#### **NYU Wagner logo**

**PADM-GP 2416**

**Segregation and Public Policy**

**Spring 2021**

## **Instructor Information**

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* Office Hours: Thursdays 7-9pm or by appointment.

## **Course Information**

* Class Meeting Times: Tuesdays, 6:45-8:25pm.
* Class Location: Virtual via <https://nyu.zoom.us/j/97034464755>

## **Course Description**

The intertwined economic, social, and political crises facing cities from the COVID-19 pandemic and police violence have brought renewed attention to entrenched racial inequality and oppression in the United States, particularly anti-Black racism. Students in this course will develop a critical understanding of the causes and consequences of racial inequality in America with a focus on spatial inequality, racial segregation, and concentrated poverty in cities. We will start by contextualizing the current political moment through an exploration of the role public policy played in creating and perpetuating urban inequality. We will then focus on the continued consequences of spatial inequality and racial segregation on individual and community well-being and its significance in current policy debates. From this vantage point, we will explore and gain insights into how place and race shape critical issues, spanning political representation and voting rights, to gentrification and displacement, policing and mass incarceration, and inequality in access to quality education, healthy environments, and good jobs. We conclude with visions for a more just and equitable future as articulated by activists, scholars, and front-line community groups and acted on through resistance, scholarship, policy proposals, and other levers of change. This course will draw on classic academic materials on American urban history, contemporary research and policy debates, guest speakers, multimedia such as podcasts and music, and investigative journalism. Students will be expected to situate and investigate their own experiences, family histories, and the places they call home within debates on our collective obligation to confront systemic racism and advance racial equity. The course will be an interactive experience, requiring preparation before coming to class and active exchange during class.

## **Course and Learning Objectives**

At the end of the course, students will understand the root causes of racial inequality in U.S. cities. Through readings, multimedia, and class discussions, students will learn to identify and articulate how place shapes opportunity and will develop a critical understanding of the policy mechanisms that created and perpetuate inequality of opportunity based on where people live. Students will also have a thorough understanding of contemporary policy discussions around addressing racial and socioeconomic segregation. Because the course is focused on breadth and exploration of these policy areas, students will be prepared for more advanced study on racial segregation, urban history, and housing and community development policy, among a range of other contemporary urban studies. Finally, students will become critical observers and evaluators of the policy structures in their own communities that shape opportunity.

We will attempt to to answer the following core questions through readings, in-class discussion, assignments, and guest lectures:

1. How do we situate the current political moment in a longer history of racial inequality in U.S. cities?
2. What is opportunity? How is social stratification and opportunity organized spatially? Further, what are the implications of segregation for an individual’s access to opportunity?
3. How has public policy led to spatial inequality? In what ways do contemporary policies exacerbate and/or ameliorate these inequalities? What is the role of local versus federal policymaking?
4. What does integration mean? Is integration a compelling policy objective?
5. How do we assess the merits and drawbacks of policy solutions to the challenge of entrenched segregation? What are the key tensions and debates around addressing segregation?
6. Does gentrification hurt, or help? What is gained and what is lost? Is it possible to address concentrated poverty without displacing the poor?
7. How does considering racial segregation and neighborhood-based inequality enhance our understanding of the the social determinants of health (i.e. COVID-19), the proper role of police, unequal school systems, and other critical issues of urban inequality?
8. How are Black Lives Matter, immigrants’ rights, organized labor, and other social movements bringing attention to and challenging the problem of racialized concentrated poverty, segregation, and inequality in cities?

## **Required Materials**

Course readings are drawn from a range of sources, including academic journals, scholarly books, news articles, editorials, research reports, analyses from advocacy groups, analyses from advocacy groups, and local government policy proposals. They will be integral to preparation for class, discussions, and as references for completing assignments. Each week will also have multimedia components such as podcasts and videos. We **highly recommended** students use a [podcast listening app](https://www.podcastinsights.com/best-podcast-apps/#Cross-Platform_Podcast_Apps) for the semester to organize the many podcasts we will listen to. All of the materials (reading and multimedia) required for class will be uploaded to the Google Classroom site for each week [here](https://classroom.google.com/u/2/w/MjIwNzAyNzIxNjEz/t/all).

We organized each week’s readings and multimedia to be read and listened to **sequentially.** Start with those listed at the top. For a select few of the required readings we only are asking students to read certain pages. The pages will be clearly indicated in the syllabus, where necessary.

Students are also highly encouraged 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.

We will be requiring students to acquire a copy of *The Dream Revisited*:

* Ellen, Ingrid Gould and Justin Steil. 2019. The Dream Revisited: Contemporary Debates About Housing, Segregation, and Opportunity. Columbia University Press

The book is available for free from NYU and all required individual chapters will be posted on our Google Classroom. Because the class will draw heavily from the book, *we recommend students purchase a physical copy of the book* if they have access to the necessary resources. It can be purchased online here (<http://cup.columbia.edu/book/the-dream-revisited/9780231183635>) or at other online retailers.

There is too much high-quality and fascinating material on our subject to assign each week. The course schedule also lists “**recommended**” readings and multimedia and multimedia. Students are highly encouraged to read or listen to these additional materials each week.

We are thankful to Professor Jacob Faber for his substantial assistance in developing the course materials, part of the course objectives, structure, and materials are based on his course design.

## **System Requirements**

This class will use Google Classroom, Slack, Spotify and Zoom. Please secure your access to the following systems before the semester begins:

* Our **Google Classroom** site will host all of our material for this course, which you can find here: <http://bit.ly/3nOnE1m>
* The **Front Porch** on Slack ([the-front-porch-hq.slack.com](http://the-front-porch-hq.slack.com)) will be our discussion board for this course. You'll use this message board to complete your weekly pre-class assignments and create community with us and your fellow students while outside of class hours. We recommend downloading the desktop version of Slack (<https://slack.com/downloads/>).
* The **Backyard Playlist** (<http://spoti.fi/3sJJBT9>) will be our space where we can cultivate joy through a collective playlist. We encourage you to add your favorite tunes! We'll have a song for each of our breaks, entrances, and exits during class.
* **Zoom** will host each class session and extra-curricular activity. You can find links for each session on the [Google Calendar](https://calendar.google.com/calendar/u/2?cid=Y19jbGFzc3Jvb21iYTFmZDcxYUBncm91cC5jYWxlbmRhci5nb29nbGUuY29t) for our course, through our Google Classroom.

## **How We Will Communicate With You**

The virtual environment presents new and unique challenges to providing the level of communication and engagement that would naturally happen with an in-person class. We have consciously designed multiple channels of communication to be present and available for students knowing that home environments and schedules will be highly varied. We encourage students to use as many channels as helpful to support their engagement and learning.

* **Email.** You can always reach us by email. We will try to respond within 24 hours.
* **The Front Porch (Slack).** You can private message us over Slack around more informal ideas, feedback, and discussion. Often after class we will send a brief wrap-up message on The Front Porch to share our thoughts and keep the conversation going.
* **Weekly videos.** Prior to class each week on Sunday, we will send a short video introducing the key topics and ideas we’ll discuss in the next class.
* **Drop in before and after class.** We will be in Zoom 10 minutes before and 10 minutes after each class if you want to chat.
* **Regular office hours.** We will have standing office hours Thursdays 7-9pm. We can also schedule office hours by appointment on different days if Thursdays are unavailable to you.

## **Guest Lectures**

The course will have guest lectures featuring policymakers, activists and community groups, researchers and others working directly to address urban inequality. Some will be live during in-class periods while others will be asynchronous and take the form of “dinnertime” video conversations between a few students and an expert (“The Front Porch at Dusk”). Students are not required to attend asynchronous events, but we highly recommend them and previous students have found these conversations are often highlights of the course experience.

## **Assignments and Evaluation**

This will be a reading and discussion intensive course. Students should be well prepared to participate actively in class discussions, with well-supported arguments and should make an effort to build on and react to the arguments of classmates and faculty.

