

URBAN AND SUBURBAN SOCIOLOGY

Soc. 158 Fall, 2002
Tuesday/Thursday 8:00-9:15
Haines 39

Professor David Halle

Office: 111 Haines Hall. Tel: 794-4418; e-mail: dhalle@ucla.edu Office Hours: Tue 10-11:0

Sections:

Tue: 12-12:50

Tue: 1-1:50

Wed: 10-10:50

COURSE GOALS This course deals with the history and the present condition of cities and suburbs in America. We will contrast today's urban/suburban neighborhoods with pre-modern cities and examine the process of suburbanization as it began in the early nineteenth century and as it still continues. Then we will compare the nation's two largest cities/urban regions--New York and Los Angeles. We will study urban and suburban politics; city boundaries and secession movements (the San Fernando Valley, Staten Island); house and architectural styles and changing patterns of family and social life associated with them; crime; welfare systems and the urban poor; public housing and the ghetto; the segregation and integration of neighborhoods by race, ethnicity, and social class; immigration; urban culture (especially art, museums, and the movie and music industries); and urban terrorism.

A particular feature of the course this quarter is that we will discuss and analyze a ms that I am editing titled "New York and Los Angeles: Politics, Society and Culture." The ms will be published by the University of Chicago Press next year, and contains essays by leading scholars using the most current data including 2000 census data. Studying this ms. will give students the chance not only to read the most current work on the nation's two largest cities but also to see a work in progress.

PROJECTS

This course includes two research projects. The second part of each class will be spent in lab working together on the projects. Below is an outline of the projects, which will be explained in more detail in later handouts.

Research Projects. Geographical Information Systems (Electronic mapping). Only recently widely available, G.I.S. is a magnificent tool for analyzing city and suburban neighborhoods. We will learn the techniques of electronic data mapping, using the program Mapinfo. The data used will be the 1990 U.S. Census for California and New York and the most current data released so far from the 2000 U.S. Census for California and NY. We will make electronic maps that show racial, ethnic, income and social class distributions for the Los Angeles region

and the New York City region. We may, depending on time, also explore other data sets and map boundaries, in particular crime data, 3-D terrain data, streets and highway data, city boundary data, and voting data mapped at the detailed level of the voting precinct as well as more general levels such as Congressional Districts and Assembly Districts. The data that we will analyze will extend students' understanding of many of the topics in the course reading and lecture material.

COURSE REQUIREMENTS

1. Two GIS mapping research project assignments. Each assignment will count for 20% of the final grade. The first project is due Oct 31, the second is due Dec. 5.

2. Two in-class quizzes on the assigned reading and on some of the main points made in class lectures. **Each quiz will count for 20% of the final grade.** I have included, at the end of this document, study guides which indicate the main points you should look for in the reading. About 75% of the quiz material will derive from the reading and the points indicated in the study guide. The rest of the quiz will cover class lectures. The quizzes are non-cumulative, but will cover reading material up to the day of the quiz. You must bring scantron #882 for each quiz.

3. An in-class essay mid-term. This will give you a chance to discuss, and to give your views on, some of the main themes and controversies covered in the course. **Each exam will count 20% to the final grade.**

READING

Kenneth Jackson, Crabgrass Frontier, is available in the bookshop. In addition, there are two required readers, available after week #1 for purchase from Westwood copies at 1001 Gayley (310)208-3233. Items marked with a single cross + are in reader #1, with a double cross ++ are in reader #2.

Missing a Quiz. Students who miss, or plan to miss, a quiz for legitimate reasons must inform me **as soon as possible.** Legitimate reasons for missing a quiz are illness, personal/family emergency, transportation breakdown, participation in school athletic match. Students who miss an exam must provide written documentation (e.g. doctor's note, garage bill, athletic director's note) unless such documentation can be shown to be impossible to obtain. If the reason given is determined to be legitimate, I will schedule a make-up. For the quizzes, the make-up will consist of a four page essay on the reading material covered by the quiz. All make-ups will be supervised under exam conditions.

Presenting Material in Class. Class Presentations of Projects. Students may present a version of their second GIS project to the entire class, and earn up to 5 extra points towards the final grade. The presentations will occur in the last week. For details see the project hand out.

