



NYU

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

UPADM-GP 219

Segregation and Public Policy in the American City

Spring 2022

Instructor Information

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- Office Hours: Thursdays 7-8pm via Zoom (<https://nyu.zoom.us/j/93924630227>) or by appointment.

Course Information

- Class Meeting Times: Tuesdays, 4:55-7:25pm.
- Class Location: Global Center, Room 388

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 broad significance in current policy debates. From this vantage point, we will explore and gain insights into how place and race shape critical issues, spanning gentrification and displacement, to policing and mass incarceration, and inequality in exposure to climate change and access to quality education, good jobs, healthy environments and quality food. 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 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, the fight for food

justice and sovereignty 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, 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](#) 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](#).

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.

The core textbook for the course is *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](#)
- The **Front Porch on Slack** ([click here to join](#)) will be our discussion board for this course. You'll use this message board to complete your weekly pre-class assignments and congregate 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** ([click here to join](#)) will be our space where we can cultivate joy through a collective playlist. We'll have a song for each of our breaks, entrances, and exits during class.
- **Zoom** will host office hours and some out of class activities. You can find links for each session on the [Google Calendar](#) for our course on Google Classroom.

How We Will Communicate With You

This semester presents new and unique challenges to providing the level of communication and engagement that would naturally happen with an in-person class during non-pandemic times. We have consciously designed multiple channels of communication to be present and available for students knowing that the classroom environment will be constrained. 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. Please email us for any formal matters such as absences, questions and concerns around assignments, etc.
- **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.
- **Drop in before and after class.** We will be in our classroom 10 minutes before and 10 minutes after each class if you want to chat.
- **Regular office hours.** We will have standing office hours on Zoom Thursdays 7-9 pm at this link: <https://nyu.zoom.us/j/93924630227>. We can also schedule office hours by appointment on different days if this time is 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 we may have others as asynchronous and take the form of “dinnertime” video conversations between a few students and an expert. 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.

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.

Presentation slides will be made available after class, but the majority of the in-class experience and learning will be through small-group discussion and interactive activities that cannot be replicated outside of class. Because this new in-person 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 small group discussions of various sizes, interactive group and partner activities, role plays, 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 noon (12pm) the day of 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 (25% of final grade)

Each student will write 4 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 of class. It is expected that on days you choose to write a response memo, you will help lead the discussion. You will sign up for the weeks you'd like to write your response paper at the [link here](#). Because you will be helping to lead discussion, you are not allowed to switch weeks without significant (i.e. 7+ days) notice to the professors.

3. Hometown mid-semester memo (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 Google Classroom by 5:00 p.m. on **March 4**.

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 **April 1**. 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. Re-evaluating our present and our future (15% of final grade) - aka final memo

This final assignment will offer two options.

The first, a final memo: 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 second, a personal theory of practice (PTOP): A personal theory of practice is a statement, loosely defined, that helps guide your path toward the type of work you want to do and how you want to be in the world, by integrating: (a) your personal values that guide your work, (b) reflections on your academic and professional experiences, and (c) your lived experiences and insights from your communities.

The memo or PTOp must be submitted by 5:00 p.m. on **May 13**.

Planning for COVID Disruptions

This is an in-person class and whenever possible students are expected to attend in-person. However, should a student need to miss class they should:

1. Inform the professors of the dates they anticipate on missing in-person teaching.
2. If their health allows, join class virtually and synchronously via zoom.
3. If they are unable to join class virtually, access class materials (i.e., the recorded lecture and lecture slides) via Google Classroom.
4. In either case, come to extended “student hours”, Thursdays 7-9pm: Longer office hours for the first several weeks of semester.

Grading Rubric

In an effort to practice both empathy for the myriad of complexities that we presently navigate (i.e. COVID-19) while also upholding our responsibilities and values as critical educators, we will lead with the following grading philosophy: *reward hard work, recognize effort, and demand reciprocity*. This section provides a framework and outline for how the instructors will review each assignment, while the following section expands on the ways in which we can offer flexibility if and when students need it.

