

The Evolution of Segregation and Education

EC 970: Sophomore Tutorial
Harvard University Department of Economics

Blue text indicates a clickable link

Class Info

Time: T / Th 9:00 - 10:15 am

Location: Sever 304

[Course Website](#)

[Canvas Page](#)

Course Description

In 1954, the Supreme Court ordered schools to integrate “with all deliberate speed.” 70 years later, in 2021, an alarming third of K-12 students were attending effectively segregated schools (defined as schools where 75% or more of students are racially or ethnically homogenous) (GAO, 2022). How did the U.S. get here? What went wrong? Did anything go right?

Instructor Info

Danielle Graves

(she/her)

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Understanding school segregation today requires not only an understanding of the Civil Rights movement, but also an appreciation of the history of public education in the United States. The class will proceed chronologically, beginning with de jure segregation and ending with a review of across and within-school segregation today. Throughout, we will repeatedly visit themes inextricable from school segregation: legal institutions, residential segregation, and school finance. The goals of this class are two fold: to help students gain an understanding of the framework within which school segregation persists today and to give students the confidence to write compelling economic research papers on the origins and consequences of such segregation. Students will receive feedback on the research process at each step of the way. We will also build the researcher’s toolkit by reviewing some common empirical strategies used in this literature.

Office Hours

Tues 10:30 - 12 pm

Fri 9-11 am

Clover (Science Center)

Walk-in or [by appointment](#)

Prerequisites

Ec 1010a or 1011a; Stat 100 (or equivalent)

Come to Office Hours!

Research is hard. Please do not hesitate to come to office hours– I want to make conducting economics research feel approachable and accessible for all of you. In the second week of class, everyone is required to schedule an OH slot with me. [Schedule OH here](#).

Course Requirements

***Class Participation* 15%**

Reading assignments are listed under each class meeting date. You are expected to read all of the material that is starred ★ – however, you are not expected to *understand* all of the material. Come to class with questions and comments. We will spend around 30-45 minutes each class discussing each starred paper.

***Leading Class Discussions and Response Papers* 16%**

The purpose of these exercises is to get you practicing two important skills in research: thinking critically about papers and generating new ideas. Don’t put too much pressure on yourself – I do not expect all of these ideas to be good!

Response papers: Throughout the semester, you will write **four** 2 page (size 12, Times New Roman, 1 inch margins, double-spaced) response papers. These are due **5 pm before the day we cover the paper in class**. Most weeks, you will summarize the paper, then discuss pros, cons, and directions for future research. Some weeks, there will be specific prompts (for example, defining key terms). If there is a specific prompt for the next weeks’ response paper, it will be posted by 5 pm on Friday.

You pick which papers you respond to, subject to the following conditions:

- Respond to a starred ★ (not ☆) reading
- Respond to a maximum of one paper per week
- Do not turn in a response paper the week of January 25 (first week of class) or April 23 (last week of class)
- Do not turn in a response paper the weeks you are leading a class discussion

Leading Class Discussions: Each student will present twice for 5 minutes on a paper from the class syllabus. The student will then lead (with some help) the class discussion (this will last around 30-40 additional minutes). Students will submit their preferences at the beginning of the term. Slides are due **5 pm before the day we cover the paper in class.**

Stata / R Minicourse Problem Sets (4) 10%

As part of EC970, all students participate in the Stata / R minicourse. You will complete four problem sets. This minicourse is an excellent opportunity to learn how to code and handle data *responsibly*. The [canvas webpage](#) for the course is an excellent resource.

Short Papers 14%

Why Study School Integration? 4%

This assignment encourages students to think critically about what outcomes to prioritize when studying school integration. Students will write a short paper (3-4 pages) responding to two works that summarize the consequences of school integration.

Measuring Segregation 5%

This assignment introduces students to measures of segregation. Students will write a short paper (4-6) that discusses the pros and cons of different measures.

Explain a Model 5%

Students will write a short paper (4-6 pages) that outlines a framework (“model”) of behavior based on the abstract of a paper from the reading list. The goal of this assignment is to give students practice in conceptualizing mechanisms that drive empirical results.

