

segregation

AND HEALTH

Fall 2012



This course examines the connection between two of the United States' most stark racial inequities: Black-White health disparities and Black-White residential segregation. For many diseases and health conditions, Black people in the U.S. have higher prevalence, more severe disease, and higher mortality rates. This health portrait is not attributable solely to restricted access to medical care; so what are the causes? The long history (and current persistence) of segregation between Black and White populations has a cascading effect on many critical resources and opportunities. These include: education, income, wealth, social networks, prestige, power, environmental exposures, neighborhood amenities, and more. For that reason, Williams and Collins (in an article that we will read in class) argue that segregation is the cornerstone

upon which Black-White health disparities are built. Today, when people hear the words "segregation", the images that tend to come to mind are those of a bygone era, such as water fountains that say "Whites Only". With the passage of civil rights laws, that kind of legalized segregation no longer exists. However, in many ways, the United States remains just as segregated as before those laws were passed. In this class we will explore the cascading effects of segregation to answer questions such as: What are the mechanisms through which Black neighborhoods are segregated? How do predominantly Black neighborhoods differ from predominantly White neighborhoods? What impact does segregation have on socioeconomic position? Taken together, what is the connection between racial segregation and health disparities?

Professor Naa Oyo A. Kwate
Dept. of Human Ecology, Cook Office Bldg., Office #210

Day/Time: TUES & THURS,
2:15-3:35 PM

Location: BLAKE HALL,
RM. 131

Office Hrs: WED, 2-3:30 PM

Course objectives:

Students who take the course will:

- Learn the current state of racial residential segregation across U.S. cities
- Learn the history, policies and practices, that have led to current segregation levels, and that sustain them in the contemporary moment.
- Learn the current state of Black-White health disparities in the U.S., and how they are perpetuated by segregation.
- Learn to identify, extract and analyze varied data (e.g., U.S. census) related to segregation and health
- Use a variety of tools to analyze and present information (e.g., oral presentation, spatial and quantitative data)
- Have frequent opportunities to write, in order to improve writing skills.

Course structure:

Simply put, the course includes a bunch of stuff, and it will not be entirely linear in nature. For example, you will see that we don't really talk about health disparities until the end of the course, not at the beginning. The overall goal is to have you encounter and work with lots of different kinds of information throughout the semester, and have that come together by the end of the course to understand the impact of segregation on health outcomes. As a 400-level, junior-senior colloquium, class time will not rely entirely on lecture. The emphasis will be on discussion (e.g., of assigned readings) and in-class exercises. Everyone is expected to actively and constructively participate—class will only be as stimulating as you make it. So, it goes without saying that being present each day and reading in advance of class meetings is critical. A few notes:

1. This is not the kind of course that relies on and rewards memorizing tons of facts. You are not going to be successful if you try to wait until the last minute to complete assigned work or prepare for exams, because the course is cumulative in nature. You need to plan appropriately to not only keep up with the reading and assignments, but actually understand them. Don't end up like Lucy and Ethel trying to manage their chocolate packaging quota: <http://www.youtube.com/watch?v=8NPzLBSBzPI>
2. On deadlines: In fairness to all students, assignments may NOT be turned in late, except for approved extensions for illness or personal/family emergencies (see absence reporting below). Extensions will not be granted for routine conflicts, other curricular requirements, computer glitches, etc. Late work without an extension will drop by 10 points per day, including weekends.
3. For all written assignments, you must: a) Type your work. No handwritten material will be accepted; b) Upload your work to Sakai before class, so I have a permanent record of everyone's work for the semester; and c) Bring a hard copy to class, which I will grade and return to you. BOTH submissions are required. If you bring the print version of your assignment to class and you have not uploaded it to Sakai by the deadline, it is LATE. All written work is due by class start time, 12:35pm, unless otherwise noted.
4. You are required to use APA (American Psychological Association) style for formatting references in your written work. The APA Handbook is on reserve at Chang Library. I will also post to Sakai documents on how to cite in APA format.

