

Forum 1500-004: Mobility and Community (Fall 2016)

Thursday 3:30-6:00 in Monroe Hall 134

Prof. Len Schoppa, Department of Politics

Office Address: Cabell 536

Hrs: Tuesday 3:00-4:00

Email: schoppa@virginia.edu

Prof. Shigehiro Oishi, Department of Psychology

Office Address: Gilmer 315

Hrs: Monday 2:30-3:30

Email: soishi@virginia.edu

Life in the United States has been increasingly organized around markets and mobility. Our employment system is designed to encourage workers to move frequently between jobs. Pay increases and career advancement go to those who switch jobs often or threaten to leave. Americans change residences an average of once every seven years, and corporations close factories and open new ones in new locations with great frequency—forcing local governments to pay more attention to this “voting with their feet” than to actual voters in their jurisdictions. Half of marriages end in divorce, while dating sites make it easier for singles to shop for new relationships than to make their current ones work.

Some celebrate all of these trends on the grounds that mobility is synonymous with freedom. Would any of us want to be bound to a single employer, restricted to our town of birth, or chained to a spouse regardless of how we were treated? But others wonder whether we have struck the right balance here in the contemporary United States. Maybe, if it weren't so easy to “exit” from our homes, relationships, and jobs, Americans would spend more energy improving their communities, families, and workplaces. Are there alternative ways of balancing mobility and community, and if so, how do they work?

Learning Outcomes

1. Orientation to how disciplines are organized at the university level: Students will learn how social scientists study the world, including differences between the ways economists, sociologists, anthropologists, political scientists, and psychologists approach similar areas of social life. Students will learn how social scientific approaches differ from the ways scholars in the humanities and natural sciences approach their research topics.
2. Appreciation for distinct ways of knowing the world: Students will learn how scholars “learn” through empirical methods, while also appreciating how such knowledge is only one way of “knowing.” Students will learn to appreciate normative and aesthetic ways of knowing, and how these approaches complement one another.

3. An introduction to how scholars leverage diversity across and within societies to understand the world. Students will learn that they cannot understand their own society without comparing it with others. By comparing how American, East Asian, and European societies structure labor markets, marriage and personal relationships, and residential and community life, they will learn to draw inferences about causes and effects.
4. Critical thinking. Students will learn how to challenge the arguments of scholars by identifying flaws in logical argumentation, questionable assumptions, weaknesses in the use of evidence, and neglect of alternative explanations. They will learn how to question arguments, even when they follow rigorous standards of logic and evidence, by approaching the issue from the perspective of a competing discipline or school of thought.

-----ASSIGNMENTS AND GRADES-----

Preparation and Participation (20 points) – We expect you to do the assigned readings prior to the date on which they are due to be discussed, and to come to class prepared to discuss the arguments of these authors and your own reactions. Many class sessions will involve some group work that draws on your preparation before class. We will be recording grades of “good” (1.5 points), “average” (1 point), “weak” (0.5 point), or “absent” (0 points). A perfect score would get you 21 points, so there is room for you to miss one class and still earn an “A” in this category. We suggest that you save this absence for a circumstance in which you cannot avoid missing class, such as a funeral or wedding.

Short Essays (60 points) – Each student will write six three-page essays on the readings assigned for our class sessions. These papers will be due at 10 am on the relevant class day. Please submit the essays via the “assignments” link on the Collab course site.

Project Pitch (20 points) – You will write an eight-to-ten page “project pitch” laying out a plan to draw on themes introduced in this course in your capstone project, which will be completed in the spring of 2018. The main focus should be on the puzzle you propose to explore (for example, a contrast in the way Americans and South Koreans behave in a specific area of life). You should draw on literatures and disciplines introduced in this course to develop hypotheses you propose to explore. The last element of the proposal should be research plan: what kind of resources—including stories, audio-visual material, and data collected during your semester of study abroad—will you draw on? On the final class day (**December 1**), we will ask each student to present an “elevator pitch” (2 minutes) on their project to their peers. Listen carefully to your peers’ presentations. You might choose to join one of their projects, or merge them, rather than carrying your project on your own.

