Race, Inequality and Urban Education and Housing Policy

ANTH S324-01/EDST S255-01
Yale Summer Session 2023—Session A
Tuesday, May 29 - Thursday, June 30
1:00PM to 4:15PM, EST

ONLINE: Zoom Link to be Provided

Instructor: Dr. Riché J. Daniel Barnes, Ph.D (she/her/hers)

(riche.barnes@yale.edu or rj.danielbarnes@ufl.edu).

Dr. Barnes is associate professor of Anthropology at the University of Florida in African American Studies and Gender, Sexualities, and Women’s Studies.

Dr. Barnes is also former chair of Gender Studies at Mount Holyoke College, former dean of Pierson College at Yale University with affiliations in Anthropology, Women, Gender and Sexuality Studies, Education Studies, African American Studies, and Urban Studies. While at Yale, Dr. Barnes was also a fellow with the Center for Race, Indigeneity and Transnational Migration, and the co-director of the Mellon-Mays/Bouchet Undergraduate Fellowship Program. She continues to serve as affiliate faculty with the Education Studies program.

Dr. Barnes was previously Assistant Dean of Social Sciences at Endicott College and was a member of the faculty at Smith College for nine years. She is also the author of the award-winning book, *Raising the Race: Black Career Women Redefine Marriage, Motherhood and Career* and is currently working on the research for a book on how parents negotiate the “school-choice” marketplace.

Dr. Barnes is the immediate past president of the Association of Black Anthropologists and won the 2019 AAA/Oxford University Press Excellence in Undergraduate Teaching of Anthropology award.

Office Hours: TBD

Course Description and Objectives:

In the United States of 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 utilize speakers and pre-recorded events 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. **We will also consider the current controversies in Florida and other parts of the country.**

**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:**


Other required articles are listed on the syllabus and Canvas

**Below are supplementary readings (Not Required) that can aid students in further exploration**


Course Assignments and Grades

(Preliminary Based Subject to change based on number of students in class):

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.

Discussion Lead:
Each student will choose one group of assigned readings to lead discussion in group style with other classmates. Students will also write and submit a short policy brief related to the readings discussed (sign-up sheet and guidelines will be provided).

Response Papers:
When not leading discussion, students will write a weekly response paper engaging the assigned readings. These are 2-3 double-spaced pages—devoted to analyzing the themes of each of the first four weeks.

Class Participation and Discussion Board:
Students will actively engage in class discussion and use the discussion board hosted on Canvas to engage with the materials and with classmates.

Final project essay and presentation—8-10 pages—to be completed in the final week of class (guidelines will be provided).

Details about each assignment & tips for developing strong writing skills will be provided in class.


*Bettina Love. 2019. We Want to do More Than Survive. Beacon Press.
Students should feel free to seek assistance with writing assignments. Students may see the professor, the teaching fellow, and/or the Yale College writing center for support. You may reserve appointments here, [https://yaleuniversity.mywconline.com/](https://yaleuniversity.mywconline.com/)

Grades will be calculated as follows:

- Daily class attendance and participation in the form of Canvas online discussion and student-led discussions (20%)
- Policy Brief (10%)
- Three reading response writing assignments (10% each—30% 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 ([rj.danielbarnes@ufl.edu](mailto:rj.danielbarnes@ufl.edu), [riche.barnes@yale.edu](mailto:riche.barnes@yale.edu)) and 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). I do understand life’s circumstances and encourage students to be in communication if they are experiencing any challenges that will impact their ability to complete their work.

- **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](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 after 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, May 30
View the Film: “Teach Us All” https://yale.kanopy.com/video/teach-us-all

Complete Introduction Assignment

WEEK ONE: – Context and Concepts: Understanding Urban Education and Housing Policy
Readings for Tuesday, May 30:
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 1:


Sunday, June 4th @ 12:00PM, noon: Reading Response on readings assigned May 30 and June 1. Students should discuss the film and the first two chapters of Unequal City and Sewel article. Guidelines posted to Canvas.

WEEK TWO: The Current Context: Race, Schools, and Perceptions of Injustice

Readings for Tuesday, June 6:

Group One Policy Brief Due by 11:59PM Wednesday, June 7th

Readings for Thursday, June 8


Discuss Guidelines for Final Papers and Presentations

Group Two Policy Brief Due by 11:59PM Friday, June 9

WEEK THREE: HOUSING INEQUALITY

Sunday, June 11 @ 12:00PM, noon: Reading Response on readings assigned June 6th and June 8th
Students should discuss the Shedd and Taylor readings.

Groups One and Two do not submit Reading Response this Week

Readings for Tuesday, June 13:


Group Three Policy Brief Due by 11:59PM Wednesday, June 14th

Readings for Thursday, June 15:


Group Four Policy Brief Due by 11:59PM Friday, June 16th

Sunday, June 18 @ 12:00PM, noon: Reading Response Due for Readings Assigned June 15 and 16
Students should discuss Taylor, Rugh & Massey, Goetz, and Lands

Groups Three and Four do not submit Reading Response this Week

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

Monday, June 19 @ 11:59PM – Final Paper Proposal Due – upload to canvas. Guidelines Posted to Canvas
**Readings for Tuesday, June 20**


**Group Five Policy Brief Due by 11:59PM Wednesday, June 21st**

**Readings for Thursday, June 22**


**Group Six Policy Brief Due by 11:59PM Friday, June 23th**

**WEEK FIVE: Expanding the Conversation: Student Presentations**

**Sunday, June 25 @ 12:00PM, noon: Reading Response Due for Readings Assigned June 20 and June 22**

Students should discuss Stratton, Kruse, Dubois, Pattillo, and Barnes

Groups Five and Six do not submit Reading Response this Week

**Tuesday, June 27:**
Final Presentations and Closing Conversations

**Thursday, June 29:**
Final Presentations and Closing Conversations

**FINAL RESEARCH PAPERS DUE: Friday, July 7th by 11:59PM Upload to Canvas.**
No exceptions without Yale Summer Session Dean’s approval.