

**Department of Sociology
University of Toronto – St. George**

SOC486H1F

**Advanced Topics in Urban Sociology: “Climate Change and the City”
Fall 2024**

Time: Tuesdays, 9–11 AM

Class Location: See Acorn

Instructor: Tyler Bateman

Email Address: tyler.bateman@mail.utoronto.ca

Office Hours: Mondays, 12 PM

Office Location: Office hours will take place on Zoom

Course Web Site: <https://q.utoronto.ca>

Location

Our class location (see Acorn) is in a building that has a very corporate feel – it might feel a bit strange on going to the class the first time. I'll do what I can to make it a welcoming place!

Zoom, Quercus, and Discord

- This class has a Quercus site.
- The class has a Discord server.
- Zoom meetings may be used in cases such as extra office hours.

Discord link

The link to join the Discord server is on the Home page of Quercus: <https://q.utoronto.ca>. Please sign up as soon as possible. Discord is very user-friendly. Please take the time to set it up and log onto our class server.

When joining the Discord server, please use your real name! If you already have Discord with another name, I have to ask you to make another one for clearer communication. Please make your name something like “Tyler_Bateman” (use your name of course!), where it is just your first and last name. You could have some variations of that but please have some manner of having firstname-lastname.

The point of using it is that it is a great way for you to get quick communication on something or ask your peers questions. You also don't have to do all the usual email introductions etc., so it is an easier way to get answers to questions you have.

Zoom Link

The class's Zoom link (for office hours etc.) is on the Home page of Quercus: <https://q.utoronto.ca>

Course Description

- Prerequisite: 1.0 SOC credit at the 300+ level
- Recommended Preparation: SOC312H1/ SOC364H1/ SOC384H1/ SOC205H1
- Breadth Requirements: Society and its Institutions

Detailed Course Description

This course offers real world observation and abundant examples that speak to the strengths and limitations of particular theory, data, and methods for studying urban problems. Students undertake a supervised research project that involves identifying, observing and reflecting on real phenomena in the urban environment. Restricted to 4th-year sociology specialists and majors.

The topic of this class shifts each time it is taught, and in this round, we will focus on the topic of “Climate Change and the City” and the idea of “Environmentalizing Urban Sociology”. This builds on a recent paper by Hillary Angelo and Miriam Greenberg published in the top journal in urban sociology, *City & Community*. The article itself is called “Environmentalizing Urban Sociology,” and we will investigate what doing that means. The class will also focus on analyzing urban climate policies in this era of ever-worsening heatwaves, extreme weather, and sea-level rise affecting many cities around the world.

Learning Outcomes

By the end of this course, students should be able to:

1. Understand the basic canon of urban sociology and why some scholars think the field needs to be “environmentalized”;
2. Describe some of the primary criteria by which urban climate policies can be evaluated;
3. Understand the range of current urban climate policies;
4. Use Microsoft Excel effectively to organize ideas and categorize knowledge;

Textbooks and Other Materials

The course materials are posted on Quercus or linked in the below course schedule. All sources are available for free via the library as well – if a link doesn’t work, please search for it on the library website. There is nothing to buy for the class.

Academic Methods

In class, we will talk about different methods for doing well in academia. In most things, it is the methods you use rather than some kind of natural-born talent that determines whether you succeed or not. This has been demonstrated, for example, in psychology, in a 2008 book by Carol Dweck called *Mindset: The New Psychology of Success*, which I highly recommend reading. In that book, Dweck shows that no matter where people start out, they can enhance their abilities, including cognitive abilities. We will talk about how it is the methods that someone uses to do something that matters most when we look for precursors of success. We will learn about learning itself, reading, and other topics that I hope you can carry into your other classes and future work.

Evaluation Components

Summary of Evaluation Components

Assignment	Description	Due Date	Weight
Reading Spreadsheet	Summary of each reading, according to a spreadsheet method	Weekly, 11:59 PM on the day before class	2% each, for a total of 20%
Class Participation*	Answering Mentimeter questions in class, being prepared and collegial, not doing distracting things in class (e.g., browsing internet)	Weekly, in class	5%
Relationship with the Urban Environment	A description of how you have related to urban environments and "land" as defined by Indigenous scholars	Friday, September 27th, 11:59 PM	20%
Mid-Term Paper	Describing the project of environmentalizing urban sociology and its relevance	Friday, October 25th, 11:59 PM	25%
Final Paper	Analyzing a set of climate policies and how they relate to academic literature	Friday, December 6th, 11:59 PM	30%

*Please refer to the below section on "participation" to understand how your participation grade will be evaluated.

You should receive at least one significant mark (10%) before 30 Oct 2024. By that date, you will have received 20% of assignment grades (with comments) and several weeks of reading spreadsheet grades.

Please note that Grades in Quercus gives early access to preliminary grades; it does not represent your official final marks. For final grades log on to ACORN.

1. Reading/Listen/Watch Notes

In this assignment, you take notes on the assigned class material according to a spreadsheet method. I have a template that I will ask you to use. Learning how to use Excel spreadsheets to manage information is an extremely useful skill that you can use in your personal life and in many jobs.

2. Relationship with the Urban Environment

In this assignment, you'll describe your relationship with the urban environments you have lived in. As part of this, you'll also discuss how you relate to the Indigenous notion of land and to Indigenous urban land, since this class is taking place on colonized land.

(If you are also in my SOC354 class this term, please take this opportunity to focus on the *urban* parts of your biography, and go into that in depth here – as all students should also be doing in this assignment!).

Main questions: What is the history of your relationships with the urban environment? How have you interacted with it? How you have related to Indigenous peoples' sovereignty over land in cities? In what

ways have you interacted with urban environments and how have your urban activities related to environmental issues?

Examples of some of the specific questions you may choose answer (this is not an exhaustive list): Are you interested or have you been interested in some aspect of nature in cities? Have city parks been important for your relationship with the environment? Have you taken public transit, with an eye to mitigating climate change? Etc.

Length: 1,000–2,000 words

References: You do not need to include references, but you may if you wish, which can be extra words beyond the 2,000 word limit.

3. Mid-term Paper: Environmentalizing Urban Sociology

For your Mid-Term Paper in this class, your task is to answer 3 questions in an essay format:

1. In what ways has urban sociology excluded the environment?
2. What will it mean to environmentalize urban sociology?
3. Does it matter to environmentalise urban sociology? What impacts might an environmentalized urban sociology have in the real world? Or is the push to environmentalize urban sociology only an obscure issue, only affecting quibbling academics?
4. The aim here is for you to think from the standpoint of an urban sociologist (in contrast to the final paper), while, at the same time, asking you to think about the relationship between academia and the broader society.

Length: 2,000–2,500 words

References: You should include at least 10 references from sociology journals. You should use the search term for “Publication Title” listed in the Appendix 1 of this syllabus, in Web of Science, to find relevant articles. We will discuss in class how to use Web of Science effectively. If you want to use an article from beyond those publications, just check with the instructor first.

