

SYLLABUS
Introduction to Urban and Community Studies [URBN 230]
Fall 2007
Mondays and Wednesdays, 11:15 am-12:30 pm, Room 203

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Office Hours: Mondays, 1-3 p.m. and by appointment

Course Objectives:

This course is designed to accomplish three main goals:

- 1) *examine American metropolitan areas including both central cities and their suburbs from a variety of disciplinary perspectives including those of history, urban planning, anthropology, geography, public policy, and sociology. By combining this range of perspectives, the course provides a good starting point for developing an understanding of our metropolitan areas and the issues they face.*
- 2) *provide an introduction to the undergraduate major in Urban and Community Studies here at the University of Connecticut. Our multi-disciplinary program involves courses from a range of fields including those listed above. This course provides a sampling of the approaches and issues to be encountered in several disciplines and in the particular courses that comprise the undergraduate major program in Urban and Community Studies.*
- 3) *make the study of urban and community issues meaningful through hands-on community work and research as well as through reading and discussion. Waterbury, where this course is based, offers a nearly unparalleled opportunity to look firsthand at urban and community concerns, needs, assets, and solutions. This semester's course will focus on poverty, providing a structured opportunity for students to work with community agencies through service learning. In lieu of an additional book, you will spend 12 hours during the semester working in an anti-poverty community agency, and you will link that experience with your reading and class discussion. (see service learning handout).*

This class is broken into 3 main segments, with a 3-5pp. reflective essay due at the end of each:

- 1) "Senses of Place," will explore the question of just what a city is and how urban design both reflects and shapes our experience. During this segment you will learn:
 - How geographers, anthropologists, and others write about cities and space
 - How cities have come about

- About your subjective experience of the city

During this segment, you will also find out what service learning is, what options are available for your community placement, and have a chance to meet agency staff members. You will also practice outlining your reading and doing in-class responsive writing about the reading.

- 2) “The Development of US Cities” provides a brief historical perspective on U.S. urban areas. During this segment, you will learn:
 - How cities developed from their colonial origins to the present
 - Why cities developed the way they did—was this development inevitable, or could it have taken other turns?
 - The origins of many contemporary urban problems

During this segment, your outlining and responsive writing will evolve into journal writing and class discussion that connects your service learning experience with the reading and compares your placement to those of your classmates.

- 3) “Perspectives on Urban Poverty” looks at this long-standing problem from the point of view of historians, policy analysts, and the poor themselves. During this segment, you will:
 - Compare and contrast theories about the origins, causes, and effects of poverty
 - Actively test what you’re learning in your service learning placement with the explanations of causes and cures for poverty in our reading through class discussion, journal, and paper writing.

A basic premise underlies this course: that most of the students enrolled in the class either currently live or have lived in urban areas. Consequently, a good deal of the material under discussion should be familiar to you, although you may not have thought about or discussed these topics previously in a structured way. Many of the classroom discussions and activities will be organized to draw upon your experience and to draw you into active discussion. Your contributions will enrich the class and will be both encouraged and evaluated.

This class is intended not just as an end in itself, but to prepare you for future endeavors in school and beyond. If you put effort into this class, you will leave with the following:

- a sophisticated understanding of and ability to articulate-- both verbally and in writing-- current urban problems and their origins in the past
- the skill of outlining texts, useful for making meaning out of reading and putting together ideas for writing for other classes-- and for your future career
- field experience that will serve the community, teach you valuable social skills, and look great on your resume!

Course Readings:

Books [available at Co-op or on reserve in campus library]

+Witold Rybczynski, *City Life: Urban Expectations in a New World* (New York: HarperCollins, 1995)

+William Julius Wilson, *When Work Disappears: The World of the New Urban Poor* (New York: Vintage Books, 1996)

*Other readings as noted [available electronically on WebCT unless otherwise noted]

Rules for class:

1. Class attendance and participation are critical and material covered in class is fair game for tests and papers. *If you miss a session, be sure to get notes from a classmate.* Come to class on time, be prepared to hand in outlines, discuss and do responsive writing on your readings. Voluntary participation will boost your grade and make class fun. Since part of the purpose of this class is to develop your ability to articulate your understanding of the readings, expect to be called on if you don't voluntarily participate!
2. Make sure you know how to use WebCT and can access required articles, which form an important component of your reading. Library staff are available to help you. No excuses will be accepted!
3. Have your U Conn e-mail account up and running and be sure to check it on a regular basis. I will use U Conn e-mail to communicate with you at various times during the semester.
4. Be prepared to hand in your work in a timely fashion. If you need an extension, you must communicate with me beforehand and negotiate a mutually acceptable deadline. Unexcused late assignments will be graded down or not accepted.
5. Approach your service learning assignment with professionalism, respect, and an open mind. You will be evaluated on how responsibly and courteously you fulfill this assignment.

