

# Urban Studies 981

## Perspectives Toward Change in Urban Social Institutions

Fall 2012  
Thursdays, 4:30-7:10

University of Wisconsin-Milwaukee  
Class meetings: NWQ G567

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office hours: T 1:15- 2:15, R 12:30-2  
or by appointment

The purpose of this course is to examine how social scientists—especially but not exclusively sociologists and historians—explain changes in urban social institutions. Each week, students will read and discuss articles, chapters, or books chosen to illustrate substantive or methodological themes important to urban scholars. The central task of this course is learning how to assess the thesis, conceptualization, and evidence in a work of scholarship and to understand how works of scholarship are intellectually connected. In pursuit of this goal, students will identify and assess argument in the readings assigned throughout the semester and develop a formal literature review on the scholarship in their field of research.

Books recommended for purchase:

- Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams, *The Craft of Research* (Chicago: University of Chicago Press, 1995), 3<sup>rd</sup> edition.
- Robert J. Sampson, *Great American City: Chicago and the Enduring Neighborhood Effect* (Chicago and London: University of Chicago Press, 2012).

We will also be reading articles and excerpts from several other books. These are posted on the course D2L site and/or on reserve through the University Golda Meir Library. Instructions for accessing D2L readings and the Reserve materials are available on their respective home pages. We recommend that you print out the readings early in the semester in order to avoid any last minute computer glitches. You will need hard copies of the readings for reference during class discussions or be able to reference an electronic copy on a laptop or other device. Please note: the processes of scanning and placing materials online sometimes results in typos and other printing errors in the documents. If you need to cite something assigned in this class in a future paper or your dissertation, you should check the original source and cite it.

Reading scholarly arguments and writing about them is not an easy task. We are happy to talk with students about their progress towards mastering these skills (see office

hours). In addition, students who wish to read more about the crafts of writing and scholarly research are invited to look over the following books:

- Bronwyn T. Williams and Mary Brydon-Miller, *Concept to Completion: Writing Well in the Social Sciences* (Harcourt Brace College Publishers, 1997)
- Amanda particularly likes Anne Lamott, *Bird by Bird: Some Instructions on Writing and Life* (Anchor Books, 1994)

### **Requirements:**

In addition to completing all of the readings in advance of weekly class sessions, students are required (1) to participate actively in seminar discussions every week, (2) turn in weekly assignments assessing the readings, and (3) turn in a literature review at the end of the semester. Each assignment is discussed in more detail below.

1. Students must participate in class discussion every week. Quality participation includes listening and responding respectfully to one's colleagues, asking honest questions, and sharing one's own opinions, reasoning, and evidence.
2. Each week of the semester, students are required to bring with them to class *two copies* of the short, summary assignments (one for submission at the start of class and one for reference during class discussion; this will be turned in at the end of class so that each instructor has a copy of your work to assess). This assignment should **not be more than two double-spaced pages long**. The short assignments include several different elements that vary by week according to the types of readings assigned. You should look carefully at the schedule section of the syllabus each week to see which elements are required. In general, the requirements include:
  - A *one-sentence* summary of the work's main claim.
  - Identification of the structure of support for the main claim.
  - A few sentences assessing the logic of conceptualization and the use of evidence.
  - Your assessment of how the readings work in dialogue with one another
  - Your observations about the disciplinary foundation of the author's analytical approach.
  - A discussable question, preferably one that elicits comparison between the assigned readings or criticism of them. *Note*: the questions should be about the argument, or a comparison of arguments. It is not appropriate to use the question to *apply* the argument.

Your summaries of the readings should *avoid using quotations* from the original readings. One goal of this course is to help you learn to pick out the statements where scholars identify the purpose of their work, but another goal is to help you learn to express those ideas in your own words. Any direct quotations (even those of only one to two words) must be acknowledged both with quotation marks and

an appropriate citation, though a full reference is not needed in weekly short papers. You may want to include a full citation at the head of each section, however, for your own future reference.

3. A 20-page paper, due on December 14, 2012. The paper should be a review of the literature in a carefully defined area of research interest. Scaffolded assignments, due periodically during the course, will aid you in developing the paper. The scaffolded assignments will be critiqued but not individually graded; the instructors' overall assessment of the quality of these assignments will be folded into the class participation grade. In this paper, in contrast to the short weekly assignments, you *are* required to use citations for all works. You may pick the citation style, but it should be used consistently throughout the paper.

Course grades will be calculated on the following basis:

- Weekly assignments: 40% of final grade
- Scaffolded assignments: ungraded but folded into participation
- Participation: 20%
- Final paper: 40%

**Notes:**

If you need special accommodations in order to meet any of the requirements of this course, please contact us as soon as possible.