Final Research Paper 40%

Throughout this course, you will build a final research paper. The final product should be **15-18 pages** (size 12, Times New Roman, 1 inch margins, double-spaced). This paper will be on a topic of your choosing that falls in the realm (broadly defined) of this class.

Final Presentation 5%

Each student will present on their final research paper for 15 minutes total. This time includes questions from the audience – when you practice your talk (and you should absolutely practice your talk), it should take around 10-12 minutes. Both asking and responding to questions in research seminars are important skills, and all students are required to ask at least one question (and more questions are encouraged!)

Due Dates

All assignments, with the exception of the rough draft and peer review, **should be turned into canvas by 5 pm on the indicated day.**

Response papers (4 total)	5 pm the night before the class in which we cover the paper
Slides are due	5 pm the night before the class in which we cover the paper
A1 Why Study School Integration?	Monday, January 29
A2 Measuring Segregation	Tuesday, February 6
Stata R Problem Set 1	Friday, February 9
A3 Explain a Model	Thursday, February 15
Stata R Problem Set 2	Friday, February 23
A4 Three Ideas	Thursday, February 29
Stata R Problem Set 3	Friday, March 8
Stata R Problem Set 4	Friday, March 22
A5 Data Description and Summary Statistics	Tuesday, March 28

A6 Introduction, Outline, and Empirical Strategy	Tuesday, April 2
A7 Rough Draft	Tuesday, April 9
A8 Rough Draft Peer Review	Thursday, April 9 at 9 AM
A9 In-Class Final Presentations	Thursday April 18 and Tuesday 23
A10 Final Paper	Wednesday, May 1 at 5 PM

Course Policies

Attendance and Extensions: Attendance is mandatory. Extensions are discouraged, but allowed under exceptional circumstances.

- **You get one freebie absence with no questions asked.**
- If you are sick, please don't come to class. If you must come to class sick (even if it's just the sniffles!), I ask that you wear a mask. Please e-mail me to let me know if you are sick. If you don't e-mail me **before class**, I will assume you are using your one freebie absence.
- If absent for any reason (with the exception of your one freebie absence), you will be expected to write an additional response paper on the day's reading and schedule office hours with me to make up the class.
- Any other absences and **any** extensions must be cleared in advance with me.
 - **Acceptable reasons to ask for an absence / extension include**, but are not limited to, medical emergencies, scheduled family gatherings (such as a wedding), or the death of a loved one.
 - I ask that, except in the case of emergencies, you discuss planned absences / extensions with me at least **two weeks in advance** by coming up to me after class.
 - There will be a **maximum of one extension not exceeding three days** granted for each assignment.
 - **No extensions will be granted for the final paper** – this deadline is set by the department. Plan ahead accordingly!

If you are incredibly sick, please do not make yourself sicker by pulling an all-nighter to finish an assignment for this class. In fact, please don't pull all-nighters! You have all of the deadlines for this class listed above. My hope is that you will use them to plan ahead, just as researchers must plan ahead around conferences and seminars. My policy is to not give extensions because of conflicting deadlines with other classes.

Late Work Policy: Each student has a "late bank" of 48 hours they can use throughout the semester. If you turn in a response paper 2 hours late, you have 46 hours in your late bank remaining. If you then turn in a short paper 20 hours late, you now have 26 hours remaining. **It is up to you to keep track of how many hours you have in your "late bank"** throughout the semester. You may ask me at any point to clarify how many hours you have remaining.

- **You may not use your late bank on the final paper or the Stata / R PSETs.** These deadlines are set by the department.
- You may not use your late bank to turn in a response paper after 9am on the day that the paper is discussed. **Response papers will not be accepted after 9 am on the day that the paper is discussed.**

Note that using your late bank on certain assignments may prevent me from giving you timely feedback.

If your late bank is empty, I will grade your assignment as follows:

- Turned in .5-24 hours after deadline: A- max grade
- 24-48 hours: B max grade
- 48-72: C max grade
- After 72 hours: assignment not accepted

If unforeseen circumstances arise, please reach out to me.

Emails: You can expect me to answer questions within 24 hours, with the exceptions of weekends: questions sent on Friday, Saturday or Sunday can expect a response by the end of day Monday.