(1) Th. Sept 26. **INTRODUCTION: COURSE OVERVIEW**

Movie: William Whyte on Urban Spaces

(2) Tue. Oct 1. **MEDIEVAL CITY-LONDON. EARLY NEW YORK. EARLY PURITAN CITIES. WALKING CITY.**

*Kenneth Jackson, *Crabgrass Frontier: The Suburbanization of the United States*, Intro., Chapters 1-2, .3-4

(3) Th. Oct.3

SUBURBANIZATION BEFORE AND AFTER THE AUTOMOBILE.

*Kenneth Jackson, *Crabgrass Frontier: The Suburbanization of the United States*, Intro., Chapters 6, 8, 9, 11.

(4) Tue Oct 8 **THE DEVELOPMENT OF URBAN GHETTOS. , THE FAILURE OF PUBLIC HOUSING, THE POLITICS OF CITY BOUNDARIES. THE DEBATE OVER THE GHETTO/UNDERCLASS AND THE POOR**

Jackson, chs 12, 13, 14, 15.

(5) Th. Oct 10. **THE CHICAGO, NEW YORK AND LOS ANGELES SCHOOLS OF URBAN SOCIOLOGY**

+Joel Garreau, *Edge City: Life on the New Frontier*, Introduction, ch1, and ch. 8 (Southern California)..

+Burgess, Ernest .W. “The Growth of the City’ in *The City*, ed., Robert E. Park, Ernest W. Burgess and Robert D McKenzie(reprinted 1967) Chicago: University of Chicago Press.

(6) Tue. Oct. 15. **QUIZ #1**

+Michael Dear and Steven Flussy, “Postmodern Urbanism,” *Annals of the Association of American Geographers* 88 (1), 1998, pp.50-72

++David Halle, “Introduction”, in Halle, ed. *New York and Los Angeles*.

(7) Th. Oct 17. **SEPARATION AND INTEGRATION IN URBAN/SUBURBAN NEIGHBORHOODS--CLASS, RACE AND ETHNICITY**

+David Halle, *America's Working Man*, intro: chs.1

+William Clark, “Residential Patterns: Avoidance, Assimilation, and Succession,” ch4 in *Ethnic Los Angeles* edited by R. Waldinger and M. Bozorgmehr (Russell Sage Foundation, 1996)

(8) Tue. Oct 22. David Halle, Robert Gedeon and Andrew Beveridge, “Residential Separation and Segregation; Racial/Latino Identity; and the Racial Composition of Each City,” chapter 5 in Halle ed., *New York and Los Angeles*.

(9) Th. Oct. 24. **IMMIGRATION AND THE SECOND-GENERATION DEBATE & QUIZ #1.**

++Georges Sabagh and Mehdi Bozorgmehr, "From 'Give Me Your Poor to Save Our State': New York and Los Angeles as Immigrant Cities and Regions," chapter 3 in Halle ed. *New York and Los Angeles*.

++Min Zhou and Rebecca Kim, "A Tale of Two Metropolises: New Immigrant Chinese Communities in New York and Los Angeles," chapter 4 in Halle ed. *New York and Los Angeles*

(10) Tue. Oct. 29. **MID-TERM** (write two essay answers from choice of three)

+Herbert Gans, "Symbolic Ethnicity."

+John Laslett, "Historical Perspectives: Immigration and the Rise of a Distinctive Urban Region, 1900-1970" ch. 2 in *Ethnic Los Angeles*.

(11) Th. Oct. 31 **CRIME & RESEARCH PROJECT #1 due**

+William Bratton, *Turnaround: How America's Top Cop Reversed The Crime Epidemic*, Random House, 1998, pp.ix-xxiii and chs. 8-18 (pp.130-296).

(Note: Bratton was New York Police chief and his book is a brilliant, and controversial, account of the view that policing does make a difference. Bratton is currently one of three candidates for LAPD chief, Timmonee, his second in command, is also a candidate)

(12) Tue. Nov. 5

+Jack Katz, "Metropolitan Crime Myths: New York and Los Angeles," chapter 6 In Halle ed. *New York and Los Angeles*.

+D. W. Miller, "Poking Holes in the Broken Window Theory," *Chronicle of Higher Education* Feb 9, 2001.

(13) Th. Nov 7. **IMAGES OF THE CITY IN FILM, MUSIC AND LITERATURE**

+Mike Davis, *City of Quartz: Excavating the Future in Los Angeles*, Verso, 1990, Prologue (The View from Futures Past") and "Sunshine or Noir?" Chapter 1, pp.17-46, of *City of Quartz: Excavating the Future in Los Angeles* by Mike Davis. Verso, 1990.

