

The Geography Of Opportunity Race And Housing Choice In Metropolitan America James A Johnson Metro Series

A popular version of history trumpets the United States as a diverse "nation of immigrants," welcome to all. The truth, however, is that local communities have a long history of ambivalence toward new arrivals and minorities. Persistent patterns of segregation by race and income still exist in housing and schools, along with a growing emphasis on rapid metropolitan development (sprawl) that encourages upwardly mobile families to abandon older communities and their problems. This dual pattern is becoming increasingly important as America grows more diverse than ever and economic inequality increases. Two recent trends compel new attention to these issues. First, the geography of race and class represents a crucial litmus test for the new "regionalism"—the political movement to address the linked fortunes of cities and suburbs. Second, housing has all but disappeared as a major social policy issue over the past two decades. This timely book shows how unequal housing choices and sprawling development create an unequal geography of opportunity. It emerges from a project sponsored by the Civil Rights Project at Harvard University in collaboration with the Joint Center for Housing Studies and the Brookings Institution. The contributors—policy analysts, political observers, social scientists, and urban planners—document key patterns, their consequences, and how we can respond, taking a hard look at both successes and failures of the past. Place still matters, perhaps more than ever. High levels of segregation shape education and job opportunity, crime and insecurity, and long-term economic prospects. These problems cannot be addressed effectively if society assumes that segregation will take care of itself. Contributors include William Apgar (Harvard University), Judith Bell (PolicyLink), Angela Glover Blackwell (PolicyLink), Allegra Calder (Harvard), Karen Chapple (Cal-Berkeley), Camille Charles (Penn), Mary Cunningham (Urban Institute), Casey Dawkins (Virginia Tech), Stephanie DeLuca (Johns Hopkins), John Goering (CUNY), Edward Goetz (U. of Minnesota), Bruce Katz (Brookings), Barbara Lukermann (U. of Minnesota), Gerrit Knaap (U. of Maryland), Arthur Nelson (Virginia Tech), Rolf Pendall (Cornell), Susan J. Popkin (Urban Institute), James Rosenbaum (Northwestern), Stephen L. Ross (U. of Connecticut), Mara Sidney (Rutgers), Phillip Tegeler (Poverty and Race Research Action Council), Tammy Tuck (Northwestern), Margery Austin Turner (Urban Institute), William Julius Wilson (Harvard).

By bringing together top-notch demographers, sociologists, economists, statisticians and public health specialists from Asia, Africa, Europe, and North America to examine a wide variety of public and private issues in applied demography, this book spans a wide range of topics. It evaluates population estimates and projections against actual census counts and suggests further improvement of estimates and projection techniques and evaluation procedures; new techniques are proposed for estimating families and households and

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particular attention is paid to the much-discussed topic of access to health care. Coverage extends to factors influencing health status and elder abuse, child bearing and labor market analysis and the effects of education on labor market outcomes of native white American and immigrant European populations.

Methodologically rigorous and pragmatically useful, *Emerging Techniques in Applied Demography* also examines a wide variety of public and private issues under the field of applied demography. It provides a broad overview of research topics and also reflects substantial development in the field of applied demography. It also bridges the gap between theory and research by providing several examples of work of distinguished applied demographic.

Students of Color and the Achievement Gap is a comprehensive, landmark analysis of an incontrovertible racialized reality in U.S. K-12 public education---the relentless achievement gap between low-socioeconomic students of color and their economically advantaged White counterparts. Award winning author and scholar Richard Valencia provides an authoritative and systemic treatment of the achievement gap, focusing on Black and Latino/Latina students. He examines the societal and educational factors that help to create and maintain the achievement gap by drawing from critical race theory, an asset-based perspective and a systemic inequality approach. By showing how racialized opportunity structures in society and schools ultimately result in racialized patterns of academic achievement in schools, Valencia shows how the various indicators of the achievement gap are actually symptoms of the societal and school quality gaps. Following each of these concerns, Valencia provides a number of reform suggestions that can lead to systemic transformations of K-12 education. *Students of Color and the Achievement Gap* makes a persuasive and well documented case that school success for students of color, and the empowerment of their parents, can only be fully understood and realized when contextualized within broader political, economic, and cultural frameworks.

