

Cross School Collaborative --DRAFT Syllabus 06.11.15

For the Collaborative BYOI Proposal Group – “In/equality in theory and Practice”

Co-Directors: Carol Camp Yeakey and Vetta L. Sanders Thompson

Proposed Course Title: “ *The Business of Us All:* ”

In/Equality in Theory and Practice

Two months ago, I had a nice apartment in Chicago. I had a good job. I had a son. When something happened to the Negroes in the South, I said, ‘That’s their business, not mine.’ Now I know how wrong I was. The murder of my son has shown me that what happens to any of us, anywhere in the world, had better be the business of us all.

Mamie Till, mother of Emmet Till (1955).

Course Description

This course uses a trans-disciplinary approach to discuss in/equality and its interrelated topics of inequality, inequity and social justice. While the focus is on the U.S. predominantly, lessons learned from our global partners are important components of our discussions. The course will emphasize the implications of our findings for other ethnic/racial minorities around the world. Equality speaks to issues of priority, fairness and impartiality. On the other hand, inequality is defined as marked difference among individuals or groups of individuals in the distribution of social goods. Inequity, which considers bias, discrimination and injustice in distributive systems, pushes the discussion further. As the various forms of social, political and economic inequalities are mutually reinforced, we examine economic inequality, residential segregation and housing quality; dis/investment in neighborhoods and communities; resource allocation to low income, city and predominantly ethnic minority schools; academic underachievement of minority youth; access to and provision of appropriate healthcare; curtailment of social welfare programs; the presentation of stereotypical images of persons of color in the media and school curricula; morbidity, mortality, and longevity rates for persons of color; environmental hazards; the surge in incarceration related to substance abuse and escalating criminal prosecution, as well as discriminatory behavior of police and judges. All of the foregoing is made worse by race and gender status variables. Such factors cannot be considered inconsequential to

social im/mobility and equality in the larger society. The collateral damage borne by the intergenerational transfer of social im/mobility and in/equality to future generations are integral to course discussions.

The course is open to approximately 75 advanced juniors and seniors and graduate students, and others by permission of the instructors. It is designed to acquaint students with analytic tools and perspectives from disciplines as diverse as economics, education, public health, medicine, social work, anthropology, architecture, and law, as they relate to intersecting issues of race/ethnicity and other axes of diversity and inequalities. In addition to actively participating in the seminar, students will become acquainted with how these issues manifest themselves in the St. Louis metropolitan area, in particular, and nationally, in general. On weeks two and thirteen, we will host guest panels, inclusive of community residents, politicians, leaders of various governmental and nongovernmental organizations, among others, concerned with lessening inequality in the St. Louis metropolitan region.

We anticipate four teaching assistants who will lead four outside the classroom, two hour discussion sessions. Evaluation will include a take home mid-term exam, a take home final exam, as well as a POD project composed of three or four students per project,(depending on the class size), assisted by teaching assistants, with appropriate faculty consultation.

The class will be taught using a three hour timeslot, from 8:00 -11:00 or 9:00-12:00 noon and will be initially taught in Fall 2016.

Students will be chosen for this course based on a lottery where students must write a two paragraph essay as to the reasons why this course would complement their studies at Washington University. We would open the course to ten (10) students per school.

Course Objectives

By the end of the course it is expected that students will have a strong understanding of race as a historically produced social construct as well as how race and social determinants (poverty/income/socio-economic status, education, housing, the justice system and discrimination) interact in the production of inequity in social outcomes. Students will gain an understanding of disparity/inequality/inequity literature and a solid understanding of multiple intersecting causes of these social outcomes linked to inequity.

Students successfully completing the course will be able to:

1. Use existing research and data to describe and analyze the patterns of inequality/inequity present in society, including health, mental health and education indicators; contextualized by issues such a gender, income/wealth, history and geography.

