

MODERN AMERICAN COMMUNITIES
C&E SOC/SOC/URPL 645
FALL 2017

Instructor: Gary Green
Department of Community & Environmental Sociology
346D Agricultural Hall
Email: gpgreen@wisc.edu

Office Hours:
Tuesday/Thursday
12:00-2:00

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 (Undergraduates): 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.

Learning Objectives (Graduate Students):

1. become familiar with empirical literature on economic restructuring, residential segregation, and urban redevelopment.
2. learn how to merge several online datasets to conduct spatial analyses of urban areas.
3. assess social and economic consequences of urban policies.

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.

Patrick Sharkey. 2013. *Stuck in Place: Urban Neighborhoods and the End of Progress Toward Racial Progress*. Chicago: University of Chicago Press.

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 (single-spaced) in length. There will be a total of five papers, but students are only required to submit four 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. I expect all students to attend these presentations and will deduct a letter grade on your paper if you miss without a valid excuse.

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. An official note is required if students miss more than three classes, otherwise your final grade will be reduced by a letter grade. 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.

1. Introduction

Reading: *Place Matters* (Pp. 1-58)

Reading: Richard Shearer, Alec Friedhoff, Isha Shah, and Alan Berube. 2017. *Metro Monitor: An Index of Inclusive Economic Growth in the 100 Largest U.S. Metropolitan Areas*. Brookings Institute: https://www.brookings.edu/wp-content/uploads/2017/02/metro-monitor_full_af2.pdf

2. Conceptualizing community/urban

Reading: *Place Matters* (Pp. 59-135)

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. 136-236)

Reading: Patrick Sharkey and Jacob Faber. 2014. “Where, when, why, and for whom do residential contexts matter? Moving away from the dichotomous understanding of neighborhood effects.” *Annual Review of Sociology* 40: 559-579.

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

Response Paper #1 (9/22)

4. Concentrated poverty & inequality

Reading: *Place Matters* (Pp. 237-331)

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

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

Film: *The Pruitt-Igoe Myth* (<https://www.kanopystreaming.com/product/pruitt-igoe-myth-0>)

5. Economic restructuring

Reading: *Stuck in Place* (Ch. 1 & 2)

Reading: Jennie Brand. 2015. The Far-reaching impact of job loss and unemployment. *Annual Review of Sociology* 41:359-75.

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

Response Paper #2 (10/6)

6. Spatial & skills mismatch

Reading: *Stuck in Place* (Ch. 3 & 4)

Reading: Roberto Fernandez and Celina Su. 2004. "Space in the study of labor markets." *Annual Review of Sociology* 30: 545-69.

Paper #1 Due (10/13)

7. Sprawl

Reading: *Stuck in Place* (Ch. 5 & 6)

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

Response Paper #3 (10/20)

8. Residential segregation

Reading: *Stuck in Place* (Ch. 7)

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>

Film: Poverty, Politics, and Profit (<http://www.pbs.org/wgbh/frontline/film/poverty-politics-and-profit/>)

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.

Reading: Felipe Filomeno. 2017. The migration-development nexus in local immigration policy. *Urban Affairs Review* 53(1); 102-137.

Response Paper #4 (11/3)

10. Gentrification

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.

Film: *My Brooklyn* (<https://www.kanopystreaming.com/product/my-brooklyn-demystifying-gentrification>)

Paper #2 Due (11/10)

11. Urban Development

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

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

Film: 70 Acres in Chicago: Cabrini Green (<http://worldchannel.org/programs/episode/arf-s5-502-acres-cabrini-green/>)

Response Paper #5 (11/17)

12. Environmental Justice

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.

Data source on environmental justice: Scorecard (<http://scorecard.goodguide.com>)

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.

Response Paper #6 (12/1)

14. Class Presentations

15. Class Presentations

We will use the Finals period for presentations if necessary.

Paper #3 Due (12/15)

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	Springfield (IL)
Eau Claire	Elkhart (IN)	Gary (IN)	Muncie (IN)	Lansing (MI)
La Crosse	Wausau	Kokomo (IN)	Youngstown (OH)	Saginaw (MI)