

CITIES IN SOCIETY (Sociology 207) – Fall 2020
M/W 2:40-4pm (Central Time), Asynchronous Lectures, Synchronous Discussions

Professor Mary Pattillo

Office Hours: Mondays 2:30-4pm by Zoom, sign up at <http://bit.ly/officehourspattillo>

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Office Hours: Tuesdays 12pm-1:30pm by Zoom, sign up at www.canumet.com/emo/207

Zoom Course Passcode: soc207

COURSE DESCRIPTION:

The purpose of this course is to present and examine some of the major issues that cities face. Urban areas are dense settlements of diverse groups of people. Racial, gender, sexual, ethnic, cultural, economic, and political heterogeneity all require negotiation and sometimes lead to conflicts that play out in the streets and neighborhoods of major metropolises. Also, elite political and financial actors in cities have a heavy hand in shaping the direction of urban development and the allocation of resources. We will look at the role of both institutional actors and average city residents in affecting the following urban issues: housing and residential stratification by race and class, economic development, poverty, politics, health, sprawl, crime, policing, education, culture, and immigration.

LEARNING GOAL: Learn one thing new in this course. Learn it well. Learn it deeply.

LEARNING OUTCOMES: At the end of the course, students should be able to:

1. Recognize, define, and utilize urban sociological vocabulary (e.g., sprawl, growth machine, zoning)
2. Analyze underlying mechanisms of urban phenomena, such as gentrification or school funding
3. Find data about metropolitan areas
4. Generate questions about urban phenomena that many take for granted
5. Evaluate the possible effects of urban policies

EVALUATION:

Grades are based on weekly “Three Things” assignments due every Thursday (7 @ 10% each =780%, you get two weeks off of your choosing), and a final project (30%).

ABOUT PROFESSOR PATTILLO

When I was 14, my mother took me to New York City and I fell in love. Now THAT was a city! I was growing up in Milwaukee, a perfectly fine city, but it was not New York. Since then, Chicago has stolen my heart, and my love for cities in general persists. I teach this class because most of the world’s population lives in cities. Learning about cities means learning about people today, in their best and worst lights. I want students to be curious about where they live; to be interested in data about their surroundings; to look under the surface of how their cities are organized, run, and represented. My teaching philosophy is to collectively explore the “story behind the story;” that is, to look for the sociological explanations for what many people think is “just the way things are.”

IN THESE TIMES

This is my first time teaching remotely, and it will be some of your first times taking a class remotely. And we are all living through tumultuous times. Coronavirus, anti-Black police violence and the protests against it, the heated presidential election season, and nonstop media, all sit atop the many

other (urban) challenges of our time: homelessness, environmental degradation, deep inequalities, hunger, incredible affluence, aging infrastructure, new technologies, violence, and on and on. I want the course to be relevant, and that means learning some history and placing what we are witnessing into theoretical and structural contexts. These times also challenge our abilities to focus and learn. My goal is simple: Learn just one thing *new* in this course. Learn it well. Learn it deeply. The specific Learning Objectives listed above should help you reach that goal, and the final project displays that learning.

COURSE ORGANIZATION:

The course is a mix of synchronous and asynchronous elements.

- The lectures are required and offered asynchronously. That means they will be available on Canvas by Sunday nights for you to watch in preparation for the discussions on Wednesdays. Lectures are a collection of short videos in which I present information and explain concepts and processes.
- On Wednesdays we will meet together *synchronously* for 40 minutes of discussion. You will be assigned to Group A, B, C, or D. Groups A & B will meet from 2:40 to 3:20. Groups C & D will meet from 3:20 to 4:00. This is our only time together so really try to attend and try to have your cameras on. I know this will not always be possible, but it is the goal.
- Within Groups A-D, you will be assigned to a city team, which is a small group of 3 to 5 students who are your core partners throughout the class. Your first task in that small group is to choose your city name. You can choose any city in the world, large or small.
- You, as an individual, will watch the lectures and review the instructional materials of your choice. Then you coordinate with your city team to discuss and process the material. Your city team will submit the weekly Thursday “Three Things” assignments as a unit (just one person uploads the assignment). Your city team will decide on your own when, how, and if to meet and communicate (e.g., Groupme, Slack, email, Whatsapp, group chat, Zoom, socially distanced in-person, etc.). However you meet, your team assignments must be uploaded to Canvas.