The mix of assignments are intended to spur rigorous engagement with the materials, facilitate critique of ideas, and encourage creativity and self-reflection as we grapple with an urgent, heavy, and often deeply personal subject matter.

Additional details about the requirements and expectations for each assignment will be posted on Google Classroom.

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### 1. Regular attendance & contributive participation in class and on The Front Porch (20% of final grade)

It is imperative that you join class on time, have read and listened to the assigned material, and are prepared to discuss concepts and questions in class. If you miss class, you must notify us in advance.

Lectures and presentation slides will be recorded and made available after class, but the majority of the in-class experience and learning will be through small-group discussion and interactive activities that will not be recorded and cannot be replicated outside of class. Because a virtual setting may offer varying levels of comfort and ability to participate, we will provide multiple opportunities and methods in class for participation and discussion. In-class methods include breakout rooms of various sizes, interactive group and partner activities, live Google docs to “parking lot” ideas as you have as they come up, and structured debates.

The Slack channel will be home to “The Front Porch”, a forum where students are encouraged to share ideas and articles, raise new questions and topics, continue after class discussions or otherwise build community in a more informal environment. This will be our main way to stay in communication in between class sessions. Contributions to The Front Porch will also count towards participation but will be less heavily weighted than those made during in class activities. **Each week will have a prompt to complete on the Front Porch by the Monday before class.** Contributions can be written, video, or voice memos. We highly encourage other dialogue and submissions outside of the weekly required prompt. As instructors, we will check The Front Porch often throughout the week to respond and spur discussion.

### 2. Response papers (20% of final grade)

Each student will write 2 one-page (single-spaced) response papers throughout the semester 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 Google Classroom by noon on the day prior to the class. It is expected that on days you choose to write a response memo, you will help lead the discussion. You can sign up for the weeks you’d like to write your response paper at the link here: [https://classroom.google.com/c/MjIwNzAyNzIxNjEz/a/MjIwNzAyNzIxNjY3/details](https://classroom.google.com/u/2/c/MjIwNzAyNzIxNjEz/a/MjIwNzAyNzIxNjY3/details)

### 3. Journal article review (20% of final grade) aka mid-semester memo

Choose one recent empirical, peer reviewed journal article (published within the last three years and not already on the syllabus) related to your specialization and a contemporary issue of spatial inequality and use the material covered in the course to write a review of the article. Particular attention should be paid to the article’s policy recommendations. The review should be 3 pages (single spaced) and must be submitted to Google Classroom by 5:00 p.m. on **March 12.**

### 4. Group presentation: create a new debate in The Dream Revisited (20% of final grade)

Students will work in randomly assigned groups on a presentation to introduce a new policy debate on racial and economic segregation. Mirroring the structure of the essays in The Dream Revisited, this presentation will have a clear “lead” argument to introduce or frame the policy debate, and then outline a set of counter viewpoints in response to the lead argument. Groups are required to submit a 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 be adjusted accordingly. Groups must submit their slides at least 1 day prior to their presentation.

### 5. Final memo (20% of final grade)

Each student will write a two-page (single spaced) memo reflecting on the materials and proposing policy solutions to the causes and consequences of spatial inequality. The memo must be submitted to Google Classroom by 5:00 p.m. on **May 14**.

## **Grading Rubric**

Each written assignment will have detailed instructions and a grading rubric posted on Google Classroom. In general, high-quality written assignments have the following characteristics:

1. Poses a clear question or articulates a clear thesis.
2. Incorporates concepts, arguments, and evidence from assigned readings and other rigorous sources
   1. Interprets and applies readings correctly
   2. Effectively uses evidence to support its argument
   3. Adds original critiques and analysis of readings
3. Demonstrates analytic rigor and offers an original argument
   1. Displays critical thinking
   2. Offers critical insights and makes creative connections
4. Presents a compelling, well-structured argument
   1. Has a logistical structure that supports the development of the thesis
   2. Engages with counter-arguments and acknowledges weaknesses

## **Late Submission Policy for Assignments**

Life happens, especially now. We expect your assignments to be in on time but everyone will have three **“Flex Days**” throughout the semester. These days allow you to submit an assignment up to three days late without penalty. For example, you could use Two flex Days on one assignment, and one Flex Day on another. You do not need to provide us with the reason: simply email us and tell us how many of your flex days you would like to use. You can even email us after the due date to let us know when we should expect your assignment in. Flex Days can only be applied to the Response Papers, Mid-Semester Memo, and Final Memo. They cannot be applied for due dates associated with the final group presentation.

If there are emergencies or special circumstances for which the Flex Days are insufficient, please let us know and we will find ways to support you. Late submissions that exceed your Flex Days and without extensions will be penalized 10% per 24-hour period.

In addition to Flex Days for larger assignments, students are also allowed two “**skips”** for the weekly Front Porch submission.

## **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 Google Classroom, 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](https://wagner.nyu.edu/portal/students/policies/code). All Wagner students have already read and signed the [Wagner Academic Oath](https://wagner.nyu.edu/portal/students/policies/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.

## **Henry and Lucy Moses Center for Student Accessibility**

Academic accommodations are available for students with disabilities.  Please visit the [Moses Center for Students with Disabilities (CSD) website](https://www.nyu.edu/students/communities-and-groups/students-with-disabilities.html) and click the “Get Started” button. You can also call or email CSD(212-998-4980 or [mosescsd@nyu.edu](mailto: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.

## **NYU’s Calendar Policy on Religious Holidays**

[NYU’s Calendar Policy on Religious Holidays](https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/university-calendar-policy-on-religious-holidays.html) 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.

## **NYU’s Wellness Exchange**

[NYU’s Wellness Exchange](http://www.nyu.edu/life/safety-health-wellness/wellness-exchange.html) has extensive student health and mental health resources. A private hotline (212-443-9999) is available 24/7 that connects students with a professional who can help them address day-to-day challenges as well as other health-related concerns.

## **Overview of the Semester**

* **Week 1 (February 2)** - Grounding ourselves in the current political moment and how place shapes our lives
* **Week 2 (February 9**) - How should we be thinking about race and racism?
* **Week 3 (February 16)** - The role of public policy, civil society, and individuals in creating segregation
* **Week 4 (February 23)** - Thinking about and measuring segregation
* **Week 5 (March 2)** - Addressing the effects of segregation: “people” versus “place” based approaches to fair housing
* **Week 6 (March 9)** - Neighborhood change, gentrification, and displacement.
  + Assignment: Mid-semester memo due
* **Week 7 (March 16)** - Place and segregation shapes politics and political power
* **Week 8 (March 23)** - Neighborhoods and the social determinants of health
  + Assignment: Group presentation proposal due
* **Week 9 (March 30** - Segregation, policing, and mass incarceration
* **Week 10 (April 6)** - Race and the economy: when work disappears and the poverty tax
* **Week 11 (April 13)***-* Education: Increasingly separate and increasingly unequal
* **Week 12 (April 20)** - Collective action and looking inward
* **Week 13 (April 27** - Conclusions and student presentations
* **Week 14 (May 4)** - Conclusions and student presentations
* **Week 15 (May 11 - NO CLASS) -** Assignment: Final memo due

## **Detailed Course Overview**

### WEEK 1, FEBRUARY 2: Grounding ourselves in the current political moment and exploring how place shapes our lives

#### Guiding Questions:

* How do we situate our current moment -- outrage, awakening, and uprisings around police brutality, a global pandemic ravaging low-income communities of color, and the end of a white supremacy-laden presidential administration -- as part of a longer history of urban inequality and injustice?
* What were the elements that contributed to this inequality? How do neighborhoods matter in (your) life chances?
* How are activists, community groups, and citizens resisting oppression? How do we differentiate between symbolic, representational, and material demands for change?

