Fall 2020
FACULTY OF ARTS
Department of Sociology
Department of Sociology Website: https://soci.ucalgary.ca/

COURSE TITLE: Seminar on Urban Sociology			
Course Number	SOCI653		
Pre/Co-Requisites	SOCI353		
Instructor Name	Matt Patterson	**Email**	matt.patterson@ucalgary.ca
Instructor Email Policy	Feel free to contact me over e-mail at any time. Please put your course number and section in your e-mail's subject line. E-mails will be answered within one business day. I do not answer emails over the weekend.		
Office Location	Via Zoom	**Office Hours**	By appointment (contact me via e-mail to schedule a time)
Telephone No.	N/A		
Class Dates	September 8th to December 8th, 2020		
Class Times	Tuesdays, 9:30 am – 12:15 PM		
Class Location	Via Zoom (see D2L for link)		

Course Description

Cities are complicated matters. It is not always clear how we should go about studying them, or even how we should define what a city is. Often the complexity of cities makes it difficult to understand and address the major social problems that face city dwellers across the world. These problems include inequality and segregation, crime, alienation and the decline of community. To help sift through the complexity of urban life, sociologists have developed several research perspectives that provide working definitions for cities and "toolkits" of theories and methods for studying the city. In this course we will explore several of these perspectives.

Beyond learning about cities as a substantive topic in sociology, this course is designed to help students understand the *spatial* dynamics of social issues. As Andrew Abbott has argued, all social facts are located. To properly explain a social fact, therefore, we need to understand where it is located how its location contributes to the social fact itself.

Course Objectives/Learning Outcomes

- Understand major theoretical approaches to studying cities, including their strengths and weaknesses, and the types of research questions that are associated with them.

- Be able to assess the applicability of American-developed approaches to non-Western cities, particularly in East and South Asia.

- Develop the ability to analyze major sociological phenomena from a spatial perspective.

- Learn to construct a sociological argument in written and oral form.

Course Format

This course will be run as a synchronous online seminar. We will meet via zoom for regularly scheduled seminars. Students are expected to attend every week if they can. Students who are unable to attend should let the professor know ahead of time. Recordings of seminar discussions can be recorded to students who are unable to attend. Office hours can be booked by appointment and will be held via zoom.

Course Materials

Required Readings

There is approximately 70-100 pages of required readings assigned each week. These readings will be made up of 3-4 articles and book chapters. All of the readings are accessible via D2L or the University of Calgary Library's website (library.ucalgary.ca).

Supplementary Readings

In addition to the required readings, this syllabus provides a list of supplementary readings that relate to the week's topic. While these readings are not required, you may find them useful for topics that you address in your assignments.

Learning Technologies and Requirements

There is a D2L site for this course which contains required readings and other relevant class resources and materials (see d2L.ucalgary.ca).

In order to successfully engage in their learning experiences at the University of Calgary, students taking online, remote and blended courses are required to have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security, and malware updates;

- A current and updated web browser;

- Webcam (built-in or external);

- Microphone and speaker (built-in or external), or headset with microphone;

- Current antivirus and/or firewall software enabled;

- Broadband internet connection.

Most current laptops will have a built-in webcam, speaker and microphone.

Methods of Assessment and Grading Weights

Assignment	Due Date	% of Final Grade
Reflection Papers	Weekly (x 7)	35%
Seminar Presentation	TBD	20%
Paper Proposal	October 27th	10%
Final Paper	December 15th	35%

Seminar 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 between 15 and 30 minutes and focus not on summary, but rather critical appraisal (i.e. what are the important insights and/or significant weaknesses of the readings) and synthesis (i.e. discussing how readings relate to each other). Handouts and/or presentation slides are encouraged but not required. In addition to presenting a response, you should prepare two discussion questions to spur the discussion for the rest of the session.

Students who are unable to attend seminars can pre-record a presentation prior to the weekly seminar.

Reflection Papers

Over the course of the term you are expected to submit **seven** reflection papers. Reflection papers are due <u>before the class</u> and can be submitted via D2L. The reflection papers should be 500-1000 words in length. The purpose of the reflection paper is not to summarize the readings, but to draw on the readings to discuss the topic of the week. There are many different approaches you can take in writing these papers. You could compare and contrast the articles. You could use one article to critique the others. You can identify an underlying limitation of all of the articles. These are just examples. Given the short length of the reflection papers, the purpose is not to write a solid argument, but to think creatively and critically about the readings through your writing.

