

The City After Civil Rights
AS.230.354

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OFFICE HOURS

TBD

Office hours offer a time to discuss your own thoughts about the content and to address concerns. 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. We will consider how this shifting geography of race and class affects inequality, including its consequences for 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 investigate Baltimore 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

RESPECT IN (AND OUT OF) THE CLASSROOM

The **single MOST IMPORTANT** policy is the following: *treat everyone with respect, as they ask to be treated*.

Every one of us brings something new, interesting, and engaging to the topics that we will discuss. This does not mean you cannot disagree and express disagreements; however, we can all expect that each other does so with the respect we desire to be treated with ourselves. Not everyone expects or wants the same treatment. You may start from treating others how you would want to be treated, but if they indicate that they desire something else, please listen. *If you have concerns, please raise them with me.*

INCOMPLETE GRADES

While being flexible, I also want to state, unequivocally, that taking an incomplete diminishes the value of what you learn in class. I gear the assignments to match the material. It becomes very difficult to catch up if you get too far behind. For that reason, I will consider incomplete grades only in extreme extenuating circumstances and would prefer, in contrast, to work with you during the semester to adjust the material so that you may finish the course on time.

ACADEMIC CONDUCT

All JHU students assume an obligation to conduct themselves in a manner appropriate to the Johns Hopkins University's mission as an institution of higher education and with accepted standards of ethical and professional conduct. Students must demonstrate personal integrity and honesty at all times in completing classroom assignments and examinations, in carrying out their fieldwork or other applied learning activities, and in their interactions with others. Students are obligated to refrain from acts they know or, under the circumstances, have reason to know will impair their integrity or the integrity of the University. Refer to the website for more information regarding the [academic misconduct policy](#).

ATTENDANCE/PARTICIPATION

Participation in lectures, discussions, and other activities is an essential part of the instructional process. Students are expected to attend class regularly. Students who expect to miss a class should inform their instructor ahead of time.

ACCOMODATIONS FOR STUDENTS WITH DISABILITIES

If you are a student with a documented disability who requires an academic adjustment, auxiliary aid or other similar accommodations, please complete the online form and schedule a meeting to discuss the request with an administrator in Student Disability Services. The website is <https://studentaffairs.jhu.edu/disabilities>. If you have questions that the website does not answer, you may call (410)516-4720 or email disabilityservices@jhu.edu.

DIVERSITY & INCLUSION

Johns Hopkins is a community committed to diversity and inclusion to achieve and grow excellence. We firmly believe that we can best promote excellence by recruiting and retaining a diverse group of students, faculty, and staff. We also believe in creating a climate of respect that supports their success.

This climate is critical to achieve the best research, scholarship, teaching, health care, and other strategic goals of our University. These values are recognized and supported by

Johns Hopkins leadership at all levels. Further, we recognize that the responsibility for excellence, diversity, and inclusion lies with all of us. That means leadership, administration, faculty, staff, and students.

STUDENT CONDUCT CODE

The fundamental purpose of the Johns Hopkins University's (the "University" or "JHU") regulation of student conduct is to promote and to protect the health, safety, welfare, property, and rights of all members of the University community as well as to promote the orderly operation of the University and to safeguard its property and facilities. As members of the University community, students accept certain responsibilities which support the educational mission and create an environment in which all students are afforded the same opportunity to succeed academically. For a full description of the code please visit the following Website: <https://studentaffairs.jhu.edu/policies-guidelines/student-code/>.

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.

Weekly responses. You will submit a response every week that a) summarizes the main argument and supporting evidence of each reading, b) synthesizes the main arguments of the readings, c) identifies one aspect of the readings that you found confusing, and d) describes at least one aspect of the readings that you found interesting and would like to discuss more. These will be submitted on Blackboard. I will provide a handout with more information about the responses.

Investigate a question. Your team will generate a question that interests you based on the material from the first half of the course. You will then investigate that question and generate a list of resources (primarily books and articles) that can help you to answer that question. Your group will supply the list of resources to the class and then help to lead discussion on the question.

