
Soc 3090: Sociology of Neighborhoods

Spring, 2017

(3 credits)

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Introduction to the Course

Course Description

This course is an introduction to the empirical works, theories and methods employed in the study of American Neighborhoods. Our approach will take mostly a Sociological view to this problem, but will include a discussion of the current state of the art across the multiple disciplines which study the effects and importance of neighborhoods in the United States. As this is a survey course, we will attempt to synthesize the ecological effect of neighborhoods as it

relates to Urban environments, with a particular focus on environmental impact, racial segregation, migration, definitions (Geographers and other researcher's attempt to describe the effects of "place" and "space" on neighborhoods), the social network approach to neighborhoods and, finally, the applications of ecological thinking in crime, health and education. Throughout this course we will spend time learning about the various data-types used to understand neighborhoods from US Census data to ethnographic records of neighborhoods. We will spend several weeks becoming familiar with US Census data, Tableau software for mapping neighborhoods and R for performing mapping and statistical analysis of neighborhood data. We will also engage in an ethnographic study of your own neighborhood, where you will be asked to employ the tools in Tableau and R to further understand your local area.

You will gain general knowledge about the ecological effects of neighborhoods on social processes such as health or education while equipping the student with basic skills in spatial reasoning through software and ethnographic methods.

Educational Purpose

This course serves as a topics course in Sociology and meets the quantitative requirement for a B.S. in Sociology. It can also be used as an elective undergraduate course.

Prerequisites

Experience with an intro to statistics course such as Basic Social Statistics (Soc 3811) will be helpful but not required.

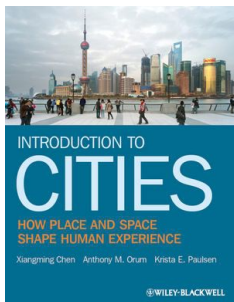
Course Materials

Required Materials

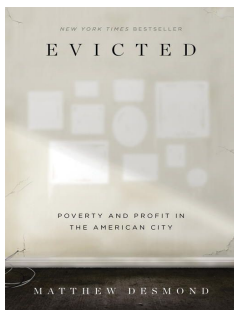
Textbooks



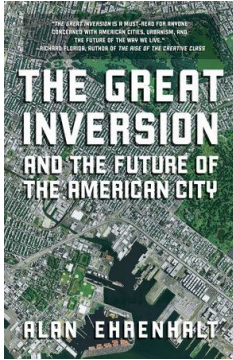
Linda M. Burton, Susan P. Kemp, ManChui Leung, Stephen A. Matthews, and David T. Takeuchi (2011). *Communities, neighborhoods, and health: expanding the boundaries of place*. Vol. 1. Springer Science & Business Media. [ISBN 1441974822, 9781441974822]□



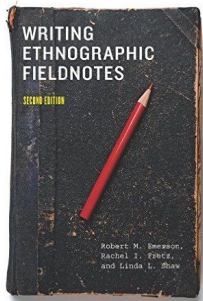
Xiangming Chen, Anthony M. Orum, and Krista E. Paulsen (2012). *Introduction to Cities: How Place and Space Shape Human Experience*. John Wiley & Sons. [ISBN 1118261283, 9781118261286]



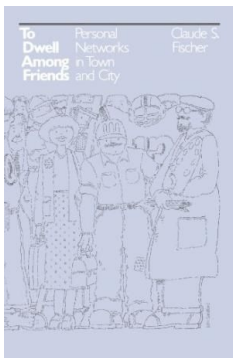
Matthew Desmond (2016). *Evicted: Poverty and profit in the American city*. Crown. [ISBN 0553447440, 9780553447446]□



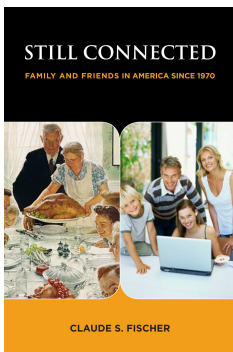
Alan Ehrenhalt (2012). The Great Inversion and the Future of the American City. Random House Press. [ISBN 0307957403, 9780307957405]□



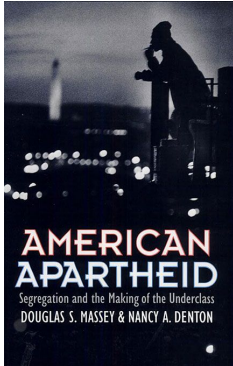
Robert M. Emerson, Rachel I. Fretz, And Linda L. Shaw. (2011). Writing Ethnographic Fieldnotes, Second Edition. University of Chicago Press. [ISBN 0226206866, 9780226206868]□