(Note: This chapter is both brilliant and difficult. I include the entire chapter for those who are interested, but you should focus on pp. 36-46, and you will not be required to read or know the rest of the chapter.)

+Elijah Anderson, "The Code of the Streets," *Atlantic Monthly* (May, 1994)

(14) Tue. Nov 12.

+"Do the Movies Get New York Right?" *New York Times*, July 9, 1995 (The City Section).

Saverio Giovacchini, "'Hollywood Is a State of Mind,' New York Film Culture and the Lure of Los Angeles from 1930 to the Present", chapter 15 in Halle ed. *New York and Los Angeles*.

[Morris Dickstein, "What Price Hollywood? Dreams and Nightmares of the Great Depression."]

(15) Th Nov 14 ART GALLERIES IN THE CITY

++Andras Szantos, "The Sociology of Art Galleries in New York and Los Angeles," in Halle, ed. *New York and Los Angeles*.

David Halle, *Inside Culture*, intr. Chs1 -3..

(16) Tue. Nov 19. THE ECONOMY OF CITY AND SUBURB

++Susan Fainstein and David Gladstone, "The Economies of New York and Los Angeles," chapter 2 in Halle ed., *New York and Los Angeles*.

Andrew Beveridge and Susan Weber, "Shifting Patterns of Spatial Inequality: Race and Class in the Developing New York and Los Angeles Metropolises: 1940-2000,"

Chapter 1 in Halle ed., *New York and Los Angeles*.

(17) Th. Nov 21 WELFARE REFORM AND PUBLIC EDUCATION

++Julia Wrigley, "Centralization Versus Fragmentation: The Public School Systems of New York and Los Angeles," chapter 7 in Halle ed., *New York and Los Angeles*.

++Geoffrey DeVerteuil, Jennifer Wolch, Lois Takahashi, and Heidi Sommer, "The Local Welfare State in Transition: Welfare Reform in Los Angeles County," chapter 9 in Halle ed. *New York and Los Angeles*.

++Mark Levitan, "The Transformation of New York City's Poor," chapter 8 in Halle ed., *New York and Los Angeles*.

(18) Tue. Nov 26. CITY POLITICS/COALITION POLITICS/CITY CHARTERS RACE RELATIONS & QUIZ #2

++Karen Kaufmann, "The Mayoral Politics of Los Angeles and New York in the 1990s," chapter 11 in Halle ed., *New York and Los Angeles*.

++David Sears, "Black-White Conflict: A Model for the Future?" chapter 13 in Halle ed. *New York and Los Angeles*

++Raphael Sonenshein, "Gotham on Our Minds: New York City in the Los Angeles Charter Reform of 1996-99," chapter 10 in Halle ed., *New York and Los Angeles*.

(19) Tue Dec 3. URBAN RIOTS AND RACE RELATIONS—CLASS PRESENTATIONS (film of 1992)

+Morrison and Lowry, "A Riot of Color: The Demographic Setting." Chapter 2 in *The Los Angeles Riots*, edited by Mark Baldassare. Westview, 1994

+Sears, "Urban Rioting in Los Angeles: A Comparison of 1965 with 1992." Chapter 10 in *The Los Angeles Riots*, edited by Mark Baldassare. Westview, 1994.

++David Halle and Kevin Rafter, "Is The City of Los Angeles More Prone to Riots Than New York City?" chapter 12 In Halle ed., *New York and Los Angeles*.

(20) Th. Dec 5. CLASS PRESENTATIONS and SECOND PROJECT DUE**STUDY/READING GUIDE**

This study guide is intended to help you locate some of the central points and issues in the reading. It is important for doing well on the two quizzes. About 70-80% of the quiz questions will be on material closely related to the questions in the study guide. The study guide will also help you to prepare for the essay mid-term and final.

Jackson, Crabgrass Frontier

Chapter 1. How is the modern process of "suburbanization" different from the pre-nineteenth century "suburb"? What were the main characteristics of the old "walking city"?

Chapter 2. When did Robert Fulton build the world's first steam ferry service? What was a "ferry suburb"? When/where was the first omnibus service introduced into north America? What was the "riding habit"? What were "railroad suburbs"?

Chapter 3. What was the new cult of "domesticity" as it developed in the nineteenth century? How was it connected with new housing styles and new ideas about the proper role for men and women? How did Catherine Becher's ideas and Andrew Jackson Downing's architecture relate to these developments?

Chapter 4. What was the "gridiron system" of street design?

