

AFA 3930 /ANT 3930/SYA 4930- Special Topics in African American Studies/Anthropology/Sociology: Race, Inequality, Urban Education & Housing Policy  
Spring 2023

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Course Meeting Time:

T | Periods 8-9 (3:00 PM - 4:55 PM) MAT 0012

R | Period 8 (3:00 PM - 3:50 PM) MAT 0012

**Office Hours:**

To Be Determined and By Appointment

(In person or via zoom)

**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. 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 Structure

This is a course in which class discussion of the readings and films is the most important assignment. I expect that you will participate actively in class, ask questions, and challenge the ideas put forward by the texts or class discussions. I ask that you treat your peers with respect and consideration when they are speaking so that we can create an open environment in which all feel they have a right to voice their **informed** ideas. What is meant by informed? In a world in which anyone with a phone and a social media account can be an expert, it is even more necessary that we begin with vetted information and critical analysis.

The classroom is definitely the place for healthy debate, but no debate was ever “won” without some degree of prep. Interested in healthy debate? Consider what you want to say, think about it in the context of the space and place you are in, say it, and expect questions that have gone through a similar process. But what is really valuable in the classroom is not debate, but dialogue. There is no winner in dialogue, just the exchange of information with the goal of not winning or persuasion, but understanding.

This course is designed to engage students in research, critical thinking, and formal research skills through various means of learning in an attempt to provide all students with multiple opportunities to utilize their optimal learning style while building other styles. Students will be asked to demonstrate their learning through writing assignments, oral reports, class discussions and examinations. In each instance students will be assessed based upon the content and the form. For example: in the case of a writing assignment, there may be deductions in the student’s grade if the writing impairs the reader’s ability to understand the content or the content is not thoroughly argued and/or researched. Students should feel free to see me or to utilize the myriad resources available to assist students in their academic life here at the University of Florida.

Support Structures: My pedagogical practice is one that supports student growth. I do not look for ways to penalize students, on the contrary, I look for ways to encourage greater, deeper understanding and growth across the time we have together in this course. To that end, I may occasionally recommend that students see me and/or a counselor for student success assistance. This may be with critically engaging a reading, preparing a stronger written response, or working through challenges with oral presentations. In any of these or related cases, I may ask the student to resubmit an assignment after having met with me and/or a peer-mentor. This is the only time I allow resubmissions.

**Student Accessibility:**

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center. It is important for students to share their accommodation letter with me and discuss their access needs, as early as possible in the semester.

<https://disability.ufl.edu/students/accommodations/>

**Colleague Sensitivity:**

We each come from a range of backgrounds and have had a host of experiences that may affect how we read, discuss, and experience various aspects of the course and our work together as colleagues. There may be information presented or statements made that cause various emotions during class, while reading, or even post class when one has had time to think about the material alone or with others. I ask that we come to the readings, assignments, and discussions with compassion and empathy; for ourselves as individuals, and for others as colleagues in a community of learning. As your course instructor and facilitator, I will work to be attentive and to address concerns as sensitively as possible, however, I ask that if you experience something you would like to discuss, please make me aware after class, in office hours, or by appointment.

**Wellness:**

We are currently experiencing particularly difficult times as a society. The University offers resources that you should feel welcome to utilize.

Contact information for the Counseling and Wellness Center:

<http://www.counseling.ufl.edu/cwc/Default.aspx>, 352-392-1575; and the University Police Department: 352-392-1111 or 9-1-1 for emergencies.

**Course Work Expectations:**

All student assignments must be type-written, double-spaced, with pagination, your name on each page, and submitted via Canvas using docx or pdf files. This class requires a good deal of reading and writing. Writing assignments are given as an opportunity to build students' research, critical thinking, and formal scholarship skills. Therefore, writing is assessed along with content and will result in deductions in grading if there are significant errors in grammar, punctuation and style and/or the writing impairs the reader's ability to understand the content. With this in mind, please utilize the College of Arts and Sciences Writing Center.

