

conflation of race and poverty or class status, and white poverty and the racialization of “white trash”. This may also be tied to the media and stereotype exercises for Section 4.

Poverty Tour—Tavis Smiley for PBS

<http://www.pbs.org/wnet/tavissmiley/features/poverty-tour/>

There are five episodes in this series, each featuring content from host Tavis Smiley’s 18-city tour around the United States. This can be used to expose students to the realities and the effects of poverty, but also to spark discussion about how poverty is perceived and understood. What would a poverty tour in your community or state look like? What stories are important to tell?

The Decline: The Geography of a Recession

http://www.youtube.com/watch?v=P_6W7bJVRQ&feature=relmfu

This slide presentation illustrates unemployment by county from January 2007 to October 2010. It could serve as an addendum to a class discussion of unemployment, economic cycles, or poverty throughout the United States. Instructors may also want to introduce, especially with advanced students, the concept of official definitions of ‘recession’, and how economic hardship can persist long after the recession has officially ended. This activity can be connected to or combined with the activity on reverse redlining and foreclosures (above, this section).

Research and Statistics on Poverty

<http://www.census.gov/hhes/www/poverty/poverty.html>

This link takes students directly to the page with the U.S. Census Bureau’s data on poverty, an essential resource for students’ study of poverty in their own communities, in specific populations, and/or over time. This page also includes links to the information on the Supplemental Poverty Measure (see above). Instructors could direct students to this site to complete research assignments related to the prevalence and incidence of poverty.

<http://www.irp.wisc.edu/>

The Institute for Research on Poverty creates alternative measures of poverty and publishes data about the impact of these measures on poverty rates. The site also contains a wealth of research on poverty data, the impact of poverty on populations, and specific populations’ experience of poverty. See, for example, the discussion on poverty thresholds:

<http://www.irp.wisc.edu/faqs/faq1.htm#whatis>

SECTION 2: RACIAL EXCLUSION IN THE PRODUCTION OF URBAN SPACE

Chapter 5: Contemporary Urban Development and Compounded Exclusion

Chapter 6: City Redevelopment, Black Exclusion, and America’s New Fear Governance

a. CIVIL RIGHTS MOVEMENT

Civil Rights Timeline

<http://www.infoplease.com/spot/civilrightstimeline1.html>

This timeline from 1948-2008 has embedded links for more information about key moments in the struggle for civil rights, including major U.S. Supreme Court decisions and biographies of major leaders.

Eyes on the Prize

<http://www.youtube.com/watch?v=hHonvu-HxqE>

This introduction (~2 minutes) to the Eyes on the Prize documentary series describes the civil rights movement as America's "second revolution". Other sections of the series are available on YouTube as well, by searching "Eyes on the Prize" (related to public facilities, lynchings, school integration, the Montgomery Bus Boycott, and other topics). The entire series is an excellent introduction to the civil rights movement for students not familiar with that aspect of U.S. history and its impact on our policy landscape. Many segments are available on YouTube, or instructors may want to secure a copy through their institutions.

Eyes on the Prize Podcast: http://www.pbs.org/wgbh/amex/rss/media/eyesontheprize_01.mp3

This ~16-minute podcast is an overview of the Eyes on the Prize series, an effort to tell the story of the civil rights movement through the eyes of the "ordinary" men and women who propelled it. This may load slowly on a browser, so downloading it from PBS to a MP3 player may be easier for students. The full Eyes on the Prize site is: <http://www.pbs.org/wgbh/amex/eyesontheprize/>.

American Civil Liberties Union

<http://www.aclu.org/>

The ACLU's website is a wonderful first stop for students to explore current issues related to civil rights and civil liberties, including to spark a discussion about 'freedom' and 'security' and how to protect individual liberties, consistent with the U.S. Constitution, in an age of fear. The ACLU tracks legislation and civil rights abuses in a variety of topic areas, including the criminal justice system, immigration, reproductive rights, religious liberty, voting rights, free speech, and drug law reform. In addition to fact sheets and action alerts, the site includes weblogs from several commentators, videos (including one on civil rights in Guantanamo) and interactive games (one, for example, on the school-to-prison-pipeline). Instructors can find multimedia resources to use in class, as well.

b. SOCIAL POLICY

Project America

<http://www.project.org/>

Project America provides historical data on a variety of national policy issues, including poverty, the economy, crime, health care, housing, education, and senior concerns. Data are compiled from both governmental and non-governmental sources. Instructors can use this information to augment lecture and class discussions, by including a historical perspective, and students would find the site particularly helpful for research papers and other assignments asking for some historical context. Students could also be encouraged to think about 'objectivity'—what makes information credible, or not, and how can we include our values in our policy analysis while ensuring that we truthfully represent the problems we face?

