” *Social Forces* 88(5): 2293–2324.

Unit 3: Landscapes of Consumption

Discussion topics: Sharon Zukin has argued that cities have transitioned from “landscapes of production” to “landscapes of consumption”. By this, she means that urban space is increasingly oriented around a “consumer culture” that emerged within industrialized societies in the late 20th century. But what exactly is consumer culture and how does it relate to cities?

Readings:

Zukin, Sharon and Jennifer Smith Maguire. 2004. “Consumers and Consumption.” *Annual Review of Sociology* 30: 173-197.

Evans, Graeme. 2003. “Hard-Branding the Cultural City – From Prado to Prada.” *International Journal of Urban and Regional Research* 27(2): 417-40.

Hannigan, John. 2003. “Symposium on Branding, the Entertainment Economy and Urban Place Building: Introduction.” *International Journal of Urban and Regional Research* 27(2): 352-60.

Supplementary Readings:

Eisinger, Peter K. 2000. "The politics of bread and circuses: Building the city for the visitor class," *Urban Affairs Review* 35(3): 316-33.

Gotham, Kevin Fox. 2002. "Marketing Mardi Gras: commodification, spectacle and the political economy of tourism in New Orleans," *Urban Studies* 39(10): 1735-56.

Week 8 Diversity and Exclusion in the Consumer City March 7

Discussion topics: The rise of consumer culture has important implications for the way diversity, social inequality and social exclusion play out in cities. The articles critically evaluate the way urban consumer-oriented development often leads to various forms of exclusion and disempowerment either for certain groups of people or the public as a whole.

Readings:

Sandercock, Leonie and Kim Davey. 2002. "Pleasure, politics and the 'public interest': Melbourne's Riverscape revitalization." *Journal of the American Planning Association* 68(2): 151-64.

Voyce, Malcolm. 2006. "Shopping malls in Australia: the end of public space and the rise of 'consumerist citizenship'?" *Journal of Sociology* 42(3): 269-286.

Lees, Loretta. 2003. "The Ambivalence of Diversity and the Politics of Urban Renaissance: The Case of Youth in Downtown Portland, Maine." *International Journal of Urban and Regional Research* 27(3): 613-634.

Supplementary Readings:

Shaw, Stephen, Susan Bagwell and Joanna Karmowska. 2004. "Ethnoscapes as spectacle: re-imagining multicultural districts as new destinations for leisure and tourism consumption," *Urban Studies* 41(10): 1983-2000.

Zukin, Sharon. 1993. *Landscapes of Power: From Detroit to Disney World*. University of California Press.

Discussion topics: With the exception of architecture, food has emerged as perhaps the most significant cultural form in defining the identities of places. Unlike architecture, however, food and dining experiences can often be highly exclusive. This week we use food as a lens through which to examine cultural inequality and what Pierre Bourdieu called “distinction”.

Readings:

Johnston, Josée, Alexandra Rodney, and Michelle Szabo. 2012. “Place, Ethics, and Everyday Eating: A Tale of Two Neighbourhoods.” *Sociology* 46(6): 1091-1108.

Hyde, Zachary. 2014. “Omnivorous Gentrification: Restaurant Reviews and Neighbourhood Change in the Downtown Eastside of Vancouver.” *City & Community* 13(4): 341-359.

Neal, Zachary Paul. 2006. “Culinary Deserts, Gastronomic Oases: A Classification of US Cities.” *Urban Studies* 43(1): 1-12.

Supplementary Readings:

Bourdieu, Pierre. 1984. *Distinction: A Social Critique of the Judgement of Taste*. Cambridge, MA: Harvard University Press.

Johnston, Josée and Shyon Baumann. 2007. “Democracy versus Distinction: A Study of Omnivorousness in Gourmet Food Writing.” *American Journal of Sociology* 113(1): 165-204.

Unit 4: The City as a Culture Machine

Discussion topics: Historically cities have served as the centre of major cultural institutions and industries. It is within cities that we find major museums and art institutions, book publishers, art dealers, fashion houses, film and entertainment studios. With the decline of the urban industrial economy, cities have looked to the cultural industries as a source of economic growth and stability. So what determines why certain cities become home to thriving cultural industries?

Readings:

Lloyd, Richard 2004. “The Neighbourhood in Cultural Production: Material and Symbolic Resources in the New Bohemia.” *City & Community* 3(4): 343-372.

Martinez, Javier. 2007. “Selling avant-garde; how Antwerp became a fashion capital (1990-2002).” *Urban Studies* 44(2): 2449-2464.

Patterson, Matt and Daniel Silver. 2015. "The Place of art: local area characteristics and arts growth in Canada, 2001-2011." *Poetics* 51: 69-87.

Supplementary Readings:

Currid, Elizabeth. 2007. *The Warhol Economy: How Fashion, Art, and Music Drive New York City*. Princeton, NJ: Princeton University Press.

