



NYU

**ROBERT F. WAGNER GRADUATE
SCHOOL OF PUBLIC SERVICE**

UPADM-GP 219

Racial Inequality and Public Policy in the American City

Spring 2019

Instructor Information

- Professor Jacob William Faber
- jacob.faber@nyu.edu
- 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) (<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

Class 14: May 7

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:

- Garron, T. 2018 “Woman Who Stopped Buying Coffee Still Suffering from Intergenerational Poverty.” Reductress (<http://reductress.com/post/woman-who-stopped-buying-coffee-still-suffering-from-intergenerational-poverty/>)
- Harris, F. and A. Curtis. 2018. “The Unmet Promise of Equality.” *The New York Times* (<https://www.nytimes.com/interactive/2018/02/28/opinion/the-unmet-promise-of-equality.html>)

Recommended Readings:

- Deaton, A. 2018. “The U.S. Can No Longer Hide From Its Deep Poverty Problem.” *The New York Times* (<https://mobile.nytimes.com/2018/01/24/opinion/poverty-united-states.html?referer>)
- Galster, George C. and Sean P. Killen. 1995. “The Geography of Metropolitan Opportunity: A Reconnaissance and Conceptual Framework.” *Housing Policy Debate*
- Lewis, Kristen and Sarah Burd-Sharps. 2018. “A Portrait of New York City 2018.” (<http://www.measureofamerica.org/portrait-nyc>)
- Sharkey, Patrick and Jacob W. Faber. 2014. “Where, When, Why, and for whom do Residential Contexts Matter? Moving Away From the Dichotomous Understanding of Neighborhood Effects.” *Annual Review of Sociology*

Multimedia Materials:

- ["The Problem We All Deal With"](http://www.thisamericanlife.org/radio-archives/episode/562/the-problem-we-all-live-with) This American Life (<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:

- Coates, Ta-Nehisi. 2017. "[The First White President.](https://www.theatlantic.com/magazine/archive/2017/10/the-first-white-president-ta-nehisi-coates/537909/)" *The Atlantic*.
- Crenshaw, Kimberlé. 2015. "[Why intersectionality can't wait.](https://www.washingtonpost.com/news/in-theory/wp/2015/09/24/why-intersectionality-cant-wait/)" *The Washington Post*.
- Grant-Thomas, Andrew and John A. Powell. 2006. "[Toward a Structural Racism Framework.](https://prprac.org/toward-a-structural-racism-framework/)" *Poverty & Race*
- Kendi, Ibram X. 2018. "[The Heartbeat of Racism Is Denial.](https://www.nytimes.com/2018/01/13/opinion/sunday/heartbeat-of-racism-denial.html)" *The New York Times*.
- McIntosh, Peggy. 1988. "[White Privilege: Unpacking the Invisible Knapsack.](https://www.racialequitytools.org/resourcefiles/mcintosh.pdf)" White Privilege and Male Privilege: A Personal Account of Coming To See Correspondences through Work in Women's Studies.
- Morning, Ann. 2005. "[Keyword: Race.](https://journals.sagepub.com/doi/pdf/10.1525/ctx.2005.4.4.44)" *Contexts* 4:44-46.

Recommended Readings:

- The Aspen Institute. 2016. "[Glossary for Understanding the Dismantling Structural Racism/Promoting Racial Equity Analysis](https://assets.aspeninstitute.org/content/uploads/files/content/docs/rcc/RCC-Structural-Racism-Glossary.pdf?_ga=2.178041953.579773865.1547570904-1151514944.1547570904)"
- Blake, John. 2014. "[The new threat: 'Racism without racists.'](https://www.cnn.com/2014/11/26/us/ferguson-racism-or-racial-bias/index.html)" CNN
- Desmond-Harris, Jenée. 2016. "[Implicit bias means we're all probably at least a little bit racist.](https://www.vox.com/2014/12/26/7443979/racism-implicit-racial-bias)" Vox

