

SOC 113: Urban Sociology:
Global Perspectives on Space, Inequality and Resistance
Department of Sociology
Tufts University
Fall 2018

Instructor: Prof. Anjuli N. Fahlberg
Email: Anjuli.Fahlberg@tufts.edu
Class Meeting: M/W 3:00-4:15 p.m.
Class Location: Eaton Hall, 333
Office Hours: M/W 1:30-2:30 p.m. Eaton Hall 107

Course Description:

Did you know that over 80% of the US population lives in cities? These numbers are even higher for Latin America, while the percent of urban populations is growing steadily in Europe, Asia, and Africa. But what, after all, accounts for such dramatic global urbanization patterns? How does the concentration of diverse groups of people affect group relations, access to resources, and inhabitants' overall quality of life? How do historic forms of inequality get (re)configured in urban areas? And, importantly, how can inequality and injustice be addressed in this context? This course aims to tackle these questions as we consider contemporary dynamics of inequality and social change in cities in the US and across the globe. We will examine how economic, political, social, and symbolic forms of inequality and exclusion have helped to shape the lived realities of diverse urban populations and how governments and civic actors have attempted to address these. The course will draw heavily from ethnographic perspectives of the city, using the stories of individuals and communities to understand how broader social issues affect the urban experience. Students will also be asked to conduct their own small ethnographic research project in an organization in Boston or Somerville and use these observations to reflect on course readings and discussions.

Course Objectives

By the end of this course, students should be able to:

1. Identify the major historical transformations that led to contemporary power relations within urban areas.
2. Be conversant in the major theoretical frameworks that animate the field of urban sociology.
3. Discuss some of the core ways in which race, class, and gender structure relations between groups in cities.
4. Offer critical assessments of the effects of public policies on the urban poor.
5. Identify and critically analyze the strategies that governments and civil society actors work to address urban inequality and propose suggestions for how to improve current practices.
6. Describe and analyze one organization in Greater Boston working to address urban inequality and situate their efforts within the larger historical and sociological context.

Required Texts

1. Bourgois, Phillipe. 1999. *In Search of Respect: Selling Crack in El Barrio*. Cambridge University Press. (\$6 used)
2. Newman, Katherine. 1999. *No Shame in My Game: The Working Poor in the Inner City*. The Russell Sage Foundation.
3. Goldstein, Donna. 2003. *Laughter Out of Place: Race, Class, Violence, and Sexuality in a Rio Shantytown*. University of California Press. (\$7 used)
4. Desai, Ashwin. 2002. *We are the Poors: Community Struggles in Post-Apartheid South Africa*. Monthly Review Press. (\$6 used)

Classroom Policies

Classroom etiquette

Students are expected to actively participate in class discussions by critically engaging with the material and with key concepts, themes, and stories. Questions or comments that challenge traditional assumptions or normative values are encouraged, though these should always be provided in a thoughtful and respectful manner.

Technology in the classroom

Studies consistently show that the use of technology is distracting and contributes to students' low performance. Therefore, you should refrain from using laptops in class. If your reading materials are on your computer or tablet, you may refer to these during class discussions. However, the use of Facebook, email, Amazon, or any other such sites are NOT permitted. I also reserve the right to look at screens or to ask you to put away your laptop if it appears to be distracting. Cell phones should be on silent at all times, and students should not check their phones during class.

Food

Remaining engaged in class—alert, attentive, and participative—will make the class more interesting and productive for all of us. Students are therefore welcome to bring food and drinks, as these can be helpful to remaining alert. However, please do not be late due to waiting in lines to purchase food.

Plagiarism & Academic Integrity

Tufts holds its students strictly accountable for adherence to academic integrity. The consequences for violations can be severe. It is critical that you understand the requirements of ethical behavior and academic work as described in Tufts' Academic Integrity handbook. If you ever have a question about the expectations concerning a particular assignment or project in this course, be sure to ask me for clarification. The Faculty of the School of Arts and Sciences and the School of Engineering are required to report suspected cases of academic integrity violations to the Dean of Student Affairs Office. If I suspect that you have cheated or plagiarized in this class, I must report the situation to the dean.

The general rule on plagiarism is that you should cite any fact that is not widely known and any idea that is not your own—which will be much of what you write! Keep track of what you are

reading and where you are obtaining your information, and become comfortable with including the authors' last name(s) and dates of publication after each "borrowed" fact or idea. Citing what you have read not only prevents you from inadvertently committing plagiarism, but also demonstrates to your reader that your writing is well-researched.

