

The Politics of Racial Segregation

The rapid collapse of de jure apartheid in United States South during 1950s and 60s happened in close temporal proximity with massive economic shifts that resulted in large demographic changes to American urban landscape. The influx of Blacks into cities and consequent stark racial segregation meant that U.S. now included population of newly politically enfranchised persons that were largely geographically and culturally separated from more politically and economically powerful white population. In many ways, the dominant sociopolitical discourse of late 1960s and early 1970s was about political interaction of these two populations. This class is about the sociopolitical causes and consequences of de facto racial segregation in American liberal democratic society.

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1 Topics

Week 1: Introduction to class:

- Segregation, distribution, and justice (Muir)
- Segregation and socialization (Brown)
- Introduction to causes of segregation

Week 2: Causes of segregation I: historical analysis

Week 3: Causes of segregation II: theoretical analysis

Week 4: Consequences of segregation I: why did and do we care?

Week 5: Consequences of segregation II: national political realignment and the rise of the modern Republican Party

Week 6: Consequences of segregation III: integration and bussing

Week 7: Segregation and individual political behavior

Week 8: Segregation and urban politics I: city building

Week 9: Segregation and urban politics II:

- urban renewal
- Writing a research paper I

Week 10: Living with the politics of segregation

- *There are no children here*
- Writing a research paper II.

2 Required Texts and Readings

Four books are available for purchase at the UCLA store:

- 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. Norton.
- Kotlowitz, Alex. 1992. *There Are No Children Here*. New York: Anchor. Anchor.
- Williams, Joseph M. 2009. *Style: The Basics of Clarity and Grace*. New York: Pearson.

Massey and Denton, Schelling, and Kotlowitz are also available for two day reserve at the College Library.

All other readings will be posted on the class website.

3 Readings by week

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: (a) Massey and Denton (chapters 1-4)

(b) Glaeser, Edward L. and Jacob L. Vigdor. 2001. “Racial Segregation in the 2000 Census”. Brookings Institution Survey Series. Washington: Brookings.

(c) Williams (chapters 1 and 2)

Week 3: (a) Schelling (chapter 1, page 58-9 (Distribution Ratios among Two Populations), chapters 3 and 4)

(b) Williams (chapter 3)

Week 4: (a) Massey and Denton (chapters 5-6)

(b) Wilson, William Julius. 1987. *The Truly Disadvantaged: the inner city, the underclass, and public policy*. Chicago: University of Chicago Press. (Chapter 2 (pp. 20-62))

(c) United States Department of Labor Office of Policy Planning and Research (Moynihan, Daniel Patrick). 1965. “The Negro Family: the case for national action”. Washington, DC: U.S. Government Printing Office. (sections III–V (pp.15–48))

(d) Williams (chapter 4)

Week 5: (a) Edsall, Thomas Byrne and Mary D. Edsall. 1992. *Chain Reaction: the impact of race, rights, and taxes on American politics*. New York: Norton. (chapter 3 (pp. 47–73))

- (b) Carmines, Edward G. and James A. Stimson. 1989. *Issue Evolution: race and the transformation of American politics*. Princeton, NJ: Princeton University Press. (pp. 37–58, 119–137)
- (c) Williams (chapter 5)
- Week 6:** (a) Swann v. Charlotte-Mecklenberg Board of Education, 402 U.S. 1, 91 S.Ct. 1267 (1971) in David M. OBrien. 2005. *Constitutional Law and Politics: Vol. 2: Civil Rights and Civil Liberties*. New York: Norton.
- (b) Milliken v. Bradley, 418 U.S. 717, 94 S.Ct. 3112 (1974) in OBrien.
- (c) 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.
- (d) Rieder, Jonathan. 1985. *Canarsie: the Jews and Italians of Brooklyn against Liberalism*. Cambridge: Harvard. pp. 1–6, 203–232.
- (e) Williams (chapter 6)
- Week 7:** (a) Tajfel, Henri. 1970. “Experiments in intergroup discrimination”. *Scientific American* 223 (5), November: pp. 96–103.
- (b) Blumer, Herbert. 1958. “Race prejudice as a sense of group position”. *Pacific Sociological Review* 1 (1): pp. 3–7.
- (c) Key, V.O. 1949. *Southern politics in state and nation*. New York: Knopf. (pp. 513–517).
- (d) Voss, D. Stephen. 1996. “Beyond racial threat: Failure of an old hypothesis in the new South.” *The Journal of Politics* 58 (4): 1156–70.
- (e) Enos, Ryan D. 2009. “The Effect of geography-based group threat on voter mobilization: a field experiment” Under-review *Journal of Political Behavior*.
- (f) Williams (chapter 7)
- Week 8:** (a) Tiebout, Charles M. 1956. “A pure theory of local expenditures”. *The Journal of Political Economy* 64 (5). pp. 416–424.
- (b) Frieden, Bernard. 1968. “Toward Equality of Urban Opportunity” in *Urban Planning and Social Policy*. Edited by Bernard J. Frieden and Robert Morris. New York: Basic.
- (c) Davis, Mike. 1990. *City of Quartz: excavating the future of Los Angeles*. New York: Vintage. (chapter 3).
- (d) Williams (chapter 8)
- Week 9:** (a) Keating, Larry. 2001. *Atlanta: Race, class, and urban expansion*. Philadelphia: Temple University Press. (chapter 5 (pp. 88–112))
- (b) Caro, Robert. 1975. *The Power Broker: Robert Moses and the fall of New York*. New York: Vintage. (pp. 5–8, 850–894)

(c) Williams (chapter 9)

Week 10: (a) Kotlowitz.

