



SOC 316

Global Cities

S2 Day 2016

Dept of Sociology

Contents

| | |
|---------------------------------------|----|
| <u>General Information</u> | 2 |
| <u>Learning Outcomes</u> | 3 |
| <u>General Assessment Information</u> | 3 |
| <u>Assessment Tasks</u> | 3 |
| <u>Delivery and Resources</u> | 6 |
| <u>Unit Schedule</u> | 7 |
| <u>Policies and Procedures</u> | 8 |
| <u>Graduate Capabilities</u> | 9 |
| <u>Changes from Previous Offering</u> | 14 |
| <u>Changes since First Published</u> | 14 |

Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff

Unit Convenor

Justine Lloyd

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Contact via justine.lloyd@mq.edu.au

Room 830, W6A

by appointment

Lecturer

Banu Senay

Banu.Senay@mq.edu.au

Credit points

3

Prerequisites

39cp

Corequisites

Co-badged status

Unit description

Sydney is one of the world's most diverse and globalised cities. In this unit you will be introduced to both the classical sociological literature on the urban way of life and more recent critiques of the global metropolis. We will then explore the burgeoning literature on globalisation and cities through a class-based primary research project. This project will be designed in consultation with a Sydney-based organisation or community group. These projects will be led Sociology department staff with expertise in many of the most important and pressing questions in contemporary society: for example, inequality, multi-culturalism, housing, mobility, social movements & social change. You will conduct research in a team led by a staff member, but your contributions to the project will be individually assessed. Over the semester, you will gain practical skills in research methods and will contribute to a project with 'real-world' outcomes. You will be involved in all phases of a research project: scoping and planning, conducting a literature review, preparing a research proposal, ethical conduct of research, and presentation of results to partners and peers.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

identify the approaches to metropolitan life associated with classical social theorists (Weber, Simmel, Mumford), the Chicago School (Park, Wirth) and the urban ethnographic tradition it established; as well as recent developments in urban studies such as the work of Richard Sennett and the LA School of urbanism;

diagnose metropolitan lifestyles as involving both cultural meanings (symbols, images, values) and cultural artefacts (buildings, parks, streets, cars, mobile phones, etc); and to be able to see how 'urban experience' is shaped by these two sets of factors;

reflect upon the metropolitan cultural realities that they regularly confront, and evaluate the tools of analysis that may best enable them to critically evaluate these processes. (NB: This will include epistemological reflection upon how we might best 'know' cities and how we might best record urban experience);

observe and reflect upon urban practices, through classroom learning, group research exercises and independent reading/study complemented by field trips

demonstrate a level of research, reflection and writing appropriate for a third-year sociology student, and explore topics in urban sociology they could pursue in honours or more advanced levels of study.

General Assessment Information

All extensions (beyond three calendar days) need to be approved by the Unit Convenor via a 'Disruption to Studies' request: http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Please make a time to speak to Justine as early as possible if you are having any difficulties.

Assessment Tasks

| Name | Weighting | Due |
|---|-----------|-----------------------|
| Tutorial Participation | 20% | ongoing |
| Field Assignment | 20% | End of week 4 |
| Work-in-progress presentation | 20% | Variable: weeks 12-13 |
| Urban research project | 40% | End of week 13 |

Tutorial Participation

Due: ongoing

Weighting: **20%**

Regular attendance and preparation for class; respectful contribution to group debate and discussion

On successful completion you will be able to:

- identify the approaches to metropolitan life associated with classical social theorists (Weber, Simmel, Mumford), the Chicago School (Park, Wirth) and the urban ethnographic tradition it established; as well as recent developments in urban studies such as the work of Richard Sennett and the LA School of urbanism;
- diagnose metropolitan lifestyles as involving both cultural meanings (symbols, images, values) and cultural artefacts (buildings, parks, streets, cars, mobile phones, etc); and to be able to see how 'urban experience' is shaped by these two sets of factors;
- reflect upon the metropolitan cultural realities that they regularly confront, and evaluate the tools of analysis that may best enable them to critically evaluate these processes. (NB: This will include epistemological reflection upon how we might best 'know' cities and how we might best record urban experience);
- observe and reflect upon urban practices, through classroom learning, group research exercises and independent reading/study complemented by field trips

Field Assignment

Due: **End of week 4**

Weighting: **20%**

On location, you will be given a short question to answer. The assignment will not require an extensive bibliography or library research, but should be informed by the week's readings. You may include photographs or other documentary evidence. This assignment can be handwritten (if legible, so show it to someone to see if they can read it first).

On successful completion you will be able to:

- diagnose metropolitan lifestyles as involving both cultural meanings (symbols, images, values) and cultural artefacts (buildings, parks, streets, cars, mobile phones, etc); and to be able to see how 'urban experience' is shaped by these two sets of factors;
- reflect upon the metropolitan cultural realities that they regularly confront, and evaluate the tools of analysis that may best enable them to critically evaluate these processes. (NB: This will include epistemological reflection upon how we might best 'know' cities and how we might best record urban experience);
- observe and reflect upon urban practices, through classroom learning, group research

exercises and independent reading/study complemented by field trips

Work-in-progress presentation

Due: **Variable: weeks 12-13**

Weighting: **20%**

In groups of 3-4, you are required to give a 15-20 minute work in progress presentation on your group assignment (Urban Research Project). You may consult with the lecturer at least one week prior to the task to ask for any clarification.

