

**Course Information:**

Course: POLS 184-001 Problems in American Democracy  
Semester: Fall 2021  
CRN: 90216, 3 credit hours  
Location: Alaine Locke Hall 0304  
Time: 12:40 pm - 2:00 pm, Tuesday & Thursday

**Instructor Information:**

Name: Keneshia Grant, Ph.D.  
*Associate Professor of Political Science*  
Office: Virtual  
Office Phone: 202-884-1536  
Office Hours: 12:40 pm-2:00 pm, Tuesday  
2-4:30pm, Wednesday  
Other times by appointment  
Email: [Keneshia.Grant@Howard.edu](mailto:Keneshia.Grant@Howard.edu)  
Twitter: @KeneshiaGrant  
Text: 954-282-1887



**Teaching Assistant:**

Name: Briana Hyman  
*Ph.D. Candidate in Political Science*  
Office: Virtual  
Office Phone: 984-329-5854  
Office Hours: 10:30am-12:30pm, Monday  
1pm-3pm, Thursday  
Other times by appointment.  
Email: Briana.Hyman@bison.howard.edu

**COURSE DESCRIPTION**

Problems in American Democracy is an examination of selected major public policy issues, long-term and current forces and problems challenging American Democracy. The course is interdisciplinary in method and content.

**COURSE OVERVIEW**

Many of the messages that we hear in popular culture and politics use the work “urban” as synonymous with Black. However, Black migration and settlement in the United States is more complicated. Following The Great Migration, which occurred from 1915-1970, Black people have been returning to the South. Their relationships to cities have also shifted as they deal with gentrification and displacement in urban areas around the nation.

The migration patterns of Black people have intrinsic significance, as they affect their day-to-day lives. They also have political significance, as where Black people live has always been an important part of their access to political participation and has often been of critical importance to political actors in their environment. Demographic issues intersect with some of the problems in American democracy related to representation and access to political participation.

In this class, we will consider three current issues in Black migration patterns: gentrification, displacement, and Return Migration. After defining these terms and understanding how they impact

Black communities, we will investigate the intersection of demography and politics for each issue. Simultaneously, students will be thinking through their own research questions related to the intersection of politics and gentrification, displacement, or Return Migration. In the end, students will have read numerous scholarly articles and produced their own research papers on these topics.

### **COURSE PREREQUISITES**

Prerequisites: POLS-001 and POLS-010. The major public policy issue for the Fall 2021 semester is migration and its impact on voting. In particular, we will study gentrification, displacement, and Return Migration.

### **COURSE GOALS**

At the end of this course, successful students will be able to:

1. Appreciate interdisciplinary social science learning, analysis, and writing.
2. Comprehend, analyze, and critique academic texts.
3. Articulate the relationship between demography and politics.
4. Have confidence their writing skills and ability.

### **COURSE LEARNING OBJECTIVES**

Upon successfully completing this course, students be able to:

1. Define American democracy.
2. Identify and describe some of the problems inherent in democracy as a system of government.
3. Explain the history of Black migration in the United States from 1526 through today.
4. Connect the movement of Black people in American history to outcomes in policy and politics.
5. Define gentrification, displacement, and return migration.
6. Critically engage scholarly writing, especially journal articles.
7. Develop a research question.
8. Prepare an annotated bibliography.
9. Draft and revise a long-form (15 page) research paper.

### **COURSE INSTRUCTIONAL METHODS**

This class has a student-centered approach to learning as its primary aim, with some teacher-centered methods. We will engage in inquiry-based learning, with students reading journal articles and coming to class prepared to discuss their reading. I will employ the Socratic method, posing questions to students in the class that further our understanding about and critical engagement with a text. Students will also engage in inquiry by having students conduct and present their own research. In rare instances, I will engage in direct instruction by providing context for information through a formal lecture.