- In return, I expect you to budget your time appropriately: a good rule of thumb is to ask any urgent

questions at least **36 hours in advance** of a deadline so that I have time to respond and you have time to digest.

- Please include EC970 in the subject line to help me find your e-mail faster.

Laptop Use: No laptop or electronic use is permitted during class. You may use a tablet to take notes, but please put it in airplane mode. The goal of this policy is to create an environment that is conducive to an engaging classroom discussion, and that requires you to be present both physically and mentally.

Accessibility: Please contact me if you need special arrangements to use a laptop or any other accommodation.

Plagiarism: “Students who, for whatever reason, submit work either not their own or without clear attribution to its sources will be subject to disciplinary action, up to and including requirement to withdraw from the College.” – *Harvard College Handbook for Students*. If you cheat, you will fail this class.

Collaboration: Discussion of papers and problem sets with others is permitted and encouraged. Copying others is not. Every student is expected to turn in their own unique work.

Generative AI: ChatGPT and other generative AI are tools you should learn to use **responsibly**. Examples of acceptable use include:

- “Polishing” a draft
- Asking for simple explanations of concepts (e.g. “can you explain fixed effects for me?” or “how do I interpret β in OLS?”)

Examples of unacceptable use include:

- Writing code for Stata / R problem sets: as researchers, we must be responsible stewards of data. Writing code manually will help you understand the nuts and bolts of the assumptions you make when you manipulate and analyze data, which you must acknowledge when conducting research.
- Writing first drafts: ChatGPT will often make up citations or describe identification strategies you didn’t do. Your research is the result of *you* analyzing a data set and running (likely) a regression-based analysis. ChatGPT cannot and should not do this for you.
- Writing response papers: We will cover this in more depth in class.

A note of caution: citation fabrication, or citation faking, happens when AI generates fictional citations. Accurate citations are vital for trust. Responsible AI use requires verification by researchers and writers to ensure legitimacy.

Support

Academic Resources: I encourage you to attend office hours. The material we will be covering is dense.

[Academic Resource Center](#) has tutoring services, workshops, coaching and other resources

Mental and Physical Health Resources: Please take care of yourself.

- [Harvard University Health Services](#) (HUHS)
- [Counseling and Mental Health Services](#) (CAMHS)
- [Center for Wellness and Health Promotion](#)

Tips and Expectations for Writing Research Papers

[Writing Economics](#) contains tips on how to review the literature, find a research topic and write a paper. We will read portions of this throughout the term in conjunction with the final research paper process.

In general, you will should strive to:

- *Synthesize*, not summarize existing literature
- Connect your ideas with the work of those who came before you
- Convince the reader that your paper is worth reading

Supplementary Readings

Coding Resources

- The [canvas webpage](#) for the Stata / R mini course has excellent resources for coding.

- There are dedicated TFs for the Stata / R minicourse. Make use of them! Go to their office hours. They will give you better coding help (especially in Stata) than I.
- For R, I recommend [R for Data Science](#), a free, online, well-written and frequently updated textbook.
- [Econometrics with R](#) is another free, online, frequently updated textbook that focuses specifically on econometrics.

You have the option of writing your problem sets in either R or Stata. I use R. I rarely use Stata. I like R because it is free, you can use it to read in Stata files, and you can make beautiful graphs with ggplot. Downsides of R are that some econometrics package run smoother in Stata. However, at the end of the day, the most important thing is that you pick a language and learn it well. Most graduate student's language of choice is entirely dependent on the language that their first boss had them code in. My first job was in data science, and Stata is almost never used in non academic settings, so now I use R.

Writing Resources

Throughout the class, we will be reading and discussing [Writing Economics: A Guide for Harvard Economics Concentrators](#) by Robert Neugeboren with Mireille Jacobson. This resource will serve as a valuable guide in crafting and structuring your research papers.

I also recommend [The Little Book of Research Writing](#) by Varanya Chaubey. We will cover the RAP (Research Question, Answer, Positioning Statement) approach in class.