Grodach, Carl, Elizabeth Currid-Halkett, Nicole Foster, and James Murdoch III. 2014. "The location patterns of artistic clusters: A metro- and neighborhood-level analysis." *Urban Studies* 51(13):

Week 11 **The Creative City and its Critics** **March 28**

Discussion topics: Our understanding of the role that the arts play within cities has been revolutionized in part through the popularization of Richard Florida's book *The Rise of the Creative Class*. This week we consider Florida's argument and some of his critics.

Readings:

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

Peck, Jamie. 2005. "Struggling with the creative class." *International Journal of Urban and Regional Research* 29(4): 740-70.

Markusen, Ann. 2006. "Urban Development and the Politics of a Creative Class: Evidence From a Study of Artists." *Environment and Planning A* 38(10): 1921-1940.

Supplementary Readings:

Catungal, John Paul, Deborah Leslie, and Yvonne Hii. 2009. "Geographies of Displacement in the Creative City: The Case of Liberty Village, Toronto." *Urban Studies* 46 (5/6): 1095-1114.

Week 12 **Cultural Planning in Cities** **April 4**

Discussion topics: City and regional governments have long played an active role in trying to promote cultural institutions and industries either as a public good in itself, or as a means of economic development. This week we take a closer look at cultural planning or cultural policy within cities.

Readings:

Grodach, Carl. 2012. "Cultural Economy Planning in Creative Cities: Discourse and Practice." *International Journal of Urban and Regional Research* 37(5): 1747-1765.

Markusen, Ann. 2014. "Creative Cities: A 10-Year Research Agenda." *Journal of Urban Affairs* 36(S2): 567-589.

Mommaas, Hans. 2003. "Cultural Clusters and the Post-Industrial City: Towards the Remapping of Urban Cultural Policy" *Urban Studies* 41(3): 507-532.

Supplementary Readings:

Miles, Steven and Ronan Paddison. 2005. "The rise and rise of culture-led urban regeneration." *Urban Studies* 42(5): 833-839.

Evans, Graeme. 2001. *Cultural Planning: An Urban Renaissance?* London: Routledge.

Week 13

Final Class

April 11

Discussion topics: Wrap-up class. Final papers due.

Other Important Information

Handing in Papers, Assignments

1. The main Sociology Department office does not deal with any course-related matters. Please speak directly to your instructor.
2. **Protection of Privacy:** The Freedom of Information and Protection of Privacy (FOIPP) legislation does not allow students to retrieve any course material from public places. Anything that requires handing back will be returned directly during class or office hours. If students are unable to pick up their assignments from the instructor, they provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment.
3. Final grades are not posted by the Sociology Department. They are only available online.

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 Faculty 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

Please refer to the website listed below for information on University of Calgary policies on Plagiarism/Cheating/Other Academic Misconduct:

<http://www.ucalgary.ca/pubs/calendar/current/k-2-1.html>

Deferrals

When possible, please provide advance notice if you are unable to write an exam or complete/turn-in assignments 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 health issue rather than after recovery. Deferrals will be allowed in the following circumstances: illness, domestic affliction or religious conviction. Travel arrangements, misreading the syllabus, and scheduling conflicts with other classes or employment 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 Department of Sociology.

Deferred Term Work Form: Deferral of term work past the end of a term also requires a form to be filled out. It's available at

https://www.ucalgary.ca/registrar/files/registrar/deferred_termwork15_0.pdf

Once an extension date has been agreed between instructor and student, the form should be taken to the Faculty of Arts Program Information Centre (SS 110) for approval by an Associate Dean (Students).

Late Papers

Term papers that are handed in after the due date (Tuesday, Apr 11th) without a valid reason (see above under Deferrals) will still be accepted, but a late penalty of -5% per day (including weekends) will be imposed.

Student Representation

The 2016-17 Students' Union VP Academic is Alicia Lunz (suypaca@ucalgary.ca). The Faculty of Arts has four SU representatives who may be contacted at any of the following email addresses: arts1@ucalgary.ca, arts2@ucalgary.ca, arts3@ucalgary.ca, and arts4@ucalgary.ca. You may also wish to contact the Student Ombudsperson for help with a variety of University-related matters: <http://www.ucalgary.ca/provost/students/ombuds/role>

Emergency Evacuations

In the case of fire or other emergency evacuation of this classroom, please proceed to the assembly point at **Professional Faculties - Food Court**. Please check these assembly point locations for all of your classes at: <http://www.ucalgary.ca/emergencyplan/assemblypoints>

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 needing an Accommodation because of a Disability or medical condition should contact Student Accessibility Services (MC 293, phone 403-220-8237) in accordance with the Procedure for Accommodations for Students with Disabilities available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>. Please provide academic accommodation letters to the instructor as early in the semester as possible and no later than two weeks after the course begins.