

Addressing Racial Segregation in Urban America
CRN 30217
2 Credit Hours
Spring 2024
Michael Crow

Office: 3016 Lab I
Office hours: By appointment
Cell phone: (517) 410-4175
Office phone: (360) 867-6820
Class dates: Friday, May 3rd, 6 – 8:50 pm
Saturday, May 4th, 9 am – 4:50 pm
Sunday, May 5th, 9 am – 4:50 pm
Class room: Seminar II E 3109
Canvas Page: <https://canvas.evergreen.edu/courses/6460>
E-mail: crawm@evergreen.edu

Course Objectives

American cities are characterized by two overlapping and reinforcing types of inequality. First, some neighborhoods and communities provide greater quality of life and more robust opportunities for social and economic mobility than others. Second, people are systematically separated across neighborhoods and communities by race and ethnicity. The outcome of this is that people of color are disproportionately located in neighborhoods and communities that face greater disadvantage than are White households.

In this course, we investigate the social, economic, and political processes that result in this pattern of segregation and inequality in American cities. First, American cities are fragmented into multiple overlapping jurisdictions that provide many of the tools needed to generate inequality and segregation. Second, self-reinforcing processes of neighborhood change create racial and wealth segregation across neighborhoods within particular jurisdictions. Addressing urban racial and economic inequality, then, requires addressing both forms of inequality.

By the end of this course, students will have demonstrated their ability to:

- Measure and evaluate outcomes at the neighborhood level
- Critically evaluate arguments about processes of neighborhood change such as segregation, blight and gentrification
- Describe and analyze the equity implications of alternative institutional arrangements for governing neighborhoods and metropolitan regions

Communications

I encourage and expect contact from you over the quarter. The easiest way to reach me is by e-mail (crawm@evergreen.edu). You may also reach me at my office phone during business hours (9 am to 5 pm) and cell phone before 10 pm. Or you may make an appointment with me for a one-on-one meeting, Zoom conference, or phone call.

I use Evergreen's e-mail and the course Canvas system to conduct course business. If you do not use Evergreen's e-mail system, please be sure to forward messages from this account to the e-mail account that you use. I will also place course assignments, handouts and PowerPoint slides on the course Canvas site.

Course Materials

Books: No book purchases are required for this course. Course readings will be made available on the course Canvas site

Course assignments, credit, and assessment

You will be evaluated in this course based on your progress in meeting the course objectives described above, as assessed by the following assignments and requirements. To earn full credit for the course, students must satisfactorily complete all the following requirements:

Course participation: One of the primary objectives of this class is to develop your ability to critically analyze budget policy issues. In class sessions and activities, we will engage in activities such as discussion and group work that will call on you to apply new ideas from the reading to policy problems. Thus, it is important for you to come to the class prepared to participate by having studied the assigned reading. Your participation will be assessed on the following criteria:

--- *Attendance:* You are expected to be present for the scheduled times when we meet together on May 3-5. You will not earn credit for this course if you are not in attendance for this weekend.

--- *Collegiality:* Showing respect for your peers by being in class on time, staying through the entire session, and respecting the views of others in class discussion.

--- *Preparation:* Completing reading before class, coming to class prepared with assignments and reading materials, active participation in discussion and small group work.

--- *Engagement out of class:* Our sessions on May 3-5 are not the only opportunity to discuss course ideas with me. I want to know if you are having trouble with the material and what you like and don't like about the course. You may reach me by e-mail or phone or schedule an in-person or Zoom chat session.

Pre-class reading responses: After you complete the reading for each of the five modules we will discuss over our weekend session, you will prepare a response of about 500 words (1-2 pages double-spaced) to a question or prompt about that reading assignment. These responses will serve as a starting point for discussion on each module. Your pre-class reading responses are due **Tuesday, April 30th** at 11 p.m.

