

## ***DOCTORAL EXAM COMPONENTS, SCHEDULE, FORMS AND PREPARATION***

The four subject areas of the doctoral qualifying exam consists of the following written and oral parts:

<i>Subject</i>	<u>Written Exam</u>	<u>First Oral Exam—Methods Only Exam</u>	<u>Second Oral Exam—Multiple Topic Exam</u>
1. Methods	X	X <sup>a</sup>	
2. Theory	X		X <sup>b</sup>
3. Major Field	X		X <sup>b</sup>
4. Minor Field	X		X <sup>b</sup>

<sup>a</sup> with doctoral student and methods examiner

<sup>b</sup> with doctoral student and theory, major field, and minor field examiners

## ***DOCTORAL EXAM SCHEDULE***

The qualifying exams are offered twice a year, once in the fall term and once in the spring term. Qualifying exams are not offered during the summer or winter breaks.

All students in each doctoral examining cohort must take their written methods exam on the same day. The date for the written methods exam is scheduled by the cohort in consultation with the faculty methods examiners. The written methods exam must be taken before any other qualifying exams. The written methods exam is administered at the Bloustein School and lasts approximately from 9 am – 5 pm. Following the written portion of the methods exam, students are then individually responsible for scheduling their own methods oral exam with the methods faculty examiners. As noted above, this first oral exam is for methods only and is separate from the 2<sup>nd</sup> oral exam covering theory, as well as the student's major and minor fields.

All students in each examining cohort also must take their written theory exams on the same day. The written theory exam date is also set by the cohort in consultation with the faculty theory examiners.

In short, it is the responsibility of the cohort to coordinate amongst themselves and their methods and theory examiners as to the exact dates when the exams in these subjects will be offered.

Students also have to individually coordinate and schedule with specific faculty members regarding the test dates for their written exams in their major and minor fields. Further,

students have to coordinate and schedule individually with their theory, major, and minor field faculty examiners regarding the date and time of their 2<sup>nd</sup> oral examination.

Just to reiterate, the doctoral student cohort will determine the exact date of both the theory and methods written exams. Each student will work with their faculty members in scheduling the dates of their own:

- a. major field written exam,
- b. minor field written exam,
- c. second oral—theory, major, and minor field exams.

In scheduling the above written and oral exams, students should be mindful of the academic calendar that affects the availability of faculty examiners (e.g., midterms, finals, Thanksgiving break, spring break, etc.). As such, students looking to take their exams in the fall are urged to schedule their exams such that they will have completed their 2<sup>nd</sup> oral exam by the first week of December, so as not to interfere with final exams and grades that keep faculty members busy at the end of the term. Similar considerations apply when scheduling spring exams, especially with commencement in May. As such, students taking their qualifying exams in the spring must schedule their oral exam by the end of April.

Typically, students will choose to space their examinations at least two weeks apart, to allow themselves enough prep and recuperation time. It is up to the students how far apart or how closely they space their exams, as long as they complete all written and oral exams within the same semester. Please remember that the methods exams must be taken before the others.

In the spirit of cooperation, doctoral students are urged to be mindful of time pressures on the doctoral faculty as noted above and to schedule their exams with the faculty as efficiently as possible (e.g., the doctoral student cohort first coordinates amongst themselves and then approaches the doctoral faculty).

## ***DOCTORAL QUALIFYING EXAMINATION COMMUNICATION AND FORMS***

Once a student has scheduled their exam dates and times and determined their examiners for their theory, major and minor field exams, they should send an email to the Coordinator, of Student Support Services at the Bloustein School with all this information, including the topics for their major and minor fields. This position is currently held by Lynn Astorga.

There is only one formal written form that students need to take care of during this whole process. This is a beige degree candidacy form that can be picked up from Lynn Astorga's office. The student must complete page one of this form, and bring the entire form with them to their oral exams. Upon passing their first and second oral exams, the student's methods, theory, major field, and minor field faculty examiners must sign this form. The Bloustein graduate director is required to sign the form as well. A photocopy of page 1 and 2 of the signed form must be given to the Coordinator for Student Support Services while the original form is to be hand delivered by the student to Dot Amorosi or Barbara Sirman at the Graduate School – New Brunswick located at 25 Bishop Place. The Graduate School holds on to this form, until the next time it is needed --- for the doctoral student's dissertation defense.