As part of this course, I will utilize TurnItIn in the Canvas learning management system to help determine the originality of your work. TurnItIn is an automated system which instructors can use to quickly and easily compare each student's assignment with billions of websites, as well as an enormous database of student papers that grows with each submission. When papers are submitted to TurnItIn, the service will retain a copy of the submitted work in the TurnItIn database for the sole purpose of detecting plagiarism in future submitted works. Students retain copyright on their original course work.

Sources

We now suffer from an over-abundance of information, and it is easy to get overwhelmed by these sources and not know how to find them or which ones are credible. We will discuss this in greater detail in class, but students should be thoughtful about the credibility of each source. As a general rule, these sources are valid: books, scholarly articles, news articles by a mainstream newspaper, and reports issued by the government or major NGOs. You can find many of these on scholar.google.com. Invalid sources include: Wikipedia, blogs, and websites not affiliated with a credible organization.

Diversity and Accessibility

The diversity of students' experiences, perspectives, and abilities is essential to an informed and holistic classroom learning environment. Students with unique learning needs or who require special accommodations should speak to me at the beginning of the semester so provisions can be made accordingly. Please also contact the Student Accessibility Services office at Accessibility@tufts.edu or 617-627-4539 to make an appointment with an SAS representative to determine appropriate accommodations. Please be aware that, per Tufts University guidelines, accommodations cannot be enacted retroactively, making timeliness a critical aspect for their provision.

Communication

Please email me or stop me after class for any questions or concerns or to talk further about the course material. I will be happy to provide you additional ideas and resources relevant to your areas of interest. While out-of-class communication with me is not required to get a good grade, students who actively email or talk to their instructors are much more likely to understand the assignments, gain greater insights into the topics, and perform well.

I will make every effort to respond to email within 24 hours on weekdays and 48 hours on weekends and holidays. Feel free to email again if I have not responded within that time frame (and you need a response right away), as sometimes things fall through the cracks.

Office Hours

I hold regular office hours and all students are encouraged to attend. If you have classes during those times, come speak to or email me and we can find another time.

While it is not necessary to visit all professors all the time, getting into the habit of talking to your professors outside the classroom is very important and will, in the long run, contribute to your relationships with faculty, your own thinking and reflection, and your overall success as a student. Good reasons to come to office hours include: (a) there was something about the class you didn't understand or have additional thoughts you'd like to discuss; (b) you would like to talk about your class project and brainstorm ideas; (c) you are having personal challenges and are afraid they might impact your participation in the class; or (d) you would like to discuss any other academic/research/work issues that fall within my areas of study or experience.

Assignments:

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| Attendance and Participation | 10% |
| Take-home Exams (3) | 30% (10% each) |
| Ethnographic Research Project | 40% |
| Poster and Presentation | 20% |
| Total | 100% |

Attendance and Participation (10%)

Discussion is critical to our best learning—and “un”learning. You are therefore expected to attend every class and to come prepared. You will be graded on (a) arriving on time, (b) not missing more than two classes, (c) paying attention during class and participating (aim for at least two comments per class), (d) making contributions that demonstrate you've done the readings and reflected on them, and (e) completing short class assignments. Please email me before class if you will be absent.

Students must also submit two (2) discussion questions in the Discussion section of Canvas before each class. Questions should be open-ended, thoughtful, and demonstrate that you have done the readings for the day.

Take-home Exams (3 exams, 10% each= 30%)

You will complete three take-home exams, which will consist of two essays (selected from three possible questions). You will be expected to write 2-3 pages for each question (double-spaced). Questions will be posted by midnight on Wednesday and will be due by midnight on Saturday, and you will have three hours to complete it once you have opened it. The goal of the questions will be to assess your understanding of the key themes of the readings and course discussion. No outside research will be necessary.

Exams will be due on 10/06, 10/27, 12/01.

