



NEW YORK UNIVERSITY

PADM-GP 2416 | Fall 2024

Racial inequality in America: What do we do now?

Instructor Information

- Jacob Faber (Jacob.Faber@nyu.edu)
- Office Hours Sign Up: <https://calendly.com/jacobfaber>

Course Information

- Class Meeting Times: Tuesdays, 6:45 PM - 8:25 PM
- Class Location: 12 Waverly PI Room L111

Course Description

The intertwined economic, social, and political crises facing cities from the COVID-19 pandemic and police violence have brought renewed attention to entrenched racial inequality in the United States, particularly anti-Black racism. Students in this course will develop a critical understanding of the causes and consequences of racial inequality in America with a focus on segregation and concentrated poverty in cities. We will explore and gain insights into how place and race shape critical issues, spanning political representation and voting rights, policing and mass incarceration, and access to quality education, healthy environments, and employment. Importantly, we will focus on the role of white supremacy and how ideologies of race, inequality, and policy are shaped by cultural stories. This course will draw on academic materials on American urban history, contemporary research, policy debates, podcasts, videos, investigative journalism, and fiction. Students will be expected to situate and investigate their own experiences and the places they call home within debates on our collective obligation to advance racial equity. The course will be an interactive experience, requiring preparation before coming to class and active exchange during class.

Course and Learning Objectives

At the end of the course, students will understand the root causes of racial inequality in the United States. Through readings, multimedia, and class discussions, students will learn to identify and articulate how race and place shape opportunity and will develop a critical understanding of the cultural and policy mechanisms that create and perpetuate inequality.

Students will develop an understanding of contemporary policy discussions around addressing racial and socioeconomic segregation. Because the course is focused on breadth and exploration of these policy areas, students will be prepared for more advanced study on racial segregation, urban history, and housing and community development policy, among a range of other contemporary urban studies. Finally, students will become critical observers and evaluators of the policy structures in their own communities.

We will attempt to answer the following questions:

1. How do we situate the current political moment in a longer history of racial inequality?
2. What is opportunity? How is opportunity organized racially?
3. How has public policy led to inequality? In what ways do contemporary policies exacerbate and/or ameliorate these inequalities?
4. How do we assess the merits and drawbacks of policy solutions to the challenge of entrenched inequality?
5. How does considering racial segregation and neighborhood-based inequality enhance our understanding of the social determinants of health (i.e., COVID-19), the role of police, unequal school systems, politics, and other critical issues of inequality?
6. How are Black Lives Matter, immigrants' rights, organized labor, and other social movements bringing attention to and challenging the problem of racialized concentrated poverty, segregation, and inequality in cities?
7. How are the cultural stories we tell about race and policy cultivated and how do they affect each other?

Required Materials

Course readings are drawn from a range of sources, including academic journals, books, news articles, editorials, research reports, policy proposals, and fiction. They will be integral to preparation for class discussions and as references for completing assignments. Each week will also have multimedia components such as podcasts and videos. All materials (reading and multimedia) will be linked directly or uploaded to the course Brightspace portal. Students are encouraged to introduce material from outside the classroom – other written material (e.g., news stories, readings from other courses), experiences in community-based organizations, relevant personal stories, etc. – during our classroom discussion. The course schedule also includes “**recommended**” readings and multimedia. Students are highly encouraged to read or listen to a selection of these additional materials each week.

We will occasionally use a website called [Poll Everywhere](https://pollev.com/) (<https://pollev.com/>) to facilitate class discussion. Please register for a free account using [this link](https://pollev.com/register) (<https://pollev.com/register>) and join the class group by entering “**fabernyu**” under presenter username or email.

