

Public Affairs 56:824:712:02 (17083)
Public Administration 56:834:650:03 (17013)

Special Problems: Inequality and Segregation
Fall 2019, Wednesdays, 6:00pm-8:50pm, Armitage 219

September 3, 2019

Professor: Paul A. Jargowsky; 321 Cooper St.; 856-225-2729; paul.jargowsky@rutgers.edu
Office Hours: Tuesdays 4-6pm and by appointment.

Overview. This course examines the dimensions of inequality, including economic inequality and poverty, residential segregation by race and class, and the concentration of poverty. The focus is primarily on the US, but comparisons with other industrialized nations will also be discussed. The course will address questions of definition and measurement, historical and current trends, causes and consequences, and policy responses. Students will be expected to become familiar with different measures of poverty, inequality, and segregation; to understand the main theoretical and empirical debates; and to understand the role of public policy in addressing and/or exacerbating these problems.

Prerequisite. While there is no formal prerequisite, a familiarity with descriptive statistics and experience working with quantitative data are recommended.

Books and Readings. Most readings will be provided in PDF format via the Sakai web site. The tab “Schedule & Readings” shows the readings for each class, as well as links to multi-media sources, such as YouTube videos and informative web sites. Readings should be done before the class in question. Students are encouraged to post questions and reactions to the readings.

There are no required or recommended texts, since readings will be provided in PDF from a wide variety of sources. However, books available for students to review are noted on the syllabus.

Requirements and Grading. Regular attendance is essential. Arrange your calendar now to eliminate conflicts. If a health situation or other exigent circumstances arise that may make it impossible for you to attend a particular class, please let me know in advance.

Assignments in this class consist of:

- Three short paper assignments of 3 to 5 pages, not counting references. These will be due on the date indicated on the schedule. The lowest grade will be dropped
- A book review. Specific books to review are indicated on schedule. If there is a different book you would prefer to review, send me an email and I will consider it. Your review will be shared with your classmates after I review it.
- Students, working individually or in groups of two, will develop readings and lead discussions on a set of mutually agreed upon topics in the last two class periods.

- Students have the option of a final research paper due on the last class day (December 11) or a final exam on the scheduled exam day (December 18).

Assignments are weighted for grading purposes as follows:

Short papers, best 2 of 3, 15% each	30%
Book review	15%
Student led topic	15%
Final Exam or Final Paper	20%
Class participation	20%

Regarding class participation, my goal is that every student will participate in every class. Thus, I expect students to do the readings before class and come to class prepared to engage in a dialog concerning the issues they raise.

Disability. Rutgers University welcomes students with disabilities into all the University's educational programs. Any student in need of classroom accommodations due to disabilities should contact Disability Services as soon as possible:

<https://success.camden.rutgers.edu/disability-services>

Upon verification of the need for accommodations, the disability services office will provide you with a Letter of Accommodations. Please share this letter with me and we can discuss the specific accommodations needed. To begin this process, please complete the Registration form:

<https://webapps.rutgers.edu/student-ods/forms/registration>

***Academic Integrity Notice.** My assumption is that anyone taking this class fully intends to abide by the university's academic standards. But just to be perfectly clear, I have a zero tolerance policy for academic integrity violations. Students must not cheat on examinations and must scrupulously avoid plagiarism on any written assignment. The penalty I request in cases of academic dishonesty is a grade of zero (0) for the examination or assignment in question, although the final penalty is determined by the responsible university official. A grade of zero on a final paper or exam could easily lead to failing the course. In addition, the incident is reported to the Dean of Students for disposition and becomes a part of the student's record.*

Further information may be found here:

<https://deanofstudents.camden.rutgers.edu/academic-integrity>

The definition of academic integrity and violations thereof may be found here:

https://slwordpress.rutgers.edu/academicintegrity/wp-content/uploads/sites/41/2014/11/AI_Policy_2013.pdf