#### Required Readings & Multimedia:

* Introduction – The Dream Revisited.
* Sharkey, Patrick. 2020. “[The Barricades That Let Urban Inequality Fester](https://www.theatlantic.com/ideas/archive/2020/06/barricades-let-urban-inequality-fester/613312/).” *The Atlantic.*
* Kelley, Robin. 2002. Freedom Dreams: The Black Radical Imagination. Boston: Beacon Press. (pg 1-12)
* Kendi, Ibram X. 2021. “[Denial is the Heartbeat of America](https://www.theatlantic.com/ideas/archive/2021/01/denial-heartbeat-america/617631/).” *The Atlantic.*
* [Podcast] Hannah-Jones, Nikole. 2019. “[The Fight for a True Democracy](https://www.nytimes.com/2019/08/23/podcasts/1619-slavery-anniversary.html).” The 1619 Project. *The New York Times.*

#### Recommended Readings

* Mogelson, Luke. 2021. “[Among the Insurrectionists](https://www.newyorker.com/magazine/2021/01/25/among-the-insurrectionists).” *The New Yorker.*
* Dikeç, Mustafa. 2020. “[Rage and Uprising](https://www.publicbooks.org/rage-and-uprising/)”. *Crisis Cities*
* Alexander, Elizabeth. 2020. “[The Trayvon Generation](https://www.newyorker.com/magazine/2020/06/22/the-trayvon-generation).” *The New Yorker*
* Movement for Black Lives (M4BL). 2020. “[Vision for 2020 Black Lives Policy Platform](https://m4bl.org/policy-platforms/).”
* Sharkey, Patrick, Keeanga-Yamahtta Taylor, and Yaryna Serkez. 2020. “[The Gaps Between White and Black America, in Charts](https://www.nytimes.com/interactive/2020/06/19/opinion/politics/opportunity-gaps-race-inequality.html).” *The New York Times.*

### WEEK 2, FEBRUARY 9: How should we be thinking about race and racism?

#### Guiding Questions:

* This session is about frameworks and theory to understand race and racism. How do you explain structural racism to someone who doesn’t believe it exists? And if you’re unconvinced it exists, how do you think we should think of the role and power of racism in institutions and policies?
* Do you agree with Isabel Wilkerson’s concept of a caste system as the accurate way to describe the racial hierarchy in the U.S.? What differentiates this term from structural racism used by Grant-Thomas and powell? What do we lose by not using the word “racism” and using different language to describe racist policies and behavior?
* Coates’ 2017 article asserts that the ascendance of Trump represented a return to whiteness as an explicit organizing principle of our economy, politics, and society. Was this too narrow of a perspective? In what ways has Coates’ analysis been supported or refuted in the years since?
* What was Du Bois arguing with respect to the relationship between white laborers and enslaved African-Americans before the Civil War? Do you think these dynamics still hold true today?

#### Required Readings & Multimedia:

* Grant-Thomas, Andrew and john a. powell. 2006. “[Toward a Structural Racism Framework](https://prrac.org/toward-a-structural-racism-framework/).” Poverty & Race.
* Wilkerson, Isabel. 2020. “[America’s Enduring Caste System](https://www.nytimes.com/2020/07/01/magazine/isabel-wilkerson-caste.html).” *The New York Times.*
* [Video] 2019. [Two Proletariats.](https://www.youtube.com/watch?v=b5KmssiAgBs&ab_channel=DUSPMIT) MIT Department of Urban Studies and Planning.
* 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 Atlanti*c.
* Du Bois, W.E. B. 1935. Black Reconstruction. Ch 1 The Black Worker and Ch. 2 White Worker.
* [Podcast] 2020*. “*[*The Fire Still Burning.*](https://www.npr.org/2020/12/29/951152424/the-fire-still-burning)*” NPR Code Switch.*
* Nguyen, Viet Thanh. 2020. “[Asian Americans Are Still Caught in the Trap of the ‘ Model Minority’ Stereotype. And It Creates Inequality for All](https://time.com/5859206/anti-asian-racism-america/)”. *Time*.

#### Recommended Readings and Multimedia:

* Carby, Hazel. 2021. “[The Limits of Caste](https://www.lrb.co.uk/the-paper/v43/n02/hazel-v.-carby/the-limits-of-caste).” *London Review of Books.*
* Serwer, Adam. 2021. “[The Capitol Rioters Weren’t ‘Low Class’](https://www.theatlantic.com/ideas/archive/2021/01/thoroughly-respectable-rioters/617644/)” *The Atlantic.*
* Dunning, William. 1901. “[The Undoing of Reconstruction](https://www.theatlantic.com/magazine/archive/1901/10/the-undoing-of-reconstruction/429219/).” *The Atlantic*
* 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.
* Coates, Ta-Nehisi. 2016. “[The Enduring Solidarity of Whiteness](https://www.theatlantic.com/politics/archive/2016/02/why-we-write/459909/).” The Atlantic.
* Gomez, Marisela, and Valerie Brown. 2020. [A New Paradigm for Racial Justice and the Global Pandemic](https://orderofinterbeing.org/2020/06/five-mindfulness-trainings-new-paradigm-for-racial-justice-and-the-global-pandemic/). *Order of Interbeing.*
* Badger, Emily, and Claire Cain Miller, Adam Pearce, Kevin Quealy. 2018. [Extensive Data Shows Punishing Reach of Racism for Black Boys](https://www.nytimes.com/interactive/2018/03/19/upshot/race-class-white-and-black-men.html). *The New York Times.*
* Burden-Stelly, Charisse. 2020. “[Caste Does Not Explain Race](http://bostonreview.net/race/charisse-burden-stelly-caste-does-not-explain-race)*”*. *The Boston Review.*
* Phruksachart, Melissa. 2020. “[The Literature of White Liberalism.](http://bostonreview.net/race/melissa-phruksachart-literature-white-liberalism)” *The Boston Review.*
* [Video] Crenshaw, Kimberlé. “[The urgency of intersectionality](https://www.youtube.com/watch?v=akOe5-UsQ2o).
* [Podcast] 2016. “[Can We Talk About Whiteness](https://www.npr.org/sections/codeswitch/2016/05/31/479733094/the-code-switch-podcast-episode-1-can-we-talk-about-whiteness).” *NPR Code Switch*.
* [Podcast] 2017. “[Made in America](https://www.sceneonradio.org/episode-33-made-in-america-seeing-white-part-3/).” and “[On Crazy We Built a Nation](https://www.sceneonradio.org/episode-34-on-crazy-we-built-a-nation-seeing-white-part-4/).” *Scene on Radio.*
* [Podcast] 2017. “[Black Reconstruction](http://www.thelitreview.org/episode2.html)”. *The Lit Review.*
* [Podcast] 2019. “[The Economy That Slavery Built](https://www.nytimes.com/2019/08/30/podcasts/1619-slavery-cotton-capitalism.html).” *The 1619 Project.*

### WEEK 3, FEBRUARY 16: The role of public policy, civil society, and individuals in creating segregation

#### Guiding Questions:

* What were the principal policies and programs that created residential segregation in American cities during the middle 20th century? How do you see the long-term consequences for individuals and communities playing out where you live?
* Who were the various actors or groups that benefited from de jure racial segregation and how were their actions interconnected? What was the role of “private” versus “public” actors, of “local” versus “federal” policy and programs? Where does culpability lie for righting past wrongs?

