



NYU

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

PADM-GP 2416

Segregation and Public Policy in the American City

Fall 2023

Instructor Information

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- Office Hours: Tuesdays, 30-45 minutes immediately after class, or by appointment via zoom.

Course Information

- Class Meeting Times: Tuesday, 4:55-6:35pm.
- Class Location: Global Center for Academic and Spiritual Life (GCASL), Room 375

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 to answer and/or provide further nuance to the following core questions through readings, in-class discussion, assignments, and guest lectures:

1. How can various theoretical frameworks for understanding racial oppression—“structural racism”, “racial capitalism”, “caste”, “intersectionality”—help us understand our longer history of racial inequality in U.S. cities and our contemporary political environment?
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? Is integration needed for a just society? What are potential unintended consequences?
4. How do competing purposes of a “house” give us insight into topics of financialization, gentrification, displacement, housing stability, homelessness, and wealth inequality?
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, housing justice, 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 (we've also compiled a [Spotify playlist](#) for the semester's required and recommended podcast). All of the materials (readings and multimedia) required for class, where possible, are linked to this syllabus and the class Brightspace.

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 Brightspace, Slack, Spotify, and Zoom. Please secure your access to the following systems before the semester begins:

- **Brightspace** 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 on Spotify** ([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! Additionally, where it is available, we've compiled a [playlist](#) of required and recommended podcasts (indicated in this syllabus with double asterisks**).
- **Zoom** will host office hours. We will provide a link once you have secured an appointment with us.

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 48 hours. Please email us, **making sure to include both Eddy and Francis**, 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 30-45 minutes after each class if you want to chat.
- **Regular office hours.** We will have standing office hours for 30-45 minutes immediately after class on Tuesdays and on Zoom by appointment.

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 Brightspace.

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 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 Brightspace **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](#).

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 Brightspace by 5:00 p.m. on **Friday, October 20**.

4. **Group presentation: create a new policy debate (20% of final grade)**

Students will work in groups on a presentation to introduce a new policy debate on racial and economic segregation. This presentation should provide nuance to capture different lenses and perspectives in a given policy topic, for example, a presentation might provide 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, November 3**. 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 15**.

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. As soon as possible, 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 Brightspace.
4. In either case, schedule office hours to catch up with the professors.

Grading Rubric

In an effort to practice both empathy for the myriad of complexities that we presently navigate 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 Brightspace. 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 personal 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, period. 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 and Artificial Intelligence

All students must produce original work. Outside sources are to be properly referenced and/or quoted, including the use of ChatGPT or any other AI-software and tools. 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 automatically checked for plagiarism using anti-plagiarism software.**

The policies of Wagner require that you complete and submit your own work. If you use ChatGPT, Bard, and other generative AI tools in your work, you must cite them. **If you don't this violates the school's norms, and you will be held to Wagner's Academic Integrity Policy.** Please do not hesitate to reach out to your professors if you have any questions and/or would like to discuss how you might use generative AI for assignments.

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 5)** - Grounding ourselves in place and history
- **Week 2 (September 12)** - How should we think about race and racism?
- **Week 3 (September 19)** - The role of public policy, civil society, and individuals in creating segregation
- **Week 4 (September 26)** - What is segregation? What is integration? And how is segregation and exclusion maintained today?
- **Week 5 (October 3)** - Addressing the effects of segregation: "people" versus "place" based approaches to fair housing
- **October 10 - NO CLASS - Legislative Holiday**
- **Week 6 (October 17)** - Neoliberalism, homelessness, and housing stability
 - Assignment: Mid-semester memo due Friday, October 20
- **Week 7 (October 24)** - Gentrification and displacement

- **Week 8 (October 31)** - Segregation and policing
 - Assignment: Group presentation proposal due Friday, November 3
- **Week 9 (November 7)** - Climate crisis and neighborhoods
- **Week 10 (November 14)** - Education: Increasingly separate and unequal
- **Week 11 (November 21)** - A City is Not a Computer
- **Week 12 (November 28)** - Collective action and looking inward
- **Week 13 (December 5)** - Conclusions and student presentations
- **Week 14 (December 12)** - Conclusions and student presentations
 - Assignment: Final memo due Friday, December 15

