Urban Development and Social Change

An Overview

Urbanization has been one of the most powerful processes shaping American life. More than three-quarters of the U.S. population is currently classified as urban, suggesting that in many ways understanding contemporary America requires understanding cities—the broad patterns and notable variations in their growth, decline, and in some cases, revitalization. The urban development and social change concentration provides students majoring in any field with a structured program of study that enables them to understand the historical, social, economic and political factors that have shaped U.S. cities and how cities have, in turn, affected the lives of their inhabitants.

The study of urban development and social change is made all the more significant since more than half of the world’s population will soon be living in cities, and urbanization will undoubtedly be one of the key forces influencing life in the 21st century.

Eligibility

The UDSC concentration is open to students in urban development and social change.
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An Overview

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Eligibility and Compatibility

The UDSC concentration is open to students in all majors. Urban issues span across a broad range of subjects, making the UDSC concentration as beneficial to a Biology major as it is to a Political Science major. Many students majoring in the social sciences find the UDSC concentration to be particularly compatible with their majors, since it offers in-depth focus on social science issues relating to urban processes and places.

What makes UDSC at Clark so unique?

Clark’s location in downtown Worcester offers a wonderful laboratory for urban study. The UDSC concentration enables students to take advantage of distinctive opportunities available through the university’s locality, through the University Park Partnership (UPP), and through Clark’s connections with government agencies, businesses, and community organizations. Students combine challenging intellectual pursuits with hands-on research and internships in the Worcester community. This program’s participating faculty includes outstanding scholars with extensive experience in urban studies.
The University Park Partnership (UPP)

The University Park Partnership (UPP) is an urban development grassroots organization aimed at revitalizing the Main South neighborhood. Clark’s continuing involvement in UPP provides students with a broad range of volunteer, internship, and research opportunities with a focus on social activism in the community.

If you are interested in selecting the UDSC concentration, the first step would be to meet with one of the UDSC core faculty advisors:

<table>
<thead>
<tr>
<th>Mark Davidson</th>
<th>Sharon Krefetz</th>
<th>Deborah Martin</th>
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<td>Geography</td>
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<tr>
<th>Amy Richter</th>
<th>Laurie Ross</th>
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<td><a href="mailto:ARichter@clarku.edu">ARichter@clarku.edu</a></td>
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<tr>
<td>History</td>
<td>IDCE</td>
<td>Sociology</td>
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Additional participating UDSC faculty:

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<tr>
<th>John Ameer (Education)</th>
<th>Ramon Borges-Mendez (IDCE)</th>
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<tr>
<td>Mary-Ellen Boyle (Management; Dean of the College)</td>
<td>John Brown (Economics)</td>
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<tr>
<td>Patricia Ewick (Sociology)</td>
<td>Jacqueline Geoghegan (Economics)</td>
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<tr>
<td>Bruce London (Sociology)</td>
<td>Deborah Merrill (Sociology)</td>
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<tr>
<td>Sarah Michaels (Education)</td>
<td>Constance Montross (Foreign Languages)</td>
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<td>James Murphy (Geography)</td>
<td>Dianne Rocheleau (Geography; GES)</td>
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<tr>
<td>Mark Tigan (IDCE)</td>
<td>Rhys Townsend (V&amp;PA)</td>
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<tr>
<td>Jaan Valsiner (Psychology)</td>
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Career and summer research opportunities

Summer Research

UDSC offers summer research fellowships to eligible applicants, which allow the students to work on individual research projects in Main South, Southern Worcester, and other inner city neighborhoods. Students work closely with faculty and often graduate students, and receive a $2,800 stipend for their work, made possible by a generous gift from Lois and Robert Green. UDSC summer interns are encouraged to work with a Worcester City Counselor or a local development agency on a variety of projects and activities. For more information on the USDC summer research fellowship, visit:

http://www.clarku.edu/departments/urban/fellowships.cfm

Graduate Study & Career Preparation

The UDSC concentration will help you prepare for graduate study and jobs in fields such as urban and regional planning, community development, public administration, urban education, social work, and public policy. The concentration is particularly well suited to prepare students for entry into Clark’s MA program in Community Development and Planning.
Concentration requirements

- Students must take a minimum of seven courses in the concentration, including the capstone project.

Please refer to the course listings on pages 6 & 7 for more details. Full course descriptions can be found on pages 8-15.

- The seven courses must come from three or more different departments.
- One course, which should be taken at the outset, must be an Introductory Course (see Group A).
- One course must be a Research Methods course (see Group B). It is recommended that this course should be taken as early as possible in the concentration.
- At least four additional courses must have a focus on U.S. cities (see Group C). Of these four courses, at least two must be at the 200 level.
- One of the seven courses may have a non-U.S., international, or comparative focus (see Group D).
- One of the seven courses must include a culminating capstone experience, consisting of a research project or internship. This may be done as part of an urban-research or internship seminar, or as a directed project supervised by a core faculty advisor or participating faculty member in the UDSC concentration.
- No more than two courses in the concentration can also be used to satisfy the requirements of a major, minor, or other concentration; though this limit does not apply to courses required for the major.

