

**COLUMBIA UNIVERSITY**  
**Neighborhood Effects and Urban Poverty**  
**Fall 2018**

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Course time: Thursdays, 10:10-12 p.m.  
Location: 501D Knox Hall  
Office hours: Tuesdays, 1:30-3:30 p.m. Sign up [here](#).  
Website: <https://courseworks2.columbia.edu/courses/65450>

**Course Description:**

The study of neighborhoods and urban poverty holds a distinctive place in the birth and development of American sociology as a discipline, tracing back to the heyday of the Chicago school of sociology. This course engages with some of the most central topics within the field. We will do so by focusing on both the structural and cultural approaches to understanding urban poverty and inequality.

The course will proceed in two parts. In the first part, we will look at how sociologists have approached the study of urban communities and neighborhoods. A major theme will be to highlight the central role of *neighborhoods* and, more broadly, of space and place in shaping individuals' life chances. We will explore the most important structural transformations of cities over the last five decades: the rise of concentrated poverty, immigration and gentrification, and the persistence of racial and socioeconomic segregation. We will look at recent works that emphasize the role of culture in the analysis of urban poverty and inequality. We will revisit the debate on "culture and poverty", engaging with an emerging body of research from the "cultural turn" that seeks to take social class and culture seriously in our understanding of how neighborhoods matter for social mobility. In the second part, we will pay special attention to the daily life experiences of living in a highly disadvantaged neighborhood, the consequences of growing up in them, and the social and spatial context that shapes individuals' life chances. We will focus on a set of *institutions* that significantly shape the world of the urban poor, including schools, housing, organizations, networks, crime and violence, policing and incarceration.

There are no prerequisites to the course and it is open to both graduate and undergraduate students (with permission from the instructor), but no auditors will be allowed.

**Course Objectives:**

In this seminar on neighborhoods and urban poverty, we will:

1. Develop an understanding of major social trends affecting urban neighborhoods.
2. Explore key concepts and theories through which sociologists investigate urban settings.
3. Become familiar with key theoretical debates on neighborhood effects and urban poverty.
4. Apply concepts and methods from the course to the study of neighborhoods in New York City.

## Course Requirements:

1. Class participation (10% of final grade)
2. Leading discussion (10% of final grade)
3. 10 reading memos (30% of final grade)
4. Final research paper (50% of final grade)

### *Class Participation*

Your active participation in class is strongly encouraged. Please complete assigned readings before each class and come prepared to discuss them. Everyone should join in, even those who are naturally shy. The quality of your comments is more important than the quantity.

### *Ten Reading Memos*

These weekly reading memos will be based on the assigned readings. These memos should be about 500 words. In these memos, you could: (1) highlight the most important insight or idea from the readings; (2) share your assessments on both the strengths and weaknesses of the readings; and (3) raise questions that you particularly like to discuss in class. The memos will be due on **Mondays at 5 p.m.** via the course website. These reading memos also serve as the starting point for our in-class discussion. Recognizing that we all lead busy and complex lives, you will be required to submit ten reading memos out of the fifteen weeks. It is up to you to decide which of the ten weeks you would like to submit a memo.

### *Leading Discussion*

One or two students will be responsible for leading the discussion each week by making a brief presentation (about 10 minutes) at the beginning of each class. This is *not* meant to be a summary of the readings, as everyone would have read the materials. Your responsibility will include: (1) providing a brief critique of the readings; (2) highlighting the main themes from the reading memos; and (3) summarizing the remaining questions from the reading memos to be discussed.

### *Final Research Paper*

You will be expected to submit a final research paper based on your own research. It should not exceed 18-25 pages in length (double-spaced), plus appendices and bibliography. Your research paper can take on different forms, depending on how you would like to use the course to advance your own professional development. For doctoral students, it could also be based on an analysis of original or secondary data in article form, suitable for submission to a journal such as the *American Journal of Sociology*, *American Sociological Review*, *Sociological Forum*, *Qualitative Sociology*, *Poetics*, or the *Journal of Contemporary Ethnography*. For other students, it could be in the form of a literature review, a research proposal or a grant proposal. You should submit a brief proposal (3 to 4-page long) by **Monday, Oct. 22 at 5 p.m.** and then we will set up a time to meet and discuss it. The final paper will be due on **Monday, Dec. 10 at 5 p.m.** Submit one paper copy to my mailbox and one electronic copy to CourseWorks.