It is recommended that you submit one of the seven reflection papers on the same week of your presentation, since the reflection paper can serve as the basis for the presentation.

Paper Proposal and Final Paper

There are two options for the final term paper. You can write a traditional argumentative essay that focuses on some area of urban sociology addressed in this course. Alternatively, you can write a research proposal focused on a particular city or neighbourhood anywhere around the world. Whichever option you choose, you will be expected to demonstrate a grasp of some of the theoretical and/or methodological approaches to urban sociology, as well as the ability to advance our understandings of cities and neighbourhoods either through theoretical reasoning or in proposing a research study.

To help you prepare for this assignment, you are asked to submit a paper proposal on October 27th identifying whether you are going to do the argumentative essay or research proposal, as well as the topic and/or empirical site that you will focus on. The proposal should be 500-1000 words in length.

The final paper itself should be 20-30 pages in length. Additional information on the paper will be provided later in the term.

Grading Scale

Letter grades will be assigned and submitted to the registrar based on the following scale:

Grade	Percent range	Grade Point Value	Description
A+	96 – 100%	4.0	Outstanding performance
A	90 – 95.99%	4.0	Excellent - superior performance showing comprehensive understanding of the subject matter
A-	85 – 89.99%	3.7	Very good performance
B+	80 – 84.99%	3.3	Good performance
B	75 – 79.99%	3.0	Satisfactory performance
B-	70 – 74.99%	2.7	Minimum pass for students in the Faculty of Graduate Studies
C+	67 – 69.99%	2.3	All grades of "C+" or lower are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements.

Absences and Deferrals

Students who miss class assessments (tests, participation activities, or other assignments) should inform their instructor as soon as possible. If the reason provided for the absence is acceptable, the instructor may decide that any arrangements made can take forms other than make-up tests or assignments. For example, the weight of a missed grade may be added to another assignment or test.

Deferred Term Work Form: Deferral of term work past the end of a term requires a form to be filled out by the student and submitted, along with any supporting documentation, to the instructor. The form is available at: https://live-ucalgary.ucalgary.ca/sites/default/files/teams/14/deferral-of-term-work-2020.pdf

Once an extension date has been agreed between instructor and student, the instructor will email the form to the Faculty of Arts Program Information Centre (ascarts@ucalgary.ca) for approval by the Associate Dean.

Grade Reappraisal

Within two weeks of the date the exam/assignment is returned, students seeking reappraisal of examinations or assignments must submit a written response to the instructor explaining the basis for reconsideration of one's mark. The instructor will reconsider the grade assigned and will then book a time with the student to discuss his or her work and rationale. It should be noted that a re- assessed grade may be raised, lowered, or remain the same.

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 can provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary

3. Final grades are not posted by the Sociology Department. They are only available online.

SCHEDULE OF LECTURES AND READINGS

Week 1: Introduction   September 8

This week, I will provide a brief introduction and overview of urban sociology as a field and this course in particular. You will also have an opportunity to introduce yourself to your peers and talk about what interests you about cities and what topics you would like to cover over the term.

Week 2: Classical Approaches to Urban Sociology   September 15

The first readings of the course represent different approaches to cities with this classical literature. As we will discuss, the main urban issues laid out in these five readings anticipate many of the issues that urban sociologists continue to study to this day.

Required Readings:

Du Bois, W. E. B. 2011 [1899]. The Philadelphia Negro. Pp. 110-117 in Richard T. LeGates and Frederic Stout (eds.) *The City Reader*. Taylor & Frances Group. https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=668293&ppg=143

Simmel, Georg. 1903. "The Metropolis and Mental Life." http://www.blackwellpublishing.com/content/bpl_images/content_store/sample_chapter/0631225137/bridge.pdf.

Burgess, Ernest W. 2012 [1925]. "The Growth of the City: An Introduction to a Research Project." Pp. 91-99 in Jan Lin and Christopher Mele (eds.) *The Urban Sociology Reader, 2nd Edition*. New York: Routledge. https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=1075388&ppg=106

Wirth, Louis. 1938. "Urbanism as a Way of Life." *American Journal of Sociology* 44(1): 1-24.

Jacobs, Jane. 1961. "The uses of sidewalks: contacts." Pp. 55-73 in *The Death and Life of Great American Cities*. (See D2L)

Supplementary Readings:

Morris, Aldon D. 2015. The Scholar Denied: W. E. B. Du Bois and the Birth of Modern Sociology. Berkeley: University of California Press.

