

# Junior Seminar in Urban Studies: Segregation in New York City

URBS UN3546

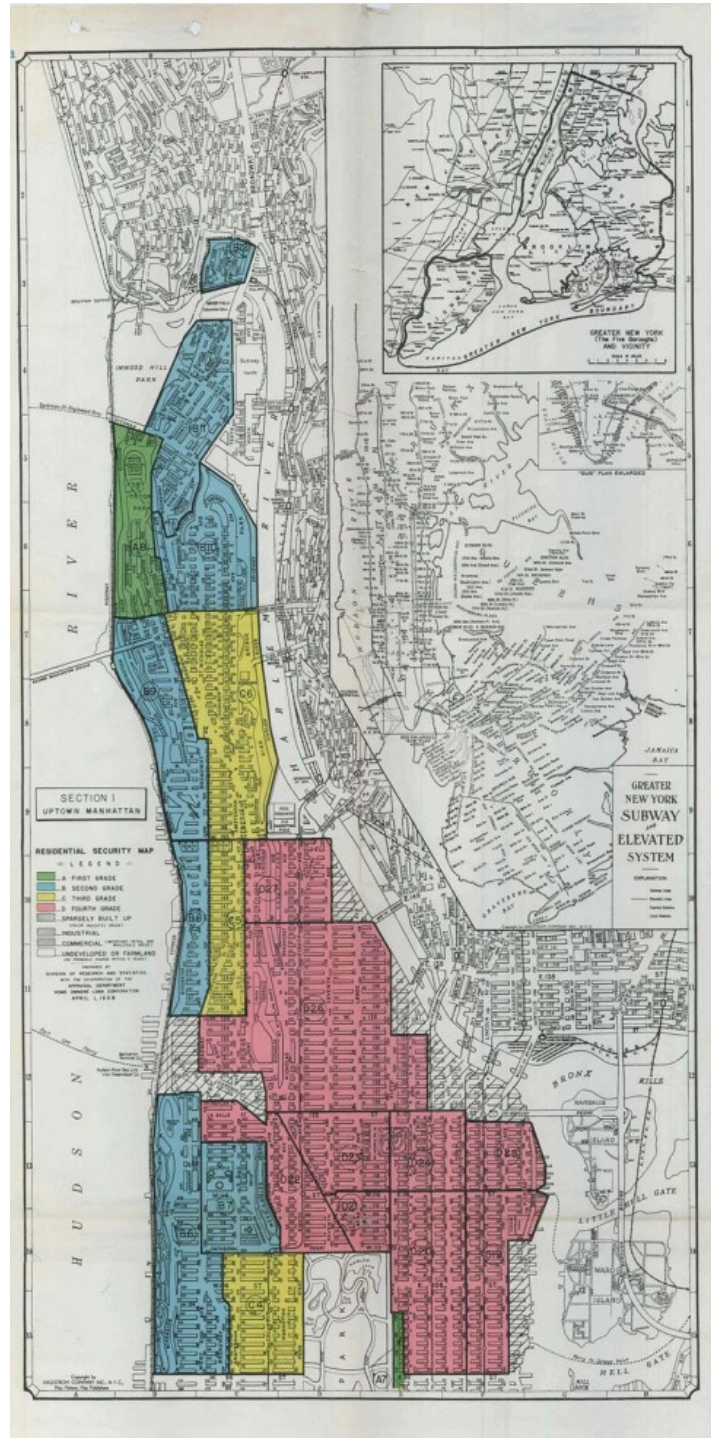
Tuesdays, 4:10-6:00 PM | Fall 2018

How segregated is New York City – and does it matter? Our section of Junior Seminar will use New York as a case study to explore the role that segregation plays in shaping urban America. We will begin by asking why segregation matters, for both cities and for schools, and why public interest is particularly engaged by stories about school segregation. We will inquire into the role that residential and school segregation have played in shaping New York City. Finally, we will investigate the state of school segregation in contemporary New York. Throughout our studies, we will identify the differing strategies that community stakeholders have used to struggle against residential and school segregation.

The Junior Seminar is designed to deepen your understanding of the intertwined processes of reading, writing, and research in the context of the study of modern American cities. As we read secondary sources, we will look closely at how authors frame questions, interpret sources, and construct arguments. We will also work together as a class to identify and interpret primary sources related to our research questions. Our writing assignments will focus on how to engage with scholarly literature and primary sources in our research, including how to locate it, how to evaluate it, and how to integrate it into our own writing.