Assignments and Evaluation

This is a reading and discussion intensive course. All readings should be available publicly, through the NYU library, or posted on the class Brightspace page. Students should be well

prepared to participate actively in class discussions with well-supported arguments and should build on and react to the arguments of classmates. The assignments are intended to spur engagement with the materials, facilitate critique of ideas, and encourage creativity and self-reflection as we grapple with an urgent, heavy, and often deeply personal subject matter. Each written assignment will be evaluated on the following characteristics:

- Articulates a clear thesis
- Incorporates concepts and evidence from assigned materials and other rigorous sources
 - Interprets and applies readings correctly
 - Effectively uses evidence to support its argument
 - Adds original critiques and analysis of readings
- Demonstrates analytic rigor and offers an original argument
 - Displays critical thinking
 - Offers critical insights and makes creative connections
- Presents a compelling, well-structured argument
 - Has a logical structure supported by the development of the thesis
 - Engages with counter-arguments and acknowledges weaknesses
- Formal language and clear writing (i.e. no typos)

Unless expressly noted otherwise, written assignments must adhere to the following formatting rules. Assignments will automatically lose points if submitted without this formatting.

- Single spaced
- Arial, 11pt font
- 1-inch margins
- No line break between paragraphs
- ½-inch indentation

Penalties for late submissions

- Submissions between one minute and 24 hours late will lose 2 points
- Submissions more than 24 hours late will receive half credit
- Submissions more than 48 hours late will not be accepted

All students must produce original work. Outside sources are to be properly referenced and/or quoted. Lifting copy from web sites or other sources and trying to pass it off as your original words constitutes plagiarism. Such cases can lead to academic dismissal from the university. **Be aware that all written work in this class will be submitted to Google Classroom, where it will be checked for plagiarism using anti-plagiarism software.**

1. Active engagement (10% of your grade)

This course works best when we learn from each other and engage with one another. To this end, everyone is expected to actively contribute to the class learning environment. Engagement is a multifaceted idea and includes (1) attendance, (2) being prepared for class, (3) contributions to in-class discussions, (4) making space for others in class discussion, and (5) respecting and appreciating everyone in the class. Note that “attendance” is the first element of engagement. Attendance for this course is vital to y(our) learning. If you need to miss class, miss class,

especially if you do not feel well. However, please give me a heads-up before or as soon afterward as you are reasonably able. You will grade yourself via two self assessments according to how well you feel you have engaged in the course keeping in mind the points above. This will include giving yourself a score from 1-10 and including a justification paragraph explaining why you deserve that score. I may adjust these scores should your self assessment significantly diverge from my evaluation of your engagement in the course. **The first self assessment is due 5:00 p.m. October 15 and the second is due 5:00 p.m. December 3.**

2. Travel New York (10% of your grade)

Choose one of the following subway lines: 2, 4/5, 7, A/C, B/D/F/M, L, or R. Ride that subway from central Manhattan (i.e., somewhere between 42nd St and Houston St) to the last stop in either direction (ideally to the geographically furthest stop) and then back to Manhattan. Write a one-page (single spaced) memo describing your experience. Note the time of day and day of the week. Who got on/off at different parts of the route? What differences did you observe in the built environment? How did the stations change? What else did you witness that was relevant to this class? The memo must be submitted to Brightspace by **5:00 p.m. on October 1.**

3. Do something (20% of your grade)

You are required to participate in an activity related to policy or politics. This could involve attending a public meeting, volunteering with a political campaign, participating in a policy advocacy event, joining a march or protest, engaging with a government or non-profit organization working on policy issues, or any number of other activities. After your involvement, write a one-page (single spaced), reflective report that discusses your experience, analyzes the policy or political issue at hand, and connects it to the themes and concepts we have covered in class. The report must be submitted to Brightspace by **5:00 p.m. on October 22.**

4. Pedagogy and reflection (20% of your grade)

Select (at least) two courses you have taken in the past three years related in some way to public policy. You can choose courses you are taking this semester. If possible, choose one that is part of your program's core curriculum and another that is an elective. How many different authors are listed on each syllabus? Search online for a photo of each author. How many appear to be men? How many appear to be white? Now, find the most recent assignment you submitted for any course, which included at least 10 citations, and repeat the exercise. Write a one-page (single spaced) summary of and reflection on your findings. The memo must be submitted to Brightspace by **5:00 p.m. on November 26.**

