

## “Urban Poverty and Racial Segregation”

AFS 6600; ANT 7260; PS 7260; SOC 7350 & UP 7260 (#28601)  
room 211 State Hall; Winter 2017

**George Galster**

**Clarence Hilberry Professor of Urban Affairs**

Office Hours: Mondays & Tues. 10:00 AM-5:00 PM or by appointment, F/AB 3198;  
Contact info: (313) 577-9084; -0022 (fax); george.galster@wayne.edu

---

The processes of segregation establish moral distances, which make the city a mosaic of little worlds, which touch but do not interpenetrate.

---Prof. Robert Park, 1916

We are caught in an inescapable network of mutuality tied in a single garment of destiny. Whatever affects one directly, affects all indirectly.

---Rev. Martin Luther King, 1965

Racial segregation, like all other forms of cruelty and tyranny, debases all human beings, those who are its victims, those who victimize, and in quite subtle ways those who are merely accessories.

---Prof. Kenneth Clark, *Dark Ghetto*, 1965

...Poverty has multiple dimensions. In terms of time, there is persistent poverty; in terms of space, there is neighborhood poverty; in terms of behavior, there is underclass poverty. Sometimes, these dimensions coalesce...the intersection of race, space, and poverty.

---Prof. John Calmore, 1999

The problem of the 21<sup>st</sup> century remains the problem of the color line, enforced...by the powerful, often invisible forces of economic inequality.

---Prof. John Charles Boger, 2014

### **Course Description**

This course analyzes urban poverty from the perspectives of *Space and Race*. It focuses on three “space forces”—neighborhood segregation by race, neighborhood segregation by class, and school segregation by race and class—and the “race force” of discrimination. Its central theme is that these forces seriously affect many minority people’s opportunities to avoid poverty both directly (i.e., affecting payoffs that one’s set of personal characteristics will reap) and indirectly (i.e., affecting what characteristics one acquires). This is summarized in the concept of Geographic Opportunity Structure.

The consequences of the intersection of spatially concentrated minorities of low income will be elucidated using the notion of cumulative causation. The central thesis is that space increasingly forms the foundation of America’s race-class inequality. Based on this analysis of causes and consequences, a variety of policy options for dealing with neighborhood income segregation, neighborhood racial segregation, and school segregation will be critically evaluated.

*Urban Poverty and Racial Segregation* is intended to be of interest to graduate students in: Africana Studies, Anthropology, Political Science, Public Administration, Sociology, and Urban Planning. Advanced undergraduate majors in Urban Studies are also welcomed with permission from the Instructor. The course will have “Master” and “Doctoral” tiers of readings, exams and papers.

### **Learning Outcomes**

The first goal of *Urban Poverty and Racial Segregation* is to help students gain a fuller understanding of a multi-faceted phenomenon that crucially affects the well-being of all urban citizens: concentrated minority poverty at the core of urban areas. This will be accomplished by the comprehensive topical coverage provided in the course. The second goal is to develop students’ skills in thinking like “an urban social scientist,” through the critical and conceptual modes of interdisciplinary analysis employed in class and assignments. Though other modes of gaining knowledge are also valuable, this course is unapologetically based on social scientific theories and empirical modes of analysis. The third goal is to develop students’ skills in: conducting rigorous logical analyses, devising creative policy options, and generating cogent conclusions and presenting them effectively. These goals will be accomplished through a variety of pedagogic strategies, including: lectures, discussions, intensive case studies of Detroit, projects, and papers.

The course will explore issues in an interdisciplinary fashion. Theoretical models, national statistical datasets and case studies will be employed in these explorations to combine the abstract and real, general and particular. Throughout, metro Detroit will be intensively employed as an illustrative case study. Lectures, discussions, projects, and other assignments will be used to advance and enrich course themes. Homework exercises, short thought pieces, exam and papers will be used to assess learning outcomes.

