

SOC486H1S—ADVANCED STUDIES IN URBAN SOCIOLOGY

Summer 2022

Instructor: Fernando Calderón Figueroa, f.calderonfigueroa@mail.utoronto.ca

Lectures: Tuesdays and Thursdays 3:10pm-5pm; Online synchronous – Quercus - Zoom

Office Hours: After class or by appointment

Course Description

From the ancient town to the modern megalopolis, the neighbourhood is one of the oldest forms of human association. Despite dramatic transformations in cities, politics, economies, and culture, neighbourhoods remain central and consequential foci of social life. Local parks, corner stores, strip malls, community centres and other neighbourhood amenities provide the infrastructure for face-to-face interactions in large cities. Everyday encounters with neighbours became particularly important in the early months of the pandemic when travel was restricted, schools and offices closed, and stay-at-home orders were in effect. Neighbourhoods are frequently the units of governmental administration, the targets of urban policy, the basis of civic activism, and the arenas of heated political conflict. The neighbourhood in which one grows up and lives has tremendous consequences for one's life chances and outlook, from health to income to political attitudes and beyond.

Prerequisite

The prerequisite for this course is 1.0 SOC FCE at the 300+level. Students who do not meet this requirement will be removed without notice.

Learning Outcomes

This course will closely examine from several theoretical perspectives the nature, functions, consequences, and causes of neighbourhoods, paying special attention to how neighbourhoods are changing and enduring in contemporary post-industrial societies. Toronto has often been called a “city of neighbourhoods,” and we will use Toronto as our living laboratory. In addition to close reading of key texts, you will engage in two assignments about neighbourhoods across Toronto and its suburbs. You will work individually or in pairs to examine a neighbourhood via multiple techniques—you will be required to triangulate quantitative, qualitative, and spatial data analysis. Combining all of this together across teams will produce a deep and rich understanding of various neighbourhood forms and experiences, providing you with living material to test and extend the ideas of the authors we will read in class.

Land Acknowledgement

The topics we will discuss throughout the course lie at the intersection of people, communities, and land. It is therefore mandatory for us to start with an acknowledgement of the Aboriginal peoples in whose colonized territory we now live and study:

We would like to begin by acknowledging that the land on which we gather is the traditional territory of the Wendat, the Anishnaabeg, Haudenosaunee, Métis, and the Mississaugas of the Scugog, Hiawatga, and Alderville First Nation. We also acknowledge that Toronto is covered by

Treaty 13 signed with the Mississaugas of the Credit, and the Williams Treaties signed with multiple Mississaugas and Chippewa bands.

We wish to acknowledge this land on which the University of Toronto operates. For thousands of years it has been the traditional land of the Huron-Wendat, the Seneca, and most recently, the Mississaugas of the Credit River. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land.

- *Question for the first class:* What is the name of the neighbourhood that hosts the Bead Hill archeological site where the Seneca village Ganatsekwyagon was located?

Textbook and Other Materials

There is no textbook assigned for this course. The readings will be available via Quercus under the Modules tab.

Evaluation Components

Type	Description	Due date	Weight
Reading Responses	Two short reading responses	At least one by July 21 st	20%
Participation	Attendance to Lectures and Seminar Discussions	Ongoing	10%
Field Assignment 1	Observation or Analysis of Online Communities	July 15 ^h	20%
Field Assignment 2	Document and Sociodemographic Data Collection	July 29 th	20%
Final Assignment		Aug 12 nd (TBC)	30%

Grading

Reading Responses (20%)

Readings are assigned weekly, and you are expected to read them in advance. However, only **two** reading responses are required for grading. At least **one** of these responses should be submitted **by July 21st**. Entries are due at 11:59 pm of Wednesdays, the day before Thursdays' seminar sessions.

The main goal of the responses is for you to critically reflect on the readings. Each entry should be short, around 350 words long or about two paragraphs. You can approach the entries in many ways. They can point at passages that you find interesting, puzzling, or confusing and elaborate on why. Other entries may compare the readings for each week with previous readings or lecture material. Yet others may connect the readings with your personal experiences, recent news stories, or television shows. I will read the entries before each lecture to use as a guide into the discussion, and you are encouraged to participate drawing on your responses.

Each post will be marked on a 10-point scale, and together contribute 20% to the total course grade.