5. Group presentation (20% of final grade)

Students will work in randomly assigned groups on a presentation on a current or recent policy debate here in New York City. Groups are required to submit a one-page proposal of their presentation topic by **5:00 p.m. October 29.** This proposal will not be graded. Generally speaking, all group members will receive the same grade. However, if it is apparent that a given member of a group has contributed much more or much less, that student's grade will go up or down accordingly. Groups must submit their slides at least 12 hours prior to their presentation.

6. Open-ended self reflection (20% of final grade)

Each student will write a one-page (single spaced) memo reflecting on what they've learned in this course and how you will use that moving forward. How will what you've learned shape your interactions with those around you? How will you approach materials and assignments in future courses? Reflect on your personal and career goals. How has this course changed how you think about race? Policy? In what ways do you see the world around you differently? The memo must be submitted to Brightspace by **5:00 p.m. on December 10**.

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. 9/3 | White supremacy, policy, and imagination | Racial inequality and policy](#)

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[Assignment due 12/10: Open-ended self reflection](#)

Detailed Course Overview

Week 1. 9/3 | White supremacy, policy, and imagination | Racial inequality and policy

a) Required materials

- i) Baldwin, James. 1965. "[The American Dream and the American Negro](#)." *The New York Times*.
- ii) Mills, Charles. 1997. *The Racial Contract*. Introduction and Chapter 1
- iii) Sharpe, Christina. 2023. "Who's on the Shore; Who's on the Boat." in *Ordinary Notes* p93-97
- iv) [Fiction] Bell, Derrek. 1992. "Space Traders."
- v) [Podcast] On the Media. [Segment with Annalee Newitz](#).

b) Additional materials

- i) Du Bois, W.E.B. 1935. "The Propaganda of History" in *Black Reconstruction in America*
- ii) [1968 National Advisory Commission on Civil Disorders](#) ("The Kerner Commission")
- iii) [The Black Panther Party for Self-Defense Ten-Point Platform and Program](#), 1966
- iv) Movement for Black Lives (M4BL). 2020. "[Vision for 2020 Black Lives Policy Platform](#)."
- v) [Young Lords Party 13-Point Program and Platform](#), 1970

Week 2. 9/10 | Making race through policy and politics | Equal justice under the law

a) Required materials

- i) Baradaran, Mehrsa. 2019. "[The Real Roots of 'Black Capitalism'](#)." *The New York Times*.
- ii) Lipsitz, G. 2007. "[The Racialization of Space and the Spatialization of Race: Theorizing the Hidden Architecture of Landscape](#)." *Landscape Journal* 26 (1): 10–23.
- iii) Park, K-Sue. 2020. "[How Did Redlining Make Money?](#)"
- iv) Seamster, Louise. 2019. "[Black Debt, White Debt](#)." *Contexts* 18(1):30–35.
- v) [Podcast] This American Life. "[The Problem We All Deal With](#)"
- vi) [Fiction] Caldwell, Erskine. 1931. "Saturday Afternoon" in *The stories of Erskine Caldwell*

- b) Additional materials
 - i) Harris, Cheryl I. 1993. "[Whiteness as Property.](#)" Harvard Law Review 106 (8): 1707.
 - ii) Ketteringham, Emma S. 2017. "[Live in a Poor Neighborhood? Better Be a Perfect Parent.](#)" *The New York Times*.
 - iii) Lombardo, Clare. 2019. "[Why White School Districts Have So Much More Money.](#)" NPR
 - iv) [Podcast] The New Yorker Radio Hour. "[The Hidden Racism of Taxes](#)"
 - v) [Podcast] You're Wrong About. "[Rosa Parks with Princess Weekes](#)"
 - vi) [Podcast] The Guardian Long Read. "[The invention of whiteness: the long history of a dangerous idea](#)"