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
 - a. Interprets and applies readings correctly
 - b. Effectively uses evidence to support its argument
 - c. Adds original critiques and analysis of readings
3. Demonstrates analytic rigor and offers an original argument
 - a. Displays critical thinking

- b. Offers critical insights and makes creative connections
- 4. Presents a compelling, well-structured argument
 - a. Has a logistical structure that supports the development of the thesis
 - b. 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 and Mid-Semester 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](#). 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 us. 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 us.

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](#) and click the “Get Started” button. You can also call or email CSD (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.

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.

NYU’s Wellness Exchange

[NYU’s Wellness Exchange](#) 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 (January 25)** - Grounding ourselves in the current political moment and how place shapes our lives
- **Week 2 (February 1)** - How should we be thinking about race and racism?
- **Week 3 (February 8)** - The role of public policy, civil society, and individuals in creating segregation
- **Week 4 (February 15)** - Thinking about and measuring segregation
- **Week 5 (February 22)** - Addressing the effects of segregation: “people” versus “place” based approaches to fair housing
- **Week 6 (March 1)** - Neighborhood change, gentrification, and displacement.
 - Assignment: Mid-semester memo due
- **Week 7 (March 8)** - The City and Beyond: segregation and the fight towards food justice and sovereignty
- **Spring Break (March 15)**
- **Week 8 (March 22)** - Climate crisis and segregation
- **Week 9 (March 29)** - Segregation, policing, and mass incarceration
 - Assignment: Group presentation proposal due
- **Week 10 (April 5)** - Education: Increasingly separate and increasingly unequal
- **Week 11 (April 12)** - Work, Workers, and Economic Democracy
- **Week 12 (April 19)** - Collective action and looking inward

- **Week 13 (April 26)** - Conclusions and student presentations
- **Week 14 (May 3)** - Conclusions and student presentations
- **Week 15 (May 10)** - Assignment: Final memo due

Detailed Course Overview

WEEK 1, JANUARY 25: 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, low-income communities of color bearing the brunt of a global pandemic, 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 and material demands for change?

Required Readings & Multimedia:

- Introduction – The Dream Revisited.
- Sharkey, Patrick. 2020. "[The Barricades That Let Urban Inequality Fester.](#)" *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.](#)" *The Atlantic*.
- [Podcast] [Note: *We know this interview is long, no need to finish it. Get as far as you would like*] 2021. "[Nikole Hannah-Jones and Ta-Nehisi Coates on the Fight Over U.S. History.](#)" *The Ezra Klein Show*.

Recommended Readings

- brown marie, adrienne. 2017. *Emergency Strategy: Shaping Change, Changing Worlds*. (pg 144-150)
- Dikeç, Mustafa. 2020. "[Rage and Uprising](#)". *Crisis Cities*
- Alexander, Elizabeth. 2020. "[The Trayvon Generation.](#)" *The New Yorker*
- Movement for Black Lives (M4BL). 2020. "[Vision for 2020 Black Lives Policy Platform.](#)"
- Sharkey, Patrick, Keeanga-Yamahtta Taylor, and Yaryna Serkez. 2020. "[The Gaps Between White and Black America, in Charts.](#)" *The New York Times*.
- [Podcast] Hannah-Jones, Nikole. 2019. "[The Fight for a True Democracy.](#)" The 1619 Project. *The New York Times*.
- Mogelson, Luke. 2021. "[Among the Insurrectionists.](#)" *The New Yorker*.

WEEK 2, FEBRUARY 1: 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](#)." *Poverty & Race*.
- Wilkerson, Isabel. 2020. "[America's Enduring Caste System](#)." *The New York Times*.
- Coates, Ta-Nehisi. 2017. "[The First White President](#)." *The Atlantic*.
- Baradaran, Mehrsa. 2017. *The Color of Money: Black Banks and the Racial Wealth Gap*, Harvard University Press. "Chapter 1: Forty Acres or a Savings Bank".
- Nguyen, Viet Thanh. 2020. "[Asian Americans Are Still Caught in the Trap of the 'Model Minority' Stereotype. And It Creates Inequality for All](#)". *Time*.
- [Podcast]. 2021. "[Inventing 'Hispanic'](#)". *The Experiment*.

