



**HIS 403/502: Topics in African American History
“Housing and the Politics of Urban Space on the Southern Landscape”**

Fall 2020 | University of North Carolina, Greensboro
Prof. Torren L. Gatson | Email: tlgatson@uncg.edu | Office: MHRA 2119
Office Hours: Virtual appointments via zoom only
Class: Thursdays, 2:00-4:50pm in MHRA room 1210

Course Syllabus

Since the inception of America, shelter has been a fundamental principal of survival and simultaneously a marker for citizenship. This course discusses the turbulent history of African Americans and housing on the American landscape. Students will journey through the episodic history of African Americans and housing beginning at the conclusion of the Civil War and spanning the better part of the 20th century. At its core, this is a course designed to examine aspects of citizenship, sustainability, equity, and civil rights as seen through the lens of housing.

Course Requirements: The requirements for this course include assigned readings and routine classroom discussion, short papers, and presentations. Assignments submitted in class are due at the beginning of the class period. In this course, late work will not be accepted unless expressly cleared by the professor at his full discretion. All assignments must be submitted in hard copy unless otherwise stated ([this semester assignments will be submitted virtually](#)).

Assigned Course Materials:

There are **FIVE** books to purchase for this course in order to be involved weekly discussions. **All** scholarly articles or book chapters will be directly provided to you by the professor. **You will two weeks at the beginning of the semester to secure the Books for the course.**

Books (must secure these five books)

David M.P. Freund *Colored Property*. The University of Chicago Press, 2007.

Keeanga Yamaha-ta- Taylor. *Race for Profit: How Banks and the Real Estate Industry Undermined Black Homeownership*. Princeton University Press, 2019.

Kevin M. Kruse *White Flight: Atlanta and the Making of Modern Conservatism*. Princeton: Princeton University Press, 2005.

Jannine Bell. *Hate Thy Neighbor: Move in Violence and the Persistence of Racial Segregation in American Housing*. New York: New York University Press, 2013.

Jeffrey Gonda. *Unjust Deeds: The Restrictive Covenant Cases and the Making of the Civil Rights Movement*. University of North Carolina Press, 2019

Articles & Book Chapters (Will be provided electronically to the class)

Lands, LeeAnn Bishop. "A Reprehensible and Unfriendly Act: Homeowners, Renters and the Bid for Residential Segregation in Atlanta, 1900-1917." *Journal of Planning History*, 3, no. 2 (May, 2004): 83-115.

Ansley T. Erickson.: "The Spatial Organization of Schooling and Urban Renewal" Chapter 4 of her Book, *Making the Unequal Metropolis*. University of Chicago Press, 2016.

Loren Miller "The Protest against Housing Segregation." *Annals of the American Academy of Political and Social Science*, 357 (January, 1965): 73-79.

Raymond A. Mohl "Whitening Miami: Race, Housing, and Government Policy in Twentieth-Century Dade County." *The Florida Historical Quarterly*, 79, no. 3 (Winter, 2001): 319-345.

Louis L. Woods, "Almost 'No negro Veteran... Could Get a Loan': African Americans, the G.I. Bill, and the NAACP campaign Against Residential Segregation, 1917- 1960." *Journal of African American History*, 98, no. 3

Richard Rothstein "Private Agreements, Government Enforcements" and "IRS support and Compliant Regulators." *Chapters 5 & 7 from The Color of Law: A Forgotten History of How Our Government Segregated America*.

Attendance and Late Policy: Attendance in class is mandatory. Students are allowed two unexcused absences. After the second, I will hold a meeting with the student. Unless an absence was deemed excused by me, it will count as unexcused. If you are absent it is impossible to contribute to your participation grade thus resulting in a lower mark in that section.