## Course Policies:

1. Our weekly seminar will be mostly discussion-based. We will begin with the discussion leaders, who will provide the starting point for our discussion. I will also try to place the readings in context or to provide background information that will help frame the materials.
2. Doing the reading is essential for your understanding of the topics. Some questions to ponder for each reading assignment include: What data and methodology is employed by the author? What is the main argument or thesis? What claims are being made by the author? What are the strengths and weaknesses of the author's argument? Do you agree or disagree with the author? If so, why? How does the reading relate to your research? How does it relate to current events or public opinion? Thinking about and answering these questions will help prepare you for class discussions and assignments.
3. I am happy to meet with you and to answer any questions about the course. To that end, please feel free to come to my office hours. I will try to stay a few minutes after each class. If you have any "small" questions, then this will be an excellent time to approach me. I would like you to do as well as you can in my course, so please do not hesitate to ask questions and to get feedback on your work.
4. Technology in the classroom can be both a blessing and a distraction. If you would like to use your laptop during class, you should turn off your internet browsers and email clients. Laptops and other electronic devices should be used strictly for note-taking purposes only. We will rely on the honor code for reinforcement, so please help me and your classmates in our effort to create a classroom environment that is conducive to learning and sharing.
5. If you have a disability and need extra accommodations, please let me know. To request academic accommodations due to a disability, students must be registered with Disability Services (DS). You may find more information online at [www.health.columbia.edu/ods](http://www.health.columbia.edu/ods)

## Course Readings

### *Books to purchase*

Available for purchase at Book Culture and also on reserve at Lehman Social Sciences Library.

DeLuca, Stefanie, Susan Clampet-Lundquist and Kathryn Edin. 2016. *Coming of Age in the Other America*. New York: Russell Sage Foundation.

Duneier, Mitchell. 2016. *Ghetto: The Invention of a Place, the History of an Idea*. New York: Farrar, Straus & Giroux.

Freeman, Lance. 2006. *There Goes the 'Hood: Views of Gentrification from the Ground Up*. Philadelphia, PA: Temple University Press.

- Krysan, Maria and Kyle Crowder. 2017. *Cycle of Segregation: Social Processes and Residential Stratification*. New York: Russell Sage Foundation.
- Sampson, Robert J. 2013. *Great American City: Chicago and the Enduring Neighborhood Effect*. Chicago: University of Chicago Press.
- Sharkey, Patrick. 2018. *Uneasy Peace: The Great Crime Decline, the Renewal of City Life, and the Next War on Violence*. New York: W.W. Norton.
- Shedd, Carla. 2015. *Unequal City: Race, Schools and Perceptions of Injustice*. New York: Russell Sage Foundation.
- Small, Mario. 2009. *Unanticipated Gains: Origins of Network Inequality in Everyday Life*. Oxford University Press.
- Stuart, Forrest. 2016. *Down, Out, and Under Arrest: Policing in Everyday Life in Skid Row*. University of Chicago Press.
- Western, Bruce. 2018. *Homeward: Life in the Year After Prison*. New York: Russell Sage Foundation.
- Wilson, William Julius. 2012. *The Truly Disadvantaged: The Inner-City, the Underclass and Public Policy*. 2<sup>nd</sup> Edition. Chicago, IL: University of Chicago Press.

*Articles and chapters*

Other readings include journal articles and book chapters that will be made available on the course website in PDF.