Recommended Readings and Multimedia:

- [Podcast] 2020. "[The Fire Still Burning](#)." *NPR Code Switch*.
- Du Bois, W.E. B. 1935. *Black Reconstruction*. Chapter 1 The Black Worker and Chapter 2 White Worker.
- Carby, Hazel. 2021. "[The Limits of Caste](#)." *London Review of Books*.
- Serwer, Adam. 2021. "[The Capitol Rioters Weren't 'Low Class'](#)" *The Atlantic*.
- McIntosh, Peggy. 1988. "[White Privilege: Unpacking the Invisible Knapsack](#)." *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](#)." The Atlantic.
- [Video] Crenshaw, Kimberlé. "[The urgency of intersectionality](#)."
- [Podcast] 2016. "[Can We Talk About Whiteness](#)." *NPR Code Switch*.
- [Podcast] 2017. "[Made in America](#)." and "[On Crazy We Built a Nation](#)." *Scene on Radio*.
- [Podcast] 2019. "[The Economy That Slavery Built](#)." *The 1619 Project*.
- [Podcast] 2021. "[What Does it Mean to Be Latino? The 'Light-Skinned Privilege' Edition](#)." *NPR Code Switch*.

WEEK 3, FEBRUARY 8: 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, and 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 25-37, 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](#)." *The Boston Review*.
- Hartman, Saidiya. 2019. *Wayward Lives, Beautiful Experiments: Intimate Histories of Riotous Black Girls, Troublesome Women and Queer Radical -- 1900*. The Tenderloin. 241 West 41st Street.
- [Podcast] "[Historian Says Don't 'Sanitize' How Our Government Created Ghettos](#)" Fresh Air 2015

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*
- Vale, Lawrence. "The Ideological Origins of Homeownership." - *Chasing the American Dream*.

- The City of New York. 2020. "[Where We Live NYC](#)". Chapter 2 - Historical Background.
- [Video] Wilkerson, Isabel. 2017. [The Great Migration and the power of a single decision](#).
- [Podcast] "[Episode 698: The Long Way Home](#)" Planet Money.

WEEK 4, FEBRUARY 15: 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](#). *NPR Code Switch*.
- Stephen, Arthur Gailles, and Samir Gambhir. 2021. [The Roots of Structural Racism: Twenty-First Century Racial Residential Segregation in the United States](#) (Berkeley, CA: Othering & Belonging Institute, 2021) *Read pg 1-20 only*.
- "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
- [Podcast]. NYU Furman Center. 2020. "[Episode 2: Soho - The Elizabeth Street Garden](#)." *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*.
- 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")
- Greene, Solomon, and Ingrid Gould Ellen. 2020. "[Breaking Barriers. Boosting Supply: How the Federal Government Can Help Eliminate Exclusionary Zoning](#)." *Urban Institute*.

- Goetz, Edward G., Anthony Damiano, and Rashad Williams. 2021. “[‘Opportunity Areas’ Shouldn’t Just Be Places With A Lot of White People.](#)” *Shelterforce*.
- Fennell, Lee. 2002. Homes Rule. 112 Yale Law Journal 617-664. (Read only pg 617-636)
- Samuels, Alana. 2016. “[Rethinking America’s ‘Dark Ghettos’](#)”. *The Atlantic*.
- Choi, Anne and Keith Herbert and Olivia Winslow and Arthur Browne. 2019. “[Long Island Divided](#)”. *Newsday*.
- [Podcast] “[Location! Location! Location!](#)” NPR
- [Video] [How the US made affordable homes illegal](#). 2021 Vox.

WEEK 5, FEBRUARY 22: 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 larger structural inequities that originate outside of communities or “place”?
- Should public policy aim to move poor people into neighborhoods with more opportunities and 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](#). NPR
- Biden, Joseph. 2021. “[Memorandum on Redressing Our Nation’s and the Federal Government’s 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*.