Econometrics Resources

All available online for free

- [The Effect](#), by Nick Huntington-Klein
- [Causal Inference: The Mixtape](#), by Scott Cunningham
- [Mostly Harmless Econometrics](#), by Joshua D. Angrist and Jörn-Steffen Pischke

Highly Recommended Books

All of these books are available on HOLLIS. However, if you love these books as much as I do, I recommend using [thriftbooks.com](#), an online used book dealer. You can often get books 75-90% off!

- [Children of the Dream: Why School Integration Works](#), by Rucker C. Johnson
An excellent overview of the economic impacts of school integration. The appendix is a great resource for literature reviews.
- [The Reconstruction of Southern Education: the Schools and the 1964 Civil Rights Act](#)
Written in 1969, this is a detailed account of the implementation of the 1964 Civil Rights Act and its impact on school integration
- Bonus! Podcast: Nice White Parents (available wherever you get your podcasts)
A case study of the integration and segregation of one school in New York.

Readings Schedule

Readings you may write a response paper on are indicated by ★

Other required readings are indicated by ☆

All readings are available in HOLLIS. For your convenience, starred readings are linked

Week 1

No response paper due this week

*I will review metrics this week. You only need to skim the chapters listed for each day. Take advantage of the light class reading load to read / watch the material for your first assignment, due by **5 pm next Monday**:*

- Diette, Timothy M.; Hamilton, Darrick; Goldsmith, Arthur H.; Darity, William A. 2021. "Does the Negro Need Separate Schools? A Retrospective Analysis of the Racial Composition of Schools and Black Adult Academic and Economic Success". RSF : Russell Sage Foundation journal of the social sciences, 2021, 7(1): 166-186 [link](#)
- "Rucker Johnson: Why School Integration Works." [link](#)
This is a Youtube video summarizing his 265 page book. It runs 1:15

1: Introduction and Metrics Review Pt. 1: Causal Effects January 23

- Huntington-Klein, Nick (2022). *The Effect*. Chapters 1-3 [link](#)

Data Handout: [Education Data Sources](#)

2. Metrics Review: Common Empirical Methods + Reading Regression Tables January 25

Preferences for in class presentations due by 5 pm

- Huntington-Klein, Nick (2022). *The Effect*. Chapters 4,5, and 10 [link](#)

Week 2

Monday, January 29 Why Study Integration due by 5 pm

Everyone required to come to OH either Tuesday (1/30) or Friday (2/3) of this week

3. Frameworks for Conceptualizing Segregation January 30

- ★ Darity Jr., William A. (June 2022). "Position and Possessions: Stratification Economics and Intergroup Inequality". In: *Journal of Economic Literature* 60.2, pp. 400–426 [link](#)
- Frankel, David M. and Oscar Volij (Jan. 1, 2011). "Measuring School Segregation". In: *Journal of Economic Theory* 146.1, pp. 1–38
- Massey, Douglas S. and Nancy A. Denton (Dec. 1, 1988). "The Dimensions of Residential Segregation". In: *Social Forces* 67.2, pp. 281–315 [link](#)
- ★ [Writing Economics](#), pgs. 14-19

4: De Jure Segregation February 1

- Carruthers, Celeste K. and Marianne H. Wanamaker (Apr. 1, 2017). "Returns to School Resources in the Jim Crow South". In: *Explorations in Economic History* 64, pp. 104–110
 - Collins, William J. and Robert A. Margo (June 2003). *Historical Perspectives on Racial Differences in Schooling in the United States*. URL: <https://www.nber.org/papers/w9770> (visited on 08/29/2023). preprint
 - ★ Margo, Robert A. (Jan 1990). "Race and Schooling in the South: A Review of the Evidence." [Race and Schooling in the South, 1880-1950: An Economic History](#). University of Chicago Press, pp. 6-32
- Professor Margo will visit class for the last 20 minutes. Come prepared with questions!**
- ★ [The Effect](#), Ch. 13: Regression