-----WEEKLY SCHEDULE-----

Weeks	Topics and Required Preparation	Activities
1 (Aug 25) Well-being and Community	In addition to reading the book and Cortright reading, spend some time during the summer collecting photos, stories, and other “data” about your own neighborhood. Come to class prepared to share your observations on the level of “community” in your own neighborhood.	Peter Lovenheim, <i>In the Neighborhood: The Search for Community on an American Street</i> Readings: <i>One Sleepover at a Time</i> (Perigee,

		<p>2010), all. (not available as PDF)</p> <p>Joe Cortright, "Less in Common," City Report, June 2015, pp. 4-24.</p>
<p>2</p> <p>(Sept 1)</p> <p>Causes and Effects of Social Capital</p>	<p>You should come to class ready to explain to your peers how each author defines and measures "social capital." Also: where does each stand on whether "social capital" belongs to an individual or to his/her community? <u>How does each see social capital arising in some places / with some people, and not in others? What benefits does each see arising from high social capital?</u> And what evidence does each use to show the causes and effects social capital? <i>All students should write a three-page essay summarizing your author's perspective on the two underlined questions--submitted via the assignment link to the right.</i></p> <p>NOTE: From 5:30-6:00 pm, Yitna Firdyiwek from the Arts and Sciences Learning Design Team will introduce the ePortfolio tool to the class. This tool can be used to assemble and organize visual, audio, and textual data collected over the two year period of the Forum.</p>	<p>Robert Putnam, <i>Making Democracy Work: Civic Traditions in Modern Italy</i>(Princeton: Princeton University Press, 1994), pp. 3-26, 63-185. (Not available as a PDF)</p> <p>Readings:Edward Glaeser, David Laibson, and Bruce Sacerdote, "An Economic Approach to Social Capital," <i>The Economic Journal</i> 112 (November 2002), pp. 437-458.</p> <p>Assignment:Assignment 1</p>
<p>3</p> <p>(Sept 8)</p> <p>Community and Mobility on Film</p>	<p>We will watch the film in class and discuss, so no new readings this week. Take the time to read the reading you were <u>not</u> assigned to read closely the previous week.</p> <p>We will continue discussing the concept of "social capital" introduced by Putnam and Glaeser, comparing their views with the way the concept comes across in the film.</p>	<p>Documentary "The Slow Way Home," Documentary film co-produced by Film: Skye Fitzgerald and Leonard Schoppa, 2015.</p> <p>If you read Putnam last week, read Readings: Glaeser; if you read Glaeser, read Putnam.</p>
<p>4</p> <p>(Sept 15)</p>	<p>Read the two journal articles and come to class prepared to discuss how the rapid movement toward more individualistic family and market</p>	<p>Readings: Chang & Song, "The stranded individualizer under compressed modernity: South</p>

Mobility and Community in Spain, Italy, and South Korea	<p>structures in Spain, Italy, and South Korea have affected these societies—producing more “individualistic” societies. All students should write a three-page essay summarizing the authors' arguments and offering reactions--submitted via the assignment link to the right.</p> <p>Visiting Speakers:</p> <p>(3:30-4:00 pm): Adrienne Ward, UVA Italian Language and Literature and Director of the Sienna Study Abroad Program, will provide an introduction to the program and answer questions.</p> <p>(5:00-6:00 pm): Carrie Douglass, UVA Anthropology Professor, will discuss evolving family structures in Spain and take questions about this topic. Note that Prof. Douglass has long been involved in the Valencia Study Abroad Program in Spain. Students who might be planning to spend fall 2017 there are welcome to ask questions or follow up with her later to learn more.</p>	<p>Korean women in individualization without individualism,” <i>British Journal of Sociology</i>, 61 (2010), pp. 539-564.</p> <p>Carrie Douglass, "From Duty to Desire: Emerging Adulthood in Europe and its Consequences," <i>Child Development Perspectives</i> 1:2 (2007), pp. 101-108.</p> <p>Assignment: Assignment 2</p>
<p>5</p> <p>(Sept 22)</p> <p>Exit, Voice, and Performance</p>	<p>Read this short classic book on the topic of our Forum and come to class prepared to explain the logic of how exit, voice, and loyalty interact. Also bring with you one <u>real world case</u> from recent history that reflects the dynamics the author describes for discussion in small groups.</p>	<p>Reading: Albert Hirshman's <i>Exit, Voice, and Loyalty</i> (Harvard University Press, 1970), all. (not available as a PDF).</p>
<p>6</p> <p>(Sept 29)</p> <p>Trust and Ethnic /Class Diversity</p>	<p>This week we will explore the role of racial/ethnic diversity in trust and procommunity action. Please read the two articles, one by Putnam (political scientist) and the other by a group of psychologists, and think about why they found the completely opposite results, and how you might be able to integrate these divergent findings.</p> <p>All students should write an essay reacting to the readings assigned.</p>	<p>Readings: Robert Putnam, “E Pluribus Unum: Diversity and community in the twenty-first century,” <i>Scandinavian Political Studies</i> 30 (2007), pp. 137-174.</p> <p>Krishna Savani et al., “Diversity increases trust.” <i>Working paper</i>, 2016.</p>