Given the focus on written assignments, it is particularly important for students to be clear on the need for proper citation. I assume that any assignment you hand in to me is written in your own words unless properly quoted and cited. The purpose of citation in academic papers is three-fold. First, you must give proper credit for facts, ideas, and words that you relied upon in

completing your assignment. Second, by citing a high-quality source, you strengthen the persuasiveness of your own work. Third, citation to the work you relied upon should make it easy for me or anyone reading your work to find the source, either to check your interpretation of the source or to learn more about the issues being discussed. If you have any question or uncertainty about what constitutes plagiarism or how to properly cite sources, don't hesitate to ask me. There are also excellent resources on this page that I suggest you review:

<https://deanofstudents.camden.rutgers.edu/academic-resources>

Laptop Computers. Laptop computers may be used in class, but only for class purposes. Class purposes include taking notes and viewing lecture notes or research articles as they are discussed in class. You may not use laptop computers to text, IM, surf the web, answer emails, do assignments for other classes, or any other purpose not related to the class. Such use interferes with your own learning and distracts fellow students. Students who violate these rules will be prohibited from further laptop use.

Schedule and Readings. The schedule and readings are posted on the course website in Sakai.

<p><i>Date</i></p> <p>Assignments Due</p>	<p><i>Topic & Readings (as of August 21, check back for updates)</i></p> <p>(MM) Multi-media sources, web sites to explore, YouTube videos, etc. (PHD) More advanced material, optional for MPA students</p>
<p>Sep. 4</p>	<p>Income Inequality: Measures and Trends</p> <p>Stone, Chad, Danilo Trisi, Aloc Sherman, and Roderick Taylor. 2019. "A Guide to Statistics on Historical Trends in Income Inequality." Center on Budget and Policy Priorities, Washington DC.</p> <p>Stiglitz, Joseph E. 2013. "Inequality Is a Choice." New York Times, October 21, 2013.</p> <p>Norton, Michael and Dan Ariely. 2011. "Building a Better America -- One Wealth Quintile at a Time." <i>Perspectives on Psychological Science</i> 6(1):9–12.</p> <p>(MM) Politizane, Wealth Inequality in America. (YouTube Video)</p> <p>(MM) Inequality US by State: https://www.epi.org/multimedia/unequal-states-of-america/</p> <p>(PHD) Sommeiller, Estelle, and Mark Price. 2018. "The New Gilded Age: Income Inequality in the U.S. by State, Metropolitan Area, and County." Report. Washington D.C.: Economic Policy Institute.</p>
<p>Sep. 11</p>	<p>Income Inequality: Explanations and Perspectives</p> <p>David Weil. 2017. "Income Inequality, Wage Determination, and the Fissured Workplace." Pp. 209-231 in Heather Boushey, et al., eds., <i>After Piketty: The Agenda for Economics and Inequality</i>. Note that "C21" is shorthand for "Capital</p>

