

PD 508 Race, Class, Gender and the City
Spring Semester 2004

Instructor: Professor Henry Louis Taylor, Jr.
Class Time: Thursday, 3:00 — 5:40 P.M.
Room: 201 A Hayes Hall, Room
Office Hours: 6:00 - 8:00 Thursdays

Course Description

The purpose of this course is to provide students with an understanding of the place of race, class, and gender in the city and regional building process and to arm them with knowledge of the ways this insight can be used to plan and develop neighborhoods, cities, and regions on the principle of racial and social justice.

Theoretically, the course explores race, class, and gender as social constructs, which become powerful material forces that constrain the life chances of racial and socioeconomic groups and that stratify them in residential space. In this regard, the course pays particular attention to the socioeconomic and cultural forces that produce and reproduce neighborhoods segregated on the basis of race and class.

Conceptually, the course views structural racism and social class inequality and gender as frameworks that guide the city and regional building process and that informs the activities and action of public policy makers, urban and regional governance, and planners. Practically, the course examines two dimensions of the urban and regional planning process. At one level, ways that urban and regional planners build and sustain the segregated metropolis are explored, while at another level, ways that planners can use their knowledge and insight into race, class, and gender to construct cities and regions built on the principle of racial and social justice are examined.

Race and class matter in urban and regional planning. More than any other factors, race and class shape the urban metropolis, drive the city and regional building process, and determine the life chances of people of color. Urban and regional planners cannot understand fully the city and regional building process and the principles and practice of urban and regional planning without taking into account race and class. Gender, in this context, is viewed as a social construct that operates within the framework of race and class. Taken together, race, class, and gender, then, are central to understanding the 21st century urban metropolis and to formulating planning strategies that will build neighborhoods, cities and regions on the principle of racial and social justice.

Place is key to understanding race, class, and gender from an urban and regional planning perspective. Social science research on urban society argues that people's lives are affected by where they live—experiences, opportunities, and the quality of life. Residential location, then, not only affects the quantity and quality of housing but also access to public services, neighbors, neighborhood amenities, and society's opportunity structure. This viewpoint emphasizes the importance of the interplay among location, place, public policies and planning strategies that help and transform both *people* and *places*. At the same time, it acknowledges that race and class drives the sorting and sifting of people in geographic space, along with the residential development process.

The course assumes that in the 21st century urban metropolis racism and social class inequality are now primarily reflected in the living place. Thus, while individual racism and segregated public accommodations characterized racism in earlier periods of US history, today racism is primarily reflected in structural relationships that produce constrained life chances and distressed neighborhoods characterized by dilapidated housing, rundown neighborhood, bad public schools, crime, violence, poverty, high unemployment, underemployment, hopelessness and despair. In this new urban reality, social class inequality, gender issues, and ethnic/racial conflicts have taken on new meanings. At the same time, these limited opportunities and neighborhood conditions are created and sustained by racial attitudes, cultural values and beliefs, and urban and regional planning practices. Consequently, without understanding the dynamics of race, class, and gender, U.S. planners will not be able to build cities and regions on the basis of racial and social justice.

Course Requirements

Required Readings: Five books are required for this course. In addition, from time to time, electronic readings will be sent to students to augment their reading assignments in a particular unit.

1. Norman Krumholz and John Forester, **Making Equity Planning Work** (Philadelphia: Temple University Press, 1990)
2. Mark Naison, **White Boy: A Memoir**, (Philadelphia: Temple University Press, 2002)
3. Michael Peters Smith and Joe R. Feagin, Ed, **The Bubbling Cauldron: Race, Ethnicity, and the Urban Crisis** (Minneapolis: University of Minnesota Press, 1995)
4. Henry Louis Taylor and Walter Hill, **Historical Roots of the Urban Crisis: African Americans in the Industrial City, 1900-1950** (New York: Garland Publishers, 2000)
5. June Manning Thomas and Marsha Ritzdorf, Eds., **Urban Planning and the African American Experience** (Thousand Oaks, Sage Publications, 1997)

Class Participation: Students are expected to participate in classroom discussions and their comments should reflect the assigned readings and previous discussions.

Group Project: There will be a group project. The entire class will function as a planning team, which has been hired to gain insight into the ways that race, class, and gender are shaping the development of the central city. The class should meet to determine how it will organize itself to carry out the project and how to organize its presentation. The presentation should be approximately two hours. It will be graded on the basis of (1) quality of research (2) The integration of classroom readings and lectures into the presentation, and the (3) creativity, organization, and coherence of the presentation.

