

University of Wisconsin, Madison
Sociology 901, Fall 2023
Topics in Current Sociology: Urban Sociology

Max Besbris
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Office hours: Tues, 3-5 or by appt.

Fall 2023
Wed 9:30:-12
Sewell 6125
3 credits

Course Attributes:

3 Credits
Grad 50% - Counts toward 50% graduate coursework requirement

Course Description:

Explores the classic and contemporary themes in Community and Urban Sociology in the U.S., drawing on over 100 years of publications in the discipline to establish a solid background in American Urban Sociology and set students up to ask relevant research questions within the subfield.

Requisites:

Graduate/professional standing

Instructional Modality:

In-Person

How Credits Are Met:

The credit standard for this course is met by an expectation of a total of 135 hours of student engagement with the course learning activities (at least 45 hours per credit), which include participation in the regularly scheduled seminars, reading, writing, and other student work as described in the syllabus below.

Regular and Substantive Student-Instructor Interactions:

This will include direct instruction during seminars, providing feedback on student work, providing information about course content, facilitating discussion of course content, and meeting in office hours.

Course Learning Outcomes:

Demonstrate facility with debates within urban sociology. Through seminar discussion and written work demonstrate an ability to analyze arguments clearly and concisely and create novel propositions/research questions relevant to the subfield.

Grading:

50% of the grade depends on *active* participation in the weekly seminars. This includes coming to class prepared. You should have read all of the assigned readings beforehand and have prepared topics/questions/critiques to discuss with the group.

20% of the grade will be based on two (10% each) brief (6-8 pages) analytic memos written on the course content. In weeks of your choice. These will involve critical reflection and engagement with issues raised in readings and seminar and are due by noon on the Friday of the week you have chosen to write about. These memos should raise criticism and engage with the arguments/authors covered in that week. Think of these not as summary but as something akin to commentary in a journal or a substantive review essay in its own right dealing with issues in the reading.

30% of your grade will be based on a final paper (15-20 pages). This final paper will be written as the front end of a research article. In other words, it should include an introduction that sets up a problem, reviews relevant literature to identify research gaps, and describes an appropriate method and form of analysis to address the outstanding problem. This paper should be on a topic relevant to the course. Think of it as an opportunity to begin a research project that may be the basis of further work (e.g., a dissertation). I encourage students to write on topics they are already working on or to write on the same topic across courses though you **MUST** get permission from me and your other instructor if you plan to turn in assignments that are substantively similar in other courses. We will discuss potential ideas and topics both in class and in one-on-one meetings.

Final papers are due Fri Dec 15th by 5pm.

All assignments can be emailed to me.

Calendar and Readings:

Sept 6: Intro

Recommended reading:

DuBois, W.E.B. 1996 [1899]. *The Philadelphia Negro: A Social Study*. Philadelphia, PA: University of Pennsylvania Press.

Engels, Frederick. 1945. *The Conditions of the Working Class in England*. Available Online.

McKenzie, R.D. 1924. "The Ecological Approach to the Study of the Human Community." *American Journal of Sociology* 30(3):287-301.

Park, Robert. 1915. "The City: Suggestions for the Investigations of Human Behavior in the Urban Environment." *American Journal of Sociology* 20(5):577-612.

Simmel, Georg. 1903. "The Metropolis and Mental Life." Available Online.

Sept 13: Space and Place

Abbot, Andrew. 1997. "Of Time and Space: The Contemporary Relevance of the Chicago School." *Social Forces* 75(4):1149-82.

Gieryn, Thomas F. 2000. "A Space for Place in Sociology." *Annual Review of Sociology* 26:463-696.

Logan, John R. 2012. "Making a Place for Space: Spatial Thinking in Social Sciences." *Annual Review of Sociology* 38:507-524.

