

UAP 3264 / UAP 5314
Contemporary Urban Issues / Social Analysis of Land Use
Professor Casey Dawkins

Instructor contact info:

Email:	dawkins@vt.edu
Phone:	(540) 231-2690
Office location:	AA 301
Office hours:	T Th 2:00 – 4:00 or by appointment

Course meeting times:	T Th 8:00 – 9:15
Location:	AA 114

Course Description

Despite recent declines in residential segregation by race, households in most major U.S. metropolitan areas continue to reside in racially homogeneous neighborhoods. The persistence of residential segregation 30 years after the adoption of federal civil rights and fair housing policies has caused many urban policy makers to question whether current U.S. urban policy is sufficient to create a truly integrated society.

This course examines the causes, consequences, and policy implications of residential segregation by race, paying particular attention to the persistence of Anglo – African American segregation within U.S. cities. The course begins with an overview of the historical context and causes of residential segregation by race. Next, we examine the impacts of segregation on racial inequality. The final portion of the course deals with the policy dimensions of segregation, emphasizing relevant federal, state, and local policies that shape segregation patterns.

Course Objectives

The course has the following objectives:

1. Provide an introduction to the historical and contemporary causes of residential segregation by race.
2. Discuss the links between residential segregation and racial inequality.
3. Provide an introduction to existing federal, state, and local policies which affect segregation patterns.
4. Teach students to reflect upon the policy implications of residential segregation by race and critically evaluate proposed policies in light of their consistency with open housing objectives.

Course Requirements and Policies

Midterm Exam (30%)	A midterm exam will be administered to evaluate students' understanding of the concepts covered during the first portion of the course.
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Final Project (50%)	Students will prepare a final paper which demonstrates mastery of the concepts learned in class. By the
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beginning of week 4 (Sept. 13), students should submit a one-page “prospectus” which outlines the student’s topic for the final paper. The one page prospectus will be counted as a portion of the student’s final project grade. More detail on the final project will be provided in a supplemental handout.

Class Participation (20%)

Throughout the course, students will be expected to *actively* participate in and prepare for in-class discussions. The class participation grade also reflects performance on periodically-assigned discussion questions and in-class group assignments.

Policy on Late or Missed Assignments

All work must be submitted by the due date. Work that is submitted late will receive reduced credit, except in highly unusual instances. Usually, ten percent of the total possible points will be deducted for each school day that an assignment is late.

Attendance Policy

You are responsible for all material discussed in class.

Special Needs of Students

If you need course adaptations or accommodations due to a disability, if you have any emergency medical information that the course instructor should know about, or if you need special arrangements in the event the building must be evacuated, please consult Professor Dawkins to make necessary arrangements. Virginia Tech procedures regarding students with disabilities are detailed on the following website:

<http://www.ssd.vt.edu/accommodationsmain.htm>.

Policy on Plagiarism and Academic Honesty

The Virginia Tech Honor System is in effect for this course. Please take the time to read this document and make sure that you understand your responsibilities as a student. The Graduate Honor System can be accessed online at <http://filebox.vt.edu/studentinfo/gradhonor/>. The Undergraduate Honor System can be accessed online at <http://www.honorsystem.vt.edu/>. The following statement, taken from the Graduate Honor System, describes the types of violations covered under the Honor System:

All forms of academic work performed by any graduate student enrolled on a part-time or full-time basis under any of the admission categories shall be subject to the stipulations of the Graduate Honor Code. Such work includes, but is not limited to, course work, labwork, thesis or dissertation work, research, teaching, and extension. Violations of the Graduate Honor Code are categorized as follows: *Cheating, Plagiarism, Falsification, and Academic Sabotage* Cheating is defined as the giving or receiving of any unauthorized aid, assistance, or unfair advantage in any form of academic work Plagiarism is a specific form of cheating, and is defined as the copying of the language, structure, idea, and/or thoughts of another and claiming or attempting to imply that it is one's own original work Students who falsify, orally, in writing, or via electronic media, any circumstance relevant to their academic work shall be guilty of a violation of this Code Academic sabotage is purposeful vandalism directed against any academic endeavor or equipment (from the Virginia Tech Graduate Honor System, accessible online at: <http://filebox.vt.edu/studentinfo/gradhonor/>).

Be advised that plagiarism or other forms of violations of the Virginia Tech Honor System will not be tolerated.

Course Readings

Required Texts:

Douglas S. Massey and Nancy A. Denton. 1993.
American Apartheid: Segregation and the Making of the Underclass.
Cambridge, MSA: Harvard University Press.
ISBN: 0674018214
Paperback

John Yinger. 1997.
Closed Doors, Opportunities Lost: The Continuing Costs of Housing Discrimination.
New York: Russell Sage Foundation.
ISBN: 0871549689
Paperback

Alex Kotlowitz. 1991.
There Are No Children Here: The Story of Two Boys Growing Up in the Other America.
New York: Anchor Books.
ISBN: 0385265565
Paperback

Xavier de Souza Briggs. 2005.
The Geography of Opportunity: Race and Housing Choice in Metropolitan America.
Washington, DC: Brookings Institution Press.
ISBN: 0815708734
Paperback

Other assigned course readings will be posted within Blackboard.