Anti-black racism is a stark fact in Chicago, illustrated by significant racial inequality in and around contemporary "global" city. Here Street explains this neo-liberal apartheid and its resulting disparity in terms of persistently and deeply racist societal and institutional practices and policies. *Racial Oppression in the Global Metropolis* criticizes neoconservative and liberal explanations of the black urban crisis, challenges sharp distinctions between present and "past" racism, and proposes ideas for challenging urban racism in the 21st century.

Seeing the consequences of competitive school choice policy through students' eyes While policymakers often justify school choice as a means to alleviate opportunity and achievement gaps, an unanticipated effect is increased competition over access to coveted, high-performing schools. In *A Contest without Winners*, Kate Phillippo follows a diverse group of Chicago students through the processes of researching, applying to, and enrolling in public high school. Throughout this journey, students prove themselves powerful policy actors who carry out and redefine competitive choice. Phillippo's work amplifies

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the voices of students—rather than the parents, educators, public intellectuals, and policymakers who so often inform school choice research—and investigates how students interact with and emerge from competitive choice academically, developmentally, and civically. Through students' experiences, she shows how competitive choice legitimates and exacerbates existing social inequalities; collides with students' developmental vulnerability to messages about their ability, merit, and potential; and encourages young people's individualistic actions as they come to feel that they must earn their educational rights. From urban infrastructure to income inequality to racial segregation, Phillippo examines the factors that shape students' policy enactment and interpretation, as policymakers and educators ask students to compete for access to public resources. With competitive choice, even the winners—the lucky few admitted to their dream schools—don't outright win. A Contest without Winners challenges meritocratic and market-driven notions of opportunity creation for young people and raises critical questions about the goals we have for public schooling.

In the United States, some populations suffer from far greater disparities in health than others. Those disparities are caused not only by fundamental differences in health status across segments of the population, but also because of inequities in factors that impact health status, so-called determinants of health. Only part of an individual's health status depends on his or her behavior and choice; community-wide problems like poverty, unemployment, poor education, inadequate housing, poor public transportation, interpersonal violence, and decaying neighborhoods also contribute to health inequities, as well as the historic and ongoing interplay of structures, policies, and norms that shape lives. When these factors are not optimal in a community, it does not mean they are intractable: such inequities can be mitigated by social policies that can shape health in powerful ways.

Communities in Action: Pathways to Health Equity seeks to delineate the causes of and the solutions to health inequities in the United States. This report focuses on what communities can do to promote health equity, what actions are needed by the many and varied stakeholders that are part of communities or support them, as well as the root causes and structural barriers that need to be overcome.

The idea of "The Green Book" is to give the Motorist and Tourist a Guide not only of the Hotels and Tourist Homes in all of the large cities, but other classifications that will be found useful wherever he may be. Also facts and information that the Negro Motorist can use and depend upon. There are thousands of places that the public doesn't know about and aren't listed. Perhaps you know of some? If so send in their names and addresses and the kind of business, so that we might pass it along to the rest of your fellow Motorists. You will find it handy on your travels, whether at home or in some other state, and is up to date. Each year we are compiling new lists as some of these places move, or go out of business and new business places are started giving added employment to members of our race.

