

MODERN AMERICAN COMMUNITIES
C&E SOC/SOC/URPL 645
SPRING 2016

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Office Hours:
Tuesday/Thursday
10:00-12:00

Course Overview: This course examines the trends and issues in contemporary American communities. Although we focus primarily on urban or metropolitan areas, many of the conceptual issues are relevant to rural areas as well. A central conceptual issue throughout this course is the significant role of place in shaping economic and social opportunities for individuals. We examine classical and contemporary theories in community and urban sociology, especially the voluminous literature on neighborhood effects. We will discuss several important substantive issues in urban settings, such as economic restructuring, spatial mismatch, urban sprawl, residential segregation, gentrification, neighborhood redevelopment, environmental justice, and urban policy.

Learning Objectives: Upon completion of this course, I expect students to:

1. understand the major concepts and theories in community and urban sociology.
2. acquire basic analytical skills for examining social and economic change in American communities.
3. develop an ability to analyze policies and apply strategies for urban development.

Required Reading:

Peter Dreier, John Mollenkopf, and Todd Swanstrom. 2014. *Place Matters: Metropolitcs for the Twenty-first Century, 3rd Edition*. Lawrence: University of Kansas Press.

Chad Broughton. 2015. *Boom, Bust, Exodus: The Rust Belt, The Maquilas, and a Tale of Two Cities*. New York: Oxford University Press.

Plus additional readings are available on Learn@UW.

Course Requirements:

Grades will be based on bi-weekly response papers and a term paper. The response papers will be worth 40% of your grade and the term paper constitutes 60%. Final grades will be based on the following scale: A=93 +; AB=88-92; B=83-87; BC=78-82; C=70-77; D=60-69.

Every other week students will summarize and critically analyze the readings for those two weeks and draw connections with the lectures. These response papers should be approximately 2-3 pages (double-spaced) in length. There will be a total of six papers, but students are only required to submit five papers. You can either drop the lowest grade or not complete one. The term paper will examine the interaction of income inequality, residential segregation, and economic restructuring in a small (less than one million residents) metropolitan area in the Midwest (see list of possible case studies at the end of the syllabus). The term paper will be divided into three parts (problem statement & literature review, empirical analysis, and policy conclusions) that will be due at different times during the semester. Each part will be worth 20% of your final grade. In addition to using census data and other online sources, it will be helpful to access newspaper articles, books and reports on your city. The entire paper should be approximately 25-30 double-spaced pages in length (including figures, tables, and references). **I will deduct a letter grade for each day that each part of the paper is late.** All students are expected to make a short (10 minute) presentation on their paper at the end of the semester.

Graduate students in this class will meet with me separately every three weeks to discuss extra readings. I will ask each of the graduate students to lead a class discussion on one of the topics during the semester. Finally, graduate students will be asked to write an additional response paper on their extra readings.

Attendance and Participation. Class attendance is extremely important for this course. Coming to class prepared and participating in the discussion will enhance your ability to learn the material presented in class. I will include material from each class on the exams (in many cases this material is not available in the readings or on Learn@UW). An official note is required if students miss more than three classes. If you are absent, it is your responsibility to obtain notes from classmates and any other information missed during class. All students will be expected to give a short presentation of their term paper at the end of the semester.

Academic Honesty. Given the amount of writing required in the class you should familiarize yourself with rules at the University regarding plagiarism (<http://www.wisc.edu/students/conduct/uws14.htm#special>).

Lecture Notes. Lecture notes will be posted on Learn@UW before class. These notes are intended to provide you with a broad outline of the discussion, not specific details. It would help if you print out the notes in advance and bring them to class. The notes will not provide a lot of detail, so you will still need to take notes in class. If you miss a class, you should contact another student to obtain these notes from the class.

Readings. You are expected to read the assignments *before* class each week. I normally do not lecture from the readings, but try to make linkages with the discussions in class.

1. Introduction

Reading: *Place Matters* (Pp. 1-63)

Reading: Berube, Alan, William H. Frey, Alec Friedhoff, Emily Garr, Emilia Istrate, Elizabeth Kneebone, Robert Puentes, Audrey Singer, Adie Tomer, Howard Wial, and Jill H. Wilson. 2010. *State of Metropolitan America: On the Front Lines of Demographic Transformation*. Washington: Brookings Institution Metropolitan Policy Program. Available:

http://www.brookings.edu/~media/Files/Programs/Metro/state_of_metro_america/metro_america_report.pdf.

2. Conceptualizing community/urban

Reading: *Place Matters* (Pp. 64-151)

Reading: James DeFilippis, Robert Fisher, and Eric Shragge. 2006. Neither romance nor regulation: Re-evaluating community. *International Journal of Urban and Regional Research* 30: 673-89.