#### Required Readings & Multimedia :

* Jackson, Kenneth T. 1985. Crabgrass Frontier: The Suburbanization of the United States. Oxford University Press. – Chapter 11
* Taylor, Keeanga-Yamahtta. 2019. Race for Profit: How Banks and the Real Estate Industry Undermined Black Homeownership. – Chapter 1 (pg 26-37, 48-54 only).
* Rothstein, Richard. 2017. The Color of Law: A Forgotten History of How Our Government Segregated America. – Chapter 8 and Chapter 9.
* Cebul, Brent. 2020. [Tearing Down Black America](http://bostonreview.net/race/brent-cebul-tearing-down-black-america). *The Boston Review.*
* Schuetz, Jenny. 2020. “[Rethinking homeownership incentives to improve household financial security and shrink the racial wealth gap](https://www.brookings.edu/research/rethinking-homeownership-incentives-to-improve-household-financial-security-and-shrink-the-racial-wealth-gap/).*The Brookings Institution.*

#### Recommended Readings & Multimedia

* 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
* Desmond, Matthew. 2017. “[How Homeownership Became the Engine of American Inequality](https://www.nytimes.com/2017/05/09/magazine/how-homeownership-became-the-engine-of-american-inequality.html#:~:text=Feature-,How%20Homeownership%20Became%20the%20Engine%20of%20American%20Inequality,and%20the%20upper%20middle%20class.&text=The%20son%20of%20a%20minister%2C%20Ohene%20Asare%20grew%20up%20poor.&text=Two%20years%20ago%2C%20the%20couple%20bought%20a%20new%20home.).” *The New York Times.*
* Vale, Lawrence. “The Ideological Origins of Homeownership.” *Chasing the American Dream.*
* The City of New York. 2020. “[Where We Live NYC](https://wherewelive.cityofnewyork.us/wp-content/uploads/2020/02/Where-We-Live-NYC-Draft-Plan.pdf)”. Chapter 2 - Historical Background.
* 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).” *The New York Times*
* [Video] Wilkerson, Isabel. 2017. [The Great Migration and the power of a single decision](https://www.ted.com/talks/isabel_wilkerson_the_great_migration_and_the_power_of_a_single_decision).
* [Podcast] "[Episode 698: The Long Way Home](http://www.npr.org/sections/money/2016/04/29/476179674/episode-698-the-long-way-home)" Planet Money.
* [Podcast] “[A 'Forgotten History' Of How The U.S. Government Segregated America](https://www.npr.org/2017/05/03/526655831/a-forgotten-history-of-how-the-u-s-government-segregated-america)”. Fresh Air.

### WEEK 4, FEBRUARY 23: Thinking about and measuring segregation, and current policy mechanisms that sustain segregation and exclusion

*NOTE: Beginning this week we shift into contemporary policy issues.*

#### Guiding Questions:

* What does racial and socioeconomic segregation look like today? Where and for whom is segregation most intensive?
* Dozens of studies have shown that segregated, high-poverty neighborhoods harm Black and Brown people and constrain the productivity of cities as a whole. But what does integration mean? Do you agree with Mary Patillo that integration stigmatizes Black and brown people and spaces? Should integration be a policy goal? Is integration necessary for a just city?
* How do public policies sustain or drive segregation today? If a policy maintains segregation but isn’t explicitly segregationist, does that mean it is wrong or racist?

#### Required Readings and Multimedia:

* [Video] [Housing Segregation in Everything](https://www.npr.org/sections/codeswitch/2018/04/11/601494521/video-housing-segregation-in-everything). *NPR Code Switch*.
* Rugh, Jacob S., and Douglas S. Massey. 2014. "Segregation in post-civil rights America." Du Bois Review: Social Science Research on Race. (Read only “Introduction”, “Data and Methods”, and “Conclusion”)
* “Discussion 1: Why Integration?” - The Dream Revisited.
* “Discussion 3: Neighborhood Income Segregation” - The Dream Revisited.
* “Discussion 6: Ending Segregation: Our Progress Today” - The Dream Revisited
* Sommer, Lauren. 2020. “[Minneapolis Has a Bold Plan to Tackle Racial Inequality. Now It Has to Follow Through](https://www.npr.org/2020/06/18/877460056/minneapolis-has-a-bold-plan-to-tackle-racial-inequity-now-it-has-to-follow-throu).” *NPR.*
* [Podcast] NYU Furman Center. *In Our Backyard.* 2020. “[Episode 2: Soho - The Elizabeth Street Garden](https://furmancenter.org/in-our-backyard).”

#### Recommended Readings and Multimedia:

* Cashin, Sheryl. 2018. “Integration as a Means of Restoring Democracy and Opportunity”. *A Shared Future: Fostering Communities of Inclusion in an Era of Inequality.*
* Greene, Solomon, and Ingrid Gould Ellen. 2020. “[Breaking Barriers, Boosting Supply: How the Federal Government Can Help Eliminate Exclusionary Zoning](https://www.urban.org/sites/default/files/publication/102963/breaking-barriers-boosting-supply_0.pdf).” *Urban Institute.*
* Goetz, Edward G., Anthony Damiano, and Rashad Williams. 2021. “‘[Opportunity Areas’ Shouldn’t Just Be Places With A Lot of White People](https://shelterforce.org/2021/01/04/opportunity-areas-shouldnt-just-be-places-with-a-lot-of-white-people/).” *Shelterforce.*
* Mangin, John. 2014. “The New Exclusionary Zoning.” *Stanford Law and Policy Review.*
* Galante, Carol. 2020. [Now Is the Time to Embrace Density](https://www.nytimes.com/2020/05/12/opinion/sunday/urban-density-inequality-coronavirus.html). *The New York Times.*
* Fennell, Lee. 2002. Homes Rule. 112 Yale Law Journal 617-664. (Read only pg 617-636)
* Pager, Devah and Hana Shepherd. 2008. “The Sociology of Discrimination: Racial Discrimination in Employment, Housing, Credit, and Consumer Markets.” Annual Review of Sociology.
* Samuels, Alana. 2016. “[Rethinking America’s ‘Dark Ghettos](https://www.theatlantic.com/business/archive/2016/11/rethinking-americas-dark-ghettos/508400/)’”. *The Atlantic.*
* Choi, Anne and Keith Herbert and Olivia Winslow and Arthur Browne. 2019. “[Long Island Divided](https://projects.newsday.com/long-island/real-estate-agents-investigation/)”. *Newsday.*
* [Podcast] “[Location! Location! Location!](https://www.npr.org/2018/04/11/601131468/location-location-location)” NPR

### WEEK 5, MARCH 2: Addressing the effects of segregation: “people” versus “place” based approaches to fair housing.

#### Guiding Questions:

* Is community or “place” based development a hopeless goal because it is “swimming against the tide” of largely structural inequities that originate outside of communities or “place”?
* Should public policy aim to move poor people into neighborhoods with more opportunities or just give poor people money (“people” approaches)? Should we instead try to improve neighborhoods? Which do you find most compelling?
* If a community is diverse or mixed-income, but people do not meaningfully interact, is that an integrated community?
* What does it mean to “affirmatively furthering” federal fair housing laws? What are the challenges or obstacles to progress? What is the role of the federal government in addressing issues such as segregation that are highly locally constructed?

