

# GEORGETOWN UNIVERSITY

*Department of Sociology*

The Contemporary City

SOCI 137-10

June 4-July 6, 2018

MTWTh 8:30-10:30 a.m.

Classroom TBD

Sarah C. Stiles, PhD, JD

Office: Car Barn, Suite 209

Office Hours: after class and by appointment

Sarah.Stiles@georgetown.edu

Phone: 202-687-3582 (Office)

202-294-0465 (Cell)

## Course Description:

This course introduces the student to some of the most pressing issues facing contemporary cities, including racism, gentrification, affordable housing, education, and health disparities. The course begins with a review of the major sociological theories and a brief historical history of Washington, DC. Students will practice theoretically interpreting different aspects of cities. At the beginning of the semester each student will choose a city, domestic or international, that they will research and analyze using the theories. Each student will develop a website focusing on their city where they will have information and analysis. Students will learn how to create effective graphics to display information. Each student will interview someone from the city they are studying for a short oral history or video that the student chooses.

In addition to community experts will visit class, there will be two walking tours, and two in class simulations.

## Learning Goals:

By the end of the semester (or more) after this course is over the students will \_\_\_\_\_.”

1. Apply basic theories in sociology to understand cities.

2. Recognize the impact of historical racism.

3. Understand how a city's history determines its present, but not its future.

4. Critically analyze the impact of urban policy decisions on the social fabric of the citizens.

5. Propose possible solutions to social problems based on knowledge and theoretical analysis.

Empathize with people living difficult lives in poverty, and express compassion for those suffering in poverty. Connect what they learn in this course in their post graduate lives by engaging with their own communities.

### Is Goals:

- Take good notes as a matter of habit.
- Benefit from learning without laptop or phone.
- Practice theoretical analysis to be prepared for upper level sociology courses.
- Digital literacy.
- Practice new software for digital visualization.

### Assignments:

100-word Reflections	25%
Graphic	20%
Draft 10%	
Final 10%	
History	20%
Draft 10%	
Final 10%	
Site	35%
Draft 10%	
Peer Review 5%	
Final 20%	
	<hr/>
	100%

**work policy:** An assignment that comes in after 48 hours late will be marked down one letter. No assignments will be accepted after they were due.

**Grading Scheme:**

- 100-94=A
- 93-90=A-
- 88-89=B+
- 84-87=B
- 83-80=B-, etc.

# Reading

## History

Life in Washington: Race, Power and the Decline Revival? of Washington, DC, Chapters Preface, Introduction, Chapters 1, 2

Life in Washington: Family, Community, Religion, and Folklife in the City 1850-1970, Chapters 1, 2, pp 1-99  
"The Rise and Fall of Washington's Inhabited Alleys," Ch 2 "Alley Families"

## Urban

When Justice and Beauty: Race, Planning, and the Failure of Urban Policy in Washington, DC, Chapter 2, Specter of Race

## Geography: Disruption

DC Nationals Stadium: Gentrification, Urban Renewal, Displacement

- o Root Shock: How Tearing Up City Neighborhoods Hurts America, and What We Can Do About It, Mindy Thompson Fullilove, MD, Chapters 1, 2, and perhaps a chapter that profiles a person.
- o Baseball Stadium story and the Cappers website.

The Riots of 1968

## Gentrification

To Kill A City: Gentrification, Inequality, and the Fight for the Neighborhood, Peter Moskowitz, Introduction, Chapters 1 and 2

[www.mintpressnews.com/beyond-gentrification-hundreds-of-dc-residents-being-forced-from-their-homes/204543/](http://www.mintpressnews.com/beyond-gentrification-hundreds-of-dc-residents-being-forced-from-their-homes/204543/)

## Education

Report on DC and Education

[washingtonmonthly.com/magazine/junejulyaugust-2017/hot-for-teachers/](http://washingtonmonthly.com/magazine/junejulyaugust-2017/hot-for-teachers/)

