Sociology 520: Racial Residential Segregation
Spring 2013

Instructor: Maria Krysan
4140D BSB
312 996 5575
krysan@uic.edu

Meeting time: Mondays, 9:00am -11:45am
Location: 4102 BSB

Office Hours: By appointment

Course Description and Objectives:

Racial residential segregation has been called the ‘structural lynchpin’ of racial inequality in the United States, owing to the influence of residence on a wide range of social, economic, political, educational, and health outcomes. The overall objective of this course is to expose students to the broad range of issues and debates about the causes, consequences, and structure of residential segregation in the United States. The course will begin with a discussion of contemporary segregation patterns, the historical circumstances that created them, and the measures and methods used to assess segregation. We will then move to a discussion of the ‘big three’ explanations for persistent segregation: economics/social class, discrimination, and racial residential preferences. After a discussion of segregation patterns of immigrants, we will turn to more detailed examinations of the consequences of segregation, including readings focused on wealth, crime, health and education. The last section will consider a number of related themes, including residential mobility processes, neighborhood effects, gentrification, and integration. Throughout the course, attention will be paid to the policy implications. The literature on this topic is voluminous, and students are encouraged to do additional reading on those sub-topics that are of most interest to them.

Required Textbooks:

1.) Either (who reads which book was assigned prior to the first day of class):
   OR
4.) Pick ONE of the following four books:


9.) EITHER (you are free to choose which one you would like to read):
   OR

This syllabus benefited from the generosity of the following scholars who shared their syllabi with me: Professors Nancy Denton, Robert Adelman, and Kris Marsh.

All readings from journal articles are readily available through UIC’s library. You are expected to find them on your own. Readings that are excerpts from books (where you are not required to purchase the entire book) will be posted on BlackBoard, under ‘course documents’ in a folder with the date for which it is the assigned reading.

Academic Integrity: Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating of information and citations, or facilitating acts of academic dishonesty of others, having unauthorized possession of examinations, submitting the work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. Violations of academic integrity will be dealt with harshly. Students who engage in cheating or plagiarism (or any other form of academic dishonesty) will be reported to the Dean of Students for prosecution through the Judiciary committee. Penalties range from re-doing work, obtaining a failing grade, or expulsion from the University. If you have any questions about the definition of plagiarism, please ask the instructor for assistance. To read more on academic integrity and the student disciplinary policy go to:

http://www.uic.edu/depts/dos/docs/StudentDisciplinaryPolicy0809withpagenumbersandcov.pdf

Disabilities: Students with disabilities should inform the instructor of their need for accommodations within the first two weeks of the semester. Students with disabilities who require accommodations for access and participation in this course must be registered with the Office of Disability Services (ODS). Please contact ODS at 312-413-2103 (voice) or 312-413-0123 (TTY).
Course policies.

Students are expected to:

1.) Arrive to class on time, turn off cellular phones, pagers and computers during class (with the exception of students with disabilities who require the use of a computer or other electronic devices).

2.) Complete the assigned readings prior to class.

3.) Attend class regularly. More than one unjustified absence will affect the grade and more than three absences will result in a failing grade. Students who miss a class will be required to turn in an additional short paper for the missed class, and the paper will not count toward the required written assignments.

4.) Complete all course requirements on time, including the final paper. Incompletes will only be given to students who have attended class regularly, completed most of the course work, and are facing extraordinary circumstances.

5.) Adhere to academic integrity. Students are responsible for understanding UIC’s rules and regulations regarding plagiarism and academic dishonesty. Students who violate UICs’ policies for academic integrity will receive a failing grade and be reported to the Office of Student Judicial Affairs and subjected to the Academic Integrity Review Process.

Grading. Your course grade will be based on your participation in seminar discussions, written assignments, discussion leader performance, and the assignments associated with your final paper, as well as the final paper itself.

**Participation in seminar discussions:** All students are expected to actively contribute to the discussion of the materials each week. This is a baseline expectation for the class. Failure to meet this baseline will result in a reduction in overall points earned for the written assignments, discussion leader assignment, and final paper.

**Written Assignments:** On most weeks, you will be asked to complete a written assignment in advance of the class meeting time. Assignments must be submitted by 7:00pm on the prior Sunday. The nature of the written assignment for any given week is described under that week’s course schedule. Unless otherwise indicated, the assignments must be uploaded to the “Assignments” section of BlackBoard.