Recommended Reading:

Burgess, Ernest. 1925. "The Growth of the City: An Introduction to a Research Project. In: Park, R.E., Burgess, E.W. and McKenzie, R.D., Eds., *The City*, University of Chicago Press, Chicago. (Available Online)

Gans, Herbert. 1962. "Urbanism and Suburbanism as Ways of Life: A Revaluation of Definitions." Available Online
Wirth, Lewis. 1938. "Urbanism as a Way of Life." *American Journal of Sociology* 44:1-24.
Zorbaugh, Harvey. 1926. "The Natural Areas of the City." From *The Urban Community*, edited by E. Burgess. Found in *The Urban Sociology Reader*, edited by J. Lin and C. Mele. Preview Available on Google Books

Sept 20: The Political Economy of Place Part 1

Logan, John, and Harvey Molotch. 1987. *Urban Fortunes: The Political Economy of Place*. Berkeley, CA: The University of California Press.

Sept 27: The Political Economy of Place Part 2

Besbris, Max and Elizabeth Korver-Glenn. 2023. "Value Fluidity and Value Anchoring: Race, Intermediaries and Valuation in Two Housing Markets." *Socio-Economic Review* 21:79-98.
Levine, Jeremy R. 2017. "The Paradox of Community Power: Cultural Processes and Elite Authority in Participatory Governance." *Social Forces* 95(3):1155-1179.
Pacewicz, Josh. 2016. "The City as a Fiscal Derivative: Financialization, Urban Development, and the Politics of Earmarking." *City & Community* 15(3): 264-288.
Stone, Clarence. 1993. "Urban Regimes and the Capacity to Govern: A Political Economy Approach." *Journal of Urban Affairs* 15(1):1-28.

Recommended Reading:

Besbris, Max. 2020. *Upsold: Real Estate Agents, Prices, and Neighborhood Inequality*. Chicago: University of Chicago Press.

Oct 4: Housing

Desmond, Matthew and Rachel T. Kimbro. 2015. "Eviction's Fallout: Housing, Hardship, and Health." *Social Forces* 94:295-324.
Howell, Junia and Elizabeth Korver-Glenn. 2021. "The Increasing Effect of Neighborhood Racial Composition on Housing Values, 1980-2015." *Social Problems* 68:1051-1071.
Pattillo, Mary. 2013. "Housing: Commodity Versus Right." *Annual Review of Sociology* 39:509-531.
Rosen, Eva. 2014. "Rigging the Rules of the Game: How Landlords Geographically Sort Low-Income Renters." *City & Community* 13(3):310-340.
Tach, Laura, and Allison Dwyer Emory. 2017. "Public Housing Redevelopment, Neighborhood Change, and the Restructuring of Urban Inequality." *American Journal of Sociology* 123(3):686-739.
Taylor, Keeanga-Yamahitta. 2018. "How Real Estate Segregated America." *Dissent* 65:23-32.

Recommended Reading:

Besbris, Max, Ariela Schachter, and John Kuk. 2021. "The Unequal Availability of Rental Housing Information Across Neighborhoods." *Demography* 58:1197-1221.
Conley, Dalton and Brian Gifford. 2006. "Homeownership, Social Insurance, and the Welfare State." *Sociological Forum* 21:55-82.
DeLuca, Stefanie and Eva Rosen. 2022. "Housing Insecurity Among the Poor Today." *Annual*

Review of Sociology 48:343-371.

Herbert, Claire. 2021. *A Detroit Story*. Oakland: University of California Press.

McCabe, Brian. 2013. "Are Homeowners Better Citizens?" *Social Forces* 91:929-954.

Zavisca, Jane and Theodore P. Gerber 2016. "The Socioeconomic, Demographic, and Political Effects of Housing in Comparative Perspective." *Annual Review of Sociology* 42:347-367.

Oct 11: Segregation

Krysan, Maria, and Kyle Crowder. 2017. *Cycle of Segregation: Social Processes and Residential Stratification*. New York: Russell Sage Foundation.

Commented [MOU1]: Ethnicity? Immigration?

Recommended Reading:

Bruch, Elizabeth and Joffe Swait. 2019. "Choice Set Formation in Residential Mobility and its Implications for Segregation Dynamics." *Demography* 56:1665-1692.

