



From Redlining to Avocado Toast

Race, Class and Real Estate

U89 AMCS 414 | Spring 2019 | Tuesdays 6:00-8:30PM | Simon 021

Instructor:
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1.0 Description

Much contemporary discourse around urban studies concerns both the growing awareness that American cities relied on racial segregation in their development, and the recognition that gentrification is changing who gets to inhabit certain areas. In both established and revitalizing cities, race and class seem to determine how much of our paychecks go to rent and whether the coffee shop on the corner sells avocado toast. This course examines the ways in which historic segregation practices – red-lining, restrictive covenants, zoning laws and suburban enclave creation – intersect with contemporary gentrification aspects – being “priced out” or displaced, changing faces of neighborhoods from poor people to affluent “hipsters” and professionals, and the success of places like Brooklyn alongside continued decline of places like Flint. Segregation and gentrification may seem like the watchwords of different historic eras indicating different forms of urban exclusion, but have actually maintained a close relationship in American urban history. This course will examine the relationship through careful study of historic and contemporary accounts ranging across scholarship, journalism, fiction, film and music. Historic research on St. Louis will support a broad inquiry across American cities near and far, to unpack why the US continues to struggle making cities that truly belong to everyone.

2.0 Readings

These are the required texts (both available in the campus bookstore):

- Delaney, Samuel R. *Times Square Red, Times Square Blue* (New York University Press, 1999)
- Fullilove, Mindi. *Root Shock: How Tearing Up City Neighborhoods Hurts America, And What We Can Do About It* (New Village Press, 2004)
- Osman, Suleiman. *The Invention of Brownstone Brooklyn: Gentrification and the Search for Authenticity* (Oxford University Press, 2011)
- Rothstein, Richard. *The Color of Law: A Forgotten History of How Our Government Segregated America* (Liveright Books, 2017) 9781631494536
- Schulman, Sarah. *The Gentrification of the Mind: Witness to a Lost Imagination* (University of California Press, 2012)

Other required readings are accessible on Blackboard (<http://bb.wustl.edu>) or will be distributed in class.

3.0 Required Work

Reading Responses	20%
Midterm Paper	30%
Final Paper	30%
Attendance and Participation in Discussion	20%

3.1 Reading Responses

Every other week, students should submit a short essay (two-three paragraphs, or no more than 750 words) presenting the key concepts of the readings listed on the syllabus.

3.2 Midterm Paper

Students will propose the topics for their midterm papers and submit these via email to the instructor according to the course schedule. There are no limits to topics as long as they engage the course themes and readings. The instructor will critique the proposals and return them with comments. Then the students will submit a final research paper of 6-8 pages by the final due date.

3.3 Final Paper

Students will propose the topics for their final papers and submit these via email to the instructor according to the course schedule. There are no limits to topics as long as they engage the course themes and readings. The topic should be distinct from the midterm topic, but could be related. The instructor will critique the proposals and return them with comments. Then the students will submit a final research paper of 12-15 pages by the final due date.

3.4 Group Reports

Students will work in groups to make presentations twice during the semester. These exercises are noted on the syllabus and will be explained in class ahead of time. Groups will foster dialogue and shared learning, as well as allow for students to take the reigns of the course. These exercises are considered part of instruction and are not graded.

Schedule

January 15: Whose Place, Whose Power, Whose City?

Film in class:

Flag Wars (2003; Linda Goode Bryant and Laura Poitras, directors).

January 22: The Right to the City

Reading:

James Baldwin, "Stranger in the Village," *Notes of a Native Son* (Boston: Beacon Press, 1955, 1984).*

Giorgio Agamben, "The Paradox of Sovereignty," *Homo Sacer* (Stanford, Calif.: Stanford University Press, 1998).*

David Harvey, "The Art of Rent," *Rebel Cities: From the Right to the City to the Urban Revolution* (New York and London: Verso, 2012).*

Richard Sennett, "How Cities Bring the Myth to Life," *The Uses of Disorder: Personal Identity and City Life* (New York: W.W. Norton & Company, 1970).*

Reading Response Due

January 29: The Great Migration and the Origin of the Red Lines

Reading:

Richard Rothstein, *The Color of Law*, p. vii -114.

Guest Lecture: Cristina Garmendia

February 5: Postwar America: A Flashpoint

Reading:

Richard Rothstein, *The Color of Law*, p. 115-218.

George Schermer, The Fairgrounds Park Incident (St. Louis Council on Human Relations, 1949).*

Reading Response Due

February 12: The Making of the Ghetto

Reading:

Civic League of St. Louis, *Housing Conditions in St. Louis* (1908).*

Charles Lumpkins, "The May Uprising," *American Pogrom: The East St. Louis Race Riot and Black Politics* (Athens, Ohio: Ohio University Press, 2008).*

Mitchell Duneier, "A Nazi Deception," *Ghetto: The Invention of a Place, the History of an Idea* (New York: Farrar, Straus & Giroux, 2016).*

Ta-Nehisi Coates, "The Case for Reparations," *The Atlantic* (June 2014)

<http://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/>

Group Presentations

February 19: Class, Wealth and Real Estate

Reading:

Douglas S. Massey and Nancy A. Denton, "The Continuing Causes of Segregation," *American Apartheid* (Cambridge, Massachusetts: Harvard University Press, 1993).*

David Madden and Peter Marcuse, "The Myths of Housing Policy," *In Defense of Housing* (New York: Verso, 2016).*

Reading Response Due

Mid-Term Paper Proposals Due

February 26: Perpetual Disruption: Urban Renewal

Reading:

Mindi Fullilove, *Root Shock*, p. 3-133.