Chapter 6. Around when was the "trolley" introduced into North America?

Chapter 8. What has been the dominant method of population growth in almost every major American city? What is "annexation"? Why has it declined?

Chapter 9. Towards which social class were the first automobiles directed? When did Henry Ford introduce the moving assembly line? Why were the early highways called "parkways"? What did the Federal Road Act of 1916 and the Federal Road Act of 1921 do? Why did the trolley/streetcar decline?

Chapter 11. What role did the Home Owners Loan Corporation and the Federal housing Administration play in the development and support of racially segregated neighborhoods?

Chapter 12. What are the deficiencies of public housing in America and what went wrong?

Chapter 13. What was Levittown and why was it significant? What, according to Jackson, were the main features of postwar suburbs?

Chapter 14. In what ways is modern American culture a "drive-in" culture? What does Jackson mean by the "centerless" city?

Chapter 15. What does Jackson mean by a "loss of community" in most contemporary metropolitan areas? Do you agree with him?

Halle, America's Working Man

Intro. What are the two main senses in which Americans workers might, in theory, be said to be "middle class"? What are the three main occupational groups into which Halle divides the labor force (see Table 1).

chapter 1. What are the four main residential sections into which Halle divides the region (see Table 4)? Is the residential setting of these blue-collar workers divided by occupation/class or by race or by both?

[Chapters 2-3 not required for this course] chapter 2. Is there such a thing as "working-class" leisure? chapter 3. Can one make a clear distinction between a "working-class/blue-collar" marriage on the one hand, and a "middle-class/upper-white-collar" marriage on the other hand?

Burgess, Ernest .W. "The Growth of the City".

Study charts 1 and II. Roughly who or what is contained in each of the main zones? What is the process of "invasion" and "succession" and how does immigration drive this process? Which zone(s) are seen as the most desirable places to live?

Allen Scott and Edward Soja, "Introduction to Los Angeles: City and Region" in *The City: Los Angeles and Urban Theory at the End of the Twentieth Century*.

Preface; Scott and Soja write that the social structure of LA is "deeply divided into two distinctive segments." What are they? (See also stage 5, below, on this.)

Stage 1. What was the 1871 'Chinese massacre'? What happened to the long-resident Mexican "california" population during this stage?

Stage 2. What major industries began to develop in LA during this time?

Stage 3. Why were Beverly Hills and Culver City able to resist being annexed by the City of Los Angeles?

Stage 4. What external events were associated with the growth of the aerospace industry in LA during this period? What do the authors mean by "technopoles"? (See also stage 5 on this.)

Stage 5. The authors write that "the metropolis as a whole moved from a period of mass suburbanization to one..of mass regional urbanization." What do they mean? What has happened to the proportion of African-Americans, Latinos, and Asians?

Michael Dear and Steven Flussy, "Postmodern Urbanism," *Annals of the Association of American Geographers* 88 (1), 1998, pp.50-72

What are "Edge Cities"? Roughly what do the authors mean by the following terms: "Global latifundia," "Holsteinization," "Praedatorianism," "Cybergeoisie," "Protosurps. ? Why do the authors believe they need to invent this series of neologisms?

David Halle, "Introduction", in Halle, ed. *New York and Los Angeles*.

What, according to Halle, are the main characteristics of the "New York" and the "Los Angeles" schools" of urban and suburban sociology. What are some of the main geographic boundaries that might constitute "New York" and "Los Angeles"?

Clark, chapter 4 in *Ethnic Los Angeles*.

Pp.109-11. Clark discusses two ways of looking at his topic: a. Seeing immigrant enclaves/inner-city racial concentrations as "transitional stages" on the way to integration

b. Seeing persistent patterns of segregation and separation. What are these two ways of looking at the topic?

Fig 4.1. Which major cities lack a majority of any ethnic group?

Pp.112-113. What are some of the "unique racial segregation dynamics" sometimes said to be emerging especially in the West?

Clark uses three geographic levels--city/community, tract and block. What does each level mean? Clark uses the "Dissimilarity Index" (D) to measure levels of segregation/separation. D varies from 0 to 1, with lower scores indicating lower levels of separation and higher scores indicating higher levels of separation. Thus a D score of 0.8 shows high separation, while 0.2 shows low separation.

Also, D is dyadic i.e It measures separation/integration between two groups only.