Candipan, Jennifer, et al. 2021. "From Residence to Movement: The Nature of Racial Segregation in Everyday Mobility." *Urban Studies* 58:3095-3117.

Faber, Jacob. 2020. "We Built This: Consequences of New Deal Era Intervention in America's Racial Geography." *American Sociological Review* 85(5):739-755.

Lichter, Daniel, Domenico Parisi, and Michael C. Taquino. 2015. "Toward a New Macro Segregation? Decomposing Segregation within and between Metropolitan Cities and Suburbs." *American Sociological Review* 80(4):843-73.

Oct 18: Segregation Part 2: The (Racial) Spatial Concentration of Poverty and Affluence

Hwang, Jackelyn and Tyler W. McDaniel. 2022. "Racialized Reshuffling: Urban Change and the Persistence of Segregation in the Twenty-First Century." *Annual Review of Sociology* 48:397-419.

Quillian, Lincoln. 2012. "Segregation and Poverty Concentration: The Role of Three Segregations." *American Sociological Review* 77(3):354-379.

Reardon, Sean and Kendra Bischoff. 2011. "Income Inequality and Income Segregation." *American Journal of Sociology* 116:1092-1153.

Sharkey, Patrick. 2008. "The Intergenerational Transmission of Context." *American Journal of Sociology* 113(4):931-969.

Small, Mario Luis and Katherine Newman. 2001. "Urban Poverty after *The Truly Disadvantaged*: The Rediscovery of the Family, the Neighborhood, and Culture." *Annual Review of Sociology* 27:23-45.

Recommended Reading:

Pattillo, Mary. 2000. "The Limits of Out-Migration for the Black Middle Class." *Journal of Urban Affairs* 22(3):225-242.

Wilson, William Julius. 1987. *The Truly Disadvantaged*. Chicago: University of Chicago Press.

Oct 25: Neighborhoods

Sampson, Robert J. 2012. *Great American City: Chicago and the Enduring Neighborhood Effect*. Chicago: University of Chicago Press.

Recommended Reading:

- Besbris, Max, Jacob William Faber, Peter Rich, and Patrick Sharkey. 2015. "Effect of Neighborhood Stigma on Economic Transactions." *Proceedings of the National Academy of Sciences* 112:4994-4998.
- Chetty, Raj, Nathaniel Hendren, and Lawrence Katz. 2016. "The Effects of Exposure to Better Neighborhoods on Children: New Evidence from the Moving to Opportunity Experiment." *American Economic Review* 106(4):855-902.
- Small, Mario, Robert Manduca, and William Johnston. 2018. "Ethnography, Neighborhood Effects, and the Rising Heterogeneity of Poor Neighborhoods." *City & Community* 17:565-598.
- Sharkey, Patrick, and Jacob W. 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.

Nov 1: Gentrification

- Brown-Saracino, Japonica. 2017. "Explicating Divided Approaches to Gentrification and Growing Income Inequality." *Annual Review of Sociology* 43:515-539.
- Freeman, Lance, et al. 2023. "Where Do They Go? The Destinations of Residents Moving from Gentrifying Neighborhoods." *Urban Affairs Review* doi: 10.1177/10780874231169921
- Hwang, Jackelyn and Robert J. Sampson. 2014. "Divergent Pathways of Gentrification: Racial Inequality and the Social Order of Renewal in Chicago Neighborhoods." *American Sociological Review* 79(4):726-751.
- Pattillo, Mary. *Black on the Block: The Politics of Race and Class in the City*. Chicago: University of Chicago Press. CHAPTERS 2 & 3.
- Smith, Neil. 1979. "Toward a Theory of Gentrification: A Back to the City Movement by Capital, Not People." *Journal of the American Planning Association* 45(4):538-547.