***DOCTORAL QUALIFYING EXAMINATION COMMUNICATION AND FORMS  
PREPARATION FOR THE DOCTORAL METHODS EXAM***

The methods examination covers topics that may be helpful for dissertation research and the research community "expects" PhDs in planning, public policy and health to know.

We suggest that you prepare for the exam by doing the following:

1. Take the following courses or, if you believe that you already have a thorough grounding in the material, acquire their syllabi and readings.
  - a. Gateway courses in quantitative methods  
34:970:515 Methods of Planning Analysis 1  
or  
16:833:530 Data Analysis
  - b. Advanced courses in quantitative methods  
16:833:630 Regression Analysis  
and  
34:970:630 Discrete Choice Methods (Required)
  - c. Courses in qualitative methods  
34:833:628 Advanced Qualitative Methods (Required)
2. Prepare a reading list that covers the concepts taught in these courses as well as any additional specific methods you will use for your dissertation research. Make sure that you are familiar with the material on this list. An example of such a list that covers quantitative statistical concepts and methods and qualitative concepts and methods is attached.
3. Practice defining concepts and succinctly discussing their relevance (e.g., What is an ANOVA test and under what circumstances is it used?). Also practice comparing concepts and commenting on the appropriateness of alternative methods (e.g., clustered vs. stratified sampling, t distribution vs. normal curve, logit model vs. linear regression). Finally, prepare yourself to discuss "big picture" issues such as research design in longer essay questions.
4. Study in groups--it's more fun and more productive.
5. Give yourself a timed practice exam. Prior exams and some sample answers area available from the Bloustein School Office of Student and Academic Services.

Methods Examination Details

The dates of the written and oral methods exams will be determined by the cohort of doctoral candidates planning to take a given exam. The oral methods exam should be taken within two weeks of the written exam and, if possible, should be scheduled on the same day for all the students taking the exam.

### Written Exam Format

The written exam will last from 9 am – 5 pm

#### Part 1

Short answers covering quantitative and qualitative methods. You must answer 11 out of 12 quantitative and 7 out of 8 qualitative questions, closed book, handwritten in a blue exam books. You will be expected to know basic formulas (e.g., Chi-Square) but don't worry as much about the more complex or obscure formulas (e.g., Kendall's tau, Mann-Whitney test).

#### Lunch Break

#### Part 2

Longer essay that proposes a research plan for a study. Should address research design, sampling strategy, data collection strategy, and strategy for analyzing the data. You must answer 1 of 3 questions, open book, handwritten or typed on computer.

### Oral Methods Exam Format

The oral exam will last 30 to 60 minutes per student.

The same group of methods examiners will ask individual students questions designed to clarify/expand upon their written methods exam.

*Possible Topics and Recommended Reading List for Quantitative Portion of  
Methods Qualifying Exam*

I *Design*

- Designs that help establish causality
- Concepts of internal and external validity
- Concept of counterfactual
- Different kinds of experimental and quasi-experimental designs
- Advantages and disadvantages of above designs

**Readings**

- Rossi, Lipsey and Freeman (2004) *Evaluation: A Systematic Approach* Sage Publications (Chapters 7-10)
- Shadish, Cook and Campbell (2002) Houghton Mifflin Company (Chapters 2 and 3)

II *Measurement/Data Collection*

- Concepts of reliability and validity
- Types of reliability and validity
- Relationship between reliability and validity
- Data collection methods
- Survey research

**Readings**

- Babbie and Rubin (Measurement)
- Dillman (Survey research)
- [www.aapor.org](http://www.aapor.org) (public opinion research) (Survey research)

III *Sampling*

- Types of sampling schemes
- Types of random sampling schemes
- Types of non-random sampling schemes
- Advantages and disadvantages of sampling schemes

**Readings**

- Babbie and Rubin
- Lipsey (1990) (power analysis – design sensitivity)
- Kish

#### IV *Statistical Analyses*

- Descriptive statistics
- Inferential statistics
- Z, t, and F-tests
- Chisquare tests
- Measures of association
- Regression methods
- Regression Assumptions
- OLS
- Binary dependent variable
- Multiple category dependent variable
- Other multivariate (data reduction) methods
- Factor analysis
- Cluster analysis
- Discriminant analysis (?)
- Statistical versus substantive significance