2. Demonstrate awareness of history, politics and various forms of social inequalities as factors that influence attitudes, knowledge, behavior and social relationships and their role in the emergence of inequities in various social settings.
3. Use existing research and data to describe and analyze the determinants of inequities for particular groups, including social, political and economic factors and relationships.
4. Evaluate the status of literature with respect to the evidence base for policy, prevention/intervention, culturally appropriate modifications, and service delivery strategies, etc.

Assessment Plan

Because this is a new course, an assessment will be completed to identify areas and potential strategies for course improvement. The initial component of the assessment will involve a syllabus review by all faculty providing lectures in the course, which includes the disciplines of anthropology, architecture and design, economics, education, law, public health and medicine. We will seek individual written critiques from each instructor. Faculty will be asked to critique course objectives, in addition to the appropriateness of readings, activities and assignments given the cross disciplinary nature of the course, and to provide advice on . The summaries and recommendations provided will be used to revise the syllabus and strengthen the quality of readings and assignments, as well as to develop a coherent and workable plan to assure the inclusion of cross disciplinary voices and expertise during course implementation.

Process evaluation of the course will allow us to track the number of students enrolled, the number on the waiting list, the number who drop the course and class attendance, particularly for guest lectures and field trips. Students will complete evaluations for each guest lecturer and field trip activities. Data will be compiled from course sign in sheets and evaluation surveys administered via Black Board. It is anticipated that lecture and field trip evaluations will only take 5 to 7 minutes; therefore, we will also include open ended items to encourage student feedback throughout the course. The satisfaction and experience evaluation data will be examined by academic level and discipline. These data will allow us to understand how undergraduates respond to activities compared to graduate students and how student responses vary by academic disciplines.

The impact evaluation will allow us to assess the extent to which we accomplish our objectives namely to increase an understanding of race, health and how race informs health inequities in the context of other social determinants. We will assess our impact through the use of course wide surveys. We will administer pre and post knowledge surveys at the beginning and end of the semester. In addition, we will monitor scores and grades on class assignments. Pre-post change in knowledge scores will be evaluated and data will be examined by academic level and discipline. These data can be used to inform what changes we should make to improve the course. Finally, the graduate teaching assistant assigned to the course will lead an end of course student focus group. The focus group script will focus on understanding the student experience – ability to manage and gain insights from readings and lectures, comfort and ability to participate in lectures, reaction to field experiences and the group project, availability and interactions with

the Coordinating Faculty, faculty lecturers and POD experiences. Both coordinating faculty will participate in these efforts.

Course Outline

Week 1

Framing Lecture

Overview of Definitions Equality/Equity, Inequality/Inequity, Social Justice, Race/Racism

Lecturers: Carol Camp Yeakey, (Urban Studies, A&S); Vetta L. Sanders Thompson (The Brown School)

Week 2

Interdisciplinary Aspects of In/Equality and In/Equity and Social Justice

INVITED GUEST PANELISTS: To Be Announced

Support Faculty: Carol Camp Yeakey (Urban Studies, A&S), Vetta L. Sanders Thompson (The Brown School)

Through panel discussion, and an examination of the related social problems and social ills, we examine conditions which undermine the well-being of persons or groups of persons either by causing them immediate harm, by limiting their choices, or by limiting their opportunities to succeed. Social ills or social problems are usually matters of intense public controversy.

Readings:

1. Joseph Stiglitz (2013). *The Price of Inequality: How Today's Divided Society Endangers our Future*. New York: W.W. Norton. Introduction, Chapter One and Conclusion.
2. Chester Hartman,(Ed.) (2014). *America's Growing Inequality: The Impact of Poverty and Race*. Plymouth, UK: Lexington Books. Introduction, Chapter One and Conclusion
3. Carol Camp Yeakey, (Ed). (2012). *Living on the Boundaries: Urban Marginality in National and International Contexts*. Bingsley, UK: Emerald Group Publishing. Chapter One "The Downward Slope of Upward Mobility in a Global Economy," by C.C.Yeakey and D.L.Shepard.
4. William Julius Wilson (1997). *When Work Disappears: The World of the New Urban Poor*. Chicago: University of Chicago Press. Introduction & Chapter One & Chapter Eight.
5. Carol Camp Yeakey, Vetta L. Sanders Thompson & Anjanette Wells. (2014). *Urban Ills: Twenty First Century Complexities of Urban Living in Global Contexts*, Volumes One and Two. Plymouth, UK: Lexington Books. "Running in Place: Low-Wage Work in a High Tech Economy" by C.C. Yeakey & D.L. Shepard

