



NEW YORK UNIVERSITY

PADM-GP 2416 | Fall 2022

Racial inequality in America: What do we do now?

Instructor Information

- Jacob Faber (Jacob.Faber@nyu.edu)
- Office Hours Sign Up: <https://www.wejoinin.com/sheets/nvqiu>

Course Information

- Class Meeting Times: Wednesday s, 4:55 PM - 6:35 PM
- Class Location: GCASL (238 Thompson St.), Room 361

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 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 segregation and concentrated poverty in cities. We will explore and gain insights into how place and race shape critical issues, spanning political representation and voting rights, policing and mass incarceration, and access to quality education, healthy environments, and employment. Importantly, we will focus on the question “What do we do now?” This course will be solutions-oriented, drawing on academic materials on American urban history, contemporary research, policy debates, podcasts, videos, and investigative journalism. Students will be expected to situate and investigate their own experiences and the places they call home within debates on our collective obligation to 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 the United States. Through readings, multimedia, and class discussions, students will learn to identify and articulate how race and place shape opportunity and will develop a critical understanding of the policy mechanisms that created and perpetuate inequality. Students will

develop an 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.

We will attempt to answer the following questions:

1. How do we situate the current political moment in a longer history of racial inequality?
2. What is opportunity? How is opportunity organized spatially?
3. How has public policy led to inequality? In what ways do contemporary policies exacerbate and/or ameliorate these inequalities? What is the role of local versus federal policymaking?
4. How do we assess the merits and drawbacks of policy solutions to the challenge of entrenched inequality?
5. How does considering racial segregation and neighborhood-based inequality enhance our understanding of the social determinants of health (i.e., COVID-19), the role of police, unequal school systems, politics, and other critical issues of inequality?
6. 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, books, news articles, editorials, research reports, and 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. All materials (reading and multimedia) will be linked directly or uploaded to the course Brightspace portal.

Students are 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 course schedule also includes “**recommended**” readings and multimedia. Students are highly encouraged to read or listen to a selection of these additional materials each week. If you want more...

- [Seeing White](#) and [The Land That Never Has Been Yet](#) Scene on Radio
- [The 1619 Project](#) *The New York Times*
- [Who We Are: Podcast Chronicle of Racism in America](#) Vox
- “[Glad You Asked S2](#)” Vox
- [What Works Collaborative](#) Urban Institute
- [Racial Justice in Housing Finance](#) PRRAC and NYU Furman Center
- [The Dream Revisited](#) NYU Furman Center

Assignments and Evaluation

This is a reading and discussion intensive course. Students should be well prepared to participate actively in class discussions with well-supported arguments and should build on and react to the arguments of classmates. The assignments are intended to spur 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.

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

1. Poses a clear question or articulates a clear thesis
2. Incorporates concepts and evidence from assigned materials 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 logical structure supported by the development of the thesis
 - b. Engages with counter-arguments and acknowledges weaknesses

1. Regular attendance (10% 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.

2. Extracurricular events (10% of final grade)

Students are required to attend 2 extracurricular events during the semester (e.g., outside seminars and lectures). A running list of such events is [available here](#) and will be updated as I learn about new events, so please check it regularly! To receive credit, post a short response (i.e., a few sentences) about what you learned from the event. Students can earn **EXTRA CREDIT** by attending more than 2 events (maximum of 3).

3. Response papers (20% of final grade)

Each student will write 2 one-page (single-spaced) response papers on a week's materials. Papers should focus on the key issues in the readings and multimedia, make connections to earlier issues discussed in class, and raise any outstanding questions. Response papers should be posted on Brightspace 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. Sign up for the weeks you'd like to write your response paper [here](#).

4. Mid-semester memo: Home town vis-à-vis NYC (20% of final grade)

Using at least three data sources, compare your hometown to New York City along lines of spatial/racial inequality. Each student will write a memo (3 pages single spaced) describing the

data sources and differences in the distribution of opportunity and people by race/class between your hometown and New York City—connecting course materials to what you find. The memo must be submitted to Brightspace by **5:00 p.m. on October 16**.