- Capps, Kriston. 2021. "[Biden Lays Out His Blueprint for Fair Housing.](#)" *CityLab*.
- "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*
- Theodos, Brett. 2021. "[The Assumptions Behind Place-Based Programs Can Hinder Their Success.](#)" *Shelterforce*
- Leonhardt, David. 2015. "[An Atlas of Upward Mobility Shows Paths Out of Poverty.](#)" *The New York Times*.
- [Podcast] "[How Atlanta Transformed its East Lake Neighborhood.](#)" Placemakers.
- [Podcast] "[House Rules](#)". This American Life.
- 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 1: Gentrification, Displacement, and Housing Affordability.

Assignment: Mid-semester memo due October 22

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 adamantly oppose 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).
- "Discussion 24: Gentrification and the Promise of Integration" - *The Dream Revisited*
- Demsas, Jerusalem. 2021. "[What we talk about when we talk about gentrification](#)". *Vox*
- Beck, Brendan. 2020. "[The Role of Police in Gentrification](#)." *The Appeal*.
- Semuels, Alana. 2019. "[The End of the American Chinatown](#)." *The Atlantic*
- [Podcast] "[Episode 6: Trickery, Fraud and Deception](#)" and "[Episode 7: It's Complicated](#)", *There Goes the Neighborhood*.

Recommended Readings & Multimedia:

- Jacobus, Rick. 2019. "[Why Voters Haven't Been Buying the Case for Building](#)." *Shelterforce*.
- Sanneh, Kelefa. 2016. Is Gentrification Really a Problem? *The New Yorker*, July 11 & 18.
- Chen, Stefanos. 2021. "[The Resilience of New York's Black Homeowners](#)." *The New York Times*.
- Gould Ellen, Ingrid and Alexis Captanian. 2020. "[Gentrification and the Health of Legacy Residents](#)." *Health Affairs*.
- The Urban Displacement Project. [The Urban Displacement Replication Project](#). 2020.
- Badger, Emily. 2020. "[Riots Long Ago, Luxury Living Today](#)." *The New York Times*.
- Doughery, Conor. 2019. "[Victims of NIMBYism. Unite](#)." *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.
- Cortright, Joe. 2019. "[How gentrification benefits long-time residents of low-income neighborhoods](#)." *City Observatory*.
- [Podcast] 2021. "[Episode 5: Market-Rate Development and Neighborhood Rents with Evan Mast](#)". *UCLA Housing Voice*.
- [Podcast] 2021. "[How Blue Cities Became So Outrageously Unaffordable](#)." *The Ezra Klein Show*

WEEK 7, MARCH 8: The City and Beyond: segregation and the fight towards food justice and sovereignty.

Guiding Questions:

- Food is ultimately a critical component of survival, sustenance, and success—down from the individual level to a societal level. The fight for food access and food security, the ability to attain nutritious food (where access is usually defined through proximity and affordability), has taken on many shapes in the past decades and its parameters can be as nebulous and contentious as discussions around gentrification. Additionally, the

global arc and fight for food sovereignty provides both an international perspective on the wide-reaching effects of food policy and its specific outcomes at the local level.

- What are the various dimensions of our food systems? Relatedly, what are the various dimensions of the fight for food justice?
- How can we broaden our critical framework to understand the geographies, and nuances contained, as it relates to our food systems? How can we use food to examine the relationship between the rural and the urban?
- How does the legacy of colonialism affect the relationships that communities have with food? How do those relationships differ from community to community and from place to place? What are the ways in which marginalized communities fight back or reclaim their own histories and legacies through food and activism?