[For your information (you don't need to remember this, but it might help you with Clark's article)
The formula for D is: $D = .5 \times 3 \times (y_i/Y) - (z_i/Z) *$

If we are discussing the geographic area called a census tract (each census tract is about a few city blocks in size, or several streets in the suburbs), and if we are comparing blacks and whites, and if we are looking at an entire county, then:

y_i would be the number of whites in a particular tract, z_i would be the number of blacks in the same tract, Y would be the number of whites in the entire county (composed of many census tracts) and Z would be the number of blacks in the entire county.]

Summarizing the matrix in table 4.2, Clark writes that:

1. A dramatic change involves a decline in the level of black/white separation across all counties, though levels of black/white separation remain high in LA County.
2. In some instances the levels of separation for whites and Hispanics have increased, especially in LA County.

What does this mean and what are its implications for the future?

How does this link with Clark's statement, in the conclusion, that: "With declining fertility, and out-migration, the African-American concentration has contracted, but the Latino barrio...has emerged as a MCGA-barrio, covering some 200 square miles."

In the conclusion, Clark discusses an optimistic interpretation of the data and a "less optimistic" interpretation. What are these two interpretations?

Waldinger and Bororgmehr, "The Making of a Multi cultural Metropolis", ch 1 in R. Waldinger and M. Bozorgmehr eds., *Ethnic Los Angeles , Russell Sage Foundation, 1996

What were the main provisions of the 1965 Hart-Celler Act? What criteria for immigration did it establish? Which national groups was it intended to help, in terms of the ability to immigrate. and which groups did it actually help most?

Fig 1.2 How have New York City and the City of Los Angeles's share of the total foreign-born population changed from 1910 to 1990? What were the main countries/regions of origin of the foreign-born population in Los Angeles in the 1980s (Fig 1.3). How does this compare/contrast with the countries/regions of origin of New York City's foreign-born population in the same period? (Assimilation and Its Prospects)What is "assimilation/integration theory? In what ways do the characteristics and lives of recent immigrants to Los Angeles suggest that assimilation theory is still valid and in what ways does it need to be modified/changed?

Waldinger, "Ethnicity and Opportunity in the Plural City", ch. 15 in Ethnic Los Angeles. In what ways do the characteristics and lives of recent immigrants to Los Angeles suggest that assimilation theory is still valid and in what ways does it need to be modified/changed?

Herbert Gans, "Symbolic Ethnicity."

What is straight line theory? What, as Gans uses the term, is “symbolic ethnicity”?

William Bratton, *Turnaround: How America's Top Cop Reversed The Crime Epidemic*, Random House, 1998, pp.ix-xxiii and chs. 8-18 (pp.130-296). Ch.9-11.. What is the “broken window theory”? How did Bratton apply it to dealing with crime in the NY subways. What was the “Bust bus”? How, according to Bratton, did it help protect the civil liberties of persons arrested for subway violations? Ch. 11. Why did Giuliani bring Bratton back to NY as police commissioner? Chapter 12-13. What were some of the main problems with the NYPD when Bratton first took over? Why did one of the major NYPDs reactions to the 1970 Knapp Commission hinder its ability to fight crime? Chapter 15 How did Maple use data gathering, including GIS, to fight crime? Chapter 18. What is Bratton’s response to those who said that the drop in crime in NY had more to do with a national trend than with changes in the NYPD crime fighting tactics? Why did Bratton and Giuliani fall out?

Jack Katz, “Metropolitan Crime Myths: New York and Los Angeles,” In Halle ed. *New York and Los Angeles*.

How does the dominant way of understanding the role of gangs in crime differ between Los Angeles and New York?

D. W. Miller, “Poking Holes in the Broken Window Theory,” *Chronicle of Higher Education*, Feb 9, 2001. What are some of the criticisms that have been made of the “broken window” of how to reduce crime?.

Mike Davis, *City of Quartz: Excavating the Future in Los Angeles*, Verso, 1990, Prologue (The View from Futures Past") In what way does Davis suggest that developers are ruining the Los Angeles region? Where does he stand in the “popular culture” versus “high culture” debate? Is his view arguably that of a cultural elitist?

"Sunshine or Noir?" Chapter 1, pp.17-46, of *City of Quartz: Excavating the Future in Los Angeles* by Mike Davis. Verso, 1990.

(Note: This chapter is both brilliant and difficult. I include the entire chapter for those who are interested, but you should focus on pp. 36-46, and you will not be required to read or know the rest of the chapter.)

What does Davis mean by “noir” in novels and film? What does Davis mean by the “semi-proletarianization” of the screen writer? What was “black noir”?