Citation style: You should use American Sociological Association OR American Psychological Association format.

Please note: If you have any challenges figuring out how to write a minimum of 2,000 words, please consult with the instructor. I’m happy to help you figure out how to meet the minimum length requirement, if that is a challenge for you.

4. Final Paper: Urban Climate Policy

In this project, you will analyze urban climate policies.

The *point of this* in terms of your learning is to help you become aware of:

1. What climate policies exist
2. What is typically contained within them
3. What the cutting edge is for urban climate policy. You will become aware of how far exactly are cities willing – and not willing – to go to mitigate and adapt to climate change.
4. How the academic literature and actual events on the ground relate to each other – better understanding what your relationship is as someone thinking about this in the academic world and the actual events happening in the world of governance.
5. What it would mean to think about climate and urban policy from the standpoint of a political actor, rather than an urban sociologist, while also asking you to think about the interface between academic work and political action.

In your Final Paper, your task is to:

1. Collect at least 10 urban climate change policies from one jurisdiction. The default for this is Canada as a whole. But you can ultimately choose the jurisdiction, just check with the professor first if you'd like to use a jurisdiction other than Canada. You should carefully document how you searched for and found these policies, because you will then write about them in a "Methods" section in your final paper.
2. Summarize the strengths and weaknesses of each policy. Do this on the basis of a set of criteria that you create – in consultation with academic literature – for evaluating the policies. This set of criteria should be around 10 items, but can range from 8-12. For example, you could have, as one element of the criteria, "Does the city have a plan for fully electrifying their public transportation system? What does this plan look like? Is it comprehensive enough and is it slated to happen on an appropriate timeline for averting climate change?" You should use at least 10 citations from the urban studies (anything from urban sociology, to political ecology, geography, urban anthropology, etc.) literature to help you develop the criteria, and you should cite these papers as you analyze the policies. What does the literature think is important in urban climate policies, and how do the policies you've collected measure up to what the academic literature sees as important?
3. Answer the questions: In what ways does the academic literature matter – or not matter – for actual urban climate policies? Does academic literature have any effect on policymaking in the real world? If it doesn't (or could have more of an impact), is there any prospect for more of an interaction between academic literature and policymaking?

Length: Your analysis of the policies, and your discussion of these questions, should be 2,000–4,000 words. Your references can be additional to the upper bound of 4,000 words.

Citation style: You should use American Sociological Association OR American Psychological Association format.

Literature Scope: The literature you reference for this project doesn't have to be explicitly sociological, since urban studies is a very interdisciplinary field. Political ecology and geography, especially, have many great studies on urban issues related to climate change. The academic journal called **Urban Climate** will probably prove to be helpful. See Appendix 2 for a list of references to get you started.

Please note: If you have any challenges figuring out how to write a minimum of 2,000 words, please consult with the instructor. I'm happy to help you figure out how to meet the minimum length requirement, if that is a challenge for you.

5. Participation (5%)

Your participation grade is based partly on answering questions on Mentimeter in class. Mentimeter is no cost to you, and you don't need to make an account. I use Mentimeter because it is a way to have participation without needing you to speak in class if you'd prefer not to.

Participation also means that you show up to class prepared (to the best of your ability, given everything in your life) and that you are respectful and collegial. I expect you to attend class, respond to the Mentimeter questions, and, during class, be focused on our class—**not browsing the internet, going on social media, nor answering emails during class time**. You doing those things is very distracting for your peers. Please respect your peers and stay focused. Please, during class time, do not browse the internet or use social media, work on other assignments, etc. It is distracting for everyone.

6. Bonus Mark: Teach me something!

There is a 1% bonus mark in the class for teaching me something about the cultural activities you are enmeshed in, about nature, or about something else! The reason for this is that knowing about all of the interesting cultural producers in your lives and other things relevant to you help me make better teaching examples and just helps me to be more educated about life in general, something that is important for all sociologists! Biographical details about yourself wouldn't count, but say your ancestors are a group that

has a particular history of migrating across the world that I didn't know about—e.g., I learned a few years ago about the Roma people's migration from India to Europe, which I did not know about before—then that would count.

There is a template for this that I will share on the course website.

Class Time

I will post lecture slides before each class. Lectures will focus on the readings and any other assigned material. There will also be time in lecture for thinking about academic methods – the “hidden curriculum” behind success in academia and professional work. Finally, we will use some class time to figure out the term projects and work on them, basically “social science lab time”.

If you truly are sick, we should be able to have the zoom open in class and for you to listen that way. But please make it a priority to be in class.

Course Policies

Plagiarism

A good rule with plagiarism is that if you have 3 or more words copy and pasted from someone else, you need quotes. **I will distribute an anti-plagiarism guide** and we will talk about it.

AI

There are many ways that you can use AI to help you do the research for this class, like for your mid-term and final papers that I'm ok with you using. Tools such as Consensus and SciSpace may be able to help you in this class.

I will show you how to use a literature review method using Web of Science that is a non-AI way to find many good sources, as well. I personally like to use a non-AI way of doing literature reviews, because I can think through things more thoroughly, but you may prefer AI tools to find literature and facts, which is your preference.

For your writing, it will be best if you do your own synthetic writing in this class, and not use AI tools for your writing. In your writing, you'll have to synthesize across many very specific sources. We'll talk a lot about how to do this successfully – part of my teaching philosophy is that you need to be taught more of the hidden curriculum of academia than is generally the case, and I'll show you methods for writing in synthetic ways. Synthesis means that you are able to show how, for a theme, many different sources talk about it, and to show the similarities and differences across these sources. So please, for your own writing in this class, please work on your own prose writing, and avoid AI tools as much as you can. The point of your writing in this class is to help you learn how to make large organized ideas – it is a skill that is hard to learn outside of an academic context, and your ability to do is valuable to many employers. I encourage you to win the struggle of finding your ability to write clearly and in an organized and evidence-based way.

Community Guidelines

The following agreements will help us relate to each other better and establish common ground for interactions. We are all bounded by these guidelines (this includes the instructor). Thus, if you feel these guidelines have been disrespected or not held, please message me to address the issue and improve our class. Thanks to my partner (and professor) Andrea Roman Alfaro for many of the items in the following

list which have also developed in conjunction with my discussions with students in previous classes. We will also discuss additional principles that you prioritize in the first classes.

Accountability: This class is a safe space. As such, we should guarantee that we all feel safe and acknowledged. Conflict is normal in human relations. However, conflict doesn't have to lead to harm and violence. As such, we will not tolerate any aggression, harm, or violence in this class.

Active listening: When others speak or express their opinions, please pay close attention to what they say with empathy.

Being Open-Minded: Students in previous classes have highlighted the importance of being open-minded to other people's perspectives. Being open to ways of thinking that are unfamiliar. This includes to being tolerant toward others' viewpoints; and respectfully disagreeing when opinions do not align.

Compassion: Learning can be uncomfortable. We will feel challenged by the course materials and others' comments. We will always make mistakes. Treat yourself with love and kindness when making mistakes, getting feedback, or feeling uncomfortable. We are all imperfect beings. Please extend compassion to yourself and others.

