



NYU

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

UPADM-GP 219

Segregation and Public Policy in the American City

Fall 2022

Instructor Information

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- Office Hours: Thursdays 7-8pm via Zoom (<https://nyu.zoom.us/j/99582576528>) or by appointment.

Course Information

- Class Meeting Times: Tuesdays, 4:55-7:25pm.
- Class Location: Silver Center for Arts and Science, Room 621

Course Description

The intertwined economic, social, and political crises facing cities from the COVID-19 pandemic, spiraling housing costs, 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 current activism and policy making around racial inequality through an exploration of the historical 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 across many contemporary 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, political power, and inequality in exposure to the fallout of climate change and access to quality education, good jobs, and healthy environments. 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 reading heavy and an interactive experience, requiring preparation 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 underlying 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, upon completion of the course students will be prepared for more advanced study on racial segregation, urban history, and housing and community development. 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 current activism around confronting racial oppression within a longer history of racial inequality in U.S. cities?
2. How has public policy led to spatial inequality? How do contemporary policies exacerbate and/or ameliorate these inequalities? Further, what are the implications of segregation for an individual's access to opportunity?
3. What does integration mean? What benefits does it provide? What are potential unintended consequences?
4. What is the relationship between gentrification and displacement? Is it possible to address concentrated poverty without displacing the poor?
5. How does considering racial segregation and neighborhood-based inequality enhance our understanding of policing and race, unequal school systems, climate change and other critical issues of urban inequality that are connected to where people live?
6. What are the value systems that undergird liberatory visions, such as "housing justice", "abolition", and "decommodifying housing", that are expressed by Black Lives Matter, immigrants' rights, organized labor, and other social movements? How do those values challenge current mainstream approaches to policy making?

Required Materials

Course readings are drawn from a range of sources, including academic journals, books, news articles, editorials, research reports, advocacy groups, and local government policy proposals. They will be integral to 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. 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.

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. Students are highly encouraged to read or listen to these additional materials each week, should you choose.

System Requirements

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

- **Google Classroom** will host all of our material for this course, accessible [here](#).
- The **Front Porch on Slack** ([click here to join](#)) will be our discussion board. 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. We encourage you to add your picks there!
- **Zoom** will host office hours. Each week has the same link, which can be found on our [Google Calendar](#), or at this [link here](#)

How We Will Communicate With You

We have designed multiple channels of communication to be present and available for students. 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 7-8 pm at this link: <https://nyu.zoom.us/j/99582576528>. 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. 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 that reference assigned materials 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 FrontPorch (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 by the Monday prior to class. Many of our classes will be oriented around an in-class activity, so advance notice is important to help us facilitate effectively.

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 an 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, such as 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) each Tuesday, ahead 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 (20% of final grade)

Each student will write two 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 (12pm) 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, please do not switch weeks without significant (i.e. 7+ days) notice to the professors.

3. Hometown mid-semester memo (25% 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 **Friday, October 14**.

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 **Friday, October 30**.

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 be one of 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 11:59 p.m. on **December 16**.

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, please come to office hours, Thursdays 7-8pm.

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 ask for 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 group presentation or the final assignment.

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 automatically 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 (September 6)** - Grounding ourselves in the current political moment and how place shapes our lives
- **Week 2 (September 13)** - How should we think about race and racism?
- **Week 3 (September 20)** - The role of public policy, civil society, and individuals in creating segregation
- **Week 4 (September 27)** - What is segregation? What is integration? And how is segregation and exclusion maintained today?

- **Week 5 (October 4)** - Addressing the effects of segregation: “people” versus “place” based approaches to fair housing
- **October 11 NO CLASS**
- **Week 6 (October 18)** - Gentrification, displacement, and housing affordability ○
Assignment: Mid-semester memo due Friday, October 14
- **Week 7 (October 25)** - Voting rights and people power
- **Week 8 (November 1)** - Education: Increasingly separate and increasingly unequal ○
Assignment: Group presentation proposal due Friday, October 30th
- **Week 9 (November 8)** - Climate crisis and neighborhoods
- **Week 10 (November 15)** - Segregation and policing
- **Week 11 (November 22)** - Decommodifying housing and alternative policy solutions
- **Week 12 (November 29)** - Collective action and looking inward
- **Week 13 (November 6)** - Conclusions and student presentations
- **Week 14 (December 13)** - Conclusions and student presentations ○ Assignment: Final memo due Friday, December 16th

Detailed Course Overview

WEEK 1, SEPTEMBER 6: Grounding ourselves in the current political moment and exploring how place shapes our lives

Guiding Questions:

- How do we situate this era--outrage, awakening, and uprisings around police brutality, low-income communities of color bearing the brunt of a global pandemic, and the lingering wake of a recent 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*.
- Kendi, Ibram X. 2021. “[Denial is the Heartbeat of America.](#)” *The Atlantic*.
- [Podcast] [Note: We know this interview is long. Please try to get as far as you can] 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. *Emergent 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*.