All work assigned in this class must be originally produced for this class. This means that you may not turn in work that you have previously (or simultaneously) submitted for another class; you may not plagiarize; and all use of other scholarship must be acknowledged with appropriate citations and quotation marks. A statement about UWM's policies regarding academic integrity for graduate students is available at <http://graduateschool.uwm.edu/students/conduct/>. Booth et al. discuss plagiarism in multiple places in *The Craft of Research*, but see especially pp. 191-195.

University Policies: See <http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf> for further information about UWM course-related policies.

# Schedule

Note: items marked with (D) are available on the course D2L site. Items marked with (e) are available on electronic reserve through the Golda Meir Library.

## September 6: introduction

### September 13:

*Read:*

- Wayne C. Booth, Gregory C. Colomb, and Joseph M. Williams, *The Craft of Research*, 3<sup>rd</sup> ed. (Chicago and London: University of Chicago Press, 2008), part III (pp. 103-170)
- Robert J. Sampson, *Great American City: Chicago and the Enduring Neighborhood Effect* (Chicago and London: University of Chicago Press, 2012), chapter 1
- (D) and (e) Rogers M. Smith, "Beyond Tocqueville, Myrdal, and Hartz: The Multiple Traditions in America," *American Political Science Review* 87(3) (1993): 549-566.

*Write and turn in:*

For each of the assigned readings from Sampson and Smith, provide

- A one-sentence version of the author's main claim, plus outline the structure of its argument using the elements described in *The Craft of Research*, including acknowledgments, responses, and warrants.
- 2 discussable questions about the readings.

The assignment this week will be critiqued but the grade will not count in your final grade.

### September 20:

*Read:*

- (D) Mary Pattillo, *Black on the Block: The Politics of Race and Class in the City* (Chicago and London: University of Chicago Press, 2007), introduction.
- (D) and (e) Kenneth A. Scherzer, *The Unbounded Community: Neighborhood Life and Social Structure in New York City, 1830-1875* (Durham and London: Duke University Press, 1992), chapters 1 and 6.

*Write and turn in:*

For each of the assigned reading provide

- A one-sentence version of the author's main claim, plus outline the structure of its argument using the elements described in *The Craft of Research*, including acknowledgments, responses, and warrants.
- 2 discussable questions about the readings.

The assignment this week will be critiqued but the grade will not count in your final grade.

### **September 27:**

*Read:*

- Booth, Colomb, and Williams, *Craft of Research*, 68-100, especially 89-94
- Sampson, *Great American City*, chapters 2 and 3
- (e) Jack Dougherty, *More than One Struggle: The Evolution of Black School Reform in Milwaukee* (Chapel Hill: University of North Carolina Press, 2004), conclusion (pp. 194-202).
- (e) Evelyn Brooks Higginbotham, "Foreword," in *Freedom North: Black Freedom Struggles Outside the South, 1940-1980*, ed. Jeanne Theoharis and Komozi Woodard (New York: Palgrave Macmillan, 2003), viii-xiv.

*Write and turn in:*

For each of the assigned readings from Sampson, Dougherty, and Higginbotham, provide

- A one-sentence version of the author's main claim
- One short paragraph offering your own critique of the argument
- 2 discussable questions
- One paragraph describing on how the author frames his or her discussions of the scholarship with which their argument engages

And, turn in a one paragraph statement of your research area for the final paper due in the class. You will be asked to report in class (for just a few minutes) on what your research area is.

### **October 4:**

Special note: class meets today in the Roosevelt Room (301) in the Library, which is on the 3<sup>rd</sup> floor at the top of the stairs. Food is not allowed! From 6:10-7:10 we will go to Library Instruction Room A for instruction in use of library databases from Ms. Linda Kopecky.

*Read:*

- (D) Eric Klinenberg, *Heat Wave: A Social Autopsy of Disaster in Chicago* (Chicago: University of Chicago Press, 2002), Introduction and chapter 2.
- (D) Christopher R. Browning, Seth L. Feinberg, Danielle Wallace, and Kathleen A. Cagney, "Neighborhood Social Processes, Physical Conditions, and Disaster-Related Mortality: The Case of the 1995 Chicago Heat Wave," *American Sociological Review* (August 2006): 661-678.
- (D) Mitchell Duneier, "Ethnography, the Ecological Fallacy, and the 1995 Chicago Heat Wave," *American Sociological Review* (August 2006): 679-688.

