

**Sociology 486H1S LEC0101**  
**Summer 2023**  
**Advanced Topics in Urban Sociology: Gentrification and Consumption**  
**Times: Mondays and Wednesdays 12:10 pm to 2 pm**

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Instructor: James Lannigan  
Email: james.lannigan@mail.utoronto.ca  
Office hours: 11am-12pm Mondays and Wednesdays via Zoom (Instructor)  
Course website: Quercus (<https://q.utoronto.ca/>)

## Course website

The course website on Quercus is available at <https://q.utoronto.ca/>. The site will contain the course syllabus, all handouts, links of interest and course announcements. Students are responsible for the content of all course materials. You will also find all of the course readings available here as well.

## Course Description

This course offers real world observation and abundant examples that speak to the strengths and limitations of particular theory, data, and methods for studying urban problems. Students undertake a supervised research project that involves identifying, observing and reflecting on real phenomena in the urban environment. Restricted to 4th-year sociology specialists and majors.

## Prerequisites, Exclusions,

Prerequisite: 1.0 SOC FCE at the 300+ level (Students without this requirement will be removed without notice).

Recommended Preparation: SOC312H1 or SOC336H1 or SOC364H1 or SOC384H1

Distribution Requirement: Social Science

Breadth Requirement: Society and its Institutions (3)

## Course work and assignments

### *Requirements and Grading*

<b>Scaffolding assignments</b>	<b>55%</b>
Expectations – July 17	(5%)
Data collection – July 19	(10%)
Literature review – July 26	(15%)
Preliminary analysis – August 2	(25%)
<b>Seminar participation</b> (begins July 10)	<b>10%</b>
<b>Analysis &amp; Write-Up</b> (August 16)	<b>35%</b>

## Class Schedule

Week and subject matter	Assignment due	Assigned readings
July 5 – Intro to the class (Objectives, assignments, expectations)		Course syllabus
July 10 – Intro to gentrification and consumption	Seminar participation begins (10%)	Brown-Saracino, Japonica. 2017. "Explicating Divided Approaches to Gentrification and Growing Income Inequality." <i>Annual Review of Sociology</i> 43:515-539.  Warde, Alan. 2015. "The Sociology of Consumption: Its Recent Development." <i>Annual Review of Sociology</i> 41:117-134.
July 12 – Gentrification 1		Karsten, Lia. 2014. "From Yuppies to Yupps: Family Gentrifiers Consuming Spaces and Re-Inventing Cities." <i>Tijdschrift voor Economische en Sociale Geografie</i> 105(2):175-188.  Zukin, Sharon, Valerie Trujillo, Peter Frase, Danielle Jackson, Tim Recuber, and Abraham Walker. 2009. "New Retail Capital and Neighborhood Change: Boutiques and Gentrification in New York City." <i>City &amp; Community</i> 8(1):47-64.
July 17 – Gentrification 2	Expectations (5%)	Markusen, Ann. 2006. "Urban development and the politics of a creative class: evidence from a study of artists." <i>Environment and Planning A</i> 38(10):1921-1940.  Peck, Jamie. 2005. "Struggling with the creative class." <i>International Journal of Urban and Regional Research</i> 29(4):740-70
July 19 – Consumption 1	Data collection (10%)	Ocejo, R. E. 2017. <i>Masters of Craft: Old Jobs in the New Urban Economy</i> . Princeton University Press. (Introduction and Epilogue required, recommended one chapter each from Part I and Part II)
July 24 – Consumption 2		Mundel, Juan, Patricia Huddleston, and Michael Vodermeier. 2017. "An exploratory study of consumers' perceptions: What are affordable luxuries?" <i>Journal of Retailing and Consumer Services</i> 35:68-75.  Quintao, Ronan Torres and Eliane P. Zamith Brito. 2015. "Connoisseurship Taste Ritual." In <i>Consumer Culture Theory</i> Volume 17, pp. 255-273.
July 26 – Data collection and analysis (Grounded theory)	Literature review (15%)	Corbin, Juliet, and Anselm Strauss. 1990. "Grounded Theory Research: Procedures, Canons, and Evaluative Criteria." <i>Qualitative Sociology</i> 13(1):3-21
July 31 – Data collection and analysis (Content analysis)		Hsieh, Hsiu-Fang and Sarah E. Shannon. 2005. "Three Approaches to Qualitative Content Analysis." <i>Qualitative Health Research</i> 15(9):1277-1288.
August 2 – COVID-19 Part 1	Preliminary analysis (25%)	Cross, Philip. 2020. "Economy, meet cliff." <i>Financial Post</i> <a href="https://business.financialpost.com/opinion/philip-cross-economy-meet-cliff">https://business.financialpost.com/opinion/philip-cross-economy-meet-cliff</a>  Heaven, Pamela. 2020. "RBC reveals realtime look at how Canadians are spending their money in the coronavirus crisis – and it's shocking." <i>Financial Post</i> <a href="https://business.financialpost.com/executive/posthaste-rbc-reveals-realtime-look-at-how-canadians-are-spending-their-money-in-coronavirus-crisis-and-its-shocking">https://business.financialpost.com/executive/posthaste-rbc-reveals-realtime-look-at-how-canadians-are-spending-their-money-in-coronavirus-crisis-and-its-shocking</a>  CBCNews. 2020. "Canada's economy headed for strong, slow recovery after COVID-19." <i>YouTube</i> <a href="https://www.youtube.com/watch?v=3st1ymPKOsQ">https://www.youtube.com/watch?v=3st1ymPKOsQ</a>  CBCNews. 2020. "Coronavirus outbreak: Economic crunch time for Canadians amid pandemic." <i>YouTube</i> <a href="https://www.youtube.com/watch?v=n5QSo8lbMSI">https://www.youtube.com/watch?v=n5QSo8lbMSI</a>
August 9 – COVID-19 Part 2		CityNews Toronto. 2020. "PM announces commercial rent relief for small businesses." <i>YouTube</i> <a href="https://www.youtube.com/watch?v=y3BhqUNUIM&amp;app=desktop">https://www.youtube.com/watch?v=y3BhqUNUIM&amp;app=desktop</a>

