2014

Syllabus: Urban Policies

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This class focuses on a significant and far-reaching federal policy, The Fair Housing Act (FHA), as a springboard to explore many facets of urban life and policy. The purpose of the FHA is to enable all people, regardless of race, religion, disability, national origin, sex, age or the presence of children under 18 in the family (plus other characteristics enacted by states and municipalities) the right to rent, buy and enjoy housing in any neighborhood they can afford.

We explore how US cities and towns became segregated as a context for exploring other social policies including, but not limited to, housing, education, health, immigration, zoning, transportation, environmental justice, food security, industrial development, voting and predatory lending. With this foundation, we complete a project with the Massachusetts Fair Housing Center (MFHC). MFHC will use our work to inform their fair housing program.

In addition, MFHC will train everyone to be a fair housing tester as a precursor to doing testing for them and helping with the analysis of those tests.

In the Spring 2014 semester, students from this class organized, and got approved, a new UMass Registered Student Organization (RSO), Students for Fair Housing. We will help carry on that work.

By the end of the term you will have a firm understanding of the implicit and explicit policies that created the ethnic and racial demographic distributions of the U.S., the importance of access to housing of choice, jobs, recreation, etc. and the profound implications of not having access. You will also have the satisfaction of knowing your class work will help inform the work of MFHC and provide you with valuable experience for your resume.

Course Evaluation
Attendance is required. Much of the work of the course happens in the classroom, based on the day’s readings. You must complete reading assignments before class.
You will be assigned to a team for projects, much of the work of the team being done during class time. Each student’s contribution is evaluated both by the professor and by peer review.
You are evaluated on the quality of your class participation, on-line discussions, several quizzes/small assignments, projects, peer review journal and a Community Service Learning (CSL) project.

What Will It Buy? 15% CSL Projects: 50%; Other assignments, quizzes, etc.: 30%; Participation, journal, online discussions, in-class work: 20%

Journal
You will keep an on-line journal to reflect upon all aspects of your class work: readings, your research project, discussions, in-class and with friends, media reports, etc. Writing a reflective journal is a central part of this class to help you integrate the scholarly and community service components of the class. It also enables students to have one-on-one engagement with me.

University Policies
See Moodle

Moodle. UMass students have access to Moodle through their OIT account. All registered students can get an OIT account for the semester at the Lederele Low-Rise Building.
Readings

If you do not check your UMass email account regularly, please set up forwarding to your usual account as I send important announcements through Moodle.

**SYLLABUS**

*ST = Sundown Towns*  Articles are on Moodle.

**All readings are due the beginning of class.** Check Moodle often for updates.

You have smaller individual and group assignments throughout the semester that are not listed here.

PLEASE NOTE: The syllabus is liable to change if something happens locally or elsewhere related to class or to address unexpected needs of the project with the Massachusetts Fair Housing Center.

Check Moodle for dates that journals and other on-line writing are due.

The readings provide an understanding of many dimensions of housing and housing discrimination, their relation to social policy and the historical contexts of why access to housing of choice is so central to national policy generally. The readings provide the theoretical and historical background to successfully undertake our CSL project with MFHC, and knowledge to stimulate informed discussion among class members on other current and significant issues that are not explicitly included in the syllabus.

**Week 1**  Setting the Stage
Sept. 2  Concepts, approaches and requirements

Sept. 4  Newspaper articles and one short story. Be prepared to debate the issues they articulate.

**Week 2**  Why study the past to understand present conditions and policies?
The Challenge Of Being Poor At America's Richest Colleges, Forbes Magazine, 11/27/13
Read and watch the video: Kennedy v. City of Zanesville (lest you think we're only reading about the past)

Sept. 11  *Sundown Towns*. Note to Reader, Part 1: Introduction and pages 1-46
Start exploring the URL for *ST*: http://www.uvm.edu/~jloewen/sundowntowns.php
Is your town listed?

**Week 3**  Policy: The Fair Housing Act -- and its historical rationale
Sept. 16  The Fair Housing Act. Laws, etc.
Massachusetts Fair Housing Center http://www.massfairhousing.org
National Fair Housing Association http://www.nationalfairhousing.org/index.php
National Fair Housing Advocate Online http://www.fairhousing.com
Listen to “House Rules” on *This American Life* (link on Moodle)
Sept. 18  ST, Ch. 3, The Great Retreat, p. 47-89.
In-class team work on What Will It Buy? Part 2

Due: Part 1, What Will it Buy?