Week 3

5: Financing Segregated Schools February 6

Measuring Segregation due by 5pm

- Carruthers, Celeste K. and Marianne H. Wanamaker (May 1, 2013). "Closing the Gap? The Effect of Private Philanthropy on the Provision of African-American Schooling in the U.S. South". In: *Journal of Public Economics* 101, pp. 53–67 [link](#)
- Carruthers, Celeste K. and Marianne H. Wanamaker (Apr. 1, 2017). "Returns to School Resources in the Jim Crow South". In: *Explorations in Economic History* 64, pp. 104–110
- ★ Reber, Sarah J. (2011). "From Separate and Unequal to Integrated and Equal? School Desegregation and School Finance in Louisiana". In: *The Review of Economics and Statistics* 93.2, pp. 404–415 [link](#)
- ★ [Writing Economics](#), pgs. 1-10

6: Successes and Failures of Brown February 8

- Ashenfelter, Orley, William J. Collins, and Albert Yoon (July 1, 2006). "Evaluating the Role of Brown v. Board of Education in School Equalization, Desegregation, and the Income of African Americans". In: *American Law and Economics Review* 8.2, pp. 213–248
- Cascio, Elizabeth et al. (Sept. 1, 2008). "From Brown to Busing". In: *Journal of Urban Economics*

64.2, pp. 296–325 [link](#)

- ★ Rivkin, Steven and Finis Welch (Jan. 1, 2006). “Chapter 17 Has School Desegregation Improved Academic and Economic Outcomes for Blacks?” In: *Handbook of the Economics of Education*. Ed. by E. Hanushek and F. Welch. Vol. 2. Elsevier, pp. 1019–1049 [link](#)
- Gordon, Nora and Sarah Reber (Aug. 2016). *The Effects of School Desegregation on Mixed-Race Births*. URL: https://www.nber.org/system/files/working_papers/w22480/w22480.pdf. preprint
- Reber, Sarah J. (2005). “Court-Ordered Desegregation: Successes and Failures Integrating American Schools since Brown versus Board of Education”. In: *The Journal of Human Resources* 40.3, pp. 559–590
- ★ Reber, Sarah J. (Oct. 2, 2010). “School Desegregation and Educational Attainment for Blacks”. In: *Journal of Human Resources* 45.4, pp. 893–914 [link](#)

Friday, February 9 Stata | R Problem Set 1 Due

Week 4

7: The Impact of Integration on Teachers and Teacher Salaries February 13

- Cascio, Elizabeth U. and Ethan G. Lewis (Nov. 2022). *Legal Activism, State Policy, and Racial Inequality in Teacher Salaries and Educational Attainment in the Mid-Century American South*. URL: <https://www.nber.org/papers/w30631> (visited on 01/10/2024). preprint
- Dee, Thomas S. (2004). “Teachers, Race, and Student Achievement in a Randomized Experiment”. In: *The Review of Economics and Statistics* 86.1, pp. 195–210
- Dee, Thomas S. (2005). “A Teacher like Me: Does Race, Ethnicity, or Gender Matter?” In: *The American Economic Review* 95.2, pp. 158–165
- ★ Thompson, Owen (Sept. 8, 2022). “School Desegregation and Black Teacher Employment”. In: *The Review of Economics and Statistics* 104.5, pp. 962–980 [link](#)
- ★ [Writing Economics](#), pgs. 11, 23, 30
- ★ [The Effect](#), Chs. 16, 17: Fixed Effects, Event Studies (skim)

8: The Beginning of Effective Integration: ESEA and Title I February 15

Explain a Model Due

- ★ Cascio, Elizabeth et al. (Feb. 1, 2010). “Paying for Progress: Conditional Grants and the Desegregation of Southern Schools”. In: *The Quarterly Journal of Economics* 125.1, pp. 445–482 [link](#)
- Cascio, Elizabeth U., Nora Gordon, and Sarah Reber (Aug. 2013). “Local Responses to Federal Grants: Evidence from the Introduction of Title I in the South”. In: *American Economic Journal: Economic Policy* 5.3, pp. 126–159
- ★ Cascio, Elizabeth U. and Sarah Reber (May 2013). “The Poverty Gap in School Spending Following the Introduction of Title I”. In: *American Economic Review* 103.3, pp. 423–427 [link](#)
- ★ [The Effect](#), Ch. 18: Differences-in-Differences (skim)