Throughout this course, you will:

- Become familiar with major trends, problems, and debates in American urban history.
- Analyze the relationship between the historical development of American cities and the modern American city.
- Practice research and analysis skills, including articulating research questions; identifying and interpreting data; engaging in close reading and critical interpretation of texts; formulating original arguments; and presenting well-documented analysis in writing and speaking.
- Take risks and collaborate productively with peers on scholarly projects.



Professor Alexandra Freidus

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## Course Requirements:

### Class Attendance and Participation (25% of your grade)

This is a discussion-based course. Our success and shared learning – both your own and your peers’ – depends on you. Please arrive on time and prepared to analyze the week’s assignments, with notes and questions that you want to discuss in class. Please also prepare to share your own work and to respond to your peers’ work with generous, productive feedback. There are many ways to participate in class. Listening actively, asking questions, commenting on the thoughts of others, or discussing tentative, speculative ideas are as valuable as stating original, completely-formed thoughts.



As part of your preparation for class discussion, please post a response to each week’s readings on the course website. The purpose of this response is to engage critically with the texts and articulate your ideas on “paper,” as well as in writing. You might write a 1-2 paragraph response that considers how the texts talk to each other, identifies weaknesses in arguments, or make you wonder about new ideas. Alternatively, you might submit 4-5 reading questions. These questions should focus on specific ideas that you would like to discuss with your peers. In order to ask questions that will generate rich discussions, consider what you don’t understand from the assigned reading or what you want to think about in further reading. I encourage (but don’t require) you to read the questions and/or responses of your colleagues before you post your own so that you can include your responses or follow-up questions. **Each reading response is due by 9am on the Monday before class. You may take one week off from posting a reading response during the semester.**

You may miss one (and only one) class meeting with no penalty for the semester. You don’t need to explain yourself to me if you decide to miss class, but please be sure to reach out to your peers and to me to make sure you catch up on what you missed. Even if you are not in class, you are still responsible for the readings and assigned work, including any announcements I might make about updates to assignments, deadlines, etc. If you have an unavoidable conflict that requires you to miss additional classes, please reach out to me immediately.

### Writing and Research Assignments (50% of the final grade)

Each of the assignments below will contribute to your successful final research paper. You will share your work for these assignments with a group of 2-3 other students who share your research interests, so that you may draw on each other’s knowledge and collaborate on a group presentation. For details on each assignment, see instructions on the class website.



- **Two primary source analyses** (e.g., a newspaper article, a map, a government document, an oral history, a photograph, a social media post, etc. If you are uncertain if something is a primary source, please check with me.) *I will not grade the first analysis, but I will give you feedback. You will revise and resubmit it with your analysis of a second document, which will count for 15% of your final grade.*
- **Secondary source synthesis** reviewing at least four secondary sources (e.g., books, book chapters, academic journal articles) related to your research project. *This synthesis will count for 15% of your final grade.*
- **A group oral presentation**, developed in consultation with me and the Speaking Fellows program. Your participation in the Speaking Fellows workshop is a requirement of this course. All group members must contribute to and participate in this presentation. One grade will be given to everyone in the group. *This presentation will count for 20% of your final grade.*

### Research Paper (25% of your final grade)

You will write a research paper (15-20 pages) exploring one question related to segregation (residential or educational, past or present) in New York City. This paper will integrate your analysis of primary sources, your review of secondary sources, additional primary and secondary sources that you have identified, and any sources shared by your group members that are relevant to your topic. While your group will be a valuable resource and sounding board for your ideas, your final paper will be your own.