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. I would like you to write up a proposal for how you would like to be evaluated for class engagement. Please write up this plan by the start of the second week of class. Class engagement must include coming to office hours *at least once* during the first three weeks of the semester, during which we will have the opportunity to discuss how you would like to be evaluated as well as anything else you would like to discuss. 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	Total 40% (broken into smaller components)
Investigate a question	25%
Weekly responses	25%
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:

- Lacy, K. (2016). The New Sociology of Suburbs: A Research Agenda for Analysis of Emerging Trends. *Annual Review of Sociology*, 42(1):369–384.
- Hwang, J. and Lin, J. (2016). What Have We Learned About the Causes of Recent Gentrification? *Cityscape*, 18(3):9–26.
- Murphy, A. K. and Allard, S. W. (2015). The Changing Geography of Poverty. *Focus*, 32(1):19–23.
- Goetz, E. G. (2013). *New Deal Ruins*. Cornell University Press. Chapter 1.

Week 3: 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.
- Wright, R., Ellis, M., Holloway, S. R., and Catney, G. (2020). The Instability of Highly Racially Diverse Residential Neighborhoods in the United States. *Sociology of Race and Ethnicity*, 6(3):365–381.
- Bader, M. D. M. (2021a). Integration by Inertia: White Flight, White Deaths, and the Long-Term Prospects for Stable Racial Integration.

Week 4: 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. (1989). From Managerialism to Entrepreneurialism: The Transformation in Urban Governance in Late Capitalism. *Geografiska Annaler. Series B, Human Geography*, 71(1):3–17.
- Owens, A. (2016). Inequality in Children's Contexts: Income Segregation of Households with and without Children. *American Sociological Review*, 81(3):549–574.

Week 5: 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.
- MacGillis, A. (2021). *Fulfillment: Winning and Losing in One-Click America*. Farrar, Straus and Giroux, New York. Chapter 9.

Week 6: Organizations and Inequality*Readings:*

- Wilson, W. J. (1987). *The Truly Disadvantaged : The Inner City, the Underclass, and Public Policy*. University of Chicago Press, Chicago, IL. Chapters 1 and 2.
- 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.
- Allard, S. W. and Roth, B. (2010). The Social Service Challenges of Rising Suburban Poverty. page 36.

Week 7: What is Community?*Readings:*

- Levine (2021), *Constructing Community*.

Week 8: Are Multiracial Neighborhoods Possible?*Readings:*

- 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, M. D. M. (2021b). Shared Satisfaction among Residents Living in Multiracial Neighborhoods.
- Lacy, K. R. (2004). Black spaces, black places: Strategic assimilation and identity construction in middle-class suburbia. *Ethnic and Racial Studies*, 27(6):908–930.

Readings:

- Lewis-McCoy, R. L. (2014). *Inequality in the Promised Land: Race, Resources, and Suburban Schooling*. Stanford University Press, Stanford, California, 1st edition edition. Chapter 4.
- 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.
- Please listen to the *Nice White Parents* podcast from the *New York Times*: <https://www.nytimes.com/2020/07/23/podcasts/nice-white-parents-serial.html>

Week 9: What Politics Emerge from Place?*Readings:*

- 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.
- Hyra, D. (2015). The back-to-the-city movement: Neighbourhood redevelopment and processes of political and cultural displacement. *Urban Studies*, 52(10):1753–1773.
- Kapos, S., Perez, J. J., Rayasam, R., and Li, M. (12/07/2021 11:00 AM EST). Black People Are Leaving Chicago en Masse. It's Changing the City's Power Politics. <https://www.politico.com/news/magazine/2021/12/07/chicago-black-population-decline-523563>.

- Pape, R. A. (2021). What an analysis of 377 Americans arrested or charged in the Capitol insurrection tells us. *Washington Post*.

Week 10: What Problems Arise from Gentrification?

Readings:

- Demsas, J. (2021). What we talk about when we talk about gentrification. <https://www.vox.com/22629826/gentrification-definition-housing-racism-segregation-cities>.
- Freeman, L. and Braconi, F. (2004). Gentrification and displacement: New York City in the 1990s. *Journal of the American Planning Association*, 70(1):39–52.
- Pattillo, M. E. (2007). *Black on the Block : The Politics of Race and Class in the City*. University of Chicago Press, Chicago, IL. Chapter 2.

Week 11: How Do Organizations Help (or Hurt)?

Readings:

- Dunning, C. (2019). How the rise of urban nonprofits has exacerbated poverty - The Washington Post. *Washington Post*.
- Small, M. L. (2009). *Unanticipated Gains : Origins of Network Inequality in Everyday Life*. Oxford University Press, New York. Introduction.
- 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.

Final Presentations: TBD