**Outline of the Course:**

- Part I: Introduction to Neighborhood Effects Research*
- Sep. 6: From “Concentration Effects” to “Neighborhood Effects”
- Sep. 13: The Ghetto and Its Origins
- Sep. 20: How Neighborhoods Matter: Social Organization and Community-Level Processes
- Sep. 27: How Neighborhoods Matter: Spatial and Temporal Considerations
- Oct. 4: The Rediscovery of Culture
- Oct. 11: The Deconcentration of Poverty: The Moving-To-Opportunity Debate
- Part II: Key Domains of Urban Poverty Research*
- Oct. 18: Residential Segregation
- Oct. 25: Immigration and Gentrification
- Nov. 1: Crime and Policing
- Nov. 8: Neighborhood Violence
- Nov. 15: Networks and Organizations
- Nov. 29: Schooling and Surveillance
- Dec. 6: Incarceration and Re-Entry

## COURSE SCHEDULE AND READING ASSIGNMENTS

### PART I: INTRODUCTION TO NEIGHBORHOOD EFFECTS RESEARCH

#### **September 6: From “Concentration Effects” to “Neighborhood Effects”**

Wilson, William Julius. 1987. *The Truly Disadvantaged: The Inner-City, the Underclass and Public Policy*, Second Edition. Chicago, IL: University of Chicago Press. Chapters 1-2, pp. 1-62.

Mayer, Susan and Christopher Jencks. 1989. “Growing up in Poor Neighborhoods: How Much Does It Matter?” *Science* 243: 1441-45.

Massey, Douglas S. and Nancy A. Denton. 1993. *Segregation and the Making of the Underclass*. Cambridge: Harvard University Press. Chapters 1-2, pp.1-59.

Sampson, Robert J., Jeffrey D. Morenoff, and Thomas Gannon-Rowley. 2002. “Assessing ‘Neighborhood Effects’: Social Processes and New Directions in Research.” *Annual Review of Sociology* 28 (1):443-478.

#### **September 13: The Ghetto and Its Origins**

Duneier, Mitchell. 2016. *Ghetto: The Invention of a Place, the History of an Idea*. New York: Farrar, Straus & Giroux.

#### **September 20: How Neighborhoods Matter: Social Organization and Community-Level Processes**

Sampson, Robert J. 2013. *Great American City: Chicago and the Enduring Neighborhood Effect*. Chicago: University of Chicago Press. Chapters 1-7, pp. 1-178.

#### **September 27: How Neighborhoods Matter: Spatial and Temporal Considerations**

Sampson, Robert J. 2013. *Great American City: Chicago and the Enduring Neighborhood Effect*. Chicago: University of Chicago Press. Chapters 10-12 & Chapters 15-17.

Sharkey, Patrick and Jacob Faber. 2014. “Where, When, Why, and For Whom Do Residential Contexts Matter? Moving away from the Dichotomous Understanding of Neighborhood Effects.” *Annual Review of Sociology* 40: 559-579.

#### Recommended:

Geoff Wodtke, David J. Harding, and Felix Elwert. 2011. “Neighborhood Effects in Temporal Perspective.” *American Sociological Review* 76(5): 713-736.

David J. Harding, Lisa Gennetian, Christopher Winship, Lisa Sanbonmatsu, and Jeffrey Kling. 2011. “Unpacking Neighborhood Influences on Education Outcomes: Setting the Stage

for Future Research.” In *Whither Opportunity: Rising Inequality and the Uncertain Life Chances of Low-Income Children*. Greg Duncan and Richard Murnane, eds. New York: Russell Sage Foundation.

Small, Mario Luis and Jessica Feldman. 2012. “Ethnographic Evidence, Heterogeneity, and Neighborhood Effects after Moving to Opportunity.” Pp. 57-77 in van Ham M., Manley D., Bailey N., Simpson L. & Maclennan D. (eds). *Neighbourhood Effects Research: New Perspectives*. Springer: Dordrecht.

#### **October 4: The Rediscovery of Culture**

Small, Mario L. and Katherine Newman. 2001. “Urban Poverty after *The Truly Disadvantaged*: The Rediscovery of the Family, the Neighborhood, and Culture.” *Annual Review of Sociology* 27: 23-45.

Patterson, Orlando. 2001. “Taking Culture Seriously: A Framework and an Afro-American Illustration.” In: Harrison LE, Huntington SP *Culture Matters: How Values Shape Human Progress*. New York: Basic Books; 2001. p. 202-218.

Lamont, Michele and Mario Luis Small. 2008. “How Culture Matters: Enriching our Understanding of Poverty.” Pp. 76-102 in David Harris and Ann Lin (eds.), *The Colors of Poverty: Why Racial and Ethnic Disparities Persist*. New York: Russell Sage Foundation.