- Korver-Glenn, Elizabeth. 2018. "Compounding Inequalities: How Racial Stereotypes and Discrimination Accumulate across the Stages of Housing Exchange." *American Sociological Review*
- Theoharis, Jeanne. 2019. "[What King Said About Northern Liberalism.](https://www.nytimes.com/2019/01/20/opinion/martin-luther-king-new-york.html)" *The New York Times*. (<https://www.nytimes.com/2019/01/20/opinion/martin-luther-king-new-york.html>)
- Traister, Rebecca. 2018. "[Serena Williams and the Game That Can't Be Won \(Yet\) What rage costs a woman.](https://www.thecut.com/2018/09/serena-williams-us-open-referee-sexism.html)" *New York Magazine*. (<https://www.thecut.com/2018/09/serena-williams-us-open-referee-sexism.html>)

Multimedia Materials:

- Pew Research Center. 2015. "[What Census Calls Us: A Historical Timeline.](http://www.pewsocialtrends.org/interactives/multiracial-timeline/)" (<http://www.pewsocialtrends.org/interactives/multiracial-timeline/>)
- Jay Smooth. 2011. "[How I Learned to Stop Worrying and Love Discussing Race.](https://www.youtube.com/watch?v=MbdxeFcQtaU)" TEDxHampshireCollege (<https://www.youtube.com/watch?v=MbdxeFcQtaU>)
- "[Getting Racist Ideas Backwards](https://www.wnycstudios.org/story/racism-enduring-misconception)" On The Media (<https://www.wnycstudios.org/story/racism-enduring-misconception>)

III. Feb. 12

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

Required Readings

Available on NYU Classes:

- Badger, Emily. 2017. "[How Redlining's Racist Effects Lasted for Decades.](https://www.nytimes.com/2017/08/24/upshot/how-redlinings-racist-effects-lasted-for-decades.html)" (<https://www.nytimes.com/2017/08/24/upshot/how-redlinings-racist-effects-lasted-for-decades.html>) *The New York Times*
- Bischoff, K. 2008. "School District Fragmentation and Racial Residential Segregation: How Do Boundaries Matter?" *Urban Affairs Review*
- Jackson, Kenneth T. 1985. *Crabgrass Frontier: The Suburbanization of the United States*. Oxford University Press. – Chapter 11
- Schwab, Katherine. 2018. "[The Racist Roots Of "Urban Renewal" And How It Made Cities Less Equal.](https://www.fastcompany.com/90155955/the-racist-roots-of-urban-renewal-and-how-it-made-cities-less-equal)" (<https://www.fastcompany.com/90155955/the-racist-roots-of-urban-renewal-and-how-it-made-cities-less-equal>) Fast Company

Recommended Readings:

- Baum-Snow, Nathaniel. 2007. "Did Highways Cause Suburbanization?" *The Quarterly Journal of Economics*
- 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"](http://www.npr.org/2015/05/14/406699264/historian-says-dont-sanitize-how-our-government-created-the-ghettos) Fresh Air (<http://www.npr.org/2015/05/14/406699264/historian-says-dont-sanitize-how-our-government-created-the-ghettos>)
- ["Episode 698: The Long Way Home"](http://www.npr.org/sections/money/2016/04/29/476179674/episode-698-the-long-way-home) Planet Money (<http://www.npr.org/sections/money/2016/04/29/476179674/episode-698-the-long-way-home>)

IV. Feb. 19

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

Required Readings

Available on NYU Classes:

- Bischoff, Kendra, and Sean F. Reardon. 2014. "Residential segregation by income, 1970-2009." *Diversity and Disparities: America Enters a New Century*. New York: The Russell Sage Foundation.
- Lichter, Daniel T., Domenico Parisi, and Michael C. Taquino. 2015. "Toward a New Macro- Segregation? Decomposing Segregation within and between Metropolitan Cities and Suburbs." *American Sociological Review*
- Rugh, Jacob S., and Douglas S. Massey. 2014 "Segregation in post-civil rights America." *Du Bois Review: Social Science Research on Race*

Recommended Readings:

- Farley, Reynolds. 2011. "The waning of American apartheid?" *Contexts*
- 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:

- Chapter 17. Understanding Racial Segregation: What Is Known About the Effect of Housing Discrimination? —Stephen L. Ross

Multimedia Materials:

- ["House Rules"](http://www.thisamericanlife.org/radio-archives/episode/512/house-rules) This American Life (<http://www.thisamericanlife.org/radio-archives/episode/512/house-rules>)
- Fischer, Eric. ["Maps of racial and ethnic divisions in US cities"](https://www.flickr.com/photos/walkingsf/sets/72157626354149574/with/5559914315/) (<https://www.flickr.com/photos/walkingsf/sets/72157626354149574/with/5559914315/>)