(b) Williams (chapter 10)

4 Assignments

4.1 Ongoing Assignments

- **Participation** You earn participation by showing up, sharing, asking questions, and posting your material on the website.
- **Discussion questions:** Due every week, Monday by 5:00 PM. Post one question on class web-site about the week's topic. The question should not be merely factual, but should involve higher order interrogation of the topic.
- **Reading reaction** Due in one week of your choice. Write a 3–5 page reaction to the readings and topic of the week.
- **Style Quizzes** To be assigned in any week at the discretion of the instructor.

4.2 Assignments by week

Items are listed by the week in which they will be due. Unless noted, all assignments are due by posting to the class web-site Monday, 5:00 PM of the week under which the assignment is listed.

Details for each assignment will be posted on the class web-site as appropriate. The list below is to help you plan.

Week 1: none

- Week 2:**
- **Nickels and Pennies** Bring either 30 Nickels or 30 pennies to class. If your last name is Beatty to Kim bring Nickels. Kuo to Wood bring pennies. Don't worry you get to keep them!
 - **Segregation calculation paper** (3 pages). You will be asked to use a computer to build models of cities that will help you to understand how social scientists measure segregation. The application is here: http://ryandenos.com/teaching/segregation_calculator.html. Your results, including graphics, can be posted on the class web site.

Week 3: none

Week 4: Schelling model computer simulations (5 pages). *This assignment will be completed with a partner.* Using a computer, you will simulate the movement of individuals in a city to see how the city segregates. You and your partner will turn in one paper that analyzes your results. *Note that your partner for this assignment cannot be the same partner for your Analysis of neighborhood economics assignment.*

Week 5: Analysis of neighborhood economics (pages to be determined). *This assignment will be completed with a partner.* With a partner, you will choose two neighborhoods in Los Angeles County. You will travel to each of these neighborhoods and measure the levels of economic activity by taking a census of businesses and other establishments. *Note that this assignment requires some careful planning. It is pretty much impossible to put this off until the last moment. Note that your partner for this assignment cannot be the same partner for your Schelling model computer assignment.*

Week 6: none

Week 7: Implicit Association Test Reaction (Half of a page) You will be asked to go to the web site <https://implicit.harvard.edu/implicit/demo/> and take the Implicit Association Test of racial attitudes, then write a short reaction.

Week 8: none

Week 9: none

Week 10: Homicide tracking (3 pages) This will allow you to test Kotlowitz' mentions of the reports of crime in highly segregated areas. Go to the *Los Angeles Times* Homicide report (<http://www.latimes.com/news/local/crime/homicidemap/>) and the Los Angeles Police Department Crime maps at <http://www.lapdcrimemaps.org/>. You will also search for mentions of these crimes in the newspaper using Proquest, which can be found at <http://www.library.ucla.edu/search/1528.cfm>. You will use the information here to create a short comparison of the crime in different neighborhoods and the newspaper coverage those crimes.

Week 11: Final research paper (5000 words) Taking the theories and topics covered in the class, you will be asked to research either how the topics have applied to a racial and ethnic group other than African Americans or how they manifested in the politics of a particular city or region. Your topic requires approval and you will have to start research in the last few weeks in the quarter.

5 Class website

All material for this class can be found at: <http://classes.sscnet.ucla.edu/course/view/09S-GECLST60CW-9>. This is also where you will post all material for the class. This has two advantages: 1) It saves trees. 2) It allows your material to be shared with the class so that we can learn from each other's efforts.

You can also supplement your participation grade by posting material on the website for others to see.

All students should be familiar with how to use the website.

5.1 Google Maps

We will use Google Maps in this class. You should have a Google account to use this most effectively. As you probably know, it's free, and you can simply sign up at <http://www.google.com/>.

6 Grading

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

- <10% Style Quizzes
- 20–30% participation and discussion questions
- 5% Reading reaction
- 5% Segregation calculation paper
- 10% Schelling model computer simulations
- 13% Analysis of neighborhood economics
- 2% Implicit Association Test Reaction
- 5% Homicide tracking
- 30% Final research paper

6.1 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 (e.g. if your total points were 90% (A-) and you come to one class and do not participate, you will have an 87% (B+)). To earn participation credit you must also post a discussion question each week.

Also, as noted above, you can supplement your participation by posting your work and course related material on the website. Please make an effort to do this - it will advantage everyone.

6.2 A note about reading

You must complete all the reading 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 (the mean number of pages per week is about 119 and the median is about 87). 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.

7 Office Hours

All students are encouraged to come to office hours as often as they feel that 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.

8 Administrative matters

8.1 Late work

No late work will be accepted.

8.2 Formatting

All work should be formatted using APA style.

8.3 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.

8.4 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.