Week 3. 9/17 | What are we even talking about? | Policy evaluation

- a) Required materials
 - i) Berman, Elizabeth Popp. 2022. *Thinking like an Economist: How Efficiency Replaced Equality in U.S. Public Policy*. Chapter 1
 - ii) DeParle, Jason. 2021. "[Stimulus Checks Substantially Reduced Hardship, Study Shows.](#)" *New York Times*.
 - iii) Doleac, Jennifer L. 2016. "[Should we pay people not to commit crime?](#)" Brookings
 - iv) McMillan Cottom, Tressie. 2014. "[Why Do Poor People 'Waste' Money on Luxury Goods?](#)" Talking Points Memo.
 - v) Sicotte, Diane. 2021. "[Will the Green New Deal Bring About a "Just Transition," or Just Transition?](#)" ASA Footnotes
 - vi) Stone, Deborah. 2021. *Policy Paradox: The Art of Political Decision Making* pages 39-42
 - vii) [Podcast] The Daily. "[The Myth That Busing Failed](#)"
 - viii) [Podcast] Baker, Peter. 2018. "[How much is an hour worth? The war over the minimum wage.](#)" *The Guardian*
- b) Additional materials
 - i) Harris, Fred and Alan Curtis. 2018. "[The Unmet Promise of Equality.](#)" *The New York Times*
 - ii) Hertz, Daniel. 2018. "[Housing can't both be a good investment and be affordable.](#)" CityLab
 - iii) Howell, Junia and James R. Elliott. 2019. "[Climate Change Isn't Hurting Everyone: White Middle Class Americans Benefit From Natural Disasters.](#)" American Sociological Association's Works in Progress.
 - iv) Leins, Casey. 2019. "[More Data Needed to Determine Whether 'Ban the Box' Laws Work.](#)" *US News*
 - v) Wolfers, Justin. 2016. "[Growing Up in a Bad Neighborhood Does More Harm Than We Thought.](#)" *The New York Times*
 - vi) [Video] "[For the Living](#)" by New York City, Television Production Unit 1949
 - vii) [Podcast] On the Media. "[Biased Algorithms, Biased World](#)"

Week 4. 9/24 | We built this | The system is broken

- a) Required materials

- i) Badger, Emily and Quoc Trung Bui. "[Cities Start to Question an American Ideal: A House With a Yard on Every Lot.](#)" *The New York Times*
 - ii) Bouie, Jamelle. 2019. "[The Electoral College Is the Greatest Threat to Our Democracy.](#)" *The New York Times*
 - iii) Coates, Ta-Nehisi. 2014. "The Case for Reparations." *The Atlantic*
 - iv) Desmond, Matthew. 2017. "[How Homeownership Became the Engine of American Inequality.](#)" *The New York Times*
 - v) Leonhardt, David. 2019. "[The Rich Really Do Pay Lower Taxes Than You.](#)" *The New York Times*
 - vi) [Mapping Inequality](#) and [Renewing Inequality](#)
 - vii) Segregation By Design. Pursue through several "[Cities](#)" reports
 - viii) Susaneck, Adam Paul. 2022. "[Mr. Biden, Tear Down this Highway.](#)" *The New York Times*
 - ix) [Podcast] Macrodose. "[The Political Economy of Prisons w/ Adam Elliot Cooper](#)"
 - x) [Podcast] Behind the News. "[The Constitution's Failure w/ Aziz Rana](#)"
 - xi) [Podcast] Fresh Air. "[Historian Says Don't 'Sanitize' How Our Government Created Ghettos](#)"
- b) Additional materials
- i) Hanauer, Nick. 2019. "Better Schools Won't Fix America." *The Atlantic*
 - ii) Sharkey, Patrick. 2020. "[To Avoid Integration, Americans Built Barricades in Urban Space.](#)" *The Atlantic*
 - iii) Taylor, Keeanga-Yamahtta. 2019. "[When the Dream of Owning a Home Became a Nightmare.](#)" *The New York Times*

