

**GEORGETOWN UNIVERSITY
SCHOOL OF CONTINUING STUDIES**

Summer 2015

***BLHS 486: Race and Space: The Search for Equal Education, Housing and
Employment 1954 to present***

PROFESSOR: Dr. Patricia Grant, Ed.D.

OFFICE HOURS: By Appointment:
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Course Description

This writing intensive course examines the historical, sociological, and economic foundations of education, housing and employment in the United States. The focus is on the post-1954 period and the intersections between education reform, migration patterns, and employment outcomes. What role have race and class played in the related human rights movements and legislation? Through a variety of written and visual texts, substantive conversations, examinations and writing assignments, students will explore the following questions:

1. What are the intersections between equal opportunity in education, housing and employment?
2. How do the politics of housing, education and employment diverge?
3. How do the politics of housing equality impact students, employers and communities?

Upon completion of this course, students will:

- 1) Understand the historical perspectives of equal opportunity and be able to assess the consequences of prior efforts to address poverty and inequality through legislation, social mobilization, and advocacy.
- 2) Gain a level of objective knowledge concerning learning about the structural conditions that shape economic opportunity, including the macro-dynamics of globalization, the politics of social welfare policymaking, the place of low-wage jobs in the labor market, the function of informal networks, and the role of helping systems in the community.
- 3) Discover and understand the vehicles for multiplying wealth within society.
- 4) Become acquainted with community-based practices in key institutions that shape opportunity and inequality (e.g., human service organizations, schools, workplaces, and communities).
- 5) Develop a personal philosophy around poverty alleviation and learn to assess and critique associated policy.

Required Texts:

Charles, Camille Z. *Won't You Be My Neighbor: Race, Class and Residence in Los Angeles* (Russell Sage, Fall 2006)

De Souza Briggs, Xavier. *The Geography of Opportunity: Race and Housing Choice in Metropolitan America* (The Brookings Institution, 2005)

Sitkoff, Harvard. *Toward Freedom Land: The Long Struggle for Racial Equality in America* (University Press of Kentucky, 2010)

Suggested Readings:

Eggleston, Edward, The Transit of Civilization, Chapter 5
Tyack, David, Tinkering Towards Utopia

Additional required short readings or suggested readings will be announced throughout the class and be available on either Blackboard or will be handed out in class.

COURSE REQUIREMENTS:

1. Policy Blog

Students must complete **four 250-500 word reaction blogs** over the course of the semester. The purpose of these reaction blogs is to encourage you to critically analyze the assigned readings and bring ideas to discuss in class. Potential questions can include: "What is the relationship between readings? What is the major argument? What are the strengths and weaknesses? How do these readings relate to themes addressed in class?" These entries should not be summaries, but rather a critique, analysis, and/or reflection in some way. You must post your reactions on Blackboard prior to the relevant class session or it will not count. You may choose to submit on any of the readings that you wish, but you must have 4 by the final day of class.

2. Two short papers (2-3 pages)

You are expected to write two short papers based on the following topics:

1. Paper #1: Inequality in housing, education and employment (Choose a sector and discuss the modern manifestations of inequality.)
2. Paper #2: Modern Importance of Vocational Schools or Modern Importance of College Preparatory Schools

3. Presentation

An in-class presentation will be required. The presentation should focus on an area of reform. Students will be placed in teams of two to deconstruct and present bills aimed at housing, education and/or employment reform.

4. Term Paper

Students will write a final term paper of 8-10 pages length. This is expected to be a research paper on a topic of the student's choice that is relevant to the content of this course. This paper will provide policy recommendations for poverty alleviation for in housing, education or employment. Students should be prepared to connect with an organization like HUD, LISC, Fannie Mae, etc.), or use public data (Bureau of Labor Statistics, EEOC, etc.) to help make an argument for reform.

All papers **MUST** be double-spaced with 12-point font and 1inch margins. Use MLA (Modern Language Association) or APA (American Psychological Association) citation style.

5. Attendance and Participation

Class attendance and participation are mandatory! Students are expected to complete all readings, attend all classes, and to participate fully in the class. Officially excused absences (i.e., absences excused by appropriate university officials and medical professionals) must be verified. More than three latenesses will count as 1 absence. For every absence points will be deducted.

Calculation of Grade: Final grades will be determined using the following percentages:

Attendance/Participation	14%
4 Blog Entries (4% points each)	16%
2 Short Papers (10% points each)	20%
Presentation	20%

Term Paper	30%
Total	100%

Grading Rubric:

All grades will be given in letter form. For computational purposes the following numerical equivalents are used:

A = 95-100	B = 85-88.4	C = 75-78.4	D = 65-68.4
A- = 91.5-94.9	B- = 81.5-84.9	C- = 71.5-74.9	F = 64.9 or less
B+ = 88.5-91.4	C+ = 78.5-81.4	D+ = 68.5-71.4	Not submitted = 0

An "A" grade	means "truly exceptional work which exceeds the expectations of the task"
A "B" grade	means "very good quality work"
A "C" grade	means "average work"
A "D" grade	means "below expectations, needs significant improvement"
An "F" grade	means "submission failed to meet all expectations and did not fulfill the requirements"

UNIVERSITY POLICIES

The Honor Pledge

Submission of written work in this class signifies assent to the Georgetown University Honors Pledge:

In the pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown University Honor System: to be honest in any academic endeavor, and to conduct myself honorably, as a responsible member of the Georgetown community, as we live and work together.