Course Requirements & Grading

Discussion Questions (5%): Each student will be responsible for developing discussion questions for a given class period, and will assist in leading the discussion of those questions. Questions should be open-ended, which means that someone answering the questions cannot answer with “yes” or “no” (that’s a closed-ended question). For example, an open-ended question would be “Why does Author X contend that suburban street design inhibits child development?” Don’t ask closed-ended, yes/no questions like “Does Author X argue that suburban streets are harmful to child development?” Those kinds of questions won’t generate any discussion. Questions must be based on the readings due for that class period. Of course, feel free to connect them to prior readings as well. For example, “How does the idea of X from today’s reading contrast with the data from article Y from last week?” However, reading from future classes is off limits, and it’s not fair to ask about topics with which the whole class is not familiar. Anyone who has done the reading should be able to participate in the discussion you have framed. Discussion leaders should feel free to be creative about discussion, by introducing new (and of course relevant) material, but this kind of extra activity is not required. Questions must be submitted to Sakai by 10pm the night before class. Then bring the questions to class and be prepared to discuss them.

Letters to the Editor (15%): Stories related to the issues we will discuss in this course appear in the news all the time. Over the course of the semester, you must identify 3 such articles and write a letter to the editor. The “editor” in this case is actually me—but you are welcome to submit your letter to the actual newspaper if you wish! In the letter, you are responding to the ideas, facts and writing in the published article. Argue with the article, suggest areas for future research, discuss what ideas were interesting and why, describe the ways in which the arguments might apply to other populations, etc. Before you turn it in, think: as written, would you really submit that letter with your name on it, to a newspaper where thousands of readers around the world will see it? As per *The New York Times* instructions, you must submit your letter within 7 days of the article’s publication. You have 200 words. *The New York Times* allows only 150—you get an extra 50 because you must include citations to class readings to support your assertions. You may respond to these periodicals: national papers (*The New York Times*, *The Wall Street Journal*, *The Los Angeles Times*, *The Washington Post*); a local paper (*The Trentonian*); or a weekly magazine, *The Economist*. No blogs, other websites or other news formats are allowed. You must turn in a PDF of the original article and your response. Samples of real letters and articles are posted in Sakai.

Homework (20%): Homework assignments will include a variety of activities that will draw upon lectures, discussion and the reading. Whether a homework assignment is due on any given day is outlined in the schedule. Assignments will either be distributed in class the meeting before, or online in Sakai.

Midterm Exam (25%): There will be a take-home midterm exam, which will draw upon everything through the first half of the class. You will NOT have to do any new research to complete the midterm. If you keep up with the reading and participate fully in class discussions and activities, you will be all set.

Final Project (35%): The final project will ask you to synthesize what you have learned over the course of the semester, and will take the form of a “studio”, inspired by the studio courses typical of urban planning/architecture schools. In a standard studio course, students apply what they have learned in the classroom in real world settings, to solve problems for clients such as a community organization, or a city. For example, a studio could focus on developing a new street design to solve transportation problems, or assessing resource deficits in community housing or retail. For the purposes of the final project, you will not actually work with a real client; you will be working with the virtual city of Molenberg, NJ. Throughout the semester, you will encounter materials (either in class or in Sakai) that reveal what life is like in Molenberg. For the final

project, you will synthesize this material and everything you have learned over the course of the semester, to address Molenberg's concerns around residential segregation and health. The final written project will be 10 pages.

Academic integrity

As detailed on the Rutgers Academic Integrity webpage (<http://academicintegrity.rutgers.edu/>), “academic integrity requires that all academic work be wholly the product of an identified individual or individuals... Ethical conduct is the obligation of every member of the University community, and breaches of academic integrity constitute serious offenses.” I expect everyone to adhere to the policies set forth by the University. All work must be your own, and the use of others’ ideas must be appropriately cited. None of the assignments are collaborative projects among students unless otherwise noted.

Absence reporting

Please use the following link: <https://sims.rutgers.edu/ssra/> to report absences. Rutgers University is now employing a system-wide procedure for student absences, which ensures students and faculty that there is an official record of student absences. If you know in advance that you will miss one or two classes, please use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. If you anticipate missing more classes than that, you should see me so we can determine whether this semester is a good time for you to take this course. The system will automatically send an email to me. If you miss unexpectedly due to illness, please report it at that time.