#### Required Readings and Multimedia:

* O’Connor, Alice. 2001. “Swimming Against the Tide: A Brief History of Federal Policy in Poor Communities,” in James DeFilippis; Susan Saegert;,eds. The Community Development Reader, Chapter 2.
* Crane, Randall, and Michael Manville. 2008. “People or Place? Revisiting the Who Versus the Where of Urban Development.” *Land Lines.*
* “Discussion 17: Addressing Neighborhood Disinvestment” - The Dream Revisited
* [Podcast] “Part 5: Get Some Gone”, “Part 6:” The Future”. [The Promise](https://www.npr.org/podcasts/578326263/the-promise) [Season 1]. *NPR*
* Capps, Kriston. 2021. “[Biden Lays Out His Blueprint for Fair Housing](https://www.bloomberg.com/news/articles/2021-01-27/biden-s-housing-agenda-begins-with-undoing-trump-s).” *CityLab.*
* Biden, Joseph. 2021. “[Memorandum on Redressing Our Nation’s and the Federal Government’s History of Discriminatory Housing Practices and Policies](https://www.whitehouse.gov/briefing-room/presidential-actions/2021/01/26/memorandum-on-redressing-our-nations-and-the-federal-governments-history-of-discriminatory-housing-practices-and-policies/)”. *The White House.*

#### Recommended Readings and Multimedia:

* Briggs, Xavier. 2017. “Fostering Inclusion: Whose Problem? Which Problem?”. A Shared Future: Fostering Communities of Inclusion in an Era of Inequality.
* “Discussion 15: Affirmatively Furthering Fair Housing” – The Dream Revisited.
* “Discussion 16: Balancing Investment in People and Place” - The Dream Revisited
* 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
* Leonhardt, David. 2015. “[An Atlas of Upward Mobility Shows Paths Out of Poverty](https://www.nytimes.com/2015/05/04/upshot/an-atlas-of-upward-mobility-shows-paths-out-of-poverty.html).” *The New York Times*.
* Vale, Lawrence J. 2014. “Myth #6: Mixed-Income Redevelopment Is the Only Way to Fix. Failed Public Housing,” in Nicholas Bloom, Fritz Umbach, and Lawrence J. Vale, eds., Public Housing Myths: Beyond Victims and Villains (Ithaca, NY: Cornell University Press).
* [Podcast] “[How Atlanta Transformed its East Lake Neighborhood](http://www.slate.com/podcasts/placemakers/how_atlanta_transformed_its_east_lake_neighborhood.html).” Placemakers.
* [Podcast] "[House Rules](http://www.thisamericanlife.org/radio-archives/episode/512/house-rules)". This American Life.
* Fuchs, Hailey. 2020. “[Trump Moves to Roll Back Obama Program Addressing Housing Discrimination](https://www.nytimes.com/2020/07/23/us/politics/trump-housing-discrimination-suburbs.html).” *The New York Times.*
* Steil, Justin and Nicholas Kelly. 2019. “The Fairest of Them All: Analyzing Affirmatively Furthering Fair Housing Compliance”. Housing Policy Debate, 29(1), 85–105.
* Steil, Justin, and Camille Z. Charles. 2020 “Chapter 2: Sociology, Segregation, and the Fair Housing Act” in *Perspectives on Fair Housing.*

### WEEK 6, MARCH 9: Neighborhood change, gentrification, and displacement.

#### Assignment: Mid-semester memo due

#### Guiding Questions:

* Everyone thinks they know what gentrification means and that they “know it when they see it”. This social, political, and economic phenomena has become a catchword encompassing everything from new housing, coffee shops and restaurants, to displacement, evictions, or strange neighbors moving in. It looks very different viewed by legacy residents versus that of, say, developers, landlords, or small business owners. But to understand gentrification is to understand the various groups wrestling over the meaning of neighborhoods and communities.
* Does gentrification hurt, or help? What is gained and what is lost? What is the evidence of the relationship between gentrification and displacement?
* Urban economists will argue that an important part of preventing displacement is building new housing for middle and higher-income households to absorb the demand these households put on existing housing in gentrifying areas. Anti-displacement advocates, alongside homeowners, tend to be adamantly opposed to allowing this type of “market rate” development. Why are these arguments for a “supply side” or “filtering” approach to curb gentrification and rising housing costs often rejected by activists, community groups, and low-income residents?

#### Required Readings & Multimedia:

* Hyra, Derek. 2016. “Commentary: Causes and Consequences of Gentrification and the Future of Equitable Development Policy.” Cityscape 18(3).
* “Chapter 24: Gentrification and the Promise of Integration” - The Dream Revisited
* Sanneh, Kelefa. 2016. “Is Gentrification Really a Problem?” *The New Yorke*r, July 11 & 18.
* Jacobus, Rick. 2019. “[Why Voters Haven’t Been Buying the Case for Building](https://shelterforce.org/2019/02/19/why-voters-havent-been-buying-the-case-for-building/).” *Shelterforce*
* Local Housing Solutions. 2021. “[Policy objective: Increasing housing stability for renters and owners](https://www.localhousingsolutions.org/act/policy-objectives/act-policy-objectives-increasing-housing-stability-for-renters-and-owners/?pdf=1786).”
* [Podcast] “[Episode 5: It's Complicated](http://www.wnyc.org/story/its-complicated-culture-clash-brooklyn-neighborhood-gentrification)” and "[Episode 6: Trickery, Fraud and Deception](http://www.wnyc.org/story/trickery-fraud-deception-foreclosures-scams-brooklyn-neighborhood-gentrification)". *WNYC There Goes the Neighborhood.*

#### Recommended Readings:

* Badger, Emily, Quoctrung Bui, and Robert Gebeloff. 2019. “[The Neighborhood Is Mostly Black. The Home Buyers Are Mostly White](https://www.nytimes.com/interactive/2019/04/27/upshot/diversity-housing-maps-raleigh-gentrification.html).”
* Gould Ellen, Ingrid and Alexis Captanian. 2020. “[Gentrification and the Health of Legacy Residents](https://www.healthaffairs.org/do/10.1377/hpb20200724.106767/full/).” *Health Affairs.*
* The Urban Displacement Project. [The Urban Displacement Replication Project.](https://www.urbandisplacement.org/sites/default/files/udp_replication_project_methodology_10.16.2020-converted.pdf) 2020.
* Been, Vicki. 2018. “What More Do We Need to Know About How to Prevent and Mitigate Displacement of Low- and Moderate-Income Households from Gentrifying Neighborhoods. *A Shared Future: Fostering Communities of Inclusion in an Era of Inequality.*
* Beekman D. 2020. [This project is trying to reverse gentrification by bringing people back to Seattle’s Central District](https://www.seattletimes.com/seattle-news/politics/this-project-is-trying-to-bring-reverse-gentrification-by-bringing-people-back-to-seattles-central-district/). *The Seattle Times.*
* Badger, Emily. 2020. “[Riots Long Ago, Luxury Living Today](https://www.nytimes.com/2020/07/10/upshot/riots-redevelopment-gentrification.html#click=https://t.co/zvfxdMuZ87).” *The New York Times.*
* Doughery, Conor. 2019. “[Victims of NIMBYism, Unite](https://www.theatlantic.com/ideas/archive/2020/02/building-enough-housing-requires-unlikely-coalition/606739/).” *The Atlantic*.
* Been, Vicki and Ingrid Gould Ellen, Katherine O’Regan, 2019. "Supply Skepticism: Housing Supply and Affordability," Housing Policy Debate, Taylor & Francis Journals, vol. 29(1), pages 25-40, January.
* Been, Vicki. 2018. “City NIMBYs.” Journal of Land Use & Environmental Law, vol 38 (2).
* Cortright, Joe. 2019. “[How gentrification benefits long-time residents of low-income neighborhoods](https://cityobservatory.org/how-gentrification-benefits-long-time-residents-of-low-income-neighborhoods/).” *City Observatory.*

### WEEK 7, MARCH 16: Place and segregation shapes politics and political power

#### Guiding Questions:

* How has white supremacy shaped how we structure access to democracy in the United States?
* How is it that 150 years of the 15th Amendment and 50 years since the Voting Rights Act, the continued widespread use of voter suppression dog-whistling to white voters, and stoking racial resentment are major viable political strategies in the 2020 Presidential election?
* How does segregation create conditions that encourage voter suppression?
* Why have attacks on the Census been so prevalent during this election season? How does the Census connect to this history of segregation and one’s expression of political power?