Your group's presentation week *will be allocated before the semester break in class and will be scheduled during weeks 12-13.*

The most important things to remember are:

- Think critically, i.e. emphasise your own ideas and responses and outline your proposed approach rather than going over the lecture and readings.
- Get others involved. After having covered your main points, actively lead discussion and raise any issues you'd like to get feedback on or would like to raise for debate (hint: avoid questions that can be answered with 'Yes' or 'No')
- Be creative. Feel free to use visual or musical material, poetry, literature, etc. BUT: don't let the form detract from the content. Try and balance stimulation with in-depth, intellectual work.

You will be assessed on your individual oral presentation in-class, but you should also individually submit a typed 1-2 page summary & bibliography to your lecturer during class and you will receive an individual mark for this contribution.

Your overall mark will not go down based on this written summary, but it can go up.

On successful completion you will be able to:

- reflect upon the metropolitan cultural realities that they regularly confront, and evaluate the tools of analysis that may best enable them to critically evaluate these processes. (NB: This will include epistemological reflection upon how we might best 'know' cities and how we might best record urban experience);
- observe and reflect upon urban practices, through classroom learning, group research exercises and independent reading/study complemented by field trips
- demonstrate a level of research, reflection and writing appropriate for a third-year sociology student, and explore topics in urban sociology they could pursue in honours or more advanced levels of study.

Urban research project

Due: **End of week 13**

Weighting: **40%**

Original individual contribution to group research project on set topics (see portfolio of project briefs on ilearn) (1500-2000 words). Approach to the topics and individual roles will be devised by the group and agreed on before semester break. The group assignment must follow a report format and all sources documented (see SOC Referencing Guide).

All assignments must be accompanied by a one-page overview of hours and tasks completed in preparing your individual contribution.

On successful completion you will be able to:

- diagnose metropolitan lifestyles as involving both cultural meanings (symbols, images, values) and cultural artefacts (buildings, parks, streets, cars, mobile phones, etc); and to be able to see how 'urban experience' is shaped by these two sets of factors;
- reflect upon the metropolitan cultural realities that they regularly confront, and evaluate the tools of analysis that may best enable them to critically evaluate these processes. (NB: This will include epistemological reflection upon how we might best 'know' cities and how we might best record urban experience);
- demonstrate a level of research, reflection and writing appropriate for a third-year sociology student, and explore topics in urban sociology they could pursue in honours or more advanced levels of study.

Delivery and Resources

Classes will be run as a three-hour seminar on Tuesday afternoons, 2-5pm in W6B336

Essential resources include:

- SOC 316 Reader, available as a 'print on demand' resource from MUSE.
- Further unit readings hosted on the library website available via <http://multisearch.mq.edu.au/?course=SOC316>

Technologies used and required:

Internet access --

- All detailed unit information will be provided and communication will take place on the unit home page on ilearn.
- Completion of the major assignment will require access to publicly available databases.

Lectures will be recorded but are not a substitute for attending class. They are there for your reference.

NB: This class is run in seminar format, so group discussion and field trips will not be accessible as audio recordings.

Unit Schedule

| Week | Seminar topic | Notes |
|----------|---|---|
| Week 1: | Introduction to unit and study of the metropolis | |
| Week 2: | Classical and Modern Social Theories of the Metropolis | Reading discussion (Mumford, Simmel, Wirth) Discussion of 'mental maps' |
| Week 3: | Chicago and the Emergence of Urban Ethnography | Reading discussion (Hannerz) |
| Week 4: | Urban Ethnography of Sydney as a Modern Metropolis | Field Trip 1: <i>Susannah Place</i> Museum |
| Week 5: | Chicago to LA: The New Urbanism | Reading discussion (Soja and Davis) Students identify their research topic for Urban Research Projects |
| Week 6: | The Global City | Case study: Singapore/Guest lecturer: Raj Velayutham Reading discussion (Massey) In-seminar exercise: Unobtrusive observation |
| Week 7: | Doing research in the city Focus: Interview method | Reading discussion: (Stillwell) In-seminar exercise: Interview practice Groups and individual roles finalised for Urban Research Projects |
| | Semester Break | |
| Week 8: | Urban Architecture and Design: The Sociology of the Built Environment | Reading discussion: Franck & Stevens In-seminar exercise: Research ethics |
| Week 9: | Suburbs & Suburbanism | Field Trip 2: Macquarie Park |
| Week 10: | The Neo-liberal city and Gentrification | Case study: Istanbul/Guest lecturer: Chris Houston Reading discussion (Smith & Turnbull) Group meetings |
| Week 11: | Whose Public Space? | Reading discussion (White) Group meetings |
| Week 12: | Work-in progress session presentations groups 1 & 2 | |

| | |
|----------|---|
| Week 13: | Work-in progress session presentations groups 3 & 4 |
|----------|---|

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

New Assessment Policy in effect from Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy_2016.html. For more information visit http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

Assignment submission

All assignments will be submitted online via the unit's home page.