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Shows how government created “ghettos” and affluent white space and entrenched a system of American residential caste that is the linchpin of US inequality—and issues a call for abolition. The iconic Black hood, like slavery and Jim Crow, is a peculiar American institution animated by the ideology of white supremacy. Politicians and people of all colors propagated “ghetto” myths to justify racist policies that concentrated poverty in the hood and created high-opportunity white spaces. In *White Space, Black Hood*, Sheryll Cashin traces the history of anti-Black residential caste—boundary maintenance, opportunity hoarding, and stereotype-driven surveillance—and unpacks its current legacy so we can begin the work to dismantle the structures and policies that undermine Black lives. Drawing on nearly 2 decades of research in cities including Baltimore, St. Louis, Chicago, New York, and Cleveland, Cashin traces the processes of residential caste as it relates to housing, policing, schools, and transportation. She contends that geography is now central to American caste. Poverty-free havens and poverty-dense hoods would not exist if the state had not designed, constructed, and maintained this physical racial order. Cashin calls for abolition of these state-sanctioned processes. The ultimate goal is to change the lens through which society sees residents of poor Black neighborhoods from presumed thug to presumed citizen, and to transform the relationship of the state with these neighborhoods from punitive to caring. She calls for investment in a new infrastructure of opportunity in poor Black neighborhoods, including richly resourced schools and neighborhood centers, public transit, Peacemaker Fellowships, universal basic incomes, housing choice vouchers for residents, and mandatory inclusive housing elsewhere. Deeply researched and sharply written, *White Space, Black Hood* is a call to action for repairing what white supremacy still breaks. Includes historical photos, maps, and charts that illuminate the history of residential segregation as an institution and a tactic of racial oppression.

Argues that racial segregation is still prevalent in American society and a transformation is necessary to build democracy and eradicate racial barriers.

The second edition of the *Encyclopedia of Housing* has been updated to reflect the significant changes in the market that make the landscape of the industry so different today, and includes articles from a fresh set of scholars who have contributed to the field over the past twelve years.

In the United States, today, quality of life depends heavily on where one lives, but high levels of racial segregation in residential communities make it frustratingly difficult to disentangle the effects of place from those of race. Gregory Squires and Charis Kubrin tackle these issues head-on, exploring how inequities resulting from the intersection of race and place, coupled with the effects of public policy, permeate and shape structures of opportunity in the United States.

Access to a quality education remains the primary mechanism for improving one’s life chances in the United States, and for children of color, a “good education” is particularly linked to their individual and collective well-being. Despite the popular perception that America is in a “post-racial” epoch, opportunities to access quality

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learning environments and human development resources remain determined according to race, class, gender, and ability. Taking a more nuanced approach to race and the resegregation of the American school system, this volume examines how and why the education quality for the majority of students of color in America remains fundamentally unequal.

The Affordable Housing Reader brings together classic works and contemporary writing on the themes and debates that have animated the field of affordable housing policy as well as the challenges in achieving the goals of policy on the ground. The Reader – aimed at professors, students, and researchers – provides an overview of the literature on housing policy and planning that is both comprehensive and interdisciplinary. It is particularly suited for graduate and undergraduate courses on housing policy offered to students of public policy and city planning. The Reader is structured around the key debates in affordable housing, ranging from the conflicting motivations for housing policy, through analysis of the causes of and solutions to housing problems, to concerns about gentrification and housing and race. Each debate is contextualized in an introductory essay by the editors, and illustrated with a range of texts and articles. Elizabeth Mueller and Rosie Tighe have brought together for the first time into a single volume the best and most influential writings on housing and its importance for planners and policy-makers.

Does the place where you lived as a child affect your health as an adult? To what degree does your neighbor's success influence your own potential? The importance of place is increasingly recognized in urban research as an important variable in understanding individual and household outcomes. Place matters in education, physical health, crime, violence, housing, family income, mental health, and discrimination—issues that determine the quality of life, especially among low-income residents of urban areas. *Neighborhood and Life Chances: How Place Matters in Modern America* brings together researchers from a range of disciplines to present the findings of studies in the fields of education, health, and housing. The results are intriguing and surprising, particularly the debate over *Moving to Opportunity*, an experiment conducted by the Department of Housing and Urban Development, designed to test directly the effects of relocating individuals away from areas of concentrated poverty. Its results, while strong in some respects, showed very different outcomes for boys and girls, with girls more likely than boys to experience positive outcomes. Reviews of the literature in education and health, supplemented by new research, demonstrate that the problems associated with residing in a negative environment are indisputable, but also suggest the directions in which solutions may lie. The essays collected in this volume give readers a clear sense of the magnitude of contemporary challenges in metropolitan America and of the role that place plays in reinforcing them. Although the contributors suggest many practical immediate interventions, they also recognize the vital importance of continued long-term efforts to rectify place-based limitations on lifetime opportunities.

