

The City After Civil Rights

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OFFICE HOURS

TBD

I want to address any thoughts, concerns, or ideas that come up as soon as possible. I can talk in person, over the phone, or via Zoom if you cannot make it onto campus. Please try to make an appointment during the times above. If, however, you cannot meet during those times, *please ask to schedule an alternative appointment time*. I am sure that we can find a mutually convenient time.

COURSE DESCRIPTION

This course examines how American cities have evolved since the United States ratified the radically new vision of race promoted by the Civil Rights Movement in the 1960s. We will study the changing geography of race and class in American cities and their surrounding suburbs and what that evolution has meant for inequality. We will also consider how this shifting geography of race and class affects current debates in metropolitan policies like gentrification and tax policy. We will look to the future to examine what issues might come about in the coming decades and how we might avoid similar problems to those in history.

We will use the D.C. area as a venue in which to study many of these phenomena. You will participate by delving into a metropolitan neighborhood, collecting data, stories, and experiences of people in the neighborhood. Together, as a class, we will build a repository of data from all of these different studies of different neighborhoods.

OBJECTIVES

By the end of this course students will be able to

1. sociologically analyze the historical and contemporary processes that shape the current metropolitan environment, opportunities, and problems;
2. explain the role of metropolitan processes on racial and class inequality in the United States;
3. analyze the demographic composition, organizations, and housing conditions in a particular neighborhood and how that neighborhood fits into the larger metropolitan area; and
4. apply lessons of recent changes to contemporary urban policies and problems confronting U.S. cities

COURSE POLICIES

Will be provided in separate handout.

ASSIGNMENTS & GRADING

Assignments

Describe a community. You will work with a group of students over the course of the semester to describe a metropolitan community. You will investigate how the patterns we study in class (e.g., racial composition, class composition, politics, organizations, etc.) affect your assigned community. Your group will choose the *form* of the project, the only requirement is that it must be shareable online. We will discuss this more in the second week of class.

Synthesis & further investigation . You will note in the schedule below several weeks that say "Synthesis & Further Investigation." These weeks give us the opportunity to identify topics of interest during class discussion that warrant additional thought and more study. *One time* during the semester, your group will lead class discussion. This will include:

- summarizing topics of discussion during class
- identifying areas where additional reading and discussion would help clarify the topics brought up during class
- report on a synthesis of the topics and how it may affect different metropolitan communities

Weekly response. You will submit a response every week that a) summarizes the main argument and supporting evidence of each reading, b) attempt to synthesize the main arguments of the readings to a single statement about the topic covered, c) identify one aspect of the readings that you found confusing, and d) identify at least one aspect of the readings that you found interesting and would like to discuss more. These will be submitted on Canvas.

Class engagement. Your engagement with the class makes up the final component of grading. This may include participation in classroom discussions. But for those who do not feel as comfortable talking in class, it may also be starting discussions on Canvas or bringing news items to the attention of class. If you have concerns about engaging, please contact me as soon as possible.

The assignments will be weighted as follows:

Assignment	Weight
Describe a community	50% (broken into smaller components)
Synthesis & further investigation	
Weekly responses	20%
Class engagement	10%

Grading

A (4.0) Student *exceeds* all expectations of the assignment. Evidence of exceeding expectations includes deeply engaging with the material, demonstrating of initiative beyond what can be expected by simply completing the assignment, nuanced understanding of the material, and fostering a collaborative environment for learning in and out of the classroom.

- B (3.0)** Student *meets* expectations of all objectives identified for the assignment. Evidence of meeting expectations includes engaging with material, actively participating in classroom discussions, and basic understanding of the material.
- C (2.0)** Student *meets some* expectations of the objectives identified for the assignment. See above for description of evidence of meeting expectations.
- D (1.0)** Student *fails to meet most* expectations of objectives identified for the assignment. See above for description of meeting expectations.
- F (0.0)** Student *fails to meet* expectations of objectives identified for the course. See above for description of meeting expectations.

Grades are given based on the grade points above. Final grades are determined by rounding the weighted average grade to two decimal places:

		3.16 - 3.49	B+	2.16 - 2.49	C+		
3.84 - 4.00	A	2.84 - 3.15	B	1.84 - 2.15	C	0.50 - 1.49	D
3.50 - 3.83	A-	2.50 - 2.83	B-	1.50 - 1.83	C-	<0.50	F

REQUIRED TEXTS

- Levine, J. R. (2021). *Constructing Community: Urban Governance, Development, and Inequality in Boston*. Princeton University Press, Princeton, New Jersey.

SCHEDULE

Week 1: Introduction & Overview

Readings:

- National Advisory Commission on Civil Disorders Report (Kerner Commission Report). 1968. Summary. Available online at <https://www.ncjrs.gov/pdffiles1/Digitization/8073NCJRS.pdf>.
- US Department of Justice (2015). Investigation of the Ferguson Police Department. Technical report, United States Department of Justice, Civil Rights Division. Available online at https://www.justice.gov/sites/default/files/opa/press-releases/attachments/2015/03/04/ferguson_police_department_report.pdf.
- Coates, T.-N. (2014). The Case for Reparations. *The Atlantic Monthly*, 313(5):54–71.

Week 2: Contemporary Metropolitan Inequality

Readings:

- Hyra, D. S. (2017). *Race, Class, and Politics in the Cappuccino City*. University Of Chicago Press, Chicago (Selections).
- Lacy, K. (2016). The New Sociology of Suburbs: A Research Agenda for Analysis of Emerging Trends. *Annual Review of Sociology*, 42(1):369–384.
- Murphy, A. K. and Allard, S. W. (2015). The Changing Geography of Poverty. *Focus*, 32(1):19–23.

