Urban America: Construction and Consequence

Course Objectives:

Students in this course will examine the historical, social, political and economic factors that contributed to the construction of the American urban context as we know it – a context that is highly poverty concentrated and racially/ethnically segregated. Students will also critically assess the consequence of growing up in America’s urban neighborhoods as it relates to education, delinquency, health and other individual and group outcomes.

Grading:

Students are expected to complete all readings and be prepared for discussion in class. Student learning will be assessed based upon performance in the following assignments.

1.) Midterm exam 30%
2.) Paper 30%
3.) Final Exam 30%
4.) Participation 10%

Assignments:

1.) **Mid-term exam.** It will be multiple-choice and have short answer questions (scantron and blue book) to test students’ understanding of the reading and lecture material.

2.) **Paper:** The paper will be 4-5 pages and will discuss and analyze a specific topic chosen from a list provided in class.

3.) **Final Exam.** It will be multiple-choice and short answer/essay (scantron and blue book) and will comprehensively test students’ knowledge of course concepts and how they are used.
4.) **Participation.** Students will be evaluated based on their attendance to class, participation in class discussion and engagement with class material during office hours with the professor and/or teaching assistant.

In addition, students can expect **three pop quizzes** during the quarter. These will count for participation (3% each).

**Required Readings/Books to Purchase**


**Weekly Topics, Readings and Assignments**

**WEEK ZERO     INTRODUCTION**

9/22 Thursday

Readings:

- **Trump's Rhetoric of White Nostalgia** - Trump’s core promise is to return to white, working-class Americans what they feel they’ve lost.

- **The Diverse Left and White Working-Class Right** - Does the Democratic Party—open to all immigrants, races, genders, and sexual orientations—have enough room for less educated white voters? July 28, 2016 – *The Atlantic*

- **Black Lives Matter’s political clout grows as Democrats disavow leaked memo,** *The Washington Times*

- **Donald Trump is doing a great job making people like immigrants more,** *The Washington Post 9/13/16*
• Optional:
  

  o Examine: Mapping Poverty in America

WEEK ONE  SLUMS AND CREATION OF THE Ghetto

9/27 Tuesday

• Readings:
  
  o Segregated From Its History, How 'Ghetto' Lost Its Meaning


9/29, Thursday

• Readings:
  
  o Massey and Denton. Ch. 2 p. 26—42


• Optional:
  
  o Ghetto - An American Definition (Documentary On The Word Ghetto)

  o Related Research Tool: Testbed for the Redlining Archives of California’s Exclusionary Spaces (T-Races). http://salt.unc.edu/T-RACES/

WEEK TWO  MIGRATION, NATIVISM & THE HARDENING OF RACIAL & CLASS LINES
10/4 Tuesday

- Readings:

10/6 Thursday

- Readings:

WEEK THREE  EXCLUSIONARY POLICIES, PRACTICES & GROWING ISOLATION

10/11 Tuesday

- Readings:
  - Watch: Makers Versus Takers: A Sensible Way to Debate the Role of Government

10/13 Thursday

- Readings:
  - Massey and Denton. Ch. 2 pp. 42-59 (pick up from week 1)
  - The Making of Ferguson, Public Policies at the Root of Its Troubles

WEEK FOUR  EXCLUSIONARY POLICIES, PRACTICES & GROWING ISOLATION (cont.)

10/18, Tuesday
• Readings:
  o Katznelson. Ch. 4-6 pp. 80-172 (especially chapters 4 & 5)

10/20, Thursday

  o Readings Katznelson. Complete

WEEK FIVE

10/25, Tuesday  Deindustrialization and a Changing Economy


  o Why Sociologist William Julius Wilson Could Have Predicted Baltimore More Than 25 Years Ago

10/27, Thursday  Midterm Exam Bring Scantron and pencils

WEEK SIX  THE RISE OF INEQUALITY & POVERTY CONCENTRATION

11/1 Tuesday

Readings:

  o Read “Cul-de-Sac Poverty,” The New York Times

  o The Rise of Residential Segregation by Income

  o Extra Credit: Film and Discussion: Inequality for All

11/3 Thursday  PERSISTENCE OF THE COLOR LINE & POST 1965 IMMIGRATION

Readings:
Read: Starting From the Bottom: Why Mexicans are the Most Successful Immigrants in America

Optional:

WEEK SEVEN PERSISTENCE OF THE COLOR LINE & POST 1965 IMMIGRATION

11/8 Tuesday
- Massey, Douglas. 2007. Post-Civil Rights Era Discrimination in Ch. 3 p. 74-93
  - Watch: Next time someone says racism isn’t real, show them this 3-minute video

11/10 Thursday SCHOOLS AND PRISONS

Schooling in the Urban Metropolitan Landscape

Readings:

Watch:

WEEK EIGHT SCHOOLS AND PRISONS

11/15 Tuesday Schooling in the Urban Metropolitan Landscape

- Listen to excerpts from “Harper High School, Prologue & Part 1.” 2013. This American Life with Ira Glass
- Start reading Rios: Punished

In Class: Separate and Unequal:
11/17 Thursday  SCHOOLS AND PRISONS (cont.)

• Readings:

**In Class:** Watch: Mass Incarceration, Visualized

WEEK NINE  SCHOOLS AND PRISONS (cont.)

11/22 Tuesday

• Readings:
  o Rios, Victor. 2011. PART II: Consequences pp. 95-167

11/24 Thursday  Thanksgiving Break -- Enjoy

**PAPER DUE: FRIDAY, 11/25 @ 11:59 pm in Dropbox**

WEEK TEN  NEW DIRECTIONS IN URBAN AMERICA

11/29 Tuesday  Gentrification or Gentefication?

• Readings:

  o **Read: New Faces and a Contentious Revival**

12/1 Thursday  Overview of Urban American Course

**FINALS WEEK**

**Final: Tuesday, December 6, 2016 @ 4pm**

Recommended Reading