Small, Mario Luis, David J. Harding and Michele Lamont. 2010. “Reconsidering Culture and Poverty.” *Annals of the American Academy of Political and Social Sciences* 629:6-27.

Wilson, William Julius. 2010. “Why Both Social Structure and Culture Matter in a Holistic Analysis of Inner-City Poverty.” *The Annals of the American Academy of Political and Social Science* 629: 200-219.

#### **Recommended:**

Patterson, Orlando and Ethan Fosse. 2015. *The Cultural Matrix: Understanding Black Youth*. Cambridge, MA: Harvard University Press.

David J. Harding. 2010. *Living the Drama: Community, Conflict, and Culture Among Inner-City Boys*. Chicago: University of Chicago Press.

Harding, David J. 2007. “Cultural Context, Sexual Behavior, and Romantic Relationships in Disadvantaged Neighborhoods.” *American Sociological Review* 72(3): 341-364.

Small, Mario Luis. 2002. “Culture, Cohorts, and Social Organization Theory: Understanding Local Participation in a Latino Housing Project.” *American Journal of Sociology*: 108(1):1-54.

#### **October 11: The Deconcentration of Poverty: The Moving-To-Opportunity Debate**

Sampson, Robert J. 2008. "Moving to Inequality: Neighborhood Effects and Experiments Meet Structure." *American Journal of Sociology* 114:189-231.

DeLuca, Stefanie, Susan Clampet-Lundquist and Kathryn Edin. 2016. *Coming of Age in the Other America*. New York: Russell Sage Foundation.

Tach, Laura and Allison Dwyer Emory. 2017. "Public Housing Redevelopment, Neighborhood Change, and the Restructuring of Urban Inequality." *American Journal of Sociology* 123(3): 686-739.

Recommended:

Clampet-Lundquist, Susan and Douglas S. Massey. 2008. "Neighborhood Effects on Economic Self-Sufficiency: A Reconsideration of the Moving to Opportunity Experiment." *American Journal of Sociology* 114(1):107-43.

Ludwig, Jens, Jeffrey B. Liebman, Jeffrey R. Kling, Greg J. Duncan, Lawrence F. Katz, Ronald C. Kessler, and Lisa Sanbonmatsu. 2008. "What Can We Learn About Neighborhood Effects from the Moving to Opportunity Experiment? A Comment on Clampet-Lundquist and Massey." *American Journal of Sociology* 114: 144-88.

PART II: KEY DOMAINS OF URBAN POVERTY RESEARCH

**October 18: Residential Segregation**

Krysan, Maria and Kyle Crowder. 2017. *Cycle of Segregation: Social Processes and Residential Stratification*. New York: Russell Sage Foundation.

Sharkey, Patrick. 2008. "The Intergenerational Transmission of Context." *American Journal of Sociology* 113(4): 931-969.

Recommended:

Desmond, Matthew. 2016. *Evicted: Poverty and Profit in the American City*. New York: Random House LLC.

**October 25: Immigration and Gentrification**

Freeman, Lance. 2006. *There Goes the 'Hood: Views of Gentrification from the Ground Up*. Philadelphia, PA: Temple University Press.

Logan, John, and Charles Zhang. 2010. "Global Neighborhoods: New Pathways to Diversity and Separation." *American Journal of Sociology* 115(4):1069-1109.

Hwang, Jackelyn. 2016. "Pioneers of Gentrification: Transformation in Global Neighborhoods in Urban America in the Late Twentieth Century." *Demography* 53(1):189-213.

Recommended:

Pattillo, Mary. 2007. *Black on the Block: The Politics of Race and Class in the City*. Chicago: University of Chicago Press.

Iceland, John. 2009. *Where We Live Now: Immigration and Race in the United States*. Berkeley, CA: University of California Press.

Research proposal will be due on Monday, Oct. 22 at 5 p.m.

**November 1: Crime and Policing**

Stuart, Forrest. 2016. *Down, Out, and Under Arrest: Policing in Everyday Life in Skid Row*. University of Chicago Press.