WEEK 2, SEPTEMBER 13: How should we think 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 think Iris Marion Young's "Five Faces of Oppression" provides a broad enough framework to describe injustices faced by different groups?
- 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?

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] Baird, Robert P. 2021. "[The invention of whiteness: the long history of a dangerous idea](#)." The Guardian Long Read.

Recommended Readings and Multimedia:

- Young, Iris Marion. 2007. "Five Faces of Oppression", in *The Community Development Reader*.
- 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] 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] 2020. "[The Fire Still Burning](#)." *NPR Code Switch*.
- [Podcast]. 2021. "[Inventing 'Hispanic'](#)". *The Experiment*.

WEEK 3, SEPTEMBER 20: Segregation by design: 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" institutions, and of "local" versus "federal" policy and programs? Where does culpability lie for righting past wrongs?

Required Readings & Multimedia:

- Rothstein, Richard. 2017. *The Color of Law: A Forgotten History of How Our Government Segregated America*. – Chapter 4, 8 and Chapter 9.
- 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).
- Cebul, Brent. 2020. "[Tearing Down Black America](#)". *The Boston Review*.

- Hartman, Saidiya. 2019. *Wayward Lives, Wayward Lives, Beautiful Experiments: Intimate Histories of Riotous Black Girls, Troublesome Women and Queer Radical - 1900*. The Tenderloin. 241 West 41st Street.
- [Video] 2021. [Housing Discrimination: Last Week Tonight with John Oliver](#).

Recommended Readings & Multimedia

- Rothstein, Richard. 2017. *The Color of Law: A Forgotten History of How Our Government Segregated America*. – Chapter 2: Public Housing, Black Ghettos
- Jackson, Kenneth T. 1985. *Crabgrass Frontier: The Suburbanization of the United States*. Oxford University Press. – Chapter 11
- 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.
- [Podcast] “[Historian Says Don't 'Sanitize' How Our Government Created Ghettos](#)” Fresh Air 2015

WEEK 4, SEPTEMBER 27: What is segregation? What is integration? And how is segregation and exclusion maintained today?

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?
- Do you agree with Peter Marcuse’s distinction between ghettos and enclaves? When is a community considered “segregated”?
- 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? Is integration different from desegregation?
- Do you agree with Mary Patillo that integration stigmatizes Black and brown people and spaces? 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:

- Marcuse, Peter. 1997. "The Enclave, the Citadel, and the Ghetto: What has Changed in the Post-Fordist U.S. City". *Urban Affairs Review*. 33(2):228-264.
- 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, through Part III*.
- "Discussion 1: Why Integration?" - The Dream Revisited.
- Rosalsky, Greg. 2022. "[Why the American Dream is More Attainable in Some Cities Than Others](#)." *NPR*.
- [Podcast] School Colors. 2022. "[Episode 5: 'The Melting Pot'](#)". *Code Switch*.

Recommended Readings and Multimedia:

- [Video] [Housing Segregation in Everything](#). *NPR Code Switch*.
- "Discussion 3: Neighborhood Income Segregation" - The Dream Revisited.
- "Discussion 6: Ending Segregation: Our Progress Today" - The Dream Revisited ● 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")
- Steil, Justin. 2022. Antisubordination Planning. *Journal of Planning Education and Research*. 2022;42(1):9-18.
- 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*
- [Podcast]. NYU Furman Center. 2020. "[Episode 2: Soho - The Elizabeth Street Garden](#)." *In Our Backyard*.
- [Video] [How the US made affordable homes illegal](#). 2021 *Vox*.

WEEK 5, OCTOBER 4: Addressing the effects of segregation: "people" versus "place" based approaches to fair housing.

Guiding Questions:

- Is community or “place” based development to address racial inequality a hopeless goal because it is “swimming against the tide” of larger structural inequities that originate outside of where people live?

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 be “affirmatively furthering” federal fair housing laws? What are the obstacles to progress?