Course Components

- *Class participation: Coming to class on time and prepared, oral contributions, reading outlines, journals: 25% of grade.*
- *Unit One paper assignment: 3-5 pp., 15 % of grade.*
- *Unit Two paper assignment: 3-5 pp., 15% of grade.*
- *Unit Three paper assignment: 3-5 pp., 15% of grade.*
- *Participation in service placement, 15% of grade.*
- *Final exam: 15% of grade.*

Unit One: Senses of Place: How We Experience the City

Class	Reading Due	Other
1) August 27 th : Introduction		
2) August 29 th : Cognitive Maps and Grassroots Urban Planning	*Karen Malone and Lindsay Hasluck, "Australian Youth," from Louise Chawla, ed., <i>Growing Up in an Urbanising World</i> (2002), pp.81-109	
3) September 5 th : We Shape the Built Environment and It Shapes Us	*Andres Duany, Elizabeth Plater-Zyberk and Jeff Speck, "The Devil is in the Details," pp.21-37, from <i>Suburban Nation</i> (2000) *Margaret Crawford, "The World in a Shopping Mall," pp.3-30, from Michael Sorkin, ed., <i>Variations on a Theme Park: The New American City and the End of Public Space</i> (1992)	
4) September 10 th : Why Are Cities in Other Parts of the World Different From Cities in the United States?	*William Flanagan, "The Urban Dimension and World Urbanization" pp.7-40, from <i>Urban Sociology</i> (1990) +Witold Rybczynski, "Why Aren't Our Cities Like That?" pp.15-34 from <i>City Life: Urban Expectations in a New World</i> (1995)	
5) September 12 th : Theories of Urban Development	*Nancy Kleniewski, "Theoretical Perspectives on the City," p.24-47, from <i>Cities, Change, and Conflict</i> (2002) 'Chicago School' and	

	'Socio-Spatial Approach' entry from Gottdiener & Budd [instructor handout]	
6) September 17 th : What is a City? How Did Cities Develop?	*E. Barbara Phillips, "Metropolitan Community," pp.145-166, from <i>City Lights</i> (1981) +Rybczynski, "The Measure of a Town," pp.35-50	
7) September 19 th : Reflection on Unit One, Preparation for Unit Two		Unit 1 Reflective Paper Due

Unit Two: The Development of U.S. Cities

Class	Reading Due	Other
8) September 24 th : US Colonial Cities	+Rybczynski, "A New, Uncrowded World," pp.51-83	
9) September 26 th : Nineteenth Century US Cities	+Rybczynski, "A Frenchman in New York," "In the Land of the Dollar," pp.84-130	
10) October 1 st : The City Beautiful and the Age of Urbanism	+Rybczynski, "Civic Art," pp.131-148 *Douglas Rae, "Creative Destruction and the Age of Urbanism," pp.1-27 from <i>City: Urbanism and Its End</i> (2003)	
11) October 3 rd : Urban Renewal and Public Housing	+Rybczynski, "High Hopes," pp.149-172 *Jane Jacobs, pp.29-51, excerpt from <i>The Death and Life of Great American Cities</i> (1961)	"New York" (1999) movie excerpt Or "Taken for a Ride" (1996)