COURSE MATERIALS – PICK TWO:

You will have a mix of instructional materials to explore the content of the lectures in more depth: readings, videos, audios, and occasional additional resources. You (as an individual, not as a city team) must pick two of the listed resources. The aim is for you to spend about 80 minutes per week on the instructional materials. If you pick two short ones, it will be less, but you’ll also get less. Also feel free to explore more than two based on your interests, energies, and if you need more information to comprehend the topic. You pick two as an individual. Your city team does not need to decide which two to pick. Instead, you will discuss the various materials that each of you consulted in order to do your Three Things assignment. All materials are on Canvas or available freely at the links provided. Once again, you don’t have to read/watch/listen to all the materials listed. JUST PICK TWO.

COURSE TIME COMMITMENT

This remote learning world is much less structured than in-person learning, and college is already pretty unstructured. So here is an approximation of how much time you might spend on this course and how to organize your work.

- Lectures: 40 minutes/week (available by Sunday night for the week)
- Discussion section: 40 minutes/week (synchronous Wednesdays 2:40 to 3:20 or 3:20 to 4pm)
- Materials: 80 minutes/week (always available)
- Activity: 20 minutes/week (always available)
- City team discussions: 30 minutes/week (once you’ve consulted lectures, materials, or activity)
- Weekly assignment: 30 minutes/week (due Thursdays by midnight)
- Total time = ~ 4 hours/week, plus time for your individual final project

WEEKLY ASSIGNMENTS AND FINAL PROJECT

- The weekly “Three Things” assignments are the product of the week’s lecture, materials, activity, discussion, and your city team’s discussion. The goal of the course is to learn *one thing* well and deeply, which results in your final project. But along the way you will (hopefully) learn lots of smaller things, not as deeply, and these assignments are evidence of that learning. The “Three Things” assignments are due by 11:59pm on Thursdays on Canvas. Below are more details:
 - Your city team submits 7 “Three Things” assignments, but there are 9 possible weeks to submit, so you get two weeks off, of your choosing.
 - Your city team will submit, as a group, a document that conveys Three Things you learned and some evidence that you learned it.
 - The “document” could be three Power Point slides, or a one-pager with three elaborated bullet points, or a cartoon with three panels, or song lyrics (or a performed song), or an interview-style audio recording discussing the three things. This is your opportunity to be creative if you want. You have maximum flexibility, or you can just write it up.
 - The “evidence” can be the results of having done the activity, data figures from lecture with your interpretation, other research you did, quotations from readings, or the fruits of your city team conversation.
 - This is meant to be a short assignment, worth just 10% each. That means one page of writing, or 2 minutes of audio/video, or 3 photographs with a few sentences of caption.
 - Grading is simple:
 - F (0 points) – no submission
 - C (7 points) – any submission with some relevance to the class
 - A (10 points) – actually has three things you learned and evidence, even if you are a bit off on the definition, evidence, interpretation, or execution
- The final project is due Sunday, December 6th by 11:59pm (Chicago time) on Canvas. You have two options for the final project:
 - OPTION 1: Write a 5- to 7-page *paper* on your home city or your city team city using a topic from the course (e.g., segregation, planning, crime, culture, etc.), or another of your choosing. You might discuss the history of an issue, demographics and trends, causes of a problem, or actual or proposed solutions. You must do additional research and reading outside of the course materials. Additional instructions will be on Canvas.
 - OPTION 2: Prepare a *weekly course session* with a list of materials, activity, and a (roughly) 10-minute video lecture on a course topic or another topic of your choosing, related to the metropolis, of course. The session can be a broad overview or a deeper examination of a topic. If you repeat one of the sessions from this course (e.g., on economic segregation), you must find new examples, data, readings, multi-media, etc. Or you can choose a smaller chunk of one of our weekly topics (e.g., cities in culture, sanctuary cities) and build your course session around that topic. Your examples can come from one city or many. Additional instructions will be on Canvas.

OFFICE HOURS:

Professor Pattillo’s Office hours are on Zoom at <https://northwestern.zoom.us/my/marypattillo>. Sign up under the Soc 207 Office Hours appointment slots at <http://bit.ly/officehourspattillo>. You can sign up for up to two 15-minute slots depending on how much you want to discuss. If the office hours for Soc 207 are full, you can sign up under the General Office Hours appointment slots. Do not use the appointment slots for other courses or groups.