Weeks 3

Income Inequality over Time and Space

Lecturers: George-Levi Gayle (Economics Department); Barton Hamilton, Robert Brookings Smith Distinguished Professor of Entrepreneurship, Olin Business School

Income Inequality over time and space

- 1) Income Inequality: Labor vs. Capital Income
- 2) Income Inequality Measurement

Key Empirical Facts on Income Inequality

- 1) In the US, labor income inequality has increased substantially since 1970: debate between skilled biased technological progress view vs. institution view (min wage and Unions) [Autor and Katz 1999]
- 2) In the US, top income shares dropped dramatically from 1929 to 1950 and increased dramatically since 1980 [Piketty and Saez 2003]
- 3) Top incomes used to be primarily capital income. Now, top incomes are divided 50/50 between labor and capital income (due to explosion of top labor incomes with stock-options, bonuses, etc.) [Gayle and Miller 2008]
- 4) Fall in top income shares from 1900-1950 happened in most OECD countries. Surge in top income shares has happened primarily in English speaking countries, not as much in Continental Europe and Japan [Atkinson, Piketty, and Saez 2011]

Readings:

1. Autor, David, H. Autor, and David Dorn. "The growth of low-skill service jobs and the polarization of the US labor market." *The American Economic Review* 103.5 (2013): 1553-1597.
2. Autor, David, H., Lawrence F. Katz, and Melissa S. Kearney. "The polarization of the US labor market." *The American economic review* 96.2 (2006): 189-194.
3. Chetty, R., Hendren, N., Kline, P., & Saez, E. (2014). *Where is the land of opportunity? the geography of intergenerational mobility in the united states* (No. w19843). National Bureau of Economic Research.
4. Gabaix, Xavier, and Augustin Landier. "Why has CEO Pay Increased So Much?." *The Quarterly Journal of Economics* 123.1 (2008): 49-100.

Week 4

Why Ferguson Happened?

Lecturer: Robert Hansman, College of Architecture

Things that are hard for some people to see are impossible for others not to see. Ferguson, the Michael Brown shooting, and the violent and non-violent reactions did not come out of

nowhere. For that matter, St. Louis did not arrive out of nowhere. But long before Ferguson arrived on the world's map, and certainly since then, myths and misconceptions about history, St. Louis, and race have been repeated and passed on by people with little knowledge of either the facts or the context. This presentation will do its part to explain the real issues, dispel some unexamined assumptions, correct some rewritten history examining red-lining, predatory lending, food deserts, brick rustling and illegal dumping. **A tour of St. Louis neighborhoods will complement Professor Hansman's lecture.**

Readings:

Colin Gordon (2008). *Mapping Decline: St. Louis and the Fate of the American City*. Philadelphia: U Penn Press.

- Introduction (Our House: The 20th Century at 4635 North Market Street)

Conclusion (Our House Revisited: The Twenty-First Century at 4635 North Market Street).

Paul Jargowsky, (1997). *Poverty and place; Ghettos, Barrios and the American City*. New York: Russell Sage Foundation.

Chapter Seven, Chaos or community? Directions for Public Policy

C.R. Hayward & T. Swanstrom, Eds.) *Justice and the American Metropolis*. Minneapolis: University of Minnesota Press.