By the end of the course, students will be able to:

- Understand, apply and clearly explain in writing the concept of cumulative causation
- Use, interpret and apply alternative indices of segregation
- Understand and clearly articulate in writing the multiple origins and social consequences of concentrated minority poverty
- Develop, critically evaluate and clearly articulate in writing policies for improving the situation

### **Professional Ethics and the Themes of the Course**

“We shall seek social justice by working to expand choice and opportunity for all persons, recognizing a special responsibility to plan for the needs of the disadvantaged and to promote racial and economic integration. We shall urge the alteration of policies, institutions, and decisions that oppose such needs.” American Institute of Certified Planners *Code of Ethics and Professional Conduct*, section A1f; March 19, 2005

**Texts (all available at Barnes & Noble-WSU Bookstore)****These four paperback books are required of all students:**

Peter Dreier, John Mollenkopf, and Todd Swanstrom, *Place Matters*, University of Kansas Press, 2014 (3<sup>rd</sup> edition revised, ISBN 978-0-7006-1927-6 paper)

Chester Hartman and Gregory Squires, eds. *The Integration Debate*, Routledge 2009 (ISBN: 978-0-415-99460-6 paper)

George Galster, *Driving Detroit: The Quest for Respect in the Motor City*, University of Pennsylvania Press, 2012 (ISBN 978-0-8122-2295-1 paper)

Douglas Massey and Nancy Denton, *American Apartheid*. Harvard University Press, 1993 (ISBN 0-6-7401821-4 paper)

**These two additional books are required of PhD students only; optional for others:**

Thomas Sugrue, *The Origins of the Urban Crisis*. Princeton University Press, 1996 (updated 2014) (ISBN 978-0-6-9116255-3 paper)

Patrick Sharkey, *Stuck in Place*. University of Chicago Press, 2013 (ISBN 9780226924250 paper)

Other reading assignments can be downloaded directly from our course BlackBoard or the source's website URL shown on the syllabus.

About the reading: there is a substantial amount of reading assigned in this course. To assist students in focusing their reading most appropriately, I list items in the order that they should be read. *Readings recommended only for PhD students will be indicated: (PhD)*.

**Assignments and Evaluation Procedures**

1. **Problems and Projects:** Several problems will be assigned that require students to work through numerical expositions of segregation indices and graphic expositions of analytical models that have been presented in readings and class, as a means of developing both skills. Other projects will acquaint students with gathering information from websites and interpreting them. In one, students will choose a metro area about which to describe segregation patterns. [Detailed specifications of these assignments will follow.]

2. **Editorials:** Students will write a series of 500-word “opinion pieces” as if they were submitting them to the editorial page of a major newspaper or social policy blog. They will use as resources a set of recent blogs by the nation’s top thinkers in the field of race, poverty and segregation: <http://furmancenter.org/research/iri/discussions> (details provided by the instructor on separate sheet)
3. **Examination:** A mid-term exam will ask students to synthesize and reflect on overarching theoretical and conceptual elements of the course. An illustrative example of this exam is found on our course BlackBoard.
4. **Segregation Diagnosis Paper:** The theme: “*Articulate the principal force(s) operating in U.S. metropolitan areas today that work to segregate neighborhoods and schools by race, ethnicity, and economic class; provide support for your analysis.*” Original research is not required, rather the mastery and creative syntheses of material from the course; 5-page paper with standard APA citation method; avoid long intro.; cut to the chase; make your answer use text subsections in structuring-organizing paper!
5. **Policy Prescription Paper:** The theme: “*Given your segregation diagnosis above, and your analysis of how segregation of neighborhoods and schools by race, ethnicity, and economic class affects opportunities, devise and defend a programmatic strategy for changing these segregating spatial forces in ways that most powerfully enhance minority opportunities.*” Based on an understanding of the causal forces involved, each student will write a paper that presents and provides rationale/support for a policy proposal that has the greatest expected efficacy in dealing with the problem of concentrated minority poverty caused by the space forces. A 10-page paper, with standard APA citation method, is expected; PhD students have higher expectations. Supplemental reading material as background for this assignment is provided in the daily schedule below. Students will make brief oral presentations of their work in the final class.