Analytic essay: After completing our weekend session, you will write an essay of 1500 – 3000 words (5 – 10 pages double spaced) in response to an essay question that I will provide for you in class. This essay will test your ability to integrate course readings, discussions, assignments, and analytic skills in order to apply them to ongoing dilemmas in social policy. Your response to this essay question will be due **Monday, June 3 at 11:00 pm.**

Evaluation: Students are encouraged to complete a self-evaluation and faculty evaluation and to participate in an evaluation conference with the faculty member. The evaluations must be submitted using the My Evergreen system (my.evergreen.edu).

Submitting Assignments

Assignments may be submitted to me either on Canvas and/or by email to me (crawm@evergreen.edu). I recommend both uploading your assignment to Canvas and emailing it to me to ensure I receive it. It is your responsibility to assure that I have received your work on time.

Academic Integrity

Cheating, plagiarism and other violations of academic integrity standards will not be tolerated. Any student turning in work that is in violation of Evergreen's academic integrity standards will automatically receive a No Credit in the course and the matter will be referred to the Office of Student Rights and Responsibilities for disciplinary action. An overview of academic integrity standards and the Student Code of Rights and Responsibilities are available at <https://www.evergreen.edu/offices-services/student-affairs/student-rights-responsibilities>

Accessibility

Your success in this class is important to me, and it is the policy and practice of The Evergreen State College to create inclusive learning environments consistent with federal and state law. If you have a documented disability (or need to have a disability documented), and need an accommodation, please contact me privately as soon as possible, so that we can discuss with the office of Access Services for Students with Disabilities (360) 867-6348; accessservices@evergreen.edu) how to meet your specific needs and the requirements of the course. For more information, please visit the Access

Services website at <https://www.evergreen.edu/offices-services/access-services-for-students-with-disabilities>

Bad Weather Policy

If weather or other event makes it difficult or impossible for the class to meet in-person at our scheduled class times, I may change the format for this course to remote instruction, with class meetings occurring over Zoom. I will make every effort to make you aware of this change at the earliest possible time.

Course Schedule

Our course will take place the weekend of May 3-5, and will be divided into five modules. Reading assignments for each module are noted below.

Date	Topic and reading assigned
Tuesday, April 30th	Pre-class reading responses due at 11 p.m.
Friday, May 3rd 6 pm – 8:50 pm	Nature and consequences of urban racial segregation Judd and Swanstrom, "National Policy and the City/Suburban Divide" (Canvas) Sharkey, "Neighborhoods and the Transmission of Racial Inequality" (Canvas) Dreier, Mollenkopf and Swanstrom, "The Facts [and Costs] of Economic Segregation and Sprawl" (Canvas)
Saturday, May 4th 9 am - noon	Segregation through suburbanization Judd and Swanstrom, "The Rise of the Fragmented Metropolis" (Canvas) Hirt, "How the (Zoning) System Works" (Canvas) Danielson, "Zoning for Fewer People" (Canvas) Rothstein, "Own Your Own Home" (Canvas)
Saturday, May 4th 1 pm - 5 pm	Metropolitan fragmentation and segregation Tiebout, "A Pure Theory of Local Expenditures" (Canvas) Burns, "Private Values, Public Institutions" (Canvas) Miller, "The Political Origins of the Lakewood Plan" (Canvas)

<p>Sunday, May 5th 9 am - noon</p>	<p>Segregation within cities: Processes of neighborhood change Schelling, "Sorting and Mixing: Race and Sex" (Canvas) McCabe, "Homeowners Associations as Private Governments: What We Know, What We Don't Know, and Why It Matters" (Canvas) Wilson and Kelling, "Broken Windows: Policy and Public Safety" (Canvas)</p>
<p>Sunday, May 5th 1 pm - 5 pm</p>	<p>Promoting equity across communities Martin and Schiff, "City-County Consolidations: Promise vs. Performance" (Canvas) DeFilippis, "Community Control and Development: The Long View" (Canvas) Orfield and Luce, "Regional Tax-Base Sharing: A Policy to Promote Fiscal Equity and Efficient Development Practices at the Metropolitan Scale" (Canvas)</p>
<p>Monday June 3rd</p>	<p>Analytic Essay due at 11:00 p.m.</p>