From a nationally recognized expert, a fresh and original argument for bettering affirmative action Race-based affirmative action had been declining as a factor in university admissions even before the recent spate of related cases arrived at the Supreme Court. Since Ward Connerly kickstarted a state-by-state political mobilization against affirmative action in the mid-1990s, the percentage of four-year public colleges

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that consider racial or ethnic status in admissions has fallen from 60 percent to 35 percent. Only 45 percent of private colleges still explicitly consider race, with elite schools more likely to do so, although they too have retreated. For law professor and civil rights activist Sheryll Cashin, this isn't entirely bad news, because as she argues, affirmative action as currently practiced does little to help disadvantaged people. The truly disadvantaged—black and brown children trapped in high-poverty environs—are not getting the quality schooling they need in part because backlash and wedge politics undermine any possibility for common-sense public policies. Using place instead of race in diversity programming, she writes, will better amend the structural disadvantages endured by many children of color, while enhancing the possibility that we might one day move past the racial resentment that affirmative action engenders. In *Place, Not Race*, Cashin reimagines affirmative action and champions place-based policies, arguing that college applicants who have thrived despite exposure to neighborhood or school poverty are deserving of special consideration. Those blessed to have come of age in poverty-free havens are not. Sixty years since the historic decision, we're undoubtedly far from meeting the promise of *Brown v. Board of Education*, but Cashin offers a new framework for true inclusion for the millions of children who live separate and unequal lives. Her proposals include making standardized tests optional, replacing merit-based financial aid with need-based financial aid, and recruiting high-achieving students from overlooked places, among other steps that encourage cross-racial alliances and social mobility. A call for action toward the long overdue promise of equality, *Place, Not Race* persuasively shows how the social costs of racial preferences actually outweigh any of the marginal benefits when effective race-neutral alternatives are available.

In early 2007, the Institute of Medicine convened the Roundtable on Health Disparities to increase the visibility of racial and ethnic health disparities as a national problem, to further the development of programs and strategies to reduce disparities, to foster the emergence of leadership on this issue, and to track promising activities and developments in health care that could lead to dramatically reducing or eliminating disparities. The Roundtable's first workshop, *Challenges and Successes in Reducing Health Disparities*, was held in St. Louis, Missouri, on July 31, 2007, and examined (1) the importance of differences in life expectancy within the United States, (2) the reasons for those differences, and (3) the implications of this information for programs and policy makers.

New York Times Bestseller • Notable Book of the Year • Editors' Choice Selection One of Bill Gates' "Amazing Books" of the Year One of Publishers Weekly's 10 Best Books of the Year Longlisted for the National Book Award for Nonfiction An NPR Best Book of the Year Winner of the Hillman Prize for Nonfiction Gold Winner • California Book Award (Nonfiction) Finalist • Los Angeles Times Book Prize (History) Finalist • Brooklyn Public Library Literary Prize This "powerful and disturbing history" exposes how American governments deliberately imposed racial segregation on metropolitan areas nationwide (New York Times Book Review). Widely heralded as a "masterful" (Washington Post) and "essential" (Slate) history of the modern American metropolis, Richard Rothstein's *The Color of Law* offers "the most forceful argument ever published on how federal, state, and local governments gave rise to and reinforced neighborhood segregation" (William Julius Wilson). Exploding the myth of de facto

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segregation arising from private prejudice or the unintended consequences of economic forces, Rothstein describes how the American government systematically imposed residential segregation: with undisguised racial zoning; public housing that purposefully segregated previously mixed communities; subsidies for builders to create whites-only suburbs; tax exemptions for institutions that enforced segregation; and support for violent resistance to African Americans in white neighborhoods. A groundbreaking, “virtually indispensable” study that has already transformed our understanding of twentieth-century urban history (Chicago Daily Observer), *The Color of Law* forces us to face the obligation to remedy our unconstitutional past.