Film in class:

The Pruitt-Igoe Myth (2011; Chad Friedriechs, dir.)

March 5: The Right to Inhabit

Reading:

Mindi Fullilove, *Root Shock*, p. 134-238.

Guest Lecture: Virvus Jones, former Comptroller, City of St. Louis

Reading Response Due

Mid-Term Paper Due

March 12: NO CLASS, BREAK

March 19: Defining Gentrification

Reading:

Neil Smith, "Preface" and "Is Gentrification A Dirty Word?", *The New Urban Frontier: Gentrification and the Revanchist City* (London: Routledge Press, 1996).*

Michael Allen, "The Spaces of Gentrification," *Temporary Art Review* (October 5, 2016).
<http://temporaryartreview.com/the-spaces-of-gentrification/>
Richard Florida, "The Rise of the Creative Class," *Washington Monthly* May 2002.*
Suleiman Osman, *The Invention of Brownstone Brooklyn*, Introduction and Chapter 1.

Guest Lecture: Caitlin Lee and Clark Randall, journalists & activists

March 26: Brooklyn As We Now Know It

Reading:

Suleiman Osman, *The Invention of Brownstone Brooklyn*, chapters 3-5.
Lance Freeman, "Making Sense of Gentrification," *The Goes the 'Hood: Views of Gentrification from the Ground Up* (Philadelphia: Temple University Press, 2006)*
D.W. Gibson, excerpt from *The Edge Becomes the Center: An Oral History of Gentrification in the 21st Century* (New York: The Overlook Press, 2016).*
James Q. Wilson and George L. Kelling, "Broken Windows: The Police and Neighborhood Safety," *The Atlantic* (March 1982).
<http://www.theatlantic.com/magazine/archive/1982/03/broken-windows/304465/>

Reading Response Due

April 2: Whose Neighborhood?

Reading:

Suleiman Osman, *The Invention of Brownstone Brooklyn*, chapters 6-7.
Karen J. Gibson, "Bleeding Albina: A History of Community Disinvestment, 1940-2000," *Transforming Anthropology* 15.1 (2007).*
Counterpoints: Stories and Data for Resisting Displacement (2016).*

Film in class:

No Free Walls (2016; Rafael Moses, dir.)

April 9: In the Eye of the Beholder

Reading:

Samuel Delany, *Times Square Red, Times Square Blue*.

Reading Response Due

Final Paper Proposals Due

April 16: The Gentrification of the Mind

Reading:

Sarah Schulman, *The Gentrification of the Mind*.

Group Presentations

April 23 and 30 – NO CLASS, Instructor Away

May 7: Imagining a Shared Future

Reading:

David Madden and Peter Marcuse, "Conclusion: For a Radical Right to Housing," *In Defense of Housing* (New York: Verso, 2016).*

Teddy Cruz and Fonna Forman, "Public Imagination, Citizenship and an Urgent Call for Justice," *The Just City Essays: 26 Visions for Urban Equity, Inclusion and Opportunity* vol. 1 (New York: 2015).*

Christopher Mele, "Welcome to the 'Post-Racial' Black City," *Race and the Politics of Deception* (New York: New York University Press, 2017).*

Audrey F. Henderson, "Chicago Segregation Mapping Project Makes Real-Life Connections," *Next City* (August 20, 2018).

<https://nextcity.org/daily/entry/chicago-segregation-mapping-project-makes-real-life-connections>

Reading Response Due

May 9

Final Paper Due, 5:00PM.

Course Policies and Information for Students

The best learning environment—whether in the classroom, studio, laboratory, or fieldwork site—is one in which all members feel respected while being productively challenged. At Washington University in St. Louis, we are dedicated to fostering an inclusive atmosphere, in which all participants can contribute, explore, and challenge their own ideas as well as those of others. Every participant has an active responsibility to foster a climate of intellectual stimulation, openness, and respect for diverse perspectives, questions, personal backgrounds, abilities, and experiences, although instructors bear primary responsibility for its maintenance.

A range of resources is available to those who perceive a learning environment as lacking inclusivity, as defined in the preceding paragraph. If possible, we encourage students to speak directly with their instructor about any suggestions or concerns they have regarding a particular instructional space or situation. Alternatively, students may bring concerns to another trusted advisor or administrator (such as an academic advisor, mentor, department chair, or dean). All classroom participants—including faculty, staff, and students—who observe a bias incident affecting a student may also file a report (whether personally or anonymously) utilizing the online Bias Report and Support System.