Venkatesh, Sudhir. 2001. "Chicago's Pragmatic Planners: American Sociology and the Myth of Community." Social Science History 25(2): 275-317.

Owens, B. Robert. 2012. "Mapping the City: Innovation and Continuity in the Chicago School of Sociology, 1920-1934." *The American Sociologist* 43(3): 264-293.

Merriman, Ben. 2015. "Three Conceptions of Spatial Locality in Chicago School Sociology (and Their Significance Today)." *The American Sociologist* 46(2): 269-287.

Week 3: Community, Social Capital, and Isolation   September 22

Classical sociologists tended to argue that people living in cities were physically close, but socially distant. This idea was captured in Ferdinand Tonnies famous distinction between *gemeinschaft* (community) and *gesellschafts* (society). In the postwar period, community ethnographers such as William Foote Whyte (*Street Corner Society*) and Herbert Gans (*Urban Villagers*) demonstrated that tight-knit communities do exist within large cities. More recently, sociologists have reconceptualized community in terms of social networks and social capital. This week we consider how cities bring people together and keep them apart.

Required Readings:

Klinenberg, Eric. 2001. "Dying Alone: The Social Production of Urban Isolation." *Ethnography* 2(4):501-31.

Hunter, Marcus Anthony. 2010. "The nightly round: Space, social capital, and urban black nightlife." *City & Community* 9(2): 165-186.

Zhang, Min, Weiping Wu, and Weijing Zhong. 2018. "Agency and social construction of space under top-down planning: Resettled rural residents in China." *Urban Studies* 55(7): 1541-60.

Supplementary Readings:

Granovetter, Mark. 1973. "The Strength of Weak Ties." *American Journal of Sociology* 78(6): 1360-80.

Wellman, Barry. 1979. "The Community Question: The Intimate Networks of East Yorkers." *American Journal of Sociology* 84(5): 1201-32.

Fischer, Claude S. 1995. "The subcultural theory of urbanism: A twentieth-year assessment." *American Journal of Sociology* 101(3): 543-577.

Putnam, Robert D. 1995. "Bowling Alone: America's Declining Social Capital." *Journal of Democracy* 6(1): 65-78.

Muir, Jonathan A., et al. "Cultural antecedents to community: An evaluation of community experience in the United States, Thailand, and Vietnam." *City & community* 17.2 (2018): 485-503.

Wang, Cheng, Omar Lizardo, and David S. Hachen. 2018. "Using big data to examine the effect of urbanism on social networks." *Journal of Urban Affairs*. DOI: 10.1080/07352166.2018.1550350.

Manley, Andrew and Michael Silk. 2019. "Remembering the City: Changing Conceptions of Community in Urban China." *City & Community* 18(4): 1240-66.

Week 4: Segregation   September 29

Just as cities are characterized by tight-knit communities, they are also characterized by social divisions between communities. Segregation occurs when social divisions are enforced through spatial separation, which has been achieved through both formal and informal means. Extreme segregation can lead to a phenomenon that William Julius Wilson has called "concentrated disadvantage", which is based on the idea that the experience of poverty is much worse when everyone around you is also poor. This week we

look at how segregation is maintained within cities, and the consequences of residential segregation for people's life chances.

Readings:

Massey, Douglas. 1990. "American Apartheid: Segregation and the Making of the Underclass." *American Journal of Sociology* 96(2): 329-57.

Wacquant, Loic. 2010. Designing Urban Seclusion in the 21st Century. Yale Architectural Journal. https://www.jstor.org/stable/pdf/41680282.pdf

Garrido, Marco. 2013. "The Sense of Place behind Segregating Practices: An Ethnographic Approach to Symbolic Partitioning of Metro Manila." *Social Forces* 91(4): 1343-1362.

Sharkey, Patrick and Jacob W. Faber. 2014 "Where, When, Why and For Whom Do Residential Contexts Matter? Moving Away from the Dichotomous Understanding of Neighbourhood Effects." *American Sociological Review* 40: 1-27.

Supplementary Readings:

Wilson, William Julius. *The truly disadvantaged: The inner city, the underclass, and public policy*. University of Chicago Press, 2012.

Sampson, Robert J., Jeffrey D. Morenoff, and Thomas Gannon-Rowley. 2002. "Assessing 'Neighborhood Effects': Social Processes and New Directions in Research." *Annual Review of Sociology* 28: 443-78.