The Project

Race and the Built Environment: The Case of Metropolitan Buffalo. The purpose of this project is to explore the relationship between race, class and the construction of the built environment in the City of Buffalo. In this exercise, you are to explore the connection between race, class and the construction of the built environment by examining living conditions in select central city neighborhoods in terms of condition of streets, sidewalks, curbs, houses, abandoned structures, dilapidated units, vacant lots, rubbish; presence of commercial establishments—factories, businesses, offices—and retail establishments—stores, shops, etc. In looking at neighborhood housing, you should comment on the architectural style and character of the housing units, regardless of their condition. Your assessment of neighborhood conditions should be anchored in an analysis of the class and racial structure of the community. Concurrently, you should examine placemaking activities and determine their relationship to class and race. The big question you seek to answer is “does race and class matter in the production and reproduction of the built environment.” Your report should take into consideration how various racial groups are distributed across the central city and how this distribution impacts relations among the different racial/social groups. Feel free to incorporate any of the themes discussed in the class in your report. *It should be stressed that this description is a guide to action, not a blue print. The group should carefully reflect on the problem to be addressed in the project and then determine the best way to approach it.*

Term Paper: The final paper should be from 10 to 15 pages and written on a topic related to the class. The paper must have from 15 to 20 references, which are cited according to the Chicago Style Manual. **Plagiarism will not be tolerated.** The source of any material used in your paper must be cited and under no circumstances should a student copy the works of others and represent it as his or her own.

Summary of Readings: Students must also turn in summaries of the readings. The summaries should be short abstractions of the articles, which should be no more than two paragraphs.

Examinations: There will be a midterm and a final examination

Grading:

Midterm Examination	20%
Final Examination	40%
Paper	25%
Team Projects	10%
Reading Summaries	5%

Course Outline

1. Introduction to the Course: January 15

This unit provides a general introduction to the problem of race, class, and gender in the United States, discusses the purpose of the course, and reviews the course outline and requirements.

2. Race and the Challenge of the Planning Profession: Race, Class, and the New Urban Reality: January 22

This discussion is concerned about why race, class, and gender matter in urban and regional planning. It outlines the challenge that *race*, *class*, and *class* pose for the planning profession by exploring three questions: What are the major trends affecting metropolitan areas? What the major consequences of the trends? And what should urban and regional planners be thinking about?

3. The Social Construction of Race: A Comparative Analysis between the USA and Cuba: January 29

This unit explores the social construction of race in the United States by comparing the development of racial constructs in the United States and Cuba. It is argued that race a social construction that is based on the historical circumstances and material conditions in particular places. The unit also examines the interplay among race, identity, class, and nationalism and the emergence of white skin privileges.

4. Building the Segregated Metropolis: Race, Planners, and the Historical Roots of the Urban Crisis: February 5

This unit examines the historical roots of the urban crisis. This unit is based on the assumption that causality for the post 1950 urban crisis is found in enactment of a series of pre-1950 public policies and in the planning practice of the first generation of urban and regional planners. It discusses racism and the ideal of regionalism, the rise of home ownership and commodification of the residential space, the colored occupational structure and white skin privileges, and defeat of the full employment act.

5. Race and Class Segregation in the Post-Industrial City: February 12

This unit discusses how the policies of the pre-1950 era metamorphosed and gave birth to the new urban metropolis. It explores the forces that converged to produce the post-industrial metropolis: building of the inter-state highway system, mass migration, economic change, white flight from the cities, and the emergence of structural racism.

6. Mid-Term Examination: February 19

7. Civil Rights, Immigration, and the Transformation of Race, Ethnicity, and Class: February 26

Throughout much of the nation's history, the story of race was a story of black, red, and white. This changed after 1965. This unit explores how the 1965 Immigration Policy changed the racial paradigm in the United

States and opened up a new epoch in the development of racism, classism, and sexism. In particular, the unit examines the impact the new immigration policy had on residential development, race, and identify.

8. Savage Inequality: Race, Class, Education and Community Development: March 4

This unit explores the relationship between education and community development. It suggests that unequal education is one of the main reasons that people of color are locked in the basement of the US occupational structure. Within this context, it discusses the importance of linking the urban educational reform movement to community development.