### **COURSE TEXTBOOKS AND OTHER RESOURCES**

#### **Required**

- Brown-Saracino, J. (2013). *The Gentrification Debates: A Reader*. Routledge.  
<https://doi.org/10.4324/9781315881096>

### **COURSE OUTLINE**

- I. Foundations (thinking about American Democracy and problems therein)
- II. Gentrification

- III. Displacement
- IV. Return Migration
- V. Conclusions & Presentation of Research

### COURSE REQUIREMENTS/ASSIGNMENTS

30 Points	Reading Quizzes, automated via BlackBoard
70 Points	Research Paper
5 points	Focus Area
5 points	Research Question
10 points	Annotated Bibliography
5 points	Outline
10 points	First Draft
5 points	Research Presentation Draft
5 points	Research Presentation
10 points	Final Draft

**Reading quizzes-** Reading quizzes will occur weekly, via BlackBoard. Quizzes are worth three (3) points each.

I understand that students have many demands pulling on them at any given time during the semester. Therefore, I am building a cushion into your requirements. There are fifteen (15) weeks in this semester, and a quiz will be available for thirteen (13) of those weeks. Although there are 15 weeks in the course and 13 quizzes, **you are only required to complete ten (10) of the quizzes.** You will have approximately 10 minutes to complete each quiz. Quizzes may cover any topic from the course reading or discussion.

You must complete the reading quiz in the week that corresponds to the reading. Quizzes are due on the Friday following each content week at 11:59PM EST. For example, if you decide to take the quiz for week one, the quiz will be due no later than the Friday of week one.

**Research Paper-** You are required to write a research paper for this class. You will choose the focus area for your paper from among the topics that we will cover during the class. Your paper topic and research question must build on the work of one of the readings from the class.

Rather than allowing you to submit a final paper all at once, I will require that you build on your writing over time and show your work. My hope is that having you work on the paper over the entire semester will build your confidence as a writer. Below, you will notice that I will be providing a supplemental writing lesson (beyond the political science lessons) to provide the tools you need to write an excellent paper. You can use the skills that you use to write the paper for this class in other classes and in your work after you leave Howard University.

### TECHNOLOGY REQUIREMENTS

- Students will need access to a computer, high-speed internet, and an internet browser to be successful in this course.
- Students will need Microsoft software for written assignments
  - I will only accept written assignments in MS Word or Adobe pdf.
  - I will not accept Google documents.

- Please download the MS Office Suite. [HU - Enterprise Technology Services \(ETS\)](#) provides software for Howard faculty, staff, and students through the online portal at <http://secure.howard.edu>.
- You may need Adobe reader to read .pdf documents posted in BlackBoard. You can download adobe reader for free here: <https://get.adobe.com/reader/>

#### MINIMUM TECHNICAL SKILLS REQUIRED

1. Using the learning management system (BlackBoard)
2. Using email with attachments and sending calendar invitations
3. Creating and submitting files in MS Word or .pdf
4. Copying and pasting
5. Using presentation and graphics programs, like MS PowerPoint

#### COURSE AND INSTITUTIONAL POLICIES

Masks- Howard University requires that all individuals on campus wear masks while indoors and outdoors on campus regardless of vaccination status. The use of masks is required in this class. Any student refusing to wear a mask that covers their nose and mouth will be asked to leave. Should an individual choose not to exit the classroom when asked because they are wearing a mask improperly, I will leave the classroom. If a student's action results in my having to leave the classroom, I will take disciplinary action in the division of student affairs.

Attendance/Participation- Students should be mindful to set aside time each week to complete the assigned reading and coursework. Students should be present and on time for class meetings. It is in your best interest to complete the required reading *before* class, so that you can participate in the classroom environment.

Current Events- To make the most of this class, I suggest that students remain abreast of current events. There are a variety of ways to accomplish this goal. I recommend engaging traditional sources like newspaper, television, radio, as well as some new media like podcasts.

"Writing Matters"- Writing is an essential tool for thinking and communicating in virtually every discipline and profession. Therefore, in this course I expect you to produce writing that is not only thoughtful and accurate, but also organized, clear, grammatical, and consistent with the conventions of the field. If your writing does not meet these standards, I may deduct points or ask you to revise. For assistance with your writing, go to the student section of the Writing across the Curriculum (WAC) website, <http://www.cetla.howard.edu/wac/students.aspx>.

