PBPL 24651: Urban Studies: Methods and Policy (Part 2)
Summer 2017; MW 9:00-11:30 a.m.

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In this half of the course, students will utilize qualitative research methods to examine urban issues in the areas of poverty, place, and neighborhood; crime, policing, and public safety; schools, youth, and education policy; and food, health, and environment. The course will provide students with experience in researching and analyzing both the root causes of real-world problems in Chicago and also their possible policy and community-based solutions.

**Required Book:** Jones and Newman. 1998. *Our America: Life and Death on the South Side*.

**Grading:**
- 25% Attendance and Involvement
- 45% Weekly Essays (3 @ 15% each)
- 10% Teach Back reflection presentation
- 20% Teach Back reflection essay

**Attendance and Involvement:** Students are expected to attend and participate in all classes and excursions, and to arrive on time. Active participation is central to this class. No screens.

**Weekly Essays:** Weekly Essays are designed to incorporate substantive course topics from morning sessions with methodological exercises from afternoons sessions. They must also:

- include a title, single-spaced, and use Calibri 12
- be 800-1,200 words (please include a word count)
- be submitted on Wednesdays by Midnight at Canvas
- rigorously engage at least three course readings
- include perspectives from guests, excursions, and internships, if applicable

**Grading:** I will evaluate papers on: 1) *argumentation* (integration of different ideas into a sustained, coherent, and, ideally, original narrative that is supported by references to the texts), 2) the quality and creativity of *engagement with texts*, and 3) the quality of *writing* (cogency and flow, sentence-level clarity and grammar, organization, concision, etc.). *Late papers* are graded down one point per day late. Twenty-four hour extensions are granted if requested at least 24 hours before the Wednesday deadline.
**Documentation:** When you use other people’s words or ideas, it is imperative that you document from where those words or ideas came. Please use in-text citations for this paper and a bibliography. For in-text citations, include year of publication and, if a direct quotation, the page number(s). For instance:

- This is a fact about Chicago (author’s last name 2000).
- “This is a fact about Chicago” (author’s last name 2000, page #)

**Teach Back presentation and essay:** At the end of the course, we’d like you to reflect more generally on your experience in the Urban Studies program and, we hope, the intellectual and personal growth you feel you’ve experienced.

The **presentation** could be a narrative or mini-memoir that you read, a poem that you perform and then discuss, a slideshow that you assemble, a photography collage that you present, a map of Chicago that you craft, a collection of comparative observations about the South Side and your hometown, etc. It’d be nice to have something visual to share, but if it’s purely a personal narrative, that works too; we’d like whatever you present to be personal, reflective, and honest. *Practice the presentation for delivery and timing (limit to 6 minutes). If using slides or other media, upload files by 7 a.m. on presentation day (7/28).*

The **essay** (1,200-2,400 words) is the presentation in long-form—a personal narrative, but with quotations, observations, and references to the readings and other media. The goal is to offer an opportunity for you to **assimilate** and **integrate** various aspects of your six-week experience. While you don’t have to be comprehensive, we encourage you to draw widely from your experience in both courses and from what you’ve learned from guest speakers, panel discussions, excursions, your internship, and, more generally, living and exploring the city. Start collecting the pieces now! You needn’t discuss what you think Sabina, Karlyn, and I (or your peers) want to hear, but what you’ve experienced. Learning is an intellectual experience, but it’s also an emotional and visceral experience. The teach back embraces this truism.

Some questions you might want to consider (but you needn’t be comprehensive):

- Reflecting on your learning experience related to Chicago, what lessons can you take back to a city you call home or a city in which you’ve lived? What is transferrable and what is not, and why? What comparisons have you made between Chicago and your city? How has Urban Studies changed your outlook on Chicago and its people and neighborhoods?
- What has your experience taught you about the ways you can create change, and what it takes personally, professionally, and politically? How have you previously effected social change, and how will you effect social change moving forward? What have you seen other people doing to effect social change and how has it inspired or challenged you?
- What feelings, questions, or knowledge have come from this experience? Think about your values. When have your values been in conflict with experiences you have had in Urban Studies? How have they evolved?
**WEEK 4: Chicago’s South Side: Changing Neighborhoods and Enduring Experiences**

**Rec'd reading**: *Nature’s Metropolis*, W. Cronon; *The Warmth of Other Suns*, Isabel Wilkerson

7/10 (M): The Great Migration, the Disappearance of Work, and the Post-Industrial Turn

**Canvas**: Natalie Y. Moore, *The South Side*, Chps. 1-2 (pp. 11-58)

**Canvas**: Wilson, *When Work Disappears*, Chapter 1

**Browse**: “1.5 Million Missing Black Men”

In-class viewing: “Single Storyism”

7/10 (M): **Afternoon Session**: Ethnography, Part 1

7/11 (Tu): **Excursion**: Place Lab, Currency Exchange Café, Experimental Station, Invisible Institute

7/12 (W): Growing Up on the Segregated South Side

**Read**: Jones and Newman, *Our America* (entire book)

**Listen at home**: This American Life, “Harper High School, Part 1” (57 min.)

In-class viewing (excerpt): “Crips and Bloods: Made in America”

7/12 (W): **Panel Discussion**: Room 230, 1-2:30 p.m.

