UPADM-GP 219
Racial Inequality and Public Policy in the American City
Spring 2019

Instructor Information

- Professor Jacob William Faber
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- Office Address: Puck Building, 295 Lafayette St., Room 3092
- Office Hours: Please click here to sign up for an appointment. (https://www.wejoinin.com/sheets/mftdp)
- Class Dates: January 28, 2019 – May 13, 2019
- Class Day: Tuesdays 9:30AM-12:00PM
- Class Location: 7 East 12th Street, Fairchild Building, Room 125

Course Description

This interdisciplinary course examines the causes and consequences of racial inequality in the American city. We will analyze the strategies, tools, and public policies that impact marginalized groups. Our study will focus primarily on the roles of both electoral and institutional politics.

This course has been designed to underscore the necessity of understanding spatial manifestations of inequality (e.g. segregation) as an essential tool for deciphering the characteristics of oppressive institutional power and public policy.

This course is focused on three key dimensions of work as presented in our required reading and course assignments: 1) Dismantling structural inequalities: how does a spatial lens help to identify and address the root causes of discrimination; 2) Expanding by transforming (disrupt) the scope: how can focusing on spatial manifestations of inequality be used to impact analytical and political frames to make visible distinct forms of oppression; and, 3) Exacting accountability for "all lives mattering": how geography is crucial to develop and enact meaningful comprehensive justice oriented public policy.
Course and Learning Objectives

In this course, we will attempt to answer the following questions:

1. How is opportunity distributed across space? What implications does the segregation of places have for inequalities observed at the individual-level?
2. How has public policy led to spatial inequality? In what ways do contemporary policies exacerbate and/or ameliorate these inequalities?
3. After WWII, the nature and function of cities drastically changed. How did this change come about? What is the relationship between cities and suburbs? How did the suburbs come to grow? What has been the impact on the lives of residents in both areas?
4. How much gentrification is occurring today? Is it possible to address concentrated poverty without displacing the poor? How do patterns of neighborhood change fit into the longer-term evolution of cities?
5. How do we measure segregation? Are we becoming a more or less segregated society? Why do we care?
6. To what extent have the Black Lives Matter, immigrants’ rights, and other social movements increased attention on the problem of racialized concentrated poverty?

Henry and Lucy Moses Center for Students with Disabilities at NYU

Academic accommodations are available for students with disabilities. Please visit the Moses Center for Students with Disabilities (CSD) website and click on the Reasonable Accommodations and How to Register tab or call or email CSD at (212-998-4980 or mosescsd@nyu.edu) for information. Students who are requesting academic accommodations are strongly advised to reach out to the Moses Center as early as possible in the semester for assistance.

Readings

Course readings are drawn from a range of sources, including academic journals, scholarly books, news articles, and research reports from policy groups. Materials listed in the syllabus without a hyperlink will be uploaded to the NYU Classes website. Students are encouraged (and expected) to introduce material from outside the classroom – other written material (e.g., newspaper stories, readings from other courses), experiences in community-based organizations, relevant personal stories, etc. – during our classroom discussion.

There is one required book (listed on the course schedule as “NLC“): Newburger, Harriet B., Eugenie L. Birch, and Susan M. Wachter, eds. 2011. Neighborhood and life chances: How place matters in modern America. University of Pennsylvania Press. The book is available on Amazon or online here (https://muse.jhu.edu/book/2262). Other required readings (listed on the course schedule as “Required Readings”) will be posted to the NYU Classes page. The course schedule also lists recommended readings. Students are required to read at least one of these additional materials each week.
Multimedia Materials

In addition to readings, students are required to listen to or watch multimedia materials per week (listed on the course schedule as “Multimedia”). All of these materials are available for free online (many can be downloaded and listened to offline).

Course Requirements

1. Regular attendance & contributive participation in class. (15% of final grade)

   It is imperative that you come to class on time, have read the reading assignment, and are prepared to discuss concepts and questions in class. Attendance will only be taken once: at the very beginning of every class. If you miss class, you must notify me in advance and it is up to you to get notes and materials from another student. Laptops and other electronics are not allowed in class.

2. Response papers (25% of final grade)

   Each student will write two two-page response papers on a week’s materials. Papers should focus on the key issues in the readings and multimedia, make connections to earlier issues discussed in class, and raise any outstanding questions. Response papers should be posted on NYU Classes by noon on the day prior to the class. It is expected that on days you chose to write a response memo, you will help lead the discussion.