5. Group presentation (20% of final grade)

Students will work in randomly assigned groups on a presentation on a current or recent policy debate here in New York City. Groups are required to submit a one-page proposal of their presentation topic by **5:00 p.m. October 29**. Generally speaking, all group members will receive the same grade. However, if it is apparent that a given member of a group has contributed much more or much less, that student's grade will go up or down accordingly. Groups must submit their slides at least 12 hours prior to their presentation.

6. Final memo: open-ended self-reflection (20% of final grade)

Each student will write a two-page (single spaced) memo reflecting on what they've learned in this course and how you will use that moving forward. The memo must be submitted to Brightspace by **5:00 p.m. on December 3**.

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

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](#) 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 (September 7) - Introduction: Where are we? Who are we?
- Week 2 (September 14) - Segregation: We Built This
- Week 3 (September 21) - Housing affordability and homeownership
- Week 4 (September 28) - Wealth inequality: The worst site of racial inequality?
- Week 5 (October 5) - Crime, policing, and incarceration
- Week 6 (October 12) - Environmental racism and climate justice
- Week 7 (October 19) - Education
- Week 8 (October 26) - Political disenfranchisement
- Week 9 (November 2) - When work disappears: employment and wages
- Week 10 (November 9) - Poverty, income instability, and social safety net
- Week 11 (November 16) - The Ghetto Tax
- No class on November 23 (Fall Break)
- Week 12 (November 30) - An Antiracist future
- Week 13 (December 7) - Student group presentations
- Week 14 (December 14) - Student group presentations

Detailed Course Overview

Week 1. Introduction: Where are we? Who are we?

- a) Required materials
 - i) Baldwin, James. 1965. "[The American Dream and the American Negro.](#)" The New York Times.
 - ii) Kendi, Ibram X. 2020. "[The American Nightmare.](#)" The Atlantic
 - iii) Traister, Rebecca. 2022. "[The Necessity of Hope Things are bad. They will get worse. But despair has never been an option.](#)"
 - iv) [Podcast] "[The Problem We All Deal With](#)" This American Life
 - v) [Podcast] Wilkerson, Isabel. 2020. "[America's 'untouchables': the silent power of the caste system](#)" The Guardian
- b) Additional materials
 - i) [1968 National Advisory Commission on Civil Disorders](#) ("The Kerner Commission")
 - ii) [The Black Panther Party for Self-Defense Ten-Point Platform and Program](#), 1966
 - iii) Hankivsky, Olena, Daniel Grace, Gemma Hunting, Melissa Giesbrecht, Alycia Fridkin, Sarah Rudrum, Olivier Ferlatte, and Natalie Clark. 2014. "[An Intersectionality-Based Policy Analysis Framework: Critical Reflections on a Methodology for Advancing Equity](#)"
 - iv) Harris, F. and A. Curtis. 2018. "[The Unmet Promise of Equality.](#)" The New York Times

- v) Liu, Jennifer. 2021. "[‘Domino effect of discrimination’: Polling shows mental health and career impacts of anti-Asian hate.](#)" CNBC
- vi) Movement for Black Lives (M4BL). 2020. "[Vision for 2020 Black Lives Policy Platform.](#)"
- vii) Prasad, Monica. 2019. "[How to Think About Taxing and Spending Like a Swede](#)" The New York Times
- viii) Roosevelt, Franklin D. 1944. [The Second Bill of Rights](#)
- ix) Rossi, Enzo and Olúfẹ́mi O. Táíwò. 2020. "[What’s New About Woke Racial Capitalism \(and What Isn’t\).](#)" Spectre
- x) Rugh, Jacob S. 2015. "[Double Jeopardy: Why Latinos Were Hit Hardest by the US Foreclosure Crisis.](#)" Social Forces 93(3):1139–84.
- xi) Sharkey, Patrick, Keeanga-Yamahtta Taylor and Yaryna Serkez. 2020. "[The Gaps Between White and Black America](#), in Charts." The New York Times.