TA Erin Ochoa’s office hours are at Zoom meeting ID: 925 3965 4935, password: 55574992. Sign up at www.canumet.com/emo/207.

COMMUNICATION AND POLICIES:

- My primary method of communication will be Canvas and email, so be sure to check regularly.
- Late weekly assignments must be accompanied by an explanation, which will be evaluated on a case-by-case basis. Because Three Things is a team submission, hopefully someone on the team can submit it on time. You are responsible for holding your team members accountable, but the professor and TA are available for any issues.
- Late final projects will be downgraded for each day late (e.g., A- to B+, B+ to B, etc.) except for in documented cases of illness, family emergency, or other serious unforeseen circumstances. Having other assignments due in other classes is not an unforeseen circumstance.
- Please review information on [academic integrity](#). All forms of academic dishonesty will be immediately reported to the Dean's Office.
- **ACCESSIBLE NU:** Northwestern University is committed to providing the most accessible learning environment as possible for students with disabilities. Should you anticipate or experience disability-related barriers in the academic setting, please contact AccessibleNU to move forward with the university's established accommodation process (accessiblenu@northwestern.edu; 847-467-5530). If you already have established accommodations with AccessibleNU, please let me know as soon as possible, preferably within the first two weeks of the term, so we can work together to implement your disability accommodations. Disability information, including academic accommodations as part of a student's educational record, is confidential under FERPA regulations.
- [NUHelp](#) is a one-stop link for various resources at Northwestern—academic, social, health, etc.

COURSE SCHEDULE:

Week 1: Course Intro: The Metropolis

Course Component	Details
Lecture	Wednesday, September 16, 2:40 to 4pm Central Time. SYNCHRONOUS
Materials	Readings: <ul style="list-style-type: none">• “Urbanization,” https://openstax.org/books/introduction-sociology-2e/pages/20-2-urbanization#91698 Videos: <ul style="list-style-type: none">• Global Megacities, https://www.youtube.com/watch?v=eFboV2m1yuw• “How Detroit Went from A Booming Metropolis To A Shrinking City,” https://www.youtube.com/watch?v=1CBwI3heojM
Activity	Visit www.socialexplorer.com and explore data for your hometown. Outside of the U.S. try https://www.un.org/en/events/citiesday/assets/pdf/the_worlds_cities_in_2018_data_booklet.pdf for cities over 1 million. Or explore Chicago or Evanston in the Social Explorer data.
Discussion	None
Assignment	None

Week 2: Theory

Course Component	Details
Lecture	ASYNCHRONOUS ON CANVAS
Materials	<p>Readings:</p> <ul style="list-style-type: none"> • Harvey Molotch, “The City as a Growth Machine” (on Canvas) • Daniel Herriges, “Rage Against the Machine” (about Vancouver), https://www.strongtowns.org/journal/2020/2/19/rage-against-the-machine • Kevin Loughran, “Parks for profit” (about New York) (on Canvas) • Sharon Zukin, “Seeing like a city: how tech became urban” (on Canvas) <p>Videos:</p> <ul style="list-style-type: none"> • The Garden (on Canvas under Course Reserves) <p>Audios:</p> <ul style="list-style-type: none"> • Extreme Makeover: Hudson Yards Edition (about New York), https://www.wnyc.org/story/money-talking-extreme-makeover-hudson-yards-edition/ • “Money Versus Man,” (about West Lake, Texas) https://www.thisamericanlife.org/163/can-you-fight-city-hall-if-you-are-city-hall/act-two • “From Boyle Heights To Netflix... And Back to The Neighborhood,” (about LA) https://www.latinousa.org/2020/03/20/boyleheightsbeat/
Activity	Think of an example in your city in which use value and exchange value have clashed. How did the conflict play out? Who won?
Discussion	SYNCHRONOUS Wednesday, 9/23 GROUPS A & B (2:40 to 3:20), GROUPS C & D (3:20 to 4pm)
Assignment	“Three Things” due Thursday, 9/24 by 11:59pm on CANVAS