Small, Mario. 2008. "Four Reasons to Abandon the Idea of 'the Ghetto.'" *City & Community* 7(4): 389-398.

Harding, David J. "Violence, older peers, and the socialization of adolescent boys in disadvantaged neighborhoods." *American sociological review* 74.3 (2009): 445-464.

Sampson, Robert J. *Great American city: Chicago and the enduring neighborhood effect*. University of Chicago Press, 2012.

Coates, Ta-Nehisi. "The case for reparations." *The Atlantic* 313.5 (2014): 54-71.

Week 5: Gentrification and Housing   October 6

In North American and elsewhere, concentrated disadvantage has been traditionally located within historic inner-cities. Since the 1970s, however, inner-city neighbourhoods have seen significant in-migration of wealthier residents who are more likely to be white and professional class. This process, called gentrification, is one of the most controversial topics urban studies. For some, gentrification represents a revitalization of impoverished neighbourhoods and a force for social integration. For others, it represents a new form of segregation in which wealthier newcomers drive up property values and displace poorer, existing residents. While the driving forces behind gentrification have been hotly debated, recently scholars have turned their attention to rules that restrict development in suburban neighbourhoods to single-family homes. These rules, it is argued, drive up property values by restricting housing supply, and force all new development into poorer, inner-city neighbourhoods.

Readings:

Lees, Loretta. 2008. "Gentrification and social mixing: towards an inclusive urban renaissance?" *Urban studies* 45(12): 2449-2470.

Hwang, Jackelyn, and Robert J. Sampson. 2014. "Divergent pathways of gentrification: Racial inequality and the social order of renewal in Chicago neighborhoods." *American Sociological Review* 79(4): 726-751.

Ghertner, D. Asher. 2015. "Why gentrification theory fails in 'much of the world'." *City* 19(4): 552-563.

Michael Manville, Paavo Monkkonen & Michael Lens (2020) "It's Time to End Single-Family Zoning." *Journal of the American Planning Association* 86(1): 106-112.

Lauster, Nathanael. 2016. *The Death and Life of the Single-Family House*. Philadelphia: Temple University Press, (Pp. 108, 40-56)

Supplementary Readings:

Smith, Neil. 1987. "Gentrification and the Rent Gap." Annals of the Association of American Geographers 77(3): 462-465.

Freeman, Lance. *There Goes the 'Hood*. Philadelphia: Temple University Press.

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

Badger, Emily and Quoctrung Bui. 2019, June 18. "Cities Start to Question an American Ideal: A House With a Yard on Every Lot." New York Times. https://www.nytimes.com/interactive/2019/06/18/upshot/cities-across-america-question-single-family-zoning.html

Week 6: The Public Realm: Order and Disorder, Inclusion and Exclusion   October 13

As we have seen, sociologists have been concerned with issues of social order within city streets since the classical era. However, as wealthier, middle-class people began "returning" to the inner-city as either day trippers or as gentrifies, there was increased pressure to eradicate perceived disorder in public places. City authorities increasingly embraced "broken windows" theory, which posited that even minor signs of disorder such as loitering or graffiti, could lead to more serious crimes like assault and murder. However, critical scholars have argued that efforts to enforce social order amount to a form of class warfare, wherein racialized and impoverished communities are increasingly harassed, arrested, and pushed out of public places because their very presence offends wealthier classes.

Readings:

Lofland, Lyn H. 1989. "Social Life in the Public Realm." *Journal of Contemporary Ethnography* 17(4): 453-82.

Duneier, Mitchell and Harvey Molotch. 1999. "Talking City Trouble: Interactional Vandalism, Social Inequality, and the 'Urban Interaction Problem'." *American Journal of Sociology* 104(5): 1263-1295.

Harvey, David. 2008. "The Right to the City." *New Left Review* 53(1): 23-40.

Anjaria, Jonathan Shapiro. "Guardians of the Bourgeois City: Citizenship, Public Space, and Middle-Class Activism in Mumbai 1." *City & Community* 8.4 (2009): 391-406.

Supplementary Readings:

Wilson, James Q., and George L. Kellıng. 1982. "The police and neighborhood safety: Broken Wındows." *Journal of Atlantic, March*.

Sampson, Robert J., and Stephen W. Raudenbush. 1999. "Systematic social observation of public spaces: A new look at disorder in urban neighborhoods." *American Journal of Sociology* 105(3): 603-651.