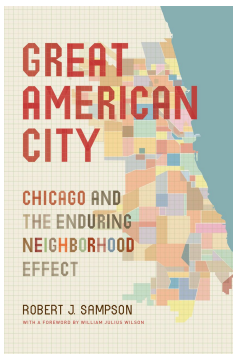
Claude S. Fischer (1982). To dwell among friends: Personal networks in town and city. University of Chicago Press, Chicago, IL. [ISBN 0226251381, 9780226251387]□



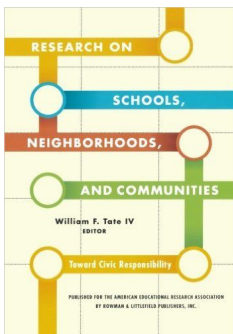
Claude S. Fischer (2011). Still connected: Family and friends in America since 1970. Russell Sage Foundation, Thousand Oaks, CA. [ISBN 1610447107, 9781610447102]□



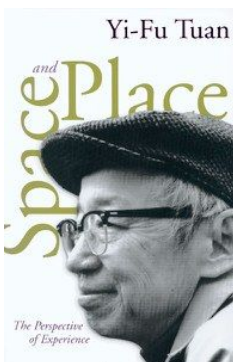
Douglas S. Massey, and Nancy A. Denton (1993). American apartheid: Segregation and the making of the underclass. Harvard University Press. [ISBN 0674018214, 9780674018211]



Robert J. Sampson (2012). Great American city: Chicago and the enduring neighborhood effect. University of Chicago Press, Chicago, IL. [ISBN 0226733882, 9780226733883]□



William F. Tate (2012). Research on schools, neighborhoods, and communities: Toward civic responsibility. Rowman & Littlefield. [ISBN 1442204680, 9781442204683]□



Yi-Fu and Steven Hoelscher Tuan (2001). Space and Place: The Perspective of Experience. University of Minnesota Press. [ISBN 978-0-8166-3877-2]

Digital Coursepack

The Digital Coursepack aggregates all course materials: textbook, library resources, weblinks,

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even pay-per-use items. This is the result of a collaboration between CCE and Wilson Reserves to leverage library resources, abide by copyright clearance requirements, and leverage creative commons resources.

Library Resources

Search discipline-specific resources, access your library account, or chat with a librarian directly from this Moodle block.

Webcam / Microphone - Headset

Prepare to collaborate online in video by ensuring you have a functional webcam designed for video calls and a headset-microphone to assure good audio quality.

Recommended Materials (optional)

To order course materials that are available through the University of Minnesota Bookstores, go to the [Search](#) page at the University of Minnesota Bookstores Web site, and use the option to "Search for Books by Department, Course, or Author." Or you may call **612-625-6000** or **1-800-442-8636** and ask for ODL book service.

Technical Requirements






Browsers

To ensure that all features of this course site work properly, use the recommended browsers and configure them properly (to allow pop-ups, for example).





- For best results, Moodle recommends using the [Mozilla Firefox](#) browser.
- This course also incorporates Google applications which work best using the [Google Chrome](#) browser. It is helpful to install more than one browser on your computer.

Course Technologies

This course uses the following technologies:


	Flipgrid
	Google+ Hangout
	Google Hangout on Air
	Google Drive (docs, slides, forms, drawings, etc)
	Google+ Community

Additional Software

	<p>Tableau</p> <p>All registered students will be provided a free license for duration of the course through Tableau Software. Details of how to obtain these licenses will be provided over moodle.</p>
	<p>R</p> <p>We will be using the R statistical programming language. R can be downloaded at http://www.r-project.org/</p>
	<p>RStudio IDE (Integrated Development Environment) is a software application which facilitates interaction with the R statistical programming language. It is often preferred to the GUI (Graphic User Interface) made available through CRAN. You can download it at http://www.rstudio.com/.</p>
	<p>GitHub</p> <p>A github account will be required of all students. One can register for a github account at https://github.com/. You can find information about how github works with Rstudio at http://z.umn.edu/rstudiogit, and github maintains a quite good help-system at https://help.github.com/.</p>

Student Help

STUDENT HELP



Student Help Site

Student Help

Access the many support resources made available to you by the university.

Learning Outcomes

Course-level Outcomes (CO)