#### **Readings**

- Healey, Joseph F. (2004). *Statistics: A Tool for Social Research*, Seventh Edition. New York: Wadsworth.
- Berry and Feldman (1985) *Multiple Regression in Practice*. Thousand Oaks, CA: Sage.
- Lewis-Beck (1980) *Applied Regression: An Introduction*. Sage Publications.
- S. J. Long (1997) *Regression Models for Categorical and Limited Dependent Variables*. Thousand Oaks, CA: Sage.
- T. F. Liao (1994) *Interpreting Probability Models: Logit, Probit, and Other Generalized Linear Models*. Thousand Oaks, CA: Sage.
- P. Kennedy (2003). *A Guide to Econometrics*, Fifth Edition. MIT Press
- M.S. Aldenderfer and Blashfield (1984). *Cluster Analysis*. Sage Publications.
- Kim and Mueller (1978). *Factor Analysis*. Sage Publications..
- Kachigan, S. K. (1991) *Multivariate Statistical Analysis*. NY: Radius Press.

## ***Possible Topics and Recommended Reading List for Qualitative Portion of Methods Qualifying Exam***

### **Research Design**

Catherine Marshall and Gretchen B. Rossman, (1999). *Designing Qualitative Research*. Sage Publications. Third Edition

### **Interviewing**

Herbert J. Rubin & Irene S. Rubin, (1995). *Qualitative Interviewing: The Art of Hearing Data*. Sage Publications.

or

Steinar Kvale, (1996). *Interviews: An Introduction to Qualitative Research interviewing*. Sage Publications. First Edition

### **Focus Groups**

David L. Morgan, (1997). *Focus Groups as Qualitative Research*. Sage Publications.

- Richard Zeller. (1993). Focus group research on sensitive topics: Setting the agenda without setting the agenda. Pp. 167-183. In David L. Morgan (1993). *Successful Focus Groups: Advancing the State of the Art*. Sage Publications.
- Benjamin F. Crabtree, et al. (1993). Selecting individual or group interviews. Pp. 137-149. In David L. Morgan (1993). *Successful Focus Groups: Advancing the State of the Art*. Sage Publications.

### Illustrations of this research technique

- Shively (1992). Cowboys and Indians: Perceptions of Western films among American Indians and Anglos. *American Sociological Review*, 57:725-734.
- Kline, Kline and Oken (1992). Minority women and sexual choice in the age of AIDS. *Social Science Medicine*. 34:447-57.

### **Data Collection Techniques**

Norman K. Denzin & Yvonna S. Lincoln (Eds). *Collecting and Interpreting Qualitative Materials*, (1998) Sage Publications.

- Chapter 3: Patricia A. Adler & Peter Adler, *Observational Techniques*
- Chapter 4: Ian Hodder, *The Interpretation of Documents and Material Culture*
- Chapter 5: Douglas Harper, *On the Authority of the Image*
- Chapter 6: *Personal Experience Methods*

## **Ethnography**

David M. Fetterman, (1998). *Ethnography: Step by Step*. Sage Publications.

or

Margaret D. LeCompte and Jean J. Schensul, (1999). *Designing & Conducting Ethnographic Research*. vol. 1. Walnut Creek, CA: Altamira.

Stephen R. Barley. (1990). *Images of Imaging: Notes on Doing Longitudinal Field Work*, pp. 220-247. *Organization Science*.

### Illustration of this research technique

· John W. Creswell, (1997). *Qualitative Inquiry and Research Design: Choosing Among Five Traditions*. Appendix E. Sage Publications.

## **Case Study**

Robert K. Yin, (2002). *Case Study Research: Design and Methods*, 3rd edition. Sage Publications.

Kathleen M. Eisenhardt. (1989). *Building Theories from Case Study Research*. *Academy of Management Review*, October, 14:4, pp. 532-550.

### Illustration of this research technique

· John W. Creswell, (1997). *Qualitative Inquiry and Research Design: Choosing Among Five Traditions*. Appendix F. Sage Publications.

## **Grounded Theory**

Anselm Strauss and Juliet Corbin, (1998). *Basics of Qualitative Research*. Sage Publications.

### Illustration of this research technique

· John W. Creswell, (1997). *Qualitative Inquiry and Research Design: Choosing Among Five Traditions*, Appendix D. Sage Publications.

## **Phenomenology, Ethnomethodology and Interpretive Practice**

Clark Moustakas, (1994). *Phenomenological Research Methods*, pp. 1-119. Sage Publications.

