ASA TRAILS Resources

*Our Social World 6e*

# Chapter 13: Population and Urbanization: Living on Planet Earth

1. [Public and Private Urban Space](http://trails.asanet.org/Pages/Resource.aspx?ResourceID=12556)

This exercise with corresponding PowerPoint combines the application of concepts adopted from the now classic Jane Jacobs’ *Death and Life of the Great American Cities* with introductory urban sociological lessons. The key concepts for this session include: neighborhood, urban residential patterns, urban ecology, urbanization, private, semiprivate, and public space. By diagramming the private, semiprivate, and public spaces in residential blocks depicted in street-view photographs, students become familiar with how the built environment conveys meaning. Students also identify cities by category and history, thereby framing the residential block in contexts. The “Private and Public Space” activity explores the connection between the physical and the social in cities. Students are asked to photograph a residential block and diagram the public, private, and semiprivate demarcation of space.

**Resource Type(s):** PowerPoint, Assignment, Class Activity

**Authors(s):** Paul Walker Clarke and Carla Rose Corroto

**Date Published:** 5/22/2012

**Subject Area:** Urban Sociology

**Class Level:** College 300

**Class Size:** Medium

**Language:** English

2. [County Demographic Profile](http://trails.asanet.org/Pages/Resource.aspx?ResourceID=12622)

But what does this have to do with me?! Many students probably ask themselves this question when encountering demography. Because we are all population actors, demography impacts all of us! This assignment provides an opportunity to apply demographic concepts and principles to their own lives by using county-level data to examine their home counties. As Poston and Sullivan note (1986), giving students the opportunity to gain population literacy allows them to see the relevance of demography in their everyday lives. This semester-long project allows students to find out about various aspects of the demography of their home county, including the following topics: fertility, mortality, migration, population change, age and sex composition, racial and ethnic composition, and projecting the demographic future.

**Resource Type(s):** Assignment

**Authors(s):** Kathrin A. Parks

**Date Published:** 10/25/2012

**Subject Area:** Demography

**Class Level:** College 300

**Class Size:** Small

**Language:** English

3. [Exploring Home Ownership, Residential Segregation, and the Growing Racial Wealth Gap](http://trails.asanet.org/Pages/Resource.aspx?ResourceID=12688)

On August 28, 1963, Martin Luther King, Jr. delivered the infamous “I Have a Dream Speech” in which he reflected upon the state of black America one hundred years after slavery: “. . . the life of the Negro is still badly crippled by the manacles of segregation . . . the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity.” Now more than 50 years since MLK’s declarations, the racial wealth gap between white and black households continues to grow and good portion of this disparity is attributable to historical as well as current patterns of home ownership and residential segregation. This assignment explores these critical issues in more depth. First, students engage in Seiter’s discussion-based classroom activities (2003), critically reflecting on the attainment of family wealth. Next, students watch Episode 3 (“The House We Live In”) of the documentary, *Race: The Power of an Illusion* (Adelman, 2003), and later read the research and policy brief “The Roots of the Widening Racial Wealth Gap: Explaining the Black-White Economic Divide” (Shapiro, Meshede, & Osoro, 2013).

**Resource Type(s):** Assignment, PowerPoint

**Authors(s):** Jeneve Ruth Brooks

**Date Published:** 7/22/2014

**Subject Area:** Stratification/Mobility

**Class Level:** Any

**Class Size:** Any

**Language:** English