Week 3: Policy and Planning

Course Component	Details
Lecture	ASYNCHRONOUS ON CANVAS
Materials	<p>Readings:</p> <ul style="list-style-type: none"> • Esther Sullivan, “Displaced in Place: Manufactured Housing, Mass Eviction, and the Paradox of State Intervention” (about cities in FL and TX, on Canvas) • Katherine Einstein et al. “Who Participates in Local Government? Evidence from Meeting Minutes (about Boston, on Canvas) • Brian McCabe, “When Property Values Rule” (on Canvas) <p>Videos:</p> <ul style="list-style-type: none"> • “How Zoning Laws Are Holding Back America's Cities,” https://www.youtube.com/watch?v=7pq-UvE1j1Q • “How Minneapolis became the first to end single-family zoning,” https://www.youtube.com/watch?v=6mWE9UJDRlw • “Zoning Matters: How Land-Use Policies Shape Our Lives,” https://www.youtube.com/watch?v=aLMsI92crZw • “Urban Sprawl: Which U.S. City Sprawls the Most?” https://www.youtube.com/watch?v=t54iKae1SiY • “California unveils plan to build overpass for wildlife,” https://www.youtube.com/watch?v=3Gg9X9Tluis • “How do the layers of government affect city planning?” https://www.youtube.com/watch?v=7q_0NM0cseQ <p>Audios:</p> <ul style="list-style-type: none"> • “Little Pink Houses for Nobody” (about CA and Minneapolis) https://www.listennotes.com/podcasts/today-explained/little-pink-houses-for-nobody-P3-Hsz6cMBU/
Activity	<p>Find your city’s zoning map (or your city team name’s zoning map) and try to find a place you know. How is it zoned? How does that compare to what is there? How does that affect what can be built? If you can’t find your or your team’s city, Evanston’s zoning map can be found here. https://www.cityofevanston.org/government/departments/community-development/planning-zoning/zoning</p>
Discussion	SYNCHRONOUS Wednesday, 9/30 GROUPS A & B (2:40 to 3:20), GROUPS C & D (3:20 to 4pm)
Assignment	“Three Things” due Thursday, 10/1 by 11:59pm on CANVAS

Week 4: Economic and Racial Segregation

Course Component	Details
Lecture	ASYNCHRONOUS ON CANVAS
Materials	<p>Readings:</p> <ul style="list-style-type: none"> • Todd Swanstrom et al. “Economic Inequality and Public Policy: The Power of Place.” (on Canvas) • Alesia Montgomery, ““Living in Each Other’s Pockets”: The Navigation of Social Distances by Middle Class Families in Los Angeles” (on Canvas) • Kyle Crowder and Maria Krysan, “Moving beyond the big three: A call for new approaches to studying racial residential segregation” (on Canvas) • Mary Pattillo, “The Problem of Integration,” http://furmancenter.org/research/iri/essay/the-problem-of-integration • Camille Charles, “The Dynamics of Racial Residential Segregation” (on Canvas) <p>Videos:</p> <ul style="list-style-type: none"> • Adam Ruins Everything: The Disturbing History of Suburbs, https://www.youtube.com/watch?v=ETR9qrVS17g • Housing Segregation and Redlining in America: A Short History, https://www.youtube.com/watch?v=O5FBJyqfoLM • More Americans Live in Economically Segregated Neighborhoods Than 30 Years Ago, https://www.pbs.org/newshour/show/more-americans-live-in-economically-segregated-neighborhoods • The Shame of Chicago (password Pepper2), https://vimeo.com/442808690 <p>Audios:</p> <ul style="list-style-type: none"> • Neighborhood Segregation: History, Impact & Solutions, https://thinkt3.libsyn.com/neighborhood-segregation-history-impact-solutions-re-release • “Resiliency is a Mindset,” https://www.zipcodeeconomies.org/#east-palo-alto • Nice White Parents, https://www.nytimes.com/2020/07/30/podcasts/nice-white-parents-serial.html <p>Art:</p> <ul style="list-style-type: none"> • Red-line, by Greg Edwards, http://www.gregedwardsart.com/
Activity	Visit https://dsl.richmond.edu/panorama/redlining/#loc=5/39.1/-94.58 and explore the redlining maps of a city in the database. How were the populations of the various color-coded regions described?
Discussion	SYNCHRONOUS Wednesday, 10/7 GROUPS A & B (2:40 to 3:20), GROUPS C & D (3:20 to 4pm)
Assignment	“Three Things” due Thursday, 10/8 by 11:59pm on CANVAS