		<p>CityNews Toronto. 2020. "Small businesses call for rent relief to survive COVID-19". <i>YouTube</i>  <a href="https://www.youtube.com/watch?v=UzO8c5afdQY&amp;app=desktop">https://www.youtube.com/watch?v=UzO8c5afdQY&amp;app=desktop</a></p> <p><u>TasteToronto Case</u></p> <p>GoFundMe. 2020. "Toronto Restaurant Workers Crisis Relief Fund"  <a href="https://www.gofundme.com/f/crisis-relief-for-toronto-restaurant-workers">https://www.gofundme.com/f/crisis-relief-for-toronto-restaurant-workers</a></p> <p>Taste Toronto. 2020. "Over \$33,000 raised for Toronto's Restaurant Workers"  <a href="https://www.tastetoronto.com/news/over-33000-raised-for-torontos-restaurant-workers">https://www.tastetoronto.com/news/over-33000-raised-for-torontos-restaurant-workers</a></p> <p><u>TotesTogether Case</u></p> <p>TotesTogether. 2020. "Tote Bags to Support Hospitality Industries" <a href="https://www.totestogether.com/">https://www.totestogether.com/</a></p> <p>Kemeny, Jeremy. 2020. "Totes for their business troubles - Hamilton hospitality industry hit by COVID-19"  <a href="https://www.thespec.com/news/hamilton-region/2020/03/17/totes-for-their-business-troubles-hamilton-hospitality-industry-hit-by-covid-19.html">https://www.thespec.com/news/hamilton-region/2020/03/17/totes-for-their-business-troubles-hamilton-hospitality-industry-hit-by-covid-19.html</a></p>
August 14 – Write up prep	Seminar participation ends	N/A
August 15 – No scheduled class	Analysis and write up due August 16 (35%)	N/A

## Course Expectations

This course will be conducted remotely via the use of Quercus and Zoom. It is necessary for you to familiarize yourself with these platforms in order to contact the instructor, and to receive the course content. Lectures will be conducted synchronously. They will be conducted via Zoom during the scheduled class times. It is your responsibility to attend these lectures virtually and give them the same attention as you would in a regular in-person lecture (i.e. video on, audio on). Anticipate that each lecture will require two hours of your attention. Attendance and participation are worth 10% of your final grade. In other words, each class you attend and participate in is worth 1% of your grade up to a maximum of 10%. You need to attend and participate in at least 10 classes, beginning July 10, to get 10%. This course is unique in the sense that each meeting will have both a seminar and workshop component to it. This means that you should prepare for each lecture by completing the readings ahead of time, producing a small written reflection on the readings assigned for that week, and thinking through your project and the required next steps. There will be seminar questions at the end of each lecture which will give you an opportunity to earn participation marks.