In this course any violation of academic integrity will result in an "F" grade for the semester.

Honor Code: The language, ideas and general work of each students constitutes intellectual property. Please do not attempt to represent the work of someone else as your own. The Georgetown University Honor Code requires all professors to present work immediately to the Honor Board when plagiarism or other infractions to the Honor Code are suspected. If a student in this course submits work which contains another's non-cited work, it will be immediately submitted to the Honor Council, and the Council will contact the student directly. Thus, all research must be cited and attributed to avoid confusion and a subsequent Honor Council investigation.

Note that I will not hesitate to prosecute instances of cheating, including the following:

- Handing in someone else's written response as your own.
- Improperly citing the sources of information used in your papers.
- Handing in projects written in cooperation with others, unless their assistance is openly acknowledged and approved by the professor.

If you have any questions about what constitutes plagiarism, please ask me.

I reserve the right to submit your papers to Turn It In.

Class Discipline

Questions and class discussions are encouraged. I will be asking questions during class and I encourage you to do the same, if there is a point you need clarified. Your behavior in class needs to be respectful of the professor and your fellow students. Arriving late to class is disruptive for both the professor and your fellow students and will not be tolerated. **Also, cell phones must be on silent mode or turned off during class.** As college students and college professors, we are both held accountable to a set of expectations regarding how we behave both in class and out of class while completing course assignments. You are expected to have read the assigned materials and answer the indicated questions before class, and to be able to discuss them during the course of the lecture. Bring readings with you to the class sessions for which they have been assigned.

Religious Observances

Georgetown University promotes respect for all religions. Any student who is unable to attend classes or to participate in any examination, presentation, or assignment on a given day because of the observance of a major religious holiday or related travel shall be excused and provided with the opportunity to make up, without unreasonable burden, any work that has been missed for this reason and shall not in any other way be penalized for the absence or rescheduled work. Students will remain responsible for all assigned work. Students should notify the professor in writing at the beginning of the semester of religious observances that conflict with their classes. The Office of the Provost, in consultation with Campus Ministry and the Registrar, will publish, before classes begin for a given term, a list of major religious holidays likely to affect Georgetown students. The Provost and the Main Campus Executive Faculty encourage faculty to accommodate students whose bona fide religious observances in other ways impede normal participation in a course. Students who cannot be accommodated should discuss the matter with an advising dean.

Disabilities

Students with a disability should please contact the Academic Resource Center (arc@georgetown.edu), located in the Leavey Center, Suite 335. This Center is responsible for reviewing documentation provided by students with disabilities and for determining reasonable accommodations in accordance with the Americans with Disabilities Act (ADA) and University policies. Students must present documentation to receive accommodation in the course. Accommodation will not be applied retroactively.

UNIVERSITY RESOURCES

Writing Center

Students are encouraged to visit the Writing Center (<http://writingcenter.georgetown.edu>) in the second floor of Lauinger Library. Please take advantage of this service to advance your analytical writing skills.

Professor Meetings

One of the goals of a Jesuit education, especially at Georgetown is to enable the student to create and reflect on a personal philosophy through which life's decisions and ways of being in the world are processed and enacted. One of the rewards of college life for professors is dialogue with students in which such life philosophy is interrogated and improved.

If you would like to have tea, coffee, or just get together with the professor, please feel free to schedule a time and a place. The issues discussed in this course often necessitate conversations outside the classroom, and these conversations can result in interesting dialogues about education, economics, society, and your role within it.

COURSE SCHEDULE

DATES	TOPIC	READINGS/ASSIGNMENTS
Week #1 and 2 May 18 and June 1	Intro: History of Race 1928 to present History of Class 1928 to present	Toward Freedom Land: The Long Struggle for Racial Equality in America (Sitkoff), Chapter 1-3 Blackboard Packet #1
Week #3 and 4 June 8 and 15	Contextualizing the Issue I U.S. Migration: Education, Employment and Housing	Geographies of Privilege (Twine), Chapter 6-8 Blackboard Packet #2 First short paper due (June 15)
Week #5 and 6 June 22 and 29	Teaching in Cinema I & Discussion "To Sir, With Love"	The Geography of Opportunity: Race and Housing Choice in Metropolitan America, (De Souza) Chapter 1, 2, 7 Blackboard Packet #3
Week #7 and 8 July 6 and 13	Contextualizing the Issue II Immigration: Education, Employment and Housing	Won't You Be My Neighbor: Race, Class and Residence in Los Angeles (Charles), Chapter 1, 2, 5 Blackboard Packet #4 Presentations (July 6)
Week #9 and 10 July 20 and 27	Contextualizing the Issue III Where Opportunity Lives: Who, What and Why (suburbs versus the city))	Urban & Wagoner, Chapter 6- 9 Washington, Booker T.: "Atlanta Compromise" DuBois, W.E.B.: "Of Booker T. Washington and Others" Second short paper due (July 20)
Week #11 August 3	Implications of Modern Reforms Overview of Innovations in Education, Employment, and Housing	Ogletree – <i>All Deliberate Speed</i> (Excerpt) DuBois, W.E.B.-"Does the Negro Need Separate Schools?"
8/7	TERM PAPER IS DUE (8-12 pgs)	