Curiosity: Approach others and yourself with a curious, non-judgmental attitude. Ask yourself: why am I reacting to what this person is saying in this way? What emotions are arising? What do I need to feel better?

Inclusivity: In our class, we will strive to create an environment that is inclusive of all student experiences and that of the professor and any additional teaching staff. We aim to create an environment that is inclusive of other people's identities and experiences.

Respect: Mutual respect is critical for learning and teaching. Respect others' identities, silence, emotions, and needs.

Safety and no-harm: Sometimes, our intent doesn't match the impact of our actions. We all make mistakes, and we are learning. However, this doesn't mean we cannot or shouldn't take responsibility for our actions. Be responsible for what you say and do. Admit responsibility and actively engage in repairing any harm you may have caused. We are here to support each other in that process.

Scholarly Attitude: In this class, I hope you will adopt what has been called the Scholarly Attitude (thanks to Andrew Lindner and Clayton Childress for this idea). This class does evaluate "participation" as a part of students' course grades. But what we're looking for isn't only "participation" - how much you do or don't talk, sit up or fall asleep, attend class or skip class. Instead, we hope to see students adopt a "scholarly attitude." Having a "scholarly attitude" involves developing intellectual curiosity and a genuine engagement with the ideas presented in the course. Students with a scholarly attitude take the role of the student seriously and demonstrate their commitment to academic pursuits by actively engaging in the material, reflecting deeply on the readings, raising thoughtful questions and comments in class, may bring unsolicited materials to share that are directly relevant to the topics being covered, and connect the course to their life experience. Students who lack a scholarly attitude passively complete the readings and responses, occasionally or frequently engage in other activities during lecture (playing with phones, texting, daydreaming, playing video games, etc.), and are primarily concerned with obtaining a particular grade in the course. I of course understand that grades are important for scholarships and getting into many degree programs. But I hope to some extent you will develop a scholarly attitude that goes beyond those extrinsic rewards. You could also see the scholarly attitude as a means for those extrinsic rewards, because this kind of scholarly attitude will probably help you get higher grades (as long as you also apply good learning strategies—we will talk about such strategies in the class).

Trauma-informed learning: Many students are recovering from traumas and so may find material triggering beyond the typical discomfort associated with learning. I try to announce when content might include such triggers with "content warnings," but I'm imperfect, and I can't predict all of them. Feel free to step away from sessions if necessary or speak to me if you have any concerns. If you are currently experiencing trauma, I encourage you to access the university's mental health resources.

Late Policy

This class has a 24-hour grace period on **all due dates except the reading spreadsheet. The point of the reading spreadsheet is that you've read the readings before class, so the due date is the time listed in the syllabus, the night before each class.**

There is a 5% reduction in the grade per weekday after a due date passes, as a late penalty.

Please discuss with the instructor if you can't make a due date, and please work with an accessibility advisor if you have any barriers that restrict your potential to succeed in this class. Students who miss a paper deadline or a test will receive a mark of zero for that paper or test unless the reason is a circumstance beyond their control. Within three days of missing a paper deadline or test, students must send the instructor a request for consideration. Students must document their request with one of the following:

- Absence declaration via ACORN
- U of T Verification of Illness or Injury Form
- College Registrar's letter (e.g., in case of personal/family crisis or emergency)
- Letter of Academic Accommodation from Accessibility Services

Turnitin

For major assignments, students will be required to submit their assignments to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>).

For some of your assignments, we will be using the software Turnitin. It uses text matching technology as a method to uphold the University's high academic integrity standards to detect any potential plagiarism. Turnitin is integrated into Quercus. For the assignments set up to use Turnitin, the software will review your paper when you upload it to Quercus.

Students not wishing their assignment to be submitted through Turnitin will not be assessed unless a student instead provides, along with their work, sufficient secondary material (e.g., reading notes, outlines of the paper, rough drafts of the final draft, etc.) to establish that the paper they submit is truly their own.

Accessibility Services

The University of Toronto is committed to accessibility. If you require accommodations or have any accessibility concerns, please visit <http://studentlife.utoronto.ca/as> as soon as possible.

Schedule

Class	Date	Lecture Topic & Assigned Material	Tutorial Topic and Assigned Material	Assignments Due
1	Sept 3	<p><u>Course Introduction</u></p> <p>Syllabus</p>		NA
2	Sept 10	<p>Class Topic – Introduction to Environmentalizing Urban Sociology</p> <p>Angelo, Hillary, and Miriam Greenberg. 2023. "Environmentalizing Urban Sociology." City & Community 22(4):257–65. doi: 10.1177/15356841231207219. → This article is the headliner for this class. We will be discussing different aspects of this article throughout the term. It isn't actually very long, but it is dense, so just be ready to go through this while thinking carefully and thoroughly, since it is so much a part of this class.</p>	<p>Reading using Excel</p> <p>Excel Skills</p>	<p>Reading Spreadsheet Entry #1 (Due Monday, 11:59 PM)</p>
3	Sept 17	<p>Class Topic – “Land” or “The Environment”? Environmentalizing Urban Sociology on Treaty Lands</p> <p>Tuck, Eve, Marcia McKenzie, and Kate McCoy. 2014. "Land Education: Indigenous, Post-Colonial, and Decolonizing Perspectives on Place and Environmental Education Research." Environmental Education Research 20(1):1–23. doi: 10.1080/13504622.2013.877708. → So as we are in an educational space at this university and talking about the environment, we are doing “environmental education”. Tuck et al. (2014) here discuss this term “environmental education” and they introduce the Indigenous concept of “land”, and the associated “land education” as an alternative to “environmental education”. It is important for us to conceptualize what exactly we are all doing here, as it will inform the rest of the class (environmental or land education). We will talk in class about what your projects in this class and an “environmentalized environmental sociology” will look like if we take “land education” as the starting point.</p> <p>CHOOSE ONE OF THE FOLLOWING (although both may be useful for your assignment due next week):</p> <p>Koleszar-Green, Ruth. 2018. "What Is a Guest? What Is a Settler?" Cultural and Pedagogical Inquiry 10(2):166–77.</p>	<p>The Growth Mindset</p>	<p>Reading Spreadsheet Entry #2 (Due Monday, 11:59 PM)</p>