Week 3: Synthesis & Further Investigation of Metropolitan Inequality

Week 4: Race and Place in America

Readings:

- Logan, J. R. and Zhang, C. (2010). Global Neighborhoods: New Pathways to Diversity and Separation. *American Journal of Sociology*, 115(4):1069–1109.
- Kye, S. H. and Halpern-Manners, A. (2019). Detecting “White Flight” in the Contemporary United States: A Multicomponent Approach. *Sociological Methods & Research*.
- Bader, M. D. M. (2021b). Integration by Inertia: White Flight, White Deaths, and the Long-Term Prospects for Stable Racial Integration.

Week 5: Are Multiracial Neighborhoods Possible?

Readings:

- Putnam, R. D. (2007). E Pluribus Unum: Diversity and Community in the Twenty-first Century The 2006 Johan Skytte Prize Lecture. *Scandinavian Political Studies*, 30(2):137–174.
- Abascal, M. and Baldassarri, D. (2015). Love Thy Neighbor? Ethnoracial Diversity and Trust Reexamined. *American Journal of Sociology*, 121(3):722–782.
- Lumley-Sapanski, A. and Fowler, C. S. (2017). “Planning Dissonance” and the Bases for Stably Diverse Neighborhoods: The Case of South Seattle. *City & Community*, 16(1):86–115.
- Bader, Michael D. M., B. (2021a). Shared Satisfaction among Residents Living in Multiracial Neighborhoods.

Week 6: Synthesis & Further Investigation of Racial Inequality

Week 7: Economic Inequality *Within* Metros

Readings:

- Ley, D. (1980). Liberal Ideology and the Postindustrial City. *Annals of the Association of American Geographers*, 70(2):238–258.
- Harvey, D. (2001). From managerialism to entrepreneurialism: The transformation in urban governance in late capitalism. In *Spaces of Capital: Towards a Critical Geography*, pages 369–393. Routledge, New York.
- Rose, D. (1984). Rethinking gentrification: Beyond the uneven development of marxist urban theory. *Environment and Planning D: Society and Space*, 2(1):47–74.
- Freeman, L. and Braconi, F. (2004). Gentrification and displacement: New York City in the 1990s. *Journal of the American Planning Association*, 70(1):19–52.

Week 8: Economic Inequality *Across* Metros

Readings:

- Murray, C. and Schuetz, J. (2018). Housing in the US is too expensive, too cheap, and just right. It depends on where you live.
- Whittington, K. B., Owen-Smith, J., and Powell, W. W. (2009). Networks, Propinquity, and Innovation in Knowledge-Intensive Industries. *Administrative Science Quarterly*, 54(1):90–122.

- Rodríguez-Pose, A. (2018). The revenge of the places that don't matter (and what to do about it). *Cambridge Journal of Regions, Economy and Society*, 11(1):189–209.

Week 9: Synthesis & Further Investigation of Economic Inequality

Week 10: What is Community?

Readings:

- Levine (2021), *Constructing Community*.

Week 11: Metropolitan Organizations & Politics

Readings:

- Wilson, W. J. (1987). *The Truly Disadvantaged : The Inner City, the Underclass, and Public Policy*. University of Chicago Press, Chicago, IL.
- Small, M. L. and McDermott, M. (2006). The Presence of Organizational Resources in Poor Urban Neighborhoods: An Analysis of Average and Contextual Effects. *Social Forces*, 84(3):1697–1724.
- Small, M. L. (2009). *Unanticipated Gains : Origins of Network Inequality in Everyday Life*. Oxford University Press, New York. Introduction.
- Spicer, J. S. (2018). Electoral Systems, Regional Resentment and the Surprising Success of Anglo-American Populism. *Cambridge Journal of Regions, Economy and Society*, 11(1):115–141.
- Pape, R. A. (2021). What an analysis of 377 Americans arrested or charged in the Capitol insurrection tells us. *Washington Post*.

Week 12: Synthesis & Further Investigation of Community, Organizations & Politics

Week 13: Education

Readings:

- Bischoff, K. and Tach, L. (2018). The Racial Composition of Neighborhoods and Local Schools: The Role of Diversity, Inequality, and School Choice. *City & Community*, 17(3):675–701.
- Lewis-McCoy, R. L. (2014). *Inequality in the Promised Land: Race, Resources, and Suburban Schooling*. Stanford University Press, Stanford, California, 1st edition edition. Selections.
- Figlio, D. N. and Fletcher, D. (2012). Suburbanization, demographic change and the consequences for school finance. *Journal of Public Economics*, 96(11):1144–1153.
- Bell, D. A. (1976). Serving Two Masters: Integration Ideals and Client Interests in School Desegregation Litigation. *The Yale Law Journal*, 85(4):470.

Week 14: Crime & Policing

Readings:

- Sharkey, P., Torrats-Espinosa, G., and Takyar, D. (2017). Community and the Crime Decline: The Causal Effect of Local Nonprofits on Violent Crime. *American Sociological Review*, 82(6):1214–1240.

- Legewie, J. and Schaeffer, M. (2016). Contested Boundaries: Explaining Where Ethnoracial Diversity Provokes Neighborhood Conflict. *American Journal of Sociology*, 122(1):125–161.
- Brookings-AEI Working Group on Criminal Justice Reform (2021). A better path forward for criminal justice. Technical report, Brookings Institution and American Enterprise Institute.
- Bader, M. (2020). Racial Disparities of Daily Living in the DC Area: Findings from the 2018 DC Area Survey. Technical Report 26, Center for Latin American and Latino Studies, Washington, D.C..

Week 15: Synthesis & Further Investigation of Education & Crime

Final Presentations: TBD