I may occasionally recommend that students see me and/or a counselor for assistance in which case the student would be able to resubmit the assignment after having met with me and/or a tutor. This is the only time I allow resubmissions.

**Plagiarism and Cheating:**

Plagiarism will not be tolerated in this class. Students caught plagiarizing, defined as misrepresenting another's work as one's own through omission, evasiveness, and/or improper citation, may receive an F on the assignment and in the class. Common yet no less

egregious plagiarism includes using verbatim other authors' summaries of research and then citing the primary source rather than citing the author who summarizes that primary source. If you are unsure about when you may be in danger of plagiarizing please talk with me. (adapted from Lindeman SDSU)

### **Classroom Policies Honor Code/Ethical Practice:**

You are required to abide by the Student Honor Code. Any violation of the academic integrity expected of you will result in a minimum academic sanction of [faculty to insert their minimum academic penalty, for example: "failing grade on the assignment or assessment"] Any alleged violations of the Student Honor Code will result in a referral to Student Conduct and Conflict Resolution. Please review the Student Honor Code and Student Conduct Code at [sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/](https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/)

### **Audio/Visual Policy:**

To encourage active engagement and academic inquiry in the classroom, as well as to safeguard the privacy of students and faculty, no form of audio or visual recording in the classroom is permitted without explicit permission from the professor/instructor or without a letter from the Disability Resource Center, signed by the faculty member, authorizing the recording as an accommodation. Authorized recordings may only be used by a student who has obtained permission and may not be shared or distributed for any reason.

See the University of Florida Guidance for Recording a Class Lecture

<https://sccr.dso.ufl.edu/policies/codechanges/>

### **Avoid Unauthorized Recordings:**

A Student shall not make a video or audio Recording. A Recording must not be Published without the prior express written consent of the Faculty or guest lecturer.

A Student shall not make a Recording in class, through any means over any medium, of anything other than a Class Lecture, including but not limited to the Recording of any assessment, clinical activity, lab, or student presentation. The Recording of any meeting or conversation in class between Students or between Students and Faculty or guest lecturer is strictly prohibited.

### **Do Not Share or Publish Recordings:**

A Student, independently or with another person or other people, must not without express written authorization take, give, Publish, post or submit, transmit, or receive materials, information, or resources in any manner, through any medium, for the purpose of gaining or providing an improper academic advantage to any Student.

### **Course Evaluation:**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at

gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [ufl.bluera.com/ufl/](http://ufl.bluera.com/ufl/). Summaries of course evaluation results are available to students at [gatorevals.aa.ufl.edu/public-results/](http://gatorevals.aa.ufl.edu/public-results/)

### **Use of Electronics:**

It is true that we now live in a sort of “Jetsons” age. However, I view the classroom as a professional environment much like an office or team meeting. It is quite rude in that context to take or receive phone calls, emails, chats, etc. Therefore students are asked to turn off or silence their electronic devices including smart phones before arriving in class. If you forget and your phone rings, you are asked to quietly turn it off and proceed with class without any further distractions. If you need to take the call, silence it, and quietly leave the classroom and take your call outside. If you have, or anticipate an emergency that requires you to be available electronically, you are required to let me know, and step outside the classroom to take care of **ALL** electronic communications. Students may use laptops, ipads, ereaders, and other electronic reading devices **to read or view classroom materials ONLY**. You may not use these devices for social networking, “googling”, or other purposes not related to the course.

### **Grades will be calculated as follows:**

#### **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.

#### **Daily Class Attendance/ Class Participation and Group Discussion Lead (Discussion 20%; Policy Brief 10%):**

Students are required to attend class prepared to discuss the readings. Students will be given opportunities to engage in class by responding to lecture points and discussion questions. 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 (20%):**

When not leading discussion, students will write a response paper engaging the assigned readings. These are 2-3 double-spaced pages —devoted to analyzing the themes addressed each week. Guidelines and Due Dates of Response papers will be provided.