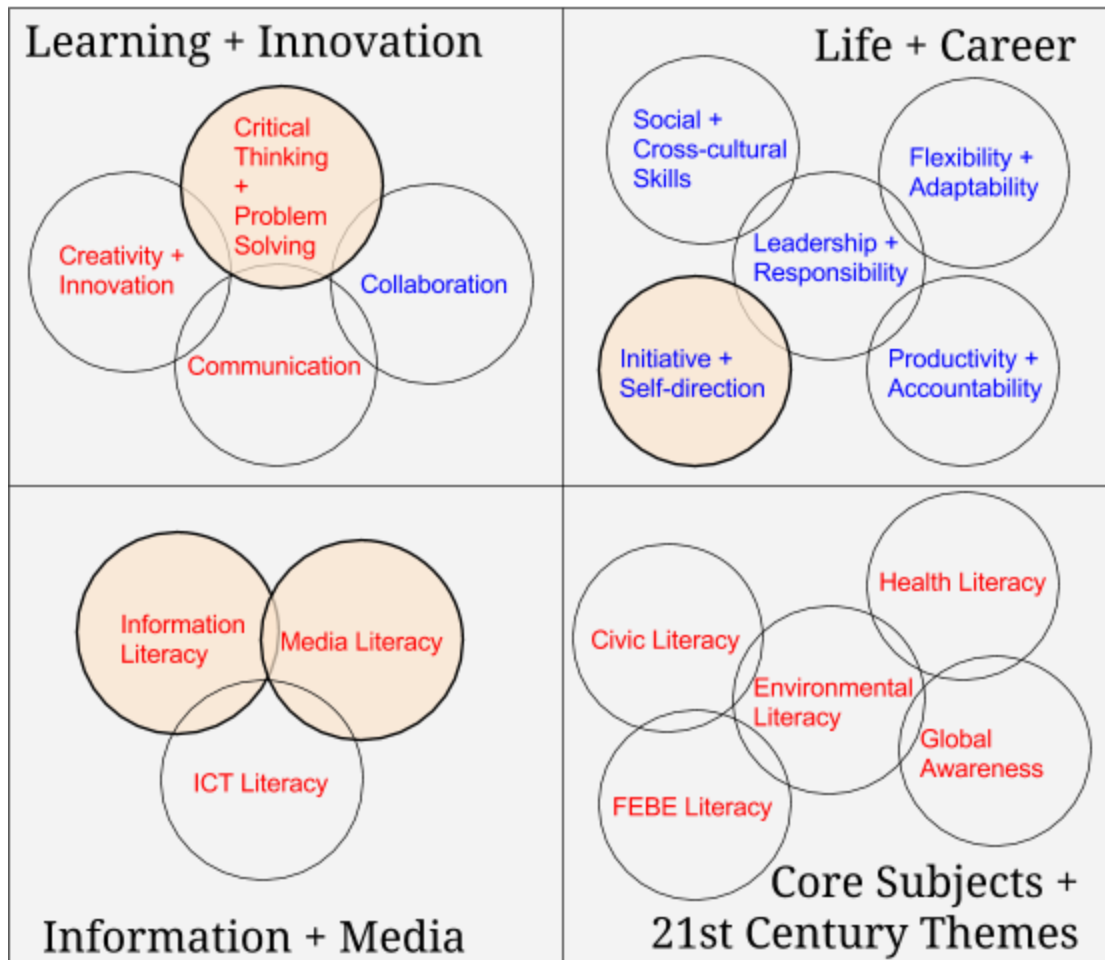
This course supports the following course and [ODL program-level Outcomes](#)

	Course-level Outcomes (CO)	Assessment Measure	PO	21
1	<i>Apply Ecological and Spatial Thinking to the neighborhood system</i>	<i>Digital Reflection Essay Reflection Essay Forum Final Project</i>		A2b
2	<i>Discuss the multiple disciplines' perspectives on neighborhoods</i>	<i>Digital Reflection Essay Reflection Essay Forum Final Project</i>		
3	<i>Define the study of Sociology of Neighborhoods</i>	<i>Digital Reflection Essay Reflection Essay Forum Final Project</i>		
4	<i>Use mapping and statistical analysis software on neighborhood data</i>	<i>Labs 1, 2 and 3</i>		
5	<i>Identify the various sources and types of data used to study neighborhoods</i>	<i>Digital Reflection Essay Reflection Essay Forum Final Project</i>		B1a

		Labs 1, 2 and 3	
6	Prepare ethnographic study of your own neighborhood	Final Project Labs 2,	B2b, D2

21st Century Skills

This course focuses on the 21st Century **Learning** and **Development** skills highlighted in yellow. Students have the opportunity to earn badges to certify their acquisition of these skills.



Course Schedule

Modules run from Monday through Sunday. All assignments are due by 11:55 p.m. Sunday at the end of the week in which they are assigned. For more information, see your Moodle course site.

