

Race, Inequality and Urban Education and Housing Policy

Riché J. Daniel Barnes

ANTH S324-01

Yale Summer Session 2018—Session A

Tuesday/Wednesday/Thursday 10-12:15

10 Sachem, Room 212

Course Description and Objectives:

In America, a child's address, more than any other factor, often determines what kind of public education he or she will receive. A complex set of historical forces including local and federal housing policies, mortgage lending practices, highway construction, and school districting have channeled particular economic, racial, ethnic, and linguistic groups into particular neighborhoods, where many remain today. And because public schools are funded by local property taxes and influenced by neighborhood boundaries, they often reproduce a narrative of inequality. New urban renewal policies have called for the demolition of public housing complexes, once again displacing various racial and ethnic communities under the guise of mixed-income communities. In recent years, these policies, instead of creating greater access to opportunity for lower-income and poor people, they open the door to gentrification and the introduction of charter schools which further encroach upon and reproduce inequality.

This course blends urban history with educational and housing policy to explore how spatial relationships have shaped opportunity since the groundbreaking supreme court decision, *Brown V. Board of Education*. It will investigate a range of historical, legal, and contemporary issues relevant to both the segregation and desegregation of American cities and their public schools in the twentieth century. The course will use Atlanta, GA as a case study steeping some of the investigation in how race, cities, schools and space have been differently understood in the South as compared to the North, and to Atlanta as compared to other "Deep South" cities.

Course Readings:

A combination of books and shorter readings and documents will be available via electronic course tools. We will also use news articles and some popular press resources to discuss recent changes in Atlanta's housing and school policies.

*Lands, LeeAnn. 2011. *The Culture of Property: Race, Class, and Housing Landscapes in Atlanta: 1880-1950*. University of Georgia Press.

*Pendergrast, Mark. 2017. *City on the Verge: Atlanta and the Fight for America's Urban Future*. Basic Books.

*Stratton, Cliff. 2016. "Black Atlanta's Education through Labor," in *Education for Empire: American Schools, Race, and the Paths of Good Citizenship*. University of California Press. **Will Be On Canvas**

*Beal, Emma Mumphrey. 2012. *Underlying Factors Related to the Atlanta Cheating Scandal: An Autoethnographic Account*. ProQuest LLC, Ed.D. Dissertation, Fielding Graduate University. **Will Be On Canvas**

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*Goetz, Edward. 2013. *New Deal Ruins: Race, Economic Justice, and Public Housing Policy*. Cornell University Press.

Course Assignments and Grades:

All students are expected to actively participate in every class discussion. Students will develop skills to verbally engage with the course themes, reading materials, and one another out loud in class discussions.

Each student will make three brief class presentations on topics of their choice related to course themes. Each student will also give a third presentation about their final project on the last day of class.

Students will complete six writing assignments due at the end of each week over the course of the five-week session. The first three are short writing assignments—2-3 double-spaced pages each—devoted to analyzing the themes of each of the first three weeks. The fifth writing assignment is the annotated bibliography for the final project essay, due the fourth week. The sixth writing assignment is the final project essay—8-10 pages—to be completed in the fifth week of class. Details about each writing assignment & tips for developing strong writing skills will be provided in class.

Grades will be calculated as follows:

- Daily class participation (20%)
- Three class presentations (5% each—15% total)
- Three short writing assignments (10% each—30% total)
- Annotated Bibliography (10%)
- Final project essay (25%)

Course Policies:

- Attendance. Attendance at every class meeting is mandatory. If you are severely ill or face other emergency circumstances, contact me and Michael Fitzpatrick in the Yale Summer Session office immediately.
- Electronic Devices. Computers, tablets, phones, and other electronic devices are not allowed class unless you have accommodations that allow for the use of electronic reading devices.
- Auditing and Guests. Per YSS policy, students are not permitted to audit this course. One-time guests are also generally not allowed, though you may contact me to discuss individual circumstances.
- Completion of work. Always complete the assigned readings before each class meeting. You must complete all required assignments to pass the course. Always engage with fellow students respectfully. Both regular attendance and prepared and thoughtful participation are expected at each class. Students who are uncomfortable speaking in class should talk with the instructor to coordinate alternate arrangements. In-class participation will account for 50% of students' class participation grade.
- Late work. Given the intensity and short timeframe of the summer session, turning in work in a timely manner is critically important. Accordingly, I do not accept late work (even by a few hours). Any assignment turned in late will receive a failing grade.
- Electronic submissions. Reading responses should be posted to the appropriate forum on Canvas. All

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other work must be submitted electronically to your personal dropbox in Canvas. Your work must be submitted in MS Word format. I will use the “track changes” feature in Word to comment on your paper and assign a grade; I will then upload your graded paper back into your dropbox. If you submit work in an incorrect format, I reserve the right to deduct points from your final grade. I do not accept hard copies or emailed documents.