Week 5: Cities and COVID-19

Course Component	Details
Lecture	ASYNCHRONOUS ON CANVAS
Materials	<p>Readings:</p> <ul style="list-style-type: none"> • Whitney Laster Pirtle, “Racial Capitalism: A Fundamental Cause of Novel Coronavirus (COVID-19) Pandemic Inequities in the United States” (on Canvas) • Lavea Brachman, “The perils and promise of America’s legacy cities in the pandemic era,” https://www.brookings.edu/research/the-perils-and-promise-of-americas-legacy-cities-in-the-pandemic-era/ • Rashawn Ray, “How to reduce the racial gap in COVID-19 deaths” https://www.brookings.edu/blog/fixgov/2020/04/10/how-to-reduce-the-racial-gap-in-covid-19-deaths/ <p>Videos:</p> <ul style="list-style-type: none"> • Balcony concerts in Italy, https://theconversation.com/cities-lead-the-charge-on-the-coronavirus-front-lines-134502 • The Real Reasons Coronavirus Hits Some Communities Harder Than Others, https://www.youtube.com/watch?v=4nx6uBc_LMM <p>Audios:</p> <ul style="list-style-type: none"> • Coronavirus in one of Africa’s Biggest Cities, https://www.buzzsprout.com/606307/3400795-coronavirus-in-one-of-africa-s-biggest-cities-two-perspectives-from-the-front-line-in-nairobi-about-the-inequalityvirus • Puerto Ricans Living In The Center Of The COVID-19 Outbreak, https://www.npr.org/2020/08/06/899814770/reporters-notebook-puerto-ricans-living-in-the-center-of-the-covid-19-outbreak
Activity	<p>Look for data about mask wearing at https://news.gallup.com/poll/315590/americans-face-mask-usage-varies-greatly-demographics.aspx or https://www.nytimes.com/interactive/2020/07/17/upshot/coronavirus-face-mask-map.html. What are some of the characteristics related to mask wearing and how might that vary by city or neighborhood?</p>
Discussion	SYNCHRONOUS Wednesday, 10/14 GROUPS A & B (2:40 to 3:20), GROUPS C & D (3:20 to 4pm)
Assignment	“Three Things” due Thursday, 10/15 by 11:59pm on CANVAS

Week 6: Cities and the Presidential Election

Course Component	Details
Lecture	ASYNCHRONOUS ON CANVAS
Materials	<p>Readings:</p> <ul style="list-style-type: none"> • The campaigns’ urban and housing policy agendas: <ul style="list-style-type: none"> ○ Trump current: https://opportunityzones.hud.gov/ ○ Trump campaign: https://www.whitehouse.gov/briefings-statements/president-donald-j-trump-tearing-red-tape-order-build-affordable-housing/ ○ Biden: https://joebiden.com/housing/ • Brianna Remster and Rory Kramer, “Shifting Power: The Impact of Incarceration on Political Representation” (about PA, on Canvas) • Kyle Walker, “Political Segregation of the Metropolis: Spatial Sorting by Partisan Voting in Metropolitan Minneapolis-St Paul” (on Canvas) • Michael Bader, “Can Racial Diversity Swing Competitive Congressional Elections?” (on Canvas) • James DeFilippis, “Urban Policy in the Time of Obama” (on Canvas) <p>Videos:</p> <ul style="list-style-type: none"> • The Fight for Amendment 4 (about Florida), https://www.youtube.com/watch?v=1_mTp3MnC8A • “Meet the rural Americans who fear they’re being forgotten,” https://www.youtube.com/watch?v=xAWwkzoOKgY <p>Audios:</p> <ul style="list-style-type: none"> • “Trump’s Suburban Strategy,” https://www.nytimes.com/2020/08/26/podcasts/the-daily/republican-convention-suburbs.html
Activity	Look up how your county voted in 2016 on www.socialexplorer.com . Or how your precinct voted in 2008 at https://www.esri.com/en-us/maps-we-love/gallery/presidential-election . How does that compare to nearby precincts or counties? Is there a difference from 2008 to 2016?
Discussion	SYNCHRONOUS Wednesday, 10/21 GROUPS A & B (2:40 to 3:20), GROUPS C & D (3:20 to 4pm)
Assignment	“Three Things” due Thursday, 10/22 by 11:59pm on CANVAS