Field Assignments (40%)

The field assignments combine different techniques of empirical observation with the analytical approaches discussed in the seminar. At the beginning of the course, you will select a

neighbourhood in Toronto as the research subject. Each assignment’s report will be written (around 1,200 words) and submitted individually, but you are encouraged to share the neighbourhood with a classmate. This way, both of you can share the data collection and analysis process.

Field assignments are both mandatory and cumulative. Both converge in the final assignment for the course. Thus, late submissions are highly discouraged. Combined, the two parts amount to 40% of the total course grade.

Assignment	Dates	Description
1. In-Person Observation / Analysis of Online Communities (20%)	Starts: July 5 th Due: July 15 th	In this assignment, you will describe your neighbourhood drawing on one of the following two sources of primary data: an in-person observation <i>or</i> an exploration of online communities (groups). Option A: You will visit the neighborhood and take notes of your first impressions of the place. It is important to keep the senses open and write down what is seen, heard, touched, and even smelled. Based on the built and social environment of the neighborhood, you will address some basic questions about the area. Who lives there? Who works there? Where do people go to meet? How do people seem to move around? Are there any visible markers of where the neighbourhood begins and ends? Try to get a thorough impression of the neighborhood. Option B: You will briefly join an online community centred around your neighbourhood. The community can be either on Facebook groups or the Nextdoor app. In the absence of in-person encounters during the pandemic, online communities have taken new roles (e.g., supporting neighbours facing food insecurity). You will explore the communities in your neighbourhood of interest using this tool focusing on how leaders and participants ‘make sense’ of the neighbourhood. How is the neighbourhood called? What features of the community are highlighted in the discussion about local issues? What changes has the neighborhood undergone? What’s their diagnosis of the neighborhood nowadays—especially amid the pandemic?
2. Document and Sociodemographic Data Collection (20%)	Starts: July 19 th Due: July 29 th	The City of Toronto website holds a large catalogue of the city archives. Photos, maps, community organizations and other documents will provide a sense of how the neighborhood has evolved over time. For this assignment, you will also search for media stories and literary texts that might be useful for grasping a sense of the cultural representations of the neighborhood. Additionally, you will collect census data that is currently available online or in the course’s Quercus page. The goal will be to find information at the neighbourhood level and compile it. Your examination should focus on basic demographic information and the built environment. Results will be presented using tables, summary measures, and graphics.

Final Assignment (30%)

After two assignments, each of you has a well-informed understanding of the local composition and dynamics. This assignment combines the theoretical discussions with the empirical findings of the previous weeks into a single monograph. The main goal is to assess one of the theoretical frameworks about neighbourhoods drawing upon the case that you have studied. Therefore, the document will rely both on the readings and on the collected data. This assignment will be submitted individually and is worth 30% of the final grade.

Class Format

Classes will consist of lectures on Tuesdays, and seminar sessions on Thursdays. During lecture sessions, I will present the week's topic, but you are encouraged to participate at any time. Seminar sessions, on the other hand, will be mostly guided by your interventions. My role will be to moderate the conversation around the topic and that week's readings.

Meetings will be online and synchronous throughout the semester. All sessions will be held on Zoom, and the access information will be posted on Quercus. Given the synchronous nature of the lectures and seminars, online sessions will not be recorded.

Each week, we will discuss urban theories on neighbourhoods and empirical evidence. As learners, you are expected to become familiar with the assigned readings before lectures, but more importantly before seminars. Please ask questions during lectures and take an active role during the seminars.

Procedures and Rules

Email communication

In accordance with the University of Toronto's suggested practices—and due to email security issues—I will only respond to emails sent from a University of Toronto email account (i.e., mail.utoronto.ca).

At times you may have to wait a minimum of 24 hours (1 days) for a reply to an email inquiry. Please do not send multiple emails within a 24-hour period. I do not respond to email during the weekend. So, if you send an email on a Friday you will likely have to wait until Monday for a response.

- All emails should include the course name and code (e.g., SOC486H1S) in the subject line.
- Assignments will not be accepted via email.
- Treat emails as you would any other professional communication.
- Read the syllabus or website before asking general questions about the course. I will redirect you to them if the answer to your question is covered.

Late Assignments

To request accommodation for a missed assignment you must present your case to the **instructor, Fernando Calderón Figueroa, via email: f.calderonfigueroa@mail.utoronto.ca**

You are expected to complete assignments on time. However, unforeseen circumstances do occur, medical or of any other kind, as we have all experienced during the ongoing pandemic. Therefore, you can request the instructor to accommodate late submissions, at the same time that you declare your absence on the system (ACORN). Standard extensions will be of 7 days after the assignment is due. The request must include a brief explanation, but no documentation is needed. (NOTE: Because of Covid-19, you do NOT need to submit the usual documentation, i.e., medical notes or the Verification of Illness forms).