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:

- Anderson, Carol. 2018. "[Stacey Abrams, Brian Kemp and Neo-Jim Crow in Georgia.](https://www.nytimes.com/2018/11/07/opinion/stacey-abrams-election-governor-georgia.html)" *The New York Times*. (<https://www.nytimes.com/2018/11/07/opinion/stacey-abrams-election-governor-georgia.html>)
- Drutman, Lee. 2016. "[The Divided States of America.](http://www.nytimes.com/2016/09/22/opinion/campaign-stops/the-divided-states-of-america.html)" *The New York Times*. (<http://www.nytimes.com/2016/09/22/opinion/campaign-stops/the-divided-states-of-america.html>)
- Howard, Christopher. 2008. *The Welfare State Nobody Knows* – Chapters 1 and 9
- Uggen, Christopher, and Jeff Manza. 2002. "Democratic contraction? Political consequences of felon disenfranchisement in the United States." *American Sociological Review*

Recommended Readings:

- Ananat, Elizabeth Oltmans and Ebonya Washington. 2009. "Segregation and Black Political Efficacy." *Journal of Public Economics*
- Estrada-Correa, Vanesa and Martin Johnson. 2012. "Foreclosure Depresses Voter Turnout: Neighborhood Disruption and the 2008 Presidential Election in California." *Social Science Quarterly*
- Newkirk, Vann R. II. 2018. "How Shelby County v. Holder Broke America." *The Atlantic* (<https://www.theatlantic.com/politics/archive/2018/07/how-shelby-county-broke-america/564707/>)
- Traister, Rebecca. 2018. "[Summer of Rage White men are the minority in the United States — no wonder they get uncomfortable when their power is challenged.](https://www.thecut.com/2018/06/summer-of-rage.html)" *New York Magazine*. (<https://www.thecut.com/2018/06/summer-of-rage.html>)

Multimedia Materials:

- "Understanding Congressional Gerrymandering: [It's Moneyball Applied To Politics](http://www.npr.org/2016/06/15/482150951/understanding-congressional-gerrymandering-its-moneyball-applied-to-politics)" Fresh Air (<http://www.npr.org/2016/06/15/482150951/understanding-congressional-gerrymandering-its-moneyball-applied-to-politics>)
- "[Special Districts](https://www.youtube.com/watch?v=3saU5racsGE)" Last Week Tonight with John Oliver (<https://www.youtube.com/watch?v=3saU5racsGE>)
- Bloch, Matthew, Larry Buchanan, Josh Katz, and Kevin Quealy. 2018. "An Extremely Detailed Map of the 2016 Presidential Election." *The New York Times* (<https://www.nytimes.com/interactive/2018/upshot/election-2016-voting-precinct-maps.html#6.57/40.12/-74.53/172380>)

VI. Mar. 5

Topic Covered: Neighborhood change and gentrification

Required Readings

From the Textbook:

- Chapter 14. Are Mixed Neighborhoods Always Unstable? Two-Sided and One-Sided Tipping —David Card, Alexandre Mas, and Jesse Rothstein

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
- Sharkey, Patrick. 2008. "The Intergenerational Transmission of Context." *American Journal of Sociology*

Recommended Readings:

- *The Stoop* "[The Dream Revisited: A Discussion on Neighborhood Gentrification](http://furmancenter.org/thestoop/entry/the-dream-revisited-a-discussion-on-neighborhood-gentrification)" (<http://furmancenter.org/thestoop/entry/the-dream-revisited-a-discussion-on-neighborhood-gentrification>)

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:

- "[Episode 7: It's Complicated](http://www.wnyc.org/story/its-complicated-culture-clash-brooklyn-neighborhood-gentrification)" There Goes the Neighborhood (<http://www.wnyc.org/story/its-complicated-culture-clash-brooklyn-neighborhood-gentrification>)
- "[Episode 6: Trickery, Fraud and Deception](http://www.wnyc.org/story/trickery-fraud-deception-foreclosures-scams-brooklyn-neighborhood-gentrification)" There Goes the Neighborhood (<http://www.wnyc.org/story/trickery-fraud-deception-foreclosures-scams-brooklyn-neighborhood-gentrification>)

Assignments Due:

- **Hometown memo due**

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:

