In Urbanization & Community, we study different types of neighborhoods in U.S. cities, examining the ways in which people of different races, ethnicities, and socioeconomic classes are segregated from, or integrated with, each other. We will examine such phenomena as racial segregation, urban enclaves, gated communities, and gentrification. Throughout the term we will use the political economy approach, highlighting the importance of political and economic institutions on the lives of neighborhood residents.

Students should read the course material carefully and be able to discuss it during class. A typical class session will be a combination of lecture, discussion of readings, and small-group discussion (and some movies). There will also be two computer lab sessions and several days of field research to facilitate your research project. The next section details course requirements; however, here are some of the benefits of taking this course:

* We will read engaging scholarship about life in urban America.
* We will discuss topics that are likely to be relevant and compelling to your life.
* There will be many opportunities to exchange ideas in class.
* You will learn how to research neighborhoods using qualitative and quantitative data.

**MAJOR CLASS ACTIVITIES**

**Readings & Write-ups (40%)**
To maximize learning students must complete the readings before class time and be ready to discuss them in class. To insure this, you will answer questions about the readings and write reflections before about nine classes. You will type them and then bring them to class. You will use them during class and then give them to the TA at the end of class to be graded.

- Keep an electronic copy of your answers to use when doing your research project.
- See page 7 for an example of a well-written answer.
- FYI: There are no exams in this course.
Since it is vital that you complete the readings (and reflect on them) before class, no late write-ups or write-ups without attending class will be accepted.

However, your two lowest write-up scores will be dropped; it is recommended that you save these two “drops” for emergencies.

Since some of the readings are book chapters that can only be checked out for one hour from the library’s circulation desk, it would be wise to photocopy them all at one time.

Class Attendance and Participation (10%)

- In order to maximize your learning experience, attendance is mandatory. Please only take this course if you are willing and able to attend classes regularly.
- Attendance is a necessary, but not sufficient, condition for participation. Please come to class ready to listen, reflect, and participate. There will be plenty of opportunities to speak in small groups and/or in the large group.
- In order for all of us to focus on course-related topics, no technology is permitted unless we are explicitly gathering research information.

Research Project (50%)

Each student will research one of eight possible Portland neighborhoods and research them throughout the course. Each student will complete their own final project but they will collect data collaboratively and discuss their neighborhood with other small-group members. (See details on pages 6-7.) Students will list their neighborhood preferences and the instructor will try to accommodate them. There will be a Wikipage on our course D2L site to help your group work together. In addition to your final project, you will evaluate your own performance and those in your small group, and you will evaluate the quality of your final paper.

Some readings can be downloaded from the PSU library’s e-reserve; however, others readings can be accessed from the library’s circulation desk (to photocopy). Please photocopy the readings well in advance to guarantee that you can read them on time. See the textbox near the end of this syllabus for instructions on how to access e-reserve articles.

On the days we are discussing readings, you must bring two things to class: (1) a paper copy of the readings to class so that we can fully analyze and discuss the readings, (2) your notes of the readings, and (3) a paper copy of your write-up.
Class 1
Introduction, discussing neighborhood project, political economy approach.
No write-up.

PART I: SEGREGATION

Class 2
The historical origins of segregation in the United States
Movie: “Goin’ to Chicago”
Homework: Rank your preference for the neighborhood study before Class 2.
No write-up.

Class 3
The historical origins of segregation in Portland
Includes movie: “Local Color”
Reading: “Bleeding Albina”, by Karen Gibson [e-reserve]
Bring write-up to class.

Class 4
Repercussions of Segregation
Readings: Farley et al. article “Stereotypes and Segregation” [e-reserve]; Ch. 1, “Life on the Mississippi” in Savage Inequalities, by Kozol [on reserve at PSU Library (to photocopy)]
Bring write-up to class.

Class 5 or 6
[Note: During Class 5 or 6 your research group will be in the 450 NH computer lab working on your neighborhood project with the instructor. On the other day your research group will be gathering general neighborhood data and developing your initial neighborhood thesis.]
Lab 1: Measuring crime and education, in 450 NH.
Readings: none.
Homework: After completing the statistical tables in Lab 1, you should write the first draft of your findings.
No write-up.