Week 5

9: Long Run Impacts of Court Ordered Integration February 20

- ★ Anstreicher, Garrett, Jason Fletcher, and Owen Thompson (Apr. 2022). *The Long Run Impacts of Court-Ordered Desegregation*. Working Paper 29926. National Bureau of Economic Research [link](#)
- ★ Antman, Francisca M. and Kalena E. Cortes (Sept. 2023). “The Long-Run Impacts of Mexican American School Desegregation”. In: *Journal of Economic Literature* 61.3, pp. 888–905 [link](#)

10: The End of Court Ordered Integration February 22

Ideas Due By 5 pm

- Logan, John, Weiwei Zhang, and Deirdre Oakley (Mar. 2017). “Court Orders, White Flight, and School District Segregation, 1970–2010”. In: *Social Forces* 95.3, pp. 1049–1071
- ★ Lutz, Byron (2011). “The End of Court-Ordered Desegregation”. In: *American Economic Journal:*

Economic Policy 3.2, pp. 130–68 [link](#)

- Reardon, Sean F. et al. (Sat, 2012-12-01 00:00). “Brown Fades: The End of Court-Ordered School Desegregation and the Resegregation of American Public Schools”. In: *Journal of Policy Analysis and Management* 31(4) (31(4)), p. 876
- Jackson, C. Kirabo (Apr. 2009). “Student Demographics, Teacher Sorting, and Teacher Quality: Evidence from the End of School Desegregation”. In: *Journal of Labor Economics* 27.2, pp. 213–256

Friday, February 23 Stata | R Problem Set 2 Due

Week 6

11. School Integration and Residential Segregation February 27

- ✦ Boustan, Leah Platt (Jan. 2012). “School Desegregation and Urban Change: Evidence from City Boundaries”. In: *American Economic Journal: Applied Economics* 4.1, pp. 85–108 [link](#)
- ★ Baum-Snow, Nathaniel and Byron F. Lutz (Dec. 2011). “School Desegregation, School Choice, and Changes in Residential Location Patterns by Race”. In: *American Economic Review* 101.7, pp. 3019–3046 [link](#)
- Concept Summary: Hadden Loh, Tracy, Christopher Coes, and Becca Buthe (Dec. 16, 2020). *Separate and Unequal: Persistent Residential Segregation Is Sustaining Racial and Economic Injustice in the U.S.* Brookings
- Lukes, Dylan and Christopher Cleveland (Fri, 11/05/2021 - 12:00). *The Lingering Legacy of Redlining on School Funding, Diversity, and Performance*. Annenberg Institute at Brown University
- Data Source: *Mapping Inequality* (2023). URL: <https://dsl.richmond.edu/panorama/redlining/> (visited on 10/05/2023)

12. Equal Opportunity: Early Childhood Education and Head Start February 29

- ★ Johnson, Rucker C. and C. Kirabo Jackson (Nov. 2019). “Reducing Inequality through Dynamic Complementarity: Evidence from Head Start and Public School Spending”. In: *American Economic Journal: Economic Policy* 11.4, pp. 310–349 [link](#)
- Johnson, Rucker C (May 1, 2010). “The Health Returns of Education Policies from Preschool to High School and Beyond”. In: *American Economic Review* 100.2, pp. 188–194
- ✦ [Writing Economics](#), pgs. 24, 31-33

Week 7

Everyone required to come to OH to discuss ideas either Tuesday (3/5) or Friday (3/8)

13. The Political Economy of Funding Schools March 5

- Alesina, Alberto, Reza Baqir, and William Easterly (Nov. 1, 1999). “Public Goods and Ethnic Divisions”. In: *The Quarterly Journal of Economics* 114.4, pp. 1243–1284
- Bernini, Andrea, Giovanni Facchini, and Cecilia Testa (Apr. 2023). “Race, Representation, and Local Governments in the US South: The Effect of the Voting Rights Act”. In: *Journal of Political Economy* 131.4, pp. 994–1056
- Bewley, Truman F. (1981). “A Critique of Tiebout’s Theory of Local Public Expenditures”. In: *Econometrica* 49.3, pp. 713–740
- ★ Glomm, Gerhard, B. Ravikumar, and Ioana Schiopu (2011). *The Political Economy of Education Funding*. Handbook of the Economics of Education. Elsevier, pp. 615–680 [link](#)
- ✦ [Writing Economics](#), pg. 21
- Tiebout, Charles M. (1956). “A Pure Theory of Local Expenditures”. In: *Journal of Political Economy* 64.5, pp. 416–424