Week 5. 10/1 | Poverty, precarity, and exploitation | A rising tide lifts all boats

- a) Required materials
- i) "[Predatory Installment Lending in the States 2022](#)" by the National Consumer Law Center
 - ii) Desmond, Matthew. 2023. *Poverty, by America*. Chapter 4.
 - iii) Lopez, German. 2017. "[Study: cities rely more on fines for revenue if they have more black residents.](#)" Vox
 - iv) Robinson, John. 2021. "[Debt as Racial Capitalism](#)" Progressive International
 - v) [Podcast] On the Media. "[It's Tax Season!](#)"
 - vi) [Podcast] Pitchfork Economics. "[The Hidden Costs of Banking While Poor \(With Mehrsa Baradaran and Cate Blackford\)](#)"
 - vii) [Video] Ai-jen Poo. "[The work that makes all other work possible.](#)" TED Talks
- b) Additional materials
- i) Baradaran, Mehrsa. 2020. "[The Neoliberal Looting of America.](#)" *The New York Times*
 - ii) Desmond, Matthew. 2018. "[Americans Want to Believe Jobs Are the Solution to Poverty. They're Not.](#)" *The New York Times*
 - iii) Edin, Kathryn and H. Luke Shaefer. 2015. "[Blood Plasma, Sweat, and Tears.](#)" *The Atlantic*
 - iv) Lambert, Jonathan. 2019. "[Study Finds Racial Gap Between Who Causes Air Pollution And Who Breathes It](#)" NPR

- v) Robinson, John. 2020. "[How credit matters for racial and economic justice](#)"
- vi) [Podcast] Longform Podcast. "[#543: Jeff Goodell.](#)"
- vii) [Podcast] Fresh Air. "[America's 'Lead Wars' Go Beyond Flint, Mich.: 'It's Now Really Everywhere'](#)"
- viii) [Video] [Inside Job](#)
- ix) [Video] [Capitalism!](#) by Coronet Films, 1948

Assignment due 10/1: Travel New York

Week 6. 10/8 | The language of the unheard | Go out and vote

- a) Required materials
 - i) Coates, Ta-Nehisi. 2014. "Barack Obama, Ferguson, and the Evidence of Things Unsaid: Violence works. Nonviolence does too." *The Atlantic*
 - ii) King Jr. Martin Luther. 1963. "[Letter from Birmingham Jail.](#)"
 - iii) "[Massive Resistance](#)" Equal Justice Initiative
 - iv) Serwer, Adam. 2018. "[The Cruelty is the Point](#)" *The Atlantic*
 - v) [Sundown Towns](#)
 - vi) Zimmerman, Jess. 2021. "Social Justice Warriors" in *Women and Other Monsters*
 - vii) [Podcast] "[Should the Climate Movement Embrace Sabotage?](#)" The New Yorker Radio Hour
 - viii) [Video] [Saul Williams: NPR Music Tiny Desk Concert](#)
 - ix) [Video] Douglass, Frederick. 1852. "[What, to the Slave, is the 4th of July?](#)" read by James Earl Jones
 - x) [Fiction] Adjei-Brenyah, Nana Kwame. 2018. "The Finkelstein 5" in *Friday Black*
- b) Additional materials
 - i) [Podcast] All Things Considered. "[The Link Between Disproportionate Police Brutality And Police Unions.](#)"
 - ii) [Podcast] The Atlantic. "[The First White President](#)"
 - iii) [Podcast] Longform Podcast. "[#493: Rebecca Traister](#)"
 - iv) Hyman, Louis. 2015. "[Why the CVS Burned.](#)" *Slate*
 - v) Johnson, Walter. 2015. "[Ferguson's Fortune 500 Company.](#)" *The Atlantic*

