

Sociology 481
Race and Class Segregation in the United States
Spring 2005
Tuesdays, 9:30 - 12:10
213 O'Brian Hall

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Office hours: Tuesday 4:15-6:00
Other times by appointment only.

Course Readings and Supplies

1. Massey, Douglas S. and Nancy A. Denton. 1993. *American Apartheid: Segregation and the Making of the Underclass*. Boston, MA: Harvard University Press.
2. Brooks, David. 2004. *On Paradise Drive*. New York: Simon and Schuster.
3. Maly, Michael T. 2005. *Beyond Segregation: Multiracial and Multiethnic Neighborhoods in the United States*. Philadelphia, PA: Temple University Press.
4. Articles are available for download or printing from the UB Learns website.

** Please bring a calculator to class on 1/25.

Objective

Segregation negatively impacts society and inter-group relations. It limits opportunities for social contact between group members, which can foster inter-group hostility and impede inter-group understanding. It restricts minority group members access to social and economic opportunities, making it more difficult for them to take part in the American Dream. It concentrates poverty, joblessness, and other social problems in minority neighborhoods, which can create a culture of dependency and despair.

The primary objective of this course is to provide students with a better understanding of how different groups of Americans are segregated from one another. We will examine many different forms of segregation. We will examine the extent to which persons with different racial and ethnic backgrounds, class backgrounds, and lifestyles and cultural tastes live near or far from one another. We will investigate the extent to which poverty, joblessness, and other forms of social disadvantage are concentrated in certain neighborhoods. We will discuss the causes and consequences of spatial segregation.

Requirements

There are two main requirements for this course. First, students are expected to attend every class and actively participate in class discussions. I do not believe in assigning more reading than can realistically be done in the course of a week. Consequently, I try very hard to assign a manageable amount of reading. All students are, therefore, expected to come to class prepared to discuss all the assigned readings. Being prepared means that you have carefully read all the assigned readings and have taken notes on these readings. At both the mid-term exam and the final exam I will ask you to hand in your notebook on the readings with your exam.

Second, students are expected to perform satisfactorily on three exams. Exams are **NOT** cumulative. The first exam will cover the material discussed in the first third of class. The second exam will cover only the material covered in the second third of class (i.e., after the first exam). The third exam will cover only the material covered in the last third of class (i.e., after the second exam). Each exam will be an in-class essay exam. Exams will be open book and students will be allowed to use their notes on the course readings and class discussion. Students will be expected to hand in their notebooks at the end of each exam. Both your essays and your notebooks will be graded.

Grading

I. Attendance	100 points (3 allowed absences)
II. Class Participation	25 points
III. Exam I	125 points total
Essays	100 points
Notebook	25 points
IV. Exam II	125 points total
Essays	100 points
Notebook	25 points
IV. Exam III	125 points total
Essays	100 points
Notebook	25 points
Total	500 points

Make-Up Exams

Make-up exams will be given, but you will be penalized 30%. Make-up exams must be completed within 1 week of the original exam date and time. If extenuating circumstances prevent you from taking an exam, you are expected to contact me via e-mail or phone **before** the exam date to discuss alternatives. Should such communication not occur, you will be penalized as described above.

Grading Scale:

A	= 94.00 and above
A-	= 90.00 - 93.99
B+	= 87.00 - 89.99
B	= 84.00 - 86.99
B-	= 80.00 - 83.99
C+	= 77.00 - 79.99
C	= 74.00 - 76.99
C-	= 70.00 - 73.99
D+	= 67.00 - 69.99
D	= 60.00 - 66.99
F	= 59.99 and below

Academic Honesty:

Be forewarned, if you plagiarize someone else's work or cheat in any other way, you will fail this course. If you quote without using quotation marks and properly citing your source, you will fail this course. Plagiarism often falls into a gray area. If you think that there is any possibility that what you might be doing is plagiarism, either error on the side of caution and provide a proper citation or stop by my office and we can discuss the issue. Cheating on an exam will be treated the same as plagiarism.

Official Notices from the University

If you need special accommodations for learning or have special needs, please let the instructor know as soon as possible.

Course Schedule

Week 1: 1/18/05: Introduction to the Course; Student Introductions; How to Excel in This Class

Week 2: 1/25/05: Segregation in Buffalo; Segregation Measures

Reading for Class:

1. Duncan, Otis Dudley and Beverly Duncan. 1955. "A Methodological Analysis of Segregation Indexes." *American Sociological Review*, Vol. 20, No. 2. (Apr., 1955), pp. 210-217.
2. Lieberman, Stanley and Donna K. Carter. 1982. "Temporal Changes and Urban Differences in Residential Segregation: A Reconsideration." *American Journal of Sociology* 88(2): 296-310.

Week 3: 2/1/05: Trends in Racial and Ethnic Segregation

Reading for Class:

1. Glaeser, Edward L. and Jacob L. Vigdor. 2001. "Racial Segregation in the 2000 Census: Promising News." *Brookings Institution Survey Series* Washington, DC: Brookings Institution.
2. Wilkes, Rima and John Iceland. 2004. "Hypersegregation in the Twenty-First Century." *Demography* 41(1): 23-36.
3. Logan, John R., Brian J. Stults, and Reynolds Farley. 2004. "Segregation of Minorities in the Metropolis: Two Decades of Change." *Demography* 41(1): 1-22.
4. Fischer, Claude S., Gretchen Stockmayer, Jon Stiles, and Michael Hout. 2004. "Distinguishing the Geographic Levels and Social Dimensions of U.S. Metropolitan Segregation, 1960-2000." *Demography* 41(1): 37-59.