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*.
- Hannah-Jones, Nikole. 2015. “[Living Apart: How the Government Betrayed a Landmark Civil Rights Law](#)”. *ProPublica*.
- 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*.

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WEEK 6, OCTOBER 18: Gentrification, Displacement, and Housing Affordability.

Assignment: Mid-semester memo due October 17.

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 buzzword 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. So, what is it - actually?
- 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 and increasing housing affordability 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 who strongly favor tenants rights, 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
 - Desmond, Matthew. 2022. [“The Rent Eats First’: How Renters and Communities are Impacted by Today’s Housing Market”](#). Testimony by Matthew Desmond before the United States Senate Committee on Banking, Housing, and Urban Affairs. (only pg 1-5 is required, the remainder is highly recommended.)
- [Video] Oliver, John. 2022. [“Rent”](#). Last Week Tonight with John Oliver.
- Zaveri, Mihir. 2022. [“Why It’s So Hard to Find an Affordable Apartment in NYC.”](#) *The New York Times*.

Recommended Readings & Multimedia:

- [Video] The Eviction Lab. 2022. [“Destiny: A Mother’s Story”](#).

[Podcast] "[Episode 6: Trickery, Fraud and Deception](#)" and "[Episode 7: It's Complicated](#)", There Goes the Neighborhood.

- Semuels, Alana. 2019. "[The End of the American Chinatown.](#)" *The Atlantic*
- Chen, Stefanos. 2021. "[The Resilience of New York's Black Homeowners.](#)" *The New York Times*.
- The Urban Displacement Project. [The Urban Displacement Replication Project](#). 2020.
- Doughery, Conor. 2020. "[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.
- [Podcast] 2021. "[Episode 5: Market-Rate Development and Neighborhood Rents with Evan Mast](#)". *UCLA Housing Voice*.
- [Podcast] 2021 "[Episode 21: What to Do About Homelessness with Beth Shinn](#)". *UCLA Housing Voice*.
- [Podcast] 2021. "[How Blue Cities Became So Outrageously Unaffordable.](#)" *The Ezra Klein Show*

WEEK 7, OCTOBER 25: Voting Rights and People Power

In-Class Guest Speaker: Javier Valdés, Director of Civic Engagement and Government at the Ford Foundation and Tomás Garduño, The Addition Collective

Guiding Questions:

- How has white supremacy shaped access to power in the United States? More specifically, how has the legacy that guaranteed only white landowning men the right to vote shaped geographies, political parties, and the way we build democratic institutions today?
- How does segregation further entrench these traditions? How does it create conditions that enable voter suppression and gerrymandering? Where does this connect to Jim Crow-era dynamics?
- How will the shifting demographics of the country affect future access to the political process?
- What are ways to push back on these dynamics at the local, state, and national level, as the country shifts and grows more diverse across many dimensions? How have organizers pushed back historically and what are they doing now to challenge democratic institutions to gain access to power for all people?

Required Readings and Multimedia:

- Douglass, Frederick. 1867. "[An Appeal to Congress for Impartial Suffrage.](#)" *The Atlantic*
- Kendi, Ibram X. 2018. "[A House Still Divided.](#)" *The Atlantic*.

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- Corasaniti, Nick, and Karen Yourish and Keith Collins. 2022. "[How Trump's 2020 Election Lies Have Gripped State Legislatures.](#)" *The New York Times*.
- [Video] NAACP Legal Defense Fund. 2022. [Supreme Court Hears Key Test for Landmark Voting Rights Act.](#) CNN Tonight.
- [Podcast] Resistance. "[Is It Too Revolutionary?](#)".

Recommended Readings:

- Pishko-Bolts, Jessica. 2022. "[The 'Big Lie' messengers who carry a badge and gun.](#)" *Arizona Mirror*.
- [Podcast] Dirks, Sandhya. 2022. "[The Unspoken Role of Race in the January 6 Riot.](#)" *All Things Considered*.
- Brennan Center. 2021. "[The Independent State Legislature Theory Explained](#)".
- Leonhardt, David. 2022. "[Gerrymandering, the Full Story.](#)" *New York Times*.
- Brennan Center. 2022. "[Redistricting Litigation Roundup.](#)"
- Corasaniti, Nick and Ella Koeze and Denise Lu. 2021. "[How Texas Plans to Make Its House Districts Even Redder.](#)"
- Gamboa, Suzanne. 2021. "['Racist': As Latino vote accelerates, Texas Republicans seek more restrictions.](#)" *NBC News*
- Johnson, Theodore R. 2020. "[How the Black Vote Became a Monolith.](#)" *The New York Times*.
- Anderson, Carol. 2018. "[Stacey Abrams, Brian Kemp and Neo-Jim Crow in Georgia.](#)" *The New York Times*.
- Quealy, Kevin, and Alicia Parlapiano. 2021. "[Election Day Voting in 2020 Took Longer in America's Poorest Neighborhoods.](#)" *The New York Times*.
- [Podcast] 2021. "[A Million More Immigrant Voters.](#)" LatinoUSA
- [Video] "[Special Districts](#)" Last Week Tonight with John Oliver