Norman K. Denzin & Yvonna S. Lincoln (Eds) (1998). *Strategies of Qualitative Inquiry*. Sage Publications. Chapter 6: James A. Holstein & Jaber F. Gubrium, *Phenomenology, Ethnomethodology and Interpretive Practice*

#### Illustration of this research technique

- John W. Creswell, (1997). *Qualitative Inquiry and Research Design: Choosing Among Five Traditions*, Appendix C. Sage Publications.

#### Biographical and Historic Methods and Action Research

Norman K. Denzin, (1989). *Interpretive Biography*. Sage Publications.

- Norman K. Denzin & Yvonna S. Lincoln (Eds) (1998). *Strategies of Qualitative Inquiry*. Sage Publications. Chapter 9: William G. Tierney, *Undaunted Courage: Life History and the Postmodern Challenge*
- Norman K. Denzin & Yvonna S. Lincoln (Eds) (1998). *Strategies of Qualitative Inquiry*. Sage Publications. Chapter 11: Stephen Kemmis and Robin McTaggart, *Participatory Action Research*

#### Illustration of this research technique

- John W. Creswell, (1997). *Qualitative Inquiry and Research Design: Choosing Among Five Traditions*, Appendix B. Sage Publications.

#### **Data Analysis and Representation**

Norman K. Denzin & Yvonna S. Lincoln (Eds). *Collecting and Interpreting Qualitative Materials*, (1998). Sage Publications.

- Chapter 7: A. Michael Huberman and Matthew B. Miles, *Data Management and Analysis Methods*
- Chapter 9: Peter K. Manning and Betsy Cullum-Swan, *Narrative, Content, and Semiotic Analysis*
- Chapter 11: Norman K. Denzin, *The Art and Politics of Interpretation*
- Chapter 12: Laurel Richardson, *Writing: A Method of Inquiry*

#### **Evaluation Research**

Norman K. Denzin & Yvonna S. Lincoln (Eds). *Collecting and Interpreting Qualitative Materials*, (1998). Sage Publications.

- Chapter 13: Jennifer C. Greene, *Qualitative Program Evaluation: Practice and Promise*
- Chapter 14: Ray C. Rist, *Influencing the Policy Process with Qualitative Research*

***DOCTORAL QUALIFYING EXAMINATION COMMUNICATION AND FORMS  
PREPARATION FOR THE DOCTORAL THEORY EXAM***

**Time Limit.** The exam is a 24-hour take-home examination. Exam questions will be sent via email and must be completed and returned within 24 hours.

**Exam Format. The exam is in two parts: A and B. Each part consists of an essay of no more than twelve double-spaced pages, not including the list of references.**

- **Part A.** Answer **one** question in Part A, which consists of two general questions on planning theory, planning history, urban theory and/or social theory. All students receive the same two questions in this part and choose one question to answer.
- **Part B.** Answer **one** question in Part B indicated with your name. Questions in Part B are specifically written for each student to examine the theory behind his/her major field of interest.

**Study Advice.** Begin preparing as early as possible. Review past theory exams, available from Lynn Astorga in Room 371. Meet with your examiner to review the format of the exam and develop a reading list. Although you have the primary responsibility for preparing your reading list, doing so collaboratively with your examiner helps to ensure that you and your examiner are in agreement on the material to be covered in the exam.

Your reading list consists of two parts, corresponding to the two parts (A and B) of the exam. Part A of your reading list includes the literature on planning theory, planning history, and urban and/or social theory, and is likely to be similar for all or most students. Part B of your reading list includes the theoretical literature relevant to your specific area or field of study. Both the specified area of study and the relevant list of readings must be approved by your examiner. At least a month before the exam date, provide your examiner with a short 1-2 paragraph statement identifying your specified theoretical area and a list of 4 to 6 hypothetical exam questions on this subject.

**Exam Writing Advice.** For each essay, state a central thesis and develop it with a logical argument. Questions often have multiple parts: be sure to answer each part of the question. Don't spend so much time writing the first question that you are left with too little time for the second question. Shift to the second question while you are still fresh in the afternoon, and go back to edit and proofread the first question later in the day.

Cite the relevant literature to support and illustrate your answers and provide full bibliographic citations in a list of references at the end of each essay. It is neither necessary nor useful, however, to cite long strings of references in your essays just to show your familiarity with authors and titles. Of greater importance is your ability to identify, analyze, compare, and evaluate the competing concepts and principles in the theory of planning and public policy. Examiners will evaluate your essays based on your ability to intelligently discuss the most important questions in the field.