14. School Finance Reforms March 7

- Aaronson, Daniel (1999). “The Effect of School Finance Reform on Population Heterogeneity”. In: *National Tax Journal* 52.1, pp. 5–29
- Bayer, Patrick, Peter Q. Blair, and Kenneth Whaley (May 2020). “The Impact of School Finance

Reforms on Local Tax Revenues". In: *AEA Papers and Proceedings* 110, pp. 416–418 [link](#)

- ★ Jackson, C. K., Johnson, R. C., & Persico, C. (2016). *The Effects of School Spending on Educational and Economic Outcomes: Evidence from School Finance Reforms*. The Quarterly Journal of Economics, 131(1), 157–218.

Friday, March 8 Stata | R Problem Set 3 Due



March 9 to 17

Spring Break



Week 8

15: Neighborhoods and Neighborhood Schools March 19

- Caetano, Gregorio and Hugh Macartney (Feb. 1, 2021). "What Determines School Segregation? The Crucial Role of Neighborhood Factors". In: *Journal of Public Economics* 194, p. 104335
- ★ Chetty, Raj, Nathaniel Hendren, and Lawrence F. Katz (Apr. 2016). "The Effects of Exposure to Better Neighborhoods on Children: New Evidence from the Moving to Opportunity Experiment". In: *American Economic Review* 106.4, pp. 855–902 [link](#)
- Epplé, Dennis N. and Richard Romano (2003). "Neighborhood Schools, Choice, and the Distribution of Educational Benefits". In: *NBER Chapters*, pp. 227–286

Friday, March 22 Stata | R Problem Set 4 Due

16: School Districts Aren't Random March 21

- Cooperstock, Alexandra (Apr. 1, 2023). "The Demographics of School District Secession". In: *Social Forces* 101.4, pp. 1976–2012
- Fischel, William A. (Nov. 2009). "The Economic Geography of School Districts". In: *Making the Grade: The Economic Evolution of American School Districts*. Chicago, IL: University of Chicago Press, pp. 157–216
- ★ Concept Summary: *Fractured: The Breakdown of America's School Districts*, EdBuild, April 2019.
- ★ Monarrez, Tomás E. (July 2023). "School Attendance Boundaries and the Segregation of Public Schools in the United States". In: *American Economic Journal: Applied Economics* 15.3, pp. 210–237 [link](#)
- Owens, Ann, Sean F. Reardon, and Christopher Jencks (2016). "Income Segregation Between Schools and School Districts". In: *American Educational Research Journal* 53.4, pp. 1159–1197

Week 9

17: Tipping Points March 26

Data Description and Summary Statistics due by 5 pm

- ★ Blair, Peter Q. (Apr. 2023). *Beyond Racial Attitudes: The Role of Outside Options in the Dynamics of White Flight*. URL: <https://www.nber.org/papers/w31136> (visited on 04/24/2023). preprint
- ★ Cascio, Elizabeth U. and Ethan G. Lewis (Apr. 2012). "Cracks in the Melting Pot: Immigration, School Choice, and Segregation". In: *American Economic Journal: Economic Policy* 4.3, pp. 91–117 [link](#)

18. Welfare Effects of School Choice March 28

- Abdulkadiroğlu, Atila, Nikhil Agarwal, and Parag A. Pathak (Dec. 2017). "The Welfare Effects of Coordinated Assignment: Evidence from the New York City High School Match". In: *American Economic Review* 107.12, pp. 3635–3689
- Avery, Christopher and Parag A. Pathak (Jan. 2021). "The Distributional Consequences of Public School Choice". In: *American Economic Review* 111.1, pp. 129–152 [link](#)
- Hoxby, Caroline M. (Dec. 2000). "Does Competition among Public Schools Benefit Students and Taxpayers?" In: *American Economic Review* 90.5, pp. 1209–1238