Publisher's description: Leading scholars and commentators explore past and current trends among African Americans, Hispanics, Asian Americans, and Native Americans in the context of a White majority. This collection of papers represents the most current literature in the field. Volume 1 covers demographic trends, immigration, racial attitudes, and the geography of opportunity. Volume 2 deals with the criminal justice system, the labor market, welfare, and health trends. Both books will be of great interest to educators, scholars, researchers, students, social scientists, and policymakers.

This analysis of how the ability to participate in society online affects political and economic opportunity finds that technology use matters in wages and income and civic participation and voting.

The Education of Black Males in a 'Post-Racial' World examines the varied structural and discursive contexts of race, masculinities and class that shape the educational and social lives of Black males. The contributing authors take direct aim at the current discourses that construct Black males as disengaged in schooling because of an autonomous Black male culture, and explore how media, social sciences, school curriculum, popular culture and sport can define and constrain the lives of Black males. The chapters also provide alternative methodologies, theories and analyses for making sense of and addressing the complex needs of Black males in schools and in society. By expanding our understanding of how unequal access to productive opportunities and quality resources converge to systemically create disparate experiences and outcomes for African-American males, this volume powerfully illustrates that race still matters in 'post-racial' America. This book was originally published as a special issue of *Race Ethnicity and Education*.

In the 1960s, many believed that the civil rights movement's successes would foster a new era of racial equality in America. Four decades later, the degree of racial inequality has barely changed. To understand what went wrong, Patrick Sharkey argues that we have to understand what has happened to African American communities over the last several decades. In *Stuck in Place*, Sharkey describes how political decisions and social policies have led to severe disinvestment from black neighborhoods, persistent segregation, declining economic opportunities, and a growing link between African American communities and the criminal justice system. As a result, neighborhood inequality that existed in the 1970s has been passed down to the current generation of African Americans. Some of the most persistent forms of racial inequality, such as gaps in income and test scores, can only be explained by considering the neighborhoods in which black and white families have lived over multiple generations. This multigenerational nature of neighborhood inequality also means that a new kind of

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urban policy is necessary for our nation's cities. Sharkey argues for urban policies that have the potential to create transformative and sustained changes in urban communities and the families that live within them, and he outlines a durable urban policy agenda to move in that direction.

The 20th Century has been marked by enormous change in terms of how we define race. In large part, we have thrown out the antiquated notions of the 1800s, giving way to a more realistic, sociocultural view of the world. The United States is, perhaps more than any other industrialized country, distinguished by the size and diversity of its racial and ethnic minority populations. Current trends promise that these features will endure. Fifty years from now, there will most likely be no single majority group in the United States. How will we fare as a nation when race-based issues such as immigration, job opportunities, and affirmative action are already so contentious today? In *America Becoming*, leading scholars and commentators explore past and current trends among African Americans, Hispanics, Asian Americans, and Native Americans in the context of a white majority. This volume presents the most up-to-date findings and analysis on racial and social dynamics, with recommendations for ongoing research. It examines compelling issues in the field of race relations, including: Race and ethnicity in criminal justice. Demographic and social trends for Hispanics, Asian Americans, and Native Americans. Trends in minority-owned businesses. Wealth, welfare, and racial stratification. Residential segregation and the meaning of "neighborhood." Disparities in educational test scores among races and ethnicities. Health and development for minority children, adolescents, and adults. Race and ethnicity in the labor market, including the role of minorities in America's military. Immigration and the dynamics of race and ethnicity. The changing meaning of race. Changing racial attitudes. This collection of papers, compiled and edited by distinguished leaders in the behavioral and social sciences, represents the most current literature in the field. Volume 1 covers demographic trends, immigration, racial attitudes, and the geography of opportunity. Volume 2 deals with the criminal justice system, the labor market, welfare, and health trends. Both books will be of great interest to educators, scholars, researchers, students, social scientists, and policymakers.