	<p>in the 21st Century,” by Thomas Piketty. This article is from a collection of essays in response to that book.</p> <p>Bivens, Josh, and Lawrence Mishel. 2015. “Understanding the Historic Divergence between Productivity and a Typical Worker’s Pay.” Briefing Paper #406. Washington D.C.: Economic Policy Institute.</p> <p>Feldstein, Martin. 1998. “Income Inequality and Poverty.” NBER Working Paper No. w6770: 1–12.</p> <p>(MM) Prager U., “Income Inequality is Good.” https://www.youtube.com/watch?v=1e35Vf-9n8E</p> <p>In class: Robert Reich, <i>Inequality for All</i> (Documentary on DVD)</p>
<p>Sep. 18</p> <p>Due: Paper Assignment #1</p>	<p>Spatial Inequality: Racial Segregation</p> <p>Segregation Maps</p> <p>Rugh, Jacob S. and Douglas S. Massey. 2014. “Segregation in Post-Civil Rights America: Stalled Integration or End of the Segregated Century?” <i>Du Bois Review: Social Science Research on Race</i> 11(2):205–32.</p> <p>Jargowsky, Paul A. 2018. “The Persistence of Segregation in the 21st Century.” <i>Law & Inequality: A Journal of Theory and Practice</i> 36(2):207–30.</p> <p>(PHD) White, Michael J. 1986. “Segregation and Diversity Measures in Population Distribution.” <i>Population Index</i> 52:198–221.</p> <p>(MM) Williams, Aaron and Armand Emamdjomeh. 2019. “American is more diverse than ever – but still segregated.” <i>Washington Post</i>.</p>
<p>Sep. 25</p>	<p>Spatial Inequality: Economic Segregation and Concentration of Poverty</p> <p>Jargowsky, Paul A. 2015. Architecture of Segregation: Civil Unrest, the Concentration of Poverty, and Public Policy. New York, NY: Century Foundation.</p> <p>Editorial Board. 2015. “The Architecture of Segregation.” <i>The New York Times</i>, September 5.</p> <p>(PHD) Jargowsky, Paul A. 1996. “Take the Money and Run: Economic Segregation in U.S. Metropolitan Areas.” <i>American Sociological Review</i> 61:984–98.</p> <p>(MM) “The Science of Opportunity,” Opportunity Insights Project, Harvard University. (YouTube) https://www.youtube.com/watch?v=w8hHtk7oe1w&feature=youtu.be</p>
<p>Oct. 2</p>	<p>Origins of Racial and Economic Segregation</p> <p>Chapters 2-4 in Sanders, Richard H., Yana A. Kucheva, and Jonathan M. Zasloff (SKZ). 2018. <i>Moving Toward Integration: The Past and Future of Fair Housing</i>.</p> <p>“Summary of Report,” pp. 1-29 in National Advisory Commission on Civil Disorders. 1968. <i>Report of the National Advisory Commission on Civil Disorders</i> (“The Kerner Report”). New York: Bantam Books.</p> <p>Rothstein, Richard. 2015. “The Racial Achievement Gap, Segregated Schools, and Segregated Neighborhoods: A Constitutional Insult.” <i>Race and Social</i></p>

	<p>Problems 7: 21-30. For more information, you can take a look at his book <i>The Color of Law</i>.</p> <p>(optional) Peruse rest of Kerner Report, https://www.ncjrs.gov/pdffiles1/Digitization/8073NCJRS.pdf</p> <p>(MM) Explore redlining maps in Mapping Inequality: Redlining in New Deal America. Can we still see the effects of redlining today?</p>
Oct. 9	<p>Neighborhood Sorting Processes</p> <p>SKZ, Chapter 8, “Tipping vs. Integration.”</p> <p>Daniel Hertz, “Are Racial Tipping Points Over Blown?” CityCommentary.</p> <p>Dwyer, Rachel E. 2007. “Expanding Homes and Increasing Inequalities: U.S. Housing Development and the Residential Segregation of the Affluent.” <i>Social Problems</i> 54(1):23–46.</p> <p>(PHD) Sampson, Robert J. and Patrick Sharkey. 2008. “Neighborhood Selection and the Social Reproduction of Concentrated Racial Inequality.” <i>Demography</i> 45(1):1–29.</p> <p>(MM) “Location, Location, Location,” Code Switch podcast, NPR.</p> <p>(MM) Vi Hart and Nicky Case, “The Parable of the Polygons.”</p>
Oct. 16	<p>Guest Lecture: George Galster</p> <p>George Galster, “Making Our Neighborhoods, Making Ourselves,” Chapter 15, “Neighborhood Social Mix”.</p>
Oct. 23	<p>Segregation by Race: Consequences</p> <p>Metropolitan Policy Council, “The Cost of Segregation.”</p> <p>SKZ, Chapter 16, “The Effects of Segregation.”</p> <p>(PHD) Ananat, Elizabeth Oltmans. 2011. “The Wrong Side (s) of the Tracks: The Causal Effects of Racial Segregation on Urban Poverty and Inequality.” <i>American Economic Journal: Applied Economics</i> 3(2):34–66.</p> <p>(PHD) Cutler, David M., and Edward L. Glaeser. 1997. “Are Ghettos Good or Bad?” <i>Quarterly Journal of Economics</i> 112: 827–972.</p>
Oct. 30	<p>Segregation by Income: Consequences</p> <p>Chetty, Raj, Nathaniel Hendren, and Lawrence F. Katz. 2016. “The Effects of Exposure to Better Neighborhoods on Children: New Evidence from the Moving to Opportunity Experiment.” <i>American Economic Review</i> 106 (4): 855–902.</p> <p>Sharkey, Patrick. 2010. “The Acute Effect of Local Homicides on Children’s Cognitive Performance.” <i>Proceedings of the National Academy of Sciences</i> 107 (26): 11733–38.</p> <p>(PHD) Sharkey, Patrick and Jacob W. Faber. 2014. “Where, When, Why, and For Whom Do Residential Contexts Matter? Moving Away from the Dichotomous Understanding of Neighborhood Effects.” <i>Annual Review of Sociology</i> 40(1):559–79.</p>

