

Seminar on Metropolitan Inequality
AS.230.612

Prof. Michael Bader
mbader@jhu.edu
Mergenthaler 540

OFFICE HOURS
TBD

COURSE DESCRIPTION

This course considers the sociological forces that shape modern metropolitan inequality. We will investigate the social and spatial patterns of inequality and how sociologists analyze patterns of inequality. As part of this inquiry, we will consider how sociologists (and related disciplines) use different methods to investigate topics of study. We will also consider how multiple levels of social action, from individual decisions to global political-economic relationships, affect the lives of residents in metropolitan areas.

I hope that the course serves as a point from which to *start* the investigation of metropolitan inequality. A single course cannot provide all of the information you will need to become a scholar in the field. But, it's my goal to help you have a sense of the field so that you have a toehold from which you may continue your own investigation of the topic.

The course has the following objectives:

OBJECTIVES

By the end of this course students will be able to

1. describe contemporary patterns of metropolitan inequality in the United States;
2. summarize major historical patterns of change that have occurred in metropolitan areas;
3. evaluate claims to truth made with different forms of evidence;
4. discern how empirical work contributes to sociological theory; and
5. build a foundation on which to build your own research

ASSIGNMENTS & GRADING

Assignments

Weekly Reading Memos. You will share with the class a response memo every week. The response memo should have three parts.

The first part should summarize each of the readings. For each reading, I would like you to write the following:

- A one or two sentence summary that describes the major argument and the data used to support the argument. Think of this as what you would write about the piece in a literature review on the topic.
- A sentence that identifies the previous work that the piece engages and what questions they take up from that previous work.

- A few sentences on the methods that the author uses to make the argument the piece advances
- One or two sentences that explain if, and why (or why not), you find the argument convincing

In the second part, I want you to synthesize across the readings for the week. This should be a paragraph where you think about how the pieces are in conversation with one another and with the previous literature as well as where the research points as future directions.

In the final part, I want you to think about "warrants" for your own research (Katz 1997). These may be in the form of nuggets that the pieces mention that your work can help to clarify or the piece itself may point directly to issues you study in your work (and anything in between). You should determine the format of these. I often will pull a quote from the piece and then write a sentence or phrase describing how I see the quote as a warrant for what I am doing or plan to do.

Semester Project. I would like to meet with each of you individually to discuss a semester-long project that would be beneficial for you. By our second class meeting, I would like you to write a brief description of what you propose, how the project will help you in the pursuit of your research, and a rough plan regarding how you will finish the project. I will meet with you and we will come to an agreement on what the project will be and how you will deliver as a final project and as interim assignments. Part of the plan should include what feedback you would like to receive from me and from your peers, as we will periodically share with one another. You will give a 15-minute presentation on whatever you choose your project to be.

The assignments will be weighted as follows:

Assignment	Weight
Weekly memos	50%
Final project & presentation	50%

SCHEDULE

Week 1: Introduction & Overview

Week 2: Studying People and Place

Readings:

- Klinenberg, E. (2003). *Heat Wave: A Social Autopsy of Disaster in Chicago*. University Of Chicago Press, Chicago, Ill..
- Browning, C. R., Wallace, D., Feinberg, S. L., and Cagney, K. A. (2006). Neighborhood Social Processes, Physical Conditions, and Disaster-Related Mortality: The Case of the 1995 Chicago Heat Wave. *American Sociological Review*, 71:661–678.
- Duneier, M. (2006). Ethnography, the Ecological Fallacy, and the 1995 Chicago Heat Wave. *American Sociological Review*, 71(4):679–688.
- Klinenberg, E. (2006). Blaming the Victims: Hearsay, Labeling, and the Hazards of Quick-Hit Disaster Ethnography. *American Sociological Review*, 71(4):689–698.

*Birth of the Modern American Metropolis***Week 3: The Philadelphia Negro***Readings:*

- Du Bois, W. E. B. (1996). *The Philadelphia Negro: A Social Study*. University of Pennsylvania Press, Philadelphia.
- Anderson, E. and Massey, D. S. (2001). The Sociology of Race in the United States. In Anderson, E. and Massey, D. S., editors, *Problem of the Century: Racial Stratification in the United States*, Racial Stratification in the United States, pages 3–12. Russell Sage Foundation.
- Zuberi, T. (2004). W. E. B. Du Bois's Sociology: The Philadelphia Negro and Social Science. *The Annals of the American Academy of Political and Social Science*, 595:146–156.
- Logan, J. R. and Bellman, B. (2016/ed). Before The Philadelphia Negro: Residential Segregation in a Nineteenth-Century Northern City. *Social Science History*, 40(4):683–706.

Week 4: The City*Readings:*

- Park, R. E. and Burgess, E. W. (2019). *The City*. Heritage of Sociology Series. University of Chicago Press, Chicago, IL. (please be sure to read intro by Rob Sampson)
- Frazier, E. F. (1957). The Negro Middle Class and Desegregation. *Social Problems*, 4(4):291–301.
- Heblich, S., Trew, A., and Zylberberg, Y. (2021). East-Side Story: Historical Pollution and Persistent Neighborhood Sorting. *Journal of Political Economy*, 129(5):1508–1552.
- Sampson, R. J., Raudenbush, S. W., and Earls, F. (1997). Neighborhoods and violent crime: A multilevel study of collective efficacy. *Science*, 277(5328):918–924.