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study

strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcome

- demonstrate a level of research, reflection and writing appropriate for a third-year sociology student, and explore topics in urban sociology they could pursue in honours or more advanced levels of study.

Assessment tasks

- Tutorial Participation
- Field Assignment
- Work-in-progress presentation
- Urban research project

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to

demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- observe and reflect upon urban practices, through classroom learning, group research exercises and independent reading/study complemented by field trips
- demonstrate a level of research, reflection and writing appropriate for a third-year sociology student, and explore topics in urban sociology they could pursue in honours or more advanced levels of study.

Assessment tasks

- Tutorial Participation
- Field Assignment
- Work-in-progress presentation
- Urban research project

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcome

- demonstrate a level of research, reflection and writing appropriate for a third-year sociology student, and explore topics in urban sociology they could pursue in honours or more advanced levels of study.

Assessment tasks

- Work-in-progress presentation
- Urban research project

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where

relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- identify the approaches to metropolitan life associated with classical social theorists (Weber, Simmel, Mumford), the Chicago School (Park, Wirth) and the urban ethnographic tradition it established; as well as recent developments in urban studies such as the work of Richard Sennett and the LA School of urbanism;
- diagnose metropolitan lifestyles as involving both cultural meanings (symbols, images, values) and cultural artefacts (buildings, parks, streets, cars, mobile phones, etc); and to be able to see how 'urban experience' is shaped by these two sets of factors;
- reflect upon the metropolitan cultural realities that they regularly confront, and evaluate the tools of analysis that may best enable them to critically evaluate these processes. (NB: This will include epistemological reflection upon how we might best 'know' cities and how we might best record urban experience);
- observe and reflect upon urban practices, through classroom learning, group research exercises and independent reading/study complemented by field trips
- demonstrate a level of research, reflection and writing appropriate for a third-year sociology student, and explore topics in urban sociology they could pursue in honours or more advanced levels of study.

Assessment tasks

- Field Assignment
- Work-in-progress presentation
- Urban research project

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- identify the approaches to metropolitan life associated with classical social theorists

(Weber, Simmel, Mumford), the Chicago School (Park, Wirth) and the urban ethnographic tradition it established; as well as recent developments in urban studies such as the work of Richard Sennett and the LA School of urbanism;

- diagnose metropolitan lifestyles as involving both cultural meanings (symbols, images, values) and cultural artefacts (buildings, parks, streets, cars, mobile phones, etc); and to be able to see how 'urban experience' is shaped by these two sets of factors;
- reflect upon the metropolitan cultural realities that they regularly confront, and evaluate the tools of analysis that may best enable them to critically evaluate these processes. (NB: This will include epistemological reflection upon how we might best 'know' cities and how we might best record urban experience);
- observe and reflect upon urban practices, through classroom learning, group research exercises and independent reading/study complemented by field trips
- demonstrate a level of research, reflection and writing appropriate for a third-year sociology student, and explore topics in urban sociology they could pursue in honours or more advanced levels of study.

Assessment tasks

- Tutorial Participation
- Field Assignment
- Work-in-progress presentation
- Urban research project

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- reflect upon the metropolitan cultural realities that they regularly confront, and evaluate the tools of analysis that may best enable them to critically evaluate these processes. (NB: This will include epistemological reflection upon how we might best 'know' cities and how we might best record urban experience);
- demonstrate a level of research, reflection and writing appropriate for a third-year sociology student, and explore topics in urban sociology they could pursue in honours or more advanced levels of study.

Assessment tasks

- Field Assignment
- Work-in-progress presentation
- Urban research project

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcome

- demonstrate a level of research, reflection and writing appropriate for a third-year sociology student, and explore topics in urban sociology they could pursue in honours or more advanced levels of study.

Assessment tasks

- Tutorial Participation
- Field Assignment
- Work-in-progress presentation
- Urban research project

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- observe and reflect upon urban practices, through classroom learning, group research exercises and independent reading/study complemented by field trips
- demonstrate a level of research, reflection and writing appropriate for a third-year sociology student, and explore topics in urban sociology they could pursue in honours or more advanced levels of study.

Assessment tasks

- Tutorial Participation
- Work-in-progress presentation
- Urban research project

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- observe and reflect upon urban practices, through classroom learning, group research exercises and independent reading/study complemented by field trips
- demonstrate a level of research, reflection and writing appropriate for a third-year sociology student, and explore topics in urban sociology they could pursue in honours or more advanced levels of study.

Assessment tasks

- Work-in-progress presentation
- Urban research project

Changes from Previous Offering

A new focus to the final assignment for the unit, which now bases projects on community-initiated 'project briefs'.

Changes since First Published

| Date | Description |
|------------|--|
| 02/08/2016 | Updates on order of in-seminar exercises; notes on procedure for approval of extensions (via Unit Convenor). |