Nov. 6	CLASS CANCELLED
Nov. 13 <u>Short Paper</u> <u>2 Due</u>	Gentrification and Suburbanization Murphy, A. K., & Allard, S. W. (2015). The changing geography of poverty . <i>Focus</i> , 32(1), 19-23. Zuk, M., Bierbaum, A. H., Chapple, K., Gorska, K., & Loukaitou-Sideris, A. (2018). Gentrification, displacement, and the role of public investment . <i>Journal of Planning Literature</i> , 33(1), 31-44. Lees, L., Slater, T., & Wyly, E. K. (Eds.). (2010). The gentrification reader (Vol. 1) . London: Routledge. Preface only Brummet, Q., & Reed, D. (2019). The Effects of Gentrification on the Well-Being and Opportunity of Original Resident Adults and Children . Focus on sections 1-2, 5-6; sections 3 & 4 are for those interested in quantitative methods
Nov. 20	Policy Options Excerpts from “The Moonshot” Badger, Emily and Quoc Trung Bui. 2019. “Cities Start to Question an American Ideal: A House With a Yard on Every Lot.” <i>The New York Times</i> , June 18. (MM) https://haasinstitute.berkeley.edu/six-policies-reduce-economic-inequality
Nov. 27	(No Class. Friday Schedule in Effect.)
Dec. 4	School Segregation – Randy Generational Transmission of Wealth -- Jazmyne
Dec. 11 Book Review Due	Policing & Incarceration – Ivonne and Sarah Segregation and Health – Shibin
Dec. 18	Final Exam or Final Paper Due (PHD)

Book Review Assignment

Due date TBA (December 11)

Choose one of the following books. Only one student may review a given book. Please notify me of the book you would like to review. First come, first served. As books are “claimed,” I will update this list by striking the claimed books out. If you have a book you would like to review not on this list, please consult with me. The book, even if aimed at a general audience, should be scholarly in the sense that it cites evidence to support its claims.

Your review should be about 4-5 pages long, double spaced. If you cite other literature, include a list of references. Be sure to summarize the book’s main themes, assess how well the author

supports his/her claims, and identify what the reader may learn from this book that they probably didn't already know. You should also state whether you personally found the arguments convincing, whether there any weaknesses in the book, and whether you recommend the book. Atkinson, Anthony B. *Inequality: What Can Be Done?* Harvard University Press, 2015.

Bonastia, Christopher. *Knocking on the Door: The Federal Government's Attempt to Desegregate the Suburbs*. Princeton, N.J.: Princeton University Press, 2006.

Chaskin, Robert J., and Mark L. Joseph. *Integrating the Inner City: The Promise and Perils of Mixed-Income Public Housing Transformation*. Reprint edition. University of Chicago Press, 2017.

Clotfelter, Charles T. *After Brown the Rise and Retreat of School Desegregation*. Princeton, N.J.: Princeton University Press, 2004. <http://site.ebrary.com/id/10503248>.