Blackboard

The Virginia Tech *Blackboard* will be an important component of this course. Blackboard is an online environment created for use by Virginia Tech students and faculty. Each course is assigned a separate *page* within the Blackboard system and is accessible only by the course instructor and the students enrolled in the course. This system provides a convenient way to post announcements, grades, assignments, and online quizzes or homework. You are responsible for any announcement or assignment posted on Blackboard, regardless of whether the announcement or assignment was discussed in class, so check Blackboard often! Blackboard can be accessed from the Virginia Tech website by navigating through the link, [Current Students](#), to [Blackboard](#).

Tentative Course Outline and Reading List

Most readings below can be found in the assigned texts. All other readings can be accessed from Blackboard. Materials posted in Blackboard are denoted with a bold-faced “**B**” following the assigned reading. Readings denoted with an asterisk (*) are more advanced readings which should be read for overall argumentation and not for a detailed understanding of the mathematical methods employed.

Students should begin reading Kotlowitz immediately. This book will be discussed in class during Week 10.

Week 1:

Aug. 23 *Course introduction*

Aug. 25 *Defining terms (race, ethnicity, prejudice, discrimination, segregation)*
Yinger, Ch. 1 **B**

Week 2:

Aug. 30 *Defining and measuring segregation*

Massey and Denton, 1988 **B**

Dawkins, 2005 **B***

Sept. 1 *Segregation in the pre-Civil Rights Era*

Massey and Denton, Ch. 1, 2

von Hoffman, pp. 1-29 **B**

Week 3:

Sept. 6 *Segregation in the post-Civil Rights Era*

Massey and Denton, Ch. 3

von Hoffman, pp. 29-50 **B**

Sept. 8 *Overview of the causes of residential segregation by race*

Massey and Denton, Ch. 4

Dawkins, 2004 **B**

Week 4:

Sept. 13 *Tiebout sorting and segregation by socioeconomic class (Prospectus due)*

Wassmer, Ch. 9 (in Varady, ed.) 2005 **B**

Vandell, 1995 **B***

Dawkins, (forthcoming) **B***

Sept. 15 *Race: The power of an illusion, Part 3 (Video)*

GOVERNOR'S HOUSING CONFERENCE

Week 5:

Sept. 20 *Racial prejudice*

Briggs, Ch. 3

Schelling, 1978 **B***

Sept. 22 *Housing market discrimination*

Yinger, Ch. 2 – 5

Briggs, Ch. 5

Week 6:

Sept. 27 *Housing market discrimination (Distribute take-home midterm)*

Yinger, Ch. 7

Sept. 29 Briggs, Ch. 4
NO CLASS: WORK ON MIDTERM
HUD CONFERENCE

Week 7:

Oct. 4 *Discuss take-home midterm*
Oct. 6 *Racial segregation and racial inequality: Overview of linkages*
Massey and Denton, Ch. 4, 5
Ihlanfeldt, pp. 213 – 252 (in Altshuler, et al. 1999) **B**

Week 8:

Oct. 11 *Racial segregation and racial inequality: the black-white wealth gap*
Oliver and Shapiro, 1995, Ch. 6 **B**
Oct. 13 *Links between segregation and racial inequality: neighborhood effects*
and social networks
Ellen and Turner, 1997 **B**
Briggs, Ch. 5 (in Varady, ed.) 2005 **B**

Week 9:

Oct. 18 *Links between segregation and racial inequality: accessibility*
Ihlanfeldt and Sjoquist, 1998 **B**
Oct. 20 *Links between segregation and racial inequality: local amenities*
Boehm and Ihlanfeldt, 1991 **B***
School segregation reading TBA

Week 10:

Oct. 25 *In-class discussion of Kotlowitz*
Oct. 27 *Video TBA*
ACSP CONFERENCE

Week 11:

Nov. 1 *Segregation and urban policy: an overview of the issues*
Galster, 1999 **B**
Massey and Denton, Ch. 7
Briggs, Ch. 14
Nov. 3 *Local incentive-based policies*
Keating, Ch. 11 **B**

Week 12:

Nov. 8 *Local land use regulations*
Hamilton, 1975 **B***
Briggs, Ch. 10
Nov. 10 *Metropolitan policies*
Briggs, Ch. 11, 12
Nelson, et al., 2004 **B***

Week 13:

Nov. 15 *Federal fair housing policy: Fair Housing Act*
Yinger, Ch. 10-12
Nov. 17 *Federal fair housing policy: Fair Lending and Redlining*
Ross and Yinger, pp. 15-34 **B**

Week 14: NO CLASS: THANKSGIVING

Week 15:

Nov. 29 *Federal affordable housing policy: Gautreaux / MTO*
 Briggs, Ch. 6, 7

Dec. 1 *Federal affordable housing policy: HOPE VI*
 Briggs, Ch. 8, 9

Week 16:

Dec. 6 *Students present final projects*

Dec. 8 *NO CLASS: READING DAY*