Week 2. Segregation: We Built This

- a) Required materials
 - i) Badger, Emily and Quoc Trung Bui. "[Cities Start to Question an American Ideal: A House With a Yard on Every Lot.](#)" The New York Times
 - ii) Eig, Jonathan. 2000. "[Home-Value Insurance Program Integrates a Chicago Neighborhood.](#)" The Wall Street Journal
 - iii) Roisman, Florence Wagman. 2011. "[George Romney, Richard Nixon, and the Fair Housing Act of 1968.](#)" PRRAC
 - iv) "[Why Integration?](#)" NYU Furman Center’s The Dream Revisited
 - v) [Podcast] "[Historian Says Don't 'Sanitize' How Our Government Created Ghettos](#)" Fresh Air 2015
 - vi) [Video] "[The Great Migration and the power of a single decision](#)" TED Talk by Isabel Wilkerson
- b) Additional materials
 - i) Grabar, Henry. 2018. "[Minneapolis Confronts Its History of Housing Segregation.](#)" Slate
 - ii) Hirt, Sonia. 2015. "[The rules of residential segregation: US housing taxonomies and their precedents.](#)" Planning Perspectives
 - iii) Lens, Michael. 2022. "[Zoning, Land Use, and the Reproduction of Urban Inequality.](#)" Annual Review of Sociology
 - iv) Lipsitz, G. 2007. "[The Racialization of Space and the Spatialization of Race: Theorizing the Hidden Architecture of Landscape.](#)" Landscape Journal 26 (1): 10–23.
 - v) Sharkey, Patrick. 2020. "[To Avoid Integration, Americans Built Barricades in Urban Space.](#)" The Atlantic

Week 3. Housing affordability and homeownership

- a) Required materials
 - i) Cunningham, Mary K.. 2020. "[It’s Time to Reinforce the Housing Safety Net by Adopting Universal Vouchers for Low-Income Renters.](#)" Urban Institute
 - ii) Desmond, Matthew. 2017. "[How Homeownership Became the Engine of American Inequality.](#)" The New York Times.
 - iii) "[First Generation: Criteria for a Targeted Down Payment Assistance Program.](#)" Center for Responsible Lending
 - iv) [Video] "[For the Living](#)" by New York City, Television Production Unit 1949
 - v) Hertz, Daniel. 2018. "[Housing can’t both be a good investment and be affordable.](#)" CityLab

- vi) Savitch-Lew, Abigail. 2018. "[The NYC Community Land Trust Movement Wants to Go Big.](#)" City Limits
- vii) Schuetz, Jenny. 2020. "[Rethinking homeownership incentives to improve household financial security and shrink the racial wealth gap](#)" Brookings
- viii) Schweitzer, Ally. 2020. "[How European-Style Public Housing Could Help Solve The Affordability Crisis.](#)" NPR
- ix) Taylor, Keeanga-Yamahtta. 2019. "[When the Dream of Owning a Home Became a Nightmare.](#)" New York Times.
- b) Additional materials
 - i) Appelbaum, Binyamin. 2015. "[Vouchers Help Families Move Far From Public Housing.](#)" The New York Times
 - ii) Bunten, Devin Michelle. 2020. "[Boston must bring back rent control to protect tenants.](#)" The Boston Globe.
 - iii) Center on Poverty and Social Policy, Columbia University. 2021. "[The Anti-Poverty Impact of Expanding Section 8 Housing Choice Vouchers.](#)" Poverty and Social Policy Fact Sheet.
 - iv) Eligon, John. 2021. "[Residents Feared Low-Income Housing Would Ruin Their Suburb. It Didn't.](#)" New York Times
 - v) [Podcast] Kathleen Moore [On The Housing Choice Voucher Program And Rental Market Discrimination](#)
 - vi) "[New research probes eviction's causes and consequences.](#)" 2019. The Economist
 - vii) Rosen, Eva. 2021. "[If 'Housing Is a Right,' How Do We Make It Happen?'](#)" The New York Times.
 - viii) Vale, Lawrence. 2007. "[The Ideological Origins of Homeownership.](#)" Chasing the American Dream

Week 4. Wealth inequality: The worst site of racial inequality?

