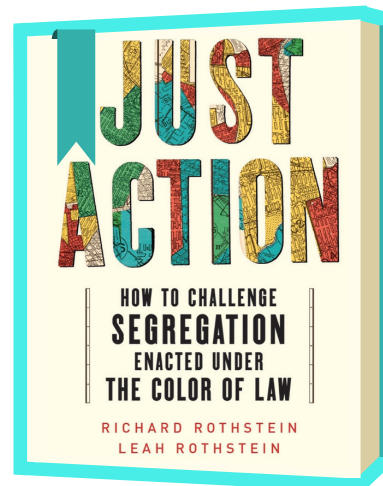


Information you can use

Discussion Questions on “Just Action”

- 1 What does “home” mean to you?
- 2 What does “community” mean to you? How has your definition changed over your lifetime?
- 3 How can we build and grow community?
- 4 “Just Action” largely addresses segregation. In what ways has segregation impacted our lives, homes, and communities today?
- 5 What are the core arguments presented in “Just Action”?
- 6 Did any of the case studies in “Just Action” stand out to you? If so, why?
- 7 What can you take from “Just Action” and apply to your life?
- 8 How can we desegregate our cities and neighborhoods? Our organizations? Our personal lives?
- 9 “Just Action” also discusses gentrification. In what ways has segregation impacted our lives, homes, and communities today?
- 10 What would be a ninth step you’d add to Luke Davenport’s “Becoming a Conscientious Gentrifier in 8 Easy Steps”?
- 11 Are there parts of your city that you feel are unsafe or unwelcome? If so, what aspects contribute to that feeling?
- 12 “Just Action” mentions the Fair Housing Act of 1968. Have you had to file a complaint? If so, what was your experience?
- 13 What role should library, faith, and legal groups play in our community’s housing crisis?



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Further Reflection on “Just Action” & Summit County, Ohio

1

The Rothsteins invite readers to get started by “follow[ing] segregation’s paper trail” (pg 32). Using [Mapping Inequality](#), explore the redlining maps of your neighborhood from the 1930s. Pay attention to area and population characteristics of 1939 - how have those changed or stayed the same over the past century? Ask the Business, Government & Science Division if you need help pulling up current population data from the [Census](#).

2

Marianne Villalobos (Stanislaus Co, CA) was stunned to discover a “restrictive covenant” on her property deed (pg 32). However, such racial restrictions are not uncommon. Like the students of Modesto High School, we invite you to discover: does your place of residence had a racially restrictive clause? Note which races were excluded and how that has shaped the current racial makeup of your neighborhood. Ask the Special Collections Division if you need help pulling up a copy of your deed from the [Summit County Fiscal Office](#).

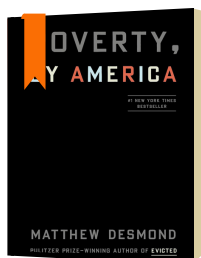
3

Akron, Ohio’s history with redlining is also a contemporary one: the [Innerbelt highway project](#) targeted and displaced largely Black communities in the 1970s. Currently the City has the [Reconnecting Our Community](#) initiative to both reckon with the past and identify a vision for the future. What are some of your recommendations and how can you get involved to make them happen?

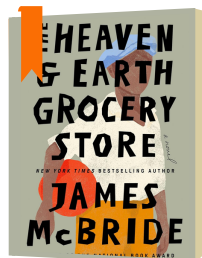
4

The Rothsteins explore how “desegregation of schools and communities go hand in hand (pg 232).” Summit County has 62 private schools (serving 12,409 students) and 147 public schools (serving 73,600 students). Reflecting on either your personal or familial academic situation. What circumstances would encourage attendance at a private school? What circumstances would encourage attendance at a public school?

Further Reading Beyond “Just Action” For All Ages



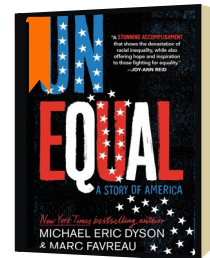
“Poverty, by America”
Matthew Desmond



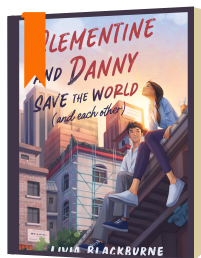
“Heaven & Earth Grocery Store”
James McBride



“BTM FDRS”
by Ezra Clayton Daniels



“Unequal”
Michael Eric Dyson



“Clementine and Danny Save the World (and Each Other)”
by Livia Blackburne



“There Goes the Neighborhood”
Jade Adia



“Ruby Lost and Found”
Christina Li



“The Blue House”
Phoebe Wahl