**Final grades** will be determined by a weighted average of the above as follows:

Problems & Projects (combined)	10%
Editorials (combined)	15%
Exam	25%
Segregation Diagnosis Paper	15%
Policy Prescription Paper	25%
Class Participation	10%

Each component will be assigned the numerical equivalent of a letter grade (A- = 3.67, e.g.); these are averaged using the weights above to arrive at final GPA. Each student will be permitted one absence of any sort; thereafter, the class participation component will be reduced one quality point (per absence) below what it otherwise would have been. No late assignments will be accepted.

## Expectations of Students

I expect the following of all students, so that the maximum learning outcomes, educational benefit and intellectual stimulation can be gained from this course:

- *attend* all classes; after one absence the student's class participation grade will be reduced by one quality point (e.g., A to A-) for each subsequent absence
- *participate* actively in class, by asking questions, engaging in discussions, etc.
- submit all assignments when they are due; no late assignments will be accepted, so planning to avoid unforeseen contingencies is imperative
- *read* all assigned material **before** the class for which they are assigned; come prepared to ask questions about/discuss/contribute to appropriate part of lecture what you read
- *maintain academic integrity*, especially with regard to plagiarism and inappropriate collaboration, by following these guidelines:
  - cite all sources (including internet) for facts and ideas used in papers at the point in the text where information was used (not simply at end in "references"); follow (author last name, year) in-text APA citation style
  - do not consult or collaborate (via phone, email, writing or in person) with anyone about any aspects of homework assignments or papers; instead address questions to the professor via email or via Q&A during in-person appointment

## Students with Disabilities

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is [313-577-1851](tel:313-577-1851) or [313-577-3365](tel:313-577-3365) (TDD only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services' mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University."

## Audio-Visual Lecture Capture

Our classroom will be equipped for recording our class. Recorded lectures will be published to a menu item called "EchoCenter" in our Blackboard for student viewing. I hope this will be a helpful resource for homeworks and preparation for exams.

### **A Biographic Sketch of the Professor**

George Galster is the Clarence Hilberry Professor of Urban Affairs in the Department of Urban Studies and Planning, Wayne State University. He earned his Ph.D. in Economics from M.I.T., with a dissertation focusing on measuring housing market discrimination. He has published over 145 scholarly articles, 35 book chapters and eight books, primarily on the topics of racial discrimination and segregation in housing, community lending and insurance patterns, neighborhood dynamics, residential reinvestment, the effects of concentrated urban poverty and desegregation policy options.

Dr. Galster has been a fair housing consultant to the U.S. Department of Housing and Urban Development, U. S. Department of Justice, numerous municipalities, community organizations, and civil rights groups, and private organizations like the National Association of Realtors, American Bankers Association, and Fannie Mae. He has testified about the dynamics of racial segregation and inequality before the House of Representatives Committee on Banking, Finance and Urban Affairs. He was appointed in 1990 to the Consumer Advisory Council of the Federal Reserve's Board of Governors in Washington, DC, the group mandated by the Equal Credit Opportunity Act to monitor fair lending activities. He has experience as an expert witness in over a dozen housing, lending, insurance, and municipal discrimination suits, and has lectured at Chicago's John Marshall School of Law and other fair housing training workshops across the nation. Finally, he was a member of the Advisory Panels of the last three HUD-sponsored/Urban Institute-directed national studies of housing discrimination using paired testing (1989, 2000, 2011) and recently served in this capacity for the HUD-sponsored/Urban Institute-directed study of housing discrimination against families with children.

A recently published analysis of scholarship by faculty in graduate schools of planning in the U.S. rated his work as among the "Top Ten Most-Cited." He currently serves as Associate Editor of *Housing Policy Debate*, Management Board member of *Housing Studies*, and Editorial Board member for three other international scholarly journals. In 2016 the Urban Affairs Association awarded him the prestigious "Contributions to the Field of Urban Affairs" prize, only the second time this has been given.