~~Danley, Stephen. 2018. *A Neighborhood Politics of Last Resort: Post-Katrina New Orleans and the Right to the City*. Vol. 10. McGill-Queen's University Press. [Jazmyne]~~

Fishback, Price, Jonathan Rose, and Kenneth Snowden, *Well Worth Saving: How the New Deal Safeguarded Homeownership* (Chicago: University of Chicago Press, 2013).

Freund, David M. P. *Colored Property: State Policy and White Racial Politics in Suburban America* (Chicago: University of Chicago Press, 2007).

Galster, George. *Driving Detroit: The Quest for Respect in the Motor City*. University of Pennsylvania Press, 2012.

~~Gates Jr., Henry Louis. *Stony the Road: Reconstruction, White Supremacy, and the Rise of Jim Crow*. New York: Penguin Press, 2019. [Randy]~~

~~Gillette Jr, Howard. *Camden after the Fall: Decline and Renewal in a Post-Industrial City*. University of Pennsylvania Press, 2011. [Sarah]~~

Hirsch, Arnold D. *Making the Second Ghetto: Race and Housing in Chicago, 1940 to 1960*. Cambridge, England: Cambridge University Press, 1983.

Hirt, Sonia A. *Zoned in the USA: The Origins and Implications of American Land-Use Regulation*. Ithaca ; London: Cornell University Press, 2014.

Jackson, Kenneth T. *Crabgrass Frontier: The Suburbanization of the United States* (Oxford: Oxford University Press, 1985).

~~Jargowsky, Paul A. *Poverty and Place: Ghettos, Barrios, and the American City*. New York: Russell Sage Foundation, 1997. [Yvonne]~~

Krysan, Maria, and Kyle Crowder. *Cycle of Segregation: Social Processes and Residential Stratification*. 1 edition. New York: Russell Sage Foundation, 2017.

Levine, Jonathan. *Zoned out : Regulation, Markets, and Choices in Transportation and Metropolitan Land-Use*. Washington, DC: Resources for the Future, 2005.

- Massey, Douglas S. *Categorically Unequal: The American Stratification System*. First edition. New York: Russell Sage Foundation, 2007. [Shibin]
- Massey, Douglas S., Len Albright, Rebecca Casciano, Elizabeth Derickson, and David N. Kinsey. *Climbing Mount Laurel: The Struggle for Affordable Housing and Social Mobility in an American Suburb*. Princeton, NJ: Princeton University Press, 2013.
- Massey, Douglas S., and Nancy A. Denton. *American Apartheid: Segregation and the Making of the Underclass*. Cambridge, Massachusetts: Harvard University Press, 1993.
- Piketty, Thomas. *The Economics of Inequality*. Translated by Arthur Goldhammer. Cambridge, Massachusetts; London, England: Belknap Press: An Imprint of Harvard University Press, 2015.
- Bonastia, Christopher. *Knocking on the Door: The Federal Government's Attempt to Desegregate the Suburbs*. Princeton, N.J.: Princeton University Press, 2006.
- Pritchett, Wendell. *Brownsville, Brooklyn: Blacks, Jews, and the Changing Face of the Ghetto* (Chicago: University of Chicago Press, 2002).
- Satter, Beryl. *Family Properties: Race, Real Estate, and the Exploitation of Black Urban America* (Metropolitan Books, 2009).
- Schafran, Alex. *The Road to Resegregation: Northern California and the Failure of Politics*. First edition. Oakland, California: University of California Press, 2018.
- Schwalbe, Michael. *Rigging the Game: How Inequality Is Reproduced in Everyday Life*. 2 edition. New York: Oxford University Press, 2014.
- ~~Shapiro, Thomas M. *The Hidden Cost of Being African American: How Wealth Perpetuates Inequality*. 1 edition. Oxford; New York: Oxford University Press, 2005. [Keena]~~
- Sugrue, Thomas J. *Origins of the Urban Crisis: Race and Inequality in Postwar Detroit* (Princeton: Princeton University Press, 1996).
- Trounstein, Jessica. *Segregation by Design: Local Politics and Inequality in American Cities*. Cambridge University Press, 2018.