American Community Survey:

<http://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>

3. Place & neighborhood effects

Reading: *Place Matters* (Pp. 247-309)

Reading: Thomas F. Gieryn. 2000. A space for place in sociology. *Annual Review of Sociology* 26: 463-96.

Social Explorer <http://www.socialexplorer.com>

Response Paper #1 (2/5)

4. Concentrated poverty & inequality

Reading: *Place Matters* (Pp. 152-246)

Reading: PEWS Research Center. 2015. *The American Middle Class is Losing Ground*. Washington, DC.

Equality of Opportunity Project: <http://www.equality-of-opportunity.org>

5. Economic restructuring

Reading: *Boom, Bust, Exodus* (Ch. 1-4)

Reading: Harold Wolman, Eric Stokan, and Howard Wial. 2015. Manufacturing job loss in U.S. deindustrialized regions--its consequences and implications for the future. *Economic Development Quarterly* 29: 102-112.

Economic Census: <http://www.census.gov/econ/>

Response Paper #2 (2/19)

6. Spatial & skills mismatch

Reading: *Boom, Bust, Exodus* (Ch. 5-9)

Reading: Roberto Fernandez. 2008. Race, spatial mismatch, and job accessibility: evidence from a plant relocation. *Social Science Research* 37: 953-975.

Paper #1 Due (February 25)

7. Sprawl

Reading: *Boom, Bust, Exodus* (Ch. 10-14)

Steven Raphael & Michael Stoll. 2010. *Job Sprawl and the Suburbanization of Poverty*. Washington, DC: Brookings Institute.

Response Paper #3 (3/4)

8. Residential segregation

Reading: *Boom, Bust, Exodus* (Ch. 15-18)

Reading: Sean Reardon and Kendra Bischoff. 2011. *Growth in the Residential Segregation of Families by Income, 1970-2009*. Available at:

<http://www.s4.brown.edu/us2010/Data/Report/report111111.pdf>

Data sources on residential segregation, see: <http://www.s4.brown.edu/us2010/Data/data.htm>

9. Immigration and urbanization

Reading: Partnership for a New Economy. 2013. *Immigration and the Revival of American Cities: From Preserving Manufacturing Jobs to Strengthening the Housing Market*. New York.

Response Paper #4 (3/18)

SPRING BREAK (3/20-3/25)

10. Gentrification

Reading: Michelle Boyd. 2008. "Defensive development: The role of racial conflict in gentrification." *Urban Affairs Review* 43: 751-77.

Reading: Lance Freeman. 2005. Displacement or succession?: Residential mobility in gentrifying neighborhoods. *Urban Affairs Review* 40: 463-491.

Reading: Andrew Papachristos et al. 2011. More coffee, less crime. *City and Community* 10: 215-240.

Paper #2 Due (March 31)

11. Urban Development

Reading: Allen J. Scott. 2006. "Creative cities: conceptual issues and policy questions." *Journal of Urban Affairs* 28: 1-17.

Reading: Alan Mallach. 2015. "The uncoupling of the economic city: increasing spatial and economic polarization in American older industrial cities." *Urban Affairs Review* 51: 443-473.

Reading: Jamie Peck. 2005. Struggling with the creative class. *International Journal of Urban and Regional Research* 29: 740-770.

Response Paper #5 (4/8)

12. Environmental Justice

Reading: Robert D. Bullard and Glenn S. Johnson. 2000. "Environmental justice: Activism and its impact on public policy decision making." *Journal of Social Issues* 56: 555-578.

Reading: William Bowen. 2002. "An analytical review of environmental justice research: What do we really know?" *Environmental Management* 29: 3-15.

Reading: Don Grant, Mary Nell Trautner, Liam Downey and Lisa Thiebaud. 2010. Bringing the polluters back in: environmental inequality and the organization of chemical production. *American Sociological Review* 75: 479-504.

13. Urban Policy

Reading: Amy Khare. 2015. "Putting people back into place-based public policies." *Journal of Urban Affairs* 37: 47-52.

Reading: David Imbroscio. 2012. "Beyond mobility: the limits of liberal urban policy." *Journal of Urban Affairs* 34: 1-20.

Reading: Brookings Working Group on Poverty and Opportunity. 2015. *Opportunity, Responsibility, and Security*. Washington, DC: Brookings Institution.

Response Paper #6 (4/22)

14. Class Presentations

15. Class Presentations

Paper #3 Due (May 5)

CASE STUDIES POSSIBILITIES

St. Louis	Grand Rapids	Flint	South Bend	Omaha
Kansas City	Dayton	Cleveland	Cedar Rapids	Fort Wayne
Indianapolis	Des Moines	Davenport	Sioux Falls	Kalamazoo
Cincinnati	Toledo	Peoria	Springfield (MO)	Green Bay
Columbus	Lansing	Rockford	Milwaukee	Madison