Students pursuing the UDSC concentration will receive advice from one of the core faculty advisors on selecting appropriate courses for the concentration.
Courses

**Group A: Introductory Courses (1 required):**

- GEOG 020: American Cities: Changing Spaces, Community Places
- HIST 113: American Urban History
- PSCI 171: Urban Politics: People, Power, and Conflict in U.S. Cities
- SOC 125: Cities and Suburbs (formerly SOC 247)

**Group B: Research Methods Courses (1 required):**

- ECON 160: Introduction to Statistical Analysis
- GEOG 141: Research Design and Methods in Geography
- PSCI 107: Research Methods
- SOC 202: Social Research Process
- SOC 206: Doing Quantitative Research

**Group C: U.S. Urban Electives (at least 4 required*):**

* Students may choose to take all 5 elective courses from this list
** indicates that the course may be used to fulfill the capstone requirement

- ARTH 245: Urban Art and Society in Jazz Age New York
- EDUC 152: Complexities of Urban Schooling
• EN 177: Health and the Urban Environment
• GEOG 028: Discover Worcester
• GEOG 157: Psychogeography and Cultural Spaces
• GEOG 241: Suburbia: Culture/Politics/Place **
• GEOG 248: Social Justice and the City **
• GEOG 258: Utopian Visions, Urban Realities: Planning Cities for the 21st Century
• GEOG 280: Urban Ecology: Cities as Ecosystems **
• HIST 213: Gender and the American City
• ID 011: Making a Difference
• ID 104: Experiencing the American City
• ID 106: Healthy Cities
• ID 296: Advanced Vector
• IDCE 263: Youth and Community Development

**Group C:** U.S. Urban Electives (continued)

• CSAC 281: Urban Community Journalism
• IDCE 322: Sustainable Development Assessment and Planning **
• IDCE 344: Going Local: Community Development and Planning **
• IDCE 346: Practicum in Community Development and Planning **
• PSCI 172: Suburbia: People and Politics
• PSCI 223: Urban and Suburban Housing Policies
• PSCI 264: Race and Representation
• PSCI 282: Housing Policies and Politics: Capstone Seminar **
• PSCI 292: U.S. Urban Policy: Capstone Seminar and Internship **
• PSYC 157: Cultural Psychology of Urban Living
• SPAN 117: Field Work in the Latino Community

**Group D:** Comparative or International Courses

*(students may choose to take one course from this list)*

• ARTH 114: Ancient Cities and Sanctuaries
• ART 216: Architecture and Democracy
• CMLT 288: Art of the City: Paris and New York
• ECON 277: Urban Economics **
• GEOG 155: Cities of the Global South
• GEOG 172: City Planet: Urban Challenges in a Globalized World
• HIST 218: London and Paris: The Making of the Modern City
• ID 204: International and Comparative Analysis of Community Development
• SOC 232: Population, Environment, and Development
• SOC 267: Poverty and Social Policy in Comparative Perspective
• UDSC 285: Social Policy, Immigration and Poverty

UDSC course listings with descriptions

If description does not list when the course is taught, please contact the host department for further details about that particular course.

ARTH 114: ANCIENT CITIES AND SANCTUARIES
Introduces the great urban and religious centers of the ancient world. The course examines the concept of the city as it first evolved in the Near East and as it developed in classical Greece and Rome. The course emphasizes both the design and structure of urban spaces and the factors affecting town planning. Discusses ancient sanctuaries not only as areas of religious worship, but also as centers of cultural activity involving theater, art, athletics and politics. Cities and sanctuaries are viewed in their historical setting as part of the larger civilizations that nurtured them. (Instructor: Rhys Townsend; Offered every other year)

ARTH 216: ARCHITECTURE AND DEMOCRACY
This seminar explores the relationship between the built environment and civic ideology in ancient Athens and 20th-century America. “Built environment” refers to structures in, through and around which a society functions and includes both private and public buildings and spaces. “Civic ideology” means ideas that embody the collective beliefs and aspirations of the citizen body. In particular we will be interested in the relationship between the individual citizen and the state in ancient Athens and 20th-century United States and the means by which architecture acts to construct that relationship. Area field trips. (Instructor: Rhys Townsend; Offered every other year)

ARTH 245: URBAN ART AND SOCIETY IN JAZZ AGE NEW YORK
In the 1920s and early 1930s, New York City was home to (or the inspiration of) some of the nation’s most innovative visual, literary and cinematic works. In this interdisciplinary seminar, we will investigate skyscraper architecture, paintings of city life, advertising photography, The Great Gatsby, art-deco furnishings, the Harlem Renaissance, and flapper movies. Through a mixture of secondary literature and a wide range of primary sources, we will explore broader themes such as the changing boundaries between

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“low” and “high” culture and the construction of an urban American identity as inflected through race, gender and class. (Instructor: Kristina Wilson; Offered periodically)

**CSAC 281: URBAN COMMUNITY JOURNALISM**

This class represents a melding of practical and academic approaches to journalism and combines the knowledge on the street with the knowledge of the academy. As such, after several initial weeks of learning some basic reporting skills, this class will turn its focus to the city of Worcester and the Worcester Telegram and Gazette as representatives of urban America and urban journalism. Each week, representatives from different parts of the city infrastructure and community (government, education, business, and the arts) as well as individuals from the T&G who cover these areas will come and speak to the class about the city, the challenges, and their roles within it. In addition, in preparation for the panel discussions, students will have read brief academic articles on the subjects to further inform their perspective and give them an additional scholarly and critical view. The course will meet weekly for a 3 hour session. On days when we have a panel, the panel will meet for roughly 1.5 hours (1 hour for the panel and .5 for questions). The remaining hour and a half of the class will be held for class discussion of the panel and exercises on reporting skills. It is as this point that the careful note taking that students have been doing during the panels will prove invaluable for class discussion.