Accommodations for Students with Disabilities

Students who require accommodations for disabilities are urged to contact the Office of Disability Services at 732-932-2848 or dsoffice@rci.rutgers.edu. This office works with students to document any disability and to determine appropriate accommodations. I am unable to create accommodations on an individual basis. Please see me if you have further questions.

Required Readings

Most journal articles are available for you to download through Rutgers’ libraries. Search for the periodical title in the catalog, and navigate to the appropriate year and volume, where you can obtain a PDF. Other readings are located in Sakai, and are demarcated with a Ψ.

A nice book to have (but not required) is:

Strunk, W., & White, E.B. (2000). The Elements of Style. New York: Longman.

This book is about the nuts and bolts of excellent writing in general. And everyone wants to produce excellent writing, right?

Course schedule

Required readings are outlined for each class day. Readings are due on the date for which they are listed, so be prepared to discuss them that day (and thereafter, of course).

September 4: Introduction to the class

- Ψ RWJF Commission to Build a Healthier America. (2009). A Short Distance to Large Disparities in Health. (Map).

UNIT ONE: TERRAIN OF SEGREGATION, PAST & PRESENT

September 6: How the United States became segregated, Pt. I

- Ψ Massey, D. S., & Denton, N. A. (1993). American Apartheid: Segregation and the Making of the Underclass. Cambridge: Harvard University Press. Chapter 1.
- Ψ Denvir, D. (2011). The 10 most segregated urban areas in America (plus reader comments). From: http://www.salon.com/news/politics/war_room/2011/03/29/most_segregated_cities

Homework due Sept. 11

No

September 11: How the United States became segregated, Pt. II

- Ψ Massey, D. S., & Denton, N. A. (1993). American Apartheid: Segregation and the Making of the Underclass. Cambridge: Harvard University Press. Chapters 2-3.

Kruse, K. M. (2005). The politics of race and public space: Desegregation, privatization, and the tax revolt in Atlanta. *Journal of Urban History*, 31(5), 610-633.

Homework due Sept. 13

Yes

Sept. 13: The role of real estate brokers

- Ψ National Fair Housing Alliance. (2006). Housing Segregation Background Report: Brooklyn, New York.
- Ψ Brownstoner. (2006). Corcoran's Brooklyn Heights Office Accused of Bias (plus reader comments). From: <http://www.brownstoner.com/blog/2006/10/corcorans-brook/>
- Krysan, M. (2008). Does race matter in the search for housing? An exploratory study of search strategies, experiences, and locations. *Social Science Research*, 37, 581-603.

Homework due Sept. 18

Yes

UNIT TWO: OPPORTUNITY STRUCTURES

Sept. 18: Fundamental causes

Link, B. G., & Phelan, J. (1995). Social conditions as fundamental causes of disease. *Journal of Health and Social Behavior*, 35 (Extra Issue: Forty Years of Medical Sociology: The State of the Art and Directions for the Future), 80-94.

Homework due Sept. 20

No

Sept. 20: Employment

Pager, D. (2003). The mark of a criminal record. *American Journal of Sociology*, 5, 937-975.

Homework due Sept. 25

No

Sept. 25: Education

Ψ McArdle, N., Osypuk, T., & Acevedo-García, D. (2011). Prospects for Equity in Boston Public Schools' School Assignment Plans. Diversitydata.org. Boston.

Ψ Kozol, J. (2005). Excerpt from *The Shame of the Nation*. In City Kids, City Schools: More Reports from the Front Row. New York: The New Press.

Homework due Sept. 27

No

Sept. 27: In-class film, Pt. I

Ψ Hunt, D. B. (2001). What Went Wrong with Public Housing in Chicago? A History of the Robert Taylor Homes. *Journal of the Illinois State Historical Society*, 94(1), 96-122.

Homework due Oct. 2

Yes

Oct 2: Income and wealth

- Ψ Conley, D. (1999). *Being Black, Living in the Red: Race, Wealth, and Social Policy in America*. Berkley: University of California Press. Chapters 1&2.
- Ψ Cohen, J. (2009, December 30). The Hunt - For This Hunter, It's O.K. to Hit the Snooze Button, *The New York Times*.
- Ψ Stuyvesant Town Approved By Board, *New York Times 1857-Current*; Jun 4, 1943; ProQuest Historical Newspapers The New York Times (1851 - 2002) pg. 23.
- Ψ Scott, J. (2005, May 16). Life at the Top in America Isn't Just Better, It's Longer, *The New York Times*.