Goffman, Alice. 2009. "On the Run: Wanted Men in a Philadelphia Ghetto" *American Sociological Review* 74(2): 339-357.

Recommended:

Contreas, Randol. 2012. *The Stickup Kids: Race, Drugs, Violence, and the American Dream*. Berkeley: University of California Press.

**November 8: Neighborhood Violence**

Sharkey, Patrick. 2018. *Uneasy Peace: The Great Crime Decline, the Renewal of City Life, and the Next War on Violence*. New York: W.W. Norton.

Kirk, David S., and Andrew V. Papachristos. 2011. "Cultural Mechanisms and the Persistence of Neighborhood Violence," *American Journal of Sociology* 166(4): 1190-1233.

Recommended:

Lee, Jooyoung. 2016. *Blowin' Up: Rap Dreams in South Central*. Chicago: University of Chicago Press.

Rosen, Eva. 2017. "Horizontal Immobility: How Narratives of Neighborhood Violence Shape Residential Decisions." *American Sociological Review* 82 (2): 270-296.

**November 15: Networks and Organizations**

Small, Mario. 2009. *Unanticipated Gains: Origins of Network Inequality in Everyday Life*. Oxford University Press.

Desmond, Matthew. 2012. "Disposable Ties and the Urban Poor." *American Journal of Sociology* 117: 1295-1335.



Recommended:

Smith, Sandra Susan. 2010. "A Test of Sincerity: How Black and Latino Service Workers Make Decisions about Making Referrals." *The Annals of the American Academy of Political and Social Science* 629: 30-52.

**November 22: Happy Thanksgiving!**

**November 29: Schooling and Surveillance**

Shedd, Carla. 2015. *Unequal City: Race, Schools and Perceptions of Injustice*. New York: Russell Sage Foundation.

Haskins, Anna R. and Wade C. Jacobsen. 2017. "Schools as Surveilling Institutions? Paternal Incarceration, System Avoidance and Parental Involvement in Schooling." *American Sociological Review* 82: 657-684.

Recommended:

Rendón, Maria G. 2014. "Caught Up:" How Urban Violence and Peer Ties Contribute to High School Non-Completion." *Social Problems* 61(1): 61-82.

**December 6: Incarceration and Re-entry**

Western, Bruce. 2018. *Homeward: Life in the Year After Prison*. New York: Russell Sage Foundation.

Jeffrey D. Morenoff and David J. Harding. 2014. "Incarceration, Prisoner Reentry, and Communities." *Annual Review of Sociology* 40: 411-29.

Recommended:

Haney, Lynn. 2018. "Incarcerated Fatherhood: The Entanglements of Child Support Debt and Mass Imprisonment." *American Journal of Sociology* 124(1): 1-48.

David J. Harding, Jeffrey D. Morenoff, Anh P. Nguyen, and Shawn D. Bushway. 2018. "Imprisonment and Labor Market Outcomes: Evidence from a Natural Experiment." *American Journal of Sociology* 124 (1): 49-110.

Wildeman, Christopher, Jason Schnittker, and Kristin Turney. 2012. "Despair by Association? The Mental Health of Mothers with Children by Recently Incarcerated Fathers." *American Sociological Review* 77:216-243.

Western, Bruce, Anthony A. Braga, Jaclyn Davis, and Catherine Sirois. 2015. "Stress and Hardship After Prison." *American Journal of Sociology*, 120 (5): 1512 - 1547.

Final research paper will be due on Monday, December 10 at 5 p.m.

**A final note on academic integrity at Columbia:**

The intellectual venture in which we are all engaged requires of faculty and students alike the highest level of personal and academic integrity. As members of an academic community, each one of us bears the responsibility to participate in scholarly discourse and research in a manner characterized by intellectual honesty and scholarly integrity.

In practical terms, this means that, as students, you must be responsible for the full citations of others' ideas in all of your research papers and projects; you must be scrupulously honest when taking your examinations; you must always submit your own work and not that of another student, scholar, or internet agent. If you have any questions about what constitutes a primary source to be cited, please come to see me during my office hours and we can talk in more details. For further information, please see: <http://www.college.columbia.edu/academics/integrity>