## ***PLANNING THEORY***

- Boyer, Christine. 1986. *Dreaming the Rational City: The Myth of American City Planning*. Cambridge, MA: MIT Press.
- Campbell, Scott and Susan Fainstein, eds. 2003. *Readings in Planning Theory* 2nd ed. Oxford: Blackwell.
- Cullingworth, Barry. 1997. *Planning in the U.S.A.* NY: Routledge.
- Douglass, Mike and John Friedmann, eds. 1998. *Cities for Citizens: Planning and the Rise of Civil Society in a Global Age*. NY: Wiley.
- Fainstein, Susan. 2000. "New directions in planning theory," *Urban Affairs Review* 35: 451-478.
- Fischer, Frank and John Forester. 1993. *The Argumentative Turn in Policy Analysis and Planning*. Durham: Duke University Press.
- Flyvbjerg, Bent. 1998. *Rationality and Power*. Chicago: University of Chicago Press.
- Fogelson, Richard. 1986. *Planning the Capitalist City*. Princeton: Princeton University Press.
- Forester, John. 1999. *The Deliberative Practitioner: Encouraging Participatory Planning Processes*. Cambridge, MA: MIT Press.
- Forester, John. 1989. *Planning in the Face of Power*. Berkeley: University of California Press.
- Friedmann, John. 1987. *Planning in the Public Domain: From Knowledge to Action*. Princeton, NJ: Princeton University Press.
- Hall, Peter. 2002. *Cities of Tomorrow: An Intellectual History of Urban Planning and Design in the Twentieth Century* 3rd ed. Oxford: Blackwell.
- Hendler, Sue, ed. 1995. *Planning Ethics: A Reader in Planning Theory, Practice, and Education*. New Brunswick, NJ: CUPR Press.
- Hoch, Charles. 1994. *What Planners Do: Power, Politics and Persuasion*. Chicago: American Planning Association.
- Hoch, Charles. 1984. "Doing good and being right – the pragmatic connection in planning theory," *Journal of the American Planning Association* 41: 335-345.
- Jacobs, Jane. 1961. *The Death and Life of Great American Cities*. NY: Vintage Books.

- Krueckeberg, Donald, ed. 1983. *Introduction to Planning History in the United States*. New Brunswick, NJ: CUPR Press.
- Kuhn, Thomas. 1962. *The Structure of Scientific Revolutions*. Chicago: University of Chicago Press.
- Lindblom, Charles. 1959. "The science of muddling through," *Public Administration Review* 19: 79-88.
- Mandelbaum, Seymour, Luigi Mazza and Robert Burchell, eds. 1996. *Explorations in Planning Theory*. New Brunswick, NJ: CUPR Press.
- Mitchell, Timothy. 2002. *Rule of Experts: Egypt, Techno-Politics, Modernity*. Berkeley: University of California Press.
- O'Connor, Alice. 2001. *Poverty Knowledge: Social Science, Social Policy and the Poor in Twentieth Century U.S. History*. Princeton: Princeton University Press.
- Rodwin, Lloyd and Bishwapriya Sanyal, eds. 2000. *The Profession of City Planning: Changes, Images and Challenges, 1950-2000*. New Brunswick, NJ: CUPR Press.
- Sandercock, Leonie. 2005. *Cosmopolis II: Mongrel Cities of the 21<sup>st</sup> Century*. London: Continuum.
- Schon, Donald. 1983. *The Reflective Practitioner: How Professionals Think in Action*. NY: Basic Books.
- Scott, James. 1998. *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed*. New Haven: Yale University Press.
- Teitz, Michael. 1996. "American planning in the 1990s: evolution, debate and challenge." *Urban Studies* 33: 649-671.
- Teitz, Michael. 1997. "American planning in the 1990s, Part II: the dilemma of the cities," *Urban Studies* 34: 775-795.