<p>12) October 8th: Suburbanization and Downtown Decline</p>	<p>+Rybczynski, “Country Homes for City People,” pp.173-196</p> <p>*Ray Suarez, “What We Lost,” pp.1-25, from <i>The Old Neighborhood</i> (1999)</p>	
<p>13) October 10th: Whose City? Community Revitalization and Gentrification</p>	<p>+Rybczynski, “The New Downtown,” pp.173-217</p> <p>*Robert Beauregard, “Not Excessively Inconvenienced,” pp.246-270, from <i>Voices of Decline: The Postwar Fate of US Cities</i> (1993)</p> <p>‘Globalization’ entry from Gottdiener & Budd [instructor handout]</p>	<p>“Bowery Dish” (2005)</p>
<p>14) October 15th: Reflection on Unit Two, Preparation for Unit Three</p>		<p>Unit 2 Reflective Paper Due</p>

Unit Three: Perspectives on Urban Poverty

Class	Reading Due	Other
<p>15) October 17th: US Poverty in Historical Perspective</p>	<p>*Thomas Sugrue, “The Structures of Urban Poverty: The Reorganization of Space and Work in Three Periods of American History,” pp.85-117, from Katz, <i>The Underclass Debate</i> (1993)</p>	
<p>16) October 22nd: The Undeserving Poor and the Culture of Poverty</p>	<p>*Michael Katz, “From the Undeserving Poor to the Culture of Poverty,” pp.9-35, from <i>The Undeserving Poor</i> (1989)</p>	

<p>17) October 24th: Structural Conditions and Modern Poverty</p>	<p>+Wilson, "From Institutional to Jobless Ghettos," "Societal Changes and Vulnerable Neighborhoods," pp.3-50</p>	
<p>18) October 29th: American Beliefs and Urban Poverty</p>	<p>+Wilson, "The American Belief System Concerning Poverty and Welfare," pp.149-182</p>	
<p>19) October 31st: Beliefs into Action: Welfare Reform</p>	<p>*David Shipler, "At the Edge of Poverty," pp.3-12, from <i>The Working Poor</i> (2005)</p> <p>*Sharon Hays, "Money and Morality," pp.3-31, from <i>Flat Broke with Children: Women in the Age of Welfare Reform</i> (2003)</p>	<p>"Waging a Living" (2005) part I</p>
<p>20) November 5th: Making Poverty Policy</p>	<p>*Jason DeParle, "The Elusive President: Washington: 1995-1996," pp.138-154, from <i>American Dream: Three Women, Ten Kids, and a Nation's Drive to End Welfare</i> (2004)</p>	<p>"Waging a Living" part II</p>
<p>21) November 7th: Daily Life in Poverty</p>	<p>*Karen Seccombe, "Day-to-Day Living and Decision Making," pp.110-132 from "So You Think I Drive a Cadillac?" <i>Welfare Recipients' Perspectives on the System and its Reform</i> (1999)</p>	
<p>22) November 12th: Poverty and Homelessness</p>	<p>*Mattison, Benedict, and Two Bears, Eds., <i>As I Sat on the Green: Living Without a Home in New</i></p>	<p>"The Pursuit of Happiness" (2006) [2 parts?]</p>

	<p><i>Haven</i>, pp.29-33, 94-95, 134-139 (2000)</p> <p>*Wright and Rubin, “Is Homelessness a Housing Problem?,” pp. 937-956, <i>Housing Policy Debate</i>, II:3 (1991)</p>	
23) November 14 th : Race, Class, and Poverty	+Wilson, “Racial Antagonism and Race-Based Social Policy,” pp.183-206	
24) November 26 th : Why Poverty Matters	<p>*Mark Robert Rank, “A New Paradigm,” pp.169-191, from <i>One Nation, Underprivileged: Why American Poverty Affects Us All</i> (2004)</p> <p>Jim Hightower, “Walmart: How to Play Beat the Devil,” pp.166-193, from <i>Thieves in High Places</i> (2003)</p>	“Wal-Mart: The High Cost of Low Price” (2005) part I
25) November 28 th : Solutions to Poverty	+Wilson, “A Broader Vision: Social Policy Options in Cross-National Perspective,” pp.207-240	“Wal-Mart: The High Cost of Low Price” (2005) part II
26) December 3 th : Grassroots Solutions	*Robert Putnam and Lewis Feldstein, “The Dudley Street Neighborhood Initiative,” pp.75-97, from <i>Better Together: Restoring the American Community</i> (2003)	“Holding Ground” (1996)
27) December 5 th : Summary and Review		Unit 3 Reflective Paper Due