

COURSE INFORMATION

- Professor Theo Greene (<u>tgreene@bowdoin.edu</u>)
- Preferred Pronouns: He/Him/His
- Office: Adams Hall, Room 310
- Telephone: x5038
- Course Website: (https://courses.bowdoin.edu/sociology-2202-fall-2019/)
- Office Hours: BY APPOINTMENT ONLY

COURSE OBJECTIVES

To understand how economic, political, and social forces influence how cities are spatially and socially organized and how that is changed over time (and vice versa).

To understand how urban living shapes social interaction, and vice versa.

To apply these sociological understandings of the city to the spaces we inhabit everyday.





ABOUT THE READINGS

READINGS: <u>All</u> required readings are available on Blackboard. FORMAT: Orientation to the Material

No technology allowed without permission of the professor.

Discussion

Come to class prepared.

One type of wrong answer!

MANAGING THE READINGS

GOAL: Conversational command of the readings.

What is the motivating question of the reading?

What is the bottom line/thesis/answer to that motivating question?

How does the author mobilize his/her evidence? How do they answer the question?

Is (Are) the author's answers persuasive? What questions/issues do the readings raise for you?

Attendance and Informed Participation (10% of final grade)
The Expert" (15% of final grade)
Midterm Essays (15% of the final grade each; 30% total)
Irban Portfolio (45% of the final grade total)
Community Profile (10% of final grade)
Final Project Proposal (10% of final grade)
Urban Issue or Cultural Analysis (25% of final grade)

METHODS OF EVALUATION

• Attendance and Participation (10%)

• Attendance and Pop Quizzes (5%)

• Regular Participation (quality over quantity) (5%)

Midterm Essays (30% of final grade; 15% each)

4 - 6 page paper based on readings/lecture material

Questions distributed the week before due date.

Submitted via One Drive by ${\bf 5 \ pm}$ on

Friday, October 18

Friday, November 15

METHODS OF EVALUATION

Neighborhood Profile (10% of final grade)

Demographic Information (Census Data) Brief history of neighborhood's development Your own relationship to the neighborhood Submitted through One Drive by **5 pm** on **Friday, September 27**.

Prospectus (10% of final grade)

3 page description of your final project (urban issue vs. cultural analysis)

Questions that inform your project.

Description of data you will use to mobilize your project.

What readings you think might be useful.

Submitted through One Drive by **5 pm** on **Friday**, **November 1**.

METHODS OF EVALUATION

Paper 2 (25% of final grade)

A 10 - 12 page paper based on <u>ONE</u> of the following options:

Urban Issues

Cultural Analysis

Submitted through One Drive by 11:30 am on Saturday, December 21.

Paper 2 - Option 1: Urban Issue in Neighborhood (last five years)

• 10 - 12 page paper

- Select 5 newspaper articles
- What is the issue you are describing and why is it a urban problem?
- Is the issue contentious? What is the debate and who are the key players involved?
- What have you learned in class that helps you place the issue in context?

•How is the issue being handled and what critiques do you have with how the situation is being handled?

METHODS OF EVALUATION Paper 2 - Option 2: Culture Analysis (10 - 12 pages) Broad description of neighborhood's culture. Particular neighborhood institution that embodies the neighborhood's cultural identity. brief history decision of selection "A day in the life" (based on personal experience) discussion of how course helps us understand what happens there.

REMINDERS

- All papers are submitted electronically (Word or Pages formats).
- Note that papers are NEVER due on class days.
- Late papers will be downgraded (e.g. A- to B+).
- Extensions possible with proper documentation.
- Citations (Chicago Style or MLA formats).



IAT COMES TO MIND WHEN SCHOLARS THINK OF "CITY"
oulation (size) nsity (population/density) (buildings/institutions)
(activities going on in an concentrated area) astructure (sewage/water) (transportation) (waste) (communication)
ersity (ethnic) (socioeconomic) (racial) (sexual) Itural Institutions (schools) (libraries) (churches) (museums)
vernment Dic Space (parks, monuments)
sure (sporting events) tworks (the ways that cities are networked through public exchange) mmunities
ninonines

CITY IS MULTIDIMENSIONAL

• No one city is alike.

• We should think about place in degrees of "city-ness" or "community-ness."

THE AMERICAN COMMUNITY

Hillery (1955) found 94 definitions of community.

Scholars largely rely on the definition established by Robert Park (1936: 3):

"... a population territorially organized" (shared geographic location)

"... more or less completely rooted in the soil it organizes" (common ties)

"... its individuals are living in a relationship of mutual interdependence" (social networks)

CONTEMPORARY CONCEPTIONS OF COMMUNITY Three Dimensions of Community Ecological Socio-Structural Cultural-Symbolic

ECOLOGICAL	
Space	
geography, resources, and shared physical fate	
space vs. place	
"hierarchy of communities"	
Time	
"duration or co-presence of community members"	
variance in time	
A form of "capital"	

SOCIO-STRUCTURAL

Interpersonal networks

Who you know? How you interact with people?

Homogeneity vs. Heterogeneity

Institutional density

Nodes around which social networks cohere

Can make "invisible" groups "visible."

The absence of institutions.

CULTURAL-SYMBOLIC

Identity

Distinction - groups defined in contradistinction to one another

Attachment - "hierarchy of communities"

Morris Janowitz - "community of limited liability"

Culture

Symbols used to create distinction

Recognition that different communities have different values and norms associated with them.