Institute on Assets and Social Policy

<http://iasp.brandeis.edu/>

Another good academic resource for understanding assets and their impact on low-income and vulnerable populations, this site has links to academic research about how assets affect behavior and well-being. IASP also publishes an Assets and Opportunity Index, which instructors could use as an alternative measure to poverty and/or a complement to the official poverty data from the U.S. Census Bureau. <http://iasp.brandeis.edu/pdfs/Brief.pdf>

c. DEMOGRAPHICS AND STATISTICS

U.S. Census Bureau

<http://www.census.gov/>

The U.S. Census Bureau not only provides data based on the decennial census and the Current Population Surveys, but also creates population estimates and projections for overall population growth as well as sub-dimensions of the population.

Demographics used as Political Tool

Instructors may want to talk about how, just as increasing populations do not guarantee political power for currently marginalized populations, organizations and individuals within our society are actively working to use changing demographics as a tool to bolster their advocacy goals. Some examples include NumbersUSA (anti-immigrant): <http://www.numbersusa.com/content/> and Negative Population Growth (not overtly as anti-immigrant, but their staff are also on the Board of the anti-immigrant Center for Immigration Studies): <http://www.npg.org/>

d. REDEVELOPMENT, GENTRIFICATION, AND “URBAN RENEWAL”

The Language of Scarcity and Progress

Scarcity of resources is often used to justify disinvestment in some areas in order to reallocate funds and services to others. The following resources can be used to show examples of rhetoric linked to fears of economic instability that often go hand in hand with redevelopment (“slum clearance”) and gentrification.

http://www.citylimits.org/multimedia/1248/ladies-and-gentlemen-meet-the-real-roger-starr#.U_VSPkvl17o (City Limits housing newsletter, 1976, with article about Roger Starr)

<http://thecodesofthestreet.blogspot.com/2010/06/planned-shrinkage.html> (blog post on planned shrinkage)

<http://www.citylab.com/politics/2012/04/what-cities-looking-shrink-can-learn-new-orleans/1685/> (Shrinkage in New Orleans)

<http://understandingkatrina.ssrc.org/Smith/> (short assessment of post-Katrina New Orleans)

<http://www.newgeography.com/content/003423-detroit-future-city> (shrinkage in Detroit)

Possible Film Supplements

Burn, <http://www.netflix.com/WiPlayer?movieid=70239482&trkid=13752289> (86 minutes)

The Garden, <http://www.netflix.com/WiMovie/70100724?trkid=439131> (79 minutes)

Changing Neighborhoods and Services

Students can look up Jane Jacobs and Robert Moses. Ask them to write up reports of their very different perspectives on and approaches to urban development and neighborhoods. Neither dealt directly with race, but their visions for New York City had almost opposing impacts on minority populations.

http://en.wikipedia.org/wiki/Category:Robert_Moses_projects (a Wikipedia list of Robert Moses' projects)

<http://www.pbs.org/wnet/need-to-know/environment/the-legacy-of-robert-moses/16018/> (PBS story on Moses)

<http://www.pps.org/reference/jjacobs-2/> (Jane Jacobs bio)

Food Deserts

Have students research food deserts. What are they? Where and why do they occur? Students can relate the existence and geography of food deserts to urban redevelopment plans, flight from neighborhoods, disinvestment, and gentrification. Have students discuss the difference ways gentrification occurs: through pricing residents out and redevelopment, but also after redevelopment through the loss of traditional services and amenities (often replaced by higher priced stores and businesses that target the new demographics).

<https://apps.ams.usda.gov/fooddeserts/foodDeserts.aspx> (basic information about food deserts)

Interactive Map of Food Stamp Participation

<http://www.ers.usda.gov/data-products/supplemental-nutrition-assistance-program-%28snap%29-data-system/go-to-the-map.aspx>

This map displays Food Stamp program participation rate around the country in November 2009.