#### Required Readings and Multimedia:

* Douglass, Frederick. 1867. “[An Appeal to Congress for Impartial Suffrage.](https://www.theatlantic.com/magazine/archive/1867/01/an-appeal-to-congress-for-impartial-suffrage/306547/)” *The Atlantic*
* Kendi, Ibram X. 2018. “[A House Still Divided.](https://www.theatlantic.com/magazine/archive/2018/10/a-house-still-divided/568348/)” *The Atlantic.*
* Discussion 13: “Segregation and Politics.” – The Dream Revisited.
* Brennan Center. 2020. “[The Case for H.R. 1](https://www.brennancenter.org/our-work/policy-solutions/case-hr-1)”
* Herndon, Astead. 2021. “[America in 2021: Racial Progress in the South, a White Mob in the Capitol](https://www.nytimes.com/2021/01/08/us/politics/trump-georgia-capitol-racism.html?smid=tw-share).” *The New York Times*.
* Brennan Center. 2020. “[Gerrymandering Away Wisconsin’s Future.](https://www.brennancenter.org/our-work/research-reports/gerrymandering-away-missouris-future)”
* [Podcast] NPR Code Switch. 2020. “[An Historic Vote, Among Many](https://www.npr.org/2020/10/30/929669118/an-historic-vote-among-many)”.

#### Recommended Readings:

* [Podcast] NPR Code Switch. 2020. “[Who Counts in 2020?.](https://www.npr.org/2020/03/31/824922461/who-counts-in-2020)”
* Johnson, Theodore R. 2020. “[How the Black Vote Became a Monolith.](https://www.nytimes.com/2020/09/16/magazine/black-vote.html)” *The New York Times.*
* [Podcast] "[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
* [Video] "[Special Districts](https://www.youtube.com/watch?v=3saU5racsGE)" Last Week Tonight with John Oliver
* 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.*
* 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.*
* Anderson, Carol. 2018. “[Voting While Black: The Racial Injustice that Harms Our Democracy](https://www.theguardian.com/commentisfree/2018/jun/07/black-voter-suppression-rights-america-trump),” *The Guardian.*
* Quealy, Kevin, and Alicia Parlapiano. 2021. “[Election Day Voting in 2020 Took Longer in America’s Poorest Neighborhoods](https://www.nytimes.com/interactive/2021/01/04/upshot/voting-wait-times.html).” *The New York Times.*

### WEEK 8, MARCH 23: Neighborhoods and the Social Determinants of Health

#### Assignment: Group presentation proposal due

#### Guiding Questions:

* An old saying goes: “when America catches a cold, Black America gets pneumonia”. What are the ways that inequality in housing, healthcares the built environment, job quality and other areas drive poor health?
* How does a “socially determined” perspective on health vary from other ways of understanding health outcomes?
* What is the relationship between the disparate impact of COVID-19 on communities of color and other vulnerabilities/oppressions?
* How does segregation exacerbate or, alternatively, protect against health inequities?

#### Required Readings and Multimedia:

* [Video] “[Dr. Camara Jones Explains the Cliff of Good Health](https://www.urban.org/policy-centers/cross-center-initiatives/social-determinants-health/projects/dr-camara-jones-explains-cliff-good-health).” Urban Institute
* [Podcast] 2020. “[Chapter 4: The List](https://99percentinvisible.org/episode/according-to-need-chapter-4-the-list/)” and “[Chapter 5: Housing Finally”](https://99percentinvisible.org/episode/according-to-need-chapter-5-housing-finally/). 99% Invisible.
* [Podcast] 2021. “[Stepping out of the Shadow of ‘Killer King](https://www.npr.org/2021/01/25/960378925/in-the-shadow-of-killer-king).” Code Switch.
* “Discussion 11: Segregation and Health.” – The Dream Revisited (Read only Mariana Arcaya’s essay).
* Taylor, Lauren. 2018. “[Housing And Health: An Overview Of The Literature](https://www.healthaffairs.org/do/10.1377/hpb20180313.396577/full/),*”* Health Affairs Health Policy Brief.
* Villarosa, Linda. 2020. “[Pollution Is Killing Black Americans. This Community Fought Back](https://www.nytimes.com/2020/07/28/magazine/pollution-philadelphia-black-americans.html).” *The New York Times Magazine.*
* Dougherty, Conor. 2020. [12 People in a 3-Bedroom House, Then the Virus Entered the Equation](https://www.nytimes.com/2020/08/01/business/economy/housing-overcrowding-coronavirus.html). 2020. *The New York Times*.
* Plumer, Brad, and Nadja Popovich. [How Decades of Racist Housing Policy Left Neighborhoods Sweltering](https://www.nytimes.com/interactive/2020/08/24/climate/racism-redlining-cities-global-warming.html). 2020. *New York Times.*

#### Recommended Readings and Multimedia:

* [Podcast] 2019, “[Episode 4: How the Bad Blood Started](https://www.nytimes.com/2019/09/13/podcasts/1619-slavery-healthcare.html).” 1619 Project.
* Bailey, Zinzi et al. 2017. “Structural racism and health inequities in the USA: evidence and interventions.” The Lancet
* Villarosa, Linda. 2020 “‘[A Terrible Price”: The Deadly Racial Disparities of COVID-19.](https://www.nytimes.com/2020/04/29/magazine/racial-disparities-covid-19.html)” *New York Times.*
* Barry, Dan, and Annie Correal. 2020. “[The Epicenter](https://www.nytimes.com/2020/12/03/nyregion/coronavirus-new-york.html?smid=em-share).” *The New York Times.*
* [Proceedings of the First National People of Color Environmental Leadership Summit](https://www.nrdc.org/sites/default/files/ej-principles.pdf). 1991. Principles of Environmental Justice.
* [Podcast] “Part III: Through The Looking Glass.” [Floodlines](https://www.theatlantic.com/podcasts/floodlines/). *The Atlantic*.
* Joseph Smith, Talmon. 2020. [Opinion | Remembering Katrina and Its Unlearned Lessons, 15 Years On](https://www.nytimes.com/2020/08/21/opinion/sunday/coronavirus-hurricane-katrina-anniversary.html). *The New York Times.*
* Oppel, Richard A., Robert Gebeloff, K.K. Rebecca Lai, Will Wright and Mitch Smith. 2020, “[The Fullest Look Yet at the Racial Inequality of Coronavirus](https://www.nytimes.com/interactive/2020/07/05/us/coronavirus-latinos-african-americans-cdc-data.html).” *The New York Times.*
* Bullard, Robert D., Paul Mohai, Robin Saha, and Beverly Wright. 2007. [Toxic Wastes and Race at Twenty](https://www.nrdc.org/sites/default/files/toxic-wastes-and-race-at-twenty-1987-2007.pd). (page X-14 only)
* Worland, Justin. 2020. [Why the Larger Climate Movement Is Finally Embracing the Fight Against Environmental Racism](https://time.com/5864704/environmental-racism-climate-change/). *Times.*

### WEEK 9, MARCH 30: Segregation, Policing, and Mass Incarceration

#### Guiding Questions:

* A debate is raging in cities on radically transforming the role and scope of police. What does it mean to “abolish or defund the police” versus to “reform”? Who is arguing for what and why are there deep divisions within Black and Brown communities? What would take its place and can this be done while also keeping cities safe?
* How do neighborhoods relate to differential experience of policing? How has *your* neighborhood shaped your relationship to the police?
* Do you agree with Monica Bell that it is impossible to have fair policing within a segregated city?
* Cities and city life do not function when there are high rates of violence. How do you reconcile the evidence of increased policing reducing crime in cities with police violence against black and brown communities?