## ***URBAN / SOCIAL THEORY READINGS***

- Amin, Ash, ed. 1994. *Post-Fordism: A Reader*. Oxford: Blackwell.
- Beauregard, Robert. 1993. *Voices of Decline: The Postwar Fate of U.S. Cities*. Oxford: Blackwell.
- Beauregard, Robert and Sophie Body-Gendrot, eds. 1999. *The Urban Moment: Cosmopolitan Essays on the Late-20th-Century City*. Thousand Oaks, CA: Sage.
- Berman, Marshall. 1988. *All That is Solid Melts Into Air: The Experience of Modernity*. NY: Penguin Books.
- Bluestone, Barry and Bennett Harrison. 1992. *The Deindustrialization of America*. NY: Basic Books.
- Brenner, Neil and Nik Theodore, eds. 2002. *Spaces of Neoliberalism: Urban Restructuring in North American and Western Europe*. Oxford: Blackwell.
- Castells, Manuel. 2000. *The Rise of the Network Society*. Oxford: Blackwell.
- Clavel, Pierre. 1986. *The Progressive City: Planning and Participation, 1969-1984*. New Brunswick, NJ: Rutgers University Press.
- Davis, Mike. 1990. *City of Quartz: Excavating the Future of Los Angeles*. NY: Verso.
- Dear, Michael. 2000. *The Postmodern Urban Condition*. Oxford: Blackwell.
- Fainstein, Susan. 1994. *The City Builders: Property, Politics, and Planning in London and New York*. Oxford: Blackwell.
- Fainstein, Susan and Scott Campbell, eds. *Readings in Urban Theory* 2nd ed. Oxford: Blackwell.
- Fishman, Robert. 1989. *Bourgeois Utopias: The Rise and Fall of the Suburbs*. NY: Basic Books.
- Fishman, Robert. 1982. *Urban Utopias in the Twentieth Century: Ebenezer Howard, Frank Lloyd Wright, and LeCorbusier*. Cambridge, MA: MIT Press.
- Giddens, Anthony. 1990. *The Consequences of Modernity*. Palo Alto, CA: Stanford University Press.
- Goldsmith, William and Edward Blakely. 1992. *Separate Societies: Poverty and Inequality in U.S. Cities*. Philadelphia: Temple University Press.

- Harvey, David. 1989. *The Condition of Postmodernity*. Oxford: Blackwell.
- Harvey, David. 2001. *Spaces of Capital*. New York: Routledge.
- Hayden, Dolores. 1981. *The Grand Domestic Revolution: A History of Feminist Designs for American Homes, Neighborhoods, and Cities*. Cambridge, MA:
- Jackson, Kenneth. 1985. *The Crabgrass Frontier: The Suburbanization of the United States*. NY: Oxford University Press.
- Jessop, Bob. 2002. *The Future of the Capitalist State*. Cambridge: Polity Press.
- Logan, John and Harvey Molotch. 1987. *Urban Fortunes: The Political Economy of Place*. Berkeley, CA: University of California Press.
- Massey, Doreen. 1984. *Spatial Divisions of Labor*. NY: Methuen.
- Massey, Douglas and Nancy Denton. 1993. *American Apartheid: Segregation and the Making of the Underclass*. Cambridge, MA: Harvard University Press.
- Merrifield, Andrew. 2002. *Metromarxism: A Marxist Tale of the City*. NY: Routledge.
- Merrifield, Andrew and Eric Swyngedouw, eds., 1997. *The Urbanization of Injustice*. NY: New York University Press.
- Mollenkopf, John. 1983. *The Contested City*. Princeton, NJ: Princeton University Press.
- Mumford, Lewis. 1961. *The City in History*. NY: MJF Books.
- Sassen, Saskia. 1991. *The Global City: New York, London, Tokyo*. Princeton, NJ: Princeton University Press.
- Smith, Neil. 1996. *The New Urban Frontier: Gentrification and the Revanchist City*. NY: Routledge.
- Spain, Daphne. 1992. *Gendered Spaces*. Chapel Hill: University of North Carolina Press.
- Sorkin, Michael. 1992. *Variations on a Theme Park*. NY: Hill and Wang.
- Williams, Raymond. 1973. *The Country and the City*. New York: Oxford University Press.
- Wilson, Elizabeth. 1991. *The Sphinx in the City: Urban Life, The Control of Disorder, and Women*. Berkeley: University of California Press.

Wilson, William. 1996. *When Work Disappears: The World of the New Urban Poor*. NY: Vintage.

Young, Iris. 2000. *Inclusion and Democracy*. NY: Oxford University Press.

Young, Iris. 1990. *Justice and the Politics of Difference*. Princeton, NJ: Princeton University Press.

Zukin, Sharon. 1996. *The Culture of Cities*. Oxford: Blackwell.