**Discussion Leader:** Each student will be responsible for leading the class discussion once during the semester. Leading discussion does not mean simply summarizing the readings. Rather, the discussion leader needs to create a meaningful and in-depth discussion of the week’s readings and of how the week’s readings fit into the larger context of the course. As the discussion leader, you are also required to do additional readings (that reflect the discussion leader’s own interests and that typically come from the book that is part of the week’s readings—see specific course date for details) on the topic and weave them into the discussion. You should be prepared to provide a stimulating presentation as well as generate meaningful discussion through thoughtful discussion questions or activities. You are encouraged to meet with the instructor at least a week before the date for which you are the discussion leader, to discuss your plans.

**Course Paper:** You are encouraged to use the paper that you prepare for this course in a way that is useful for your scholarly development. This will depend to a great extent on your stage in
the graduate program and your own research interests. You are encouraged to speak to your advisor and/or the instructor to strategize a paper that is both consistent with the overall topic of this course, and also meets some other goals you have. Generally speaking, the course paper will take one of three forms:

1.) A research paper in which you use ethnography, in-depth interviews, content analysis, or statistical analysis of survey data. This paper would address a substantive issue and use appropriate data to examine it. The paper would follow the general structure (and length) of a journal article (Introduction, Literature Review, Methods, Findings, Discussion/Conclusions).

2.) A literature review in which you fully address the extant literature on a topic. You would pick a topic, thoroughly review the scholarly literature on it, and then address the strengths and weaknesses of the literature. It would NOT be a simple summary/regurgitation of what others have found and written. Rather, it would be a synthesis of the literature and an informed evaluation of it.

3.) A research proposal in which you provide a literature review appropriate to a proposal, and then outline a research project that would be appropriate to address some ‘hole’ in the research that you have identified.

Deadlines related to the course paper:

By **February 11th**, you are asked to submit a 1-2 page description of the paper you plan to write. This should identify the kind of paper (research paper, proposal, or literature review) and the general topic under investigation.

By **March 4th**, you are asked to submit a full prospectus of your paper in which you:

1.) Identify the topic you will investigate
2.) Identify whether it will be a literature review, research paper, or research proposal.
3.) Specify the details of the paper (which will vary depending on which format you will use). For example, if you are doing a research paper or proposal, you need to specify the research methods, data, etc.; if a literature review, you need to clarify the areas of research that will be included in the review.
4.) Provide a broad outline of the paper.

The final paper will be due by 5:00pm on the last day of Spring semester classes: **Friday, May 10th, 2013**.
Course Schedule: (Assignments and readings are subject to changes or modifications.)

January 14, 2013: Introduction to the Course and the Topic


Read one report from one of these websites:
http://projects.pop.psu.edu/canc/segregation (the seven reports are listed in the upper left hand corner of this webpage)

You might also find this website interesting to play around with:
http://www.censusscope.org/segregation.html

January 21, 2013: No Classes

MLK Day Holiday, no classes. But the reading for 1/28/13 is a lot; you should get started now!

January 28, 2013: Residential Segregation: How Did We Get Here?


Then read either:


OR


Assignment: ½ the class is reading the Meyer; the other ½ is reading Loewen (these assignments were made prior to the beginning of class). You are asked to meet with the other class members who read your same book and prepare a presentation for the class in which you present the main arguments of
the book. Try to ‘bring the book to life’ in some creative and informative way so that the other half of
the class can appreciate the contribution that the book makes. Also try to put your book in the
broader context of the history and causes of racial residential segregation in the U.S.

February 4th, 2013: Oak Park: A Case Study in Intentional Integration

Class will not meet on Monday; instead, we will take a field trip, to be arranged (by class consensus on
the first day of class) for a different day/time during this week (Thursday or Friday).

of Chicago Press.

For a recent ‘review’ of the Oak Park Regional Housing Center, read:
http://astro.temple.edu/~ruby/opp/3qrpt02/finalversion.pdf

We will take a field trip to Oak Park Regional Housing Center (and Oak Park) and have a discussion with
OPRHC’s Executive Director, Rob Breymaier and their Policy Analyst, Morgan Davis.

Assignment: Prepare three questions to pose to the staff of the Oak Park Regional Housing Center
when we meet with them. We will discuss this in more detail in class.

February 11th, 2013: Understanding Segregation: Measures and Methods

Geographic Levels and Social Dimensions of U.S. Metropolitan Segregation, 1960-2000.” Demography
41:37-59.

Forces 67:281-315.

45: 489-514.

Segregation and Spatial Assimilation in Micropolitan Areas: Exploring the American Dilemma on a New
Frontier.” Social Science Research 36:995-1020.