		<p>→ This article asks you to think through what it means to be a guest and a settler, making a case for settlers to think of themselves as guests, and what being a guest entails.</p> <p>Hiller, Chris. 2016. "No. Do You Know What Your Treaty Rights Are?' Treaty Consciousness in a Decolonizing Frame." <i>Review of Education, Pedagogy, and Cultural Studies</i> 38(4):381–408. doi: 10.1080/10714413.2016.1203684.</p> <p>→ This article makes the point that settlers also have treaty rights. Treaties and the relationships that exist between settlers and Indigenous peoples have always been two-way.</p>		
4	Sept 24	<p>Class Topic – The Chicago School of Sociology</p> <p>Overall, the readings this week are meant to help you understand the legacy of the Chicago School of sociology, which is a main referent in relation to which the “environmentalizing” argument is leveled.</p> <p>FOREWARD (by Robert Sampson) of <i>The City</i> -: Park, Robert Ezra, and E. W. Burgess. [1925] 2019. <i>The City</i>. Chicago, IL: University of Chicago Press.</p> <p>→ This book, <i>The City</i>, has over 8,000 citations in Google Scholar – meaning, it has been very influential. It was first published in 1925. It is a collection of essays by Ezra Park, Ernest Burgess, and a few of their students such as the Canadian Roderick McKenzie. This foreword, by one of the most famous current urban sociologists, will help you get a sense of what the importance of these essays are for urban sociology.</p> <p>CHAPTER 2 of <i>The City</i>: Park, Robert Ezra. "The growth of the city: an introduction to a research project". Pp. 47–62 in R.E. Park and E.W. Burgess <i>The City</i>. Chicago, IL: University of Chicago Press.</p> <p>→ This is the most influential chapter of <i>The City</i> – it has over 5,000 citations in Google Scholar. You can see here Park’s famous diagrams of the city, and see how he thinks about it. You can think about where the environment is, or is absent, as you read this.</p> <p>CHAPTER 3 of <i>The City</i>: McKenzie, R. D. 1924. "The Ecological Approach to the Study of the Human Community". <i>American Journal of Sociology</i> 30: 287-301.</p>	Developing a Planning System	Reading Spreadsheet entry #3 (Due Monday, 11:59 PM) ***Relationship with the Urban Environment (Due Friday, 11:59 PM)

		<p>→ Finally for this week, you'll read this chapter of <i>The City</i> by the Roderick McKenzie. This "ecological approach" he talks about here is one you read about in the "environmentalizing urban sociology" article.</p>		
5	Oct 1	<p>Class Topic – Chicago using Land and Environmentalizing Lenses</p> <p>Bang, Megan, Lawrence Curley, Adam Kessel, Ananda Marin, Eli S. Suzukovich, and George Strack. 2014. "Muskrat Theories, Tobacco in the Streets, and Living Chicago as Indigenous Land." <i>Environmental Education Research</i> 20(1):37–55. doi: 10.1080/13504622.201</p> <p>→ This article shows how Chicago, which was of course the focus often of the Chicago School of Sociology, can be understood as Indigenous land. So this is an example of "environmentalizing" the study of an urban space but using a conceptual framework where "land" is the basis instead of "environment".</p> <p>Bartram, Robin. 2023. "Routine Dilapidation: How Homeownership Creates Environmental Injustice." <i>City & Community</i> 22(4):266–85. doi: 10.1177/15356841231172524.</p> <p>→ This article takes a classic topic in urban sociology – housing quality – and demonstrates how an environmentalizing lens can be applied to it, framing the study in a different way than would have been done using the classical Chicago School perspective.</p>	Using Web of Science to search for articles with a publication-title-specific search term	Reading Spreadsheet Entry #4 (Due Monday, 11:59 PM)
6	Oct 8	<p>Class Topic – Climate Change as a Problem for the City</p> <p>Klinenberg, Eric, Malcolm Araos, and Liz Koslov. 2020. "Sociology and the Climate Crisis." <i>Annual Review of Sociology</i> 46:649–69.</p> <p>→ With this article, I want to introduce you to the broad context of sociology and climate change, which will be useful for your term projects.</p> <p>Carmin, JoAnn, Isabelle Anquelovski, and Debra Roberts. 2012. "Urban Climate Adaptation in the Global South: Planning in an Emerging Policy Domain." <i>Journal of Planning Education and Research</i> 32(1):18–32. doi: 10.1177/0739456X11430951.</p> <p>→ A great deal of urban sociology is focused on the Global North. In this class we will engage with some of the articles</p>	Reference Managers	<p>Reading Spreadsheet Entry #5 (Due Monday, 11:59 PM)</p> <p>***Term Paper Stage 1 (Due Friday, 11:59 PM)</p>

		that focus on analyzing cities in the Global South to maintain a more global perspective, a global perspective also called for by Angelo and Greenberg's "Environmentalizing Urban Sociology" article.		
7	Oct 15	<p>Class Topic – Climate Change II: Sea Level Rise and Rain</p> <p>Araos, Malcolm. 2023. "Democracy Underwater: Public Participation, Technical Expertise, and Climate Infrastructure Planning in New York City." Theory and Society 52(1):1–34. doi: 10.1007/s11186-021-09459-9.</p> <p>Meilvang, Marie Leth. 2021. "From Rain as Risk to Rain as Resource: Professional and Organizational Changes in Urban Rainwater Management." Current Sociology 69(7):1034–50. doi: 10.1177/0011392120986238.</p>	Synthetic Writing	Reading Spreadsheet Entry #6 (Due Monday, 11:59 PM)
8	Oct 22	<p>Class Topic – Climate Change III: Urban Environments and Climate Change Policy</p> <p>Aboagye, Prince Dacosta, and Ayyoob Sharifi. 2023. "Post-Fifth Assessment Report Urban Climate Planning: Lessons from 278 Urban Climate Action Plans Released from 2015 to 2022." Urban Climate 49:101550. doi: 10.1016/j.uclim.2023.101550. → As your term projects are about this topic, I wanted you to see how one group of scholars has analysed urban climate action plans. You can take inspiration from this for your final projects.</p> <p>Masson, Valéry, Aude Lemonsu, Julia Hidalgo, and James Voogt. 2020. "Urban Climates and Climate Change." Annual Review of Environment and Resources 45(1):411–44. doi: 10.1146/annurev-environ-012320-083623. → This article provides a broad overview of urban-climate change interface topics, which I hope will be helpful for your term projects.</p>	Self-Compassion	<p>Students: please let me know what part of the "hidden curriculum" you want to know about for the last few weeks of this class! (and please remind me if I forget to ask you)</p> <p>Reading Spreadsheet Entry #7 (Due Monday, 11:59 PM)</p> <p>***Mid-Term Paper (Due Friday, 11:59 PM)</p>
9	Nov 5	<p>Class Topic – Racial & Colonial Capitalism and the City</p> <p>Foote, Aaron, and Cedric De Leon. 2023. "Origins of the Flint Water Crisis: Uneven Development, Urban Political Ecology, and Racial Capitalism." City & Community 22(4):352–66. doi: 10.1177/15356841231207626.</p>	Students Choose	Reading Spreadsheet Entry #8 (Due Monday, 11:59 PM)