9. Race, Women, Work and Neighborhoods: March 11

This unit explores the interplay among race, women, work, and neighborhood development. Race and male superiority converged to form the foundation upon which US society was based. This paradigm placed all whites over people of color and men over women. Gender issues intersected racial issues in complex ways. White women were placed over both men and women of color, while men of color were placed over women of color. Yet, white men feared men of color, so they found special ways to oppress them. Meanwhile, because many men of color had difficulty playing the role of patriarch in a patriarchal society, relations between the sexes was often difficult.

10. Spring Break: March 15 – 19

11. Planning in the Multiracial Metropolis: March 25 & April 1

This unit examines the difficulties involved in building a multiracial society based on racial and social justice. It looks at racial and ethnic conflict, culture and negotiation, and the dynamics among race, culture, identity, and community power. On April 1, focusing on the theme, *Planning in a Multiracial Metropolis*, a panel of planners will discuss neighborhood planning and the Buffalo Comprehensive Plan.

12. Term Project: Race and the Built Environment: The Case of Metropolitan Buffalo: April 8

13. Planning in the Face of Power: April 15

This unit explores the ability of planners to be effective change agents. It examines ways that professional planners can work in the interest of people of color and working class whites in cities and regions where the mood, federal dollars, and local politics chase other priorities. It will explore the action and strategies planners, working in the interest of those locked out of the center of power, can pursue in professional work settings.

14. Reflections: The New Urban Reality and the Role of Urban and Regional Planners: April 22

The final session summarizes the course and reflects on the new urban reality and the role of urban and regional planners in the 21st century.

Readings:

1. Introduction to the Course: January 15

2. Race and the Challenge of the Planning Profession: Race, Class, and the New Urban Reality: January 22

- Michael Peters Smith and Joe R. Feagin, Ed, *The Bubbling Cauldron: Race, Ethnicity, and the Urban Crisis*, pp. 3-27
- June Manning Thomas and Marsha Ritzdorf, *Introduction*, in Thomas and Ritzdorf, Eds. , *Urban Planning and the African American Community*, 1-19
- Norman Krumholz and John Forrester, *Making Equity Planning Work*, pp. xi-xxiii.

3. **The Social Construction of Race: A Comparative Analysis between the USA and Cuba: January 29**
 - Howard Winant, *Dictatorship, Democracy, and Difference: The Historical Construction of Racial Identity*, in Smith and Feagin, Ed, **The Bubbling Cauldron: Race, Ethnicity, and the Urban Crisis**, pp. 31-49
 - Michael Peter Smith and Bernadette Tarallo, *Who Are the Good Guys? The Social Construction of the Vietnamese Other*, pp. 50-76, in Smith and Feagin, Ed, **The Bubbling Cauldron: Race, Ethnicity, and the Urban Crisis**, pp. 31-49.
 - Andrea Tuttle Kornbluh, *Municipal Harmony: Cultural Pluralism, Public Recreation, and Race Relations* in Taylor and Hill, **Historical Roots of the Urban Crisis**, 73-107.

4. **Building the Segregated Metropolis: Race, Planners, and the Historical Roots of the Urban Crisis: February 5**
 - Henry Louis Taylor, Jr. and Walter Hill, ed., **Historical Roots of the Urban Crisis: African Americans in the Industrial City, 1900-1950**, Henry Louis Taylor, Jr. and Walter Hill, *Prologue*, 1-25; Taylor and Song-Ho-Ha, *A Unity of Opposites*, 29-43; Taylor, *Creating the Metropolis in Black and White*, 51-71; Georgina Hickey, *From Auburn Avenue to Buttermilk Bottom: Class and Community Dynamics among Atlanta's Blacks*, 109-143; Andrew Wiese, *Blacks in the Suburban and Rural Fringe*, 145-173.
 - Christopher Silver, *The Racial Origins of Zoning in American Cities*, pp. 23-42, in Thomas and Ritzdorf, **Urban Planning and the African American Community**.