Detailed Course Overview

- **WEEK 1, SEPTEMBER 5: Grounding ourselves in place and history**

Guiding Questions:

- How do we situate this era characterized by a backlash to progressive ideas raised during the summer of 2020 -- “defunding” police, reinvestment in social safety nets, expansion of rights, further introduction of teaching history of racism in primary education -- as part of a longer history of urban inequality and injustice?
- What were the histories, ideas, and imaginations that contributed to this inequality? How do neighborhoods matter in (your) life chances?
- How are activists, community groups, and residents resisting oppression? How do we differentiate between symbolic and material demands for change?

Required Readings & Multimedia:

- Ellen, Ingrid Gould and Justin Steil. 2019. [The Dream Revisited: Contemporary Debates about Housing, Segregation, and Opportunity](#). New York: Columbia University Press. (p. 1-19).
- Sharkey, Patrick. 2020. “[The Barricades That Let Urban Inequality Fester](#).” *The Atlantic*.
- Kendi, Ibram X. 2021. “[Denial is the Heartbeat of America](#).” *The Atlantic*.
- Kelley, Robin. 2002. [Freedom Dreams: The Black Radical Imagination](#). Boston: Beacon Press. (p. 1-12).
- Purnell, Derecka, Olúfémi O. Táíwò, Keeanga-Yamahtta Taylor. 2023. [After the Uprising, What Is to Be Done?](#). *Hammer and Hope*.

Recommended Readings

- brown marie, adrienne. 2017. [Emergent Strategy: Shaping Change, Changing Worlds](#). (p.144-150).
- Dawidoff, Nicholas. 2022. “[Poverty is Violent](#).” *The Atlantic*.
- Dikeç, Mustafa. 2020. “[Rage and Uprising](#)”. *Crisis Cities*.
- Alexander, Elizabeth. 2020. “[The Trayvon Generation](#).” *The New Yorker*.
- [Podcast] Hannah-Jones, Nikole. 2019. “[The Fight for a True Democracy](#).” The 1619 Project. *The New York Times*.
- [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*.

- **WEEK 2, SEPTEMBER 12: 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 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?
- Racial capitalism helps us understand why there has never been a sustained movement of solidarity between the Black and white working class, groups who seemingly should have aligned material and political interests. How do we build cross-race solidarity? Is it possible to break the "solidarity of whiteness"?
- Intersectionality introduces how privilege and oppression is found in various aspects of identity and belonging. How does this framework illustrate these systems of domination and power that we presented in structural racism and racial capitalism?

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*.
- Dantzer, Prentiss and Elizabeth Korver-Glenn, Junia Howell. 2022. "[Introduction: What Does Racial Capitalism Have to Do With Cities and Communities?](#)"
- Nguyen, Viet Thanh. 2020. "[Asian Americans Are Still Caught in the Trap of the 'Model Minority' Stereotype. And It Creates Inequality for All](#)". *Time*.
- Combahee River Collective. 1977. [The Combahee River Collective Statement](#).
- [Podcast] Baird, Robert P. 2021. "[The invention of whiteness: the long history of a dangerous idea](#)." *The Guardian Long Read*.**¹

Recommended Readings and Multimedia:

- Du Bois, W.E.B. 1935. [Chapter 1 The Black Worker and Chapter 2 White Worker](#). *Black Reconstruction*.
- Coates, Ta-Nehisi. 2017. "[The First White President](#)." *The Atlantic*.
- Young, Iris Marion. 2007. "[Five Faces of Oppression](#)", in *The Community Development Reader*.
- 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".
- 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](#)."

¹ Where it is available, we've compiled a [playlist](#) of required and recommended podcasts (indicated with double asterisks**).