**CMLT 288: ART OF THE CITY: PARIS AND NEW YORK**

A comparative structural and cultural analysis of two urban designs, Haussmann’s Paris and Olmsted’s New York, the visual representation of the two cities and the literary interpretation of the cities. The cities will be considered as theaters in which cultural meanings are produced through spatial composition and performances in the set. Among the questions to be explored is the matter of cultural kinships and differences between France and the United States. (Prerequisite: Instructor permission; Instructor: Michael Spingler; Offered periodically)

**ECON 160: INTRODUCTION TO STATISTICAL ANALYSIS**

Examines basic concepts and techniques of statistical method in economic analysis: descriptive statistics, probability theory, sampling distributions, hypothesis testing and simple and multiple regression. (Prerequisites: ECON 010 or ECON 100; Instructors TBA; Offered every semester)

**ECON 277: URBAN ECONOMICS**

Urban economies provide most of the employment in the developed world and the most dynamic sector of developing economies. Cities are also home to a growing share of the world’s residents. This course offers an overview of two key dimensions of the economies of urban areas: the process of agglomeration and the forces shaping where people live and work. The course applies theoretical insights from urban economics to questions facing urban areas, including the question of crime, housing, urban sprawl, and spatial segregation by race and income. Our discussion draws upon examples from Beijing to Berlin to Worcester. (Prerequisite: ECON 011; Instructors: John Brown, Junfu Zhang; Offered every year)

**EDUC 152: COMPLEXITIES OF URBAN SCHOOLING**

An inquiry into the challenging social and academic questions that pervade urban education using linguistic, sociological and psychological perspectives. Through lecture, discussion and field work, students will explore challenges faced by educators. For undergraduate students interested in educational studies. The course is also a prerequisite for the Education minor and for the Master of Arts in Teaching graduate program. (Instructor: Eric DeMeulenaere; Offered every year)

**EN 177: HEALTH AND THE URBAN ENVIRONMENT**

One of the next frontiers in environmentalism is the urban environment and the ways that the social, physical, and built environments can influence human health. This course explores that frontier, looking at risks that the built environment can pose to human health; roles that science can play in assessing these risks; and challenges of that approach. We will also look at urbanization and early public health movements; current trends in globalization and urban growth; susceptible populations and disparities in urban health; the health effects of urban sprawl; social capital and other aspects of the urban environment that can be health promoting; food and the urban footprint.

**EN 242: SUSTAINABLE DEVELOPMENT ASSESSMENT AND PLANNING**

We confront one of the most pressing issues of our time: How can society transition to more sustainable development? We discuss how 21st century impact assessment needs to evolve into a multi-stakeholder sustainability assessment process, how that can be done, its challenges and barriers. Beginning with the domestic U.S. context in Part 1, we explain the fundamentals of impact studies,
and cover impacts on land resources, economy, air quality, water resources, health, historic resources, wetlands, wildlife, as well as social and cultural impacts. An emphasis is placed on which indicators of impact to use for each category, and how to measure them. In Part 2, we switch to an international context. This includes the capacity building needed for integrated environmental assessment and reporting for developing countries. Case studies are used extensively. The course has a major group project dimension: students work in teams to critically review current practice for typical development projects (e.g. wind farms, landfills, mining projects and dams), making arguments for how it should be improved. (Instructor: Timothy Downs; Offered every year)

GEOG 020: AMERICAN CITIES: CHANGING SPACES, COMMUNITY PLACES
(ALSO LISTED AS UDSC 020)
This course examines the history and contemporary processes of urbanization, primarily in the North American context, with particular attention to the geography of these processes, which results in the differentiation of space and the creation of distinct places. The course covers a range of topics relevant to cities, including historical development, governance, social patterns, economics, planning, contemporary problems and the linkages among all of these. We examine the geography of urbanization at several scales, ranging from the development of the North American urban system to the experiences of neighborhoods within cities. A core course in Globalization, Cities and Development in the geography major. (Fulfills the Historical Perspectives [HP] requirement; Instructor: Deborah Martin; Offered every year)

GEOG 028: DISCOVER WORCESTER
What is this city of Worcester? Discover it! In this class, we will explore and learn about Worcester using a variety of lenses: field trips, historical accounts and documents, contemporary statistical data, and scholarly analyses of broader US urban trends. We will visit cultural institutions such as the Art Museum, document social life via photography of streets and parks, and learn about the city from local experts. At the end of the course, you will be able to describe and critically assess Worcester in terms of US urban development, institutional and neighborhood resources, and your own experiences of its many landscapes. (Fulfills the Historical Perspectives [HP] requirement; Instructor: Deborah Martin; Offered periodically)

GEOG 141: RESEARCH DESIGN AND METHOD IN GEOGRAPHY
Focuses on ways empirical social-science research is conducted. Students study problems, methodological strategies and analytical techniques characteristic of current social and geographical research. Includes defining a research problem, measurement, sampling, research design, analysis and writing the report. A required skills course in the geography major, and strongly recommended for the GES major. (Fulfills the Formal Analysis [FA] requirement; Instructors: Deborah Martin, Colin Polsky; Offered every year)

GEOG 155: CITIES OF THE GLOBAL SOUTH
As urbanization in developing countries proceeds at an unprecedented pace, significant challenges face urban residents and planners trying to make cities more livable, equitable, and economically and environmentally sustainable. This course will examine these challenges and the social and spatial dynamics of urban growth and development in developing regions (i.e., Africa, Asia, the Middle East, and Latin America). In addition to general ideas about urbanization and planning, the course will cover topics such as social justice, housing, householding, urban economics, environmental challenges, and transportation issues. Case studies of cities in developing regions will be applied throughout the course and students will participate in a weekly discussion section to supplement in-class materials. Students will also complete a team project that focuses on the particular challenges and opportunities of a city in the Global South. (Instructor: James Murphy; Offered every other year)