5. **Race and Class Segregation in the Post-Industrial City: February 12**
 - Raymond A. Mohl, *The Second Ghetto and the Infiltration Theory in Urban Real Estate, 1940-1960*, 58-74; Marsha Ritzdorf, *Locked out of Paradise: Contemporary Exclusionary Zoning, the Supreme Court, and African Americans, 1970 to the Present*, 43-57; Yale Rabin, *The Persistence of Racial Isolation: The Role of Government Action and Inaction*, 93-108.
 - Norman Fainstein, *Black Ghettoization and Social Mobility*, 123-141 in Smith and Feagin, Eds., **the Bubbling Cauldron**.
 - Adolph Reed, Jr., *Demobilization in the New Black Political Regime: Ideological Capitulation and Radical Failure in the Postsegregation Era*, 182-208, in Smith and Feagin, Eds., **the Bubbling Cauldron**.

6. **Mid-Term Examination: February 19**

7. **Civil Rights, Immigration, and the Transformation of Race, Ethnicity, and Class: February 26**
 - Michael Fix and Jeffery S. Passel, *Immigrants and Immigration: Setting the Record Straight*, The Urban Institute, May 1994 (electronic copy in share drive)
 - Mark Naison, *White Boy*, pp. 1-16; 17-32; 98-117; 146-171.
 - Martin Sanchez Jankowski, *The Rising Significance of Status in U.S. Race Relations*, pp. 77-98; Nestor P. Rodriguez, *Globalization of Racial and Ethnic Relations in the Late Twentieth Century*, pp. 211-225; Michael Kearney, *The Effects of Transnational Culture, Economy, and Migration on Mixtec Identity in Oaxacalifornia*, 226-243, in Smith and Feagin, **The Bubbling Cauldron**.

8. **Savage Inequality: Race, Class, Education and Community Development: March 4**
 - Henry Louis Taylor, Jr., *Linking School Reform to the Neighborhood Revitalization Movement*, Keynote Address, *Leave No Child Behind: Improving Under-Performing Urban Schools: A SUNY Conversation in the Disciplines Program*, University of New York at Albany, March 15, 2002 (Electronic Copy in Share Drive)
 - Hal Lawson and Henry Louis Taylor, Jr., *Ten Principles for Improving Public Schools*, Unpublished Paper, May 2003.
 - Edward Murguía, *Political Capital and the Social Reproduction of Inequality in a Mexican Origin Community in Arizona*, pp. 304-322, in Smith and Feagin, **The Bubbling Cauldron**.

9. **Race, Women, Work and Neighborhoods: March 11**

- Liesl Miller Orenic and Joe W. Trotter, *African Americans in the U.S. Economy: Federal Policy and the Transformation of Work, 1915-1945*, 177-208; Henry Louis Taylor, Vicky Dula, and Song Ho Ha, *The Battle Against Wage Slavery: The National Urban League, the NAACP, and the Struggle Over New Deal Policies*, 209-226, in Taylor and Hill, *Historical Roots*.
- Marsha Ritzdorf, *Family Values, Municipal Zoning, and African American Family Life*, 75-92 in Thomas and Ritzdorf, **Urban Planning and the African American Community**.
- Cedric Herring and Sharon M. Collins, *Retreat from Affirmative Action*, pp. 163-181; in Smith and Feagin, *The Bubbling Cauldron*.
- William Julius Williams, **When Work Disappears: The World of the New Urban Poor**, pp.87-110 (On reserve)
- Sheila B. Kamerman, *Gender Role and Family Structure Changes in the Advanced Industrial West: Implications for Social Policy*, in Katherine McFate, Roger Lawson, and William Julius Wilson, eds. **Poverty, Inequality and the Future of Social Policy: Western States in the New World Order** (New York: Russell Sage Foundation, 1995), pp. 231-256 (On reserve)

10. Spring Break: March 15 – 19

11. Planning in the Multiracial Metropolis: March 25 & April 1

- June Manning Thomas, *Model Cities Revisited: Issues of Race and Power*, 143-166; Sigmund C. Shipp, *Winning Some Battles But Losing the War? Blacks in Urban Renewal in Greensboro, NC, 1953-1965*, 187-200; Charles E. Connerly and Bobby Wilson, *The Roots and Origins of African American Planning in Birmingham, Alabama*, 201-219, in Thomas and Ritzdorf, **Urban Planning and the African American Community**.

12. Term Project: *Race and the Built Environment: The Case of Metropolitan Buffalo: April 8*

13. Planning in the Face of Power: April 15

- Norman Krumholz and John Forrester, **Making Equity Planning Work**, pp. 3-20; 41-58; 73-88; 89-106; 167-188.

14. Reflections: The New Urban Reality and the Role of Urban and Regional Planners: April 22