Snow, David A., and Michael Mulcahy. 2001. "Space, politics, and the survival strategies of the homeless." *The American Behavioral Scientist* 45(1): 149-169.

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.

Douglas, Gordon C. C. 2014. "Do-It-Yourself Urban Design: The Social Practice of Informal 'Improvement' Through Unauthorized Alteration." *City & Community* 13(1): 5-25.

Week 7: Neighbourhoods, Identity, Neighbourhood Identities   October 20

One of the insights of the Chicago School was the neighbourhoods not only provide us with access to resources such as schools, parks, or housing. Neighbourhoods also provide people with a sense of identity. Increasingly urban sociologists have become attentive to how neigbourhoods themselves develop distinct identities, and how those identities then relate to the social identities of the people who live in the neighbourhoods.

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.

Hwang, Jackelyn. 2016. "The Social Construction of a Gentrifying Neighborhood: Reifying and Redefining Identity and Boundaries in Inequality." *Urban Affairs Review* 52(1): 98-129.

Anderson, Elijah. 2012. "The iconic ghetto." *The ANNALS of the American Academy of Political and Social Science* 642(1): 8-24.

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

Supplementary Readings:

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

Anderson, Kay J. 1988. "The Idea of Chinatown: The Power of Place and Institutional Practice in the Making of a Racial Category." *Annals of the Association of American Geographers* 77(4): 580-98.

Week 8: The Urban Growth Machine   October 27

By the 1960s, American urban sociologists had grown increasingly dissatisfied with existing approaches to theorizing cities. The Chicago School's human ecological approach treated the development of cities as a natural process. The community studies tradition was focused on how people developed strong

social ties. Neither theory offered any explanation of the significant social conflicts occurring within cities, from political protests and riots relating to issues of race, class, gender, and sexuality, to fights over the development of highways and the preservation of historic buildings. Into this void entered a series of theories that are often described as "urban political economy". Among those was Harvey Molotch' theory of the urban growth machine.

Readings:

Molotch, Harvey. 1976. "The city as a growth machine: Toward a political economy of place." *American Journal of Sociology* 82(2): 309-332.

Logan, John R. and Harvey Molotch. 1987. "Places as Commodities." Pp. 17-49 in *Urban Fortunes: The Political Economy of Place*. Univ of California Press.

McGovern, Stephen J. 2009. "Mobilization on the Waterfront: The Ideological/Cultural Roots of Potential Regime Change in Philadelphia." *Urban Affairs Review* 44(5): 663–694.

Supplementary Readings:

Molotch, Harvey and John Logan. 1984. "Tensions in the Growth Machine: Overcoming Resistance to Value-Free Development." *Social Problems* 31(5): 483-499

Stone, Clarence N. 1993. "Urban Regimes and the Capacity to Govern: A Political Economy Approach." *Journal of Urban Affairs* 15(1): 1-28.

Mossberger, Karen and Gerry Stoker. 2001. "The Evolution of Urban Regime Theory: The Challenge of Conceptualization." *Urban Affairs Review* 36(6): 810-835.

Delaney, Kevin J. and Rick Eckstein. 2007. "Urban Power Structures and Publicly Financed Stadiums." *Sociological Forum* 22(3): 331-53.

Week 9: Entrepreneurialism and Neoliberalism   November 3

In addition to Harvey Molotch's growth machine theory, Marxist theorists such as David Harvey saw urban development as being driven by processes of capitalist accumulation. Marxists and other critical scholars have been particularly focused on the "neoliberal" reforms of the last 20th century, which they argue have fundamentally changed the role of cities and urban governance.

Readings:

Harvey, David. 1989. "From Managerialism to Entrepreneurialism: The Transformation in Urban Governance in Late Capitalism." *Geografiska Annaler: Series B, Human Geography* 71(1): 3-17.

Brenner, Neil, and Nik Theodore. 2002 "Cities and the geographies of 'actually existing neoliberalism'." *Antipode* 34(3): 349-379.

Wacquant, Loïc. 2010. "Crafting the Neoliberal State: Workfare, Prisonfare, and Social Insecurity." *Sociological Forum* 25(2): 197-220.

Datta, Ayona. 2015. "New urban utopias of postcolonial India: 'Entrepreneurial urbanization' in Dholera smart city, Gujarat." *Dialogues in Human Geography* 5(1): 3-22.