GEOG 157: PSYCHOGEOGRAPHY AND CULTURAL SPACES
Humans are forever inscribing themselves in the landscape; whether it be particular architectural forms or certain crop formations, the result is a complex palimpsest that records social life. Cultural geographies have unpicked this record, studying how and why grandiose monuments signify social status and, conversely, why other groups have been resigned to a ghostly presence. And yet these complex and intriguing geographies too often become buried underneath daily routines and multimedia bombardment. Psychogeographers look to reignite our awareness and engagement with the human environment; as one of its founders stated, psychogeography is “the study of the precise laws and specific effects of the geographical environment, consciously organized or not, on the emotions and behavior of individuals”. This course continues on in this tradition. It does not simply look to engage with questions of how to identify and examine cultural geographies, rather it enlists students in an attempt to interact with the shaping of landscapes; recognizing how daily routines make our world and how critical understandings of cultural geographies can help effect social change. After an introduction to the psychogeographical and cultural geography literatures, students will engage in their own urban explorations and interactions; navigating Worcester via Berlin, partaking in “urban drifting” and constructing their own “detourments”. The course will therefore provide a foundation in cultural geography and connect classroom to outside world.
through the practice of psychogeography. (Fulfills the Values Perspective [VP] requirement; Instructor: Mark Davidson; Offered every year)

**GEOG 172: CITY PLANET: URBAN CHALLENGES IN A GLOBALIZED WORLD**

We now live on a City Planet: the majority of the world’s population is ‘urbanite’ and their numbers continue to grow. Yet this symbolic tipping point in human settlement comes with significant challenges. Most people within this urban majority live in ‘slums’, with many of the economic and cultural opportunities associated with cities in western thought being pure fantasy in the face of daily struggles for survival. Furthermore, given cities are the primary emitters of greenhouse gases, all urban dwellers are united, if not equally, in being responsible for climate change and its potential mediation. This course examines the emergence of a City Planet through: an examination of the ways in which geographers have understood cities and their relationships in an era of globalization; the tracing of global urban relations with respect to capital, labor, communications and culture; and the consideration to two of the major challenges currently faced: growing social inequalities and mounting sustainability requirements. A core course in Globalization, Cities and Development in the geography major. (Fulfills the Global Comparative [GP] requirement; Instructor: Mark Davidson; Offered every year)

**GEOG 241: SUBURBIA: CULTURE/POLITICS/PLACE**

The purpose of this course is to examine in some detail the most common residential setting in the United States: the suburb. As many scholars argue, to subsume suburbs under some presumed more interesting, important, and central “city” is problematic if suburbs represent the most prevalent form of American residence. Recognizing and building upon understandings of American cities, we examine the history, contemporary life and politics of American metropolitan areas, focusing on suburbs but not losing sight of the broader metropolitan –and urban— context. Students in this course will review histories of US suburbs in order to understand not simply their origins but debates about the forces driving suburbanization in America. We will examine twentieth-century account of suburban life, taking into account differences by gender, race, and ethnicity. Finally, we will examine the politics of suburbs: from governance to contemporary culture and questions of environmental sustainability. (Instructor: Deborah Martin; Offered periodically)

**GEOG 248: SOCIAL JUSTICE AND THE CITY**

Cities today face unprecedented challenges. Migration, rapid urbanization, growing inequality, authoritarian governments, racial tensions, terrorism, climate change, and the list goes on. This course examines the concept of social justice in light of contemporary philosophical debates and explores its various relations to the city and urban development, using a geographical perspective. After engaging various dialogues on social justice, the course turns its attention to the ‘urban question’. It asks what is distinctive about the issue of social justice in an urban context and whether we need a more geographically-informed viewpoint from within urban studies. We will then examine questions of social justice and the urban environment, using examples from around the world. (Instructor: Deborah Martin; Offered every other year)

**GEOG 258: UTOPIAN VISIONS, URBAN REALITIES: PLANNING CITIES FOR THE 21ST CENTURY**

Although utopia literally means “no place” and utopias do not exist in any concrete sense, utopian thinking exerts a powerful hold on our imagination and continues to inspire a lot of approaches to urban policy, design and planning today. This course explores this thinking and will attempt to come to grips with various ideas about what utopias should be, how they have animated our thinking about city form and function, and how they have achieved certain material expressions in the twentieth-century urban context. It will also examine the contradictions and unintended consequences of utopian thinking in planning. Amongst other things, the course will grapple with questions of order versus disorder in the city, heterogeneity versus homogeneity, openness versus closure, and individual freedom versus collective necessity. It will draw upon geographical sources as well as a diverse array of other materials. (Instructor: Deborah Martin; Offered every other year)

**GEOG 280: URBAN ECOLOGY: CITIES AS ECOSYSTEMS**

Explores ecology and the social and physical geography of cities as systems built and inhabited by people, and constantly changed by social, biological and physical processes. This class of ecosystem is often neglected except in studies of pollution, yet it is home to many of the world’s people and to a surprising number of plant and animal species as well. Readings, lectures, discussion and written work combine landscape and systems ecology with physical and urban geography and environmental justice to broaden our understanding of city environments, both present and possible. In addition to the 3 hour block for class, weekly field classes in Worcester and project workshop time requires attendance at a second weekly 3 hour session. Four day field trip to Boston/Providence or New York City is required September 26-29; a $100 fee is charged to students at time of registration to
cover administrative and transportation costs. In addition, students should bring $20 for a subway pass and enough to cover meals. Book costs for the course are minimal. (Prerequisites: Registration is by permission only; Instructor: Dianne Rocheleau; Offered every year)