*Write and turn in:*

For each assigned reading provide

- A one-sentence version of the author's main claim
- One short paragraph offering your own critique of the argument
- 2 discussable questions

Plus

- One paragraph assessing how the readings are responsive to or are in dialogue with one another

### **October 11:**

*Read:*

- (D) and (e) Robert D. Putnam, "The Strange Decline of Civic America," *The American Prospect* 24 (Winter 1996): 34-78.
- (D) and (e) Replies to Putnam, *The American Prospect* 25 (March-April 1996): 17-28; Michael Schudson, "What if Civic Life Didn't Die?"; Theda Skocpol, "Unraveling from Above"; Richard M. Valley, "Couch-Potato Democracy"; "Robert Putnam Responds."
- (D) and (e) Alejandro Portes and Patricia Landholt, "The Downside of Social Capital," *The American Prospect* 25 (May-June 1996) 18-21, 94.
- (D) Robert D. Putnam, *Bowling Alone: The Collapse and Revival of American Community* (New York: Simon & Schuster, 2000), chapter 1 (pp. 15-28).

*Write and turn in:*

For each assigned reading, including each of the replies to Putnam separately,

- A one-sentence version of the author's main claim

Plus

- In one short paragraph, ally yourself with Putnam (either in the original or revised format) or one of his critics, explaining why, and extending that critique, if possible.
- 2 discussable questions
- One paragraph assessing how the readings are responsive to or are in dialogue with one another

## October 18:

*Read:*

- (D) and (e) William Cronon, “A Place for Stories: Nature, History, and Narrative,” *Journal of American History* 78(4) (1992): 1347-1376.
- (D) John Lewis Gaddis, *The Landscape of History: How Historians Map the Past* (New York: Oxford, 2002), chapters 1-4 and 8.

*Write and turn in:*

For each assigned reading,

- A one-sentence version of the author’s main claim
- One short paragraph offering your own critique of the argument
- 2 discussable questions

## October 25:

*Read:*

- (D) and (e) Andrew Abbott, *Methods of Discovery: Heuristics for the Social Sciences* (New York: W.W. Norton and Co., 2004), Ch. 1; Ch. 2: 41-59; Ch. 3: 162-179.
- <http://www.sass.uottawa.ca/writing/kit/grad-literature-review.pdf>
- <http://guides.library.ucsc.edu/write-a-literature-review>
- <http://www2.le.ac.uk/departments/gradschool/training/resources/literature-review>

*Write and turn in:*

- A one-sentence version of Abbott’s main claim for each of the three chapters assigned.
- One short paragraph offering your own critique of the argument
- 2 discussable questions

And, turn in a formal, select bibliography. This should not represent everything in the field, but instead be a carefully culled list of the works you need to read for your final paper.

## November 1:

*Read:*

(D) and (e) Thomas Bender, *Community and Social Change in America* (Baltimore: Johns Hopkins University Press, 1978), 3-61.

(D) and (e) Steven Brint, "Gemeinschaft Revisited: A Critique and Reconstruction of the Community Concept," *Sociological Theory* 19, no. 1 (Mar., 2001): 1-23.

*Write and turn in:*

For each assigned reading

- A one-sentence version of the author's main claim
- One short paragraph offering your own critique of the argument
- 2 discussable questions

Plus

- One paragraph that brings the readings into conversation with one another
- One paragraph assessing how the disciplinary orientation of the reading affects how the authors make their analyses

## November 8:

*Read:*

(e) Christine Stansell, *City of Women: Sex and Class in New York, 1789-1860* (New York: Knopf, 1986), Introduction and chapter 1.

(D) Jane Collins and Victoria Mayer, *Both Hands Tied: Welfare Reform and the Race to the Bottom in The Low-Wage Labor Market* (Chicago: University of Chicago Press, 2010), "Preface," pp. ix-xiii; and chapter 4, "Tying the First Hand: The Solitary Wage Bargain," pp. 83-113.

Sampson, pp. 93, 97-102, 119-20, and chapter 6.

*Write and turn in:*

For each assigned reading

- A one-sentence version of the author's main claim (focus on chapter 6 for Sampson)
- One short paragraph offering your own critique of the argument
- 2 discussable questions

Plus

- One paragraph that brings the readings into conversation with one another
- One paragraph assessing how the disciplinary orientation of the reading affects how the authors make their analyses



**November 15:**

*Read:*

Everyone read: chapters 7, 11, 16, and 17

In addition, we will assign students to read and report on other remaining chapters. Assignments will be made the week of November 8.

*Write and turn in:*

- A discussable question about the assigned chapters from Sampson, but not the one you are reporting on.
- A short (one paragraph) critique of something in the assigned chapters from Sampson, but not the one you are reporting on.

Due via email (to both Oliner and Seligman) by November 18: turn in draft thesis paragraph for your final paper: what is your overall argument about how to understand the scholarship you are writing about?

**November 22 (no class, Thanksgiving)**

**November 29: presentations**

**December 6: presentations**

**December 14:** papers due. 4 pm. Detailed instructions on paper delivery to be provided in class.