Supplementary Readings:

Peck, Jamie and Adam Tickell. 2002. "Neoliberalizing Space." *Antipode* 34(3): 380-404.

Harvey, David. 2005. *A Brief History of Neoliberalism*. New York: Oxford University Press.

Kipfer, Stefan and Roger Keil. 2002. "Toronto Inc? Planning the Competitive City in the New Toronto." *Antipode* 34(2): 227-264.

Midterm Break – No Class   *November 10*

Week 10: Culture and Consumption   November 17

While cities have always been the center of cultural life in societies, they have also traditionally been dismissed as a more superficial aspect of urban life – a reflection of wealth generated by more "important" industries such as manufacturing and shipping. Today, however, the arts, culture, and consumerism have increasingly been promoted as an important source of economic growth, particularly for cities that have seen their industrial sectors decline. This idea of culture as an economic tool has been both celebrated and denounced, but few debate that culture now plays a central role in the planning, governance, and economy of cities.

Readings:

Zukin, Sharon. 1998. "Urban lifestyles: diversity and standardisation in spaces of consumption." *Urban Studies* 35(5-6): 825-839.

Hannigan, John. 2007. "From Fantasy City to Creative City." Pp. 48-56 in Greg Richards and Julie Wilson (eds.) *Tourism, Creativity and Development*. London: Routledge.

Lloyd, Richard. 2004. "The neighborhood in cultural production: Material and symbolic resources in the new bohemia." *City & Community* 3(4): 343-372.

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:

Zukin, S. (1995) *The Culture of Cities*. Cambridge, MA: Blackwell.

Florida, Richard. 2002. *The Rise of the Creative Class*. New York: Basic Books.

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

Evans, Graeme. 2003. "Hard-Branding the Cultural City – From Prado to Prada." *International Journal of Urban and Regional Research* 27(2): 417-440.

Grodach, Carl. 2013. "Cultural Economy Planning in Creative Cities: Discourse and Practice." *International Journal of Urban and Regional Research* 37(5): 1747-65.

Markusen, Ann 2014. "Creative Cities: A 10-Year Research Agenda." *Journal of Urban Affairs* 35(S2): 567-589.

Week 11: Transnationalism I: Global Cities and Spaces of Flows   November 24

In previous weeks, we have focused primarily on examining cities from within. However, cities are also shaped by what is on the outside. In particular, cities need to be understood by how they fit into larger

transnational networks of power, commerce, and migration. This week we consider two important concepts that rethink cities in terms of these networks: the global city, and the space of flows.

Readings:

Sassen, Saskia. 2005. "The Global City: Introducing a Concept." *Brown Journal of World Affairs* 11(2): 27-43

Ren, Xuefei. "From Chicago to China and India: Studying the city in the twenty-first century." Annual Review of Sociology 44 (2018): 497-513.

Castells, Manuel. 2010 [1996]. "Spaces of Flow" in *The Rise of the Network Society*. Wiley.

Supplementary Readings:

Roy, Ananya. 2011. "Slumdog cities: rethinking subaltern urbanism*". International Journal of Urban and Regional Research* 35(2): 223-38.

Datta, Ayona. 2012. "'Where is the global city?' Visual narratives of London among East European migrants." *Urban Studies* 49(8): 1725-1740.

Brenner, Neil, and Christian Schmid. 2015. "Towards a new epistemology of the urban?" *City* 19(2-3): 151-182.

Neal, Zachary P. 2018. "The urban metabolism of airline passengers: Scaling and sustainability." *Urban Studies* 55(1): 212-225.

Week 12: Transnationalism II: Enclaves and Borderlands   December 1

In the final week or readings, we bring the transnational perspective of cities as being situated within larger, global networks into dialogue with the study of local places. In particular, we look at two types of transnational spaces: immigrant enclaves, which have been a primary concern for urban sociologists going back to the Chicago school, and borderlands, which are a comparatively new topic of study.

Readings:

Portes, Alejandro, and Robert D. Manning. 2012 [1986] "The immigrant enclave: Theory and empirical examples." Pp. 202-13 in in Jan Lin and Christopher Mele (eds.) *The Urban Sociology Reader, 2nd Edition*. New York: Routledge.

Kim, Jinwon. 2018 "Manhattan's Koreatown as a Transclave: The Emergence of a New Ethnic Enclave in a Global City." *City & Community* 17(1): 276-295.

Banerjee, Pallavi, and Xiangming Chen. "Living in in-between spaces: A structure-agency analysis of the India–China and India–Bangladesh borderlands." *Cities* 34 (2013): 18-29.