HIST 113: AMERICAN URBAN HISTORY

Examines the urban experience in what is now the United States from its multiethnic colonial origins to its multiracial present. Emphasizes the relationship between the spatial and the sociopolitical organization of the city, from the Salem witch hunts through the Los Angeles riots. Focuses on several case studies, including Worcester and New York City. (Fulfills the Historical Perspective [HP] requirement; Instructor: Amy Richter; Offered every other year)

HIST 203: U.S. URBAN HISTORY

Examines the urban experience in what is now the United States from its multiethnic colonial origins to its multiracial present. Emphasizes the relationship between the organization of space in the city and the social and political organization of the city from witch hunts to riots. (Instructor: Amy Richter; Offered periodically)

HIST 213: GENDER AND THE AMERICAN CITY

Focusing on the 19th and 20th centuries, examines where urban life for men and women diverged and where it met. Readings on men, women and urban space, reform movements, utopian ideals and other topics are followed by student research projects using local resources. (Instructor: Amy Richter; Offered periodically)

HIST 218: LONDON AND PARIS: THE MAKING OF THE MODERN CITY

London and Paris are two of the great cities of the world. This class will explore the foundation and development of these capitals as they grew from small medieval centers to the vast metropolises that they are today. We will consider major events (the Black Death, the Reformation, the French Revolution, the World Wars); the development of urban culture and politics; and the everyday life of ordinary Londoners and Parisians. You will hear from writers from Geoffrey Chaucer to Gertrude Stein; you will see works of art from Abbot Suger to Banksy; you will hear music from Gregorian chant to the Clash. From the London Bridge to the Eiffel Tower, from Notre Dame to the London Eye, we will explore the making of the modern city through the stories and perspectives of these great cities. (Instructor: Lucy Kaufman)

ID 011: MAKING A DIFFERENCE
(Also Listed as UDSC 011)

This course will offer a scholarly perspective on “making a difference,” with two emphases: youth involvement in social change, and the university partnership approach to community development. Themes of personal growth, leadership, collaboration, and activism will be explored. Students will learn how to “make a difference” at various levels: in their lives, on the Clark campus, and in the city of Worcester. This is a multi-disciplinary course in which readings will be derived from the fields of sociology, psychology, community development, urban studies, education, social policy, and political science. In addition to reflection papers and discussions, students will complete interviews with community leaders, take leadership roles in on-campus activities, and have a community placement in the Main South or Piedmont neighborhood. The concluding assignment will be a proposal for a summer Making a Difference project, or another community-based social change activity. (Fulfills the Values Perspective [VP] requirement; Instructors: Mary-Ellen Boyle, Laurie Ross)

ID 104: EXPERIENCING THE AMERICAN CITY

This course will take a phenomenological approach to “experience the city,” to how people feel the city, while seeking to grow fundamental skills to enhance and develop the ability of students to appreciate, feel, and do grounded work in the city. The course will be divided into four modules: 1) Working in the City; 2) Observing the City; 3) Researching the City; 4) Feeling the City. The first module delves into the meaning of becoming a professional working in cities by showing potential professional pathways to students relying on the real-life experience of Clark alumni, and exploring mentorship and summer internship opportunities. The second module will focus on enhancing students’ “natural observation” abilities, a fundamental skill of good urban planners. The final module will focus on the basics of formulating good (applied) research questions about urban problems. The final module will touch upon some of the rich expressions, symbols, and images which urban life inspires by examining literary, musical, and culinary arts in the city. The course will rely on field work in some cities of Massachusetts. Students interested in working in multicultural, multi-ethnic environments and with diverse populations are particularly encouraged to take the course, as well as students of diverse ethnic/racial and social backgrounds. (Instructor: Ramone Borges-Mendez)
ID 016: HEALTHY CITIES
What makes a city a healthy place to live, work, and go to school? How does the health of a “place” affect the health of the individuals who live there? Who is responsible for the health of a city’s residents? The goal of this course is to introduce students to key challenges in urban public health and to Worcester, MA as a city determined to be “the healthiest city in New England by 2020.” Students in the course will acquire an understanding of the key concepts and methodologies from a range of disciplines, including anthropology, sociology, and public health, and how they employ those tools to examine urban health problems. Students in this course will explore and engage in a wide range of topics related to healthy cities. This is an entry course to the newly established collaboration between Clark and the Worcester Division of Public Health. Students who enroll in this class will get in-depth exposure to issues related to healthy cities, rights to the city, and environmental and urban issues that can potentially impact (positively or negatively) the health of its residents. Health, here, of course, will be considered as “a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity” (WHO 1948). Students will have to critically reflect on reading material, but will also be introduced to interpreting basic health data and relating it to the urban environment in which they live. They will also get the opportunity to interact with public health professionals from the Department of Public Health, and apply through field trips what they learn in class to the real world. (Instructor: Marianne Sarkis)