If no accommodation is requested, an assignment is considered late if it is not submitted by the due date and time on the syllabus. Late assignments *without approved accommodation requests* will be penalized 10% per day (i.e.: 24 hours) beginning one minute after the due date time (e.g., 9:01 am) on the assignment due date and 5% for every 24-hour period thereafter. The penalty will run from the date and time the assignment was due until the date and time it is submitted electronically. The penalty period *includes* weekends and holidays.

Since the assignments in this course are scaffolded, assignments over 7 days late are detrimental to your progress. Therefore, these situations must be avoided as much as possible.

Attendance

You are required to attend all classes and tutorials. This is a synchronous course. Information conveyed in the lectures will appear on the course evaluations.

Classroom Etiquette

I recommend attending class on time. I encourage hand-writing notes as for many students they foster engagement, but the use of other notetaking devices is allowed. The use of cellphones may be distracting for others so please refrain from using them in class.

Quercus

I will be using Quercus to post course materials and documents, and to make general class announcements. Please make sure that you have access to the course page.

Academic Integrity

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Submitting your own work in more than one course without the permission of the instructor in all relevant courses
- Making up sources or facts
- Obtaining or providing unauthorized assistance on any assignment

On tests and exams:

- Using or possessing unauthorized aids
- Looking at someone else's answers during an exam or test
- Misrepresenting your identity

In academic work:

- Falsifying institutional documents or grades

- Falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, please reach out to me. Note that you are expected to seek out additional information on academic integrity from me or from other institutional resources (for example, the University of Toronto website on Academic Integrity: <https://www.academicintegrity.utoronto.ca/>).

Plagiarism Detection Tool

Assignments submitted to Quercus will automatically be submitted to the University's Plagiarism Detection Tool. There is no additional submission required. Normally, students will be required to submit their course essays 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>).

UofT Code of Student Conduct

Offenses under the Code of Student Conduct include: Sexual assault, or threats of sexual assault; Assault, threats of assault or bodily harm; Creating a condition which unnecessarily endangers the health or safety of other persons; Damage or threats of damage to personal property; Unauthorized entry or presence; Unauthorized use of University facilities, equipment or services; Bringing a false Code charge against another student; Aiding in the commission of an offence; Refusal to comply with sanctions; Unauthorized possession or use of firearms or ammunition; Stalking; Discriminatory harassment; and disturbances that obstruct an activity organized by the University or by any of its divisions, or the right of other members of the University to carry on their legitimate activities, to speak or to associate with others.

Religious Observances

The University provides reasonable accommodation of the needs of students who observe religious holy days other than those already accommodated by ordinary scheduling and statutory holidays. Students have a responsibility to alert members of the teaching staff in a timely fashion to upcoming religious observances and anticipated absences, and instructors will make every reasonable effort to avoid scheduling tests, examinations, or other compulsory activities at these times. If you anticipate a conflict due to a religious observance, please let me know as early in the course as possible, and with sufficient notice (at least two to three weeks), so that we can work together to make alternate arrangements.

Posting of Grades

Please note that any grades posted on Quercus are for your information only, so you can view and track your progress through the course. No grades are considered official, including any posted in Quercus at any point in the term, until they have been formally approved and posted on ACORN at the end of the course. Please contact your TA as soon as possible if you think there is an error in any grade posted on Quercus.

Remarking Policy

If you believe your written term work has a substantive error in grading, you may ask the person who marked the work for re-evaluation. You have up to one month from the date of return of an item of term work or from the date the mark was made available to inquire about the mark and file an appeal. The instructor will acknowledge receipt of your request for remarking within **3-working days**, and decisions should be provided in a timely fashion.

Regrade requests for term work worth less than 20% of the final mark may be submitted to the person who marked the work for re-evaluation. You must submit (1) the original piece of work and (2) a written explanation identifying in detail why you believe there is a substantive error in grading. If you are not satisfied with this re-evaluation, you may appeal to the instructor in charge of the course if the work was not marked by the instructor (e.g., was marked by a TA). In those instances where the instructor was not the one who marked the work, you must now submit to the instructor (1) the original piece of work, (2) the written reasons as to why you believe the work was unfairly/incorrectly marked, and (3) communications from the original marker as to why no change in mark was made. If a remarking is granted by an instructor, you must accept the resulting mark as the new mark, whether it goes up or down or remains the same. Continuing with the remark or the appeal means you accept this condition.