WEEK 8, NOVEMBER 1: Education: Increasingly separate and increasingly unequal

Potential in-Class Guest Speaker: Matt Gonzales, Director, Integration and Innovation Initiative (i3) at NYU

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:

- Hannah-Jones, Nikole. 2019. "[It Was Never About Busing.](#)" *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.)
- Closson, Troy. 2022. "[Bring Back Selective Admissions? Some N.Y.C. Middle Schools Say No.](#)" *The New York Times*.
- [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, Season 1](#).

Recommended Readings and Multimedia:

- [Podcast] Hannah-Jones, Nikole. 2015. [The Problem We All Live With - Part One - This American Life](#)
- [Video] "[The Fight to Desegregate New York Schools.](#)" *The New York Times*,
- [Video] "[School Segregation](#)" Last Week Tonight with John Oliver
- [Podcast] "Episode 2: Power to the People" and "Episode 3: Third Strike". [School Colors, Season 1](#). (**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.

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- “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)

WEEK 9, NOVEMBER 8: Climate Change and Neighborhoods

Assignment: Group presentation proposal due Nov 11

In-Class Guest Speakers: Daphne Lundi, Deputy Director for Social Resiliency, NYC Mayor's Office of Resiliency; Louise Yeung, Chief Climate Officer, NYC Office of the Comptroller

Guiding Questions:

Required Readings and Multimedia:

- [A Plan to Push Cars Out of Manhattan Could Make the Bronx's Air Dirtier](#)
- [How Does Congestion Pricing Work? What to Know About the Toll System Taking Manhattan](#)
- [Oft Overlooked on Brooklyn-Queens Border, The Hole Shows Risks of Ignoring Environment](#)
- [Climate change, COVID-19, and the co-production of injustices: a feminist reading of overlapping crises](#)
- [The Least Convenient Truth Part I—Climate Change and White Supremacy](#)
- [Misogynoir and Climate Change Part IV—How Disaster Relief Fails Black Women](#)

Recommended Readings and Multimedia:

- Rep. Torres' Public Comment on Congestion Pricing in NYC
<https://ritchietorres.house.gov/posts/rep-torres-public-comment-on-congestion-pricing-innyc>
- [A Country Within A Country Part II—Climate Change, Privilege, and Disaster Survival](#)

WEEK 10, NOVEMBER 15: Segregation and Policing

Guiding Questions:

- In the aftermath of the murder of George Floyd, a debate emerged in cities about approaches to 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:

- “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*.
- 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*
- Leland, John. 2022. [“How a Dog’s Killing Turned Brooklyn Progressives Against One Another.”](#) The New York Times.
- [Podcast] [“The Spike in Gun Violence”](#). 2021. *Vox: Today, Explained*.

Recommended Readings and Multimedia:

- Eligon, John. 2020. [“Distrust of the Minneapolis Police, and Also the Effort to Defund Them.”](#) *The New York Times*.
- Yglesias, Matt. 2020. [“The End of Policing left me convinced we still need policing.”](#) Vox.
- [Podcast] [“Police Reform is Coming. What Should it Look Like?”](#). 2021. *The Argument* ● Taylor, Keeanga-Yamahtta. 2020. [We Should Still Defund the Police.](#) *The New Yorker*.
- Sharkey, Patrick, and Alisabeth Marsteller. 2022. [“Violence and Urban Inequality.”](#) *Vital City*.
- Mays, Jeffrey. 2022. [Black Leaders Are Conveying the Far Left’s Unease With Eric Adams.](#) *The New York Times*.
- 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*.

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- [Podcast] 2021. "[America on Fire with Elizabeth Hinton & Keeanga-Yamahtta Taylor.](#)" *Haymarket Books Live*.
- Barker, Kim, Michael Keller, and Steve Eder. 2020. "[How Cities Lost Control of Police Discipline.](#)" *The New York Times*.