Homework due Oct. 4

No

Oct. 4: In-class film Pt. II

Hirsch, A. R. (1995). Massive resistance in the urban north: Trumbull Park, Chicago, 1953-1966. *The Journal of American History*, September, 522-550.

Homework due Oct. 9

Yes

UNIT THREE: RESOURCES & INFRASTRUCTURE

Oct. 9: Neighborhood retail

Meltzer, R., & Schuetz, J. (2012). Bodegas or bagel shops? Neighborhood differences in retail and household services. *Economic Development Quarterly*, 26 (1), 73-94.

- Ψ Change to Win & Cure CVS. (2008). From low quality to high prices, CVS is failing our communities.

Homework due Oct. 11

Yes

Oct. 11: Urban renewal

Fullilove, M. T. (2001). Root Shock: The Consequences of African American Dispossession. *Journal Of Urban Health: Bulletin of the New York Academy of Medicine*, 78(1), 72-80.

- Ψ Hearings before the Subcommittee on Housing of the Committee on Banking and Currency. House of Representatives, 85th Congress, 2nd session. January 7, 8 and 9, 1958. (Excerpts).
- Ψ Comments from onehansonplace.com

Homework due Oct. 16

No

Oct. 16: Medicine & medical care

Ψ Grady, M., & Edgar, T. (2003). Racial Disparities in Healthcare: Highlights from Focus Group Findings. In B.D. Smedley, A.Y. Stith, A.R. Nelson & Committee on Understanding and Eliminating Racial and Ethnic Disparities in Health Care (Eds.). Unequal treatment: Confronting Racial and Ethnic Disparities in Health. Washington, DC: National Academies Press.

Greene, J., Blustein, J., & Weitzman, B. C. (2006). Race, Segregation, and Physicians' Participation in Medicaid. *The Milbank Quarterly*, 84(2), 239-272.

Marmot, M. (2002). The Influence Of Income On Health: Views Of An Epidemiologist. *Health Affairs*, 21(2), 31-46.

Homework due Oct. 18

No

Oct. 18: Physical disorder

Keizer, K., Lindenberg, S., & Steg, L. (2008). The Spreading of Disorder. *Science*, 322(12), 1681-1685.

Cannuscio, C. C., Weiss, E. E., Fruchtmann, H., Schroeder, J., Weiner, J., & Asch, D. A. (2009). Visual epidemiology: Photographs as tools for probing street-level etiologies. *Social Science & Medicine*, 69, 553-564.

Ψ West Harlem Environmental Action, I. (Cartographer). (2003). Asthma Hospitalizations Rates by ZIP Code Children Aged 0-4, Manhattan, 2000.

Oct. 23: Racialized marketing of health-related resources (Kwate's research)

MIDTERM DUE!

UNIT FOUR: INSIDE THE GHETTO

Oct. 25: On the streets

Ψ Bourgois, P. (1998). Just another night in a shooting gallery. *Theory, Culture & Society*, 15(2), 37-66.

Homework due Oct. 30

No

Oct. 30: In the mind

Smith, W. A., Allen, W. R., & Danley, L. L. (2007). "Assume the position...You fit the description": Psychosocial experiences and racial battle fatigue among African American male college students. *American Behavioral Scientist*, 51(4), 551-578.

Ψ Grant, E. (2009). Race, Place, and Memory: African American Tourism in the Postindustrial City. *AAUH*.

Homework due Nov. 1

No

Nov. 1: The middle class ghetto

Pattillo, M. (2005). Black Middle-Class Neighborhoods. *Annual Review of Sociology*, 31, 305-329.

Ψ *People Like Us* (Documentary): Transcript excerpt.

Homework due Nov. 6

Yes

UNIT FIVE: OUTSIDE LOOKING IN

Nov. 6: Media representations

Sides, J. (2004). Straight into Compton: American Dreams, Urban Nightmares, and the Metamorphosis of a Black Suburb. *American Quarterly*, 56(3), 583-605.