- a) Required materials
 - i) Coates, Ta-Nehisi. 2014. "[The Case for Reparations.](#)" The Atlantic.
 - ii) Hernández Kent, Ana. 2021. "[Wealth Gaps between White, Black and Hispanic Families in 2019.](#)" St. Louis Fed On the Economy Blog
 - iii) Hunter, Tera W. 2019. "[When Slaveowners Got Reparations.](#)" The New York Times.
 - iv) McMillan Cottom, Tressie. 2016. "[Georgetown's Slavery Announcement is Remarkable. But It's Not Reparations.](#)" Vox.
 - v) Perry, Andre M., Marshall Steinbaum, and Carl Romer. 2021. "[Student loans, the racial wealth divide, and why we need full student debt cancellation.](#)" Brookings
 - vi) Seamster, Louise. 2019. "[Black Debt, White Debt.](#)" Contexts 18(1):30–35.
 - vii) Treisman, Rachel. 2021. "[In Likely First, Chicago Suburb Of Evanston Approves Reparations For Black Residents](#)" NPR
 - viii) [Podcast] "[Thomas Piketty's Case for 'Participatory Socialism'](#)" The Ezra Klein Show
- b) Additional materials
 - i) Albright, Alex, Jeremy A. Cook, James J. Feigenbaum, Laura Kincaide, Jason Long, and Nathan Nunn. 2021. "[After the Burning: The Economic Effects of the 1921 Tulsa Race Massacre](#)" NBER WP 28985
 - ii) Harris, Adam. 2018. "[White College Graduates Are Doing Great With Their Parents' Money.](#)" The Atlantic
 - iii) Harris, Cheryl I. 1993. "[Whiteness as Property.](#)" Harvard Law Review 106 (8): 1707.
 - iv) [H.R.40 — 117th Congress \(2021-2022\)](#)
 - v) Mineo, Liz. 2021. "[Racial wealth gap may be a key to other inequities.](#)" The Harvard Gazette
 - vi) "[Nine Charts about Wealth Inequality in America.](#)" 2017. The Urban Institute

- vii) "[North Carolina city commits \\$2.1M for reparations.](#)" AP 2021
- viii) [Podcast] "[The Hidden Racism of Taxes](#)" The New Yorker Radio Hour interview with Dorothy Brown 2021

Week 5. Crime, policing, and incarceration

- a) Required materials
 - i) Bell, Monica. 2020. "[Anti-Segregation Policing.](#)" The New York Law Review (Read Introduction and Part II only)
 - ii) Benjamin, Ruha. 2019. "[Introduction](#)" pp 1-32 in Race after Technology
 - iii) Kaba, Mariame. 2020. "[Yes, We Mean Literally Abolish the Police.](#)" The New York Times
 - iv) Coates, Ta-Nehisi. 2014. "[Barack Obama, Ferguson, and the Evidence of Things Unsaid: Violence works. Nonviolence does too.](#)" The Atlantic.
 - v) Taylor, Keenga-Yamahtta. 2020. "[We Should Still Defund the Police.](#)" The New Yorker.
 - vi) Mays, Jeffery. 2020. "[Who Opposes Defunding the N.Y.P.D.? These Black Lawmakers.](#)" The New York Times.
 - vii) Sharkey, Patrick. 2020. "[Why do we need the police? Cops prevent violence. But they aren't the only ones who can do it.](#)" The Washington Post
 - viii) [Podcast] "[Psychologist Examines What A 'Rapid Evolution' In Policing Might Look Like.](#)" Fresh Air 2021
- b) Additional materials
 - i) Alexander, Michelle. 2018. "[The Newest Jim Crow.](#)" The New York Times.
 - ii) Badger, Emily. 2017. "[The Unsung Role That Ordinary Citizens Played in the Great Crime Decline.](#)" The New York Times.
 - iii) Bell, Monica C. 2020. "[The Case for Racism Response Funds—A Collective Response to Racist Acts.](#)" The Appeal.
 - iv) Doleac, Jennifer L. 2016. "[Should we pay people not to commit crime?](#)" Brookings
 - v) Kleinberg, Jon , Himabindu Lakkaraju, Jure Leskovec, Jens Ludwig, Sendhil Mullainathan. 2018. "[Human Decisions and Machine Predictions.](#)" The Quarterly Journal of Economics
 - vi) Kushner, Rachel. 2019. "Is Prison Necessary? Ruth Wilson Gilmore Might Change Your Mind." The New York Times
 - vii) [Podcast] "[The Link Between Disproportionate Police Brutality And Police Unions.](#)" NPR