Class 7
Urban Enclaves
Readings: Ch. 6 (Miami’s Little Havana) and Ch. 7 (San Francisco’s Castro and Mission Districts) from Urban Enclaves, by Abrahamson [on reserve at PSU Library (to photocopy)]
Neighborhoods project: How to describe statistical tables using words and integrate readings into the text. (Bring your statistical tables and first draft from Lab 1.)
Bring write-up to class.
Class 8
Gated Communities
Reading: Ch. 1 and Ch. 3 from *Behind the Gates*, by Setha Low [on reserve at PSU Library (to photocopy)]
Neighborhoods project: Identifying public places and third places to observe in your neighborhood.
Bring write-up to class.

Class 9
Policies regarding segregation
Readings: Ch. 1 and 7 of *The Geography of Opportunity* [on reserve at PSU Library (to photocopy)] and Rockwell “The Ghost of Gautreaux” articles [e-reserve]
Bring write-up to class.

PART II: INTEGRATION

Class 10
Introduction to Neighborhood Integration
Readings: Anderson 2004 article “The Cosmopolitan Canopy” [e-reserve]
Bring write-up to class.

Class 11
No class.
Do observations of public spaces and third places in your neighborhood. (Some of you may choose to perform a food place analysis instead.)
No write-up.

Class 12
Discuss students’ “observations” research experiences.
Introduction to Gentrification and Rural Gentrification
Readings: Spain 1993 article “Been-heres versus Come-heres” [e-reserve] and Bahney article “Greetings from Wyotana: Home of the Second Home” [e-reserve]
Bring write-up to class.

Class 13 or 14
[Note: During Class 13 or 14 your research group will be in the 450 NH computer lab working on your neighborhood project with the instructor. On the day that you are not assigned to go to the lab, you will meet with your research group in our regular classroom to discuss your research.]
Lab 2: Measuring neighborhood changes using U.S. Census data, in 450 NH.
Readings: none.
Homework: After completing the statistical tables in Lab 2, you should write the first draft of your findings.
No write-up.
Class 15
Urban Gentrification
Reading: Anderson 1990 Ch. 1 “The Village Setting” and Ch. 8 “Street Etiquette and Street Wisdom” from Streetwise [on reserve at PSU Library (to photocopy)] and DOGGIE TALES: People tales, profiles of people and pooches from The Sentinel News on 09/30/2008 [will be posted on D2L]
Bring write-up to class.

Class 16
How to conduct neighborhood photo essay.
Example of photo essay: Alberta Neighborhood Neighborhoods project: How to describe photos using words and how to integrate photos into a larger written report.
No write-up.

Class 17
No class.
Perform photo essay in your neighborhood (and more observations in public places and third places, if necessary). Then, select most appropriate photos, write a description of them, and integrate them into your final project.
No write-up.

Class 18
Policies regarding gentrification and integration.
Readings: Duany article [“Three Cheers for Gentrification”] [e-reserve], Putnam article [“The Downside of Diversity”] [e-reserve] and check out the Policy Link (policylink.org) web site -- the part called “Affordable Housing Tool Group.”
Bring write-up to class.

Class 19 or 20
Research group consultations with the instructor and TA on one of these two days. (On the day that your research group is not meeting with the instructor, you should use the time fine-tuning your research project, either alone or with your research group.)
DUE: Small groups must have all of their data collected and data tables completed before meeting with the instructor and/or TA on one of these two days. We will discuss the quality and completeness of your data, as well as the ways in which you will discuss them in the final draft of your projects.
No write-up.

Three assignments are due by Tuesday of exam week at 10 a.m. Please turn in a paper copy to Professor Sullivan’s mail folder in 217 Cramer Hall:
- The final draft of your research project.
- Assessment of your small group.
- Assessment of your final research project.
NEIGHBORHOOD PROJECT

You will research one Portland neighborhood, documenting how it has changed over time and comparing it to the entire city. You will collaborate with other small group members in collecting data and discussing the neighborhood. However, each student will complete their own final project. Your project will combine A, B, C, D, E, and F, and it may also contain G or H. It will be roughly 15-20 pages long. More details will be provided throughout the course.