Module / Week	Topic	Learning Activities and Outcomes
1	Getting Started	Update Your Moodle Profile Prepare for Google Video Calls Introduce Yourself Update Your Google+ Profile
	Classic Takes on the City	Group Forum 1 Class Forum 1 Reflection Essay 1
2	Tableau, Maps and US Census Data (part 1)	Forum 2
3	Tableau, Maps and US Census Data (part 2)	Forum 3 Lab 1: Tableau <hr/> Provide Course Feedback
4	The Urban Environment	Group Forum 4 Class Forum 4 Reflection Essay 4
5	Inequality, Segregation, and Neighborhood Effects	Group Forum 5 Class Forum 5 Digital Reflection Essay 5
6	Broken Windows Theory	Group Forum 6 Class Forum 6 Reflection Essay 6
7	Geographers take on Neighborhoods	Group Forum 7 Class Forum 7 Reflection Essay 7 <hr/> Provide Course Feedback
8	Ethnography	Forum 8 Neighborhood Project Checklist Lab 2: Ethnography
9	Spatial Data Analysis and	Forum 9

	Mapping	Lab 3: Spatial Analysis
10	Public Housing and American Urban Policy	Group Forum 10 Class Forum 10 Digital Reflection Essay 10
11	Social Networks and Neighborhoods	Group Forum 11 Class Forum 11 Reflection Essay 11
12	Social (Dis)Organization and Collective Efficacy	Group Forum 12 Class Forum 12 Digital Reflection Essay 12
13	The Relationship between Health and Neighborhoods	Group Forum 13 Class Forum 13 Reflection Essay 13
14	The Relationship between Education and Neighborhoods	Group Forum 14 Class Forum 14 Reflection Essay 14
15	The Future of the American City	Group Forum 15 Class Forum 15 Reflection Essay 15 Neighborhood Project Complete Online Course Evaluation in Module 15 Complete Student Rating of Teaching (SRT) under "My Course Evaluations" on the Moodle "Dashboard" page

Assignment Guidelines

Assignment guidelines are located in the **Assignments Summary** document in the **Essential Information** section of your Moodle site.

Grading

Grading Table

The following table summarizes the requirements and grading of the assignments in this course. The specific instructions for each activity are included in the appropriate forum, assignment, or quiz.

Learning Activity	Individual/Group	Assessment	Points	% of Grade
Group Forum Class Forum Lab Forum	Individual/Group	Online forum	260	20%
Reflection Essay (11 @ 100pts) Lowest score dropped	Individual	Written Essay or media submission	1000	20%
Labs (3 @ 100pts)	Individual	Written Essay and media submission	300	15%
Neighborhood Project Final draft Proposals, drafts, check ins	Individual	Written Essay and media submission	200	45%
Total				100%

Late Submissions

Late work will only be accepted with prior approval from the instructor.

Make-up Work for Legitimate Absences

You are responsible for informing your instructor as soon as possible of missed classes for [legitimate reasons](#) and provide documentation of the reason for absence. Reasonable and timely accommodations will be arranged.

Withdrawals

Week 10 is the last week to withdraw without your college's approval. For details check the [Cancel/add & refund deadlines](#) page.

Incompletes

An "Incomplete" requires prior approval from the instructor for extraordinary circumstances. Contact your instructor if you need to arrange an incomplete.

Grade Distribution

Percentage Achieved	Course Grade	Definition of Grades and Workload Expectations
93-100	A	achievement that is outstanding relative to the level necessary to meet course requirements.
90-92	A-	
87-89	B+	
83-86	B	achievement that is significantly above the level necessary to meet course requirements.
80-82	B-	
77-79	C+	
73-76	C	achievement that meets the course requirements in every respect.
70-72	C-	
67-69	D+	
60-66	D	achievement that is worthy of credit even though it fails to meet fully the course requirements.
0-59	F	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an 'I' (see also I). Academic dishonesty: academic dishonesty in any portion of the academic work for a course shall be grounds for awarding a grade of F or N for the entire course.
	S	achievement that is satisfactory, which is equivalent to a C- or better (achievement required for an S)
	I	Assigned at the discretion of the instructor when, due to extraordinary circumstances, e.g., hospitalization, a student is prevented from completing

	<p>the work of the course on time. Requires a written agreement between instructor and student.</p> <p>http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html</p>
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For more information on UMN Grade Distribution, please see [Grades and Grade Basis](#).

Expected Student Academic Work per Credit

UMN defines one undergraduate credit as equivalent to 42-45 hours of learning effort distributed across a semester (including all classroom and outside activities).

UMN defines one graduate credit as exceeding 45 hours of learning effort distributed across a semester (including all classroom and outside activities).

Please review the [UMN Policy on Expected Student Academic Work per Credit](#).

Student Rights and Responsibilities

Student Rights

Students can expect:

- the instructor will return email and phone communications within 2 days unless otherwise announced in the course
- discussion participation will be responded to/graded within 5 days of the due date
- assignments will be graded within 5 days of the due date

Student Responsibilities

Students are responsible for:

- reviewing any assigned learning resources as stated in the weekly Module Overviews
- reading all discussion postings in the weekly modules as assigned
- posting weekly discussion postings as assigned
- assuring that their computer is compatible and working to engage effectively in this online course
- uploading assignments before or on the assigned due date/time

Academic Policies and Accommodations

[Academic Policies](#)

[Academic Accommodations](#)

Syllabus subject to change

This syllabus may change as needed to support the student learning outcomes for this course.