*Racial Segregation***Week 5: American Apartheid***Readings:*

- Massey, D. S. and Denton, N. A. (1993). *American Apartheid: Segregation and the Making of the Underclass*. Harvard University Press, Cambridge, Mass..
- Logan, J. R. and Zhang, C. (2010). Global Neighborhoods: New Pathways to Diversity and Separation. *American Journal of Sociology*, 115(4):1069–1109.
- Lichter, D. T., Parisi, D., and Taquino, M. C. (2015). Toward a New Macro-Segregation? Decomposing Segregation within and between Metropolitan Cities and Suburbs. *American Sociological Review*, 80(4):843–873.
- Bader, M. D. M. and Warkentien, S. (2016). The Fragmented Evolution of Racial Integration since the Civil Rights Movement. *Sociological Science*, 3:135–166.

Week 6: Cycle of Segregation*Readings:*

- Krysan, M. and Crowder, K. (2017). *Cycle of Segregation: Social Processes and Residential Stratification*. Russell Sage Foundation, New York.

- Kye, S. H. and Halpern-Manners, A. (2019). Detecting “White Flight” in the Contemporary United States: A Multicomponent Approach. *Sociological Methods & Research*.
- Bruch, E. and Swait, J. (2019). Choice Set Formation in Residential Mobility and Its Implications for Segregation Dynamics. *Demography*, 56(5):1665–1692.
- Bader, M. D. M. (2021). Integration by Inertia: White Flight, White Deaths, and the Long-Term Prospects for Stable Racial Integration.

Place and Poverty

Week 7: Truly Disadvantaged

Readings:

- Wilson, W. J. (1987). *The Truly Disadvantaged: The Inner City, the Underclass, and Public Policy*. University of Chicago Press, Chicago, IL.
- Small, M. L. and McDermott, M. (2006). The Presence of Organizational Resources in Poor Urban Neighborhoods: An Analysis of Average and Contextual Effects. *Social Forces*, 84(3):1697–1724.
- Aldrich, H. and Reiss, A. J. (1976). Continuities in the Study of Ecological Succession: Changes in the Race Composition of Neighborhoods and Their Businesses. *American Journal of Sociology*, 81(4):846–866.
- Baum-Snow, N. (2007). Did Highways Cause Suburbanization? *The Quarterly Journal of Economics*, 122(2):775–805.

Week 8: TBD

Educational Inequality

Week 9: Common Ground

Readings:

- Lukas, J. A. (1985). *Common Ground: A Turbulent Decade in the Lives of Three American Families*. Knopf : Distributed by Random House, New York.

Week 10: Inequality in the Promised Land

Readings:

- Lewis-McCoy, R. L. (2014). *Inequality in the Promised Land: Race, Resources, and Suburban Schooling*. Stanford University Press, Stanford, California, 1st edition edition.
- Owens, A. (2016). Inequality in Children’s Contexts: Income Segregation of Households with and without Children. *American Sociological Review*, 81(3):549–574.
- Figlio, D. N. and Fletcher, D. (2012). Suburbanization, demographic change and the consequences for school finance. *Journal of Public Economics*, 96(11):1144–1153.
- Bischoff, K. and Tach, L. (2020). School Choice, Neighborhood Change, and Racial Imbalance Between Public Elementary Schools and Surrounding Neighborhoods. *Sociological Science*, 7:75–99.

Central City Change

Week 11: Black on the Block

Readings:

- Pattillo, M. E. (2007). *Black on the Block : The Politics of Race and Class in the City*. University of Chicago Press, Chicago, IL.
- Freeman, L. and Braconi, F. (2004). Gentrification and displacement: New York City in the 1990s. *Journal of the American Planning Association*, 70(1):39–52.
- Papachristos, A. V., Smith, C. M., Scherer, M. L., and Fugiero, M. A. (2011). More Coffee, Less Crime? The Relationship between Gentrification and Neighborhood Crime Rates in Chicago, 1991 to 2005. *City & Community*, 10(3):215–240.
- Hwang, J. and Sampson, R. J. (2014). Divergent Pathways of Gentrification Racial Inequality and the Social Order of Renewal in Chicago Neighborhoods. *American Sociological Review*, 79(4):726–751.

Week 12: Live and Let Live*Readings:*

- Perry, E. M. (2016). *Live and Let Live: Diversity, Conflict, and Community in an Integrated Neighborhood*. The University of North Carolina Press, Chapel Hill, North Carolina.
- Lumley-Sapanski, A. and Fowler, C. S. (2017). "Planning Dissonance" and the Bases for Stably Diverse Neighborhoods: The Case of South Seattle. *City & Community*, 16(1):86–115.
- Abascal, M. and Baldassarri, D. (2015). Love Thy Neighbor? Ethnoracial Diversity and Trust Reexamined. *American Journal of Sociology*, 121(3):722–782.
- Bader, M. D. M. (forth). Shared Satisfaction among Residents Living in Multiracial Neighborhoods. *Social Problems*.

Week 13: Final Presentations