3. Home town vis-à-vis NYC (20% of final grade)

   Using at least three data sources, compare your hometown to New York City along lines of spatial/racial inequality. Each student will write a memo (3 pages single spaced) describing the data sources and differences in the distribution of opportunity and people by race/class between your hometown and New York City—connecting course materials to what you find. The memo must be submitted to NYU Classes by 5:00 p.m. on March 5.

4. Group presentation (20% of final grade)

   Students will work in randomly assigned groups on a presentation on a current or recent policy debate here in New York City. Groups are required to submit one-page proposal of their presentation topic on March 26. Generally speaking, all group members will receive the same grade. However, if it is apparent that a given member of a group has contributed much more or much less, that student’s grade will go up or down accordingly. Groups must submit their slides at least 12 hours prior to their presentation.
5. Bringing space into the conversation (20% of final grade)

Choose a news story from the past 6 months that does not mention race or segregation and make the case that the main conflict/issue does, in fact, have important connections to the topics discussed in this class. Your memo should be two-pages (single spaced) and draw on course materials discussing the causes and consequences of spatial inequality. The memo must be submitted to NYU Classes by 5:00 p.m. on April 16.

Extra Credit

I will post a list of opportunities for extra credit throughout the semester (e.g. by attending outside seminars) on NYU Classes. I will update the list as I learn about new events, so please check it regularly! To receive credit, email me about your attendance along with a few sentences about what you learned from the event.

Plagiarism

All students must produce original work. Outside sources are to be properly referenced and/or quoted. Lifting copy from web sites or other sources and trying to pass it off as your original words constitutes plagiarism. Such cases can lead to academic dismissal from the university. Be aware that all written work in this class will be submitted to NYU Classes, where it will be checked for plagiarism using anti-plagiarism software.

Academic Integrity

Academic integrity is a vital component of Wagner and NYU. All students enrolled in this class are required to read and abide by Wagner's Academic Code. All Wagner students have already read and signed the Wagner Academic Oath. Plagiarism of any form will not be tolerated and students in this class are expected to report violations to me. If any student in this class is unsure about what is expected of you and how to abide by the academic code, you should consult with me.

NYU’s Calendar Policy on Religious Holidays

NYU’s Calendar Policy on Religious Holidays states that members of any religious group may, without penalty, absent themselves from classes when required in compliance with their religious obligations. Please notify me in advance of religious holidays that might coincide with exams to schedule mutually acceptable alternatives.

Course Outline

Class 1: Jan. 29
Topics: Place shapes our social and economic lives
Class 2: Feb. 5
Topics: How should we be thinking about race and racism?

Class 3: Feb. 12
Topics: The role of policy in creating and sustaining segregation

Class 4: Feb. 19
Topics: How should we be thinking about (and measuring) segregation?

Class 5: Feb. 26
Topics: Place shapes political power and policy environment

Class 6: Mar. 5
Topics: Neighborhood change and gentrification

Class 7: Mar. 12
Topics: Health, environmental justice, and climate change

Class 8: Mar. 26
Topics: When work disappears

Class 9: Apr. 2
Topics: The “Ghetto Tax” and why the poor pay more

Class 10: Apr. 9
Topics: Education: Increasingly separate and increasingly unequal

Class 11: Apr. 16
Topics: Black Lives (and Places) Matter

Class 12: Apr. 23
Topics: Conclusions

Class 13: Apr. 30
Student presentations
Course Schedule

Required Readings are bifurcated into those available in the Textbook *Neighborhood and Life Chances: How Place Matters in Modern America* and those available on NYU Classes or via hyperlink. All recommended readings are available on NYU Classes or via hyperlink.

I. Jan. 29

*Topic Covered: Place shapes our social and economic lives*

**Required Readings**

*From the Textbook:*
- Preface—Eugenie L. Birch, Harriet B. Newburger, and Susan M. Wachter

*Available on NYU Classes:*

**Recommended Readings:**

**Multimedia Materials:**
- "*The Problem We All Deal With*" *This American Life* ([http://www.thisamericanlife.org/radio-archives/episode/562/the-problem-we-all-live-with](http://www.thisamericanlife.org/radio-archives/episode/562/the-problem-we-all-live-with))
• "#34: ‘How The $%*!& Is That Good Enough?’ Postbourgie (https://www.acast.com/postbourgie/)
• Matt Black. Photographing the geography of poverty. (https://www.instagram.com/mattblack_blackmatt/?hl=en)

II. Feb 5

Topic Covered: How should we be thinking about race and racism?