- ★ [Writing Economics](#), pgs. 24-25

Week 10

Everyone required to come to OH to discuss outline either Tuesday (4/9) or Friday (4/12)

19. “Good Schools” and Parental Preferences April 2

Introduction, Outline and Empirical Strategy due by 5 pm

- ★ Beuermann, Diether W. and C. Kirabo Jackson (Apr. 9, 2020). “The Short and Long-Run Effects of Attending The Schools That Parents Prefer”. In: *Journal of Human Resources* [link](#)
- Black, Sandra E. (1999). “Do Better Schools Matter? Parental Valuation of Elementary Education”. In: *The Quarterly Journal of Economics* 114.2, pp. 577–599
- Oosterbeek, Hessel, Sándor Sóvágó, and Bas van der Klaauw (May 1, 2021). “Preference Heterogeneity and School Segregation”. In: *Journal of Public Economics* 197, p. 104400

20. School Choice and School Segregation April 4

- Böhlmark, Anders, Helena Holmlund, and Mikael Lindahl (2016). “Parental Choice, Neighbourhood Segregation or Cream Skimming? An Analysis of School Segregation after a Generalized Choice Reform”. In: *Journal of Population Economics* 29.4, pp. 1155–1190
- ★ Monarrez, Tomás, Brian Kisida, and Matthew Chingos (Feb. 2022). “The Effect of Charter Schools on School Segregation”. In: *American Economic Journal: Economic Policy* 14.1, pp. 301–340 [link](#)
- ★ [Writing Economics](#), pgs. 25-29

Week 11

21. Private Schools and Vouchers April 9

Rough Draft Emailed to Partner and Instructor by 5 pm

- ★ Nechyba, Thomas J. (2000). “Mobility, Targeting, and Private-School Vouchers”. In: *The American Economic Review* 90.1, pp. 130–146 [link](#)
- Murnane, Richard J. and Sean F. Reardon (Feb. 1, 2018). “Long-Term Trends in Private School Enrollments by Family Income”. In: *AERA Open* 4.1
- Card, David, Martin D. Dooley, and A. Abigail Payne (Oct. 2010). “School Competition and Efficiency with Publicly Funded Catholic Schools”. In: *American Economic Journal: Applied Economics* 2.4, pp. 150–176

22. Within-School Segregation April 11

Written feedback due to partner and instructor via e-mail by 9 am (before class)

Discuss feedback on draft in class with partner.

- Chin, Mark J. (Sept. 10, 2021). “JUE Insight: Desegregated but Still Separated? The Impact of School Integration on Student Suspensions and Special Education Classification”. In: *Journal of Urban Economics*
- Conger, Dylan (2005). “Within-School Segregation in an Urban School District”. In: *Educational Evaluation and Policy Analysis* 27.3, pp. 225–244
- Elder, Todd E. et al. (Jan. 2021). “School Segregation and Racial Gaps in Special Education Identification”. In: *Journal of Labor Economics* 39.S1, S151–S197 [link](#)
- ★ Thompson, Owen (Dec. 6, 2023). “Gifted & Talented Programs and Racial Segregation”. In: *Education Finance and Policy*, pp. 1–24 [link](#)

Week 12

23. Higher Education April 16

- ★ Chetty, Raj, John N Friedman, et al. (Aug. 1, 2020). “Income Segregation and Intergenerational Mobility Across Colleges in the United States*”. In: *The Quarterly Journal of Economics* 135.3,

pp. 1567–1633 [link](#)

- Hinrichs, Peter (Apr. 24, 2023). “An Empirical Analysis of Racial Segregation in Higher Education”. In: *Education Finance and Policy*, pp. 1–34

24. Final PresentationsApril 18

Group 1 Present

15 minute presentations on final project

Week 13

25. Final PresentationsApril 23

Group 2 Present

15 minute presentations on final project

In the final 15 minutes of class, students will submit course evaluations on Q.

Week 14

Wednesday, May 1 Final Research Paper due by 5 pm