WANT TO BE CREATIVE?
There are a lot of new technologies that allow researchers to present their research in creative ways. If you want to present your neighborhood data in a way that is different from the traditional research paper – e.g., web page, Facebook page, blog – please speak to the instructor.

(A) Neighborhood schools and crime.
- Corresponds to Lab 1.

(B) Using census data to compare neighborhood changes over time, and comparing neighborhood to Portland (e.g., racial/ethnic composition, poverty, education).
- Corresponds to Lab 2.

(C) Photo Essay
- The instructor will demonstrate the photo essay in class 16.
- For each photo you will provide a brief written description.
- 10-20 photos. You should select photos that are meaningful and clear. That is, you may have to take more than 10-20 pictures to get 10-20 good photos. You also want to present the photos in a logical order.
- If you do not have access to a camera you can choose option G instead.

(D) Neighborhood Amenities, Public Places, and Third Places
- In your field research assignment you will document your neighborhood’s amenities, public places, and third places. You will also describe some public places and third places, or conduct a food place assessment. More details will be provided in class.

(E) Supplemental Information
- In addition to the collecting the above information, students will also do a search of newspaper articles and other secondary material to get a feel for the neighborhood, including issues that are or have been important.

(F) Course readings and lectures.
- You will incorporate ideas from the course readings, movies, and lectures into your paper, citing references when appropriate.
- Warning: In previous years, some students did not take this task seriously. They wrote their paper without any reflection on how their neighborhood was similar to or different from the ones in the readings. Some did not incorporate many of the courses main concepts into their analysis. As a result, the quality of their analysis suffered.
(G) Interviews (optional, but it is a great dimension to incorporate!)

- You can ask residents and/or business owners questions such as:
  * How has their neighborhood changed over the years? * Which neighborhood changes have been good and which have been bad? * How socially integrated are residents? Are there divisions in the neighborhood? (class? race/ethnicity? other?) * What will their neighborhood look like in five years? * What would you like the neighborhood to look like in five years?

(H) Other Information

- Feel free to be creative! You may want to incorporate art, video, or some other creative aspects to your project. Talk to the instructor or TA at any time throughout the term.

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**SAMPLE WRITE-UP**

According to Rosenbaum, what is the “geography of opportunity”? Give specific examples from the article. Make certain that it is well-written.

Geography of opportunity is a term used by Rosenbaum to describe how some areas in a metropolitan area afford greater opportunities to its residents than other areas, regardless of race and class. That is, poor people and minorities living in certain areas have better opportunities to prosper than similarly poor people and minorities living in other areas. The most important opportunities that Rosenbaum discusses are education and employment. Poor people living in public housing in the inner city of Chicago, for example, receive an inferior education to similarly poor residents living in Chicago’s suburbs. They score lower on standardized academic tests, and they are less likely to graduate from high school or attend college. In terms of the economy, they are more likely to be unemployed and, if they do work, they earn lower wages.

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**ACCESSING E-RESERVE ARTICLES**

*Go to http://library.pdx.edu/. *Click “Course Reserves” link on the left. *Click “course pages by Instructor” tab. *Click pulldown menu and click "Sullivan." *Click on the “SOC420/520/410/510” hyperlink. *Read and accept the copyright terms. *Click on "Reading Folder." *Enter the document password "Sullivan" and this will unlock the folder by adding the link "Article from PSU Library." *Clicking this link will lead to a list of the e-reserve articles. *Click on each article to download individually or download as a zip file.

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**ACCESSING DESIRE TO LEARN (D2L)**

(Note: It is uncertain how much we will use D2L. However, I thought it would be best to include these instructions.) Use the Internet to get to https://d2l.pdx.edu/. Log in using the link on the right side. Once you are logged into your D2L account, there is a link on the right [“Click Here to get started”] that reviews how students use D2L (includes video tutorials).