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Rewriting the "origin stories" of the Anthropocene No geology is neutral, writes Kathryn Yusoff. Tracing the color line of the Anthropocene, *A Billion Black Anthropocenes or None* examines how the grammar of geology is foundational to establishing the extractive economies of subjective life and the earth under colonialism and slavery. Yusoff initiates a transdisciplinary conversation between feminist black theory, geography, and the earth sciences, addressing the politics of the Anthropocene within the context of race, materiality, deep time, and the afterlives of geology. *Forerunners* is a thought-in-process series of breakthrough digital works. Written between fresh ideas and finished books, *Forerunners* draws on scholarly work initiated in notable blogs, social media, conference plenaries, journal articles, and the synergy of academic exchange. This is gray literature publishing: where intense thinking, change, and speculation take place in scholarship.

Case studies from around the world and theoretical discussion show how the capacity to act collectively on local problems can be developed, strengthening democracy while changing social and economic outcomes. Complexity, division, mistrust, and "process paralysis" can thwart leaders and others when they tackle local challenges. In *Democracy as Problem Solving*, Xavier de Souza Briggs shows how civic capacity—the capacity to create and sustain smart collective action—can be developed and used. In an era of sharp debate over the conditions under which democracy can develop while broadening participation and building community, Briggs argues that understanding and building civic capacity is crucial for strengthening governance and changing the state of the world in the process. More than managing a contest among interest groups or spurring deliberation to reframe issues, democracy can be what the public most desires: a recipe for significant progress on important problems. Briggs examines efforts in six cities, in the United States, Brazil, India, and South Africa, that face the millennial challenges of rapid urban growth, economic restructuring, and investing in the next generation. These challenges demand the engagement of government, business, and nongovernmental sectors. And the keys to progress include the ability to combine learning and bargaining continuously, forge multiple forms of accountability, and find ways to leverage the capacity of the grassroots and what Briggs terms the "grasstops," regardless of who initiates change or who participates over time. Civic capacity, Briggs shows, can—and must—be developed even in places that lack traditions of cooperative civic action.

America's cities have symbolized the nation's prosperity, dynamism, and innovation. Even with the trend toward suburbanization, many central cities attract substantial new investment and employment. Within this profile of health, however, many urban areas

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are beset by problems of economic disparity, physical deterioration, and social distress. This volume addresses the condition of the city from the perspective of the larger metropolitan region. It offers important, thought-provoking perspectives on the structure of metropolitan-level decisionmaking, the disadvantages faced by cities and city residents, and expanding economic opportunity to all residents in a metropolitan area. The book provides data, real-world examples, and analyses in key areas: Distribution of metropolitan populations and what this means for city dwellers, suburbanites, whites, and minorities. How quality of life depends on the spatial structure of a community and how problems are based on inequalities in spatial opportunity--with a focus on the relationship between taxes and services. The role of the central city today, the rationale for revitalizing central cities, and city-suburban interdependence. The book includes papers that provide in-depth examinations of zoning policy in relation to patterns of suburban development; regionalism in transportation and air quality; the geography of economic and social opportunity; social stratification in metropolitan areas; and fiscal and service disparities within metropolitan areas.

"A multidisciplinary examination of the social and economic changes resulting from increased diversity and their implications for economic opportunity and growth given persistent patterns of segregation by race and class, offering both public policy and private initiatives that would respond to those challenges"--Provided by publisher.

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Brookings Institution Press

Moving to Opportunity tackles one of America's most enduring dilemmas: the great, unresolved question of how to overcome persistent ghetto poverty. Launched in 1994, the MTO program took a largely untested approach: helping families move from high-poverty, inner-city public housing to low-poverty neighborhoods, some in the suburbs. The book's innovative methodology emphasizes the voices and choices of the program's participants but also rigorously analyzes the changing structures of regional opportunity and constraint that shaped the fortunes of those who "signed up." It shines a light on the hopes, surprises, achievements, and limitations of a major social experiment. As the authors make clear, for all its ambition, MTO is a uniquely American experiment, and this book brings home its powerful lessons for policymakers and advocates, scholars, students, journalists, and all who share a deep concern for opportunity and inequality in our country.