Week 4  Policy: An intellectual and emotional pursuit
Sept. 23  Fair Housing Tester Training.
Guest speaker, Tanya Jones-Murray, Testing Coordinator, MFHC
IT IS ESSENTIAL THAT EVERYONE COME TO CLASS AND ARRIVE ON TIME

U.S. Dept. of Housing and Urban Development. 2014. Evidence Matters: Expanding
Opportunity Through Fair Housing Choice Spring/Summer 2014
Massachusetts Fair Housing Center, 2009. Fair Housing Advertising.

Sept. 25  Ch. 4 How Sundown Towns Were Created, 90-115.
Watch: What if Wal-Mart Paid its Employees More?
In-class team work on What Will It Buy? Part 2

Week 5  Social and Cognitive Dimensions of Policy
Sept. 30  Royce, E. nd. Toward a Structural Perspective on Poverty and Inequality
Harro, B. The Cycle of Socialization, 15-21 and Blumenfeld, W. and Raymond, D.
O’Grady, K. 2013. I understood gender discrimination once I added “Mr.” to my resume
and landed a job

Due: Online Tester Training Quiz

The Furman Center: The Dream Revisited: Implicit Bias & Segregation.
http://furmancenter.org/research/iri/home
In-class project time.

Week 6  Applying theory to practice: The class project
Oct. 7  ST, Ch. 5 Sundown Suburbs 116-136.

Due: What Will It Buy? Part 2

Oct. 9  Guest Speaker, Meris Bergquist, Executive Director, Massachusetts Fair Housing Center
Massachusetts Fair Housing Center http://www.massfairhousing.org

Vale, L. 2013. Public Housing in the United States: Neighborhood Renewal and the
Poor. In Carmon and Fainstein, eds., Policy, Planning and People: Promoting Justice in
Haberle, M. 2014. A Blueprint for Opportunity: A Look Back at HUD’s Regional Housing
Mobility Program. Poverty & Race, 23(3).

Week 7  Redlining, steering and other ordinances of despair
Oct. 14  No Class, Monday Schedule
Watch a classic movie related to the class:
Raisin in the Sun, Gentleman’s Agreement or It’s a Wonderful Life

Due: Response to movie Wednesday 10/15, by 8:00 p.m.

National Fair Housing Alliance. 2006. Housing Segregation Background Report:
Brooklyn, New York.
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<tr>
<th>Week 8</th>
<th>Moving</th>
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<tr>
<td>Oct. 23</td>
<td>Moving To Opportunity (MTO) in theory and practice</td>
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<td></td>
<td>Axel-Lute, M. 2011. Can We Stay, Can We Go? A Discussion on Displacement, Mobility, and Concentration of Poverty. Rooflines, The <em>Shelterforce</em> blog online</td>
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<td>Fullilove, M. 2004. Be It Ever So Humble: When</td>
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<tr>
<th>Week 9</th>
<th>Effects and Enforcement</th>
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<tr>
<td>Oct. 28</td>
<td><em>ST</em>, Ch 8-9, Hidden in Plain View and Enforcement, 192-279</td>
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<td>‘The Negro Motorist Green Book’: An Eye-Opening Look At ‘Traveling While Black’ In Postwar America</td>
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<td>Oct. 30</td>
<td>ST, Ch. 10. Exceptions to the Sundown Rule, 280-298</td>
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<th>Week 10</th>
<th>Housing Discrimination Today: Effects and Implications</th>
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<td>Nov. 6</td>
<td><em>ST</em>, Ch. 11, The Effect of Sundown Towns on Whites, 299-341</td>
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<th>Week 11</th>
<th>Added Injury – and Making Changes</th>
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<td>Nov. 11</td>
<td>No Class, Veterans Day</td>
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<td>Nov. 12</td>
<td>Wednesday (Tuesday schedule). <em>ST</em>, Ch. 12-13. Effects: On Blacks, on social system, 342-376</td>
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<td>Nov. 13</td>
<td>In Class project time.</td>
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<th>Week 12</th>
<th>Sundown Towns Today, Class Project</th>
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<td>Nov. 18</td>
<td><em>ST</em>, Ch. 14, Sundown Towns Today, 379-420</td>
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<td>Nov. 20</td>
<td>In Class project time.</td>
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<th>Week 13</th>
<th>Integration</th>
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<td>Nov. 27</td>
<td>No Class. Thanksgiving</td>
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<th>Week 14</th>
<th>Wrapping Up: Looking Back and Ahead</th>
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<td>Dec. 2</td>
<td>In Class project time.</td>
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<td>Dec. 4</td>
<td>Last day of class</td>
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Monday Dec. 9 Due: Online Assessment and final journal