Ψ Dixon, T.L., & Linz, D. (2000). Overrepresentation and Underrepresentation of African Americans and Latinos as Lawbreakers on Television News. *Journal of Communication*, 50(2): 131-54.

Homework due Nov. 8

No

Nov. 8: The American suburb

Ψ McArdle, N. (2003). Race, place and opportunity: Racial change and segregation in the Boston metropolitan area: 1990-2000. Cambridge, MA: The Civil Rights Project, Harvard University. (Parts I and II).

Ψ Tuttle, B. R. (2009). "The Slums of Ten Years from Now". How Newark Became Newark. New Brunswick: Rutgers University Press., pages 119-141.

Homework due Nov. 13

No

Nov. 13: Education Part II—Affirmative Action

TBA

Homework due Nov. 15

No

Nov. 15: Gentrification

Zukin, S., Trujillo, V., Frase, P., Jackson, D., Recuber, T., & Walker, A. (2009). New Retail Capital and Neighborhood Change: Boutiques and Gentrification in New York City. *City & Community*, 8(1), 47-64.

Curran, W. (2007). 'From the Frying Pan to the Oven': Gentrification and the Experience of Industrial Displacement in Williamsburg, Brooklyn. *Urban Studies*, 44(8), 1427-1440.

Homework due Nov. 20

No

UNIT SIX: HEALTH DISPARITIES

Nov 20: The theories

Ψ Blitstein, R. (2009). Racism's Hidden Toll. *Miller-McCune*. Retrieved from <http://www.miller-mccune.com/health/racisms-hidden-toll-3643/>

Williams, D. R., & Collins, C. (2001). Racial residential segregation: A fundamental cause of racial disparities in health. *Public Health Reports*, 116, 404-416.

Homework due Nov. 27

No

Nov. 22: No class, Thanksgiving

Nov. 27: The stats

Ψ Centers for Disease Control. (2011). CDC Health Disparities & Inequalities Report (Executive Summary). Atlanta: Author.

Ψ RWJF Commission to Build a Healthier America (2008). Selected charts.

Homework due Nov. 29

Yes

UNIT SEVEN: CONSEQUENCES & REMEDIATION

Nov. 29: Real estate

Phillips, S. (2010). The Subprime Crisis and African Americans. *Review of Black Political Economy*, 37, 223-229.

Rugh, J. S., & Massey, D. S. (2010). Racial Segregation and the American Foreclosure Crisis. *American Sociological Review*, 75(5), 629-651.

Ψ Powell, M., & Roberts, J. (2009, May 16). Minorities Affected Most as New York Foreclosures Rise, *The New York Times*. (plus 2 pages of comments).

Homework due Dec. 4

No

Dec. 4: The Moving to Opportunity Experiment

Ψ National Bureau of Economic Research. A Summary Overview of Moving to Opportunity: A Random Assignment Housing Mobility Study in Five U.S. Cities

Duncan, G.J., & Zuberi, A. (2006). Mobility Lessons from Gautreaux and Moving to Opportunity. *Northwestern Journal of Law and Social Policy*, 1(1): 110-126.

Leventhal, T., & Brooks-Gunn, J. (2003). Moving to Opportunity: An experimental study of neighborhood effects on mental health. *American Journal of Public Health*, 93(9): 1576-82.

Homework due Dec. 6

No

Dec. 6: Stop & Frisk

Ψ Herbert, B. (2010, October 29). The Shame of New York, *The New York Times*.

Gelman, A., Fagan, J., & Kiss, A. (2007). An analysis of the New York City Police Department's "Stop-and-Frisk" policy in the context of claims of racial bias. *Journal of the American Statistical Association*, 102(479), 813-823.

Homework due Dec. 11

No

Dec. 11: Last Class! Recap, Q&A.

Dec. 14: 5 PM -- FINAL PROJECT DUE

As always, you must submit electronically to Sakai. Then, your choices for hard copy are:

1. A printed hard copy in my mailbox

2. A printed hard copy under my door
3. A printed hard copy in my hand

No email! Projects that are emailed are considered late.