Making America Stronger: Video on Food Stamp Program

<http://www.cbpp.org/cms/index.cfm?fa=view&id=1274>

This Center on Budget and Policy Priorities video (14 minutes) graphically demonstrates the impact of malnutrition on low-income Americans and discusses the role of the Food Stamp program in combating this scourge.

e. PRISONS, INCARCERATION, AND CITIZENS' RIGHTS

Center on Juvenile and Criminal Justice

<http://www.cjcj.org/>

CJCJ has research reports on the impact of sentencing laws and policing practices on the populations involved in juvenile corrections. Instructors can use this to talk about racial disparities, the impact of incarceration on youth and their life trajectories, the concept of status offenses, and juvenile justice policy from a strengths perspective.

http://www.cjcj.org/files/Juvenile_Justice_Flowchart.pdf.

The Sentencing Project

<http://www.sentencingproject.org>

“The Sentencing Project is a national organization working for a fair and effective criminal justice system by promoting reforms in sentencing law and practice, and alternatives to incarceration.”

This organization focuses on issues of racial disparity. There is also information about criminal justice reforms at The Innocence Project, <http://www.innocenceproject.org/>, NAACP,

<http://www.naacp.org/programs/entry/justice>, and ACLU, <http://www.aclu.org/safe-communities-fair-sentences-0>.

Growing Up Locked Down

<http://www.aclu.org/criminal-law-reform/growing-locked-down-youth-solitary-confinement-jails-and-prisons-across-united>

This report from ACLU draws attention to solitary confinement practices at juvenile detention facilities. Students could be assigned to conduct research about the prevalence and effects of these practices, and what their implications are for young people once they are released. Students could also map incarceration rates, locations of facilities, and a demographic information for specific cities to gain a sense of where youth are moving to and from in the system.

Disparities in the Criminal Justice System

Instructors can use the issue of racial disparities in the criminal justice system to illustrate the ongoing challenges to civil rights in the United States. Some additional reading on this issue can be found at: http://www.sentencingproject.org/doc/publications/rd_reducingracialdisparity.pdf. In addition, the instructor could assign students to browse some of the case studies from The Innocence Project, <http://www.innocenceproject.org/>, to look for ways in which racial discrimination and institutionalized racism manifest themselves in the disparate outcomes within the criminal justice system.

Marian Wright Edelman: The Cradle to Prison Pipeline

http://fora.tv/2009/07/01/Marian_Wright_Edelman_The_Cradle_to_Prison_Pipeline

The Aspen Institute produced this video with the Executive Director of The Children's Defense Fund, Marian Wright Edelman, discussing the systems in the lives of children of color and how they collectively fail these children and contribute to the disproportionate incarceration rates of African Americans, in particular. The entire discussion runs ~80 minutes.

Do we still need the Voting Rights Act?

<http://www.npr.org/templates/story/story.php?storyId=103819113>

As the U.S. Supreme Court considered a challenge to the Voting Rights Act, NPR's Talk of the Nation featured a program examining the components of the Act, the controversy presented to the Court, and the state of voting rights in the U.S. today. The program runs ~30 minutes; the U.S. Supreme Court voted 8-1 to uphold the Act. As a complement to the discussion about the Voting Rights Act and the civil rights battle over voting rights, instructors could use materials about the increase in voter identification legislation—and the concerns of many advocates about their impact on voter turnout, particularly among those facing barriers to voting. Students could debate the merits and risks of such proposals, discuss why responses are so disproportionate to the actual problems, and consider the connection between historic restrictions on voting rights and those witnessed today. See, for example,

http://www.slate.com/articles/news_and_politics/map_of_the_week/2012/09/voter_id_laws_a_state_by_state_map_reveals_how_much_voter_fraud_there_is_in_the_united_states_almost_none.html, or <http://www.naacp.org/blog/entry/kemba-smith-pradia-fights-for-voting-rights-of-the-formerly-incarcerated-be> (testimony before the U.N. about the voting rights of the formerly incarcerated), or <http://www.aclu.org/voter-suppression-america>.

SECTION 4: RACE, EXCLUSION, AND NARRATIVE POSITION

Chapter 7: Race and Place: The Narratives of Octogenarian Jews in the Bronx

Chapter 8: Engaging Contradictions: Resisting Racial Exclusion

a. MEDIA ANALYSIS AND TECHNOLOGY

Fairness and Accuracy in Reporting

<http://www.fair.org/index.php>

FAIR highlights misleading, incorrect, and/or biased coverage of news issues in mainstream media and provides counterpoints through their own coverage. Their articles are a good resource for a discussion with students about the social construction of knowledge.