Dr. Galster has held positions at Harvard University, the University of California at Berkeley, the University of North Carolina - Chapel Hill, Amsterdam University (Netherlands), Delft Institute of Technology (Netherlands), Mannheim University (Germany), Western Sydney University (Australia) and Glasgow University (Scotland). He served as Director of Housing Research at the Urban Institute in Washington, DC before coming to Wayne State University in 1996.

**COURSE ASSIGNMENT SCHEDULE****Urban Poverty and Racial Segregation**

Note: *all readings are required* (except those noted (PhD) are for PhD students only) and are listed in preferred order of reading. Most assignments are in required texts described above; otherwise, readings are either on our course BlackBoard or websites noted below.

**PART ONE:  
CONCEPTS AND THEORIES OF URBAN POVERTY, RACE, AND  
SEGREGATION**

Jan. 9

**I. Fundamental Definitions and Concepts**

A. Definitions of Key Terms

B. Opportunity Structure

Galster & Sharkey, "Spatial Foundations of Inequality," 2016 pp. 1-21[BlackBoard]

C. Cumulative Causation

Dreier et al., *Place Matters*, ch. 1

powell, "Structural Racism," *North Carolina Law Review*, (Mar., 2008)  
[Blackboard]

D. Why study Detroit?

Galster, *Driving Detroit*: Chs. 1-5

Sugrue, *Origins of the Urban Crisis*: Ch. 1 (PhD)

Jan. 16

**[NO CLASS- MLK DAY]**

Jan. 23

**II. SPACE FORCE 1: Neighborhood Segregation by Race: Nature and Causes**

*[Editorial #7 due via email before class—if you choose to do this #]*

A. Segregation: Concepts and Measurement

Kaplan and Holloway, *Segregation in Cities* (1998): pp. 9-17 [Blackboard]

B. Neighborhood Racial Segregation: National & Detroit Portraits

Logan and Stults, "Persistence of Segregation in the Metropolis: 2010 Census results" (2011): [Blackboard]

Galster, *Driving Detroit*. Chs. 6-11

Lee & Iceland, "Is Ethno-racial Residential Integration on the Rise? Evidence from Metropolitan and Micropolitan America Since 1980" (2013) [BlackBoard] (PhD)

Poke around in: <http://www.censusscope.org/segregation.html> (PhD)

Jan. 30

**II. SPACE FORCE 1: Neighborhood Segregation by Race: Nature and Causes**

*[segregation index exercise due via email before class]*

Overviews-Reviews of Segregation Causes:

Dawkins, "Recent Evidence on the Continuing Causes of Black-White Residential Segregation," *JI of Urban Affairs* 26 (2004): 379-400 [BlackBoard]

Zubrinisky Charles, "Dynamics of Racial Residential Segregation," *Annual Review of Sociology* 29 (2003): 167-207 [BlackBoard] (PhD)

C. "Class" Theory of Racial Residential Segregation  
Massey and Denton, *American Apartheid*: chs. 3, 4

D. "Information" Theory of Racial Residential Segregation  
Farley et al., *Detroit Divided*, pp. 178-188 [BlackBoard]

Feb. 6

**II. SPACE FORCE 1: Neighborhood Segregation by Race: Nature and Causes (Continued)**

*[editorial #6 due via email before class—if you choose to do this #]*

E. "Preference" Theory of Racial Residential Segregation  
Farley et al., *Detroit Divided*, pp. 188-216 [BlackBoard]  
{play simulation game at <http://ncase.me/polygons/> (follow onscreen instructions)}

F. "Private Discrimination" Theory of Racial Residential Segregation  
HUD, "Paired Testing & Housing Discrimination Studies" *Evidence Matters* (2014)  
<http://www.huduser.org/portal/periodicals/em/spring14/highlight2.html>