Week 6. Environmental racism and climate justice

- a) Required materials
 - i) Howell, Junia and James R. Elliott. 2019. "[Climate Change Isn't Hurting Everyone: White Middle Class Americans Benefit From Natural Disasters.](#)" American Sociological Association's Works in Progress.
 - ii) Khazan, Olga. 2017. "[Food Swamps Are the New Food Deserts.](#)" The Atlantic
 - iii) Klein, Naomi. 2011. "[Capitalism vs. the Climate.](#)" The Nation.
 - iv) Ross Coleman, Aaron. 2019. "[How Black Lives Matter to the Green New Deal.](#)" The Nation
 - v) Solnit, Rebecca. 2021. "[Ten ways to confront the climate crisis without losing hope.](#)" The Guardian
 - vi) "[Postcards from a World on Fire](#)" The New York Times
 - vii) [Podcast] "[America's 'Lead Wars' Go Beyond Flint, Mich.: 'It's Now Really Everywhere'](#)" Fresh Air 2016
- b) Additional materials

- i) [“Dangerous by Design 2016.”](#) Smart Growth America.
- ii) Johnson, Carolyn Y. 2019. [“Racial bias in a medical algorithm favors white patients over sicker black patients.”](#)The Washington Post
- iii) Jowers, Kay, Christopher Timmins, Nrupen Bhavsar, Qihui Hu & Julia Marshall. 2021. [“Housing Precarity & the COVID-19 Pandemic: Impacts of Utility Disconnection and Eviction Moratoria on Infections and Deaths Across US Counties.”](#) NBER Working Paper #28394
- iv) Kaplan, Sarah. 2021. [“Heat waves are dangerous. Isolation and inequality make them deadly.”](#) The Washington Post
- v) Lambert, Jonathan. 2019. [“Study Finds Racial Gap Between Who Causes Air Pollution And Who Breathes It”](#) NPR
- vi) Plumer, Brad And Nadja Popovich. 2017. [“As Climate Changes, Southern States Will Suffer More Than Others.”](#) The New York Times
- vii) Shivaram, Deepa. 2021. [“Extreme Heat Is Worse For Low-Income, Nonwhite Americans, A New Study Shows.”](#) NPR
- viii) Sicotte, Diane. 2021. [“Will the Green New Deal Bring About a “Just Transition,” or Just Transition?”](#) ASA Footnotes
- ix) [Podcast] [“Our Renewable Energy Future”](#) Fresh Air 2021

Week 7. Education

a) Required readings

- i) Ashkenas, Jeremy, Haeyoun Park, and Adam Pearce. 2017. [“Even With Affirmative Action, Blacks and Hispanics Are More Underrepresented at Top Colleges Than 35 Years Ago.”](#) The New York Times
- ii) Benn, Melissa. 2018. [“The only way to end the class divide: the case for abolishing private schools.”](#) The Guardian
- iii) Hanauer, Nick. 2019. [“Better Schools Won’t Fix America.”](#) The Atlantic.
- iv) Lombardo, Clare. 2019. [“Why White School Districts Have So Much More Money.”](#) NPR
- v) [Summary](#) of Johnson, Rucker C. “Long-run Impacts of School Desegregation and School Quality on Adult Attainments.” NBER working paper #16664, revised August 2015.
- vi) [Podcast] Chloe Gibbs On [Full-Day Kindergarten And Its Impact On Academic Achievement](#)
- vii) [Podcast] [“The Myth That Busing Failed”](#) The Daily