- [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.*
- [Podcast] 2022. [There Are No Utopias.](#) *NPR.*
- **WEEK 3, SEPTEMBER 19: Segregation by design: The role of public policy, civil society, and individuals in creating segregation**

Guiding Questions:

- Ideology and power of homeownership -- questioning the underlying premise / assumption of homeownership as a given objective; relationship to captive markets; etc
- 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:

- Imbroscio, David. 2021. [Race matters \(even more than you already think\): Racism, housing, and the limits of The Color of Law.](#) *Journal of Race, Ethnicity and the City*, 2:1, 29-53.
 - *If you have not read Rothstein's The Color of Law, we strongly advise that you read the recommended chapters (Chapters 4, 8, and 9) in the Recommended section for this week prior to Imbroscio's essay.*
- Taylor, Keeanga-Yamahtta. 2019. [Race for Profit: How Banks and the Real Estate Industry Undermined Black Homeownership.](#) (pg 25-37, 48-54 only).
- 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 Radicals -- 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 4, 8 and Chapter 9.
- 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 26: 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? What makes a community "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 Pattillo 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 Gales, 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) **(p 1-20 only, through Part III)**.
- Perspectives on integration:
 - Pattillo, Mary. "The Problem of Integration" "[Discussion 1: Why Integration?](#)" - [The Dream Revisited](#)
 - Sharkey, Patrick. "Making Our Assumptions About Integration Explicit", "[Discussion 1: Why Integration?](#)" - [The Dream Revisited](#)
 - Elizabeth Anderson, [The Imperative of Integration](#). *Read only Section 6.1 Racial Integration as a Requirement of Justice (5 pages)*

- [Goetz, Edward, Rashad A. Williams and Anthony Damiano. 2020. Whiteness and Urban Planning: Journal of the American Planning Association. Read only through pg 148 \(through section "The Durability of Whiteness"\).](#)
- [Podcast] School Colors. 2022. "[Episode 5: "The Melting Pot"](#)". *Code Switch*.

Recommended Readings and Multimedia:

- [Video] [Housing Segregation in Everything](#). *NPR Code Switch*.
- Goetz, Edward G. [The one-way street of integration: Fair housing and the pursuit of racial justice in American cities](#). Chapter 1 - Alternative Approaches to Regional Equity and Racial Justice. Cornell University Press, 2018.
- Cashin, Sheryl. 2018. "[Integration as a Means of Restoring Democracy and Opportunity](#)". *A Shared Future: Fostering Communities of Inclusion in an Era of Inequality*.
- Joseph, Mark. 2022. "[The Chetty Team's Social Capital Findings: A Timely Boost for Mixed Income Development](#)." *Poverty & Race Research Action Council*.
- Tropp, Linda, and Mohameed Naem. 2022. "[Examining Economic Connectedness Through the Lens of Intergroup Contact Theory and Research](#)." *Poverty & Race Research Action Council*.
- 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")
- 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)
- Semuels, 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 3: 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*.
- Steil, Justin. 2022. [Antisubordination Planning](#). *Journal of Planning Education and Research*. 2022;42(1): 9-18.
- [Podcast] “Part 5: Get Some Gone”, “Part 6:” The Future”. [The Promise](#). *NPR*

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*.

- **WEEK 6, OCTOBER 17: Neoliberalism, Housing Affordability, and Homelessness**

Guiding Questions

- This week we introduce the last of our major frameworks or concepts—neoliberalism—to help explain contemporary topics around racial inequality and where we live. This concept will give us insights into the topics for Week 6 and Week 7.
- What does it mean for housing to be a commodity versus housing to be a right? What should be the role of the state in providing for housing?
- Within the context of reduced federal spending on a “welfare state” and anti-poverty initiatives, what can cities do to address homelessness? Can cities “solve” this problem themselves?
- What are common misconceptions about homelessness? Who becomes homeless and what causes it?