Recommended Readings:

- Brown-Saracino, Japonica. 2004. "Social Preservationists and the Quest for Authentic Community." *City & Community* 32(2):135-156.
- Rucks-Ahidiana, Zawadi. 2022. "Theorizing Gentrification as a Process of Racial Capitalism." *City & Community* 21.
- Zukin, Sharon. *Loft Living: Culture and Capital in Urban Change*. New Brunswick: Rutgers University Press.

Nov 8: Immigration and Diversity

- Crowder, Kyle, Matthew Hall, and Stewart E. Tolnay. 2011. "Neighborhood Immigration and Native Out-Migration." *American Sociological Review* 76(1):25-47.
- Hwang, Jackelyn. 2020. "Gentrification without Segregation? Race, Immigration, and Renewal in a Diversifying City." *City & Community* 19(3):538-72.
- Kim, Ann H., and Michael White. 2010. "Panethnicity, Ethnic Diversity, and Residential Stratification." *American Journal of Sociology* 115(5):1558-1596.
- Logan, John R., and Charles Zhang. 2010. "Global Neighborhoods: New Pathways to Diversity and Separation." *American Journal of Sociology* 115(4):1069-1109.

Recommended Readings:

- Asad, Asad and Eva Rosen. 2019. "Hiding Within Racial Hierarchies: How Undocumented

Immigrants Make Residential Decisions in an American City.” *Journal of Ethnic and Migration Studies* 45.

Tienda, Marta, and Norma Fuentes. 2014. “Hispanics in Metropolitan America: New Realities and Old Debates” *Annual Review of Sociology* 40:499-520.

Nov 15: Crime and Policing

Bell, Monica. 2020. “Located Institutions: Neighborhood Frames, Residential Preferences and the Case of Policing.” *American Journal of Sociology* 125(4):917-973.

Krivo, Lauren J., Ruth D. Peterson, and Danielle C. Kuhl. 2009. “Segregation, Racial Structure, and Neighborhood Crime.” *American Journal of Sociology* 114(6):1765-1802.

Levy, Brian, Nolan Phillips, and Robert Sampson. 2020. “Triple Disadvantage: Neighborhood Networks of Everyday Urban Mobility and Violence in U.S. Cities.” *American Sociological Review* 85:925-956.

Pacewicz, Josh and John N. Robinson III. 2021. “Pocketbook Policing: How Race Shapes Municipal Reliance on Punitive Fines and Fees in the Chicago Suburbs.” *Socio-Economic Review* 19:975-1003.

Sharkey, Patrick, Gerard Torrats-Espinosa, and Delaram Takyar. 2017. “Community and the Crime Decline: The Causal Effect of Local Nonprofits on Violent Crime.” *American Sociological Review* 82(6):1214-1240.

Recommended Readings:

Legewie, Joscha, and Merlin Schaeffer. 2016. “Contested Boundaries: Explaining Where and When Ethno-Racial Diversity Provokes Neighborhood Conflict.” *American Journal of Sociology* 122(1):125-161.

Papachristos, Andrew V., David Hureau, and Anthony A. Braga. 2013. “The Corner and the Crew: The Influence of Geography and Social Networks on Gang Violence.” *American Sociological Review* 78(3):417-447.

Nov 22: Schools (NO IN PERSON CLASS—THANKSGIVING)

Fiel, Jeremy. 2015. “Closing Ranks: Closure, Status Competition, and School Segregation.” *American Journal of Sociology* 121(1):126-170.

Keels, Micere, Julia Burdick-Will, and Sara Keene. 2013. “The Effects of Gentrification on Neighborhood Public Schools.” *City & Community* 12:238-259.

Rich, Peter, Jennifer Candipan, and Ann Owens. 2021. “Segregated Neighborhoods, Segregated Schools: Do Charters Break a Stubborn Link?” *Demography* 58(2):471-498.

Recommended Reading:

Ewing, Eve. 2018. *Ghosts in the Schoolyard*. Chicago: University of Chicago Press.

Nov 29: Interactions in Public

Anderson, Elijah. 2015. “The White Space.” *Sociology of Race and Ethnicity* 1:10-21.