#### Required Readings and Multimedia:

* Taylor, Keenga-Yamahtta. 2020. [We Should Still Defund the Police](https://www.newyorker.com/news/our-columnists/defund-the-police). *The New Yorker.*
* “Discussion 10: “Segregation and Law Enforcement.” – The Dream Revisited.
* Bell, Monica. 2020. “[Anti-Segregation Policing.](https://www.nyulawreview.org/issues/volume-95-number-3/anti-segregation-policing/)” The New York Law Review. (Read Introduction and Part II only)
* Yglesias, Matt. 2020. [The End of Policing left me convinced we still need policing](https://www.vox.com/2020/6/18/21293784/alex-vitale-end-of-policing-rev). Vox.
* Kaba, Mariame. 2020. [Yes, We Mean Literally Abolish the Police.](https://www.nytimes.com/2020/06/12/opinion/sunday/floyd-abolish-defund-police.html)*The New York Times*.
* Eligon, John. 2020. [Distrust of the Minneapolis Police, and Also the Effort to Defund Them](https://www.nytimes.com/2020/08/04/us/minneapolis-defund-police.html).*The New York Times.*
* Mays, Jeffery. 2020. [Who Opposes Defunding the N.Y.P.D.? These Black Lawmakers](https://www.nytimes.com/2020/08/10/nyregion/defund-police-nyc-council.html). *The New York Times*.
* Stout, Brian. 2020. “[We Don’t Have to Live Like This](https://citizenstout.substack.com/p/we-dont-have-to-live-like-this?utm_medium=email&utm_campaign=cta)”. *Building Belonging.*

#### Recommended Readings and Multimedia:

* [Podcast] “[How We Keep Our Communities Safe](https://www.wnycstudios.org/podcasts/otm/segments/how-we-keep-our-communities-safe-on-the-media).” WNYC.
* “Discussion 9: Explaining Ferguson Through Place and Race.” – The Dream Revisited
* Bowles, Nellie. 2020. “[Abolish the Police? Those Who Survived the Chaos in Seattle Aren’t So Sure](https://www.nytimes.com/2020/08/07/us/defund-police-seattle-protests.html)”. *The New York Times.*
* House, Sophia, and Krystle Okafor. 2020. [“Under One Roof: Building an Abolitionist Approach to Housing Justice](https://nyujlpp.org/quorum/house-okafor-building-abolitionist-approach-housing/).” NYU Journal of Legislation & Public Policy.
* Herndon, Astead. 2020 “[How a Pledge to Dismantle the Minneapolis Police Collapsed](https://www.nytimes.com/2020/09/26/us/politics/minneapolis-defund-police.html)”. *The New York Times.*
* Barker, Kim, Michael Keller, and Steve Eder. 2020. “[How Cities Lost Control of Police Discipline.](https://www.nytimes.com/2020/12/22/us/police-misconduct-discipline.html)” *The New York Times.*
* Fadel, Leila. 2020. *“*[*'Now The World Gets To See The Difference': BLM Protesters On The Capitol Attack*](https://www.npr.org/2021/01/09/955221274/now-the-world-gets-to-see-the-difference-blm-protesters-on-the-capitol-attack)*”.* *NPR*
* Dickerson, Caitlin. 2020. “[A Minneapolis Neighborhood Vowed to Check Its Privilege. It’s Already Being Tested](https://www.nytimes.com/2020/06/24/us/minneapolis-george-floyd-police.html)”. *The New York Times.*
* Harmon, Amy and Audra D. S. Burch. 2020. “[White Americans Say They Are Waking Up to Racism. What Will It Add Up To?](https://www.nytimes.com/2020/06/22/us/racism-white-americans.html)” *The New York Times.*
* Hanna-Jones, Nikole. 2015. “[A Letter From Black America](http://www.politico.com/magazine/story/2015/03/letter-from-black-america-police-115545).” *Politico.*
* 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*.
* Hinton, Elizabeth. 2018. [An Unjust Burden: The Disparate Treatment of Black Americans in the Criminal Justice System](https://www.vera.org/downloads/publications/for-the-record-unjust-burden-racial-disparities.pdf). *The Vera Institute.*
* [Video] "[The Enduring Myth of Black Criminality](http://www.theatlantic.com/video/index/404674/enduring-myth-of-black-criminality/)" *The Atlantic*
* [Video] "[Mass Incarceration, Visualized](http://www.theatlantic.com/video/index/404890/prison-inherited-trait/)" *The Atlantic..*[Podcast] 2020. “[Race, policing, and the universal yearning for safety.](https://www.vox.com/2020/9/15/21437156/police-racial-bias-shootings-the-ezra-klein-show)” *The Ezra Klein Show.*
* [Podcast or Read Transcript!]. [Keeping the Peace: Patrick Sharkey on Sustaining the Great Crime Decline](https://www.courtinnovation.org/publications/patrick-sharkey-podcast). 2020.

### WEEK 10, APRIL 6: Race, neighborhoods, and the economy: When work disappears and The Poverty Tax

#### Guiding Questions:

* What role does work play in attaining the American dream?
* What is a good life? A good job? How are they related or not?
* What are the institutions in society that have a role to play in making sure a good life and a good job are attainable?
* What is the role of workers in pursuing a good life?

#### Required Readings and Multimedia:

* Wilson, William Julius. 1997. When Work Disappears: The World of the New Urban Poor. – Chapter 2
* *The American Prospect* article “[It’s Not the ‘Future of Work’, It’s the Future of Workers That’s in Doubt](https://prospect.org/labor/future-work-future-workers-doubt/)"
* [Video] Milk with Dignity Campaign → ~12 min, [video](https://migrantjustice.net/milk-with-dignity-campaign)
* [Audio] The Rise of Contract Work → ~5 min, [podcast segment](https://www.npr.org/2018/01/22/578825135/rise-of-the-contract-workers-work-is-different-now)
* [Audio] [Factually! with Adam Connover - The Reawakening of American Unions](https://vilcap-dot-yamm-track.appspot.com/Redirect?ukey=1ajjH5l1xp788KT7WvEC5P8ZgXmOovO1VxyrykmIpcjA-1866856241&key=YAMMID-05434146&link=https%3A%2F%2Fvilcap-dot-yamm-track.appspot.com%2FRedirect%3Fukey%3D1ajjH5l1xp788KT7WvEC5P8ZgXmOovO1VxyrykmIpcjA-1767923037%26key%3DYAMMID-86517902%26link%3Dhttps%253A%252F%252Fwww.stitcher.com%252Fpodcast%252Fearwolf%252Ffactually-with-adam-conover%252Fe%252F65574852) (first 30 min, available on all podcasts platforms)
* [Video] “[On Minneapolis Burning](https://www.youtube.com/watch?v=llci8MVh8J4)” Kimberly Jones
* “Discussion 12: Segregation and Financial Crisis” (Only required to read the lead essay from Jacob Faber”) – The Dream Revisited.
* ‌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.

#### Recommended Readings and Multimedia:

* Kiel, Paul. 2020. “[IRS: Sorry, but It’s Just Easier and Cheaper to Audit the Poor](https://www.propublica.org/article/irs-sorry-but-its-just-easier-and-cheaper-to-audit-the-poor?utm_source=twitter&utm_medium=social)”. *ProPublica*.
* [Video] “[Coronavirus-19: Evictions](https://www.youtube.com/watch?v=R652nwUcJRA)”. Last Week Tonight With John Oliver
* [Video] "[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
* 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.
* [Video] Ai-jen Poo. “[The work that makes all other work possible](https://www.ted.com/talks/ai_jen_poo_the_work_that_makes_all_other_work_possible/transcript).”
* Osterman, Paul. 2012. “[Good Jobs: Three Reasons There Aren't More](https://bostonreview.net/paul-osterman-jobs-employment).” *The Boston Review.*
* Cowley, Stacy. 2020. [Consumer Bureau Scraps Restrictions on Payday Loans](https://www.nytimes.com/2020/07/07/business/payday-consumer-financial-protection-bureau.html).*The New York Times*.
* Hu, Winnie, Juliana Kim, and Jo Corona. 2020. “‘[It Makes Me Angry’: These Are the Jobless in a City Filled With Wealth](https://www.nytimes.com/2020/12/07/nyregion/bronx-unemployment-covid.html?referringSource=articleShare)”. *The New York Times.*
* Robertson, Campbell and Robert Gebeloff. 2020. [How Millions of Women Became the Most Essential Workers in America](https://www.nytimes.com/2020/04/18/us/coronavirus-women-essential-workers.html). *The New York Times.*
* Weisberg, Jaime. 2020. [Protecting the Community Reinvestment Act Is an Investment in Economic Justice](https://shelterforce.org/2019/12/18/protecting-the-community-reinvestment-act-is-an-investment-in-economic-justice/.). *Shelter Force.*
* [Podcast] "[What Is Driving The 'Unbanking Of America'?](http://www.npr.org/2017/01/10/509126878/what-is-driving-the-unbanking-of-america)" Fresh Air
* Molina, Natalia. 2020. “[The Enduring Disposability of Latinx Workers](https://www.publicbooks.org/the-enduring-disposability-of-latinx-workers/).”*Crisis Cities*