Officer Jennifer Maddox, Future Ties

Sheldon Smith, Dovetail Project

7/12 (W): **Due**: Weekly Essay (by Midnight at Canvas)

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**WEEK 5: Crime, Policing, and Neighborhoods on the South Side**

**Rec'd resources**: *Black on the Block*: Mary Pattillo; *There Are No Children Here*, A. Kotlowitz; *On the Run*, Alice Goffman; *The New Jim Crow*, Michelle Alexander

7/17 (M): The Early Teen Years in Distressed Neighborhoods

James Reed, *Escaping Death's Grip: An Autobiography from the Streets of Chiraq*

**Read**: Friedersdorf, “The Corrupt System That Killed Laquan McDonald,” *The Atlantic*

**In-class videos**: Invisible Institute YPP; PBS Frontline, “Prison State” (up to 24:40 min.)

**Guest**: Demeatreas Whatley, former gang member, youth mentor (10:30-11:30 a.m.)

7/17 (M): **Afternoon Session**: In-depth Interviews


Woodlawn (afternoon): POAH, Future Ties, Metrosquash
7/19 (W): **The Insidious Effects of Gun Violence**

**Read:** *Chicago Reader,* “*In Chicago's War Zones, Tragedy Extends Beyond Kids Who Die***”

**Canvas (skim):** Sharkey et al. “Effect of Local Violence on Children’s Att, Impulse Control”

**Listen at home:** *This American Life,* “*Harper High School, Part 2*** (62 min.)

**In-class video:** Burke Harris, “*How Childhood Trauma Affects Health Across Lifetime***”

**In-class handout:** 2016 Smith and Patton, “Post-traumatic Stress Symptoms in Context”

7/19 (W): **Discussion:** Professor Ariel Kalil, Room 230, 1:00-2:30 p.m.

7/19 (W): **Due:** Weekly Essay (by Midnight at Canvas)

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**WEEK 6: Pursuing Justice on the Streets, in the Schools, and in the Environment**

**Rec'd resources:** Pellow, *Garbage Wars; Openlands; Tough, How Children Succeed*

7/24 (M): **Pursuing Justice and Promoting Peace**

**Watch:** *Frontline,* “*The Interrupters***” (first 30 mins.) or “*Gun Violence Chicago***” (11m)

**Read:** *NYTimes,* “*Closing the Math Gap for Boys***” and “*Intensive Tutoring Helps***”

**Listen:** WBEZ, “*The View from Room 205***” (2017)

**In-class viewing:** *Frontline,* “*Middle School Moment***” (13 min.)

7/24 (M): **Afternoon Session:** Ethnography, Part 2

7/25 (Tu): **Excursion:** *Little Village Environmental Justice Organization* and *Enlace Chicago*

**Read:** *Canvas: Klinenberg, Heat Wave: Social Autopsy of a Disaster, Ch. 2 (pp. 79-128)*

7/26 (W): **Rethinking Early Childhood Education and CPS**

**Canvas:** Tough, *How Children Succeed,* Chp. 1

**Listen at home:** *This American Life,* “*Back to School***” (57 min.)

**Canvas:** Center for the Developing Child, “Excessive Stress Disrupts the Architecture …”

**Read:** Edsall, “*What Does It Take to Climb Up the Ladder***” *New York Times*

**In-class viewing:** PBS NOW, “*A Radical Fix for Schools***” (a turnaround school)

**Guest speaker:** Tanika Island, Urban Teacher Education Program (10:30-11:30 a.m.)

7/26 (W): **Discussion:** Neighborhood Stabilization w/Sol Anderson, LIFT, Room 230, 1-2:30 p.m.

7/26 (W): **Due:** Weekly Essay (by Midnight at Canvas)

7/28 (F): **Teach Back Colloquium and Closing Lunch** (Graham School)

9 a.m. Teach Back Presentations (if using slides or other media, email to Chad by 8 a.m.)

Closing Lunch, Remarks by Dean Nemec

7/30 (Sun. by Noon): **Teach Back essay due***