Week 7. 10/15 | No Class – Legislative Monday

Assignment due 10/15: Do something

Week 8. 10/22 | Why do they win? | Competition in the marketplace of ideas

- a) Required materials
 - i) Forman, James Jr. 2017. *Locking Up Our Own*. Introduction
 - ii) Gopnik, Adam. 2024. "[The Forgotten History of Hitler's Establishment Enablers](#)" *The New Yorker*
 - iii) Haney Lopez, Ian. 2021. "[Can Democracy \(and the Democratic Party\) Survive Racism as a Strategy?](#)" *Medium*

- iv) Powell, Lewis F. 1971. "Confidential Memorandum: Attack on American Free Enterprise System"
- v) [Podcast] 5-4. "[The Federalist Society, part 3: The Spoils](#)"
- vi) [Podcast] Know Your Enemy. "[School Wars, with Jennifer Berkshire](#)"
- b) Additional materials
 - i) Bartels, Larry. 2017. "The 'wave' of right-wing populist sentiment is a myth." *The Washington Post*
 - ii) Bouie, Jamelle. 2023. "[What the Republican Push for 'Parents' Rights' Is Really About.](#)" *The New York Times*
 - iii) Hofstadter, Richard. 1964. "[The Paranoid Style in American Politics.](#)" *Harper's Magazine*
 - iv) [Podcast] "[The Short Life and Early Death of Voting Rights.](#)" The United States of Anxiety
 - v) [Podcast] Know Your Enemy. "[Koch'd Out](#)"
 - vi) [Podcast] The Ezra Klein Show. "[John Ganz: The Rise of 'Middle-Finger Politics'](#)"

Assignment due 10/22: Active engagement self assessment 1

Week 9. 10/29 | Migrant caravans, Asian invasion, and borders | America is a melting pot

- a) Required materials
 - i) Bouie, Jamelle. 2023. "[Kissinger's Dirty Work Abroad Hurt America at Home, Too.](#)" *The New York Times*
 - ii) Fox, Cybelle. 2012. "Chapter 1. Race, Immigration, and the American Welfare State" *Three Worlds of Relief: Race, Immigration, and the American Welfare State from the Progressive Era to the New Deal*
 - iii) Lee, Gregory. 2007. "[Chinese Migrants and the 'Inundation' Metaphor: Risk, Representation, Repression: Constructing and Manipulating Fear of the Chinese Other.](#)" EastAsiaNet Workshop
 - iv) Myerson, Jesse A. 2013. "[The Case for Open Borders.](#)" *Jacobin*
 - v) Ngai, Mae. 2023. "[Ron DeSantis 'Banned China From Buying Land in the State of Florida.' How Did We Get Here?](#)" *The New York Times*
 - vi) Preston, Julia. 2016. "[Immigrants Aren't Taking Americans' Jobs, New Study Finds.](#)" *The New York Times*
 - vii) Vince, Gaia. 2022. "[The century of climate migration: why we need to plan for the great upheaval.](#)" *The Guardian*
 - viii) [Podcast] On the Media. "[What the Media Misses by Focusing on the Southern Border](#)"
- b) Additional materials
 - i) Barrett, James R. and David Roediger. 2020. "[How White People Became White.](#)" *Critical White Studies: Looking Behind the Mirror.*
 - ii) Fox, Cybelle. 2020. "Demography is Not Destiny," Pp. 93-114 in *Trumpism and its Discontents*

- iii) [Podcast] [“Aslı Ü. Bâli: The Disastrous Relationship Between Israel, Palestinians and the U.N.”](#) The Ezra Klein Show

Assignment due 10/29: Group presentation proposal

Week 10. 11/5 | We gon’ be alright | The arc of the Moral Universe bends towards justice