Only term work worth at least 20% of the course mark may be appealed beyond the instructor. Such appeals must first follow the same guidelines as those mentioned directly above for work worth less than 20%. To escalate an appeal beyond the instructor, you must submit to the academic counsellor (1) all previous communications between you (the student), original marker, and the instructor (2) the detailed reason(s) documenting why the mark for the work was inappropriate and (3) the original piece of work. If the department believes that re-marking is justified, the department shall select an independent reader. The student must agree in writing to be bound by the results of the re-reading process or abandon the appeal. Again, you must accept that the mark resulting from the appeal may be higher or lower or the same as the original mark.

The final level of appeal is to the Dean's Office. Appeals must already have been considered at the two previous levels (Instructor followed by Department), with the decision reviewed by the head of the academic unit, before they will be considered by the Dean's Office. This process applies only to term work; appeals for re-reads of final examinations are handled directly by the Office of the Registrar.

Accessibility

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or Accessibility Services at 416-978 8060; studentlife.utoronto.ca/as.

Course Schedule

Week / Date	Topic and Readings	Notes and Due Dates
1 / Jul 5	Lecture 1: Defining the Field <ul style="list-style-type: none">• Selections from Robert Park and Ernest Burgess, <i>The City</i>• W.E.B. Dubois, "The Study of the Negro Problems"	

1 / Jul 7	<ul style="list-style-type: none"> • Selections from Emily Talen, <i>Neighbourhood</i> Seminar 1: Defining the Field	Instructions for Assignment 1 on Observation and/or Analysis of Online Communities
2 / Jul 12	Lecture 2: Planning for Neighbourhoods <ul style="list-style-type: none"> • Lewis Mumford, “The Neighborhood and the Neighborhood Unit” • Jane Jacobs, “The Uses of City Neighborhoods,” from <i>The Death and Life of Great American Cities</i> • Selections from Gerald Suttles, <i>The Social Construction of Communities</i> 	
2 / Jul 14	Seminar 2: Planning for Neighbourhoods	Assignment 1 Due <i>Next Day</i> (Jul 15 th)
3 / Jul 19	Lecture 3: The Neighbourhood in Context <ul style="list-style-type: none"> • Harvey Molotch. “The City as a Growth Machine: toward a political economy of place” • Albert Hunter, “The Urban Neighborhood: its analytical and social contexts” 	
3 / Jul 21	Seminar 3: The Neighbourhood in Context	Instructions for Assignment 2 on Document and Sociodemographic Data Collection Reading Responses: At least one.
4 / Jul 26	Lecture 4: Poverty and Inequality <ul style="list-style-type: none"> • Selections from William Julius Wilson, <i>The Truly Disadvantaged</i> • Selections from Patrick Sharkey, <i>Stuck in Place: Urban Neighborhoods and the End of Progress toward Racial Inequality</i> • David Hulchanski, “The Three Cities Within Toronto” 	
4 / Jul 28	Seminar 4: Poverty and Inequality	Assignment 2 Due <i>Next Day</i> (Jul 29 th)
5 / Aug 2	Lecture 5: Ethnic Neighbourhoods <ul style="list-style-type: none"> • Kathleen Neils Conzen, “Immigrants, Immigrant Neighborhoods, and Ethnic Identity” • Jason Hackworth and Josephine Rekers, “Ethnic Packaging and Gentrification: The Case of Four Neighborhoods in Toronto” • Selections from Mohammed Abdul Qadeer, <i>Multicultural Cities</i> 	
5 / Aug 4	Seminar 5: Ethnic Neighbourhoods	Instructions for Final Assignment
6 / Aug 9	Lecture 6: Gentrification, Revitalization, and Change <ul style="list-style-type: none"> • David Ley, “Alternative Explanations for Inner-City Gentrification: a Canadian Assessment” • Margaret Kohn, “What is Wrong with Gentrification?” • John Buntin, “The Myth of Gentrification,” slate.com • Martin Horak and Aaron A. Moore, “Policy Shifting without Institutional Change: The Precarious Place of Neighborhood Revitalization in Toronto” 	
6 / Aug 11	Seminar 6: Gentrification, Revitalization, and Change	Final Assignment Due <i>Next Day</i> (TBC)