COVID-19

As UNCG returns to face-to-face course offerings in fall 2020, the campus community must recognize and address concerns about physical and emotional safety. As such, all students, faculty, and staff are required to uphold UNCG's culture of care by actively engaging in behaviors that limit the spread of COVID-19. Such actions include, but are not limited to, the following:

- [Wearing a face covering that covers both nose and mouth](#)
- Observing [social distance](#) in the classroom
- Engaging in proper hand washing hygiene when possible

- [Self-monitoring for symptoms of COVID-19](#)
- Staying home if you are ill
- Complying with directions from health care providers or public health officials to quarantine or isolate if ill or exposed to someone who is ill.

If necessary, the Office of Accessibility Resources and Services (OARS) has granted accommodations regarding wearing face coverings, students should contact their instructors to develop appropriate alternatives to class participation and/or activities as needed. Instructors or the student may also contact [OARS](#) (336.334.5440) who, in consultation with Student Health Services, will review requests for accommodations.

Health and well-being impact learning and academic success. Throughout your time in the university, you may experience a range of concerns that can cause barriers to your academic success. These might include illnesses, strained relationships, anxiety, high levels of stress, alcohol or drug problems, feeling down, or loss of motivation. Student Health Services and The Counseling Center can help with these or other issues you may experience. You can learn about the free, confidential mental health services available on campus by calling 336-334-5874, visiting the website at <https://shs.uncg.edu/> or visiting the Anna M. Gove Student Health Center at 107 Gray Drive. For undergraduate or graduate students in recovery from alcohol and other drug addiction, The Spartan Recovery Program (SRP) offers recovery support services. You can learn more about recovery and recovery support services by visiting <https://shs.uncg.edu/srp> or reaching out to recovery@uncg.edu

DUE TO ENSURING THE SAFETY AND HEALTH OF BOTH MYSELF AND STUDENTS, ALL NECESSARY ONE-ON-ONE APPOINTMENTS FOR THIS COURSE WILL BE HELD BY VIRTUAL APPOINTMENT ONLY. I WILL MAINTAIN A FLEXIBLE MEETING SCHEDULE AND

Guidelines for Virtual Meetings

Virtual learning (i.e. Zoom, WebEx, Google Meet, Microsoft Teams etc.) may be necessary this semester for a host of reasons (among them COVID-19). That being said, below are a few short guidelines for how this class will operate during any distance learning:

- All participants on the call should be in a learning environment ready to engage (i.e. No one should be in the bed, or in a place not associated with classroom learning)
- All students must be visible at their computer ready to engage in class discussion or lecture
- visual disruptions should be brief so that I am able to see as well as hear your participation, you may need to briefly step away or tend to personal matters.
- Unless you are prompted to speak, please keep your microphone muted as to limit interference and disruption for your other colleagues.
- If you lose service or you are dropped from the call, it is your responsibility to immediately rejoin the class or immediately email the professor or record
- Be prompt to class, arriving before the official start of class (i.e. if class starts at 2:00pm please be in the call at least five minutes earlier)

Plagiarism Policy: You are responsible for having a keen awareness of how the University defines plagiarism. According to the university: Intentionally or knowingly “representing the words of another, as one's own in any academic exercise.”¹ Please read the university's full statement. [Academic Integrity Policy](#) for further information. All sources (books, articles, documents, etc.) used in any paper or assignment must be properly cited or will be considered plagiarism. Any instance of plagiarism will receive a zero and will be referred to the Dean of Students Office for appropriate action, including suspension or expulsion from the University.

Final Grade Composition

- Participation 20%
- In Class presentation 20%
- review papers 20%
- Final Paper 40%

Participation: Participation in discussion is mandatory. Students should be prepared to discuss any prescribed course materials. Attendance alone is not sufficient for full participation credit.

Presentations: Each student will present their prescribed reading to the class and offer four questions for class discussion. This presentation will be graded based on the student's command over the reading and attempted examination of the course topics along with the strength of questions.

In the event that in-class assignments are given on readings, lectures, and other course work. There will be no make-up assignments in the case of a missed class.