b) Additional materials

- i) Antman, Francisca M. and Kalena E. Cortes. Working Paper. [“The Long-Run Impacts of Mexican-American School Desegregation”](#)
- ii) Barshay, Jill. 2015. [“When School Choice Leads Families to Trade 1 Bad School for Another.”](#) US News
- iii) Dean, James. 2021. [“Charters segregate schools but diversify neighborhoods.”](#) Cornell Chronicle
- iv) Du Bois, W.E.B. 1935. [“The Propaganda of History”](#) in Black Reconstruction in America.
- v) Ewing, Eve L. 2019. [“We Shall Not Be Moved”: A Hunger Strike, Education, and Housing in Chicago.”](#) The New Yorker.
- vi) Hannah-Jones, Nikole. 2019. [“It Was Never About Busing”](#) New York Times
- vii) [“Massive Resistance”](#) Equal Justice Initiative
- viii) McMillan Cottom, Tressie. 2014. [“No, College Isn’t The Answer. Reparations Are.”](#) The Washington Post.

- ix) McMillan Cottom, Tressie. 2017. "[The Coded Language of For-Profit Colleges.](#)" The Atlantic.
- x) Owens, Ann. 2016. "[Inequality in Children's Contexts: The Economic Segregation of Households With and Without Children.](#)" American Sociological Review 81(3):1–26.
- xi) Schwartz Heather. 2010. "[Housing policy is school policy: economically integrative housing promotes academic success in Montgomery County, MD.](#)" In A Century Foundation Report, pp. 1–57. New York: Century Foundation

Week 8. Political disenfranchisement

- a) Required readings
 - i) Bouie, Jamelle. 2019. "[The Electoral College Is the Greatest Threat to Our Democracy.](#)" New York Times
 - ii) Chung, Jean. 2019. "[Felony Disenfranchisement: A Primer.](#)" The Sentencing Project.
 - iii) Cobb, Jelani. 2019. "[The Supreme Court Just Legitimized a Cornerstone Element of Voter Suppression.](#)" The New Yorker.
 - iv) Newkirk, Vann R. II. 2018. "[How Shelby County v. Holder Broke America.](#)" The Atlantic
 - v) Rolat, Amanda. 2010. "[Testimony on the National Popular Vote Plan for Council of the District of Columbia](#)"
 - vi) [Podcast] "[The Short Life and Early Death of Voting Rights.](#)" The United States of Anxiety
 - vii) [Podcast] "[Democrats Chase Shiny Objects. Here's How to Build Real Power.](#)" The Ezra Klein Show.
- b) Additional materials
 - i) Ananat, Elizabeth Oltmans and Ebonya Washington. 2009. "[Segregation and Black Political Efficacy.](#)" Journal of Public Economics
 - ii) Chen, M. Keith, Kareem Haggag, Devin G. Pope & Ryne Rohla. 2020. "[Racial Disparities in Voting Wait Times: Evidence from Smartphone Data.](#)" NBER WP
 - iii) Douglass, Frederick. 1867. "[An Appeal to Congress for Impartial Suffrage.](#)" The Atlantic
 - iv) Gilens, Martin and Benjamin I. Page. 2014. "[Testing Theories of American Politics: Elites, Interest Groups, and Average Citizens.](#)" Perspectives on Politics 12(3):564–81.
 - v) Heerwig, Jennifer and Brian J. McCabe. 2018. "[Expanding Participation in Municipal Elections: Assessing the Impact of Seattle's Democracy Voucher Program.](#)" University of Washington Center for Studies in Demography & Ecology Policy Brief
 - vi) Weiser, Wendy, Daniel I. Weiner, and Dominique Erney. 2021. "[Congress Must Pass the 'For the People Act'.](#)" Brennan Center for Justice at New York University School of Law.
 - vii) [Podcast] "[Jan. 6 Has Surfaced America's Disdain for Democracy.](#)" The Ezra Klein Show