Introduction, "Thick Injustice",

Chapter One: "Property Owning Plutocracy" by Stephen Macedo

Chapter Five: "Beyond the Equality Efficiency Tradeoff" by Clarence Stone

Week 5

Art as an Activist Tool, as Agency of Change

Lecturer: Denise Ward Brown, Sam Fox School

Art through documentaries is a popular medium by which to resent stories of the human condition and the individuals impacted by multiple forms of inequality. Moreover, the histories of individuals are powerful tools for showing the civic engagement of social activists who demonstrate that social change is possible, even under the most challenging circumstances. Building upon the previous lectures, the class will bring together students working in transdisciplinary teams *to create documentary videos* of the civil unrest that has sparked nationwide protests and the subsequent efforts for reform. Creating art gives students the opportunity to enter into conversations that often polarize and marginalize.

Art has power. Alignment, distortion, bias, privilege and dismissiveness are often the foundation of explicit and implicit unconscious language used in media and to enter into conversations about inequality and differences. Creating discourse with art can provide experiences that shift cultural ideas, open us to changing the questions and provide platforms for inventive solutions.

Reading: Lievrouw, L. (2011). *Alternative and Activist New Media*, (Malden, MA: Polity Press).

Chapters 1 and 2: Introduction & the Roots of Alternative and Activist New Media.

Web presentations to give students an historical overview of ‘unconventional’ art-making in the last forty years and an example of collaborative activist art.

Lippard, L. (2014) Location/Dislocation, Keynote presentation at the Creative Time Summit, Stockholm. (<http://creativetime.org/summit/2013/10/26/luch-lippard>)

Reynolds, L.J. (2014). Award Recipient, Creative Time Summit, Stockholm. (<http://creativetime.org/summit/2013/10/26/laurie-jo-reynolds-2/>)

Documentary Films:

Eyes on the Prize,
Freedom Riders
Never Turn Back (The Life of Fannie Lou Hamer)
Heist? Who Stole the American Dream?
Fundi, (the Life of Ella Baker)
The Interruptors
Brick by Brick: A Civil Rights Story
Sicko
Inconvenient Truth

Week Six: (Mid-term Exam Distributed)

“Who Shall Be Educated?” Race and Disparities in Educational Outcomes, Higher Education and the American Dream.

Lecturers: Sheretta Butler Barnes, The Brown School & Carol Camp Yeakey, Urban Studies

An achievement gap continues to persist within the United States. According to the National Assessment Education Program (NAEP 2013; 2011) from the years 2000 to 2013, the achievement gap has decreased by 9 to 10 points between White and Non-White youth. By 12th grade, racial and ethnic minorities (i.e., African Americans, Latinos and Native Americans) remain the lowest performing group on standardized assessment tests (NAEP 2013). Furthermore, there is a plethora of research providing various explanations for the persistent achievement gap. These studies range from students’ preparation in the subject area, parental involvement in educational experiences, and peer support for academic success, however. Although some of these factors account for the underperformance of racial and ethnic minority children, in some instances it perpetuates and endorses a cultural-deficit perspective (e.g. acting white hypothesis, single parent vs. two parent family, etc.). To date, educators and scholars concur that all students should have access to an equal and high quality public education by eliminating racial and ethnic disparities in the public schools. However, there is no right answer to this dilemma and that to close the achievement gap requires multiple efforts in advocacy, educational practice and research. The selected readings provide first steps in understanding educational disparities through an intersectional lens and the implications for educational equity. The lecture concludes with a focus on American higher education and the roles that class and race play in the access and completion rates in postsecondary institutions.

Readings:

Sean F. Reardon ((2011). "The Widening Academic Achievement Gap Between the Rich and the Poor: New Evidence and Possible Explanations. In Greg J. Duncan & Richard J. Murnane, Eds. (2011). Whither Opportunity: Rising Inequality, Schools, and Children's Life Chances. New York: Russell Sage Foundation.

Gloria Ladson-Billings (October 2006). From the Achievement Gap to the Education Debt: (<http://www.jstor.org/stable/3876731>)

Harris, Angel L. (2011) Kids don't want to Fail: Oppositional Culture and the Black-White Achievement Gap. Harvard University Press: Cambridge, MA . Chapters 1,8,9.