ID 203: YOUTH WORK: PRACTICE AND SOCIAL JUSTICE
This course will advance the theory and practice of community-based youth work. Given the current challenges facing public schools, labor markets, and local governments, non-profit community-based youth organizations become important actors in youth development. This course will focus on six case studies about everyday dilemmas facing youth workers. It will situate each dilemma into its broader context (e.g. family, peer, school, neighborhood, juvenile justice, policy, and media, etc.). Literature will be used to understand the generalizability of the dilemma; to build understanding as to how the cases illustrate larger social problems; and to create a youth worker professional education opportunity. Community-based youth workers will also be participants in the class and each Clark student who is not already engaged with a youth serving organizations on a regular basis will be paired with a Youth Worker in the class for a community based learning opportunity for a minimum of 5 hours a week. Student learning outcomes include: how to explore and build your knowledge, skills, and attitudes about youth work; how to frame and resolve ill-defined problems; how to think and communicate on one’s feet; and to enhance content knowledge on youth development theories, research, and strategies. (Instructor: Laurie Ross; Offered every year)

ID 204: INTERNATIONAL AND COMPARATIVE ANALYSIS OF COMMUNITY DEVELOPMENT
Community development can be conceived in multiple ways, some quite abstract and spiritual, and others truly material, strongly defined by the immediate realities and physical needs of human beings in different cultural, societal, and natural settings. Actually, it seems necessary to combine multiple ways of thinking about communities to address their needs. Current debates about post-modernity and the effects of globalization hypothesize we are set on the path to communal homogeneity—asserting the gradual death of the local. Conversely, other observers of (capitalist) globalization argue that anywhere we look we see a local struggle for identity preservation, resistance and differentiation. Another set of observers see a variety of forms of interconnectedness between the local and the global brought about by speeding time-space compression (Harvey) or by declining time-space distanciation (Giddens). These debates evidence a tug of war between the global hegemonic forces of consumer logos, which stamp our identities, attires, music, and the food we eat (Klein), and local actors which emphasize social justice, equity while defending their communities and identity. Whereas understanding these debates is critical to develop our strategic orientation as planners, they are often very distant from the analytical and applied concerns of practicing community development. In this course we will cover some of those debates about the tensions between the global and the local. However, we will grapple with community development in four more specific ways. First, we will approach community development as a complex craft in which professionals, citizens, states and various kinds of institutions engage with each other in order to shape the social life of groups and their surrounding environment. Sometimes the situations of engagement are virtuous, collaborative and driven by principles of sustainability. Conversely, they can be fraught by profound asymmetries of power. Secondly, we will address some of the historical forces that have shaped (urban) community development in the post-World War II era in the USA, and in other parts of Latin America (Chile, Bolivia, Brazil), India and Africa: state retrenchment, structural adjustments, urban renewal, neoliberal reforms, privatization, decentralization/ devolution, financial crisis. Thirdly, we will discuss important dilemmas of collective action, resource allocation, and socio-economic inclusion, which result from asymmetries of power, information, expertise, wealth, and environmental health. Finally, we will devote significant attention to the tools and strategies of community development in various regions of the planet: asset-building, community/associative networks, participatory governance, social enterprises, social capital development, community development corporations, non-profits. (Instructor: Ramon Borges-Mendez)

ID 296: ADVANCED VECTOR GIS
This course builds upon the concepts of GIS introduced in Introduction to GIS, and focuses on the more advanced analytical vector GIS tools. Topics include exploratory spatial data analysis, spatial statistics, interpolation techniques, 3D data presentation and analysis, network analysis and multi-criteria decision making. Hands-on laboratory exercises illustrate GIS applications in natural resource management, global change, environmental justice, urban and environmental planning, public health, and census data analysis. Students work individually and in groups to develop solutions to a weekly spatial problem, using ArcGIS or GeoDa software. Final project is required. Knowledge of basic statistics is useful. (Prerequisites: GEOG 190, GEOG 390, or IDCE 310; Instructor: Yelena Ogneva-Himmelberger)

IDCE 30202: LAND USE SEMINAR
How do communities decide on the use of their land? Who has access to land and who does not? Under which conditions can disadvantaged groups engage in land use negotiations? How are Latino families in San Francisco battling to retain their homes and jobs against zoning rules that favor dot-com and development of expensive lofts? How are Indian Pehuenches and environmentalists in the Bio-bio river in Chile negotiating land ownership with industrialists and hydroelectric plant developers? How are artists struggling to find space to live and work in the now popular “art districts”? How are Chinese city officials creating a real estate market and for whom? Land use decisions are central to the development opportunities of any community. However, those decisions are embedded in complex political processes that in many cases obscure the social and economic implications. The task of this seminar is to explore the complexities of these processes and to understand how residents, developers and government officials negotiate land-use decisions. Major topics: Cities and environment: Natural capital in Chile, urban sprawl and smart growth in California; Urban places: Downtown, art districts, plazas; Retail trends: Big box development, street vendors, e-commerce; Profit and people: Lofts vs. family housing in San Francisco, building a real estate market in Beijing, multigenerational land ownership in Colombia. (Instructor: TBA)

IDCE 30293: YOUTH AND COMMUNITY DEVELOPMENT: THEORY, POLICY AND PRACTICE
This course integrates readings, class discussion and field observations to understand the complex relationships between youth and community development. It provides an overview of adolescent development, with a specific focus on urban teens. Students are introduced to the strengths and challenges of young people growing up in inner-city neighborhoods. The course examines neighborhoods and after-school programs as particularly important contexts for youth development. Students discover that few youth-development programs address community-level factors that influence young people’s futures, and conversely, few community-development initiatives involve youth as key actors in the development process. As a final project, students develop proposals based on evidence and driven by theory to begin to fill this critical gap. (Instructor: Laurie Ross)

