

Race, Inequality and Urban Education and Housing Policy

ANTH S324-01/EDST S255-01
Yale Summer Session 2024—Session A
Tuesday, May 27 - Thursday, June 26
1:00PM to 4:15PM, EST

Via Zoom: TBD

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. She is also an affiliate faculty member in the Department of Gender, Sexualities, and Women's Studies and the Center for African 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 from which this course is developed.

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

Teaching Fellow: 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 that child 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:

*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 required articles are listed on the syllabus and Canvas

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

*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>

*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

*Carter G. Woodson. 2006 (1933). *The Mis-Education of the Negro*. Africa World Press.

*Bettina Love. 2019. *We Want to do More Than Survive*. Beacon Press.

*Shange, Savannah. 2019. *Progressive Dystopia*. Duke University Press.

*bell hooks. 1994. *Teaching to Transgress*. Routledge

*Sanders, Raynard. 2018. *Twenty-first Century Jim Crow Schools: The Impact of Charters on Public Education*. Beacon Press.

Course Assignments and Grades

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

Class Attendance/Participation/Discussion Board:

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. Students will also actively engage in class discussion and use the discussion board hosted on Canvas to engage with the materials and with classmates.

Education Narrative:

Students will create a narrative about their own education experiences. Guidelines will be provided.

Discussion Lead:

Each student will choose one group of assigned readings to lead discussion in group style with other classmates. (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 explored in the weekly readings.

Final Project Essay and Presentation

Students will research education and/or housing policies in their local environment and relate it to course materials. Student will write a short paper and develop a presentation about the policies.

Grades will be calculated as follows:

- Daily class attendance and participation in the form of Canvas online discussion (20%)
- Education Narrative (10%)
- Student-led discussion (20%)
- Three reading response writing assignments (10% each—30% total)
- Final project essay (proposal and paper 10%, presentation 10% = 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, 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>) offers significant resources for understanding academic integrity and doing your very best original work. Tutoring is available to students during summer through our partnership with the Poorvu Center for Teaching and

Learning. There is no charge to students for tutoring <https://summer.yale.edu/academics/summer-session-tutoring>.

- **Writing tutoring:** Students are encouraged to make an appointment for writing support in advance, however, they can also drop-in for help on a first-come, first-served basis. *Staffed by Yale undergrads and graduate students, the Yale College Writing Center offers free, one-on-one writing help to all students enrolled in Yale Summer Session. To reserve an appointment or drop-in during a Zoom shift, visit: <https://yaleuniversity.mywconline.com/>.*

We are also met with new technologies in the form of ChatGPT and other forms of AI being used in educational spaces. These technologies can be very useful tools. However, in a course like this one, they are less than helpful in creating an environment in which students think critically and engage with the material themselves. Student ideas are most valuable in this context, therefore, using any resources that develop or frame ideas for the students is prohibited.

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.

WEEK ONE: – Context and Concepts: Understanding Urban Education and Housing Policy**Readings for Tuesday, May 27:**

*In class: Introductions; Review Syllabus and Course Policies/Structure

*Discuss Guidelines for Reading Responses, Group Discussion Lead. And Policy Brief

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

Readings for Thursday, June 29:

*In class: Principles; Defining Terms

*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>

*Discuss Guidelines for Education Narrative **Due Wednesday, June 4 by 11:59PM, midnight**

Sunday, June 1st @ 12:00PM, noon: Reading Response on readings assigned May 27 and May 29. Students should discuss the film “Teach Us All” and the first two chapters of *Unequal City*. Guidelines posted to Canvas.

WEEK TWO: The Current Context: Race, Space, and Perceptions of Injustice**Readings for Tuesday, June 3 (Group One Lead):**

*Carla Shedd. 2015. Chapters 3-6 in *Unequal City: Race, Schools, and Perceptions of Injustice*. New York: Russell Sage Foundation. <https://muse.jhu.edu/book/41532>

Due Wednesday, June 4:

Education Narrative Due by 11:59PM, midnight

Readings for Thursday, June 5 (Group Two Lead)

*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**

*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>

*Discuss Guidelines for Final Papers and Presentations. **Proposal Due Monday, June 16 by 11:59PM, midnight**

Due Sunday, June 8 @ 12:00PM, noon: Reading Response on readings assigned June 3 and June 5. Students should discuss *Unequal Childhoods and articles by Stratton, Kruse, and Lands*. Groups One and Two do not submit reading response. Submit Policy Brief (see below)

WEEK THREE: HOUSING INEQUALITY

Readings for Tuesday, June 10 (Group Three Lead):

*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

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

Readings for Thursday, June 12 (Group Four Lead):

Read *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/>

Group Two Policy Brief Due by 11:59PM Friday, June 13th

Due Sunday, June 15 @ 12:00PM, noon: Reading Response Due for Readings Assigned June 10 and 12. Students should discuss Rugh/Massey, Goetz, and Taylor's *Race for Profit*. Groups Three and Four do not submit reading response. Submit Policy Brief (see below)

Due Monday, June 16 @11:59PM – Final Paper Proposal Due – upload to canvas. Guidelines Posted to Canvas

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

Readings for Tuesday, June 17 (Group Five Lead)

Read *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/>

Group Three Policy Brief Due by 11:59PM Wednesday, June 18th

Readings for Thursday, June 19 (Group Six Lead)

Read *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>

*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

Group Four Policy Brief Due by 11:59PM Friday, June 20th

WEEK FIVE: Expanding the Conversation: Student Presentations

Sunday, June 22 @ 12:00PM, noon: Reading Response Due for Readings Assigned June 17 and June 19. Students should discuss Taylor, Roda/Wells, Pattillo, and Barnes

Group Five and Six do not submit reading response. Submit Policy Brief (see below)

Tuesday, June 23:

Asynchronous Class: Post Final Project Presentations

Group Five Policy Brief Due by 11:59PM Wednesday, June 25th

Last Day of Class. Thursday, June 26:

Closing Conversations

Group Six Policy Brief Due by 11:59PM Friday, June 27th

Final Paper Due: TBA