Required Readings
Available on NYU Classes:

Recommended Readings:
• Desmond-Harris, Jenée. 2016. “Implicit bias means we're all probably at least a little bit racist.” Vox (https://www.vox.com/2014/12/26/7443979/racism-implicit-racial-bias)


Multimedia Materials:


• Jay Smooth. 2011. “How I Learned to Stop Worrying and Love Discussing Race.” TEDxHampshireCollege ([https://www.youtube.com/watch?v=MbdxeFcQtaU](https://www.youtube.com/watch?v=MbdxeFcQtaU))


III. Feb. 12

**Topic Covered:** The role of policy in creating and sustaining segregation

**Required Readings**

**Available on NYU Classes:**


• Jackson, Kenneth T. 1985. *Crabgrass Frontier: The Suburbanization of the United States.* Oxford University Press. – Chapter 11


**Recommended Readings:**


• Hirt, Sonia. 2015. “The rules of residential segregation: US housing taxonomies and their precedents” *Planning Perspectives*
Multimedia Materials:

- "Historian Says Don't 'Sanitize' How Our Government Created Ghettos"
  Fresh Air (http://www.npr.org/2015/05/14/406699264/historian-says-dont-sanitize-how-our-government-created-the-ghettos)

IV. Feb. 19

Topic Covered: How should we be thinking about (and measuring) segregation?

Required Readings

Available on NYU Classes:


Recommended Readings:

- Krysan, Maria. 2011. "Race and residence from the telescope to the microscope." Contexts
- Logan, John R. 2016. As Long As There Are Neighborhoods. City & Community

From the Textbook:


Multimedia Materials:

- "House Rules" This American Life (http://www.thisamericanlife.org/radio-archives/episode/512/house-rules)

Assignments Due:

- Deadline for signing up for Response Paper
V. Feb. 26

Topic Covered: Place shapes political power and policy environment

Available on NYU Classes:
- Howard, Christopher. 2008. The Welfare State Nobody Knows – Chapters 1 and 9

Recommended Readings:

Multimedia Materials:
- "Understanding Congressional Gerrymandering: 'It's Moneyball Applied To Politics'” Fresh Air (http://www.npr.org/2016/06/15/482150951/understanding-congressional-gerrymandering-its-moneyball-applied-to-politics)
- "Special Districts" Last Week Tonight with John Oliver (https://www.youtube.com/watch?v=3saU5racsGE)
VI. Mar. 5

**Topic Covered: Neighborhood change and gentrification**

**Required Readings**

**From the Textbook:**

**Available on NYU Classes:**
- Pattillo, Mary. *Black on the block: The politics of race and class in the city.* University of Chicago Press, 2008. – Chapter 7

**Recommended Readings:**

**From the Textbook**
- Chapter 8. Reinventing Older Communities Through Mixed-Income Development: What Are We Learning from Chicago’s Public Housing Transformation? — Mark L. Joseph

**Multimedia Materials:**

**Assignments Due:**
- Hometown memo due

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VII. Mar. 12

**Topic Covered: Health, environmental justice, and climate change**

**Required Readings**

**From the Textbook:**
- Chapter 2. The Place of Race in Health Disparities: How Family Background and Neighborhood Conditions in Childhood Impact Later-Life Health — Rucker C. Johnson
Available on NYU Classes:


Recommended Readings:

- Rapaport, L. 2018. “Race may matter in hospital care for preemies.” *Reuters*

Multimedia Materials:

- "America's 'Lead Wars' Go Beyond Flint, Mich.: 'It's Now Really Everywhere" Fresh Air (http://www.npr.org/sections/health-shots/2016/03/03/469039064/americas-lead-wars-go-beyond-flint-mich-its-now-really-everywhere)
- "A Life-or-Death Crisis for Black Mothers" The Daily (https://play.radiopublic.com/the-daily-GMB3yp/ep/s1!71468732aa96452f4eb81d95c3866d6ba2ee551)

**VIII. Mar. 26**

**Topic Covered: When work disappears**

**Required Readings**

**Available on NYU Classes:**

• Wilson, William Julius. 1997. When Work Disappears: The World of the New Urban Poor. – Chapter 2