Academic Integrity- Academic dishonesty is unnecessary. Further, the "Academic Code of Conduct" in the [H-Book](#) prohibits cheating, plagiarism, and copyright infringement. Penalties for violations range from a "0" for the assignment or exam to an "F" in the course or suspension. See CETLA's [Plagiarism](#) webpage for more information about plagiarism as well as ways to avoid it. Please note that I will check your work using Blackboard's *SafeAssign*—a plagiarism detector. Any assignment with more than 15% matching will be subject to an intense review, and possibly a zero (0) grade. If you follow the guidelines provided here, you will be successful in this course. Therefore, I will not tolerate academic dishonesty in any form.

Late/Missing work- I will not accept late work without an official excuse. If you think that you may have a problem submitting your work on time, be sure to contact me in advance. I will only

administer make-up exams if the student provides a University-issued excuse. Students must provide official university excuses within one week of the absence. If you experience computer-related problems, you should request a note from a technical assistant or, if Blackboard is not working, immediately e-mail [helpdesk@howard.edu](mailto:helpdesk@howard.edu) and “cc” me at [Keneshia.Grant@Howard.edu](mailto:Keneshia.Grant@Howard.edu) to document your problem.

Extra Credit- There is limited extra credit in this course. Therefore, if you earn a borderline course average (i.e., 59.5, 69.5, 79.5, 89.5), you will not automatically receive an additional fraction of a point to capture the higher grade.

Students may complete one (1) additional quiz for extra credit in the course. While the standard quizzes are worth seven (7) points, the extra credit quiz will be worth three (3) points. This will be the only extra credit in the course.

Incomplete Grades and Withdrawals- A grade of Incomplete (I) is given only if you have fulfilled 75% of the course requirements prior to the Registrar's withdrawal deadline Friday, **November 12, 2021** and an emergency prevents you from completing the course. Your dean or advisor must document such an emergency. If you have not completed most of the coursework, I advise that you withdraw before the deadline. Otherwise, am required to enter the grade you have in the class. Please note that if you receive an incomplete grade, you can complete only the coursework you missed. Further, you must complete that work by the end of the following semester, in accordance with Howard University policy.

Grievance of Grades- There are two ways to contest grades in this class. For assignments during the semester, I use a 24-hour cooling off period before discussing work. In other words, students are required to wait 24 hours from the time work is returned to them before we will have a conversation about the grade. Once we do talk about the grade: 1) the student must be prepared to discuss the entire work and be willing to accept the grade that results from review of the entire work whether that grade is higher or lower than the original grade; 2) The student must have a copy of the assignment rubric, and come to the meeting prepared to discuss their work in terms of the rubric. The student must clearly demonstrate how their work matches the rubric’s description of correct work.

For final grades: Students will have access to a running tally of their grades, so they know what to expect well before the end of the semester. I do not “bump up” grades for students, regardless of their circumstances. Political Science students are required to earn the grade of C or higher in this course. I do not give special consideration in the form of preferential grading to students because they are graduating and/or political science majors. If you believe that you have been graded unfairly, I encourage you to follow the grievance process available to you through the College of Arts & Sciences. You should begin by scheduling an appointment with the Undergraduate student advisor and department chair, then working through the appropriate channels to reach a solution.

#### **SUPPORT SERVICES**

American Disabilities Act (ADA)- Howard University is committed to providing an educational environment that is accessible to all students. In accordance with this policy, students who need accommodations because of a disability should contact [Student Services](#) (202-238-2420) as soon as possible after admission to the University or at the beginning of each semester.

If you need a special accommodation required by the American Disabilities Act, please document

and discuss your disability with me *during the first week of classes*. You are required to furnish a copy of your accommodations letter to me, either in person or via email, no later than three weeks into the course: **September 10, 2021**.

Statement on Sex and Gender-Based Discrimination, Harassment and Violence-Howard University is committed to creating a learning and working environment free from discrimination and harassment based on sex, gender, gender expression, gender identity, sexual orientation, or marital status. The following forms of conduct are prohibited by the University's Title IX Policy: Sexual Assault, Sexual Harassment, Gender-Based Discrimination or Harassment, Sexual Exploitation, Dating and Domestic Violence, Stalking, Retaliation, and Complicity (any act that knowingly aids, facilitates, or encourages prohibited conduct by another person). It is important that you know the various campus resources and reporting options available to you if you have experienced or have any concerns related to sex or gender-based discrimination, harassment, or violence.