This seminar operates on a pedagogical model of participatory inquiry, where all participants shape the research questions and experiential priorities of the course. The seminar requires a

high degree of participation through verbal discussion while also demanding a robust schedule of readings to support exploration of themes. While the instructor will lecture and guide, the seminar is a venue for each student to present questions, findings and connections located in readings and field trips.

Policies:

1. **ATTENDANCE POLICY:** All students should attend each class session, take notes and participate in discussions. *Only one unexcused absence is allowed. A second unexcused absence will result in automatic drop of one letter grade for the final course grade.* If a student cannot attend a session due to a conflicting academic requirement, that student should notify the instructor in writing one week prior to the session that will be missed. If a student has a medical or personal reason for absence, likewise the instructor shall be notified in writing at least prior to the start of class. When in doubt, please contact the instructor. Your grade will thank you. All field trips will occur during class time and are mandatory.
2. **PENALTIES FOR LATE WORK and REQUESTS FOR EXTENSIONS:** Late work will lose three points for each day that it is late. Requests for extensions must be made before the start of the class session before the assignment is due. Always consult the instructor if in doubt.
3. **REGRADING POLICY:** There is no regrading in this seminar.
4. **REQUESTS FOR INSTRUCTOR FEEDBACK ON DRAFTS AND REQUESTS TO REVISE:** Please consult the instructor if you want to receive feedback on writing before it is due.
5. **TECHNOLOGY POLICIES:** Computers and smart phones may aid course sessions by allowing students to pull up readings, websites, images or other materials to share. These devices should not be used for other purposes during class time. Absolutely no use of these devices for personal communications, web browsing or games is allowed.

Academic Integrity

Effective learning, teaching and research all depend upon the ability of members of the academic community to trust one another and to trust the integrity of work that is submitted for academic credit or conducted in the wider arena of scholarly research. Such an atmosphere of mutual trust fosters the free exchange of ideas and enables all members of the community to achieve their highest potential.

In all academic work, the ideas, drawings, photographs, written texts and contributions of others must be appropriately acknowledged through citation, with the name of the author and full reference of the source. See <http://artsci.wustl.edu/~writing/plagiarism.htm> for more information on properly documenting any work or ideas that are not your own. Work that is presented as original must be, in fact, original. Faculty, students, and administrative staff all share the responsibility of ensuring the honesty and fairness of the intellectual environment at Washington University. Students must be the sole authors of their work from concept through production.

Students should become familiar with the guidelines and policies of the university and school regarding academic integrity and misconduct. Any questions or concerns should be immediately addressed. Your instructors, advisors and department faculty are available to help students understand the Academic Integrity Policy, how to avoid plagiarism and its serious

consequences by learning to cite sources correctly and leaving plenty of time to complete assignments. Do not hesitate to ask for assistance with any concerns in these regards.

Intentional plagiarism may result in a failing grade for this class. If you are not certain what constitutes plagiarism, please ask your instructor.

Resources for Students

1. **DISABILITY RESOURCES:** If you have a disability that requires an accommodation, please speak with instructor and consult the **Disability Resource Center** at Cornerstone (cornerstone.wustl.edu/). Cornerstone staff will determine appropriate accommodations and will work with your instructor to make sure these are available to you.
2. **WRITING ASSISTANCE:** For additional help on your writing, consult the expert staff of The Writing Center (writingcenter.wustl.edu) in Olin Library (first floor). It can be enormously helpful to ask someone outside a course to read your essays and to provide feedback on strength of argument, clarity, organization, etc.
3. **THE UNIVERSITY'S PREFERRED NAME POLICY FOR STUDENTS,** with additional resources and information, may be found here: registrar.wustl.edu/student-records/ssn-name-changes/preferred-name-policy/preferred-name-policy-student/.
4. **ACCOMMODATIONS BASED UPON SEXUAL ASSAULT:** The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb (kim_webb@wustl.edu), Director of the Relationship and Sexual Violence Prevention Center. Ms. Webb is a confidential resource; however, requests for accommodations will be shared with the appropriate University administration and faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University's Title IX Coordinator. If you would like to speak with the Title IX Coordinator directly, Ms. Kennedy can be reached at [\(314\) 935-3118](tel:(314)935-3118), jwkennedy@wustl.edu, or by visiting her office in the Women's Building. Additionally, you can report incidents or complaints to Tamara King, Associate Dean for Students and Director of Student Conduct, or by contacting WUPD at [\(314\) 935-5555](tel:(314)935-5555) or your local law enforcement agency.

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling [\(314\) 935-8761](tel:3149358761) or visiting the 4th floor of Siegle Hall.

5. BIAS REPORTING: The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University's Bias Report and Support System (BRSS) team. See: brss.wustl.edu

6. MENTAL HEALTH: Mental Health Services' professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See: shs.wustl.edu/MentalHealth

Disclaimer: *The instructor reserves the right to make modifications to this information throughout the semester.*