Ethnographic Research Project (40%)

There is no better way to learn about the city than to immerse yourself in it. Because this course is heavily focused on inequality in cities, students will be asked to identify one non-profit organization and conduct a small ethnographic research project. Ultimately, the project will serve in place of a final research paper. These are the various components of the project:

1. **Preliminary research (5%, due 9/29):** Conduct some preliminary research on the organization you have selected and the issues/populations they address. If the organization works with many different issues, please select one primary focus for your project. The purpose of this is to become informed about the history and current themes related to the issue, including relevant policies, economic patterns, race/gender dynamics, etc. This should be completed before you conduct any research at the organization. Please submit your research findings in a paper of three (3) pages that demonstrates the depth of your knowledge about the issue.
2. **Interview questionnaire (5%, due 10/13):** This will include a list of questions (10-15 open ended questions) that you plan to ask the person you'll be interviewing. The questions should aim to both understand the history and current dynamics of the issue, as well as the organization's perspective on how to address it, what it currently does to address it, and what the specific person you are interviewing does. You should aim to build some rapport with your interview participant, as some of the best "data" is your participant's personal experience and viewpoints.
3. **Interview Reflection (10%, due 11/17):** Conduct one semi-structured interview with an employee or regular volunteer in an organization in Greater Boston or Somerville. Your questionnaire should be referenced, but only as a rough guide. Sometimes interviews can take a turn in a direction we hadn't anticipated, which often yields much more interesting data than the original questions. So be open to editing your questions as you go. If possible, record the interview. If not, take notes. After the interview, type up as much as you remember about what the interviewee said, what you found most memorable, and any specific (poignant) quotes you can recall. With their permission, take a picture of them (or the two of you), and other people or activities at the organization.
4. **Participant-Observation & Service Project (20%, 5-6 pages double-spaced, due 12/07):**

Participant-Observation: You should attend one event hosted by your organization or directly targeting the population that your organization serves. Depending on the set up (i.e. an informal gathering vs. a lecture, etc), you should participate as actively as appropriate and be upfront with participants about your role there. Informal interviewing of people is appropriate if they appear engaged. If possible (and appropriate) take notes during the event. Then write up field notes with your observations and reflections about what was most interesting about the event. With permission, take some photos of the event.

Service project: Research is often conducted without concern for the interests or needs of their participants or organizations, which makes research extractive and, to some extent, unethical. You should work with your main contact at the organization to identify a way in which you can give back to the organization for 2-4 hours. Then write

something about this experience in your field notes. Here are some suggestions for feasible projects:

1. Help with the set up/break down of the event you'll be attending (and whatever else they need during the event).
2. Put together a summary of research on a topic of interest to the organization (such as a policy brief being discussed in the legislature of relevance to them, or the latest statistics about an issue, etc).
3. Offer to mobilize your social network to request donations. If this is your project, just posting something on Facebook is not enough. Put together a flyer or other article on why people should donate, share it widely, and call the people you know who might be willing to donate and then ask them to call their friends.
4. If you have skills in technology, social media, Excel, Access, etc, offer to help them fix, create, or improve something.

Please submit your final field notes (5-6 double-spaced pages). Please also upload the form with your supervisor's signature confirming that you participated in the above activities. These should be submitted by 12/07.

Poster and Presentation (20%, on 12/14)

In lieu of a formal research paper, each student should prepare a poster. Please aim for less text and more photographs or other relevant images (maps, graphs, etc). The poster should connect several course themes with the work of the organization. On the day of our final exam, each student will bring their posters and present to each other informally. You should have prepared notes about what you observed and found most compelling and to answer questions about your project. You will also be expected to ask questions of your peers.

****You are encouraged to invite participants in your organization to attend our poster presentation session. If they are unable to attend, you should offer to bring your poster to your organization and show them what you found. Just be careful not to "out" any critiques given to you by your interviewee.****

Course Readings

Readings might change throughout the semester. Please check Canvas for announcements on changes.

| Date | Readings and Assignments |
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| Week 1 | Introduction |
| 9/05 | City Lives |
| Week 2 | Urbanization as Process and Product |
| 9/10 | <p>What is the city?</p> <p>Engels, Frederick. 1845. <i>The Conditions of the Working Class in England</i>. 57-77.</p> <p>Weber, Max. 1921. <i>The Nature of the City</i>. 23-46.</p> <p>Wirth, Louis. 1938. <i>Urbanism as a Way of Life</i>. 32-41.</p> |
| 9/12 | <p>The social ecology of the city</p> <p>Park, Robert. 1925. "The City: Suggestions for the Investigation of Human Behavior in the Urban Environment" in <i>The City</i> by Robert E. Park and Ernest Burgess.</p> <p>Cressey, Paul. 1932. <i>The Taxi-Dance Hall as a Social World</i>. 193-209.</p> <p>Reckless, Walter. 1926. "The Distribution of Commercialized Vice in the City: A Sociological Analysis." 239-251.</p> |
| Week 3 | Political Economy |
| 9/17 | <p>Drake, St. Clair & Horace Clayton. 1945. <i>Black Metropolis: A Study of Negro Life in a Northeastern City</i>. Introduction, 1-29.</p> <p>John R. Logan author. 2007. <i>Urban Fortunes: The Political Economy of Place</i>. 20th anniversary edition. Berkeley, CA: University of California Press. Chp 1: "The Social Construction of Place."</p> |
| 9/19 | <p>Friedmann, John and Goetz Wolff. 1982. "World City Formation: An Agenda for Research and Action." <i>International Journal of Urban and Regional Research</i> 6(3):309–44.</p> <p>Perlman, Janice E. 1979. <i>The Myth of Marginality: Urban Poverty and Politics in Rio de Janeiro</i>. University of California Press.</p> |

