

URBAN DEVELOPMENT SOCIAL CHANGE

2016 – 2017



student guide to the UDSC concentration @ clark university

Urban Development and Social Change (UDSC)

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Urban Development and Social Change (UDSC)

An Overview

Urbanization is a powerful set of 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. Metropolitan areas and how these areas 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 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 central 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:

Mark Davidson MDavidson@clarku.edu Geography	John Brown JBrown@clarku.edu Economics	Deborah Martin DeMartin@clarku.edu Geography
Amy Richter ARichter@clarku.edu History	Laurie Ross LRoss@clarku.edu IDCE	

Additional participating UDSC faculty:

John Ameer (Education)	Ramon Borges-Mendez (IDCE)
Patricia Ewick (Sociology)	Jacqueline Geoghegan (Economics)
Bruce London (Sociology)	Deborah Merrill (Sociology)
Kathryn Madden (IDCE)	Constance Montross (Foreign Languages)
Sarah Michaels (Education)	Dianne Rocheleau (Geography; GES)
James Murphy (Geography)	Rhys Townsend (V&PA)

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 UDSC 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 M.A. program in Community Development and Planning.

Concentration requirements

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



- Students must take a minimum of seven courses in the concentration, including the capstone project.
- 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 an Urban Research Tools & Practice 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



(**) indicates that the course may be used to fulfill the capstone requirement

Group A: Introductory Courses (1 required):

- ECON 010: Economics and the World Economy
- GEOG 020: American Cities: Changing Spaces, Community Places
- PSCI 171: Urban Politics: People, Power, and Conflict in U.S. Cities
- SOC 125: Cities and Suburbs (formerly SOC 247)

Group B: Urban Research Tools & Practice (1 required):

- ECON 160: Introduction to Statistical Analysis
- GEOG 110: Introduction to Quantitative Methods
- GEOG 141: Research Design and Methods in Geography
- GEOG 190: Introduction to Geographic Information Science
- GEOG 252: Urban Design Research Lab**
- 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

- ARTH 245: Urban Art and Society in Jazz Age New York
- CSAC 281: Urban Community Journalism
- EDUC 152: Complexities of Urban Schooling
- EN 177: Health and the Urban Environment

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

- GEOG 028: Discover Worcester
- GEOG 157: Psychogeography and Cultural Spaces
- GEOG 241: Suburbia: Culture/Politics/Place **
- GEOG 248: Social Justice and the City **
- GEOG 252: Urban Design Research Lab **
- GEOG 258: Utopian Visions, Urban Realities: Planning Cities for the 21st Century **
- GEOG 280: Urban Ecology: Cities as Ecosystems **
- HIST 203: American Urban History: Exploration in Culture and Space **
- 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 GIS
- IDCE 322: Sustainable Development Assessment and Planning **
- IDCE 344: Going Local: Community Development and Planning **
- IDCE 346: Practicum in Community Development and Planning **
- MUSC 235: Community Music & Social Acton
- PSCI 171: Urban Politics: People, Power, and Conflict in U.S. Cities
- PSCI 264: Race and Representation
- 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 157: Psychogeography and Cultural Spaces
- 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 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 course.

Group A: Introductory Courses (1 required):

ECON 010: ECONOMICS AND THE WORLD ECONOMY

This course provides an introduction to international economic interactions and the macroeconomic analysis of economies. The course develops basic economic concepts including market analysis, trade, and demand and supply in the macroeconomy. Comparisons across countries provide a deeper understanding of business cycles, unemployment, monetary policy, economic growth, currencies and fiscal policy. These economic concepts provide tools to analyze current issues such as economic stability, debt crises and policies towards trade. Open to first-year students. Fulfills the global comparative perspective.

GEOG 020: AMERICAN CITIES: CHANGING SPACES, COMMUNITY PLACES

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)

PSCI 171: URBAN POLITICS: PEOPLE, POWER AND CONFLICT IN U.S. CITIES

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: Joe O'Brien; Offered every year)

SOC 125 (FORMERLY SOC 247): CITIES AND SUBURBS

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)

Group B: Urban Research Tools & Practice (1 required):

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)

GEOG 110: INTRODUCTION TO QUANTITATIVE METHODS

Introduces the most standard methods of statistical analysis, which are essential for serious research. Considers data sampling and descriptive and inferential statistical techniques for analyzing geographic data. Includes graphic techniques, tests of hypotheses and regression. Students use computer spreadsheets for statistical analysis. No prior exposure to statistics is assumed. The course is one for which graduate students may receive credit. A skills course for geography majors. A statistics course for environmental majors. Fulfills the Formal Analysis requirement.

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; Offered every year)

GEOG 190: INTRODUCTION TO GEOGRAPHIC INFORMATION SCIENCE

This course introduces Geographic Information Science (GIS) as a powerful mapping and analytical tool. Topics include GISc data structure, map projections, and fundamental GISc techniques for spatial analysis. Laboratory exercises concentrate on applying concepts presented in lectures and incorporate two widely used GISc software packages - TerrSet (created by Clark Labs) and ArcGIS (created by ESRI). These exercises include examples of GISc applications in environmental modeling, socio-demographic change and site suitability analyses. Although the course is computer-intensive, no programming background is required. A formal-analysis course. Counts as skills course or core course in mapping sciences/spatial analysis in geography major.