		Assignment 3 Assignment: Sample Good Questions
7 (Oct 6) Mobility and Quality Governance	All students should read all three articles and prepare to defend <i>both</i> sides of the following debate proposition: competition between communities for residents produces better quality governance. We will divide the class in half and will ask students from each side to draw on their notes, logic, and evidence to support the side of the debate that has been assigned to them.	Reading: Charles Tiebout, "A Pure Theory of Local Expenditures," <i>Journal of Political Economy</i> 64:5 (October 1956), pp. 416-424. John E. Chubb and Terry M. Moe, "Politics, Markets, and the Organization of Schools," <i>American Political Science Review</i> 82:4 (December 1988), pp. 1065-1087. Myron Orfield, "Metropolitics: A Regional Agenda for Community and Stability," <i>Forum for Social Economics</i>, 1999, pp. 33-49.
8 (Oct 13) Exit, Voice, and Women's Movements	All students should write a three-page reaction papers to the articles for Week 7 and Week 8. Does the "exit, voice" framework used to help us understand how residential mobility affects governance also help us understand how women in Japan and elsewhere are responding to frustrations with male breadwinner-oriented family, work, and family structures? How are exit and voice combining to bring about change (or not) in countries such as the United States, Japan, South Korea, Italy and Spain?	Reading: Torben Iversen and Frances Rosenbluth, "The Political Economy of Gender: Explaining Cross-National Variation in the Gender Division of Labor and the Gender Voting Gap," <i>American Journal of Political Science</i> 50:1 (January 2006), pp. 1-19. Leonard Schoppa, "Exit, Voice, and Family Policy in Japan," <i>Journal of European Social Policy</i> 20:5 (2010), pp. 422-432. Assignment: Assignment 4
9 (Oct 20) Ethnography and the Analysis of Data as Tools	TWO Guest Lecturers: James Raymo, Professor of Sociology, University of Wisconsin; and Robin LeBlanc, Professor of Politics, Washington and Lee. All students should read both articles and prepare to ask questions about the topics and methods used by the authors: ethnography (the method used	Readings: Robin LeBlanc, "What High Rise Living Means for Tokyo Civic Life: Changing Residential Architecture and the Specter of Rising Privacy," <i>Journal of</i>