You can always speak with a member of University administration, faculty or staff, but be aware that with the exception of Confidential Employees, all Howard University and Howard University Hospital employees and contractors—including faculty members—are considered Responsible Employees and are required to report any information regarding known or suspected prohibited conduct to the Title IX Office ([TitleIX@howard.edu](mailto:TitleIX@howard.edu) or 202-806-2550), no matter how they learn of it. Confidential Employees include licensed medical, clinical, mental health professionals, or clergy when acting in their professional roles in providing health or religious/spiritual services; and employees providing administrative/operational or related support to these employees. Campus confidential resources include the Interpersonal Violence Prevention Program (phone: 202-836-1401), University Counseling Service (phone: 202-806-7540), Student Health Center (phone: 202-806-7540), Howard University Hospital (phone: 202-865-1131), and the Chaplains (phone: 202-806-7280). The University's (Interim) *Policy Prohibiting Sex and Gender-Based Discrimination, Sexual Misconduct and Retaliation* (the Title IX Policy) is available at:

<http://www.howard.edu/secretary/documents/400-005TitleIXPolicyonSexualViolence.pdf>

Center for Academic Excellence- The Center for Academic Excellence provides tutors to assist undergraduates with a variety of General Education subjects. To request a tutor, go to <http://undergraduestudies.howard.edu/cae/tutor-clearinghouse>. The center also provides academic counselors and student success workshops to help you stay in school and excel.

Writing Center- For assistance with your writing, you may visit the English Department's Writing Center online or in Locke Hall (Room 100)—with or without a referral. At the Center you will find tutors and software to help you with a variety of problems—from lack of organization to lack of subject-verb agreement. However, the tutors will not proofread or edit for you. Instead, the tutors will do the following: identify your writing problems, teach you how to solve those problems, and evaluate your progress. To schedule an appointment on campus, go to <http://www.coas.howard.edu/writingcenter>. To enroll in the online site, go to <http://www.cetla.howard.edu/wac/students.aspx>. Remember, however, that you can also find assistance on the Writing across the Curriculum (WAC) website, <http://www.cetla.howard.edu/wac/students.aspx>.

Blackboard- You are required to use Blackboard throughout this course. If you need help navigating Blackboard, see [Blackboard FAQ for Students](#). You are required to complete the scavenger hunt assignment in BlackBoard to familiarize yourself with BlackBoard and with our BlackBoard course.

Technical Support- If you encounter technical problems with your email, Blackboard, Bison Web, or some other University-wide technology, go to <http://itsupport.howard.edu> to open a ticket or email [helpdesk@howard.edu](mailto:helpdesk@howard.edu). For information about computer labs, software distribution, IT security, printing, and other IT topics, see the **service catalogue** ([http://www.howard.edu/technology/services/service\\_catalogue.html](http://www.howard.edu/technology/services/service_catalogue.html)) on the website of Enterprise Technology Services (ETS). Also, for online learning resources, click the **e-Learning tab** when you log into Blackboard.

University Libraries- Go to <http://library.howard.edu/StudentLibraryInfo> to find out how to access resources and services at the Howard University Libraries. Be sure to check the “Research Help” portal at <http://library.howard.edu/searchportals>, and find out how to use the [Summon](#) search engine, the [RefWorks](#) bibliography manager, and [Ask a Librarian](#) to “chat” with a reference librarian.