Week 9. When work disappears: employment and wages

- a) Required readings
 - i) Baradaran, Mehrsa. 2019. "[The Real Roots of 'Black Capitalism'.](#)" *The New York Times*.
 - ii) Desmond, Matthew. 2018. "[Americans Want to Believe Jobs Are the Solution to Poverty. They're Not.](#)" *The New York Times*
 - iii) Leins, Casey. 2019. "[More Data Needed to Determine Whether 'Ban the Box' Laws Work.](#)" US News

- iv) Paul, Mark, William Darity, Jr., and Darrick Hamilton. February 4, 2017. "[Why We Need a Federal Job Guarantee: Giving everyone a job is the best way to democratize the economy and give workers leverage in the workplace](#)" Jacobin Magazine
- v) Randolph, A. Philip and Bayard Rustin. 1967. "[A Freedom Budget for All Americans.](#)"
- vi) Wagner, Ines. 2021. "[How Iceland Is Closing the Gender Wage Gap.](#)" Harvard Business Review
- vii) [Podcast] Baker, Peter. 2018. "[How much is an hour worth? The war over the minimum wage.](#)" The Guardian
- b) Additional materials
 - i) Blair, Peter Q. and Shad Ahmed. 2020. "[The Disparate Racial Impact of Requiring a College Degree.](#)" *The Wall Street Journal*
 - ii) Briggs, Xavier de Souza and Wingham Rowan. 2021. "[Wanted: A public option for finding work in the gig economy.](#)" Brookings.
 - iii) Heisler, Todd and David Gonzalez. 2021. "[These 115 Workers Helped Keep New York Alive in Its Darkest Months.](#)" *The New York Times*
 - iv) Quillian, Lincoln, Devah Pager, Ole Hexel, and Arnfinn H. Midtbøen. 2017. "[Meta-Analysis of Field Experiments Shows No Change in Racial Discrimination in Hiring over Time.](#)" Proceedings of the National Academy of Sciences.
 - v) Rossi, Enzo and Olúfémi O. Táíwò. 2020. "[What's New About Woke Racial Capitalism \(And What Isn't\)](#)", Spectre
 - vi) Rosenwald, Michael S. and Michael A. Fletcher. 2015. "[Why couldn't \\$130 million transform one of Baltimore's poorest places?](#)" *The Washington Post*
 - vii) "[Research Spotlight: Occupational Licensing Reduces Racial and Gender Wage Gaps.](#)" HCEO Research Spotlight 2017
 - viii) Wolfers, Justin. 2016. "[Growing Up in a Bad Neighborhood Does More Harm Than We Thought.](#)" *The New York Times*
 - ix) [Video] Ai-jen Poo. "[The work that makes all other work possible.](#)" TED Talks

Week 10. Poverty, income instability, and social safety net

- a) Required readings
 - i) DeParle, Jason. 2021. "[Stimulus Checks Substantially Reduced Hardship, Study Shows.](#)" *New York Times*.
 - ii) "[Cutting Child Poverty In Half: Directions For Policymakers.](#)" IRP Fast Focus. 2020
 - iii) Edin, Kathryn and H. Luke Shaefer. 2015. "[Blood Plasma, Sweat, and Tears.](#)" *The Atlantic*.
 - iv) Emison, Linnea Feldman. 2020. "[The Promising Results of a Citywide Basic-Income Experiment.](#)" *The New Yorker*
 - v) McMillan Cottom, Tressie. 2014. "[Why Do Poor People 'Waste' Money on Luxury Goods?](#)" Talking Points Memo.
 - vi) Westerbelt, Eric. 2017. "[The Research Argument For NYC's Preschool Plan For 3-Year-Olds.](#)" NPR
 - vii) [Podcast] Damon Jones On [Whether A Modest Basic Income Might Lead People To Work Less](#)
- b) Additional materials
 - i) Garfinkel, Irwin, David Harris, Jane Waldfogel, and Christopher Wimer. 2016. "[Modeling a Universal Child Allowance or More Generous Child Tax Credit.](#)" The Century Foundation
 - ii) Prasad, Monica. 2019. "[How to Think About Taxing and Spending Like a Swede.](#)" *New York Times*.