WEEK 11, NOVEMBER 22: Decommodifying housing and policy rooted in alternative values

Guiding Questions:

- We've reviewed some of the most prevalent solutions that have been designed to address the various inequities brought about by both the creation of segregation and the persisting outcomes fomented by segregated geographies. This week, we explore what kind of strategies exist outside of our current dominant systems.
- Audre Lorde states that "the master's tools will never dismantle the master's house," and in doing so invokes the notion that the path towards liberation will not come from the same fabric of the systems and policies that presently govern us. What are the strengths, limits, and contradictions of the individual homeownership model as a method for addressing the massive racial wealth gap? What does it mean for housing to be a commodity versus housing to be a right?
- The mainstream discussion of racial disparities are often, and perhaps rightfully so, centered on the racial wealth gap, which we now know and understand to be largely predicated on the value of homeownership as a wealth building tool exclusively for white Americans. What are the "logics" or relationships embedded with an individual model of homeownership (our current dominant paradigm) versus community homeownership models (such as community land trusts)?

Required Readings and Multimedia:

- Tyberg, Jaime. 2020. [Unlearning: From Degrowth to Decolonization](#). Rosa Luxemburg Stiftung
- Stone, Michael E. 2007. "Chapter 8: Social Housing", in *The Community Development Reader*.
- Levintova, Hannah. 2022. "[Real Estate Predators Tried to Cash In on the Pandemic. Then Tenants Fought Back](#)". *Mother Jones*.
- Udell, Jacob, Celeste Hornbach, Oksana Mironova, and Samuel Stein. 2022. "[Social Housing and Housing Justice: Pathways to Housing Decommodification](#)". PLE Project.
- Okafor, Krystle, and Sophie House .2021. "[Housing Policy Needs Abolition Too.](#)" *Shelterforce*.
- [Podcast] Baldassari, Erin, and Molly Solomon. 2020. "[How Moms 4 Housing Changed Laws and Inspired a Movement.](#)" KQED: SOLD OUT: Rethinking Housing in America.

Recommended Readings

- King, Shelby. 2022. "[What if Vouchers Aren't the \(Only\) Answer?](#)". *Shelterforce*.
- Schuetz, Jenny. 2020. "[Rethinking homeownership incentives to improve household financial security and shrink the racial wealth gap](#)". *The Brookings Institution*.
- Fields, Desiree, and Elora Lee Raymond .2021. "Racialized Geographies of Housing Financialization". *Progress in Human Geography*. 45(6):1625-1645.
- Oksana Mironova and Thomas J. Waters. 2020. "[How Social Is That Housing?](#)" Community Service Society.
- Patillo, Mary. 2013. "Housing: Commodity Versus Right". *Annu. Rev. Sociol.* 2013. 39:509–31.
- Hertz, Daniel. 2018. "[Housing can't both be a good investment and be affordable](#)". CityObservatory.
- William Darity Jr., Darrick Hamilton, Mark Paul, Alan Aja, Anne Price, Antonio Moore, and Caterina Chiopris. 2018. "[What We Get Wrong About Closing the Racial Wealth Gap](#)". Samuel DuBois Cook Center on Social Equity.
- Desmond, Matthew. 2020. "[The Tenants Who Evicted Their Landlord](#)." *The New York Times*.

WEEK 12, NOVEMBER 29: Collective Action and Looking Inward

Required Readings and Multimedia:

- Kelley, Robin. 2002. *Freedom Dreams: The Black Radical Imagination*. Boston: Beacon Press. (pg 1-12)
- Stout, Brian. 2020. [Lead from the scar, not the wound](#). *Building Belonging*.
- King, Maya. 2020. [Inside Black Lives Matter's push for power](#). *Politico*.
- Taylor, Keenga-Yamahtta. 2020. [Until Black Women are Free None of Us Will Be Free](#). *The New Yorker*.
- brown marie, adrienne. 2020. *We Will Not Cancel Us: Any Other Dreams of Transformative Justice*. AK Press (pg 33-63)
- [Podcast] "We are in a time of new suns - adrienne maree brown." [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*.
- Rev. angel Koyodo Williams, Lama Rod Owens, and Jasmine Syedullah. 2016. *Radical Dharma*. 96-104.
- brown, adrienne maree. 2019. "Love as Political Resistance." *Pleasure Activism*.

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- 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, DECEMBER 6: Reflections, Student presentations +
Conclusions

WEEK 14, DECEMBER 13: Reflections, Student presentations +
Conclusions