		<p>King, Pita, Darrin Hodgetts, Mohi Rua, and Mandy Morgan. 2018. "When the Marae Moves into the City: Being Māori in Urban Palmerston North." City & Community 17(4):1189–1208. doi: 10.1111/cico.12355.</p> <p>→ This article on Māori and urban environments, also continues the dialogue we are having in this class between urban sociology in different places in the world. Even though it is geographically south, New Zealand is understood as part of the Global North, yet Māori living in the urban environments discussed in this article and other urban Indigenous peoples have sometimes been called the "South in the North", pointing to the fact that Indigenous peoples live with a very different history than settlers in the Global North.</p>		
10	Nov 12	<p>Class Topic – Cities are Not Isolated Islands: The Necessity of Inter-Urban and Urban-Global Analysis when Environmentalizing Urban Sociology</p> <p>Besek, Jordan Fox. 2021. "On the Interactive Nature of Place-Making: Modifying Growth Machine Theory to Capture the Spatial and Temporal Connections That Spawned the Asian Carp Invasion." The Sociological Quarterly 62(1):121–42. doi: 10.1080/00380253.2020.</p> <p>→ This article shows that animals themselves move between cities, and that fact means that an inter-urban perspective, that is also connected to what happens in rural areas, is needed, as part of environmentalizing urban sociology.</p> <p>Braswell, Taylor Harris. 2022. "Extended Spaces of Environmental Injustice: Hydrocarbon Pipelines in the Age of Planetary Urbanization." Social Forces 100(3):1025–52. doi: 10.1093/sf/soab040.</p> <p>→ This article is about "planetary urbanization": how the urban is connected to non-urban environments</p>	Students Choose	<p>Reading Spreadsheet Entry #9 (Due Monday, 11:59 PM)</p> <p>***Term Paper Stage 2 (Due Friday, 11:59 PM)</p>
11	Nov 19	<p>Class Topic – Finding Inspiration for Environmentalizing Urban Sociology: Political Ecology and Environmental Justice</p> <p>Angelo, Hillary, and David Wachsmuth. 2015. "Urbanizing Urban Political Ecology: A Critique of Methodological Cityism." International Journal of Urban and Regional Research 39(1):16–27. doi: 10.1111/1468-2427.12105.</p>	Students Choose	<p>Reading Spreadsheet Entry #10 (Due Monday, 11:59 PM)</p>

		<p>→ This article discusses how the field of political ecology urbanized itself. This is not exactly the same as an urban field like urban sociology environmentalizing itself, but you can still see some of the major themes of our class in the process, and it provides us some insight into what it would mean for urban sociology to environmentalize.</p> <p>Suharko, Suharko. 2020. "Urban Environmental Justice Movements in Yogyakarta, Indonesia." Environmental Sociology 6(3):231-41. doi: 10.1080/23251042.2020.1778263.</p> <p>→ This article shows how the framework of environmental justice has often been applied to cities, bringing up the issue of whether "environmentalizing" urban sociology is needed if one wants to do urban environmental analysis, and also showing us how urban sociology can environmentalize in terms of the definition of the environment and getting rid of the city-nature dualism.</p>		
12	Nov 26	Course Review	Students Choose	
NA	Dec 6	Term Papers Due		Term Paper Final (Friday, Dec 6, 11:59 PM)

Appendix 1: Search term for Sociology Articles

Your Mid-Term paper requires you to find articles that are sociological. You can also include other articles, but you need at least 10 that are sociological.

How do you know if the source is sociological?

If you want to be *really* precise, then on the journal article you read or the biography of the author in the book, check if they were working in a sociology department at the time it was published.

For example, look at the red box in this journal article:

ENVIRONMENTAL SOCIOLOGY
2022, VOL. 8, NO. 4, 459–470
<https://doi.org/10.1080/23251042.2022.2064207>

Routledge
Taylor & Francis Group

Check for updates

Farmer identities: facilitating stability and change in agricultural system transitions

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ABSTRACT
The need for institutional change posed by anthropogenic global warming is now well-recognized, and this is particularly the case for agri-food systems, which are both significant contributors to climate change, and highly vulnerable to its impacts. The importance of identity to institutional change is well-recognized in various areas of scholarship, although in the study of institutional responses to climate change this key driver is less often discussed. In this study, we seek to create space for doing so, by focusing on the identity work of a sample of farmers in Alberta, Canada, as they navigate this moment of sector uncertainty. We show how farmer identities are becoming destabilized as producers attempt to accommodate growing environmental and climatological concerns, with many productivist farmers seeking to deflect sources of identity disconfirmation, while post-productivist farmers engage in active community-building and information seeking to support the formation of a new identity.

ARTICLE HISTORY
Received 18 May 2021
Accepted 6 April 2022

KEYWORDS
Identity theory; sustainability transitions; agriculture; farmers; Alberta; climate change

So in that red box, you can see that the authors are from the department of “Resource Economics and Environmental Sociology”, so this article **DOES count** as a “sociological” article.

In most journal articles, the institutional affiliation (where the person is working) is usually listed in a footnote on the first page or right underneath the authors’ names as in the above picture.

If you want to be even more precise, you could check whether, even for people who are **not** currently working in a sociology department, if their PhD is from a sociology department. You can find that out by searching online, and find their CV (their academic resume).

But! I’m not going to be that picky. Just make sure the source is from one of the sources listed in the journals list below and that the author is at least working in **a social science department**. I want you to focus on finding good quality sociological publishing venues (listed below) rather than worrying too much about whether someone is exactly a sociologist.

But if you really want to take this class’s theme on and search specifically for sociology, that is how you do it: **check their current affiliation based on the footnote of journal articles (or underneath their**

name) and, if they aren't in a sociology department, check if their PhD was from a sociology department by finding their CV online and looking it over.

How do you know if the source is from an at-least middle-ranked publisher?

The sources may be:

1. Books from University Presses (e.g., Princeton University Press, MIT Press, University of Regina Press, Cambridge University Press, etc.)
2. Books from Academic Presses (e.g., Routledge, Springer, and Polity are examples of academic presses – if in doubt, ask the professor or TA if a book you want to read is academic!)
3. From any of a list of journals, which you can review below.

Journals List: Since we're trying to do a bit of disciplinary work in this class and help you understand what "urban *sociology*" is, the sources you choose can be from academic presses or they can come from a set of journals that are thought of as **good quality sociology journals**. In sociology, the following 81 journals are thought to be most of the "good" journals, give or take a few.

Web of Science Search Term

Note 1: In this list, journals whose titles are **single words (like "Ethnography")** don't need quotation marks to work, but sometimes I included them just out of habit as I wrote the list. But the quotes are only absolutely necessary when there are titles that are more than one word.

In class, I will show you how to use this search term to find articles quickly. With this search term included, you will very quickly have enough sources for the paper. Basically you can add a line to your search and designate it as "publication titles", and then you copy and paste this term in there, and have another line of your search with the topic you are looking for.

YOU SHOULD COPY AND PASTE THIS TERM when you use it in your searches. I do not at all require you to re-create this!

