

Race, Inequality and Urban Education and Housing Policy

ANTH S324-01/EDST S255-01
Yale Summer Session 2021—Session A
Tuesday, June 8 - Thursday, July 8
1:00PM to 4:15PM
Location: Remote Summer Course (Online)
Office Hours: TBD

Instructor: Dr. Riché J. Daniel Barnes, Ph.D ([she/her/hers](#)) Please call me Professor Barnes or Dr. Barnes. (riche.barnes@yale.edu) or (rjdbarnes@mtholyoke.edu)

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 looks at several cities as case studies considering how race, cities, schools and space have been differently understood over time. We will also welcome speakers to aid in our comparative analysis as well as discussions of the application of theory through praxis.

As we continue to grapple with both the COVID-19 pandemic and the uprisings confronting police violence, we must also consider how housing and education are connected to and may respond to these crises. As people point to the continued disparities in basic necessities and right to life for Black and Latinx populations in the US, we use this moment to consider the history of these challenges and how we might move forward.

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 and how they are situated in our current socio-political moment..

Required:

*Shedd, Carla. 2015. *Unequal City: Race, Schools, and Perceptions of Injustice*. New York: Russell Sage Foundation. **Available to download through Yale Electronic Library (orbis.library.yale)**

*Taylor, Keeanga-Yamahtta. 2019. *Race for Profit: How Banks and the Real Estate Industry Undermined Black Homeownership*. UNC Chapel Hill Press. **Available to download through Yale Electronic Library (orbis.library.yale)**

Other articles listed on the syllabus and Canvas**Supplementary Readings (Not Required)**

*Raymond Mohl. 2001. "Race and Housing in the Postwar City: An Explosive History." *Journal of the Illinois State Historical Society*, 94 (1): 8-30 www.jstor.org/stable/40193532

*Tim Cresswell. 2004. "Introduction: Defining Place" in *Place: A Short Introduction*. Blackwell Publishing. <https://www.northernhighlands.org/cms/lib/NJ01000179/Centricity/Domain/159/Defining%20Place%20by%20Tim%20Cresswell.pdf>

*David Harvey. 1970. "Social Processes and Spatial Form: An Analysis of the Conceptual Problems of Urban Planning." In *Papers in Regional Science* 25(1): 47-69 <https://rsaiconnect.onlinelibrary.wiley.com/doi/abs/10.1111/j.1435-5597.1970.tb01477.x>

*Jorge De la Roca, Ingrid Gould Ellen, and Katherine M. O'Regan. 2014. "Race and neighborhoods in the 21st century: What does segregation mean today?" in *Regional Science and Urban Economics*, 47: 138– 151. <https://www.sciencedirect.com/science/article/pii/S0166046213000720>

*John Jackson. 2001. Introduction: "Doing Harlem, Touring Harlemworld." *Harlemworld: Doing Race and Class in Contemporary Black America*. Chicago: University of Chicago Press. <https://chicago.universitypressscholarship.com/view/10.7208/chicago/9780226390000.001.0001/upso9780226389981-chapter-1>

*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/wpcontent/uploads/2014/02/J4JReport-final_05_12_14.pdf

*Pauline Lipman. 2009. "The Cultural Politics of Mixed-Income Schools and Housing: A Racialized Discourse of Displacement, Exclusion, and Control," in *Anthropology & Education Quarterly*, 40(3): 215-236 <https://www.jstor.org/stable/25602225>

*Allison Roda and Amy Stuart Wells. 2012. "School Choice Policies and Racial Segregation: Where White Parents' Good Intentions, Anxiety, and Privilege Collide" In *American Journal of Education*, 119. <https://www.journals.uchicago.edu/doi/abs/10.1086/668753>

*Marion Orr and John Rogers. 2011. Chapter One "Unequal Schools, Unequal Voice: The Need for Public Engagement for Public Education." In Orr and Rogers (Eds.) *Public Engagement for Public Education*. Stanford, CA: Stanford University Press. https://ebookcentral.proquest.com/lib/yaleebooks/detail.action?docID=683247#goto_toc

Course Assignments and Grades:

All students are expected to actively participate in every class discussion synchronously (meaning even though this is a remote course, students must meet during the assigned class time regardless of time zone difference). Students will develop skills to verbally engage with the course themes, reading materials, and one another in synchronous 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. 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 attendance and participation in the form of Canvas online discussion and student-led discussions (20%)
- Four reading response writing assignments (10% each—40% total)
- Final Project Presentation (20%)
- Final project essay (5% proposal, 15% paper – 20% total)

Course Policies:

- **Attendance.** Attendance at every synchronous 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.
- **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, circumstances must be severe for me to accept late work (even by a few hours). Any assignment turned in late will receive a reduction in grade.
- **Electronic submissions.** All work must be submitted electronically to Canvas. Your work must be submitted in a Canvas compatible format. If you submit work in an incompatible 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/usingsources/understanding-andavoiding-plagiarism>) offers significant resources for understanding academic integrity and doing your very best original work.

Included in our understanding of integrity in the technological age is the need to prohibit recordings of class sessions without the acknowledgement and consent of everyone in the course. Additionally, chat functions in Zoom should be considered privileged communication. While students may share what they are learning in the course with others and that is encouraged, no personal identifiers should be included. People should feel free to be in a learning environment where they can express themselves. If statements made are offensive in any way, they should be discussed in class and/or with Professor Barnes or the YSS administration before being made public. This allows for continued educational instruction for everyone involved.