Yeakey,C.C. (2015). Education as Public Good: The Influence of Privatization in Higher Education and American Society. In R. Teranishi, L. Pazich, M. Knobel & Walter R. Allen. Mitigating Inequality: Higher Education Research, Policy and Practice in an Era of Massification and Stratification. Bingley, U.K.: Emerald Publishers Inc., pp. 1-30. (in press.)

Week 7 (Mid-term Exam Due)
Education, Inequality, and School Reform

Lecturer: Bret Gustafson, Anthropology

This lecture emphasizes the interconnectedness of schooling institutions with broader public sector issues, the limits of corporate-led school reform projects for addressing structural inequalities of education.

Readings:

Wells, Amy Stuart, et. al., (Spring1999). Underlying policy assumptions of charter school reform: The multiple meanings of a movement. *Teachers College Record*, Volume 100,No. 3,, 513-535.

Tate, W.F., et. al. Summer 2014). Who is my neighbor: Turner V.Clayton, A Watershed Moment in Regional Education. *Journal of Negro Education*, 216-234.

Wolf, N.L. (February 26, 2010). A case study comparison of charte rand traditional schools in New Orleans Recovery School District: Selection Criteria and Service Provision for Students with Disabilities. *Remedial and Special Education*. (<http://rse.sagepub.com/content/32/5/382>)

Week 8
The School to Prison Pipeline and Mass Incarceration: How did we get here? Where is this going?

Lecturer: Kimberly J. Norwood, The Law School;

Guest Lecturer: Justin Hansford, St. Louis University School of Law

Readings:

Michelle Alexander (2012). *Mass Incarceration in the Age of Colorblindness*. New York: Free Press. (Chapter 3)

Norwood, K., Editor. (2015). *Ferguson Fault Lines: Social and Legal Reverberations*. New York: American Bar Association. Chapters 1 and 2.

Schott Foundation Report (2015). *Black Lives Matter*. <http://blackboysreport.org/>

Week 9**Health Inequity**

This lecture contextualizes urban health by examining social factors and health inequities in the St. Louis metropolitan region, in particular, with implications for those experiencing health inequities across the country.

Lecturer: Will Ross, M.D., Washington University, The Medical School

Readings:

Contextualizing Urban Health: Social Factors and Health Inequities in St. Louis

1. Bleich SN, Jarlenski MP, Bell CN, LaVeist TA. Health Inequalities: Trends, Progress and Policy. *Annu Rev Public Health* 2012; April;33:7-40. doi:10.1146/annurev-publhealth-031811-124658.
2. Communities of Solution: The Folsom Report Revisited. *Ann Fam Med* 2012;10:250-260. doi:10.1370/afm.1350.
3. Corburn J. Confronting the Challenges in Reconnecting Urban Planning and Public Health. *Am J Public Health*. 2004;94:541-.546. <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1448291/pdf/0940541.pdf>.
4. Ross, W.R. (2014). Place Matters: Contextualizing Health Using a Social Determinants Model. In Carol Camp Yeakey, Vetta L. Sanders Thompson & Anjanette Wells (Editors) *Urban Ills: Post-Recession Complexities of Urban Living in Global Contexts*. Lanham, MD: Lexington Books.

Week 10**Place Informs Inequality**

Guest Lecturer: Melody Goodman, Washington University, The Medical School

This lecture examines the role of place (where you live/your zip code) on life chances, particularly the eventual impact on health outcomes. The lecture and readings will explore how our environment – whether education, income, clean air, safe housing, transportation, healthy foods, safe places to exercise, jobs, or quality health care – are influenced by the level of

segregation that exists in our society. This lecture is meant to help students understand the need to explore new tools for addressing place, such as GIS and Policy Map.

Readings:

Goodman, Melody S., Gaskin, D.J., Si, X., Stafford, J.D., Lachance, C. & Kaphingst, K. (in press). Self-reported segregation experience throughout the life course and its association with adequate health literacy. *Health Place*.

Kwate, N.O.A., Goodman, M.S.(2014). An empirical analysis of white privilege, social position, and health. *Social Science & Medicine*, 116, 150-160.