HUD, "Expanding Opportunity via Fair Housing Choice" *Evidence Matters* (2014)  
<http://www.huduser.org/portal/periodicals/em/spring14/highlight1.html>

Galster and Godfrey, "By Words and Deeds: Steering by Real Estate Agents," *JI of American Planning Assoc.* (2005) [BlackBoard]

"6-City Study Finds Mortgage Discrimination," *Free Press* 6/18/06 [BlackBoard]  
Massey and Denton, *American Apartheid*: ch. 4

Ross, "Understanding racial segregation: What is known about the effect of housing discrimination?" In Newburger, Birch & Wachter (Eds.) *Neighborhood and life chances* (2011) (PhD)

G. "Public Policy Discrimination" Theory of Racial Residential Segregation  
Massey and Denton, *American Apartheid*: ch. 2

Hartman & Squires, *Integration Debate*, pp. 199-205 only

Rothwell & Massey, "Effect of Density Zoning on Racial Segregation in US Urban Areas," *Urban Affairs Review* 44 (2009): 779-806

Sugrue, *Origins*: chs. 2-3, 7-9 (PhD)



Feb. 13

### III. SPACE FORCE 2: Neighborhood Segregation by Class: Nature and Causes

*[segregation exploration project due via email before class]*

A. Concept, Measurement, and Characteristics of Class Segregation and Concentrated Poverty

Dreier et al., *Place Matters*, ch. 2

Jargowsky, "Concentrated Poverty in New Millennium" Century Foundation (2013)

<http://tcf.org/bookstore/detail/concentration-of-poverty-in-the-new-millennium>

Bishoff & Reardon, "Residential Segregation by Income, 1970-2009" (2013)

[BlackBoard]

B. Theories of Class Segregation

Dreier et al., *Place Matters*, chs. 4-5

Grigsby et al. *Neighborhood Change and Decline* (1987), Ch.2 [BlackBoard] (PhD)

Ihlanfeldt, "Exclusionary Land Use Regulations within Suburban Communities,"

*Urban Studies* 41(2, 2004), sections 1-6 only [BlackBoard] (PhD)

C. Theories of Concentrated Minority Poverty

Massey and Denton, *American Apartheid*: chs. 5, 6

Quillian, "Migration and the Growth of High-Poverty Neighborhoods, 1970-1990", *American Journal of Sociology* 105 (July, 1999): 1-37 [BlackBoard] (PhD)

Jargowsky, *Poverty and Place*: chs. 5-6 (through p. 163 only) (PhD)

Sharkey, *Stuck in Place*. Chs.1-3. (PhD)

Feb. 20

### IV. SPACE FORCE 3: School Segregation by Race and Class: Nature and Causes

*[Editorial #2 due via email before class—if you choose to do this #]*

A. Nature and Extent

Lockette, "New Racial Segregation in Public Schools," (2011) At:

[http://www.alternet.org/rights/145553/the\\_new\\_racial\\_segregation\\_at\\_public\\_schools](http://www.alternet.org/rights/145553/the_new_racial_segregation_at_public_schools)

Logan, "Whose Schools Are Failing?" (2011) [BlackBoard]

B. Theories of School Segregation by Race and Class

Logan, Lewis Mumford Center, "The Continuing Legacy of the Brown Decision: Court Action and School Segregation 1960-2000" (2004) [BlackBoard]

deLeeuw et al., *amicus* brief re: *Community Schools v. Seattle School District*, U.S. Supreme Court case (2006) [Blackboard]

Reardon et al. "Brown Fades" *Jl Policy Analysis & Management* 31 (2012): 876-904 [BlackBoard] (PhD)

**[continued next page]**

C. Interrelationship between Neighborhood and School Segregation  
 McArdle et al, "Segregation and Exposure to High-Poverty Schools,"  
*Poverty & Race* 19 (2010) [BlackBoard]  
 Gotham, "Beyond Invasion and Succession," *City and Community* 1  
 (Mar., 2002): 83-111 [BlackBoard]