Reyes, Victoria. 2018. "Port of Call: How Ships Shape Foreign-Local Encounters." *Social Forces* 96(3):1097-118.

Supplementary Readings:

Fong, Eric, and Kumiko Shibuya. "Multiethnic Cities in North America." *Annu. Rev. Sociol.* 31 (2005): 285-304.

Anderson, Elijah. 2011. *The cosmopolitan canopy: Race and civility in everyday life*. Norton.

Qadeer, Mohammad Abdul. 2016. *Multicultural Cities: Toronto, New York, and Los Angeles*. University of Toronto Press.

Reyes, Victoria. "Global borderlands: a case study of the Subic Bay Freeport Zone, Philippines." *Theory and Society* 44.4 (2015): 355-384.

Week 13: Conclusion   December 8

This week we will share our ideas for final papers and wrap up the course.

Readings:

None.

Other Information

Guidelines for Zoom Sessions

Zoom is a video conferencing program that will allow us to meet at specific times for a "live" video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.

To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor's permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the Code of Conduct). When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g Student Non-Academic Misconduct Policy). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: https://elearn.ucalgary.ca/guidelines-for-zoom/ .

If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (for group work, presentations, etc.).

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

Research Ethics

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.

Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.pdf) and requirements of the Copyright Act (https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Instructor Intellectual Property

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Recording of Lectures

Note that the audio or video recording of lectures and taking screengrabs of PowerPoint slides during the lecture are not permitted without explicit authorization. The non-authorized media recording of lectures is inconsistent with the Code of Conduct and may result in discipline in accordance with the Student Non-Academic Misconduct Policy and Procedure. For more information click here: https://www.ucalgary.ca/policies/files/policies/non-academic-misconduct-policy.pdf.

Sharing of Lecture Notes and Exam Questions

Note that publicly sharing lectures notes and exam questions on 3rd party sites such as OneClass, StudyBlue, Quizlet, Course Hero, etc. is not permitted. If you wish to use these helpful studying tools, make sure you adjust your privacy settings accordingly. Any violations are subject to investigation under the UofC Student Non-Academic Misconduct Policy. For more information, click here:https://www.ucalgary.ca/policies/files/policies/non-academic-misconduct-policy.pdf.

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.html

Academic Accommodation

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For

additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at: http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

Libraries & Cultural Resources

To contact your librarian or find out about the resources and services available to sociology students go to the Sociology Library guide: https://library.ucalgary.ca/guides/sociology

To access the main Library website go to: https://library.ucalgary.ca

Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive support when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through Student Wellness Services (Room 370 MacEwan Student Centre, https://www.ucalgary.ca/wellness-services/services/mental-health-services) and the Campus Mental Health Strategy (http://www.ucalgary.ca/mentalhealth/).

Student Success Centre

The Student Success Centre provides services and programs to ensure students can make the most of their time at the University of Calgary. Our advisors, learning support staff, and writing support staff assist students in enhancing their skills and achieving their academic goals. They provide tailored learning support and advising programs, as well as one-on-one services, free of charge to all undergraduate and graduate students. For more information visit: https://www.ucalgary.ca/student-services/student-success

Student Ombuds Office

The Student Ombuds Office supports and provides a safe, neutral space for students. For more information, please visit www.ucalgary.ca/ombuds/ or email ombuds@ucalgary.ca.

Student Representation

The Graduate Student Association VP Academic can be contacted at **vpa.gsa@ucalgary.ca**

For more information, and to contact other elected officials with the GSA, please visit this link: https://www.ucalgary.ca/pubs/calendar/grad/current/graduate-students-association-gsa-grad.html

Emergency Evacuation/Assembly Points

Assembly points for emergencies have been identified across campus. Assembly points are designed to establish a location for information updates from the emergency responders to the evacuees; from the

evacuated population to the emergency responders. For more information, see the University of Calgary's Emergency Management website: https://live-risk.ucalgary.ca/risk/emergency-management/evac-drills-assembly-points/assembly-points

Safewalk

Campus security will escort individuals, day or night, anywhere on campus (including McMahon Stadium, Health Sciences Centre, Student Family Housing, the Alberta Children's Hospital and the University LRT station). Call 403-220-5333 or visit http://www.ucalgary.ca/security/safewalk. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths. Please ensure your personal safety by taking advantage of this service.