- Academic Integrity. Integrity of scholarship is essential for an academic community. All students are expected to conform to the highest standards regarding academic integrity – that is, to produce work that both reflects their own original thinking and that correctly cites, with full references, the other sources (academic or otherwise) that have influenced their work. Not knowing how to correctly cite others’ words or ideas is not sufficient justification for plagiarism. I encourage you to meet with me if you have any doubts about whether or how to document your influences. Suspected instances of plagiarism will be investigated, and verified instances will be referred to the appropriate authorities. The Yale College Writing Center (<http://writing.yalecollege.yale.edu/advice-students/using-sources/understanding-andavoiding-plagiarism>) offers significant resources for understanding academic integrity and doing your very best original work.

COURSE SCHEDULE

WEEK ONE: Defining Education and Housing Policy

Meeting One: Tuesday, 5/29/18

Introductions; Review Syllabus and Course Policies; Structuring Principles; Defining Terms

Readings:

Raymond A. Mohl, “Planned Destruction: The Interstates and Central City Housing,” in John F. Bauman, Roger Biles, and Kristin Szylvian eds., *From Tenements to the Taylor Homes: In Search of Urban Housing Policy in Twentieth Century America* (University Park, 2000), 226-45.

Arnold R. Hirsch, “Less Than Plessy: The Inner City, Suburbs, and State-Sanctioned Residential Segregation in the Age of Brown,” in *The New Suburban History*, 33-56.

Meeting Two: Wednesday, 5/30/18

Readings:

W.E.B. Dubois. 1935. “Does the Negro Need Separate Schools?” in *The Journal of Negro Education*, 4(3):328-335.

Mary Cunningham and Graham MacDonald. 2012. “Housing as a Platform for Improving Education Outcomes among Low-Income Children. Last Accessed 12/16/2017

<https://www.urban.org/sites/default/files/publication/25331/412554-Housing-as-a-Platform-for-Improving-Education-Outcomes-among-Low-Income-Children.PDF>

Maya Brennan and Rolf Pendall. “What is the real “Damaging Status Quo” for Housing? last accessed 12/6/2017 <https://www.urban.org/urban-wire/what-real-damaging-status-quo-housing>

Meeting Three: Thursday, 5/31/18

Readings:

Journey for Justice Alliance. 2014. *Death by a Thousand: Racism, School Closures, and Public School Sabotage*. Last accessed 12/6/2017 https://www.j4jalliance.com/wp-content/uploads/2014/02/J4JReport-final_05_12_14.pdf

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Reading Response Due: Sunday, 6/3/18, 12 noon

WEEK TWO: Race, Economic Justice, and Public Housing Policy

Meeting Four: Tuesday, 6/5/18

Goetz. *New Deal Ruins*: Introduction and Chapters 1-3

Meeting Five: Wednesday, 6/6/18

Goetz. *New Deal Ruins*: Chapters 4-5

Meeting Six: Thursday, 6/7/18

Goetz. *New Deal Ruins*: Chapters 6-Conclusion

Reading Response Due: Sunday, 6/10/18, 12 noon

WEEK THREE: Atlanta and the Fight for America's Urban Future

Meeting Seven: Tuesday, 6/12/18

Readings:

Pendergrast. *City on the Verge*: Introduction, Prologue, and Chapters 1-4

Meeting Eight: Wednesday, 6/13/18

Readings:

Pendergrast. *City on the Verge*: Chapters 5-10

Meeting Nine: Thursday, 6/14/18

Readings:

Pendergrast. *City on the Verge*: Chapters 11-15

Reading Response Due: Sunday, 6/17/18, 12 noon

WEEK FOUR: Race, Cities, Schools and Space in Atlanta, GA

Meeting Ten: Tuesday, 6/19/18

Readings:

Cliff Stratton. 2016. "Black Atlanta's Education through Labor," in *Education for Empire: American Schools, Race, and the Paths of Good Citizenship*. University of California Press.

Pooley, Karen. 2015. "Segregations New Geography: The Atlanta Metro Region, Race, and the Declining Prospects for Upward Mobility," <https://southernspaces.org/2015/segregations-new-geography-atlanta-metro-region-race-and-declining-prospects-upward-mobility> accessed 11/28/2017

Kruse, Kevin M. "The fight for Freedom of Association School Desegregation and White Withdrawal" in *White Flight: Atlanta and the Making of Modern Conservatism*. Princeton University Press.

Meeting Eleven: Wednesday, 6/20/18

Readings:

Beal. 2013. *Underlying Factors Related to the Atlanta Cheating Scandal*. Chapters 1-3

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Meeting Twelve: Thursday, 6/21/18

Readings:

Beal. 2013. *Underlying Factors Related to the Atlanta Cheating Scandal*. Chapters 4, Conclusion, Concluding Analysis

- **ANNOTATED BIBLIOGRAPHY DUE: Sunday, 6/24/18, 12 noon**

WEEK FIVE: Toward Urban Education and Housing Equity

Meeting Thirteen: Tuesday, 6/26/18, 12 noon

- DISCUSSION

Meeting Fourteen: Wednesday 6/27/18, 12 noon

- DISCUSSION
- RESEARCH PRESENTATIONS

Meeting Fifteen: Thursday, 6/28/18, 12 noon

Conclusions

- RESEARCH PRESENTATIONS

Friday, 6/29/18, 6:00 PM FINAL RESEARCH PAPERS DUE (No reading response due)

Final papers **CANNOT** and **Will NOT** be accepted after the end of the session.