



# SOC 316

## Global Cities

S2 External 2019

*Dept of Sociology*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Unit Convenor

Justine Lloyd

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Contact via [justine.lloyd@mq.edu.au](mailto:justine.lloyd@mq.edu.au)

AHH Level 2 South

by appointment

Credit points

3

Prerequisites

39cp at 100 level or above

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 by 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 and the urban ethnographic tradition it established; as well as recent developments in urban studies

diagnose the elements of global cities as involving both cultural meanings (symbols, images, values) and urban infrastructure (housing, public space, transport, collective goods such as education, etc); and to be able to see how 'urban experience' is shaped by these two sets of factors;

reflect upon the realities of global urban living 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' contemporary cities and how we might best record urban experience);

observe and reflect upon urban practices, through online learning, 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 more advanced levels of study.

## General Assessment Information

All extensions (beyond three calendar days) need to be approved by the Unit Convenor via a 'Special Consideration' request: <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

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

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Tutorial Participation</a>	20%	No	ongoing
<a href="#">Field Assignment (500 words)</a>	20%	Yes	End of week 4
<a href="#">Work-in-progress post</a>	20%	No	Week 10
<a href="#">Urban research project</a>	40%	No	End of week 13

### Tutorial Participation

Due: **ongoing**

Weighting: **20%**

Regular participation in online tutorial activities; respectful contribution to group debate and discussion; required attendance and participation in two on-campus sessions: 1) week 3 for

briefing for field trip & 2) Week 10 for presentation of work-in-progress and response as a 'discussant' to other students' work-in-progress presentations.

On successful completion you will be able to:

- identify the approaches to metropolitan life associated with classical social theorists and the urban ethnographic tradition it established; as well as recent developments in urban studies
- diagnose the elements of global cities as involving both cultural meanings (symbols, images, values) and urban infrastructure (housing, public space, transport, collective goods such as education, etc); and to be able to see how 'urban experience' is shaped by these two sets of factors;
- reflect upon the realities of global urban living 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' contemporary cities and how we might best record urban experience);
- observe and reflect upon urban practices, through online learning, research exercises and independent reading/study complemented by field trips

## Field Assignment (500 words)

Due: **End of week 4**

Weighting: **20%**

**This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)**

As an external student, you may either

1) join in the class field trip

OR

2) complete an individual field assignment in your own time at a similar location

OR

3) complete an individual field assignment together with other external students at a similar location at a time to be negotiated by the group via the online discussion boards.

For option 1) On location, you will be given a short question to answer in a written format.

For options 2) & 3) A short question will be posted online for you to answer in a written format.

The assignment will not require an extensive bibliography or library research, but should be informed by the weekly readings so far in the unit. 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 the elements of global cities as involving both cultural meanings (symbols, images, values) and urban infrastructure (housing, public space, transport, collective goods such as education, etc); and to be able to see how 'urban experience' is shaped by these two sets of factors;
- reflect upon the realities of global urban living 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' contemporary cities and how we might best record urban experience);
- observe and reflect upon urban practices, through online learning, research exercises and independent reading/study complemented by field trips

## Work-in-progress post

Due: **Week 10**

Weighting: **20%**

For this assignment you are required to give a 5 minute work-in-progress presentation on your individual contribution to the major assignment (Urban Research Project). You may consult with the lecturer at least one week prior to the task to ask for any clarification.

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.
- Allow ways for others to get involved. After having covered your main points, 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 graphic material 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 as presented in class, and will also individually submit a typed 1-2 page summary & bibliography. 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 realities of global urban living 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'

contemporary cities and how we might best record urban experience);

- observe and reflect upon urban practices, through online learning, 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 more advanced levels of study.

## Urban research project

Due: **End of week 13**

Weighting: **40%**

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

This assignment 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 the elements of global cities as involving both cultural meanings (symbols, images, values) and urban infrastructure (housing, public space, transport, collective goods such as education, etc); and to be able to see how 'urban experience' is shaped by these two sets of factors;
- reflect upon the realities of global urban living 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' contemporary 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 more advanced levels of study.

## Delivery and Resources

Participation in weekly discussions is compulsory, and forms the basis of your participation mark. Each discussion will close off one week after the on-campus class.

Essential resources include:

- 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.

NB: Lecture segments will be recorded but because this class is run in seminar format, group discussion and field trips will not be accessible as audio recordings.