IDCE 332: SUSTAINABLE DEVELOPMENT ASSESSMENT AND PLANNING
We confront one of the most pressing issues of our time: How can society transition to more sustainable development? We discuss how 21st century impact assessment needs to evolve into a multi-stakeholder sustainability assessment process, how that can be done, its challenges and barriers. Beginning with the domestic U.S. context in Part 1, we explain the fundamentals of impact studies, and cover impacts on land resources, economy, air quality, water resources, health, historic resources, wetlands, wildlife, as well as social and cultural impacts. An emphasis is placed on which indicators of impact to use for each category, and how to measure them. In Part 2, we switch to an international context. This includes the capacity building needed for integrated environmental assessment and reporting for developing countries. Case studies are used extensively. The course has a major group project dimension: students work in teams to critically review current practice for typical development projects (e.g. wind farms, landfills, mining projects and dams), making arguments for how it should be improved. (Instructor: Timothy Downs)

IDCE 344: GOING LOCAL: COMMUNITY DEVELOPMENT AND PLANNING
The purpose of this seminar is to introduce students to theories, debates and practical strategies regarding the development of urban communities. Students gain an enhanced understanding of the complexities inherent to the concepts of community and participation. They critically analyze “community” as a set of social relations, as a local economy, as a built environment, and as a political organization. Students begin to recognize the importance of race, gender, age, class, identity, and culture in working with communities. Finally, they examine the roles and effectiveness of the models, methods and strategies used by informal neighborhood organizations, banks, private developers, local nonprofits, and government agencies in rebuilding communities and their economies. Case examples and articles from across the United States will be used. Worcester’s neighborhoods—which provide excellent examples of physical, social, and economic development strategies—will be highlighted throughout this course. Worcester’s Piedmont and Main South neighborhoods will be a particular focus throughout the semester. (Instructor: Laurie Ross)

IDCE 346: PRACTICUM IN COMMUNITY DEVELOPMENT AND PLANNING
Engages students to work as a team on a critical community-development project. Students gain skills in field research, applied qualitative and quantitative data analysis, multidisciplinary teamwork, negotiation with clients, and writing professional reports. Practicum clients and topics have included a project with the Worcester Public Schools to involve public-school students in urban secondary-school reform and work with the City of Worcester and two community-development corporations on assessing the economic impact of housing production in low-income neighborhoods. (Instructor: Laurie Ross)

**PSCI 107: RESEARCH METHODS**  
(ALSO LISTED AS UDSC 107)

Considers the logic of the research process, from formulating and stating testable hypotheses and operationalizing concepts to collecting and analyzing appropriate data. Explores both concepts and techniques, including statistical analysis. Students design research projects that include original data analysis. (Instructor: Sharon Krefetz; Offered every semester)

**PSCI 171: URBAN POLITICS: PEOPLE, POWER AND CONFLICT IN U.S. CITIES**  
(ALSO LISTED AS UDSC 171)

Focuses on the major socioeconomic and political forces that affect city, government and politics in the United States. Topics include: the growth and decline of cities; fiscal constraints; federal urban policies; the rise and demise of political machines; reforms; the post-Reform Era; the community power debate; regimes and coalition building; and efforts by African-Americans and Latinos to gain political incorporation. (Instructor: Sharon Krefetz; Offered every year)

**PSCI 172: SUBURBIA: PEOPLE AND POLITICS**  
(ALSO LISTED AS PSCI 172)

Focuses on the causes and consequences of the rapid growth of suburbs in the United States after World War II, and their impact on metropolitan areas. What are the characteristics of the people who live in suburbs? Is suburban homogeneity a myth or reality? How have suburbs been changing in recent times? How are suburbs governed? What is suburban political participation like? What are the patterns of policy making on issues such as education, zoning and property taxes? (Instructor: Sharon Krefetz; Offered periodically)

**PSCI 223: URBAN AND SUBURBAN HOUSING POLITICS**  
(ALSO LISTED AS PSCI 223)

This course will consider a broad range of topics, with special focus on the causes and consequences of the dominant spatial pattern of racial and income segregation in metropolitan areas and efforts to expand the supply and locations of affordable housing for low and moderate-income households. Specific topics we will examine include the history and politics of federal housing policies; public housing; homelessness; exclusionary zoning and efforts to “open up” the suburbs to lower income households; and community development corporations as producers of affordable housing. (Instructor: Sharon Krefetz; Offered periodically)

**PSCI 264: RACE AND REPRESENTATION**

The aim of this course is to research the basic question of whether it matters for Black and Latino Americans to be represented by Black and Latino elected officials. This question will be explored in terms of the normative concerns of what representation should entail in a democracy, the impact of descriptive representative on the realization of Black and Latino policy aims, and the effects of Black and Latino elected officials on the behavior of their constituents. The institutional and behavioral foci of this course are the U.S. Congress, state representatives and mayors. In an effort to explore the varying arguments addressing the quality of minority representation in each political context, we will engage in original research that seeks to explain how and why race remains a major source of cleavage in American politics despite gains made by racial and ethnic minorities in the areas of civil and voting rights. In so doing, the class introduces students to democratic theory, the Voting Rights Act, public opinion and electoral behavior, elected officials and their public policy actions and program developments, and the electoral rules and districting decisions on minority representation. (Instructor: TBD; Offered periodically)