"CITY COMMUNITY" OR "ACTA SOCIOLOGICA" OR "AGRICULTURE AND HUMAN VALUES" OR "AMERICAN JOURNAL OF CULTURAL SOCIOLOGY" OR "AMERICAN JOURNAL OF SOCIOLOGY" OR "AMERICAN SOCIOLOGICAL REVIEW" OR "AMERICAN SOCIOLOGIST" OR "ANNUAL REVIEW OF SOCIOLOGY" OR "BODY SOCIETY" OR "BRITISH JOURNAL OF SOCIOLOGY" OR "CANADIAN JOURNAL OF SOCIOLOGY" OR "CANADIAN REVIEW OF SOCIOLOGY" OR "CHINESE SOCIOLOGICAL REVIEW" OR "CRITICAL SOCIOLOGY" OR "CULTURAL SOCIOLOGY" OR "CURRENT SOCIOLOGY" OR "DISCOURSE & SOCIETY" OR "DU BOIS REVIEW SOCIAL SCIENCE RESEARCH ON RACE" OR "ECONOMY AND SOCIETY" OR "ENVIRONMENTAL SOCIOLOGY" OR "ETHNIC AND RACIAL STUDIES" OR "ETHNOGRAPHY" OR "EUROPEAN JOURNAL OF SOCIAL THEORY" OR "EUROPEAN SOCIOLOGICAL REVIEW" OR "FOOD CULTURE SOCIETY" OR "GENDER & SOCIETY" OR "INFORMATION COMMUNICATION SOCIETY" OR "INTERNATIONAL JOURNAL OF COMPARATIVE SOCIOLOGY" OR "INTERNATIONAL JOURNAL OF SOCIOLOGY" OR "INTERNATIONAL POLITICAL SOCIOLOGY" OR "INTERNATIONAL REVIEW FOR THE SOCIOLOGY OF SPORT" OR "INTERNATIONAL SOCIOLOGY" OR "JAPANESE JOURNAL OF SOCIOLOGY" OR "JOURNAL OF CONSUMER CULTURE" OR "JOURNAL OF CONTEMPORARY "ETHNOGRAPHY" OR "JOURNAL OF HEALTH & SOCIAL BEHAVIOUR" OR "JOURNAL OF MARRIAGE AND FAMILY" OR "JOURNAL OF SOCIOLOGY" OR "MEDIA, CULTURE AND SOCIETY" OR "MEN AND MASCULINITIES" OR "MOBILIZATION" OR "NATIONS AND NATIONALISM" OR POETICS OR "POLITICS & SOCIETY" OR "POPULATION AND DEVELOPMENT REVIEW" OR "QUALITATIVE RESEARCH" OR "QUALITATIVE SOCIOLOGY" OR "RACE AND SOCIAL PROBLEMS" OR "RURAL SOCIOLOGY" OR SEXUALITIES OR "SOCIAL FORCES" OR "SOCIAL JUSTICE RESEARCH" OR "SOCIAL MOVEMENT STUDIES" OR "SOCIAL NETWORKS" OR "SOCIAL PROBLEMS" OR "SOCIAL SCIENCE QUARTERLY" OR "SOCIAL SCIENCE RESEARCH" OR "SOCIETY NATURAL RESOURCES" OR

“SOCIETY AND MENTAL HEALTH” OR “SOCIOLOGIA RURALIS” OR “SOCIOLOGICAL FORUM” OR “SOCIOLOGICAL INQUIRY” OR “SOCIOLOGICAL METHODS & RESEARCH” OR “SOCIOLOGICAL PERSPECTIVES” OR “SOCIOLOGICAL QUARTERLY” OR “SOCIOLOGICAL REVIEW” OR “SOCIOLOGICAL SCIENCE” OR “SOCIOLOGICAL SPECTRUM” OR “SOCIOLOGICAL THEORY” OR “SOCIOLOGY THE JOURNAL OF THE BRITISH SOCIOLOGICAL ASSOCIATION” OR “SOCIOLOGY COMPASS” OR “SOCIOLOGY OF EDUCATION” OR “SOCIOLOGY OF HEALTH ILLNESS” OR “SOCIOLOGY OF RACE AND ETHNICITY” OR “SOCIOLOGY OF RELIGION” OR SOCIUS OR “SYMBOLIC INTERACTION” OR “THEORY AND SOCIETY” OR “WORK AND OCCUPATIONS” OR “YOUTH SOCIETY”

Appendix 2: Urban Climate Policy Literature

I found the following references by going to Web of Science and searching for urban cit* climate. I also restricted to the last 10 years. You can use this list, and your own searches, to help you build your criteria for evaluating climate policies for the term paper.

- Aboagye, Prince Dacosta, and Ayyoob Sharifi. 2023. “Post-Fifth Assessment Report Urban Climate Planning: Lessons from 278 Urban Climate Action Plans Released from 2015 to 2022.” *Urban Climate* 49:101550. doi: 10.1016/j.uclim.2023.101550.
- Allam, Zaheer, and Zakia Soomauroo. 2024. “Inaction in Urban Climate Policy Undermines Health.” *Environmental Health Insights* 18:11786302241246909. doi: 10.1177/11786302241246909.
- Bahadur, Aditya V., and Thomas Tanner. 2014. “Policy Climates and Climate Policies: Analysing the Politics of Building Urban Climate Change Resilience.” *Urban Climate* 7:20–32. doi: 10.1016/j.uclim.2013.08.004.
- Baklanov, A., C. S. B. Grimmond, D. Carlson, D. Terblanche, X. Tang, V. Bouchet, B. Lee, G. Langendijk, R. K. Kolli, and A. Hovsepyan. 2018. “From Urban Meteorology, Climate and Environment Research to Integrated City Services.” *Urban Climate* 23:330–41. doi: 10.1016/j.uclim.2017.05.004.
- Boyd, Emily, and Sirkku Juhola. 2015. “Adaptive Climate Change Governance for Urban Resilience.” *Urban Studies* 52(7):1234–64. doi: 10.1177/0042098014527483.
- Bulkeley, Harriet, Gareth A. S. Edwards, and Sara Fuller. 2014. “Contesting Climate Justice in the City: Examining Politics and Practice in Urban Climate Change Experiments.” *Global Environmental Change* 25:31–40. doi: 10.1016/j.gloenvcha.2014.01.009.
- Burgstall, Annkatrin, Sven Kotlarski, Ana Casanueva, Elke Hertig, Erich Fischer, and Reto Knutti. 2021. “Urban Multi-Model Climate Projections of Intense Heat in Switzerland.” *Climate Services* 22:100228. doi: 10.1016/j.cliser.2021.100228.
- Castán Broto, Vanesa, and Linda K. Westman. 2020. “Ten Years after Copenhagen: Reimagining Climate Change Governance in Urban Areas.” *WIREs Climate Change* 11(4):e643. doi: 10.1002/wcc.643.
- Chapman, Sarah, Marcus Thatcher, Alvaro Salazar, James E. M. Watson, and Clive A. McAlpine. 2019. “The Impact of Climate Change and Urban Growth on Urban Climate and Heat Stress in a Subtropical City.” *International Journal of Climatology* 39(6):3013–30. doi: 10.1002/joc.5998.
- Gidhagen, Lars, Jonas Olsson, Jorge H. Amorim, Christian Asker, Danijel Belusic, Ana C. Carvalho, Magnuz Engardt, Yeshewatesfa Hundecha, Heiner Körnich, Petter Lind, David Lindstedt, Esbjörn Olsson, Jörgen Rosberg, David Segerström, and Lena Strömbäck. 2020. “Towards Climate

Services for European Cities: Lessons Learnt from the Copernicus Project Urban SIS.” *Urban Climate* 31:100549. doi: 10.1016/j.uclim.2019.100549.