Required Readings

- Neoliberalism, retrenchment, and and housing
 - Harvey, David. 2008. [Right to the City](#). New Left Review.
 - Monbiot, George. 2016. [Neoliberalism – the ideology at the root of all our problems](#). The Guardian
 - Baiocchi, Gianpaolo, H. Jacob Carlson. 2021. [Housing Is a Social Good](#). Boston Review.
- Homelessness and housing instability within neoliberal context
 - [Video] Oliver, John. 2021. [Homelessness: Last Week Tonight with John Oliver \(HBO\)](#). (Length: 25 minutes)
 - Fowle, Matthew. 2022. Racialized Homelessness: A Review of Historical and Contemporary Causes of Racial Disparities in Homelessness, Housing Policy Debate, 32:6, 940-967
 - Murphy, Stacey. 2009. [“Compassionate” Strategies of Managing Homelessness: Post-Revanchist Geographies in San Francisco](#). Antipode Journal, 41:2, 305-325
 - Elliot, Andrea. 2013. [Invisible Child: Dasani’s Homeless Life - The New York Times](#)

Recommended Readings

- Thompson, Michael J. 2005. [Book Review: A Brief History of Neoliberalism](#). *Dissent Magazine*.
- Bratt, R., Stone, M. and Hartman, C. 2006. A Right to Housing: Foundation for a New Social Agenda. Philadelphia, PA: Temple University Press. “Why a Right to Housing is Needed and Makes Sense: Editor’s Introduction” pp. 1-12.
- Shinn, M., and Khadduri, J. 2020. In the midst of plenty: Homelessness and what to do about it. John Wiley & Sons. Chapter 1 - 1 Who Becomes Homeless? And Chapter 2 - What Causes Homelessness?

- [What We Learned From the Deepest Look at Homelessness in Decades - The New York Times](#)
- Colburn, Gregg, and Clayton Page Aldern. 2022. [Homelessness is a Housing Problem](#). Sightline Institute.
- Menendian, Stephen. 2022. [Deconstructing the 'Housing Crisis'](#). Othering & Belonging Institute
- Carlson, Jacob and Gianpaolo Baiocchi. 2023. [Social Housing: How a New Generation of Activists Is Reinventing Housing](#). Shelterforce
- 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.)
- Levintova, Hannah. 2022. ["Real Estate Predators Tried to Cash In on the Pandemic. Then Tenants Fought Back"](#). *Mother Jones*.
- Okafor, Krystle, and Sophie House. 2021. ["Housing Policy Needs Abolition Too."](#) *Shelterforce*.
- [Podcast] Metcalf, Stephen. 2017. [Neoliberalism: the idea that swallowed the world](#). The Guardian
- [Podcast] [Homelessness Hides in Plain Sight. So Does Its Fix. | Notes from America with Kai Wright | WNYC Studios](#)
- [Podcast] 2021 ["Episode 21: What to Do About Homelessness with Beth Shinn"](#). *UCLA Housing Voice*.
- **WEEK 7, OCTOBER 24: Gentrification, Displacement, and Housing Affordability.**

Assignment: Mid-semester memo due October 20.

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
- [Theorizing Gentrification as a Process of Racial Capitalism](#)
- [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*.
- [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 & 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.
- Demsas, Jerusalem. 2022. [“What’s Causing Black Flight?”](#) *The Atlantic*.
- 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. [“How Blue Cities Became So Outrageously Unaffordable.”](#) *The Ezra Klein Show*

- **WEEK 8, OCTOBER 31: Segregation and Policing**

Assignment: Group presentation proposal due Nov 3

NOTE: We are revisiting this lesson for the semester and will likely update key readings & frameworks.

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*.

- [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 9, NOVEMBER 7: Climate Change and Neighborhoods**

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: *TBD*

Required Readings and Multimedia:
Social Resilience/Cohesion

- <https://comptroller.nyc.gov/reports/social-cohesion-as-a-climate-strategy/>
- <https://generations.asaging.org/improving-social-health-community-resilience>
- <https://www.nrdc.org/stories/mutual-aid-and-disaster-justice-we-keep-us-safe>
- **Climate Change + Race + Inequality**
 - Oft Overlooked on Brooklyn-Queens Border, The Hole Shows Risks of Ignoring Environment <https://www.thecity.nyc/2022/4/4/23010770/the-hole-shows-risk-of-ignoring-environment>
 - Climate change, COVID-19, and the co-production of injustices: a feminist reading of overlapping crises <https://www.farhanasultana.com/wp-content/uploads/Sultana-2021-Climate-change-COVID-19-and-the-co-production-of-injustices-a-feminist-reading-of-overlapping-crises.pdf>
 - The Least Convenient Truth Part I—Climate Change and White Supremacy <https://www.bitchmedia.org/article/least-convenient-truth/climate-change-and-white-supremacy>
 - A Country Within A Country Part II—Climate Change, Privilege, and Disaster Survival <https://www.bitchmedia.org/article/country-within-country/climate-change-privilege-and-disaster-survival>
 - Misogynoir and Climate Change Part IV—How Disaster Relief Fails Black Women <https://www.bitchmedia.org/article/misogynoir-and-climate-change/how-disaster-relief-fails-black-women>
- **Recommended Readings and Multimedia:**
 - [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 10, NOVEMBER 14: Education: Increasingly separate and 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:

- [Lallinger, Stefan. 2023. *Is the Fight for School Integration Still Worthwhile for African Americans?* The Century Foundation.](#)
- 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.
- Hannah-Jones, Nikole. 2019. "[It Was Never About Busing.](#)" *The New York Times*
- "[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 11, NOVEMBER 21: A City is Not a Computer**

NOTE: We are revisiting this lesson for the semester and will likely update key readings & frameworks.

Required Readings and Multimedia:

- Burcu Baykurt, 2020. [Can Smart Cities be Equitable Cities?](#) *Public Books*.
- Kearse, Stephen. 2020. [The Ghost in the Machine: How new technologies reproduce racial inequality.](#) *The Nation*.
- Eubanks, Virginia. 2014. [How Big Data Could Undo Our Civil-Rights Laws.](#) *The American Prospect*.
- Garza, Alejandro de la. 2020.. [States' Automated Systems Are Trapping Citizens in Bureaucratic Nightmares With Their Lives on the Line.](#) *Time Magazine*.

- Surveillance Resistance Lab. 2021. [Introduction, and Sections 4 & 5]. [Smart-City Digital ID Projects: Reinforcing Inequality and Increasing Surveillance through Corporate “Solutions”](#).
- [VIDEO] Vox. 2021. [Are We Automating Racism?](#)

Recommended Readings and Multimedia:

- White House. 2022. [Blueprint for an AI Bill of Rights](#).
- [Podcast] Armute, Sareeta & Emiliano Treré. 2021. [Episode 5: Data & Racial Capitalism](#).**
- Hill, Kashmir. 2020. New York Times. [Wrongfully Accused by an Algorithm](#). *New York Times*.
- Gilman, Michele. 2018. [The Surveillance Gap: The Harms of Extreme Privacy and Data Marginalization](#)
- [The People's Roadmap to a Digital New York City](#).
- Lewis, Tamika, Seeta Peña Gangadharan, Mariella Saba, Tawana Petty. 2018. [Digital defense playbook: Community power tools for reclaiming data](#).
- AI Now. 2023. [AI Now 2023 Landscape Report](#).
- **WEEK 12, NOVEMBER 28: Collective Action and Looking Inward**

Required Readings and Multimedia:

- Stout, Brian. 2020. [Lead from the scar, not the wound](#). *Building Belonging*.
- Taylor, Keenga-Yamahta. 2020. [Until Black Women are Free None of Us Will Be Free](#). *The New Yorker*.
- Williams, Rev. angel Koyodo, Lama Rod Owens, and Jasmine Syedullah. 2016. [Radical Dharma](#). (p. 96-104).
- [Podcast] “We are in a time of new suns - adrienne maree brown.” [On Being with Krista Tippett](#)
- [Podcast] [Foundations for Being Alive Now | The On Being Project](#) Episodes 1-3 (each is only 7 minutes)

Recommended Readings and Multimedia:

- [Podcast] “Imagination & Critical Connection”. [Irresistible](#).
- [Podcast] “Arlie - Hochschild - The Deep Stories of Our Time.” [On Being with Krista Tippett](#).
- brown marie, adrienne. 2020. *We Will Not Cancel Us: Any Other Dreams of Transformative Justice*. AK Press (pg 33-63)
- 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, DECEMBER 5: Reflections, Student presentations +
Conclusions

WEEK 14, DECEMBER 12: Reflections, Student presentations +
Conclusions