#### **Special Events Papers (10%)**

Students are required to attend at least two events over the course of the term related to and write a short paper discussing the events. While the deadline is rolling, students are encouraged to attend events and submit these papers as early in the semester as possible. Some events will be suggested in class. However, students are also free to locate events themselves. If you are unsure if the event will meet the requirements, please check with me. Also, feel free to share your knowledge of events with your classmates. Guidelines for the papers will be provided.

### **Midterm Examination (20%)**

Students will complete a take-home exam on key concepts and theories. Details will be given in class and on Canvas.

### **Final Project/Essay/Presentation (20%)**

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

### **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 (In Order of Appearance)**

Shedd, Carla. 2015. *Unequal City: Race, Schools and Perceptions of Injustice*. Russell Sage

Taylor, Keenga-Yanahhta. 2021. *Race for Profit: How Banks and the Real Estate Industry Undermined Black Homeownership*. University of North Carolina Press

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

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

Love, Bettina. 2020. *We want to do more than survive*. Beacon Press

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

**Other required articles are listed on the syllabus and Canvas**

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

- \*Carter G. Woodson. 2006 (1933). *The Mis-Education of the Negro*. Africa World Press.
- \* Prudence Carter. 2012. *Stubborn Roots: Race, Culture, and Inequality in U.S. and South African Schools*. Oxford University Press.
- \* Diane Ravitch. 2010. *The Death and Life of the Great American School System: How Testing and Choice are Undermining Education*. Basic Books
- \*Diane Ravitch. 2014. *Reign of Error: The Hoax of the Privatization Movement and the Danger to America's Public Schools*. Vintage Press.
- \*Noliwe Rooks. 2017. *Cutting School: The Segrenomics of American Education*. The New Press.
- \*R. L'Heureux Lewis-McCoy. 2014. *Inequality in the Promised Land: Race, Resources, and Suburban Schooling*. Stanford University Press.
- \*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>
- \*Transforming an Urban School System: Progress of New Haven School Change and New Haven Promise Education Reforms (2010–2013) by Gabriella C. Gonzalez, Robert Bozick, Lindsay Daugherty, Ethan Scherer, Reema Singh, Monica Suarez, Sarah Ryan  
[https://www.rand.org/pubs/research\\_reports/RR777.html](https://www.rand.org/pubs/research_reports/RR777.html)
- \*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.

## **COURSE OUTLINE:**

Course requirements are due the day they appear on the outline. In-class assignments, homework assignments and pop quizzes/short writing assignments will be disseminated periodically throughout the course. The schedule is subject to minor changes you will be notified of changes verbally and in writing.

### **Part One: Context and Concepts: Understanding Urban Education and Housing Policy**

#### **Week One: Defining Place**

##### **Tuesday, January 10**

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

View Film: *Teach us All*

##### **Thursday, January 12**

\*Tim Cresswell. 2004. "Introduction: Defining Place" in *Place: A Short Introduction*. Blackwell Publishing.

#### **Week Two: Race, Space and Urban Spatial Hierarchies**

##### **Tuesday, January 17**

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

\*Douglass Rae. 2003. Chapter 8: "Race, Place, and the Emergence of Spatial Hierarchy," in *City: Urbanism and Its End*. New Haven: Yale University Press.

##### **Thursday, January 19**

\*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

#### **Week Three: Race and Urban Geography and Ethnography**

##### **Tuesday, January 24:**

\*Carla Shedd. 2015. Chapters 1-2 in *Unequal City: Race, Schools, and Perceptions of Injustice*. New York: Russell Sage Foundation.

\*John Jackson. 2001. Introduction: "Doing Harlem, Touring Harlemworld." *Harlemworld: Doing Race and Class in Contemporary Black America*. Chicago: University of Chicago Press.

##### **Thursday, January 26:**



\*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.

\*Alyasah (Ali) Sewel. 2020. Illness spillovers of lethal police violence: the significance of gendered marginalization. *Ethnic and Racial Studies*, 44(7)1089-1114.