- Fothergill, Alice, and Lori A. Peek. 2004. "Poverty and disasters in the United States: A review of recent sociological findings." *Natural hazards*
- Pais, Jeremy, Kyle Crowder, and Liam Downey. 2013. "Unequal trajectories: racial and class differences in residential exposure to industrial hazard." *Social Forces*.
- Villarosa, Linda. 2018. "Why America's Black Mothers and Babies Are in a Life-or-Death Crisis." *The New York Times*
(<https://www.nytimes.com/2018/04/11/magazine/black-mothers-babies-death-maternal-mortality.html>)

Recommended Readings:

- Bailey, Zinzi et al. 2017. "Structural racism and health inequities in the USA: evidence and interventions." *The Lancet*
- Kendi, Ibram X. 2018. "[What Deniers of Climate Change and Racism Share.](https://www.theatlantic.com/ideas/archive/2019/01/what-deniers-climate-change-and-racism-share/579190/)" *The Atlantic*. (<https://www.theatlantic.com/ideas/archive/2019/01/what-deniers-climate-change-and-racism-share/579190/>)
- Klein, Naomi. 2011. "[Capitalism vs. the Climate.](https://www.thenation.com/article/capitalism-vs-climate/)" *The Nation*. (<https://www.thenation.com/article/capitalism-vs-climate/>)
- Klinenberg, Eric. "[How Can Cities Be Climate-Proofed?](http://www.newyorker.com/magazine/2013/01/07/adaptation-2)" Jan 7, 2013. *The New Yorker*. (<http://www.newyorker.com/magazine/2013/01/07/adaptation-2>)
- 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'](http://www.npr.org/sections/health-shots/2016/03/03/469039064/americas-lead-wars-go-beyond-flint-mich-its-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!71468732aa96452f4ebb81d95c3866d6ba2ee551>)

VIII. Mar. 26

Topic Covered: When work disappears

Required Readings

Available on NYU Classes:

- Edin, Kathryn and H. Luke Shaefer. 2015. "[Blood Plasma, Sweat, and Tears.](http://www.theatlantic.com/business/archive/2015/09/poor-sell-blood/403012/)" *The Atlantic*. (<http://www.theatlantic.com/business/archive/2015/09/poor-sell-blood/403012/>)
- Graham, Bryan, and Patrick Sharkey. 2013. "Mobility and the metropolis: How communities factor into economic mobility." *Pew Charitable Trusts*

- Wilson, William Julius. 1997. *When Work Disappears: The World of the New Urban Poor.* – Chapter 2
- Wolfers, Justin. 2016. ["Growing Up in a Bad Neighborhood Does More Harm Than We Thought."](https://www.nytimes.com/2016/03/27/upshot/growing-up-in-a-bad-neighborhood-does-more-harm-than-we-thought.html) *The New York Times*
(<https://www.nytimes.com/2016/03/27/upshot/growing-up-in-a-bad-neighborhood-does-more-harm-than-we-thought.html>)

Recommended Readings

- Ananat, Elizabeth Oltmans. 2011. "The Wrong Side (S) of the Tracks: The Causal Effects of Racial Segregation on Urban Poverty and Inequality." *American Economic Journal: Applied Economics*
- Li, H., H. Campbell, and S. Fernandez. 2013. "Residential Segregation, Spatial Mismatch and Economic Growth across US Metropolitan Areas." *Urban Studies*
- Raphael, Steven and Michael A. Stoll. 2010. "Job Sprawl and the Suburbanization of Poverty." Brookings

Multimedia Materials

- ["The Poverty Tour \(Poverty Series 1\)"](http://www.wnyc.org/story/poverty-tour-otm) On The Media
(<http://www.wnyc.org/story/poverty-tour-otm>)
- ["Who Deserves to be Poor? \(Poverty Series 2\)"](http://www.wnyc.org/story/who-deserves-to-be-poor) 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:

- Desmond, Matthew. 2016. ["The Eviction Economy."](http://www.nytimes.com/2016/03/06/opinion/sunday/the-eviction-economy.html?_r=0) *The New York Times*.
(http://www.nytimes.com/2016/03/06/opinion/sunday/the-eviction-economy.html?_r=0)
- Faber, Jacob W. and Terri Friedline. 2018. "Small banks discriminate against people of color. A new law makes it worse". *The Washington Post*.
(https://www.washingtonpost.com/opinions/small-banks-discriminate-against-people-of-color-a-new-law-makes-it-worse/2018/06/21/cdf6ea82-7005-11e8-afd5-778aca903bbe_story.html?utm_term=.ff724402337d)