“Do the Movies Get New York Right?”

New York Times July 9, 1995

It has been said that movies tend to present New York in extremes, as “good New York” and “bad New York”? What are some of the images of the city associated with each of these two ways of presenting the city?

Saverio Giovacchini, ““Hollywood Is a State of Mind,’ New York Film Culture and the Lure of Los Angeles from 1930 to the Present”, in Halle ed. *New York and Los Angeles*. What are some of the main ways in which the image of “Hollywood” as seen by critics and other in New York have

changed from 1940 to the present?

Andras Szantos, "The Sociology of Art Galleries in New York and Los Angeles," in Halle, ed. *New York and Los Angeles*. What is the main way in which the location of art galleries in LA differs from NY?

Elijah Anderson, "The Code of the Streets," *Atlantic Monthly* (May, 1994) What, according to Anderson, is "decent" and "street" culture? Roughly what proportion of ghetto families/people can be classified as in each category? What is the "code of the streets"? Why is "respect" so central to street culture? How does the existence of street culture relate to the breakdown of policing in the ghetto?

Susan Fainstein and David Gladstone, "The Economies of New York and Los Angeles," in Halle ed., *New York and Los Angeles*. What are some of the main differences and similarities between the economies of New York and Los Angeles?

Karen Kaufmann, "Racial Conflict and Political Choice: A Study of Mayoral Voting Behavior in Los Angeles and New York." *Urban Affairs Review* (vol. 33, # 5, May 1998: 655-685) Why did both New York City and the City of Los Angeles elect conservative/Republican mayors in 1993?

David Sears, "Black-White Conflict: A Model for the Future?" in Halle ed. *New York and Los Angeles* What have been some of the main areas of black white dispute in Los Angeles in recent decades? Is black-white dispute the model for the future in megalopolises that also contain large proportions of Asians and Latinos? If not, what is the likely model?

Raphael Sonenshein, "Gotham on Our Minds: New York City in the Los Angeles Charter Reform of 1996-99," in Halle ed., *New York and Los Angeles*. What is the main difference between city government in Los Angeles and New York on which Sonenshein focuses? Why were some charter reform people in LA reluctant to adopt the NY mayoral model?

Morrison and Lowry, A Riot of Color: The Demographic Setting. Chapter 2 in *The Los Angeles Riot*, edited by Mark Baldassare. Westview, 1994. The authors argue that the salient preconditions for South Central's riots were: 1) territorially based ethnic tensions: and 2) an abundance of young men with time on their hands. What were the territorially based ethnic tensions to which the authors refer? What are the criticisms that David Sears makes of the second precondition (see Sears article below, pp. 247-48)?

Sears, Urban Rioting in Los Angeles: A Comparison of 1965 with 1992. Chapter 10 of *The Los Angeles Riot*, edited by Mark Baldassare. Westview, 1994. What, according to Sears, were some of the main differences between Watts in 1965 and the 1992 LA riots? What, according to Sears, are the main "systematic theories" that attempt to explain the

rioting? What does Sears mean when he says that the events were actually “several riots” occurring simultaneously?

Geoffrey DeVerteuil, Jennifer Wolch, Lois Takahashi, and Heidi Sommer, “The Local Welfare State in Transition: Welfare Reform in Los Angeles County,” in Halle ed. *New York and Los Angeles*.

Mark Levitan, “The Transformation of New York City’s Poor,” in Halle ed., *New York and Los Angeles*.

Compare and contrast welfare reform in Los Angeles and New York. What striking similarities are there?

Julia Wrigley, “Centralization Versus Fragmentation: The Public School Systems of New York and Los Angeles,” in Halle ed., *New York and Los Angeles*.

Compare and contrast the school systems and problems faced by these systems in NY and LA, according to Wrigley.

Halle, *Inside Culture*, Intro: What are the three main theories of culture and power that Halle discusses? (look at Table 1). Ch.1. What are the main developments in the modern house and neighborhood? (read pp.23-24 and 55-58)? Ch2. What are the most popular topics of the paintings in the houses of almost all social classes? Why do people prefer landscape pictures that are calm and, when they depict the modern world, void of people? Ch.3 Why are family photographs so much more common in the houses of all social classes than painted portraits? Ch.4. Who likes abstract art and why do they like it? Ch. 5. Who likes "primitive" art and why do people display it? Conclusion. Why does Halle argue that studying houses and neighborhoods is crucial for understanding certain twentieth century artistic developments?