Required Readings and Multimedia:

- Noll, Samantha, and Esme G. Murdock. 2020. "[Whose Justice Is It Anyway? Mitigating the Tensions Between Food Security and Food Sovereignty](#)." *Journal of Agricultural and Environmental Ethics* 33 (1): 1–14.
- Díaz, Gabriela Valentín. 2021. "[The Right to Food in Puerto Rico: Where Colonialism and Disaster Meet](#)" *U. Miami Inter-Am. L. Rev.* 52:105.
- Rosenberg, Nathan A, and Nevin Cohen. 2018. "[Let Them Eat Kale: The Misplaced Narrative of Food Access](#)," *Fordham Urb. L.J.* 45:1091.
- Wright, James D., Amy M. Donley, Marie C. Gualtieri, and Sara M. Strickhouser. 2016. "[Food Deserts: What Is the Problem? What Is the Solution?](#)" *Society* 53 (2): 171–81.
- García-Sempere, Ana, Moisés Hidalgo, Helda Morales, Bruce G. Ferguson, Austreberta Nazar-Beutelspacher, and Peter Rosset. 2018. "[Urban Transition toward Food Sovereignty](#)." *Globalizations* 15 (3): 390–406.
- [Podcast] Jones, Melissa and Duron Chavis. "[#075: Acts of Justice with Duron Chavis](#)" *Edible Activist Podcast*. Podcast audio, May 4, 2020.

Recommended Readings:

- Moran, Greta. 2022. "[Beginning Farmers. Farmers of Color Outbid as Farmland Prices Soar | Civil Eats](#)." *Civil Eats*. Accessed January 7, 2022.
- Raj Patel Guest Editor (2009) [Food sovereignty](#), *The Journal of Peasant Studies*, 36:3, 663-706, DOI: 10.1080/03066150903143079
- Bradley, Katharine, and Ryan E. Galt. 2014. "[Practicing Food Justice at Dig Deep Farms & Produce. East Bay Area, California: Self-Determination as a Guiding Value and Intersections with Foodie Logics](#)." *Local Environment* 19 (2): 172–86.
- Block, Daniel R., Noel Chávez, Erika Allen, and Dinah Ramirez. 2012. "[Food Sovereignty, Urban Food Access, and Food Activism: Contemplating the Connections through Examples from Chicago](#)." *Agriculture and Human Values* 29 (2): 203–15..
- [Video] [Gather](#). Online film. Illumine Group, 2020.
- [Video] Cechin-De la Rosa, Chris, Lucy Kennedy, and Ted Schillinger. "Lawyers, Guns, and Honey." Episode. *Rotten 1*, no. 1. Netflix, January 15, 2018.

- [Video] Wey, Tunde (@from_lagos). "[Let It Die | Episode 1: How Much Did the Devil Pay You.](#)" Instagram video. May 9, 2020.
- Rosner, Helen. 2020. "[The Case for Letting the Restaurant Industry Die.](#)" The New Yorker. May 22, 2020.

WEEK 8, MARCH 22: Climate Change and Segregation

In-Class Guest Speaker: Daphne Lundi, Deputy Director for Social Resiliency, NYC Mayor's Office of Resiliency

Guiding Questions:

- **NOTE:** Class materials will be finalized later on

Required Readings and Multimedia:

- Newkirk, Vann R. "[The Acts of God](#)". 2015.
- Yam, Kimmy and Sakshi Venkatraman. 2021. "[Ida's forgotten victims: Nearly all storm's basement deaths were Asian residents, obscured by climate injustice](#)". NBC News.
- Kim, Elizabeth. 2021. "[Why One Queens Block Has Flooded For Decades](#)". Gothamist.
- Leland, John. 2021. "[Why an East Harlem Street Is 31 Degrees Hotter Than Central Park West.](#)" *The New York Times*.
- Davenport, Coral, and Campbell Robertson. 2021. "[Resettling the First American 'Climate Refugees'](#)".
- [Podcast] Why Some Rockaway Residents Are Opposing a More Accessible Beach <https://www.wnyc.org/story/why-some-rockaway-residents-are-opposing-more-accessible-beach>

Recommended Readings and Multimedia:

- [Video] How America's hottest city is trying to cool down <https://www.vox.com/videos/2021/9/20/22683888/sonoran-desert-phoenix-tree-equity>
- [Podcast] "Part III: Through The Looking Glass." [Floodlines](#). *The Atlantic*.
- [How Decades of Racist Housing Policy Left Neighborhoods Sweltering](#). 2020. *New York Times*.
- Fothergill, Alice, and Lori A. Peek. 2004. "Poverty and disasters in the United States: A review of recent sociological findings." Natural hazards
- [Proceedings of the First National People of Color Environmental Leadership Summit](#). 1991. Principles of Environmental Justice.
- [Joseph Smith, Talmon. 2020. Opinion | Remembering Katrina and Its Unlearned Lessons, 15 Years On.](#) *The New York Times*.
- Bullard, Robert D., Paul Mohai, Robin Saha, and Beverly Wright. 2007. [Toxic Wastes and Race at Twenty](#). (page X-14 only)

- Pais, Jeremy, Kyle Crowder, and Liam Downey. 2013. "Unequal trajectories: racial and class differences in residential exposure to industrial hazard." *Social Forces*.
- Worland, Justin. 2020. [Why the Larger Climate Movement Is Finally Embracing the Fight Against Environmental Racism](#). *Times*.

WEEK 9, MARCH 29: Segregation and Policing

Assignment: Group presentation proposal due Sunday November 14

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:

- [Podcast] [“Police Reform is Coming. What Should it Look Like?”](#). 2021. *The Argument*
- “Discussion 10: “Segregation and Law Enforcement.” – The Dream Revisited.
- Bell, Monica. 2020. [“Anti-Segregation Policing.”](#) *The New York Law Review* (Read Introduction and Part II only)
- Kaba, Mariame. 2020. [“Yes, We Mean Literally Abolish the Police.”](#) *The New York Times*.
- Yglesias, Matt. 2020. [“The End of Policing left me convinced we still need policing.”](#) Vox.
- Eligon, John. 2020. [“Distrust of the Minneapolis Police, and Also the Effort to Defund Them.”](#) *The New York Times*.
- [Podcast] [“The Spike in Gun Violence”](#). 2021. *Vox: Today, Explained*.

Recommended Readings and Multimedia:

- Holder, Sarah. 2021. [“How Philadelphia Housing Repairs Drove Down Crime.”](#) *CityLab*.
- Taylor, Keeanga-Yamahtta. 2020. [We Should Still Defund the Police](#). *The New Yorker*.
- Mays, Jeffery. 2020. [Who Opposes Defunding the N.Y.P.D.? These Black Lawmakers](#). *The New York Times*.
- [Podcast] [“American Police.”](#) 2020. *NPR Through Line*.
- [Podcast] [“Violent Crime is Spiking. Do Liberals Have an Answer?”](#) 2021. *The Ezra Klein Show*.

- [Podcast] [“Why is Murder Spiking? And Can Cities Address it Without Police?”](#) 2021. *The Ezra Klein Show*.
- [Podcast] 2021. [“America on Fire with Elizabeth Hinton & Keeanga-Yamahtta Taylor.”](#) *Haymarket Books Live*.
- House, Sophia, and Krystle Okafor. 2020. [“Under One Roof: Building an Abolitionist Approach to Housing Justice.”](#) *NYU Journal of Legislation & Public Policy*.
- Barker, Kim, Michael Keller, and Steve Eder. 2020. [“How Cities Lost Control of Police Discipline.”](#) *The New York Times*.
- Hannah-Jones, Nikole. 2015. [“A Letter From Black America.”](#) *Politico*.

WEEK 10, APRIL 5: 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 democratic 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] [“The Fight to Desegregate New York Schools.”](#) *The New York Times*,
- Hannah-Jones, Nikole. 2016. [“Choosing A School for My Daughter in a Segregated City.”](#) *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.”](#) (only “Part 4: Recommendations” is required, the remainder is highly recommended.)
- [Podcast on District 15] 2020. “Episode 5: We Know it When We See it”. [Nice White Parents](#).