González, Jorge E., Prathap Ramamurthy, Robert D. Bornstein, Fei Chen, Elie R. Bou-Zeid, Masoud Ghandehari, Jeffrey Luvall, Chandana Mitra, and Dev Niyogi. 2021. “Urban Climate and Resiliency: A Synthesis Report of State of the Art and Future Research Directions.” *Urban Climate* 38:100858. doi: 10.1016/j.uclim.2021.100858.

Govindarajulu, Dhanapal. 2014. “Urban Green Space Planning for Climate Adaptation in Indian Cities.” *Urban Climate* 10:35–41. doi: 10.1016/j.uclim.2014.09.006.

Graça, Marisa, Sara Cruz, Ana Monteiro, and Tina-Simone Neset. 2022. “Designing Urban Green Spaces for Climate Adaptation: A Critical Review of Research Outputs.” *Urban Climate* 42:101126. doi: 10.1016/j.uclim.2022.101126.

Lee, Taedong, and Martin Painter. 2015. “Comprehensive Local Climate Policy: The Role of Urban Governance.” *Urban Climate* 14:566–77. doi: 10.1016/j.uclim.2015.09.003.

Lenzholzer, Sanda, Gerrit-Jan Carsjens, Robert D. Brown, Silvia Tavares, Jennifer Vanos, YouJoung Kim, and Kanghyun Lee. 2020. “Awareness of Urban Climate Adaptation Strategies –an International Overview.” *Urban Climate* 34:100705. doi: 10.1016/j.uclim.2020.100705.

Lwasa, Shuaib, Frank Mugagga, Bolanle Wahab, David Simon, John Connors, and Corrie Griffith. 2014. “Urban and Peri-Urban Agriculture and Forestry: Transcending Poverty Alleviation to Climate Change Mitigation and Adaptation.” *Urban Climate* 7:92–106. doi: 10.1016/j.uclim.2013.10.007.

Mehryar, Sara, Idan Sasson, and Swenja Surminski. 2022. “Supporting Urban Adaptation to Climate Change: What Role Can Resilience Measurement Tools Play?” *Urban Climate* 41:101047. doi: 10.1016/j.uclim.2021.101047.

Nagel, Melanie, Martin Stark, Keiichi Satoh, Marco Schmitt, and Elena Kaip. 2019. “Diversity in Collaboration: Networks in Urban Climate Change Governance.” *Urban Climate* 29:100502. doi: 10.1016/j.uclim.2019.100502.

Rahman, Md. Abdur, Md. Zakir Hossain, and Khan Rubayet Rahaman. 2023. “Climate Urbanism as a New Urban Development Paradigm: Evaluating a City’s Progression towards Climate Urbanism in the Global South.” *Climate* 11(8):159. doi: 10.3390/cli11080159.

Somokanta, Thounaojam. 2022. “Urban Climate Change Experiments in Gandhinagar, India.” *Urban Climate* 43:101149. doi: 10.1016/j.uclim.2022.101149.

Yazar, Mahir. 2024. “Episodic Populist Backlashes against Urban Climate Actions.” *Urban Studies* 00420980241237139. doi: 10.1177/00420980241237139.

Appendix 3: Rubrics

1. Reading/Listen/Watch Notes

Notes will be graded on a pass/fail basis.

0% – Not handed in, or plagiarized, or produced with automation software

50% – Handed in, but the notes are missing several elements

70% – Handed in, but the notes are missing one element

85% – The notes are complete – based on the spreadsheet, it is clear the student has put in the effort to do the readings thoroughly

Please note: Sometimes, students are confused that the top grade for these notes is an 85%. Usually, though, with a bit of explanation students understand. The point of the 85% “pass” grade for these notes is that this is an assignment where, if you include the requirements, you should be able to get 85% each time. It is, in essence, not that difficult to get 85%, but you do have to set aside time to do the readings properly. If a pass was 100%, it would be too easy to get a high grade in the class. Remember: an 85% is an A. That is a 4.0, if we translate that into GPA. That is a pretty high baseline from which to work on the other assignments in this class, if you do all the readings diligently. The 85% cap on the reading note assignments means that you need to make sure that you do well on the other assignments if you want to remain at an A, assuming you hand in complete and comprehensive reading notes. And if you take good reading notes, they should help you on the other assignments.

2. Relationship with the Urban Environment

Points	Title	Description
25	Biographical Description of Relationship with The Environment and Connection to Social Structures	The student describes to what degree they have been in connection with local environments. They describe how they have engaged with the environment through shopping decisions, any direct relationships they have had such as planting pollinator gardens or in other ways doing things for or among local wildlife, they talk about whether they have been involved in environmental activism and if so what types. They talk about any relevant places that have been important in their urban environmental biography, any species that they have become interested in or feel attached to in the city , and in other ways elicit the different ways they have related to urban environments , and how they have or have not thought much about how their actions in the city have effects on the local and global environment.
25	Biographical Description of Relationship with Land	Good papers thoroughly describe the urban lands that the student has lived and currently live on, in terms of the colonial history of the place, such as Indigenous peoples' land. That is, which Indigenous groups have claims to the urban land the student has and currently lives on? If the student describes some places that don't have clear Indigenous land claims (e.g., say you didn't grow , they can describe what the politics of relating with land have been in that place.
25	Evidence, Organization, and Clarity	Flow, clarity, and coherence in the writing. The writing is well-organized. The student

		has worked to polish the writing so that it is clear. The writing has coherence in the sense that it creates a unified whole.
25	Formatting and Eloquence	<p>The paper is formatted professionally. It was uploaded to Quercus as a Word Document or PDF and is double-spaced.</p> <p>The text is carefully constructed, grammatically correct, and uses appropriate style conventions. In the best papers, the writing will be eloquent, and word choice will be refined and accurate to context. The paper has a consistent voice throughout (no major changes in tone and style indicative of using ChatGPT etc.).</p> <p>The paper is formatted professionally (e.g., no strange line or paragraph spacing, a consistent font used throughout, and in general the student has put in effort to make the document look professional).</p>

3. Mid-term Paper: Environmentalizing Urban Sociology

For your Mid-Term Paper in this class, your task is to answer 3 questions in an essay format:

1. In what ways has urban sociology excluded the environment?
2. What will it mean to environmentalize urban sociology?
3. Does it matter to environmentalise urban sociology? What impacts might an environmentalized urban sociology have in the real world? Or is the push to environmentalize urban sociology only an obscure issue, only affecting quibbling academics?
4. The aim here is for you to think from the standpoint of an urban sociologist (in contrast to the final paper, where you're thinking more like a government official), while, at the same time, asking you to think about the relationship between academia and the broader society.

