

The Politics of Segregation

The rapid collapse of de jure apartheid in the United States South during the 1960's happened in close temporal proximity to massive economic shifts that resulted in large, but not unprecedented, demographic changes to the American urban landscape. The influx of Blacks into cities and the consequent stark racial segregation meant that the United States now included a population of newly politically enfranchised persons that were largely geographically and culturally separated from the established White population that was far more politically and economically powerful. In many ways, the dominant sociopolitical discourse of the late 1960's and early 1970's was about the political interaction of these two populations. This class is about the causes and consequences of racial segregation in the liberal democratic society of the United States.

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1 Topics

Week 1: Introduction to class:

- Segregation and perception (King)
- Segregation and socialization (Brown)
- Segregation, distribution, and justice (Muir)
- Segregation and representation (Schwartz)

Week 2: History of segregation

Class this week is rescheduled to Wednesday, April 11, 6-9 PM, in 218 Covell.

Week 3: Theoretical causes and consequences of segregation

Week 4: Courts, busing, and segregation: politics of justice

Week 5: Individual behavior and segregation: violence and politics

Week 6: National politics and segregation: symbolic politics

Week 7: Political institutions and segregation: political representation and empowerment in the American constitutional system

Week 8: Segregation and radicalism: dispossession and revolution

Week 9: Segregation and public policy: the politics of city building

Week 10: Segregation and the crisis of Liberalism: segregation and the demise of pluralism

2 Required Texts and Readings

Three books are available for purchase at the UCLA store and two hour reserve at the College Library:

- Massey, Douglas S. and Nancy A. Denton. 1993. *American Apartheid: segregation and the making of the underclass*. Cambridge: Harvard.
- Schelling, Thomas. 2006. *Micromotives for Macrobehavior*. New York: Norton.
- Williams, Joseph M. 2006. *Style: the Basics of Clarity and Grace*. New York: Pearson.

All other readings will be posted on the class website.

3 Reading

Readings are to be completed by the beginning of class on the week for which they are listed.

Week 1:

Brown, Claude. *Manchild in the Promised Land*. New York: MacMillan. pp. 6-7.

Week 2:

1. Massey and Denton (chapters 1-3)*
2. *(optional)* Glaeser, Edward L. and Jacob L. Vigdor. 2001. "Racial Segregation in the 2000 Census". *Brookings Institution Survey Series*. Washington: Brookings.
3. Jackson, Kenneth. 1985 *Crabgrass Frontier: The suburbanization of the United States*. New York: Oxford. pp. 219-230.
4. Williams (chapters 1 and 2)

Week 3:

1. Schelling (chapter 1, page 58-9 (“Distribution Ratios among Two Populations”), chapters 3 and 4)*
2. Massey and Denton (chapters 4 and 5)*
3. *(optional, but highly recommended)* Massey and Denton (chapter 6)
4. Williams (chapter 3)

Week 4:

1. *Swann v. Charlotte-Mecklenberg Board of Education*, 402 U.S. 1, 91 S.Ct. 1267 (1971) in David M. O’Brien. 2005. *Constitutional Law and Politics: Vol. 2: Civil Rights and Civil Liberties*. New York: Norton. *
2. *Milliken v. Bradley*, 418 U.S. 717, 94 S.Ct. 3112 (1974) in O’Brien.*
3. Orfield, Gary. 1980. “School Desegregation and Residential Segregation” in *School Segregation: Past, Present, and Future*. Edited by Walter G. Stephen and Joe R. Feagin. New York: Plenum. pp. 227-247.*
4. Dentler, Robert A. 1968. “Barriers to Northern School Desegregation” in *Urban Planning and Social Policy*. Edited by Bernard J. Frieden and Robert Morris. New York: Basic.*
5. Rieder, Jonathan. 1985. *Canarsie: the Jews and Italians of Brooklyn against Liberalism*. Cambridge: Harvard. pp. 1-6, 203-232.*
6. Williams (chapter 4)

Week 5:

1. *Report of the National Advisory Commission on Civil Disorders*. 1968. “Summary”, pp. 1-13.
2. Cleaver, Eldridge. 1968. *Soul on Ice*. New York: Dell. pp. 37-38.
3. Aberbach, Joel D. and Jack L. Walker. 1973. *Race in the City*. Boston: Little. pp. 1-23.*
4. Huntington, Samuel P. 1968. *Political Order in Changing Societies*. New Haven: Yale. pp. 278-283.
5. Campbell, Angus, Philip E. Converse, Warren D. Miller, and Donald E. Stokes. 1960. *The American Voter*. Chicago: Chicago. pp. 475-481.
6. Sears, David O. and John B. McConahay. 1973. The Politics of Violence: The New Urban Blacks and the Watts Riots. Boston: Houghton. pp. 3-69, 106-111, 126-169.*
7. Williams (chapter 5)

Week 6:

1. O'Reilly, Kenneth. 1995. *Nixon's Piano: Presidents and Racial Politics from Washington to Clinton*, New York: Free Press, pp. 277-329.*
2. Sears, David O. 1996. "Racism and Politics in the United States". In *Racism: the problem and the response*. Edited by J.L. Eberhardt and S. Fiske. Newbury Park, CA: Sage Publications.*
3. Aberbach and Walker, pp. 175-213.*
4. Williams (chapter 6)

Week 7:

1. Eagles, Munroe and Larry Johnson. 1999. *Politics: and introduction to democratic government*. Orchard Park, New York: Broadview. pp. 299-333.
2. Gay, Claudine. 2001. "The Effect of Minority Districts and Minority Representation on Political Participation in California". Public Policy Institute of California. pp. 7-25.
3. Carmichael, Stokely and Charles V. Hamilton. 1967. *Black Power: the politics of liberation in America*. New York: Random House. pp. vii-xii, 58-84.*
4. Frymer, Paul. 1999. *Uneasy Alliances: race and party competition in America*. Princeton: Princeton. pp. 3-10, 27-34, 40-48, 87-112.*
5. Williams (chapter 7)

Week 8:

1. Carmichael and Hamilton. pp. 3-56.*
2. Cleaver, pp. 121-129
3. Aberbach and Walker, pp. 103-130, 148-174*
4. Blauner, Robert. 1969. "Internal Colonialism and Ghetto Revolt". *Social Problems* 16, 4, pp. 393-408.*
5. Williams (chapter 8)

Week 9:

1. Frieden, Bernard. 1968. "Toward Equality of Urban Opportunity". In Frieden and Morris.*
2. Caro, Robert. 1975. *The Power Broker: Robert Moses and the fall of New York*. New York: Vintage. pp. 5-8, 850-894.*
3. Williams (chapter 9)

Week 10:

1. Merelman, Richard M. 2003. *Pluralism at Yale: The Culture of Political Science in America*. Madison: Wisconsin. pp. 3-24.*

2. Dahl, Robert A. 1961. *Who Governs: Democracy and Power in an American City*. New Haven: Yale. pp. 305-310.*
3. Lowi, Theodore J. 1979. *The End of Liberalism*. New York: Norton. pp. xv-xvi, 167-197.*
4. Rieder, pp. 233-254.*
5. Williams (chapter 10)

4 Assignments

4.1 Argument Outlines

Required for Schelling, chapter 4 (week 3), optional for all other weeks

Make an outline of the author's argument. What is the claim? What is the evidence? What steps does she take (in detail) to prove the point?

Though optional, I will accept and provide feedback to all argument outlines turned in. You are encouraged to complete these, to a level of detail that satisfies you, for every reading. It is especially helpful for readings that you find difficult or confusing. *Schelling, Chapter 4, is required.*

4.2 Paper critiques

Four weeks of your choice

Due during class that reading is to be discussed.

Write a one to two page reaction on one of the readings from a week. *Using good writing style as guided by Williams*, form a coherent and targeted discussion of the reading. Examples:

- How does the reading relate to other readings that we have covered? Does it contradict, expand, clarify, etc..
- How does the reading relate to other problems not covered explicitly in this class? For example, other social phenomenon?
- How does the reading fail to adequately address the question that it is trying to address?

4.3 Style Quizzes

2-3 during quarter, as seen fit by Ryan

In two or three classes during this quarter, I may administer short, unannounced quizzes about the material covered in Williams *Style: the basics of clarity and grace*.

4.4 Discussion Presentations

On-going *sign up for an assigned reading on the class website*

Due 5pm, by email to Ryan on Wednesday before class. Paper copy to be turned in during class.

Prepare a four page paper on the given reading. Of this four page paper, no more than a half a page should be summarizing the argument.

The purpose of this paper is to *make an argument* about the reading by connecting it to other class material and social phenomenon as you see fit.

Included in the presentation should be a very short report about the author: what is her discipline? Where does she work now? Does she have any particularly notable publications or previous history? Does she come from a particular philosophic or political school of thought?

In the week you turn in your paper, it is your task to briefly present what you found interesting about the reading to the class; present interesting questions to the class for discussion; and answer questions posed by the class and Ryan.

Readings marked with an asterisk * can be used for the presentation.

4.5 Computer models of segregation experiments

Week 3

Assignment to be distributed in week 2. Approximately four page paper to be completed with a partner.

4.6 Research paper

Week 11

Assignment to be built throughout the quarter.

5 Grading

Grades are assigned based entirely on objective performance on the following assignments:

- <10% Quizzes and argument outline
- 20-30% participation
- 15% discussion presentation
- 15% computer model of segregation experiment
- 10% paper critiques
- 30% research paper

5.1 A note about participation

Participation is an extremely important part of this class. The seminar format is only successful if all students have come to class and are prepared to discuss, in detail, the readings and other class material. *Participation is not optional*

and simply taking up space does not count as participation. Participation is worth 20-30% of your grade. Therefore, if you do not actively participate in one class session, assume you have lost 2-3% of your total grade for the *entire* class (i.e. if your total points were 90% (A-) and you come to *one class* and do not participate, you will have an 87% (B+)).

5.2 A note about reading

You must complete all the reading for the week by the week under which it is listed on the syllabus. The reading for some weeks is longer and more difficult than others, plan accordingly. Be an active reader: print out all readings and make note of the parts of reading that you would like to discuss or have questions about. You may also want to outline the arguments of the author.

6 Office Hours

All students are encouraged to come to office hours as often as they feel they require clarification or would just like to discuss material in greater depth. All students are strongly encouraged, as a general habit, to come to office hours at least once in the quarter.

7 Administrative matters

7.1 Late work

No late work will be accepted.

7.2 Formatting

All work should be formatted using APA style.

7.3 Attendance and missing class

Attendance is, obviously, mandatory. If you must miss a class due to some reasonable, unforeseen circumstance, it must be properly documented. You will have the option of completing an assignment to earn your participation credit for a class you missed for legitimate reasons.

7.4 Appeal of grades

If you disagree with my grading, you may submit, in writing, the reasons why your grade should have been higher. I will regrade the assignment, taking into account your argument. Upon regrade, your grade can be raised or lowered from the original and that grade is final.