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| Week 4 | Racial segregation in urban America |
| 9/24 | <p>Bourgois, Philippe. 2003. <i>In Search of Respect: Selling Crack in El Barrio</i>. University of California Press. Preface, introduction & Ch 1 (1-48).</p> <p>Massey, Douglas S. and Nancy A. Denton. 1993. <i>American Apartheid: Segregation and the Making of the Underclass</i>. Harvard University Press. Chp 1.</p> |
| 9/26 | <p>Bourgois, Philippe. 2003. <i>In Search of Respect: Selling Crack in El Barrio</i>. University of California Press. Chps 2-3 (48-113).</p> <p>Adams, Michael Henry. 2016. "Opinion The End of Black Harlem." <i>The New York Times</i>, May 27.</p> |
| 9/29 | Preliminary Research Due |
| Week 5 | Violence and Safety |
| 10/01 | Bourgois, Philippe. 2003. <i>In Search of Respect: Selling Crack in El Barrio</i> . University of California Press. Chps 4-5 (114-212). |
| 10/03 | Bourgois, Philippe. 2003. <i>In Search of Respect: Selling Crack in El Barrio</i> . University of California Press. Chps 6-Conclusion (213-327). |
| 10/06 | Take-Home Exam 1 |
| Week 6 | The working poor |
| 10/08 | Holiday |
| 10/09 | <p>When working hard isn't enough</p> <p>Newman, Katherine. 1996. <i>No Shame in My Game: The Working Poor in the Inner City</i>. Russell Sage Foundation. Chps 1-2 (1-61)</p> <p>Buren, Peter Van. 2016. "You Can't Earn a Living on the Minimum Wage." <i>Huffington Post</i>. Retrieved September 1, 2018.</p> <p>Olsen, Hanna Brooks. 2015. "But Seriously, Let's Talk About Millennial Poverty." <i>Hanna Brooks Olsen</i>. Retrieved September 1, 2018.</p> |
| 10/10 | <p>Newman, Katherine. 1996. <i>No Shame in My Game: The Working Poor in the Inner City</i>. Russell Sage Foundation. Chps 3 & 4 (62-121).</p> <p>DiTomaso, Nancy. 2013. "How Social Networks Drive Black Unemployment." <i>Opinionator</i>. Retrieved September 1, 2018.</p> |

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| 10/13 | Interview Questionnaire Due |
| Week 7 | Below the safety net |
| 10/15 | <p>Formality and Informality: Making Due</p> <p>Newman, Katherine. 1996. <i>No Shame in My Game: The Working Poor in the Inner City</i>. Russell Sage Foundation. Chps 5 & 6 (122-185)</p> <p>Venkatesh, Sudhir. 2006. <i>Off the Books: The Underground Economy of the Urban Poor</i>. Harvard University Press. Chp 1: Living Underground (1-20).</p> |
| 10/17 | Newman, Katherine. 1996. <i>No Shame in My Game: The Working Poor in the Inner City</i> . Russell Sage Foundation. Chps 7, 8, 9 (186-298) |
| Week 8 | Dynamic Flows in Cities |
| 10/22 | <p>Castells, Manuel. 2005. "Introduction: The Network Society: From Knowledge to Policy." P. 3 in <i>The Network Society: From Knowledge to Policy</i>, edited by G. Cardoso and M. Castells. Center for Transatlantic Relations.</p> <p>Greg Clark. 2016. <i>Global Cities A Short History</i>. Washington, D.C.: Brookings Institution Press. Chps 1 & 6.</p> |
| 10/24 | <p>Lloyd, Richard. 2010. <i>Neo-Bohemia: Art and Commerce in the Postindustrial City</i>. Routledge. Introduction.</p> <p>Florida, Richard. 2014. <i>The Rise of the Creative Class--Revisited: Revised and Expanded</i>. Basic Books. Introduction, Chps 3 & 10.</p> <p>Wainwright, Oliver. 2017. "'Everything Is Gentrification Now': But Richard Florida Isn't Sorry." <i>The Guardian</i>, October 26.</p> |
| 10/27 | Take-Home Exam 2 |
| Week 9 | Global perspectives on inequality |
| 10/29 | <p>Davis, Mike. 2006. <i>Planet of Slums</i>. Verso. Chps. 1 & 3.</p> <p>Goldstein, Donna. 2003. <i>Laughter out of Place: Race, Class, Violence, and Sexuality in a Rio Shantytown</i>. University of California Press. Intro & Chp 1 (1-57).</p> |
| 10/31 | Goldstein, Donna. 2003. <i>Laughter out of Place: Race, Class, Violence, and Sexuality in a Rio Shantytown</i> . University of California Press. Chps. 2-3 (58-135). |