- Hyman, Louis. ["Why the CVS Burned."](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) *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)
- Rugh, Jacob S. and Douglas S. Massey. 2010. "Racial Segregation and the American Foreclosure Crisis." *American Sociological Review*
- Servon, Lisa. 2015. ["The High Cost, for the Poor, of Using a Bank."](http://www.newyorker.com/business/currency/the-high-cost-for-the-poor-of-using-a-bank) *The New Yorker*. (<http://www.newyorker.com/business/currency/the-high-cost-for-the-poor-of-using-a-bank>)

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*
- Powell, Michael. 2009. ["Bank Accused of Pushing Mortgage Deals on Blacks."](http://www.nytimes.com/2009/06/07/us/07baltimore.html) *The New York Times*. (<http://www.nytimes.com/2009/06/07/us/07baltimore.html>)

Multimedia Materials:

- ["How the Other Half Banks": Author Says America's Two-Tiered Banking System is a Threat to Democracy](http://www.democracynow.org/2015/10/30/how_the_other_half_banks_how) 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:

- Bendix, Aria. 2017. ["Do Private-School Vouchers Promote Segregation?"](https://www.theatlantic.com/education/archive/2017/03/do-private-school-vouchers-promote-segregation/520392/) *The Atlantic* (<https://www.theatlantic.com/education/archive/2017/03/do-private-school-vouchers-promote-segregation/520392/>)
- Kucsera, John. 2014. ["New York State's Extreme School Segregation: Inequality, Inaction and a Damaged Future – Executive Summary"](https://www.civilrightsproject.ucla.edu/research/k-12-education/integration-and-diversity/ny-norfl-et-report-placeholder/ES_NY_CRP_031014.pdf) (https://www.civilrightsproject.ucla.edu/research/k-12-education/integration-and-diversity/ny-norfl-et-report-placeholder/ES_NY_CRP_031014.pdf)

- Owens, Ann. 2016. "Inequality in Children's Contexts: The Economic Segregation of Households With and Without Children." *American Sociological Review*
- Schwartz, Heather. 2010. "Housing Policy Is School Policy: Economically Integrative Housing." A Century Foundation Report

Recommended Readings:

- Baker, Bruce. 2016. "[Exploring the consequences of charter school expansion in U.S. cities –Executive Summary](http://www.epi.org/publication/exploring-the-consequences-of-charter-school-expansion-in-u-s-cities-Executive-Summary)" Economic Policy Institute. (<http://www.epi.org/publication/exploring-the-consequences-of-charter-school-expansion-in-u-s-cities/>)
- Rich, Peter M. and Jennifer L. Jennings. 2015. "Choice, Information, and Constrained Options School Transfers in a Stratified Educational System." *American Sociological Review*
- Sharkey, Patrick. 2010. "The Acute Effect of Local Homicides on Children's Cognitive Performance." *Proceedings of the National Academy of Sciences of the United States of America*
- The Editorial Board. 2018. "It's Time to Integrate New York's Best Schools." *The New York Times*. (<https://www.nytimes.com/interactive/2018/06/24/opinion/editorials/new-york-specialized-school.html>)

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/s1!ac433353a832bfc48f2040279735c15809d81c5f>)
- "School Segregation" Last Week Tonight with John Oliver (<https://www.youtube.com/watch?v=o8yiYCHMAlM>)

XI. Apr. 16

Topic Covered: Black Lives (and Places) Matter

Required Readings

Available on NYU Classes:

- The Movement for Black Lives: Platform. (<https://policy.m4bl.org/wp-content/uploads/2016/07/20160726-m4bl-Vision-Booklet-V3.pdf>)
- Coates, Ta-Nehisi. 2014. "Barack Obama, Ferguson, and the Evidence of Things Unsaid: Violence works. Nonviolence does too." *The Atlantic*. (<http://www.theatlantic.com/politics/archive/2014/11/barack-obama-ferguson-and-the-evidence-of-things-unsaid/383212/>)