- [Podcast on District 13] 2019. "Episode 7: New Kids on the Block." [School Colors](#).
- Hannah-Jones, Nikole. 2019. "[It Was Never About Busing](#)." *The New York Times*

Recommended Readings and Multimedia:

- [Video] "[School Segregation](#)" Last Week Tonight with John Oliver
- [Podcast] "Episode 2: Power to the People" and "Episode 3: Third Strike". [School Colors](#). **(HIGHLY RECOMMENDED:** If you listen to these episodes from the School 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](#)." 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*.
- Schwartz, Heather. 2010. "Housing Policy Is School Policy: Economically Integrative Housing." A Century Foundation Report. (only pg 1-11 is required)
- .
- Shapiro, Eliza. 2020. "[New York City Will Change Many Selective Schools to Address Segregation](#)". *The New York Times*

WEEK 11, APRIL 12: Work, Workers, and Economic Democracy

In-Class Guest Speaker: Tiffany Ferguson, Chief Operating Officer, WorkMoney

Guiding Questions:

NOTE: Class materials will be finalized later on

- 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:

Big Picture Public Dialogue

- [Reading] [The Real Future of Work](#)
- [Reading] [It's Not the 'Future of Work', It's the Future of Workers That's in Doubt](#)
- [Reading] [The Clean Slate for Worker Power Report](#), **skim first 27 pages** of document which includes Intro, Executive Summary, Sections 1-2, and Terrance Wise's story

- [Reading] ['The Great Resignation' Misses the Point](#)
- [Audio] Built for Change: A Powerful Business Case for Happier Workers ~30 min episode, available on all podcast platforms ([Spotify](#), [Apple](#))

Workers Speak for Themselves

- [Video] Milk with Dignity Campaign ~12 min, [video](#)
- [Video] A History of Domestic Worker Organizing ~35 min, [video](#)
- [Reading] How to Protect Massage Workers, [NYT article](#)
- [Audio] Factually! with Adam Connover - The Reawakening of American Unions **first 30 min**, available on all podcast platforms ([Spotify](#), [Apple](#))

Recommended Readings and Multimedia:

- Kiel, Paul. 2020. "[IRS: Sorry, but It's Just Easier and Cheaper to Audit the Poor](#)". *ProPublica*.
- [Video] "[Coronavirus-19: Evictions](#)". 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" Democracy Now
- Servon, Lisa. 2015. "[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](#)."
- Osterman, Paul. 2012. "[Good Jobs: Three Reasons There Aren't More](#)." *The Boston Review*.
- Cowley, Stacy. 2020. [Consumer Bureau Scraps Restrictions on Payday Loans](#). *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](#)". *The New York Times*.
- Robertson, Campbell and Robert Gebeloff. 2020. [How Millions of Women Became the Most Essential Workers in America](#). *The New York Times*.
- Weisberg, Jaime. 2020. [Protecting the Community Reinvestment Act Is an Investment in Economic Justice](#). *Shelter Force*.
- [Podcast] "[What Is Driving The 'Unbanking Of America'?](#)" Fresh Air
- Molina, Natalia. 2020. "[The Enduring Disposability of Latinx Workers](#)." *Crisis Cities*

WEEK 12, APRIL 19: Collective Action and Looking Inward

Required Readings and Multimedia:

- Stout, Brian. 2020. [Lead from the scar, not the wound](#). *Building Belonging*.
- King, Maya. 2020. [Inside Black Lives Matter's push for power](#). *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 Free](#). *The New Yorker*.

- [Podcast - first 25 minutes only] “angel Kyodo williams - The World is Our Field of Practice.” [On Being with Krista Tippett](#).

Recommended Readings and Multimedia:

- [Podcast] “Imagination & Critical Connection”. [Irresistible](#).
- [Podcast] “Arlie - Hochschild - The Deep Stories of Our Time.” [On Being with Krista Tippett](#).
- Lowe, Lisa. 2020. “Afterward: Revolutionary Feminisms in a Time of Monsters”. *Revolutionary Feminisms*.
- brown, adrienne maree. 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](#), KQED.
- Ransby, Barba. 2015. “[Ella Baker's Radical Democratic Vision](#)”. *Jacobin*.

WEEK 13, MAY 3: Reflections, Student presentations + Conclusions

WEEK 14, MAY 10: Reflections, Student presentations + Conclusions