Race and Real Estate brings together new work by architects, sociologists, legal scholars, and literary critics that qualifies and complicates traditional narratives of race, property, and citizenship in the United States. Rather than simply rehearsing the standard account of how blacks were historically excluded from homeownership, the authors of these essays explore how the raced history of property affects understandings of home and citizenship. While the narrative of race and real estate in America has usually been relayed in terms of institutional subjugation, dispossession, and forced segregation, the essays collected in this volume acknowledge the validity of these histories while presenting new perspectives on this story.

"Paints in chilling detail the distance between Martin Luther King's dream and the reality of present-day America." —Anthony Walton, Harper's "Intellectually rigorous and deeply thoughtful...Loury's book deals with racial stigma...in its political and philosophical aspects as a cause of black disadvantage...An incisive, erudite book by a

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major thinker.” —Gerald Early, New York Times Book Review “Lifts and transforms the discourse on ‘race’ and racial justice to an entirely new level.” —Orlando Patterson “He is a genuine maverick thinker...The Anatomy of Racial Inequality both epitomizes and explains Loury’s understanding of the depressed conditions of so much of black society today.” —New York Times Magazine “Loury provides an original and highly persuasive account of how the American racial hierarchy is sustained and reproduced over time. And he then demands that we begin the deep structural reforms that will be necessary to stop its continued reproduction.” —Michael Walzer Why are Black Americans so persistently confined to the margins of society? And why do they fail across so many metrics—wages, unemployment, income levels, test scores, incarceration rates, health outcomes? Known for his influential work on the economics of racial inequality and for pioneering the link between racism and social capital, Glenn Loury is not afraid of piercing orthodoxies and coming to controversial conclusions. In this now classic work, he describes how a vicious cycle of tainted social information helped create the racial stereotypes that rationalize and sustain discrimination. Brilliant in its account of how racial classifications are created and perpetuated, and how they resonate through the social, psychological, spiritual, and economic life of the nation, this compelling and passionate book gives us a new way of seeing—and of seeing beyond—the damning categorization of race.

A half century after the Fair Housing Act, despite ongoing transformations of the geography of privilege and poverty, residential segregation by race and income continues to shape urban and suburban neighborhoods in the United States. Why do people live where they do? What explains segregation’s persistence? And why is addressing segregation so complicated? The Dream Revisited brings together a range of expert viewpoints on the causes and consequences of the nation’s separate and unequal living patterns. Leading scholars and practitioners, including civil rights advocates, affordable housing developers, elected officials, and fair housing lawyers, discuss the nature of and policy responses to residential segregation. Essays scrutinize the factors that sustain segregation, including persistent barriers to mobility and complex neighborhood preferences, and its consequences from health to home finance and from policing to politics. They debate how actively and in what ways the government should intervene in housing markets to foster integration. The book features timely analyses of issues such as school integration, mixed income housing, and responses to gentrification from a diversity of viewpoints. A probing examination of a deeply rooted problem, The Dream Revisited offers pressing insights into the changing face of urban inequality.

Under increasingly intense newsroom demands, reporters often find it difficult to cover the complexity of topics that deal with racial and social inequality. This path-breaking book lays out simple, effective reporting strategies that equip journalists to investigate disparity’s root causes. Chapters discuss how racially disparate outcomes in health, education, wealth/income, housing, and the criminal justice system are often the result of inequity in opportunity and also provide theoretical frameworks for understanding the roots of racial inequity. Examples of model reporting from ProPublica, the Center for Public Integrity, and the San Jose Mercury News showcase best practice in writing while emphasizing community-

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based reporting. Throughout the book, tools and practical techniques such as the Fault Lines framework, the Listening Post and the authors' Opportunity Index and Upstream-Downstream Framework all help journalists improve their awareness and coverage of structural inequity at a practical level. For students and journalists alike, Reporting Inequality is an ideal resource for understanding how to cover structures of injustice with balance and precision.