## Unit Schedule

Week	Seminar topic	Activity
Week 1:	Introduction to unit and study of the global city	Introductions*
Week 2:	Classical and Modern Social Theories of The City	Reading discussion* Posting and discussion of 'mental maps'
Week 3:	Chicago and the Emergence of Urban Ethnography	Reading discussion* ON CAMPUS SESSION: BRIEFING FOR FIELD TRIP
Week 4:	Urban Ethnography of Sydney	Organising/Attending Field Trip
Week 5:	The Global City	Reading discussion*
Week 6:	Doing research in the city: Focus: Research Ethics	Reading discussion* Exercise: Research ethics* Students identify their research sub-topic for Urban Research Projects*
Week 7:	Doing research in the city: Focus: Interview method	Reading discussion* Exercise: Interview practice* Topics finalised for Urban Research Projects*
<b>Semester Break</b>		
Week 8:	Urban Architecture and Design: The Sociology of the Built Environment	Reading Discussion* Organising Interviews/Attending Research Sites if needed

Week 9:	The Neo-liberal city and Gentrification	Reading Discussion* Posting commentary on a research source*
Week 10:	Work-in progress individual presentations	ON CAMPUS SESSION: PRESENTING AND RESPONDING AS A DISCUSSANT TO PRESENTATION/S
Week 11:	Independent study: individual project	Posting commentary on a research finding*
Week 12:	Independent study: individual project	Drop-in or skype consultations
Week 13:	Course Review & Focus: Report writing	Posting the draft abstract of your report*

\*denotes online activity to be conducted via Ilearn discussion forum

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway \(https://students.mq.edu.au/support/study/student-policy-gateway\)](https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/student-conduct>

## Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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](#) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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](http://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](#)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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/](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 more advanced levels of study.

### **Assessment tasks**

- Tutorial Participation
- Field Assignment (500 words)
- Work-in-progress post
- 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 online learning, 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 more advanced levels of study.

### **Assessment tasks**

- Tutorial Participation
- Field Assignment (500 words)
- Work-in-progress post
- 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 more advanced levels of study.

### **Assessment tasks**

- Work-in-progress post
- 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 and the urban ethnographic tradition it established; as well as recent developments in urban studies
- diagnose the elements of global cities as involving both cultural meanings (symbols, images, values) and urban infrastructure (housing, public space, transport, collective goods such as education, etc); and to be able to see how 'urban experience' is shaped by these two sets of factors;
- reflect upon the realities of global urban living 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' contemporary cities and how we might best record urban experience);
- observe and reflect upon urban practices, through online learning, 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 more

advanced levels of study.

## Assessment tasks

- Field Assignment (500 words)
- Work-in-progress post
- 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 and the urban ethnographic tradition it established; as well as recent developments in urban studies
- diagnose the elements of global cities as involving both cultural meanings (symbols, images, values) and urban infrastructure (housing, public space, transport, collective goods such as education, etc); and to be able to see how 'urban experience' is shaped by these two sets of factors;
- reflect upon the realities of global urban living 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' contemporary cities and how we might best record urban experience);
- observe and reflect upon urban practices, through online learning, 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 more advanced levels of study.

## Assessment tasks

- Tutorial Participation
- Field Assignment (500 words)
- Work-in-progress post
- 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 realities of global urban living 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' contemporary 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 more advanced levels of study.

### Assessment tasks

- Field Assignment (500 words)
- Work-in-progress post
- 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 more advanced levels of study.

### Assessment tasks

- Tutorial Participation
- Field Assignment (500 words)
- Work-in-progress post

- 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 online learning, 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 more advanced levels of study.

### Assessment tasks

- Tutorial Participation
- Work-in-progress post
- 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 online learning, 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 more advanced levels of study.

### Assessment tasks

- Work-in-progress post
- Urban research project

## Changes from Previous Offering

New course structure, based on student feedback in 2016, including moving work-in-progress sessions earlier in the semester and providing more in-class time for group meetings. Extension of these activities for students studying in external mode.

In 2019, as suggested by 2018 external cohort, reorganisation of on-campus sessions to provide one meeting before field trip to allow for briefing activities and q&a.

Thank you also for ideas and feedback from previous lecturers and tutors in this unit, including Clayton Logan, Dr Olivia Hamilton & Dr Banu Senay.