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 the start of class Tuesday to complete the readings. The reading response is due on the 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: View for Tuesday, June 8.

View the Film: "Teach Us All" <https://yale.kanopy.com/video/teach-us-all>

Read *Carla Shedd. 2015. Chapters 1-2 in *Unequal City: Race, Schools, and Perceptions of Injustice*. New York: Russell Sage Foundation. <https://muse.jhu.edu/book/41532>

Read *Alyasah Ali Sewel. 2020. Illness spillovers of lethal police violence: the significance of gendered marginalization. *Ethnic and Racial Studies*, 44(7)1089-1114. <https://www-tandfonline-com.yale.idm.oclc.org/doi/full/10.1080/01419870.2020.1781913>

WEEK ONE: – Context and Concepts: Understanding Urban Education and Housing Policy

Readings for Tuesday, June 8:

In class: Introductions; Review Syllabus and Course Policies/Structure; Principles; Defining Terms

Discuss Film

Discuss Guidelines for Reading Responses and Presentations

Readings for Thursday, June 10:

*Carla Shedd. 2015. Chapters 3-4 in *Unequal City: Race, Schools, and Perceptions of Injustice*. New York: Russell Sage Foundation. <https://muse.jhu.edu/book/41532>

Sunday, June 13th @ 12:00PM, noon: Reading Response on readings assigned June 8th and June 10th. Students should discuss the film and the first four chapters of *Unequal City* and Bandele article. Guidelines posted to Canvas.

WEEK TWO: The Current Context: Race, Schools, and Perceptions of Injustice**Readings for Tuesday, June 14:**

*Carla Shedd. 2015. Chapters 5-6 in *Unequal City: Race, Schools, and Perceptions of Injustice*. New York: Russell Sage Foundation. <https://muse.jhu.edu/book/41532>
Discuss Guidelines for Final Papers and Presentations

Readings for Thursday, June 17

*Keeanga-Yamahtta Taylor. 2019. "Introduction" and Chapter 1 in *Race for Profit: How Banks and the Real Estate Industry Undermined Black Homeownership*. Chapel Hill: The University of North Carolina Press <https://muse.jhu.edu/book/67829/>

Holiday Weekend: Sunday Paper Moved to Monday**WEEK THREE: HOUSING INEQUALITY**

Monday, June 21st @ 12:00PM, noon: Reading Response on readings assigned June 15th and June 17th
Students should discuss the Shedd and Taylor readings.

Readings for Tuesday, June 22:

*Keeanga-Yamahtta Taylor. 2019. Chapters 2-6 and Conclusion in *Race for Profit: How Banks and the Real Estate Industry Undermined Black Homeownership*. Chapel Hill: The University of North Carolina Press <https://muse.jhu.edu/book/67829/>

Readings for Thursday, June 24:

*Jacob S, Rugh and Douglass Massey. 2010. "Racial Segregation and the American Foreclosure Crisis." *American Sociological Review*. 75(5):628-651. <https://www.jstor.org/stable/20799483>

*Edward G. Goetz. 2013. Chapters 3-4 in *New Deal Ruins: Race, Economic Justice, and Public Housing Policy*. https://ebookcentral.proquest.com/lib/yale-ebooks/detail.action?docID=3138439#goto_toc

*LeeAnn Lands. 2009. "White Property and Homeowner Privilege," in *the Culture of Property: Race, Class and Housing Landscapes in Atlanta, 1880-1950*. <http://muse.jhu.edu/chapter/330904>

Friday, June 25 @11:59PM – Final Paper Proposal Due – upload to canvas. Guidelines Posted to Canvas

Sunday, June 27th @ 12:00PM, noon: Reading Response Due for Readings Assigned June 22nd and 24th
Students should discuss Taylor, Rugh & Massey, Goetz, and Lands

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

Readings for Tuesday, June 29

*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. **On Canvas**

*Kevin M. Kruse. 2005. "The fight for Freedom of Association School Desegregation and White Withdrawal" in *White Flight: Atlanta and the Making of Modern Conservatism*. Princeton University Press. **On Canvas**

* W.E.B. Dubois. 1935. "Does the Negro Need Separate Schools?" in *The Journal of Negro Education*, 4(3):328-335. <http://nationalhumanitiescenter.org/tserve/freedom/1917beyond/essays/does-the-negro-need-seperate-schools.pdf>

Readings for Thursday, July 1

*Mary Pattillo. 2015. "Everyday Politics of School Choice in the Black Community," In *Du Bois Review*, 12(1): 41– 71. <https://www.cambridge.org/core/services/aop-cambridgecore/content/view/S1742058X15000016>

*Riché J. Daniel Barnes. under review. "Black Strategic Mothering and the School Choice Marketplace."
On Canvas

Holiday Weekend: Sunday paper moved to Monday

WEEK FIVE: Expanding the Conversation: Student Presentations

Monday, July 5 @ 12:00PM, noon: Reading Response Due for Readings Assigned June 29th and July 1st
Students should discuss Stratton, Kruse, Dubois, Pattillo, and Barnes

Tuesday, July 6:

Final Presentations and Closing Conversations

Thursday, July 8:

Final Presentations and Closing Conversations

FINAL RESEARCH PAPERS DUE: DATE & TIME TBD. Upload to Canvas. No exceptions without Yale Summer Session Dean's approval.