**COURSE CALENDAR | CONTENT AND ASSIGNMENT DUE DATES:**

**PART ONE- FOUNDATIONS**

---

**Week One | What is American democracy? | August 24 & August 26**

*August 24- Course Introduction | What is American democracy and why is it imperfect?*

Required Reading:

- Course Syllabus

*August 26- What does political participation mean in American democracy?*

Required Reading:

- Khalid, A, Liasson, M. and Elving, R. (July 5, 2021). How Democratic is American Democracy? [Audio podcast episode]. In *The NPR Politics Podcast*. National Public Radio. <https://www.npr.org/2021/07/02/1012666637/how-democratic-is-american-democracy>

**Week Two | Where Black People Live Shapes Democracy | August 31 & September 2**

*August 31- Where do Black people live in America?*

Required Reading:

- Grant, K. (2020). Black Migration in American History. In *The Great Migration and the Democratic Party: Black Voters and the Realignment of American Politics in the 20th Century* (pp. 37–58). Temple University Press.

*September 2- No in person meeting*

- [Writing lesson: How to write a research question \(via BlackBoard\)](#)
- **Assignment: Focus Area Due via BlackBoard by 11:59PM EST**

**PART TWO- GENTRIFICATION**

---

**Week Three | What is Gentrification? | September 7 & 9**

*September 7-What do we mean when we use the term gentrification?*

Required Reading:

- Brown-Saracino, J. (2013). What is Gentrification? Definitions and Key Concepts In Brown-Saracino, J (ed.), *The Gentrification Debates: A Reader*. (1<sup>st</sup> ed., pp. 11-18) Routledge. <https://doi.org/10.4324/9781315881096>
- Smith, N. (1998). A Short History of Gentrification [from *The New Urban Frontier*. New York: Routledge] In Brown-Saracino, J (ed.), *The Gentrification Debates: A Reader*. (1<sup>st</sup> ed., pp. 31-36) Routledge.

Recommended Reading, if you want to dig deeper:

- An alternative introductory reader
  - Chapter 2. “The Birth of Gentrification.” In Lees, L., Slater, T., & Wyly, E. (2013). *Gentrification*. Routledge.
- An older review of the literature
  - Gale, D. (1985). Demographic Research on Gentrification and Displacement. *Journal of Planning Literature*, 1(1), 14–29. <https://doi.org/10.1177/088541228500100103>



September 9- Who are the gentrifiers?

Required Reading:

- Taylor, M. (2002). The Dilemma of Racial Difference [from [Harlem Between Heaven and Hell](#). Minneapolis: University of Minnesota Press] In Brown-Saracino, J (ed.), *The Gentrification Debates: A Reader*. (1<sup>st</sup> ed., pp. 211-219) Routledge. <https://doi.org/10.4324/9780203975640>
- Moore, K. S. (2009). Gentrification in Black face?: The return of the Black middle class to urban neighborhoods. *Urban Geography*, 30(2), 118-142. <https://doi.org/10.2747/0272-3638.30.2.118>

#### **Week Four | Gentrification as a Policy Issue | September 14 & 16**

September 14- *Gentrification & Housing*

Required Reading:

- Hyra, D. (2008). The New Urban Renewal, Part 2: Public Housing Reforms [from [The New Urban Renewal: The Economic Transformation of Harlem and Bronzeville](#). Chicago: The University of Chicago Press] In Brown-Saracino, J (ed.), *The Gentrification Debates: A Reader*. (1<sup>st</sup> ed., pp. 305-318) Routledge.

Recommended Reading:

- Chen, S. (2021, August 19) Ayres, B. D. (1974, June 18) The Resilience of New York's Black Homeowners. *The New York Times*.
- [Writing lesson: How to write an annotated bibliography](#)
- **Assignment: Research Question Due via BlackBoard by 11:59PM EST**

September 16- *Gentrification & Education*

Required Reading:

- Pearman, F. (2020) Gentrification, Geography, and the Declining Enrollment of Neighborhood Schools. *Urban Education*. Vol. 55(2) 183–215. <https://doi.org/10.1177/0042085919884342>

Recommended:

- Summer, R. (2021). Exposing the legal and bureaucratic underpinnings of gentrification: Municipal property transfers through alley closures in Washington, DC. *EPC: Politics and Space*. 2021, Vol. 39(5) 955-971. <https://doi.org/10.1177/2399654420970952>

#### **Week Five | Gentrification as a Political issue | September 21 & 23**

September 21 & September 23- *How does gentrification impact political participation?*

Required Reading:

- Michener, J., & Wong, D. (2018). Gentrification, Demobilization, and Participatory Possibilities. In Hays, R. A. *Neighborhood change and neighborhood action: The struggle to create neighborhoods that serve human needs*, pp. 123-46. Lexington Books.