I will share details about this project as we proceed, but it can be useful to know from the outset what you will be working toward. Your paper will be graded on the following criteria:

- Quality of research (including utilization of primary sources, incorporation of secondary sources, and source citation)
- Framing (including social and historical context, research methods, and relationship to other scholarly discussion of the topic)
- Argument and evidence (including a clear and insightful thesis and supporting data)
- Organization and writing (including mechanics, clarity, and flow)

### Course Expectations:

- **I may adjust assignments based on how the group discussion progresses.** Please review your school email regularly and carefully for any updates.
- **Our success will depend on every member of the class being actively engaged as both learners and teachers.** Each of us has valuable experiences and perspectives that will inform our collective knowledge. It is very important that you let me know if you have questions about the concepts being discussed during the course. Please email or schedule a meeting with me if asking questions in class is difficult.
- **Avoid using cell phones in class.** We will work together to develop guidelines for computer use that minimizes distractions during our discussion.
- **All assignments are required to pass this course. An “A” grade will be awarded to students who have exceeded, not simply met, the course requirements.** All written work is graded on thoroughness, quality of analysis, level of support from data and/or research literature, organization and clarity.
- The assignments in this class are designed to help you move step-by-step through the process of creating your final paper, so it is important that you complete each assignment on time. **Unless noted otherwise, all assignments are due via the course website by the beginning of class on the due date noted. Late work will be penalized one grade each day it is late. Each semester, you will have the opportunity to use one (and only one) “late pass” which will allow you to submit the assignment up to 72 hours after the deadline.** Please be sure to back up all of your work; problems with technology will not excuse late assignments. Written assignments should be submitted as a Microsoft Word document in Times New Roman, size 12, and double spaced, with 1-inch margins.
- **Your success in this class is important to me. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible.** We will work together develop strategies that meet both your needs and the course requirements. If you need official accommodations, you have a right to have these met. Please make sure you are registered in advance with the Office of Disability Services (ODS) at Barnard or Columbia.
- **One of the requirements of this course is working with a Barnard Speaking Fellow.** Speaking Fellows are undergraduate Barnard students who teach students how to craft, prepare, and deliver presentations and participate in class discussions. After completing a one-semester training course in the theory and practice of public speaking, they are attached to speaking-intensive courses across the disciplines, and help students build stronger, more nuanced arguments through reflective, critical thinking and collegial support. Speaking Fellows do not grade your presentations or public speaking skills. They help you figure out what it is you want to say and how to say it most clearly and effectively, giving you the support to become more comfortable and confident in your speaking abilities. At the beginning of the semester, a Speaking Fellow will visit your course to go over which type(s) of workshops you will be participating in and when in the semester they will be scheduled. Preparation instructions, if any, will come at this time. **Please note our program-wide attendance policy:** Because workshops are experiential and based on the group dynamic, if you are late to your workshop, you will not be allowed to participate, and may not be able to reschedule. If you have an emergency and cannot make it to your workshop, please contact your Speaking Fellow immediately. If you have any questions about the Speaking Program, please contact DaMonique Ballou, the Program Coordinator ([dballou@barnard.edu](mailto:dballou@barnard.edu); 212-854-8941). For more detailed information about our philosophy, policies, and FAQs, please see our website: [www.barnard.edu/speaking](http://www.barnard.edu/speaking)



- **Academic Integrity:** I take academic integrity extremely seriously. All work that you submit for this class must be your own. Building on the ideas of others is a critical part of academic work, but **you must clearly credit the people whose ideas and/or words you are using every time you use them.** Do not present the work of another as your own by copying or paraphrasing their words or ideas without properly citing them. Include the author and date of publication you are referencing in your text and have complete bibliographic information at the end of the paper. Use quotation marks every time you borrow another author's language, even if you also cite them. If you do not follow these conventions, you are plagiarizing. **If you plagiarize you will receive no credit for the assignment and you will face the disciplinary rules of your college.** We will discuss how to cite sources properly in class. Please ask me if you have any questions. The [Barnard Library's Citation Guide](#) and the [Online Writing Lab](#) at Purdue are if you have questions about citation mechanics. All students are responsible for understanding and complying with the [Barnard Honor Code](#).
- **Some college students have difficulty affording sufficient food to eat every day, lack a safe and stable place to live, or experience challenges balancing school work with paid work or family responsibilities.** Those challenges can create considerable anxiety and may affect students' abilities to perform in a course. If you are experiencing these or other challenges, I encourage you to reach out to [your class dean](#) for support. Please also notify me if you feel comfortable doing so, so that I can assist you in accessing support.

## Readings

There is one required text for this class. It is available on reserve and at Book Culture:

- Lewis, Heather. 2013. *New York City Public Schools from Brownsville to Bloomberg: Community Control and Its Legacy*. New York: Teachers College Press.