- a) Required materials
 - i) [Meditate](#)
 - ii) Hughes, Langston. 1936. [“Let America Be America Again.”](#) *Esquire Magazine*
 - iii) [Fiction] Jemisin, N.K. 2017. “Preface” and “Syl Anagist: Zero” in *The Stone Sky*

Week 11. 11/12 | Group presentations

Week 12. 11/19 | Group presentations

Week 13. 11/26 | Do the work | Respectful dialogue about race and policy

- a) Required materials
 - i) Bouie, Jamelle. 2016. [“There is no such thing as a good Trump voter.”](#) *Slate*
 - ii) Gessen, Masha. 2016. [“Autocracy: Rules for Survival.”](#) *The New York Review of Books*
 - iii) Grose, Jessica. 2021. [“If This Country Won’t Listen to Moms, I’m Asking Men to Start Shouting.”](#) *The New York Times*
 - iv) Hunter, Tera W. 2019. [“When Slaveowners Got Reparations.”](#) *The New York Times*
 - v) Sharpe, Christina. 2023. “Cultures of surprise.” in *Ordinary Notes* p312
 - vi) [Podcast] On the Media. [“For Antifa, Not All Speech Should Be Free”](#)
 - vii) [Fiction] Thompson, Dorothy. 1941. [“Who Goes Nazi?”](#) *Harper’s Magazine*
- b) Additional materials
 - i) [Video] “Reservation Dogs” Season 3, Episode 3, “Deer Lady”

Assignment due 11/26: Pedagogy and reflection

Week 14. 12/3 | Demand the impossible | Pragmatism, compromise, and incrementalism

- a) Required materials
 - i) Benn, Melissa. 2018. [“The only way to end the class divide: the case for abolishing private schools.”](#) *The Guardian*
 - ii) Kaba, Mariame. 2020. [“Yes, We Mean Literally Abolish the Police.”](#) *The New York Times*
 - iii) McMillan Cottom, Tressie. 2014. [“No, College Isn’t The Answer. Reparations Are.”](#) *The Washington Post*
 - iv) Rossi, Enzo and Olúfémí O. Táíwò. 2020. [“What’s New About Woke Racial Capitalism \(and What Isn’t\).”](#) *Spectre*

- v) Solnit, Rebecca. 2021. "[Ten ways to confront the climate crisis without losing hope.](#)" *The Guardian*
- vi) Wagner, Ines. 2021. "[How Iceland Is Closing the Gender Wage Gap.](#)" *Harvard Business Review*
- vii) [Fiction] Jemisin, N.K. 2018. "The ones who stay and fight" in *How long 'til black future month?*
- viii) [Podcast] The Ezra Klein Show. "[Thomas Piketty's Case for 'Participatory Socialism'](#)"
- b) Additional materials
 - i) Paul, Mark, William Darity, Jr., and Darrick Hamilton. February 4, 2017. "[Why We Need a Federal Job Guarantee: Giving everyone a job is the best way to democratize the economy and give workers leverage in the workplace](#)" *Jacobin Magazine*
 - ii) Prasad, Monica. 2019. "[How to Think About Taxing and Spending Like a Swede.](#)" *New York Times*.
 - iii) [Podcast] Know Your Enemy. "[How to Be Depressed](#)"
 - iv) [Podcast] Know Your Enemy. "[What Was the CIO? \(w/ Tim Barker and Ben Mabie\)](#)"

Assignment due 12/3: Active engagement self-assessment 2

Week 15. 12/10 | An antiracist future | Post-racial America

- a) Required materials
 - i) [Fiction] Butler, Octavia. 1995 "[The Book of Martha.](#)" *Bloodchild and Other Stories*
 - ii) [Podcast] The Dig. "[Ruth Wilson Gilmore, Robin Kelley, and Olúfemi Táíwò](#)"

Assignment due 12/10: Open-ended self-reflection