- Newman, B. J., Velez, Y., & Pearson-Merkowitz, S. (2016). Diversity of a different kind: Gentrification and its impact on social capital and political participation in black communities. *Journal of Race, Ethnicity, and Politics*, volume 1(2), 316-347. <https://doi.org/10.1017/rep.2016.8>

Recommended Reading:

- Casellas, J., & McBrayer, M. (2019). From barrios to condos: The effects of gentrification on minority descriptive representation. *Journal of Race, Ethnicity, and Politics*, 4(1), 216-255. <https://doi.org/10.1017/rep.2018.32>
- Henig, J. R., & Gale, D. E. (1987). The Political Incorporation of Newcomers to Racially Changing Neighborhoods. *Urban Affairs Quarterly*, 22(3), 399-419.

PART THREE- DISPLACEMENT

---

**Week Six | What is Displacement? | September 28 & 30**

*September 28- Defining Displacement*

Required Reading:

- Zuk, M., Bierbaum, A. H., Chapple, K., Gorska, K., & Loukaitou-Sideris, A. (2018). Gentrification, displacement, and the role of public investment. *Journal of Planning Literature*, 33(1), 31-44. <https://doi.org/10.1177/0885412217716439>

*September 30- Who gets displaced?*

Required Reading:

- Lee, B. A., & Evans, M. (2020). Forced to move: Patterns and predictors of residential displacement during an era of housing insecurity. *Social science research*, 87, 102415. <https://doi.org/10.1016/j.ssresearch.2020.102415>

Recommended Reading:

- Jackson, J. (2015) The consequences of gentrification for racial change in Washington, DC. *Housing Policy Debate*, Vol. 25, No. 2, 353-373, <http://dx.doi.org/10.1080/10511482.2014.921221>

**Week Seven | Displacement as a Policy Issue | October 5 & 7**

*October 5- Displacement and Transit*

Required Reading:

- Baker, D. M., Lopez, E., & Greenlee, A. J. (2021). Transit development and housing displacement: The case of the Chicago Red Line Extension. *Cities*, 115, 103212. <https://doi.org/10.1016/j.cities.2021.103212>
- [Writing lesson: How to write an outline](#)
- **Assignment: Annotated Bibliography Due by 11:59PM EST**

*October 7- Displacement and Housing*

Required Reading:

- Manzo, L. C., Kleit, R. G., & Couch, D. (2008). "Moving three times is like having your house on fire once": The experience of place and impending displacement among public housing residents. *Urban studies*, 45(9), 1855-1878.

- Read about the Hope VI program from The United States Department of Housing and Urban Development:  
[https://www.hud.gov/program\\_offices/public\\_indian\\_housing/programs/ph/hope6/about](https://www.hud.gov/program_offices/public_indian_housing/programs/ph/hope6/about)

### **Week Eight | Displacement as a Political Issue | October 12 & 14**

*October 12- What happens to politics after displacement occurs?*

Required:

- Martin, L. (2007). Fighting for control: political displacement in Atlanta's gentrifying neighborhoods. *Urban Affairs Review*, 42(5), 603-628.  
<https://doi.org/10.1177/1078087406296604>
- **Assignment: Outline Due by 11:59PM EST**
- **Writing lesson: How to create a good research presentation**

Recommended Reading:

- Owens, M. L., & Brown, J. R. (2014). Weakening strong Black political empowerment: Implications from Atlanta's 2009 mayoral election. *Journal of Urban Affairs*, 36(4), 663-681. <https://doi.org/10.1111/juaf.12067>

*October 14- What is the role of political parties and/or organizations in displacement?*

Required Reading:

- Chou, W. & Dancygier, R. (2021) Why Parties Displace Their Voters: Gentrification, Coalitional Change, and the Demise of Public Housing. *American Political Science Review*. Vol. 115(2). 429–449.  
<https://doi.org/10.1017/S0003055421000058>

## **PART FOUR- RETURN MIGRATION**

---

### **Week Nine | What is Return Migration? | October 19 & 21**

*October 19- Return Migration in the news*

Required Reading:

- Ayres, B. D. (1974, June 18) Blacks Return to South In a Reverse Migration. *The New York Times*.
- Tavernise, S. & Gebeloff, R. (2011, March 24) Many U.S. Blacks Moving to South, Reversing Trend. *The New York Times*.
- Weiss, K. R. (1989, June 11) Migration by Blacks From South Turns Around. *The New York Times*.