Papers: Each week, students are required to write a double-spaced 3-page paper on various topics throughout the required readings. All sources in the papers should be properly cited according to the guidelines laid out in [The Chicago Manual of Style](#), which is available on-line.

Final Paper: Final papers must be 12-15 pages in length (double spaced) and must adhere to Chicago Style citation guide. Topics for the final paper in this course will be discussed in length on the **first day of class**.

Class Schedule

This course is centered on student engagement with the readings and discussion. On the **first day of class**, each student will select a particular reading which they will present to the class. Each themed week (excluding the first two weeks) represents a different reading and student presentation.

Week 1 (8/20) Introduction and thorough review of Syllabus and course flow

Week 2 (8/27) Reconstruction and African American's right to own land

Week 3 (9/3) Understanding Race and Upward Mobility

Elda Maria Roman. *Race and Upward Mobility: Seeking Gatekeeping, and Other Class Strategies in Postwar America*. Stanford University press, 2018. (Dr. Gatson will lecture on this concept, you DO NOT HAVE TO PURCHASE THIS BOOK)

Week 4 (9/10) The Entanglement of Racial Zoning

Lands, LeeAnn Bishop. "A Reprehensible and Unfriendly Act: Homeowners, Renters and the Bid for Residential Segregation in Atlanta, 1900-1917." *Journal of Planning History*, 3, no. 2 (May, 2004): 83-115.

Week 5 (9/17) The History of Violence in Housing

Jannine Bell. *Hate Thy Neighbor: Move in Violence and the Persistence of Racial Segregation in American Housing*. New York: New York University Press, 2013.

Week 6 (9/24) The Federal Governments Participation in Segregating America

Loren Miller "The Protest against Housing Segregation." *Annals of the American Academy of Political and Social Science*, 357 (January, 1965): 73-79.

Richard Rothstein Chapter 5 "Private Agreements, Government Enforcements" and Chapter 7 "IRS support and Compliant Regulators." *Chapters from The Color of Law: A Forgotten History of How Our Government Segregated America*.

Week 7 (10/1) Understanding Restrictive Covenants

Jeffrey Gonda. *Unjust Deeds: Restrictive Covenant Cases and the Making of the Civil Rights Movement*. UNC Press, 2015.

Week 8 (10/8) Schools and Housing

Ansley T. Erickson.: "The Spatial Organization of Schooling and Urban Renewal" Chapter 4 of her Book, *Making the Unequal Metropolis*. University of Chicago Press, 2016.

Week 9 (10/15) Segregated Living through Displacement

Raymond A. Mohl "Whitening Miami: Race, Housing, and Government Policy in Twentieth-Century Dade County." *The Florida Historical Quarterly*, 79, no. 3 (Winter, 2001): 319-345.

Week 10 (10/22) The Undermining of the Black Economy: Banks and Homeownership

Keeanga Yamahtta- Taylor. *Race for Profit: How Banks and the Real Estate Industry Undermined Black Homeownership*. Princeton University Press, 2019.

Week 11 (10/29) Don't Trust this Process!: Underwriting Manuals and Targeted Discrimination

David M.P. Freund *Colored Property*. The University of Chicago Press, 2007.

Week 12 (11/5) The G.I. Bill and the Prevention of an African American Middle Class

Louis L. Woods, "Almost 'No negro Veteran... Could Get a Loan': African Americans, the G.I. Bill, and the NAACP campaign Against Residential Segregation, 1917- 1960." *Journal of African American History*, 98, no. 3

Week 13 (11/12) "White Flight" The Rise of Suburbia

Kevin Kruse. *White Flight: Atlanta and the Making of Modern Conservatism*. Princeton University Press, 2005.

Week 14 (11/19) Final Papers and reflections of Course

****Please note, this syllabus is subject to change in any manner at any time at the full discretion of the professor of record. ****

If UNCG has any planned or unforeseen change in semester schedule due to COVID-19, I will monitor and adjust this course schedule accordingly.