Recommended Readings

• Raphael, Steven and Michael A. Stoll. 2010. “Job Sprawl and the Suburbanization of Poverty.” Brookings

Multimedia Materials

• “Who Deserves to be Poor? (Poverty Series 2)” On The Media (http://www.wnyc.org/story/who-deserves-to-be-poor)

Assignments Due:

• Presentation groups required to submit one-page proposal of topic

IX. Apr. 2

Topic Covered: The “Ghetto Tax” and why the poor pay more

Required Readings

Available on NYU Classes:

• Hyman, Louis. "Why the CVS Burned." Slate. May 1, 2015. (http://www.slate.com/articles/news_and_politics/crime/2015/05/baltimore_riots_it_wasn_t_thugs_looting_for_profit_it_was_a_protest_against.html)

Recommended Readings

• Holland, Megan M. and Stefanie DeLuca. 2016. “‘Why Wait Years to Become Something?’ Low-income African American Youth and the Costly Career Search in For-profit Trade Schools.” Sociology of Education.
• Massey, Douglas S., Jacob S. Rugh, Justin P. Steil, and Len Albright. 2016. “Riding the Stagecoach to Hell: A Qualitative Analysis of Racial Discrimination in Mortgage Lending.” City & Community

Multimedia Materials:

• “’How the Other Half Banks‘: Author Says America’s Two-Tiered Banking System is a Threat to Democracy” Democracy Now (http://www.democracynow.org/2015/10/30/how_the_other_half_banks_how)
• "What Is Driving The 'Unbanking Of America'?" Fresh Air (http://www.npr.org/2017/01/10/509126878/what-is-driving-the-unbanking-of-america)

X. Apr. 9

Topic Covered: Education: Increasingly separate and increasingly unequal

Required Readings

From the Textbook:

Available on NYU Classes:


**Recommended Readings:**


**Multimedia Materials:**

• "Story of Linda Brown and what has changed since Brown vs. Board of Ed" *The Daily* ([https://play.radiopublic.com/the-daily-GMB3yp/ep/s1lac433353a832bfc48f2040279735c15809d81c5f](https://play.radiopublic.com/the-daily-GMB3yp/ep/s1lac433353a832bfc48f2040279735c15809d81c5f))

• "School Segregation" Last Week Tonight with John Oliver ([https://www.youtube.com/watch?v=o8yiYCHMAIM](https://www.youtube.com/watch?v=o8yiYCHMAIM))

**XI. Apr. 16**

**Topic Covered: Black Lives (and Places) Matter**

**Required Readings**

**Available on NYU Classes:**


Recommended Readings:


From the Textbook

• Chapter 6. Daily Activities and Violence in Community Landscapes — Douglas J. Wiebe and Charles C. Branas

Multimedia Materials:

• "I Can't Breathe" On The Media ([https://www.wnycstudios.org/story/i-cant-breathe-anniversary](https://www.wnycstudios.org/story/i-cant-breathe-anniversary))

• "Mass Incarceration, Visualized" The Atlantic
  (http://www.theatlantic.com/video/index/404890/prison-inherited-trait/)
• "The Enduring Myth of Black Criminality" The Atlantic
  (http://www.theatlantic.com/video/index/404674/enduring-myth-of-black-criminality/)

Assignments Due:
• Final memo due

XII. Apr. 23

Topic Covered: Conclusions

Required Readings

From the Textbook:
• Chapter 13. Changing the Geography of Opportunity by Helping Poor Households Move Out of Concentrated Poverty: Neighborhood Effects and Policy Design —George Galster
• Chapter 16. Increasing Diversity and the Future of U.S. Housing Segregation —Robert DeFina and Lance Hannon

Available on NYU Classes:
  (http://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/)

Recommended Readings:
  (http://www.nytimes.com/2013/04/29/opinion/the-urban-fire-next-time.html)
• “Desegregating NYC: 12 Steps Toward a More Inclusive City.”
  (https://drive.google.com/file/d/17yqKmysVXJEezRc-Dxfiz08F8C3MW_n/view?usp=sharing)
Multimedia Materials:

- "Discussion of Chetty findings" The Daily (https://play.radiopublic.com/the-daily-GMB3yp/ep/s1!9806d8fa20f6ba46233a3c942944a941e1d1d639)

XIII. Apr. 30

Student Presentations

XIV. May 7

Student Presentations