Feb. 27

**V. SPACE-RACE FORCES' INTERSECTION: Consequences of Concentrated Minority Poverty**

*[Editorial # 1 due via email before class—if you choose to do this #]*

Galster & Sharkey, "Spatial Foundations of Inequality," (2016) pp. 21-27 (PhD)  
 and 27-36 (everyone) [BlackBoard]  
 Dreier et al., *Place Matters*, ch. 3  
 Hartman and Squires, *Integration Debate*, chs. 10, 11, 12, 17  
 Fellowes, "From Poverty, Opportunity: Executive Summary."  
[http://www.brookings.edu/metro/pubs/20060718\\_povop.htm](http://www.brookings.edu/metro/pubs/20060718_povop.htm)  
 Patterson, "A Poverty of the Mind," *NY Times* Editorial, 3/26/06 [BlackBoard]  
 Kochlar, Fry & Taylor, "Wealth Gaps Rise to Record Highs between Whites,  
 Blacks and Hispanics," Pew Research Center report (2011) [BlackBoard]  
 Joyner, "Effects of Racially & Economically Isolated Schools on Student  
 Performance," *Poverty and Race* 19 (2010) [BlackBoard]  
 Massey and Denton, *Apartheid*: ch. 1  
 Logan, "Separate and Unequal: The Neighborhood Gap for Blacks, Hispanics and  
 Asians in Metropolitan America" (2011) [BlackBoard] (PhD)  
 Sharkey, *Stuck in Place*: chs. 4-5 (PhD)

March 6

*[Segregation Diagnosis paper due via Word document to me via email by 5:00 PM]*

Be sure to read as vital added background for your paper:  
 Galster, "Assessing the Causes of Racial Segregation," *Jl. Of Urban  
 Affairs*, 11 (no. 4, 1988): 395-407 [Blackboard]  
 Quillian, "New Approaches to Understanding Racial Prejudice and Discrimination,"  
*Annual Review of Sociology* 32 (2006): 299-328 [BlackBoard] (PhD)

*[come prepared to (1) present orally your paper briefly in class and  
 (2) ask Qs re: others diagnosis—let's have an active discussion!]*

March 13

**[NO CLASS; SPRING BREAK]:**

**PART TWO:  
SPATIAL POLICY ALTERNATIVES AND EVALUATIONS**

March 20

*[Editorial #3 OR 15 due via email before class—if you choose to do this #]*

**VI. Poverty Deconcentration Housing Policies**

- A. Overview Issues: Neighborhood Effects & Policy Implications
- Sard & Rice, *Creating Opportunity for Children* (2014) sections 1-2 [BlackBoard]
- Hartman and Squires, *Integration Debate*, ch. 15
- Downs, “Breaking Down Barriers,” *Planning* Oct. 2005 [BlackBoard]
- Galster, “Assessing MTO’s Impact on Sending and Receiving Neighborhoods,”
- In Goering and Feins (eds.) *Choosing a Better Life?* (2003): [BlackBoard] (PhD)
- Sharkey, *Stuck in Place*: ch. 6 pp. 136-153 only (PhD)

March 27

**VI. Poverty Deconcentration Housing Policies (Continued)**

*[Editorial #19 due via email before class—if you choose to do this #]*

- B. Redeveloped Public Housing as Mixed-Income Housing Developments
- Popkin, Levy & Buron, “Has HOPE VI Transformed Residents’ Lives?” *Housing Studies* 24 (2009): 477-502 [BlackBoard]

April 3

*[In-Class Examination—no books, notes or computers permitted; test booklets provided]*

*[Note: no alterations of exam time or place will be permitted]*

April 10

**VI. Poverty Deconcentration Housing Policies (Continued)**

*[Editorial #8 or 13 due via email before class—if you choose to do this #]*

C. Scattered-Site Subsidized Housing

Hogan, *Scattered-Site Housing*, 1996, Executive Summary & Ch. 8 [BlackBoard]