## Communication

All communication will be conducted during lecture, office hours, or by official University of Toronto e-mail. E-mail correspondence will be conducted only from official University of Toronto's e-mails. In other words, do not send me an e-mail from your @hotmail, @gmail, @live account – it will be auto-filtered to my spam folder and will remain unanswered. All successful correspondence will be answered within 48 business hours from time of reception barring any complications of which you will have due notice. Please indicate the course code (SOC486H1S) in the subject line.

### *Late Assignments*

Unless otherwise specified, all assignments must be submitted on Quercus **before the beginning of class (i.e., by 12pm noon)** on the due date provided. Since the scaffolding assignments are low-stakes ( $\leq 25\%$  each) and designed to keep students on task with the larger course project, **late submissions will not be accepted, and grades will not be reweighed to earlier or later assignments.**

For the final project submission, late assignments will be penalized 10 percentage points per day (starting at 12:01pm on the due date), including weekend days. Work handed in late should be submitted to Quercus per usual. **Late assignments will not be accepted via email, and assignments later than 5 days will not be accepted.**

### *Requests for Extensions*

Students are responsible for submitting term work in accordance with the timeline outlined on the course schedule. Requests for extensions **will not** be considered within 72 hours of an assignment deadline, with the exception of students experiencing serious illness and/or unforeseen circumstances (such as a death in the family). In these cases, students are expected to contact the professor at the earliest available opportunity, so that accommodations can be arranged. Students should also declare their absence on the due date on ACORN. It is additionally advised that students take the proactive step of contacting their college Registrar.

### *Re-Grading Assignments*

All requests for re-grading course assignments should be made to the instructor within **one week** of the date when the assignments are returned to the class. A short memo that clearly states specific reasons to justify the request and backs up these reasons with evidence from your assignment **must** be submitted to the instructor. No re-grading requests will be considered if they are submitted more than one week after the assignments are returned to the class. This deadline applies to all students including those who missed the class when the assignments were returned.

### *Ouriginal*

Sometimes, students will be required to submit their assignments to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>).

For some of your assignments, we will be using the software Ouriginal. It uses text matching technology as a method to uphold the University's high academic integrity standards to detect any potential plagiarism. Ouriginal is integrated into Quercus. For the assignments set up to use Ouriginal, the software will review your paper when you upload it to Quercus. To learn more about Ouriginal's privacy policy please review its Privacy Policy.

Students not wishing their assignment to be submitted through Ouriginal will not be assessed unless a student instead provides, along with their work, sufficient secondary material (e.g., reading notes, outlines of the paper, rough drafts of the final draft, etc.) to establish that the paper they submit is truly their own.

### *Writing Centres*

All students are encouraged to visit and make use of the available writing centres. Writing tutors may help you brainstorm ideas, develop a thesis, structure and organize your paper, present your evidence effectively, argue logically, cite appropriately and express yourself clearly and concisely. However, proofreading and copyediting for spelling, grammar, or format are not within the primary scope of the writing centres. Please visit <http://www.writing.utoronto.ca/writing-centres/arts-and-science>

### *Accessibility*

The University of Toronto is committed to accessibility. If you require accommodations or have any accessibility concerns, please visit <http://studentlife.utoronto.ca/accessibility> as soon as possible. **If you are registered with Accessibility Services, please forward your accommodations paperwork to the professor within the first two weeks of the course so that arrangements can be made.** Accommodations must be requested and arranged for each course assignment/test/exam for which they are sought. Accommodations will not be implemented retroactively.

### *Academic Integrity/Academic Misconduct*

The University of Toronto treats academic integrity and academic misconduct very seriously. To participate honestly, respectfully, responsibly, and fairly in the academic community at U of T, you should familiarize yourself with the University of Toronto's Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppjun011995.pdf>).

In addition, students should acquaint themselves with the rules concerning plagiarism and other forms of academic misconduct, including but not limited to:

- Using someone else's ideas or words without appropriate acknowledgement.
- Copying material word-for-word from a source without quotation marks.
- Including references to sources that you did not use.
- Obtaining or providing unauthorized assistance on any assignment including (e.g.) working in groups on assignments that are supposed to be individual work
- Lending your work to a classmate who submits it as his/her own.
- Letting someone else look at your answers on a test.
- Falsifying or altering any documentation required by the University.