Goodman, M., Li, Y., Bennett, G., Stoddard, A., & Emmons, K. (2006 July 4). An evaluation of multiple behavioral risk factors for cancer in a working class, multi-ethnic population. *Journal of Data Science*, 291-306.

Week 11

Improving the Health and Well Being of African Americans in St. Louis

Lecturer: Jason Purnell, The Brown School

The lecture covers social determinants of health and health disparities within the context of St. Louis and also discusses how a combination of research, communication, community engagement, and policy work is being used to mobilize a regional community response.

Readings:

Jason Purnell (2014). *For the Sake of All: Improving the Health and well Being of African Americans in St. Louis*. St. Louis, MO: Washington University in St. Louis & St. Louis University.

Braveman, P., Egerter, S., and Williams, D.R. (2011). The social determinants of health: coming of age. *Annual Review of Public Health*, 32, 381-398.

Woolf, Purnell, Simon. Et.al. (2015). Translating evidence into population health improvement: Strategies and Barriers. *Annual Review of Public Health*. DOI: 10.1146/annurev-publhealth-082214-110901.

Frieden (2010). A framework for public health action: The health impact pyramid. *American Journal of Public Health* 100: 590-595.

Week 12

Mental Health and Inequity

Lecturer: Anjanette Wells, The Brown School

This lecture focuses on interdisciplinary approaches to addressing inequities in mental health care. Both current mental health care inequities, as well as a historical context and content will be included. Readings encompass the following disciplines: medical anthropology, psychology, sociology, history, social work, public health, education, law, environmental health, and other transdisciplinary perspectives in medicine (occupational therapy, geriatrics, nursing). Themes include “ground-level” practitioner perspectives, but also community input about their unique needs and efforts. The content would stimulate discussion on socioeconomic, ethical, legal, and political concerns.

1. Family routines, rituals, and asthma management: A proposal for family-based strategies to increase treatment adherence. Fiese, Barbara H.; Wamboldt, Frederick S. *Families, Systems, & Health*, Vol 18(4), 2000, 405-418. doi: [10.1037/h0091864](https://doi.org/10.1037/h0091864)
2. Behavioral Integrative Care: Treatments That Work in the Primary Care Setting edited by William T. O'Donohue, Michelle R. Byrd, Nicholas A. Cummings, Deborah A. (2005).
http://books.google.com/books?hl=en&lr=&id=RNCSAgAAQBAJ&oi=fnd&pg=PP1&dq=transdisciplinary+problem+solving+medication+adherence&ots=f7h-YiWTWu&sig=54MzGxRJoElvAlhwg_EqDd_pmAA#v=onepage&q&f=false
3. Interdisciplinarity and Systems Science to Improve Population Health: A View from the NIH Office of Behavioral and Social Sciences Research Patricia L. Mabry, PhD, Deborah H. Olster, PhD, Glen D. Morgan, PhD, and David B. Abrams, PhD *Am J Prev Med*. 2008 August ; 35(2 Suppl): S211–S224. doi:10.1016/j.amepre.2008.05.018
4. A trans-disciplinary approach to the evaluation of social determinants of health in a hispanic population, Michael F Dulin¹, Hazel Tapp^{1*}, Heather A Smith², Brisa Urquieta de Hernandez¹, Maren J Coffman³, Tom Ludden⁴, Janni Sorensen² and Owen J Furuseth⁴ (2012) *BMC Public Health*.doi: 10.1186/1471-2458-12-769.

Week 13

Invited Guest Panelists (To Be Announced): In/equality in Theory and Practice

Support Faculty: Carol Camp Yeakey Urban Studies, A&S; Vetta Sanders Thompson, The Brown School

Week 14: Summation of In/equality in Theory and Practice; POD Presentations

Coordinating Faculty, Carol Camp Yeakey, Arts & Sciences; Vetta L. Sanders Thompson, The Brown School.

Exam #2 Distributed

Week 15: POD Presentations and Class Wrap (Coordinating Faculty)

Exam #2 Due