**Part Two: The Current Context: Unequal City: Race, Inequality and Urban Education**  
**Week Three: Race, Schools, and Perceptions of Injustice**

**Tuesday, January 31**

\*Carla Shedd. 2015. Chapters 3-4 in *Unequal City*

**Thursday, February 2**

\*Carla Shedd. 2015. Chapters 5 in *Unequal City*

**Week Four: Unequal City: Race, Education and Housing**

**Tuesday, February 7**

\*Carla Shedd. 2015. Chapter 6 in *Unequal City*

\*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.

**Thursday, February 9**

\*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.

\*LeeAnn Lands. 2009. "White Property and Homeowner Privilege," in *the Culture of Property: Race, Class and Housing Landscapes in Atlanta, 1880-1950*.

**Part Two: Racism for Profit? Urban Policy and Housing Inequality**

**Week Five: Race and Housing Inequality**

**Tuesday, February 14**

\*Keeanga-Yamahtta Taylor. 2019. "Introduction" and Chapters 1-2, in *Race for Profit: How Banks and the Real Estate Industry Undermined Black Homeownership*. Chapel Hill: The University of North Carolina Press.

**Thursday, February 16**

\*Keeanga-Yamahtta Taylor. 2019. Chapters 3 and 4. in *Race for Profit*

**Week Six: Public/Private Housing**

**Tuesday, February 21**

\*Keeanga-Yamahtta Taylor. 2019. Chapters 4-6 and Conclusion in *Race for Profit*

**Thursday, February 23**

\*Edward G. Goetz. 2013. Chapters 3-4 in *New Deal Ruins: Race, Economic Justice, and Public Housing*.

**Part Three: Twenty-First Century Schools?**

**Week Seven: The New Jim Crow Schools**

**Tuesday, February 28**

\*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.

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

**Thursday, March 2**

\* Raynard Sanders. 2018. Foreword and Chapter One: "New Orleans." *Twenty-First Century Jim Crow Schools: The Impact of Charters on Public Education*. Beacon Press

**Week Eight**

**Midterm Take Home Exam**

**Tuesday, March 7 thru Thursday March 9**

**\*Tentative Guest Speaker**

**Week Nine**

**Spring Break**

**March 11 – 18**

**Week Ten: Community Schools vs. Charter Schools**

**Tuesday, March 21**

\*Raynard Sanders. 2018. Chapter Two: "Chicago" and Chapter Three: "New York City,"

\*Journey for Justice Alliance. 2014. *Death by a Thousand: Racism, School Closures, and Public School Sabotage*.

**Part Four: Abolitionist Teaching, Schooling and Education**

**Thursday, March 23**

\*Shange, Savannah. Chapters 1-2. *Progressive Dystopia: Abolition, Antiracism, and Schooling in San Francisco*. Duke University Press.

**Week Eleven: Progressive? Or Dystopia: Race, Space, and Education**

**Tuesday, March 28**

\*Shange, Savannah. Chapters 3-7. *Progressive Dystopia*

**Thursday, March 30**

Love, Bettina. 2020. Chapter 1-2. *We want to do more than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom*. Beacon Press

**Part Four: We Want to do More than Survive: Teaching to Transgress****Week Twelve:****Tuesday, April 4**

Love, Bettina. 2020. Chapter 1-2. *We want to do more than Survive*

**Thursday, April 6**

Love, Bettina. 2020. Chapters 3-4. *We want to do more than Survive*

**Week Thirteen: Abolitionist Teaching and Educational Freedom****Tuesday, April 11**

Love, Bettina. 2020. Chapters 5-7. *We want to do more than Survive*

**Thursday, April 13**

bell hooks. 1994. "Introduction" and Chapter 1. *Teaching to Transgress*. Routledge

**Week Fourteen: Engaged Pedagogy****Tuesday, April 18**

bell hooks. 1994. "Introduction" and Chapters 1-3. *Teaching to Transgress*. Routledge

**Thursday, April 20**

bell hooks. 1994. Chapters 4-6. *Teaching to Transgress*. Routledge

**Week Fifteen:****Tuesday, April 25**

**Last Day of Class. Course Wrap-up**

**Final Project Due: Day and Time of Scheduled Final Exam:**

5/5/2023 @ 12:30 PM - 2:30 PM