Week 7: (Im)migration

Course Component	Details
Lecture	ASYNCHRONOUS ON CANVAS
Materials	<p>Readings:</p> <ul style="list-style-type: none"> • Philip Kasinitz et al., “Becoming American/Becoming New Yorkers,” (on Canvas) • Jennifer A. Jones, “From Open Doors to Closed Gates: Intragenerational Reverse Incorporation in New Immigrant Destinations” (about Winston-Salem, on Canvas) • Willow Lung Amam “Malls of Meaning: Building Asian America in Silicon Valley Suburbia” (on Canvas) <p>Videos:</p> <ul style="list-style-type: none"> • “How Sanctuary Cities Actually Work,” https://www.youtube.com/watch?v=XaR5kR8h4es • Immigration to Columbus, OH, in early 20th Century. https://columbusneighborhoods.org/neighborhood/south-side/south-side-lesson-plan/immigration-cultural-diversity/ • “California cities show stark differences on immigration” https://www.youtube.com/watch?v=XRGt-CFut-E • “Colombia's Venezuelan migrant influx,” https://www.youtube.com/watch?v=KWDaJFe6XxU <p>Audios:</p> <ul style="list-style-type: none"> • “What Are Sanctuary Cities?” https://www.npr.org/podcasts/488521530/everything-explained-podcast • “Our Game” on stickball in New York City, https://www.stitcher.com/podcast/tenement-museum/how-to-be-american/e/67313618 • “Backlash” (on immigration in Alabama,) https://www.thisamericanlife.org/633/our-town-part-two/act-three-1 • “How Much English Is Enough to Hold Office?” (about San Luis, AZ) https://www.npr.org/2012/02/01/146205600/how-much-english-is-enough-to-hold-office
Activity	Find out how many languages are spoken in your home (or city team’s) school district. What is the district’s English Language Learner policies?
Discussion	SYNCHRONOUS Wednesday, 10/28 GROUPS A & B (2:40 to 3:20), GROUPS C & D (3:20 to 4pm)
Assignment	“Three Things” due Thursday, 10/29 by 11:59pm on CANVAS

Week 8: Culture

Course Component	Details
Lecture	ASYNCHRONOUS ON CANVAS
Materials	<p>Readings:</p> <ul style="list-style-type: none"> • Zandria Robinson, “Post-Soul Blues” (about Memphis, on Canvas) • Reuben May, “Discrimination and Dress Codes in Urban Nightlife” (about GA college town, on Canvas) • Amy Hanser and Zachary Hyde, “Foodies Remaking Cities” (on Canvas) • Jonathan R. Wynn, “City Tour Guides: Urban Alchemists at Work” (about New York, on Canvas) <p>Videos:</p> <ul style="list-style-type: none"> • “Cultural Archipelagos,” https://vimeo.com/328053770 • “Parkour, the Affective Appropriation of Urban Space, and the Real/Virtual Dialectic,” https://vimeo.com/49169170 • “Is Austin Keeping Weird,” https://www.youtube.com/watch?v=bjRHZ3shQS8, or pretty much any of the “Saturday Night in America” videos, https://www.theatlantic.com/video/series/saturday-night-in-america/ • “How Urban Agriculture is Transforming Detroit,” https://www.ted.com/talks/devita_davison_how_urban_agriculture_is_transforming_detroit • “What It’s Like To Get Kicked Out Of Your Neighborhood,” https://www.youtube.com/watch?v=tYNuR1oaQts <p>Audios:</p> <ul style="list-style-type: none"> • “Golden City: Can Wakanda's capital city teach us to build better cities in the real world?” https://www.bloomberg.com/news/articles/2019-02-26/technopolis-citylab-podcast • Sitting on the Porch: Not a Place, But a State of Mind, https://www.npr.org/templates/story/story.php?storyId=5589974 • Stoop Culture in N.Y.C. Neighborhoods, https://www.kickstarter.com/projects/187266509/stoop-culture-in-nyc-neighborhoods <p>Photography:</p> <ul style="list-style-type: none"> • “Killadelphia” memorials of victims of violence (on Canvas)
Activity	Write a synopsis for a movie or TV series that would be set in your city. Why does the culture of your city help forward the theme of your production?
Discussion	SYNCHRONOUS Wednesday, 11/4 GROUPS A & B (2:40 to 3:20), GROUPS C & D (3:20 to 4pm)
Assignment	“Three Things” due Thursday, 11/5 by 11:59pm on CANVAS