- iii) Schanzenbach, Diane, Whitmore, Hilary Hoynes, and Melissa S. Kearney. 2021. "[How lifting children out of poverty today will help them tomorrow.](#)" The Conversation
- iv) Trisi, Danilo and Matt Saenz. 2021. "[Economic Security Programs Reduce Overall Poverty, Racial and Ethnic Inequities.](#)" Center on Budget and Policy Priorities

Week 11. The Ghetto Tax

- a) Required readings
 - i) Baradaran, Mehrsa. 2014. "[It's Time for Postal Banking.](#)" Harvard Law Review Forum
 - ii) Desmond, Matthew. 2016. "[The Eviction Economy.](#)" The New York Times
 - iii) Lopez, German. 2017. "[Study: cities rely more on fines for revenue if they have more black residents.](#)" Vox.
 - iv) Servon, Lisa. 2015. "[The High Cost, for the Poor, of Using a Bank.](#)" The New Yorker.
 - v) Small, Mario L., Akhavan, A., Torres, M. et al. 2021. "[Banks, alternative institutions and the spatial-temporal ecology of racial inequality in US cities](#)". Nat Hum Behav
 - vi) [Podcast] "[It's Tax Time!](#)" On the Media 2017
- b) Additional materials
 - i) Baradaran, Mehrsa. 2014. "[A Short History of Postal Banking.](#)" Slate.
 - ii) Bhutta, Neil, Jacob Goldin, and Tatiana Homonoff. 2016. "[Consumer Borrowing After Payday Loan Bans.](#)" Journal of Law and Economics.
 - iii) Friedline, Terri, & Chen, Z. 2020. "[Digital redlining and the fintech marketplace: Evidence from United States zip codes.](#)" Journal of Consumer Affairs.
 - iv) Hyman, Louis. 2015. "[Why the CVS Burned.](#)" Slate.
 - v) Johnson, Walter. 2015. "[Ferguson's Fortune 500 Company.](#)" The Atlantic.
 - vi) Kiel, Paul. 2019. "[IRS: Sorry, but It's Just Easier and Cheaper to Audit the Poor.](#)" Propublica
 - vii) Rosenthal, Brian M. 2019. "['They Were Conned': How Reckless Loans Devastated a Generation of Taxi Drivers.](#)" The New York Times

Week 12. An antiracist future

- a) Required materials
 - i) Butler, Octavia. 1995 "[The Book of Martha.](#)" Bloodchild and Other Stories
 - ii) Clemons, Jared. 2022. "[From 'Freedom Now!' to 'Black Lives Matter': Retrieving King and Randolph to Theorize Contemporary White Antiracism.](#)" Perspectives on Politics.
 - iii) King Jr. Martin Luther. 1963. "[Letter from Birmingham Jail.](#)"
 - iv) "['All Are Welcome Here.' Says Sign in Neighborhood Where Average Home Costs \\$2 Million.](#)" 2022. Reductress.
 - v) [Podcast] "['An Extraordinary Moment': Angela Davis Says Protests Recognize Long Overdue Anti-Racist Work](#)" Here & Now 2020
- b) Additional materials
 - i) [Video] Vulchi, Priya and Winona Guo. 2017. "[What it takes to be racially literate.](#)" TED Talks
 - ii) [Video] Crenshaw, Kimberlé. 2016. "[The urgency of intersectionality.](#)" TED Talks
 - iii) [Podcast] "['This Is Always Going To Be What Happened'](#)" On the Media 2018.
 - iv) [Podcast] Baird, Robert P. 2021. "[The invention of whiteness: the long history of a dangerous idea.](#)" The Guardian Long Read
 - v) [Podcast] "[Why Ta-Nehisi Coates is hopeful.](#)" Vox Conversations 2020