Week 4: 2/8/05: Causes

Reading for Class:

1. Chapters 2, 3, and 4. Massey, Douglas S. and Nancy A. Denton. 1993. *American Apartheid: Segregation and the Making of the Underclass*. Cambridge, MA: Harvard University Press.

Week 5: 2/15/05: Causes

Reading for Class:

1. Emerson, Michael O., Karen J. Chai, and George Yancey. 2001. "Does Race Matter in Residential Segregation? Exploring the Preferences of White Americans." *American Sociological Review* 66(6): 922-935.
2. Farley, Reynolds, Charlotte Steeh, Maria Krysan, Tara Jackson, and Keith Reeves. 1994. "Stereotypes and Segregation: Neighborhoods in the Detroit Area." *American Journal of Sociology* 100(3): 750-780.
3. Braddock II, Jomills Henry and James M. McPartland. 1989. "Social-Psychological Processes That Perpetuate Racial Segregation: The Relationship Between School and Employment Desegregation." *Journal of Black Studies* 19(3): 267-289.

4. Krysan, Maria and Reynolds Farley. 2002. "The Residential Preferences of Blacks: Do They Explain Persistent Segregation?" *Social Forces* 80(3): 937-980. Available as html document at: http://muse.jhu.edu.gate.lib.buffalo.edu/journals/social_forces/v080/80.3krysan.html#FOOT*

Week 6: 2/22/05: **Exam #1**

Week 7: 2/29/05: Consequences

Reading for Class:

1. Chapters 5, 6, and 7. Massey, Douglas S. and Nancy A. Denton. 1993. *American Apartheid: Segregation and the Making of the Underclass*. Cambridge, MA: Harvard University Press

Week 8: 3/1/05: Consequences

1. Rusk, David. 2001. "The 'Segregation Tax': The Cost of Racial Segregation to Black Homeowners." *Brookings Institution Survey Series* Washington, DC: Brookings Institution.
2. Peterson, Ruth D. and Lauren J. Krivo. 1993. "Racial Segregation and Black Urban Homicide." *Social Forces* 71(4): 1001-1026.
3. Massey; Douglas S., Gretchen A. Condran, and Nancy A. Denton. 1987. "The Effect of Residential Segregation on Black Social and Economic Well- Being." *Social Forces* 66(1): 29-56.
4. Lewin-Epstein, Noah and Moshe Semyonov. 1992. "Local Labor Markets, Ethnic Segregation, and Income Inequality." *Social Forces* 70(4): 1101-1119.
5. Kain, John F. 1968. "Housing Segregation, Negro Employment, and Metropolitan Decentralization." *Quarterly Journal of Economics* 82(2): 32-59.

Week 9: 3/8/05: Economic Segregation

Reading for Class:

1. Jargowsky, Paul A. 1996. "Take the Money and Run: Economic Segregation in U.S. Metropolitan Areas." *American Sociological Review* 61(6): 984-998.
2. Swanstrom, Todd, Colleen Casey, Robert Flack, and Peter Dreier. 2004. "Pulling Apart: Economic Segregation among Suburbs and Central Cities in the Major Metropolitan Areas." *Brookings Institution Living Cities Census Series* Washington, DC: Brookings Institution.

Week 10: 3/15/05: Spring Break **No Class!!**

Week 11: 3/22/05: The Segregation of the Socially and Economically Disadvantaged

Reading for Class:

1. Jargowsky, Paul A. 2003. "Stunning Progress, Hidden Problems: The Dramatic Decline of Concentrated Poverty in the 1990s." *Brookings Institution Living Cities Census Series* Washington, DC: Brookings Institution.
2. Quillian, Lincoln. 1999. "Migration Patterns and the Growth of High-Poverty Neighborhoods, 1970-1990." *American Journal of Sociology* 105(1): 1-37.
3. Wagnmiller, Robert L. 2004. "Enclaves of Male Joblessness in Urban America." Under review *Social Problems*.

4. Wagmiller, Robert L. 2004. "Race, Residential Segregation, Suburbanization, and the Spatial Segregation of Jobless Men." Under review *Social Forces*.
5. Massey, Douglas S. and Kumiko Shibuya. 1995. "Unraveling the Tangle of Pathology: The Effect of Spatially Concentrated Joblessness on the Well-Being of African Americans." *Social Science Research* 24: 352-366.

Week 12: 3/29/05: **Exam #2**

Week 13: 4/5/05: Segregation by Lifestyle and Tastes

Reading for Class:

1. Pages 1-85. Brooks, David. 2004. *On Paradise Drive: How We Live Now (And Always Have) in the Future Tense*. New York: Simon and Schuster.
2. Brooks, David. 2004. "People Like Us." *Atlantic Monthly* September 2003.

Week 14: 4/12/05: Cause for Optimism: Beyond Segregation

Reading for Class:

1. Maly, *Beyond Segregation: Multiracial and Multiethnic Neighborhoods in the United States* (1st Half)

Week 15: 4/19/05: Cause for Optimism: Beyond Segregation

Reading for Class:

1. Maly, *Beyond Segregation: Multiracial and Multiethnic Neighborhoods in the United States* (2nd Half)

Week 16: 4/26/05: **Exam #3**

Syllabus subject to change with notification at instructors discretion.