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 and early twenty-first century. The course will use both New Haven, CT and Atlanta, GA case studies steeping some of the investigation in how race, cities, schools and space have been differently understood in the South as compared to the North. We will also welcome speakers from the New Haven area to aid in our comparative analysis as well as discussions of the application of theory through praxis.

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 housing and school policies.

Please Note: DO NOT get your books from The Yale Bookstore. They are an order from a previous iteration of the course and the books have been changed. You should see them as suggested, not required reading. Please let me know if you have trouble getting the books. Shorter readings can be accessed via Canvas.

Required:

Suggested:
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 during the last week of class.

Students will complete five writing assignments due at the beginning of each week over the course of the five-week session. The first three are short reading response writing assignments—2-3 double-spaced pages each—devoted to analyzing the themes of each of the first four weeks. The fifth 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 reading response writing assignments (10% each—30% total)
• Final Project Presentation (10%)
• Final project essay (5% proposal, 20% paper – 25% total)

Course Policies:
• Attendance. Attendance at every class meeting is mandatory. If you are severely ill or face other emergency circumstances, contact Professor Barnes (riche.barnes@yale.edu) and Michael Fitzpatrick (michael.fitzpatrick@yale.edu) in the Yale Summer Session office immediately.

• Electronic Devices. Computers, tablets, phones, and other electronic devices are not allowed in class unless you have accommodations that allow for the use of electronic reading devices. If you prefer to use an electronic device to take notes and/or view the readings, please let me know and be sure not to move away from the course materials (email, facebook, texts, etc.) while in class. This is distracting for your own learning and for those around you.

• 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 Professor Barnes 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 reduction in grade.

- Electronic submissions. Reading responses should be posted to the appropriate forum on Canvas. All 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-and-avoiding-plagiarism) offers significant resources for understanding academic integrity and doing your very best original work.

COURSE SCHEDULE
A note about the readings: The bulk of the readings will be listed as due on Tuesday. This is due to the fact that students will have more time from after class Thursday until start of class Tuesday to complete the readings. The reading response is due on Sunday before class, meaning you should have completed the reading for Tuesday by the previous Sunday. There may be readings assigned as due on Thursday, but those readings will be a lot lighter reading and are meant to supplement the discussion on Thursday. There will be questions to help students link the readings together and locate the points that are most important to our discussions, but students should be able to pace themselves. Please see Professor Barnes if you are having trouble with any aspect of the readings.

PRE-WORK: Readings for Tuesday, July 2.


WEEK ONE: – Intro to Understanding Race and the Organization of Urban Space and Place
Tuesday, July 2
In class: Introductions; Review Syllabus and Course Policies; Structuring Principles; Defining Terms
Discuss Guidelines for Reading Responses and Presentations
Class Discussion on Cresswell, Harvey, and De La Roca (pre-work)

Thursday, July 4: Holiday – No Class. There will be options for class-time make-up (TBA)
Readings for Tuesday, July 9:


WEEK TWO: Urban Geography and Anthropology, and Why Race and Place Matter (New Haven)

Sunday, July 7th @ noon: Reading Response on readings assigned July 2nd and 4th in preparation for class discussion July 9th.

Meeting Three: Tuesday, July 9
In class discussion: Mohl, Jackson, Rae, and Shedd
Discuss Guidelines for Final Papers and Presentations

Readings for Thursday, July 11:


Meeting Four: Thursday, July 11 Guest Speaker: Gwen Prowse (Home, Inc. and Yale Ph.D. candidate)
In class discussion: Goetz, Lands, and Rugh & Massey

Readings for Tuesday, July 16:


WEEK THREE: Race, Cities, Schools and Place: Public Schools in Context

Sunday, July 14th @ noon: Reading Response Due for Readings Assigned July 11th and 16th for class discussion July 16th.

Meeting Five: Tuesday, July 16
In Class Discussion: Stratton, Kruse, Cunningham and MacDonald, Brennan and Pendall, and Journey for Justice Alliance
Discuss Guidelines for Final Papers and Presentations

Wednesday, July 17 – Final Paper Proposal Due – upload to canvas

Readings for Thursday, July 18
https://www.rand.org/pubs/research_reports/RR777.html

https://www.jstor.org/stable/25602225

Meeting Six: Thursday, July 18, Guest Speaker: Patricia Melton (New Haven Promise)
In class discussion: Gonzalez et al., and Lipman

Readings for Tuesday, July 23
* Riché J. Daniel Barnes. working paper-preparing for publication. “School Choice? Black Women’s Strategic Responses to Public School Education Reform and its Related Challenges” On Canvas
https://www.journals.uchicago.edu/doi/abs/10.1086/668753


WEEK FOUR: The Struggle for Progress: Students, Parents, and the Myth of School Choice

Sunday, July 21st @ noon: Reading Response Due for Readings Assigned July 18th and 23rd for class discussion July 23rd.

Meeting Seven: Tuesday, July 23
In class discussion: Barnes, Roda & Wells, Orr & Rogers, and Pattillo

Readings for Thursday, July 25


Meeting Eight: Thursday, July 25, Guest Speaker: James Jeter
In class discussion: Shedd and DuBois

WEEK FIVE: Expanding the Conversation: Student Presentations
No Reading Response Papers Due. Focus on Final Paper and Presentation

Meeting Nine: Tuesday, July 30:
In Class: Final Presentations and Closing Conversations (alphabetical order)

Meeting Ten: Thursday, August 1
In Class: Final Presentations and Closing Conversations (alphabetical order)

Friday, 8/2/2019, 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.