All other readings for this class are available as PDFs or Word documents on the class website. I also ask that you review the *Chalkbeat New York* daily newsletter, which will send you a roundup of NYC school-related news every morning. Go to <https://www.chalkbeat.org/ny/> and scroll to the very bottom of the page to subscribe.



Jacob Lawrence. *The Migration Series, Panel 1*.

## Assignments

Guiding Question(s)	Day	What to read?	What's due?
<b>Week 1-3:</b>  <b>What is segregation?</b> <b>Why does it matter?</b>	9/4	Syllabus  Pattillo, Mary and Sherrilyn Ifill, Patrick Sharkey, and Rucker C. Johnson. 2014. "Discussion 1: Why Integration?" <i>NYU Furman Center Blog: The Dream Revisited</i> . <a href="http://furmancenter.org/research/iri/essay/the-problem-of-integration">http://furmancenter.org/research/iri/essay/the-problem-of-integration</a>	
	9/11	<u>Listen:</u> Gross, Terry. 2017. "A 'Forgotten History' Of How The U.S. Government Segregated America." <i>Fresh Air</i> . <a href="https://www.npr.org/2017/05/03/526655831/a-forgotten-history-of-how-the-u-s-government-segregated-america">https://www.npr.org/2017/05/03/526655831/a-forgotten-history-of-how-the-u-s-government-segregated-america</a> .  Coates, Ta-Nehisi. "The Case for Reparations." <i>The Atlantic</i> . June 2014. <a href="https://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/">https://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/</a>  Sharkey, Patrick. 2008. "Ending Urban Poverty: The Inherited Ghetto." <i>The Boston Review</i> , January. <a href="http://bostonreview.net/patrick-sharkey-inherited-ghetto-racial-inequality">http://bostonreview.net/patrick-sharkey-inherited-ghetto-racial-inequality</a> .  <u>Recommended:</u>  Rothstein, Richard. 2017. <i>The Color of Law: A Forgotten History of How Our Government Segregated America</i> . New York: W. W. Norton.	Post a reading response by 9am Monday  Bring to class: One paragraph describing a possible research focus
	9/18	<i>Opinion of the Court: Brown v. Board of Education</i> . 1954. 347 U.S. 483.  <i>Opinion of the Court: Parents Involved in Community Schools v. Seattle School District No. 1</i> . 2007. 551 US.  <u>Recommended:</u>  Concurring and dissenting opinions from <i>PICS v Seattle</i>  Blackman, Jonathan I. 2007. "Brief of the Association of the Bar of the City of New York as Amicus Curiae in Support of Respondents in PICS v Seattle."	Post a reading response by 9am Monday
<b>Weeks 4-7:</b>  <b>How has segregation shaped NYC schools?</b>	9/25	Back, Adina. 2003. "Exposing the 'Whole Segregation Myth': The Harlem Nine and New York City's School Desegregation Battles." In <i>Freedom North: Black Freedom Struggles Outside the South, 1940-1980</i> , edited by Jeanne Theoharis and Komozi Woodard, 65–91. New York: Palgrave MacMillan.  Delmont, Matthew F. 2016. "The Origins of 'Antibusing' Politics." In <i>Why Busing Failed: Race, Media, and the National Resistance to School Desegregation</i> , 23–53. Berkeley, CA: University of California Press.	Post a reading response by 9am Monday  Bring to class: Three primary sources you might want to analyze