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| Week 10 | Survival and resistance |
| 11/5 | <p>Goldstein, Donna. 2003. <i>Laughter out of Place: Race, Class, Violence, and Sexuality in a Rio Shantytown</i>. University of California Press. Chps. 6-7 (226-274).</p> <p>Scott, James. 1985. <i>Weapons of the Weak</i>. Chp 8. (304-351).</p> |
| 11/7 | <p>The Politics of Survival</p> <p>Roy, Ananya. 2005. "Urban informality: toward an epistemology of planning." <i>Journal of the american planning association</i> 71(2) 147-158.</p> <p>Bayat, Asef. 2000. "From Dangerous Classes' to Quiet Rebels': Politics of the Urban Subaltern in the Global South." <i>International sociology</i>, 15(3), 533-557.</p> |
| Week 11 | The right to the city in theory |
| 11/12 | Veterans' Day, no class |
| 11/14 | <p>Purcell, Mark. 2003. "Citizenship and the Right to the Global City: Reimagining the Capitalist World Order." <i>International Journal of Urban and Regional Research</i> 27(3):564–90.</p> <p>Courpasson, David and Steven Vallas. 2016. "Resistance Studies: A Critical Introduction." in <i>The SAGE Handbook of Resistance</i>, edited by D. Courpasson and S. Vallas. 1 Oliver's Yard, 55 City Road London EC1Y 1SP: SAGE Publications Ltd.</p> |
| 11/17 | Interview Reflection Due |
| Week 12 | The right to the city in practice |
| 11/19 | <p>Tools of Resistance</p> <p>Desai, Ashwin. 2002. <i>We are the Poors: Community Struggles in Post-Apartheid South Africa</i>. Monthly Review Press. 1-40.</p> <p>Rabrenovic, Gordana. 2009. "Urban Social Movements" in <i>Theories of Urban Politics</i>. Edited by Jonathan Davies and David Imbroscio.</p> |
| 11/21 | Thanksgiving Break |
| Week 13 | Collective action |
| 11/26 | Desai, Ashwin. 2002. <i>We are the Poors: Community Struggles in Post-Apartheid South Africa</i> . Monthly Review Press. 41-99. |

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| | Holston, James. 2008. <i>Insurgent Citizenship: Disjunctions of Democracy and Modernity in Brazil</i> . Princeton University Press. Chp. 1. |
| 11/28 | Desai, Ashwin. 2002. <i>We are the Poors: Community Struggles in Post-Apartheid South Africa</i> . Monthly Review Press. 100-150. Fahlberg, Anjuli. 2018. "Rethinking Favela Governance: Nonviolent Politics in Rio de Janeiro's Gang Territories." <i>Politics & Society</i> . |
| 12/1 | Take-Home Exam 3 |
| Week 14 | Activism goes Viral |
| 12/3 | Gerbaudo, Paolo. 2012. <i>Tweets and the Streets: Social Media and Contemporary Activism</i> . Pluto Press. Morozov, Evgeny. 2009. "From Slacktivism to Activism." <i>Foreign Policy</i> . Retrieved September 2, 2018. |
| 12/5 | Students select movements to examine |
| 12/7 | Field Notes Due for Participant-Observation AND Service Project |
| 12/13 | Poster Session (3:30-5:30pm) |