D. Inclusionary Zoning

Ihlanfeldt, “Exclusionary Land Use Regulations within Suburban Communities,” *Urban Studies* 41(2, 2004), sections 7-8 only [BlackBoard]

Brown, K. “Expanding Affordable Housing Through Inclusionary Zoning,” Brookings Institution Metro Policy Center, 2001. available at:

<http://www.brookings.edu/metro/publications>

Schuetz, Meltzer & Been, “31 Flavors of Inclusionary Zoning,” *Jl of American Planning Assoc* 74 (2009): 441-456 (PhD)

April 17

**VI. Poverty Deconcentration Housing Policies (Continued)**

*[Editorial #20 due via email before class—if you choose to do this #]*

E. Tenant-Based Rental Assistance

Polikoff, “Racial Inequality and the Black Ghetto,” *Northwestern Journal of Law and Social Policy* (vol.1, 2006): 1-24

[multiple commentators], “Symposium: A National Gautreaux Program, *Poverty and Race* 14 (no. 1, 2005): 3-10 [BlackBoard]

Hartman and Squires, *Integration Debate*, ch. 13

Kleit, “False Assumptions about Poverty Dispersal Policies,” *Cityscape* 2013 [BlackBoard] (PhD)

Rosin, “American Murder Mystery,” *Atlantic* July/Aug. 2008 [Blackboard]

California Public Radio story, July 2011 at:

<http://www.californiareport.org/archive/R201107221630/b>

F. Other Options

April 24

**VII. Fair Housing and Neighborhood Racial Integration Policies**

*[Editorial #4 OR 16 due via email before class—if you choose to do this #]*

Overview

Massey and Denton, *Apartheid*: ch. 7

Hartman and Squires, *Integration Debate*, chs. 1 (Squires), 16 (J. Smith)

Sugrue, *Origins*: ch. 6 (PhD)

### B. Fair Housing Enforcement

HUD, "Fair Housing Enforcement Organizations Use Testing to Expose Discrimination," *Evidence Matters* (2014)

<http://www.huduser.org/portal/periodicals/em/spring14/highlight3.html#title>

Hartman and Squires, *Integration Debate*, ch. 2 (S. Smith & Cloud)

Massey and Denton, *Apartheid*: ch. 8

[continued next page]

### C. Neighborhood Racial Integration

Hartman and Squires, *Integration Debate*, ch. 4 (Relman et al.)

DeMarco and Galster, "Pro-integrative Policy," *Jl. Of Urban Affairs*, 15 (no. 2, 1993): 141-160 [BlackBoard]

Anderson, "Why Racial Integration Remains an Imperative,"

*Poverty and Race* 20 (2011) [Blackboard] (PhD)

[continued same day:]

## VIII. Investment & Revitalization of Poor Neighborhoods Policies

Sharkey, *Stuck in Place*: ch 7. [BlackBoard]

Galster & Santiago, "Neighborhood Ethnic Composition and Outcomes for Low-Income Latino and African American Children" 2015 [BlackBoard] (PhD)

May 1

*[Students' Policy Prescription Reports due]*

*[Word document copies of papers must be emailed to me prior to class, short oral summary of your theme & its justification & group discussion of same in class]*

NOTE: For additional policy ideas, analysis, & background for your papers,

#### **Everyone be sure to read:**

Dreier et al., *Place Matters*, chs. 8-9

Turner and Rawlings, "Overcoming Poverty and isolation: Ten Lessons for Policy and Practice," Urban Institute (2005) available at:

<http://www.urban.org/publications/311204.html>

DeLuca et al "Why Don't Vouchers Do a Better Job of Deconcentrating Poverty?" *Poverty & Race* (2012) [BlackBoard]

Sard & Rice, *Creating Opportunity for Children* (2014) section 3 [BlackBoard]

powell, "Remedial Phase Expert Report; case of Thompson vs HUD" (2005) [BlackBoard]

deLeeuw et al., "Residential Segregation and Housing Discrimination" (2007) [BlackBoard]