<p>for Understanding Well-being and Civic Engagement</p>	<p>by LeBlanc) and quantitative analysis of data (used by Raymo). How does each method contribute to our understanding of social behavior--such as how well-being and civic engagement are affected by changing patterns of household structure and architecture discussed in these articles?</p>	<p>Japanese Studies 42:2 (Summer 2016): 315-341.</p> <p>James Raymo, "Living Alone in Japan: Relationships with Happiness and Health," <i>Demographic Research</i> 32:46 (2015), pp. 1267-1298.</p>
<p>10 (Oct 27)</p> <p>Social Networks</p>	<p>This week we will explore the nature of social relationships in various societies, and how people seek to find their community.</p> <p>All students should write an essay reacting to the readings.</p>	<p>Motyl et al. (2014). How ideological migration geographically segregates groups. <i>Journal of Experimental Social Psychology</i>, 51, 1-14.</p> <p>Wetsch, M. E. (2004). Outsiders looking in. In F. Eidse & N. Sichel (Eds.), <i>Unrooted childhoods: Memoirs of growing up global</i> (pp. 119-132). Nicholas Brealey Publishing.</p> <p>Buz, J., Sanchez, M., Levenson, M. R., & Aldwin, C. M. (2014). Aging and social networks in Spain: The importance of pubs and churches. <i>International Aging and Human Development</i>, 78, 23-46.</p> <p>Reading: Assignment 5</p> <p>Assignment: Assignment 5</p>
<p>11 (Nov 3)</p> <p>Mobility, Social Networks, and Well-Being</p>	<p>Alex de Tocqueville famously observed "In the United States, a man will carefully construct a home in which to spend his old age and sell it before the roof is on...He will settle in one place only to go off elsewhere shortly afterwards with a new set of desires" (1835/2003, p. 623). <i>The U.S. has been a very mobile society since its beginning</i>. This week we will examine various consequences of a residentially mobile life style for the self, social relationships, and communities.</p> <p>Also, we will have as a guest speaker UVA Sociology and African-American Studies Professor Sabrina Pendergrass, who will speak to us about her study of African-American "reverse migration" from Northern Cities (where many African-Americans moved in the "Great</p>	<p>Long, L. (1992). International perspectives on the residential mobility of American children. <i>Journal of Marriage and the Family</i>, 54, 861-869.</p> <p>Oishi, S., (2010). The psychology of residential mobility.</p> <p>Reading: Assignment 5</p>

	Migration") back to Southern cities and towns. She will speak from 5-6 pm.	
12 (Nov 10) Market-Capitalism v Stakeholder-Capitalism	<p>Richard Florida (economist) argues that social class cannot be understood in terms of the traditional model (e.g., white color, blue color), as many Americans seek to express their creativity. This week we will discuss the implications of the rise of the creative class for community.</p> <p><i>We will also have Ryan Hathaway from ISO as a guest speaker, telling us about study abroad options in Japan and South Korea. From around 5:15 or 5:30 pm.</i></p>	<p>Reading: W. Carl Kester, "American and Japanese Corporate Governance: Convergence to Best Practice?" in Suzanne Berger and Ronald Dore, eds., <i>National Diversity and Global Capitalism</i> (1996), pp. 107-137.</p> <p>Richard Florida "The rise of the creative class" (Ch 1 & 14).</p>
13 (Nov 17) Technology, Relationships, and Well-Being	<p>Continuing from the previous week, the key question this week is how technology is changing the way we are, related to each other, and form communities?</p> <p>All students should write an essay reacting to the assigned readings.</p>	<p>Reading: Iyer, P. (2004). Living in the transit lounge. In F. Eidse & N. Sichel (Eds.). <i>Unrooted childhoods: Memoirs of growing up global</i> (pp. 9-17). Nicholas Brealey Publishing.</p> <p>Daniel Pink "Free Agent Nation" (Ch 1 & 3).</p> <p>Assignment: Assignment 6</p>
14 (Dec 1) Project Pitches	<p>Prior to this class session, you should have completed a written "project pitch" laying out a plan to draw on themes introduced in this course in your capstone project, which will be completed in the spring of 2018. The main focus should be on the <u>puzzle</u> you propose to explore (for example, a contrast in the way Americans and South Koreans behave in a specific area of life). You should draw on literatures and disciplines introduced in this course to develop <u>hypotheses</u> you propose to explore. The last element of the proposal should be <u>research plan</u>: what kind of resources—including stories, audio-visual material, and data collected during your semester of study abroad—will you draw on? At this final class session, we are asking each student to present an “elevator pitch” (2 minutes) on their project to their peers. Listen carefully to your peers’</p>	<p>Assignment: Project Pitch</p>

	presentations. You might choose to join one of their projects, or merge them, rather than carrying out your project on your own.	