**PSCI 282: HOUSING POLICIES AND POLITICS: CAPSTONE SEMINAR**  
(ALSO LISTED AS UDSC 282)

Focuses on social, economic and political factors that shape the federal government’s housing policies and their implementation by local governments in metropolitan areas of the United States. Explores the myths and realities of public housing, urban renewal, gentrification, linkage, homelessness, redlining, exclusionary zoning, and racial and gender discrimination in housing. (Instructor: TBD; Offered periodically)
PSCI 292: U.S. URBAN POLICY: CAPSTONE SEMINAR AND INTERNSHIP
This course is designed as a capstone primarily for advanced-level Government majors in the American Politics and Public Policy subfield and students pursuing the Urban Development and Social Change concentration. The readings and seminar sessions will explore the major factors and actors that influence city government policy-making, implementation, and outcomes. A broad range of topics will be considered, with special focus on economic development and redevelopment, neighborhood revitalization, and housing policies. In order to gain an understanding of the perspectives and actions of urban policy-makers and shapers students will also do an internship either with a Worcester city government elected official; the head of a city government agency or program; or the director of a neighborhood community development or housing non-profit organization. “Hands-on” learning through the internship will be shared periodically in seminar sessions. (Course restrictions: Limited to 12 students, juniors and seniors; Instructor: Sharon Krefetz; Offered every other year)

PSYC 157: CULTURAL PSYCHOLOGY OF URBAN LIVING
The focus is to provide the students with skills of observational research in culturally structured open spaces (urban settings). Research tasks will be set up for the students in different cultural contexts in the local environment. The students will carry out an observational and a naturalistic-experimental study and write a research report. (Fulfills the Comparative Perspective [CP] requirement; Instructor Jaan Valsiner; Offered periodically)

SOC 125 (FORMERLY SOC 247): CITIES AND SUBURBS
(ALSO LISTED AS UDSC 125)
Introduces urban sociology. Examines the historical structure and development of American metropolitan areas and community power, with special attention to changing functions of cities and suburbs. Examines different ways of life in cities and suburbs. Globalization and international comparative perspectives are also examined. (Instructor: Robert Ross; Offered every year)

SOC 202 (FORMERLY SOC 105): SOCIAL RESEARCH PROCESS
(ALSO LISTED AS UDSC 105)
General introduction to logic, techniques and ethics of social-science inquiry. Reviews qualitative and quantitative methods, as well as sampling. Fulfills the methods requirement for majors. Not open to seniors. (Instructors: Patricia Ewick, Deborah Merrill; Offered every semester)

SOC 232: POPULATION, ENVIRONMENT AND DEVELOPMENT
(ALSO LISTED AS UDSC 232)
Studies the statistical description and analysis of human populations. Focuses on relationships between and among social, cultural, political and economic forces; and population structures, processes and characteristics. Such demographic factors contribute to the understanding of social issues, such as the aging of the population, the changing status of women, rapid world urbanization and Third World economic problems. (Instructor: Bruce London; Offered every year)

SOC 267: POVERTY AND SOCIAL POLICY IN COMPARATIVE PERSPECTIVE
The course compares the U.S., Canadian and (Western) European social policy regimes. It includes an introduction to how poverty is defined in the US and internationally, and the strengths and weaknesses of these measurements and shows students how to use online sources to find local and national data about poverty and low income. Social insurance and income supports, labor relations and health policies are among the topics explored in the relevance for the working poor. (Instructor: Rosalie Torres Stone; Offered periodically)

SOC 299: DIRECTED STUDY
Supervised field training in community and organized settings is available. Internship is the equivalent of one to four full courses in sociology. Variable credit (Instructor: TBD; Offered every semester)

SPAN 117: FIELD WORK IN THE LATINO COMMUNITY
Offers an opportunity to work in an agency or project serving the Latino community in Worcester (the bilingual school program, Casa de la Comunidad, Worcester Legal Services, etc.). Advisers supervise the student work. Students keep a journal on the experience in which they examine language, culture and related problems of the bilingual community. Students read works of Latino literature and write short papers in Spanish. Weekly meetings with instructor. (Prerequisites: Proficiency in Spanish, successful completion of course work in the field/s related to the specific project area, seniors only, permission of the instructor; Instructor: Constance Montross; Offered every year)

**UDSC 221: URBAN POLICY/SEMINAR AND INTERNSHIP**

Focuses on how cities make and implement policies and deliver services, exploring especially downtown redevelopment, neighborhood revitalization and housing policies. Students intern at a Worcester redevelopment, housing or other urban agency. Students discuss course readings and share experiences, combining perspectives of scholars and practitioners. Limited to 12 students juniors and seniors. (Prerequisites: GOVT 171, UDSC 171 or permission; Instructor: Sharon Krefetz; Offered every other year)

**UDSC 264: SUSTAINABLE URBAN ECONOMIC DEVELOPMENT**

This interdisciplinary course will explore contemporary issues related to the creation, attraction, and retention of urban businesses, with particular attention to environmental impact and to equity. The definition and classic purposes of government-supported economic development will be addressed and critiqued, and strategies for long-term sustainable initiatives will be explored. The course will include a review of employment and economic indicators, micro-enterprise and incubators, business development assistance programs (especially for women, minorities, immigrants, youth), and alternative forms of business organization, such as co-ops, community entrepreneurship, and employee ownership. (Instructors: Mary-Ellen Boyle, TBD; Offered every other year)

**UDSC 285: SOCIAL POLICY, IMMIGRATION AND POVERTY**

Analyzes who is poor and how government policy affects the poor. Compares the U.S. experience to Western Europe, and addresses the question of whether there is a permanent underclass of poor people. Additional issues of policy and analysis vary by year. (Prerequisites: SOC 200 or instructor permission; Instructor: Robert Ross; Offered every other year)
To be filled out with UDSC faculty advisor assistance. Three copies of this worksheet should be made: one for the student, one for the UDSC advisor, and one for the UDSC program assistant (to keep with students file)

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