*October 21- Enjoy Howard University Homecoming*

- Interview Two Howard University Alumni
  - Ask two people who would describe themselves as “Old Howard” to tell you about how the neighborhood around Howard University looked during their time.
  - Ask for their opinion on the changes in the community and what those changes mean for the University and its students.

- Write a one-page narrative about your interview. Document should be single-spaced, 1-inch margins, 12 pt. Times font. Submit it to BlackBoard no later than October 26, 2021, at 11:59PM for three (3) extra credit points.

### **Week Ten | What is Return Migration? | October 26 & 28**

#### *October 26- Defining Return Migration*

- Falk, W. W., Hunt, L. L., & Hunt, M. O. (2004). Return Migrations of African-Americans to the South: Reclaiming a Land of Promise, Going Home, or Both?. *Rural Sociology*, 69(4), 490-509.

#### *October 28- Return Migration and changes in Southern Black Populations*

- Curtis, K. J. (2018). US return migration and the decline in southern black disadvantage, 1970–2000. *Social science quarterly*, 99(3), 1214-1232.

### **Week Eleven | Return Migration and Politics | November 2 & 4**

#### *November 2- Political Changes related to Return Migration*

- Morris, I. L. (2021). Migrant Magnets: How Movers Change the Politics of their New Home and the Places They Leave: The Cases of Black and Latino People. Chapter 6 in *Movers and Stayers: The Partisan Transformation of 21st Century Southern Politics*. Oxford University Press.
- [Writing lesson: Building on your outline for a first draft.](#)
- **Assignment: Research Presentation Draft Due by 11:59PM EST**

November 4

- Cohn, Nate (2014, July 18) Black Southern Voters, Poised to Play a Historic Role. *The New York Times*.

## **PART FIVE- CONCLUSIONS & PRESENTATION OF RESEARCH**

---

### **Week Twelve | Related Migration Issues | November 9 & 11**

November 9- Black Suburbanization

- Lacy, K. (2016). The new sociology of suburbs: A research agenda for analysis of emerging trends. *Annual Review of Sociology*, 42, 369-384.

November 11- No in person class (Veteran's Day Observed)

- [Writing lesson: How to revise your writing for a polished final draft](#)
- **Assignment: First Paper Draft Due on Sunday, November 14 by 11:59PM EST**

### **Week Thirteen | Potential Solutions & Conclusions | November 16 & 18**

*November 16- Solutions*

- Levy, D. K., Comey, J., & Padilla, S. (2007). In the face of gentrification: Case studies of local efforts to mitigate displacement. *Journal of Affordable Housing and Community Development Law*, 16(3), 238-316.
- May 2018. [Displacement of Lower-Income Families in Urban Areas Report. U.S. Department of Housing and Urban Development](#) | Office of Policy Development and Research

*November 18- Conclusions and looking forward*

- Brown–Saracino, J. (2016). An agenda for the next decade of gentrification scholarship. *City & community, 15*(3), 220-225.

**Week Fourteen | Presentations & Thanksgiving | November 23 & 25 (Thanksgiving Day)**

November 23- Research Presentations (via Zoom, no in class meeting)

November 25- No in person class (Thanksgiving Day)

**Week Fifteen | Presentations | November 30 & December 2**

November 30- Research Presentations (via Zoom, no in class meeting)

December 2- Research Presentations (via Zoom, no in class meeting)

- **Assignment: Final Paper Draft Due on Sunday, December 5, 2021 by 11:59PM EST**

Grades Due | December 14, 2021