Week 9: Violence, Policing, and Protest

Course Component	Details
Lecture	ASYNCHRONOUS ON CANVAS
Materials	<p>Readings:</p> <ul style="list-style-type: none"> • Carla Shedd, “The Universal Carceral Apparatus” (On Canvas) • Patrick Sharkey, “The New American City” (on Canvas) <p>Videos:</p> <ul style="list-style-type: none"> • “What “defund the police” really means,” https://www.youtube.com/watch?v=I9w841nrIBg • “Baltimore: Anatomy Of An American City” https://www.youtube.com/watch?v=QCIMHEz_INo • “Why Police Spending Has Grown Over 200% Since 1980,” https://www.youtube.com/watch?v=3iWYbtccLuQ • “Syracuse Resident Challenges Mayor on City's Police Budget,” https://www.youtube.com/watch?v=MffUEBMQu4s • “People’s Budget LA,” https://peoplesbudgetla.com/ <p>Audios:</p> <ul style="list-style-type: none"> • “Want to Reduce Crime? Try Paying People,” (about Richmond, CA) https://www.wnycstudios.org/podcasts/takeaway/segments/want-reduce-crime-try-paying-people • “Serial Podcast, Season 3,” (about the courts in Cleveland, OH) https://serialpodcast.org/ • “How Communities in Chicago Are Combating Rising Gun Violence Amid COVID-19,” https://www.wnycstudios.org/podcasts/takeaway/segments/chicago-combating-rising-gun-violence-covid19 • “Would Defunding the Police Make Us Safer?,” https://www.theatlantic.com/health/archive/2020/06/would-defunding-police-make-us-safer/612766/
Activity	<p>Has the crime rate in your city been going up or down in the last 20 years? What is the budget for the police in your city, and how does that compare with other parts of the budget? Check out these sites for information</p> <ul style="list-style-type: none"> • https://populardemocracy.org/sites/default/files/Freedom%20To%20Thrive%2C%20Higher%20Res%20Version.pdf • https://www.bloomberg.com/news/articles/2020-06-25/how-to-understand-your-city-budget • https://www.ucrdatatool.gov/Search/Crime/Local/JurisbyJurisLarge.cfm
Discussion	SYNCHRONOUS Wednesday, 11/11 GROUPS A & B (2:40 to 3:20), GROUPS C & D (3:20 to 4pm)
Assignment	“Three Things” due Thursday, 11/12 by 11:59pm on CANVAS

Week 10: Education

Course Component	Details
Lecture	ASYNCHRONOUS ON CANVAS
Materials	<p>Reading:</p> <ul style="list-style-type: none"> • Linn Posey-Maddox et al., “Seeking a ‘critical mass’: middle-class parents’ collective engagement in city public schooling” (about Boston, Chicago, and Philadelphia, on Canvas) • Wanda Rushing, “School Segregation and Its Discontents” (about Memphis, on Canvas) • Carolyn Sattin-Bajaj. "Unaccompanied minors: How children of Latin American immigrants negotiate high school choice" (about New York, on Canvas) <p>Audios:</p> <ul style="list-style-type: none"> • Nice White Parents, https://www.nytimes.com/2020/07/30/podcasts/nice-white-parents-serial.html • “Tale of Two School Districts,” https://www.npr.org/transcripts/731867149 • “School Money” (includes multiple short stories from cities across the country), https://www.npr.org/series/473636949/schoolmoney
Activity	Talk to your parents/guardians: Did schools play a role in choosing where you live? In what way? If not, why not? How might schooling decisions create inequalities?
Discussion	SYNCHRONOUS Wednesday, 11/18 GROUPS A & B (2:40 to 3:20), GROUPS C & D (3:20 to 4pm)
Assignment	“Three Things” due Thursday, 11/19 by 11:59pm on CANVAS

Week 11: Course Conclusion

Course Component	Details
Lecture	Monday, November 23, 2:40 to 4pm Central Time. SYNCHRONOUS
Materials	None
Activity	Come prepared to talk about your ideas for your final projects.
Discussion	None
Assignment	None

FINAL PROJECT DUE SUNDAY, DECEMBER 6TH BY 11:59 ON CANVAS

HAPPY WINTER BREAK!