GEOG 252: URBAN DESIGN RESEARCH LAB

At present, over half the world's population live in cities. Yet we have no stable idea of what makes a good city. As society changes, so does what it is we demand of our cities. We therefore must understand the city as constantly in a state of becoming. As a consequence, we require a critical understanding of what types of processes cause the city to change over time. This course seeks to unite this realization with the concerns of urban practice. Throughout the 20th century, urban geographers examined the ways in which urban planners, architects and urban designers shaped the city. Conversely, early urban planners such as Ebenezer Howard and Patrick Geddes were deeply concerned with geographical problems. In this course we bring an understanding of contemporary urban problems to the study of urban design and practice. The course requires students to select a topical concern and research what geographers and urbanists have concluded about it. With this understanding, students must collectively draw upon social and urban theory to develop an urban design scheme to respond to the topical issue. Throughout the course students will work in groups to develop a design scheme. (Instructor: Mark Davidson; Offered every year)

PSCI 107: RESEARCH METHODS

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: Heather Silber Mohamed; Offered every semester)

SOC 202 (FORMERLY SOC 105): SOCIAL RESEARCH PROCESS

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 206: DOING QUANTITATIVE RESEARCH

Much of the research done by sociologists involves quantitative analysis. This course focuses on the design and execution of quantitative studies. While we do learn to use/interpret some complex statistics (e.g., correlation and regression analysis), this is not a statistics course. **PRIOR KNOWLEDGE OF STATISTICS IS NOT REQUIRED.** Our primary focus will be on research design, that is, how to properly construct a study. In the process, we will develop an intuitive understanding of the sorts of data analyses conducted by sociologists. This will enable us to read, interpret, and understand the tables and graphs produced by sociologists. These skills will enable us to engage the core of the course: the use of two data sets, each of which has yielded multiple publications. Initially, we review a number of published studies with an eye to learning how to best design a quantitative study. Subsequently, we will design original research projects using each data set. Finally, we will conduct the research and analyze our findings.

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

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 "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 at this point that the careful note taking that students have been doing during the panels will prove invaluable for class discussion.

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.

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 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 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 which to deploy our positions on social justice. In the final section of the course, various urban issues and problems are explored using developed understandings of social justice. (Instructor: Mark Davidson; Offered periodically)

GEOG 252: URBAN DESIGN RESEARCH LAB [Description listed in Group B]

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 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)

ID 011: MAKING A DIFFERENCE

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 106: 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 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 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 methods, models 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)

MUSC 235: COMMUNITY MUSIC & SOCIAL ACTION

How can artists and arts managers/administrators contribute as citizens of a democracy? In what ways can people committed to the arts serve the wider world through their work? In this course, we will explore arts education and policy as it relates to positive social change, and examine artistic initiatives that have been focused on positive social impact. In this course we will develop a response to these questions, and we will explore the notion that the classical musician, the artist, is an important public figure with a critical role to play in society. The course will include inquiry into a set of ideas in philosophy of aesthetics; a discussion about freedom, civil society, and ways that art can play a role in readying people for democracy; discussion on philosophy of education as it relates to the question of positive social change; and an exploration of musical and artistic initiatives that have been particularly

focused on a positive social impact. We will examine these questions from the perspective of theorists, educators, teachers, administrators and artists. All participants will have hands-on opportunities to engage with the community as part of the course, including working with youth in Neighborhood Strings, a free music program for the at-risk population of Main South, and/or interning with the Worcester Chamber Music Society or other prominent local arts organizations. (Instructor: Matt Malsky)

PSCI 171: URBAN POLITICS: PEOPLE, POWER AND CONFLICT IN U.S. CITIES [Description listed in Group A]

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.

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.

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 coursework in the field/s related to the specific project area, seniors only, permission of the instructor; Instructor: Constance Montross; Offered every year)

Group D: Comparative or International Courses

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)

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 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)

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)

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 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 distancing (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. (Instructor: Ramon Borges-Mendez)

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)

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)

UDSC concentration worksheet

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)

Name:	Major:
Year in School:	UDSC Advisor:

REQUIREMENTS	COURSE NUMBER & TITLE	SEMESTER	YEAR	GRADE
Introductory course				
Research Methods Course				
U.S. Urban Course (1)				
U.S. Urban Course (2)				
U.S. Urban Course (3)	[200-level]			
U.S. Urban Course (4)	[200-level]			
U.S. Urban <i>or</i> Comparative/International Course				
Capstone Experience (if different from above)				

UDSC Capstone Form

Please submit this completed form to the Program Assistant in the Geography Office (Jefferson 220) before registering for the credit, and again* after completion of the credit.

Student's Name: _____

Email Address: _____

Form Submission Date: _____

Graduation Date: _____

Title of 200-level Credit: _____

Semester & Year of Credit: _____



Signature of professor who intends to award the Capstone credit:

_____ Date: _____

Signature of professor who has awarded the Capstone credit:

_____ Date: _____



Signature of student:

_____ Date: _____

Signature of UDSC Advisor:

_____ Date: _____

*This form will be kept on file with the Program Assistant upon initial submission. Once the credit is completed, please contact the Program Assistant to get your originally signed form back for the second signature, then return it again upon completion. This form will be kept in your file and used to confirm your status upon graduation time.

CLARK UNIVERSITY



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