Duneier, Mitchell and Harvey Molotch. 1999. “Talking City Trouble: Interactional Vandalism, Social Inequality, and the ‘Urban Interaction Problem.’” *American Journal of Sociology* 104:1263-1295.

Lane, Jeffrey. 2016. “The Digital Street: An Ethnographic Study of Networked Street Life in Harlem.” *American Behavioral Scientist* 60:41-58.

Stuart, Forrest. 2016. "Becoming 'Copwise': Policing, Culture, and the Collateral Consequences of Street-Level Criminalization." *Law and Society Review* 50(2):279-313.

Tavory, Iddo. 2010. "Of Yarmulkes and Categories: Delegating Boundaries and the Phenomenology of Interactional Expectation." *Theory and Society* 39:49-68.

Recommended Reading:

Small, Mario L and Laura Adler. 2019. "The Role of Space in the Formation of Social Ties." *Annual Review of Sociology* 45:111-132.

Dec 6: Environment and Climate Change

Bullard, Robert D. 1983. "Solid Waste Sites and the Black Houston Community." *Sociological Inquiry* 2/3:273-288.

Crowder, Kyle, and Liam Downey. 2010. "Interneighborhood Migration, Race, and Environmental Hazards: Modeling Microlevel Processes of Environmental Inequality." *American Journal of Sociology* 115(4):1110-1149.

Elliott, James R., and Scott Frickel. 2015. "Urbanization as Socioenvironmental Succession: The Case of Hazardous Industrial Site Accumulation." *American Journal of Sociology* 120(6):1736-1777.

Muller, Christopher, Robert Sampson, and Alix Winter. 2018. "Environmental Inequality: The Social Causes and Consequences of Lead Exposure." *Annual Review of Sociology* 44:263-282.

Pais, Jeremy F., and James R. Elliott. 2008. "Places as Recovery Machines: Vulnerability and Neighborhood Change After Major Hurricanes." *Social Forces* 86(4):1415-53.

Recommended Reading:

Koslov, Liz, et al. 2021. "When Rebuilding No Longer Means Recovery: The Stress of Staying Put After Hurricane Sandy." *Climatic Change* 165:59.

Rhodes, Anna and Max Besbris. 2022. *Soaking the Middle Class: Suburban Inequality and Recovery from Disaster*. New York: Russell Sage.

Dec 13: Wrap Up

Teaching & Learning Data Transparency Statement

The privacy and security of faculty, staff and students' personal information is a top priority for UW-Madison. The university carefully evaluates and vets all campus-supported digital tools used to support teaching and learning, to help support success through [learning analytics](#), and to enable proctoring capabilities. View the university's full [teaching and learning data transparency statement](#).

Privacy of Student Records & the Use of Audio Recorded Lectures Statement

See more information about [privacy of student records and the usage of audio-recorded lectures](#).

Lecture materials and recordings for this course are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document

4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

Important Links

- [University Health Services](#)
- [Undergraduate Academic Advising and Career Services](#)
- [Office of the Registrar](#)
- [Office of Student Financial Aid](#)
- [Dean of Students Office](#)

Course Evaluations

Students will be provided with an opportunity to evaluate this course and your learning experience. Student participation is an integral component of this course, and your confidential feedback is important to me. I strongly encourage you to participate in the course evaluation.

Digital Course Evaluation (AEFIS)

UW-Madison uses a digital course evaluation survey tool called [AEFIS](#). For this course, you will receive an official email two weeks prior to the end of the semester, notifying you that your course evaluation is available. In the email you will receive a link to log into the course evaluation with your NetID. Evaluations are anonymous. Your participation is an integral component of this course, and your feedback is important to me. I strongly encourage you to participate in the course evaluation.

Students' Rules, [Rights & Responsibilities](#)

See above link

Diversity & Inclusion Statement

[Diversity](#) is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

Academic Integrity Statement

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

Accommodations for Students with Disabilities Statement

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (See: [McBurney Disability Resource Center](#))

Academic Calendar & Religious Observances

See above link.