Assignment: Write a short reading memo (about 4 pages, double spaced) in which you compare and
contrast the four articles. How are they similar? How different? What is novel about any particular
approach used by the authors? Which is most compelling, and why?
NOTE: Your short description of your final paper is due today (2/11/13).
February 18th, 2013: Social Class, Race, and Neighborhoods


Pick one of the following books to read:


Assignment: For your selected book prepare a written report (4-5 pages, double spaced) in which you: (1) briefly summarize the key purpose and arguments of the book; (2) connect the arguments/debates of the book to one or more of the other two readings for today’s class AND to one other reading we have done in the class so far. You should be prepared to present a summary of your report to the class (orally), as well as submit the written document to the instructor by 7pm Sunday, February 17th.

February 25th, 2013: A Focus on Housing-Related Discrimination


Assignment: Write a short reading memo (about 4 pages, double spaced) in which you compare and contrast the methods and findings of the four different studies of housing discrimination.
March 4, 2013: A Focus on Racial Residential Preferences


Pick at least two of the following to read:


Krysan, Maria and Michael Bader. 2007. “Perceiving the Metropolis: Seeing the City through a Prism of Race.” Social Forces 86(2): 699-733.


Assignment: Prepare a reading memo (2 pages, double spaced) on the two articles selected you selected to read from the list above. It should very briefly summarize the point of the article but the emphasis should be on providing a meaningful discussion of the key arguments of the paper, and how those arguments fit into the debates and arguments discussed in the Charles book.

Discussion Leader: TBD (In addition to leading the discussion, the leader is responsible for identifying two additional readings from the Charles book to read and report on to the class.)

NOTE: Your full prospectus for your final paper is due today (3/4/13).
March 11, 2013: Race, Immigration, and Housing


Pick at least one of the following:


Assignment: Prepare a reading memo on the article selected from the above group; this should be 2 pages (double spaced) and should very briefly summarize the point of the article but the emphasis should be on providing a meaningful discussion of the key arguments of the paper, and how those arguments fit into the debates and arguments discussed in the Iceland book.

Discussion Leader: TBD (In addition to leading a discussion, the leader is also required to identify one or two additional articles from the bibliography in Iceland’s book to read and present to the class.)

March 18, 2013: Consequences of Segregation: Wealth and Crime


Read at least one more article from this list:


Assignment: Prepare a reading memo of the article you selected from the three choices; this should be 2 pages (double spaced) and should very briefly summarize the point of the article but the emphasis should be on providing a meaningful discussion of the key arguments of the paper, and how those arguments fit into the debates and arguments discussed in the Oliver and Shapiro reading.

Discussion Leader: TBD (In addition to leading the discussion, the discussion leader is responsible for identifying one or two additional articles from the Peterson and Krivo book to read and summarize for the class (as well as integrate into the discussion).

March 25, 2013: NO CLASS, SPRING BREAK

April 1, 2013: More consequences of segregation: Health and Education

Education:


Discussion Leader (for education component): TBD (The discussion leader should facilitate discussion of this topic, and to do so should identify two additional readings in the literature that they will present and connect to the class readings.)

Health:


Discussion Leader (for health component): TBD (The discussion leader should facilitate discussion of this topic, and to do so should identify two additional readings in the literature that they will present and connect to the class readings.)

Assignment: Pick one article from the health and one from the education section and write a reading memo on it. See assignment description above for what the reading memo should be like.
April 8, 2013: Moving Around and Selecting Neighborhoods


Assignment: Pick one article from the assigned readings and write a reading memo that discusses where the article’s focus and findings fit within the larger discussions of the causes of racial residential segregation.

April 15, 2013: Neighborhood Effects


Assignment: Each student will be assigned a chapter from the book on which to write a reading memo. The focus of your memo should be on situating the chapter in the larger arguments of the book, and also to place it within the context of the topic of this course.

Discussion Leader: TBD (The discussion leader, in addition to guiding discussion of the topic, should also identify one or two additional readings (from the bibliography of the Sampson book) that are on a topic of special interest to the discussion leader. In addition to leading class discussion, the leader will present the additional readings to the class.)
April 22, 2013: Gentrification and Integration

Pick one of the following articles to read:


THEN YOU SHOULD READ ONE OF THE TWO FOLLOWING BOOKS (you choose which one):


OR


Assignment: Write a short reading memo in which you link the article you read to the book you read.

Discussion Leader (Gentrification): TBD (read one additional article from the bibliography of the book)

Discussion Leader (Integration): TBD (read one additional article from the bibliography of the book)

April 29, 2013:

For our last class session, we will select as (as a group) a focus on one of the following topics. Alternatively, students will present their final papers for the class. We will discuss early in the semester which approach we want to take.

1.) The destruction of public housing and its impact on segregation/neighborhoods
2.) The foreclosure crisis and its impact on segregation
3.) An examination of the ways in which multi-ethnic metropolises might be different
4.) A focus on the MTO experiments on mobility
5.) Or something else that we decide upon as a group