	10/2	<p>Lewis, Heather. 2013. <i>New York City Public Schools from Brownsville to Bloomberg: Community Control and Its Legacy</i>. New York: Teachers College Press. Ch. 1-3.</p> <p>Baldwin, James. 1996. "A Talk to Teachers." In <i>City Kids, City Teachers: Reports from the Front Row</i>. New York: The New Press.</p>	<p>Post a reading response by 9am Monday</p>
	10/9	<p><b><i>Class Visit to the Schomburg Center for Research in Black Culture</i></b></p> <p>Lewis, Heather. 2013. <i>New York City Public Schools from Brownsville to Bloomberg: Community Control and Its Legacy</i>. New York: Teachers College Press. Ch. 4-5.</p>	<p>Post a reading response by 9am Monday</p> <p>Primary Source Analysis 1</p>
	10/16	<p><b><i>Guest Speaker: Ansley Erickson, Associate Professor of History and Education, Teachers College</i></b></p> <p><a href="#">What Census Calls Us: A Historical Timeline</a></p> <p>Selections from the Harlem Education History Project collections and exhibitions, including "<a href="#">Evalina's Harlem: A Puerto Rican Educational Journey Through Space and Time</a>" and "<a href="#">Barbara Wilson-Brook's Harlem Community</a>"</p> <p><u>Recommended resources:</u></p> <p><a href="#">"Census Stories, USA"</a></p> <p>Saperstein, Aliya, and Andrew M. Penner. 2012. "Racial Fluidity and Inequality in the United States." <i>American Journal of Sociology</i> 118 (3): 676–727. doi:10.1086/667722.</p>	<p>Post a reading response by 9am Monday</p>
How segregated is NYC today?	10/23	<p>Kucsera, John, and Gary Orfield. 2014. "New York State's Extreme School Segregation: Inequality, Inaction and a Damaged Future." Los Angeles.</p> <p>"Equity and Excellence for All: Diversity in New York City Public Schools." 2017. New York.</p> <p>Mader, Nicole, and Ana C. Sant'Anna Costa. 2017. "No Heavy Lifting Required: New York City's Unambitious School 'Diversity' Plan." <i>The New School Center For New York City Affairs</i>. New York. <a href="http://www.centernyc.org/diversity-plan">http://www.centernyc.org/diversity-plan</a>.</p> <p><u>Recommended resource:</u> Hemphill, Clara, and Nicole Mader. 2016. "Segregated Schools in Integrated Neighborhoods: The City's Schools Are Even More Divided Than Our Housing." New York.</p>	<p>Post a reading response by 9am Monday</p> <p>Primary Source Analysis 2</p>
	10/30	<p>Hannah-Jones, Nikole. 2016. "Choosing a School for My Daughter in a Segregated City." <i>New York Times Magazine</i>, June 9. 2016.</p> <p>Aggarwal, Ujju. 2015. "School Choice: The Freedom to Choose, The Right to Exclude." In Picower, B and E.Mayorga (Eds). <i>What's race got to do with it?: How current school reform policy maintains racial and economic inequality</i>. New York: Peter Lang.</p> <p>Roda, Allison, and Amy Stuart Wells. 2013. "School Choice Policies and Racial Segregation: Where White Parents' Good Intentions, Anxiety, and Privilege Collide." <i>American Journal of Education</i> 119 (2): 261–93. doi:10.1086/668753.</p>	<p>Post a reading response by 9am Monday</p>

	11/13	Speaking Fellows workshop and group presentation planning	Secondary source synthesis due
	11/20	Dumas, Michael J. 2014. "Contesting White Accumulation in Seattle: Toward a Materialist Antiracist Analysis of School Desegregation." In <i>The Pursuit of Racial and Ethnic Equality in American Public Schools</i> , edited by Kristi L. Bowman, 291–311. East Lansing, MI: Michigan State University Press.  Readings TBD, depending on group interest. Possible topics include: <ul style="list-style-type: none"> <li>• Desegregation debates in District 3 (Upper West Side)</li> <li>• Charter schools in NYC</li> <li>• Debates over elite high school admissions in NYC</li> <li>• Parent activism for school desegregation</li> <li>• Contemporary residential segregation in NYC</li> </ul>	Post a reading response by 9am Monday
	11/27	Readings TBD, depending on group interest	Post a reading response by 9am Monday  Final Paper topic sentence outline
	12/4	Presentations	Groups rehearse with Speaking Fellows before 12/4  Final Paper due 12/11

## RESEARCH AND WRITING RESOURCES

*Note: I strongly recommend that you set up an appointment with Jennie Correia, the Urban Studies research librarian, to discuss how to find sources for your particular project!*

[Research Guides](#) for Urban Studies classes and academic programs

Lehman Library's Digital Social Science Center (DSSC): <http://library.columbia.edu/content/libraryweb/indiv/dssc.html>

Empirical Reasoning Lab in Barnard's Library: <http://erl.barnard.edu/>

Barnard Citation Guide: <https://library.barnard.edu/guides/citation-styles>

Strunk, William, and E. B. White. 1979. *The Elements of Style*. 3rd ed. Macmillan, New York, NY.

Turabian, Kate L. 2007. *A Manual for Writers of Term Papers, Theses, and Dissertations*, 7th rev. edition. University of Chicago Press, Chicago, IL.