- Massie, Victoria M. 2016. "Why asking black people about "black-on-black crime" misses the point." Vox. (<https://www.vox.com/2016/4/28/11510274/black-on-black-crime-poverty>)
- Peterson, Ruth D., and Lauren J. Krivo. Divergent social worlds: Neighborhood crime and the racial-spatial divide. Russell Sage Foundation, 2010. – Chapter 4 (<https://muse.jhu.edu/book/1620>)
- Sharkey, Patrick. 2014. "Ferguson is a story going back decades. And there is no new ending." *The Guardian*. (<https://www.theguardian.com/commentisfree/2014/aug/24/michael-brown-ferguson-race-mission>)

Recommended Readings:

- Badger, Emily. "The Study That Could Upend Everything We Thought We Knew About Declining Urban Crime" CITYLAB. February 7, 2013. (<http://www.citylab.com/politics/2013/02/was-nypd-really-responsible-new-yorks-famous-drop-crime/4616/>)
- Hanna-Jones, Nikole. 2015. "A Letter From Black America." *Politico*. (<http://www.politico.com/magazine/story/2015/03/letter-from-black-america-police-115545>)
- Jan, Tracy and Jahi Chikwendiu. 2018. "The Forgotten Ferguson." *The Washington Post* (<https://www.washingtonpost.com/graphics/2018/business/is-racial-discrimination-influencing-corporate-investment-in-ferguson/>)
- Kendi, Ibram X. 2018. "[Sacrificing Black Lives for the American Lie.](https://www.nytimes.com/2017/06/24/opinion/sunday/philando-castile-police-shootings.html)" *The New York Times*. (<https://www.nytimes.com/2017/06/24/opinion/sunday/philando-castile-police-shootings.html>)
- Legewie, Joscha. 2016. "Racial Profiling and Use of Force in Police Stops: How Local Events Trigger Periods of Increased Discrimination." *American Journal of Sociology*
- The Editorial Board. 2015. "Housing Apartheid, American Style." *The New York Times*. (<https://www.nytimes.com/2015/05/17/opinion/sunday/housing-apartheid-american-style.html>)

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>)
- Williams, Timothy, James Thomas, Samuel Jacoby, and Damien Cave. 2016. "Police Body Cameras: What Do You See?" *The New York Times*. (<http://www.nytimes.com/interactive/2016/04/01/us/police-bodycam-video.html>)

- "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:

- Coates, Ta-Nehisi. 2014. "[The Case for Reparations.](http://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/)" *The Atlantic*.
(<http://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/>)

Recommended Readings:

- Navarro, Mireya. 2016. "[Segregation Issue Complicates de Blasio's Housing Push.](http://www.nytimes.com/2016/04/15/nyregion/segregation-new-york-city-and-de-blasio-affordable-housing.html?_r=0)" *The New York Times*.
(http://www.nytimes.com/2016/04/15/nyregion/segregation-new-york-city-and-de-blasio-affordable-housing.html?_r=0)
- Rank, Mark. 2018. "The Cost of Keeping Children Poor." *The New York Times* (<https://www.nytimes.com/2018/04/15/opinion/children-poverty-cost.html>)
- Ross, Tracey and Sarah Treuhaft. 2017. "[To Truly Resist Trumpism, Cities Must Look Within.](https://nytimes.com/2017/06/02/opinion/to-truly-resist-trumpism-cities-must-look-within.html)" *The New York Times*.
(<https://nytimes.com/2017/06/02/opinion/to-truly-resist-trumpism-cities-must-look-within.html>)
- Sharkey, Patrick. 2013. "[The Urban Fire Next Time.](http://www.nytimes.com/2013/04/29/opinion/the-urban-fire-next-time.html)" *The New York Times*.
(<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/17yqKmyjsVXJEzRc-Dxfiz08F8C3MW_n/view?usp=sharing)

Multimedia Materials:

- "Discussion of Chetty findings" The Daily (<https://play.radiopublic.com/the-daily-GMB3yp/ep/s1!9806d8fa20f6ba46233a3c942944a941e1d1d639>)
- "[Who We Want to Become: Beyond the New Jim Crow](https://onbeing.org/programs/michelle-alexander-who-we-want-to-become-beyond-the-new-jim-crow/)" On Being (<https://onbeing.org/programs/michelle-alexander-who-we-want-to-become-beyond-the-new-jim-crow/>)

XIII. Apr. 30

Student Presentations

XIV. May 7

Student Presentations