Segregation: The Rising Costs for America documents how discriminatory practices in the housing markets through most of the past century, and that continue today, have produced extreme levels of residential segregation that result in significant disparities in access to good jobs, quality education, homeownership attainment and asset accumulation between minority and non-minority households. The book also demonstrates how problems facing minority communities are increasingly important to the nation's long-term economic vitality and global competitiveness as a whole. Solutions to the challenges facing the nation in creating a more equitable society are not beyond our ability to design or implement, and it is in the interest of all Americans to support programs aimed at creating a more just society. The book is uniquely valuable to students in the social sciences and public policy, as well as to policy makers, and city planners.

Chicago has long struggled with racial residential segregation, high rates of poverty, and deepening class stratification, and it can be a challenging place for adolescents to grow up. Unequal City examines the ways in which Chicago's most vulnerable residents navigate their neighborhoods, life opportunities, and encounters with the law. In this pioneering analysis of the intersection of race, place, and opportunity, sociologist and criminal justice expert Carla Shedd illuminates how schools either reinforce or ameliorate the social inequalities that shape the worlds of these adolescents. Shedd draws from an array of data and in-depth interviews with Chicago youth to offer new insight into this understudied group. Focusing on four public high schools with differing student bodies, Shedd reveals how the predominantly low-income African American students at one school encounter obstacles their more affluent, white counterparts on the other side of the city do not face. Teens often travel long distances to attend school which, due to Chicago's segregated and highly unequal neighborhoods, can involve crossing class, race, and gang lines. As Shedd explains, the disadvantaged teens who traverse these boundaries daily develop a keen "perception of injustice," or the recognition that their economic and educational opportunities are restricted by their place in the social hierarchy. Adolescents' worldviews are also influenced by encounters with law enforcement while traveling to school and during school hours. Shedd tracks the rise of metal detectors, surveillance cameras, and pat-downs at certain Chicago schools. Along with police procedures like stop-and-frisk, these prison-like practices lead to distrust of authority and feelings of powerlessness among the adolescents who experience mistreatment either firsthand or vicariously. Shedd finds that the

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racial composition of the student body profoundly shapes students' perceptions of injustice. The more diverse a school is, the more likely its students of color will recognize whether they are subject to discriminatory treatment. By contrast, African American and Hispanic youth whose schools and neighborhoods are both highly segregated and highly policed are less likely to understand their individual and group disadvantage due to their lack of exposure to youth of differing backgrounds.

The responsibility of public education is rarely attached to public officials, urban planners, or the business community. Instead much of the research today looks to parents, school administrators, or students in an attempt to understand the problems of America's public schools. The objective of this project is to explore the use of public schools in the re-creation of spaces of marginalization and isolation, by city officials and business leaders in their path toward ensuring that the city of Chicago becomes a global city. This project represents a counter narrative to the dominant stories on black communities and public schools that preach the cultural deficiency of disinterested students, uninvolved parents and community members, and inefficient teachers. Instead, by focusing on Renaissance 2010, the Chicago model of mayoral control and privatization for the nation, this project presents community voice(s) to offer an alternate story of disinvestment in Chicago's children of color. This mixed methods project uses both quantitative and qualitative data to discuss the geography of opportunity for students of color in the Chicago public school system. Using critical race theory, this project seeks to analyze the effect of the creation of spaces of whiteness, and the commodification of schools in the city of Chicago. With a focus on the Richard M. Daley administration, from 1995 to 2010, this study details how his involvement in the city's public schools, as well as the involvement of the city's business community, has increased over time, finally culminating in the Renaissance 2010 initiative. This project uses geographic information systems (GIS) software to produce images that spatially depict Renaissance 2010 school placements and public school closures, each resulting in the displacement of students of color around the city for the purpose of schooling. The contribution of this study is the visual depiction of a very standardized practice of disinvestment.

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