### WEEK 11, APRIL 13: Education: Increasingly separate and increasingly unequal

#### Guiding Questions:

* While much of our course materials so far have focused on the structural or institutional barriers to racial equity, this week considers the key role of individual behavior. How do families’ decisions and choices about where to send their children to school unfold within the context of inequitable systems? How do they contribute to or reduce the impact of inequality? Is it important to focus on the school choice behavior of white parents?
* What are the school-based policies that drive school segregation? How might these policies influence where people decide to live?
* We see in this week’s podcasts about NYC how tensions emerge in certain areas of urban school districts where gentrification can lead to affluent, often White children attending schools that have long been predominantly Black and Brown.The “Nice White Parents” and “School Colors” podcasts focus on these dynamics playing out in active school segregation discussion happening in two nearby Brooklyn neighborhoods. How would you create a process or strategy to facilitate integration in gentrifying neighborhoods in a way that allows for inclusion and democractic governance from parents and children of highly different backgrounds and experiences?Do the many benefits of integration consistently documented in the literature outweigh the risks of loss of power and autonomy associated with “school gentrification”?

#### Required Readings and Multimedia:

* [Video] “[Segregated City](https://www.nytimes.com/2019/10/18/the-weekly/nyc-schools-segregation.html).” *The New York Times,*
* Hannah-Jones, Nikole. 2016. “[Choosing A School for My Daughter in a Segregated City](https://www.nytimes.com/2016/06/12/magazine/choosing-a-school-for-my-daughter-in-a-segregated-city.html).” *The New York Times Magazine.*
* New York City School Diversity Advisory Group. 2019. “[Making the Grade: The Path to Real Integration and Equity for NYC Public School Students](https://docs.wixstatic.com/ugd/1c478c_4de7a85cae884c53a8d48750e0858172.pdf).” (only “Part 4: Recommendations” is required.)
* [Podcast on District 15] 2020. “Episode 5: We Know it When We See it”. [Nice White Parents](https://www.nytimes.com/2020/07/23/podcasts/nice-white-parents-serial.html).
* [Podcast on District 13] 2019. “Episode 7: New Kids on the Block.” [School Colors.](https://www.schoolcolorspodcast.com/episodes/episode-7-new-kids-on-the-block)
* Shapiro, Eliza. 2020. “[New York City Will Change Many Selective Schools to Address Segregation](https://www.nytimes.com/2020/12/18/nyregion/nyc-schools-admissions-segregation.html?referringSource=articleShare)”. *The New York Times.*
* "Discussion 18 - Place-Based Affirmative Action.” - The Dream Revisited

#### Recommended Readings and Multimedia:

* [Video] "[School Segregation](https://www.youtube.com/watch?v=o8yiYCHMAlM)" Last Week Tonight with John Oliver
* [Podcast] "[The Problem We All Deal With](http://www.thisamericanlife.org/radio-archives/episode/562/the-problem-we-all-live-with)". This American Life
* [Podcast] “Episode 1: The Book of Statuses” and “Episode 3: I Still Believe in It”. [Nice White Parents](https://www.nytimes.com/2020/07/23/podcasts/nice-white-parents-serial.html)
* [Podcast] “Episode 2: Power to the People” and “Episode 3: Third Strike”. [School Colors](https://www.schoolcolorspodcast.com/). (***HIGHLY RECOMMENDED*:** If you listen to these episodes from theSchool Colors podcast, compare the demands of black students in Central Brooklyn in the 1960s to the discussions in Nice White Parents episode “I Still Believe In It)
* [Podcast] “[A Tale of Two School Districts](https://www.npr.org/2019/09/11/731867149/a-tale-of-two-school-districts).” Code Switch.
* “Discussion 5: The Relationship Between Residential and School Segregation” - The Dream Revisited
* Patrick Sharkey, et al.. 2014.“High Stakes in the Classroom, High stakes on the Street: The Effects of Community Violence on Students Standardized Test Performance,” *Sociological Science*.
* Hannah-Jones, Nikole. 2019. “[It Was Never About Busing.](https://www.nytimes.com/2019/07/12/opinion/sunday/it-was-never-about-busing.html)” *The New York Times.*
* Hannah-Jones, Nikole. 2014. “[School Segregation, The Continuing Tragedy of Ferguson](https://www.propublica.org/article/ferguson-school-segregation).” *ProPublica.*
* Lucy Cohen Blatter and Mimi O’Connor. 2018. “[The Buyer’s and Renter’s Guide to the NYC Elementary School Game](https://www.brickunderground.com/blog/2013/03/buyers_and_renters_guide_to_NYC_grade_schools)”. Brick Underground

### WEEK 12, APRIL 20: Collective Action and Looking Inward

#### Required Readings and Multimedia:

* Stout, Brian. 2020. [Lead from the scar, not the wound](https://citizenstout.substack.com/p/lead-from-the-scar-not-the-wound?utm_campaign=post&utm_medium=email&utm_source=copy)**.** *Building Belonging.*
* King, Maya**.** 2020. [Inside Black Lives Matter's push for power](https://www.politico.com/news/2020/11/17/black-lives-matters-push-power-436916)**.** *Politico***.**
* Rev. angel Koyodo Williams, Lama Rod Owens, and Jasmine Syedullah. 2016. Radical Dharma. 96-104.
* Taylor, Keenga-Yamahtta. 2020. [Until Black Women are Free None of Us Will Be Fre](https://www.newyorker.com/news/our-columnists/until-black-women-are-free-none-of-us-will-be-free)[e](https://www.newyorker.com/news/our-columnists/defund-the-police). *The New Yorker.*
* Lowe, Lisa. 2020. “Afterward: Revolutionary Feminisms in a Time of Monsters”. *Revolutionary Feminisms.*

#### Recommended Readings and Multimedia:

* [Podcast] “Imagination & Critical Connection”. [Irresistible](https://healingjustice.podbean.com/e/10-imagination-critical-connection-adrienne-maree-brown/).
* [Podcast - first 25 minutes only] “angel Kyodo williams - The World is Our field of Practice.” [On Being with Krista Tippett](https://onbeing.org/programs/angel-kyodo-williams-the-world-is-our-field-of-practice/).
* [Podcast] “Arlie - Hochschild - The Deep Stories of Our Time.” [On Being with Krista Tippett](https://onbeing.org/programs/arlie-hochschild-the-deep-stories-of-our-time/).
* adrienne maree brown. 2019. “Love as Political Resistance.” *Pleasure Activism.*
* Rev. angel Koyodo Williams, Lama Rod Owens, and Jasmine Syedullah. 2016. Radical Dharma. Pages 61-74.
* Baldassari, Erin. 2020. [How Moms 4 Housing Changed Laws and Inspired a Movement](https://www.kqed.org/news/11842392/how-moms-4-housing-changed-laws-and-inspired-a-movement), KQED.
* Ransby, Barba. 2015. “[Ella Baker's Radical Democratic Vision](https://jacobinmag.com/2015/06/black-lives-matter-police-brutality)”. *Jacobin.*

### WEEK 13, APRIL 27: Reflections, Student presentations + Conclusions

### WEEK 14, MAY 4: Reflections, Student presentations + Conclusions