[www.future-ed.org/how-d-c-schools-are-revolutionizing-teaching/](http://www.future-ed.org/how-d-c-schools-are-revolutionizing-teaching/)

## Health

Report on Health Disparities

[www.georgetown.edu/health-disparities-report-king-jackson-2016](http://www.georgetown.edu/health-disparities-report-king-jackson-2016)

## Urban Policy

- **Attendance is required.** If there is a personal or family emergency contact me *before* class. Unexcused absences include: entertaining guests in town, going on job interviews, personal travel, working on other classes, etc. Two unexcused absences will result in your grade being lowered by one letter.
- **Punctuality is required.** Make every effort to arrive on time. It is very distracting for everyone involved for people to arrive late. Part of your education is socialization for how to behave as a professional. I will make every attempt to start class promptly.
- **Respect.** It is important that you not only be in class physically, but mentally, too! **No open laptops or phones are allowed during class.** To surf the net, check email, and peruse Facebook is rude to the professor, guest speakers, and your fellow classmates – we are all counting on your attention and contribution to discussion. You are an important member of the group – and a role model to others. You may leave the room only if it is necessary, it is distracting to have people coming and going from the classroom; it also shows disinterest.

## Georgetown Academic Integrity Policy

Please acquaint yourself with the Georgetown University Honor System:

<http://gervaseprograms.georgetown.edu/honor/system/53516.html>

### The Honor Pledge:

*In pursuit of the high ideals and rigorous standards of academic life I commit myself to respect and to uphold the Georgetown University honor system:*

*To be honest in every academic endeavor, and*

*To conduct myself honorably, as a responsible member of the Georgetown community as we live and work together.*

## Statement on Accommodations

Your success in this course is important to us. If there are circumstances that may affect your performance in this class, please let us know as soon as possible so that we may work together to develop strategies for adapting assignments to both your needs and the requirements of the course.

Georgetown does not discriminate or deny access to an otherwise qualified student with a disability, and students with disabilities may be eligible for reasonable accommodations in accordance with the Rehabilitation Act of 1973 and the

Americans with Disabilities Amendments Act (ADAA) of 2008. However, students are responsible for communicating the needs to the Academic Resource Center. The University is not responsible for making special accommodations for students who have not requested an accommodation and adequately documented their disabilities. Also, the University need not modify programmatic, course, or degree requirements considered to be an essential requirement of the program of instruction.

For more information, please visit the **Academic Resource Center** website:

<http://academicsupport.georgetown.edu/disability/medical-accommodations>

## al Misconduct

Please know that as Georgetown faculty and staff we are committed to supporting survivors of sexual misconduct, including relationship violence, sexual harassment and sexual assault. However, university policy also requires us to report any disclosures about sexual misconduct to the Title IX Coordinator, whose role is to coordinate the University's response to sexual misconduct.

Georgetown has a number of fully confidential professional resources who can provide support and assistance to survivors of sexual assault and other forms of sexual misconduct. These resources include:

Jen Schweer, MA, LPC, Associate Director of Health Education Services for Sexual Assault Response and Prevention  
(202) 687-0323, [jls242@georgetown.edu](mailto:jls242@georgetown.edu)

Jennifer Wiggins, MA, LPC  
Staff Clinician and Sexual Assault Specialist,  
Health Education Services  
(202) 687-8932, [jmw322@georgetown.edu](mailto:jmw322@georgetown.edu)

Erica Shirley, Trauma Specialist  
Counseling and Psychiatric Services (CAPS)  
(202) 687-6985, [els54@georgetown.edu](mailto:els54@georgetown.edu)

More information about campus resources and reporting sexual misconduct can be found at

<http://sexualassault.georgetown.edu>.