Length: 2,000–2,500 words

References: You should include at least 10 references from sociology journals. You should use the search term for “Publication Title” listed in the Appendix 1 of this syllabus, in Web of Science, to find relevant articles. We will discuss in class how to use Web of Science effectively. If you want to use an article from beyond those publications, just check with the instructor first.

Citation style: You should use American Sociological Association OR American Psychological Association format.

Please note: If you have any challenges figuring out how to write a minimum of 2,000 words, please consult with the instructor. I'm happy to help you figure out how to meet the minimum length requirement, if that is a challenge for you.

Points	Title	Description
25	Critical Reading and Synthesis	The paper demonstrates thorough understanding of class material.

		<p>The student has done their own reading of the academic literature to bring in additional facts and ideas and demonstrates a thorough understanding of this additional literature.</p> <p>The paper does not read like an annotated bibliography, talking about one source after the other. Rather, it <i>synthesizes</i> the different pieces of literature into an overall thematic framework.</p>
25	The Disciplinary and Relevance Questions	<p>Disciplinary: The paper engages thoroughly with the question of what environmentalizing means <i>for sociology</i>. We can environmentalize an individual person's thoughts about cities or a government's approach to urban governance. But what does relevance does environmentalizing have for the field of urban sociology? Do urban sociologists as a whole care that some people think this is important (e.g., you can check articles that have cited and discussed Angelo and Greenberg)? A strong paper will earnestly engage with such questions.</p> <p>Relevance: And then if this happens in sociology, does anyone care? What impact does environmentalizing urban sociology have on the world, if any? On other academic disciplines? A strong paper will develop an answer to such questions.</p>
25	Evidence, Organization, and Clarity	<p>Flow, clarity, and coherence in the project. Appropriate evidence is given for any claims made (i.e., backing up your claims with citations). In projects with clarity and force of argumentation, all arguments are backed up by logic, evidence, and careful reflection and they employ well-chosen and insightful details and examples. All claims that are a "matter of fact" (making a claim about something that happens in the world) have a citation.</p>
25	Formatting and Eloquence	<p>The paper is formatted professionally. It was uploaded to Quercus as a Word Document or PDF and is double-spaced. The citation/reference style is applied accurately.</p> <p>The text is carefully constructed, grammatically correct, and uses appropriate style conventions. In the best papers, the writing will be eloquent, and word choice will be refined and accurate to context. The paper has a consistent voice throughout (no</p>

		major changes in tone and style indicative of using ChatGPT etc.)
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4. Final Paper: Urban Climate Policy

In this project, you will analyze urban climate policies.

The point of this in terms of your learning is to help you become aware of:

1. What climate policies exist
2. What is typically contained within them
3. What the cutting edge is for urban climate policy. You will become aware of how far exactly are cities willing – and not willing – to go to mitigate and adapt to climate change.
4. How the academic literature and actual events on the ground relate to each other – better understanding what your relationship is as someone thinking about this in the academic world and the actual events happening in the world of governance.
5. What it would mean to think about climate and urban policy from the standpoint of a political actor, rather than an urban sociologist, while also asking you to think about the interface between academic work and political action.

In your Final Paper, your task is to:

1. Collect at least 10 urban climate change policies from one jurisdiction. The default for this is Canada as a whole. But you can ultimately choose the jurisdiction, just check with the professor first if you'd like to use a jurisdiction other than Canada. You should carefully document how you searched for and found these policies, because you will then write about them in a "Methods" section in your final paper.
2. Summarize the strengths and weaknesses of each policy. Do this on the basis of a set of criteria that you create – in consultation with academic literature – for evaluating the policies. This set of criteria should be around 10 items, but can range from 8-12. For example, you could have, as one element of the criteria, "Does the city have a plan for fully electrifying their public transportation system? What does this plan look like? Is it comprehensive enough and is it slated to happen on an appropriate timeline for averting climate change?" You should use at least 10 citations from the urban studies (anything from urban sociology, to political ecology, geography, urban anthropology, etc.) literature to help you develop the criteria, and you should cite these papers as you analyze the policies. What does the literature think is important in urban climate policies, and how do the policies you've collected measure up to what the academic literature sees as important?
3. Answer the questions: In what ways does the academic literature matter – or not matter – for actual urban climate policies? Does academic literature have any effect on policymaking in the real world? If it doesn't (or could have more of an impact), is there any prospect for more of an interaction between academic literature and policymaking?

Length: Your analysis of the policies, and your discussion of these questions, should be 2,000–4,000 words. Your references can be additional to the upper bound of 4,000 words.

Citation style: You should use American Sociological Association OR American Psychological Association format.

Literature Scope: The literature you reference for this project doesn't have to be explicitly sociological, since urban studies is a very interdisciplinary field. Political ecology and geography, especially, have many great studies on urban issues related to climate change. The academic journal called **Urban Climate** will probably prove to be helpful. See Appendix 2 for a list of references to get you started.

Please note: If you have any challenges figuring out how to write a minimum of 2,000 words, please consult with the instructor. I'm happy to help you figure out how to meet the minimum length requirement, if that is a challenge for you.

Points	Title	Description
25	Critical Reading and Synthesis	<p>The paper demonstrates thorough understanding of class material, especially Angelo and Greenburg, but the project should also cite and show significant engagement with at least 5 items of class material in addition to Angelo and Greenburg.</p> <p>The student has done their own reading of the academic literature to bring in additional facts and ideas and demonstrates a thorough understanding of this additional literature.</p> <p>The paper does not read like an annotated bibliography, talking about one source after the other. Rather, it <i>synthesizes</i> the different pieces of literature into an overall thematic framework.</p>
25	Quality of Analysis of Climate Policies	<p>The student has put careful thought into the criteria used to evaluate climate policy, and has used literature to develop these criteria.</p> <p>The student has an insightful analysis of the 10+ urban climate policies based on these criteria. The analysis is thorough.</p> <p>The scope of the policies is well-chosen – a jurisdiction like Canada or Ontario (or some other region) is used rather than a scattered global coverage, unless there is a very clear reason for doing global comparison (e.g., like cities over 5 million people across national contexts)</p>
25	Evidence, Organization, and Clarity	<p>Flow, clarity, and coherence in the project. Appropriate evidence is given for any claims made (i.e., backing up your claims with citations). In projects with clarity and force of argumentation, all arguments are backed up by logic, evidence, and careful reflection and they employ well-chosen and insightful details and examples. All claims that are a "matter of fact" (making a claim about something that happens in the world) have a citation.</p>
25	Formatting and Eloquence	<p>The paper is formatted professionally. It was uploaded to Quercus as a Word Document or PDF and is double-spaced. The citation/reference style is applied accurately.</p>

		<p>The text is carefully constructed, grammatically correct, and uses appropriate style conventions. In the best papers, the writing will be eloquent, and word choice will be refined and accurate to context. The paper has a consistent voice throughout (no major changes in tone and style indicative of using ChatGPT etc.)</p>
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