## Religious Observances

Georgetown University promotes respect for all religions. Any student who is unable to attend classes or to participate in any examination, presentation, or assignment on a given day because of the observance of a major religious holiday or related travel shall remain responsible for all assigned work. Students should notify the faculty in writing at the beginning of the semester of religious observances that conflict with this class. The Office of the Provost, in consultation with Campus Ministry and the Registrar, will publish, before classes begin for a given term, a list of major religious holidays likely to affect Georgetown students.

## Course Continuity

In the event of inclement weather or some other circumstances that impact our ability to meet as a class we reserve the possibility that the course will continue remotely during that time.

Throughout the semester we will regularly send emails through the Canvas course site. **Please read your emails; you will be held accountable for any information we send.**

chedule

ind	Monday	Tuesday	Wednesday	Thursday
the	<p>The Course</p> <p>Introductions &amp; Cities we've known ***</p> <p>Explain the big project</p> <p>Assignment: Pick a city to focus on. Read: theory handout p1-3</p>	<p>Theory: Marx, Tonnies, Durkheim ***</p> <p>Form City Groups</p> <p>Assignment: Read theory handout p 3-6</p>	<p>BaFa BaFa ***</p> <p>Theory: Simmel, Weber, DuBois</p> <p>Assignment: Read Dream City, Preface, Intro (Assign discussants)</p>	<p>Discuss Dream City Preface &amp; Intro ***</p> <p>David Whitehead, Great Greater Washington</p> <p>Assignment: Reflection, Culture, The and the City</p> <p>Read Dream City, Ch 1 (Assign discussants)</p>
	<p>Discuss Dream City Ch 1 (Assign discussants) ***</p> <p>Group work on city project</p> <p>Assignment: Read Dream City Ch 2</p>	<p>Discuss Dream City Ch 2 ***</p> <p>Visit from CNDLS on creating website and infographic</p> <p>Assignment: Read Alley Life, Ch 1 (skim)</p> <p>Read Links on 1968</p>	<p>Discuss Alley Life, Ch 1 ***</p> <p>Discuss Shaw neighborhood and 1968</p> <p>Name of Interviewee for Oral History Due</p> <p>Assignment: Review map of Shaw</p>	<p>Walking tour of Shaw, &amp; U</p> <p>Assignment: Reflection on history at how cities evolve</p> <p>Read Alley Life, Ch 2</p> <p>Read Cappuccino City TBD</p>
on	<p>Discuss Alley Life Ch 2 (Assign discussants)</p> <p>Discuss Cappuccino City ***</p> <p>Group work on city project</p> <p>What is an ethnography?</p> <p>Assignment:</p>	<p>Discuss Between Justice and Beauty (Assign discussants) ***</p> <p>Introduce the Story of the Baseball Stadium</p> <p>First Draft Infographic Due</p> <p>Assignment:</p>	<p>Discuss Root Shock Ch 1 (Assign discussants) ***</p> <p>Continue Story of the Baseball Stadium</p> <p>Discuss logistics of walking tour</p> <p>Assignment:</p>	<p>Walking tour of Black Georgetown</p>

	Read Between Justice and Beauty, Ch 2	Read links Read Root Shock Ch 1 Find a similar example in another city	Review maps, articles Read Root Shock Ch 2	
ation	Discuss Root Shock Ch 2 and de-brief walking tour *** Group work on city project Assignment: Read How To Kill A City Intro and Ch 1	Discuss How To Kill A City, Intro and Ch 1 *** Assignment: Read How to Kill A City Ch 2,3	Discuss How To Kill A City Ch 2,3 *** Assignment: Read links and DC Fiscal Policy site	Briefing on DC, Housing and Homelessness *** Kate Coventry, DC Fiscal Policy Institute First draft website due Assignment: Peer Review City Sites Read GU Reports on Education, and Health Disparities
ation t	Discuss GU Reports on Education, and Health Disparities in DC Oral History Due Assignment: Read Links on Co-ops Read instructions for Coopoly	Coopoly Assignment: Reflection on Coopoly	4th of July No class	Presentations of Cities Final draft website due Final draft infographic Assignment: Reflection on course Peer Review