Overview: This course, taught jointly by faculty members of the School of Law and the Wagner School, offers students an opportunity to explore the theoretical underpinnings of arguments being advanced in current debates about such critical urban policy issues as the causes and consequences of the housing crisis; the impacts of various efforts to increase the production of affordable housing; and the successes and failures of efforts to improve and equalize the quality of education. The course is not taught in a lecture format. Rather, the colloquium focuses on discussions of academic works in progress by scholars from around the country, working in such disciplines as planning, law, public policy, and economics. In colloquium weeks, students participate in an in-depth discussion of the paper with the author, and academics and policy experts from the New York area. Students submit a short paper critiquing the work in progress, and have the opportunity to meet informally (usually over dinner) with a few authors to discuss the topic further. In non-speaker weeks, students meet with the instructors to discuss supplemental readings and learn the background necessary to understand upcoming papers.

This semester the outside speakers will focus on racial and economic segregation in neighborhoods and schools. In the first three classes of the semester, we will discuss background readings on these issues.

Prerequisites for Wagner students: CORE-GP.1011; PADM-GP.2140 or URPL-GP.2608

Meeting Times and Places:

The Colloquium will meet on Wednesdays from 2:00 - 3:50 p.m. in Room 202 of Vanderbilt Hall, 40 Washington Square South. Note: the course follows the Law School calendar, with the first class held on January 22nd, and the last class on April 30th. Wagner students who will not be back on campus may be excused from the first class meeting, but it would be preferable for all students to attend.

Schedule of the Course:
(Sessions highlighted in bold are open to the public)

Class 1 - January 22nd Introduction to Colloquium; background lecture on basics of
research design and quantitative methods

Readings:

Been, Critiquing Empirical Work


Hanna Rosin, American Murder Mystery, The Atlantic (July/August 2008)


Optional background for students needing an intro or refresher about statistics: Howell E. Jackson et al., Chapters 8 (Fundamentals of Statistical Analysis) and 9 (Multivariate Statistics), in Analytical Methods for Lawyers, 2003.

**Weeks 2-3**

**Background on Racial and Economic Segregation**

**Class 2 - January 29th**

Background on Segregation in Neighborhoods

Readings:

Excerpts from Ellickson, Robert C., Vicki Been, Roderick Hills and Christopher Serkin. 2013. Land Use Controls, Chapter 8: “Discriminatory Land Use Controls.”


Ludwig, Jens, Greg Duncan, Lisa Gennetian, Lawrence Katz,

Class 3 – February 5th

Background on Segregation in Schools

Readings:


Weeks 4-14

Guest Researchers

Class 4 - February 12th

**Min Zhou**, Professor of Sociology, UCLA and Nanyang Technological University  
**Paper:** *The Formation of Ethnic Resources and Social Capital in Immigrant Neighborhoods: Chinatown and Koreatown in Los Angeles*

Class 5 – February 19th

**Lincoln Quillian**, Professor of Sociology, Northwestern University  
**Paper:** *Race, Class, and Location in Neighborhood Mobility*

Class 6 - February 26th

**Julian Vasquez Heilig**, Associate Professor, Educational Policy and Planning, University of Texas at Austin,  
**Paper:** *Exploring Access and Segregation in Texas Charter Schools*

Class 7 – March 5th

**David Deming**, Assistant Professor of Economics, Harvard Graduate School of Education

Class 8 – March 12th  Pat Bayer, Professor of Economics, Duke University
Paper: Impact of Jury Race in Felony Trials

No class March 19th – Spring Break

Class 9- March 26th  Nicola Lacey, School Professor of Law, Gender and Social Policy, London School of Economics and Political Science
Paper: Why are the Truly Disadvantaged American, when the UK is Bad Enough?

Class 10 – April 2nd  Melissa J. Marschall, Professor of Political Science, Rice University
Paper: The Parental Involvement Gap

Class 11 April 9th  Ann Owens, Assistant Professor of Sociology, University of Southern California
Paper: Family Income Segregation among Schools, 1970 to 2010

Class 12 – April 16th  Annette Lareau, Professor of Sociology, University of Pennsylvania
Paper: Hearsay, Taken-for-Granted Knowledge, and Housing Decisions (with Elliot Weininger, SUNY Brockport)

Class 13 – April 23rd  Jacob Vigdor, Professor of Public Policy and Economics, Sanford School of Public Policy, Duke University
Paper: Educational Inequality Since the Civil Rights Movement: Assessing Racial Disparities in the Context of Widening Socioeconomic Disparities

Class 14 – April 30th  Claudine Gay, Professor of Government and of African and African American Studies, Harvard University
Paper: TBA
Course materials:

The course materials will be posted on NYU Classes no less than a week before class. Required readings include the papers authored by our speakers and background readings assigned for each of the preview sessions.

Assignments:

The colloquium will consider ten papers, listed above in the course schedule. For each paper, students must submit two questions to address to the author about the paper. Those questions must be e-mailed to Urban@exchange.law.nyu.edu no later than 5:00 p.m. on the Sunday before the colloquium session attended by the author (in order to give the faculty time to suggest how you might sharpen the questions). Please include the questions in your email, not in a separate document. Please use the following form in subject line: Student Last Name_Questions for [Last Name of First Listed Author of Paper. For example: Been_Questions for Ellen

Students also are required to submit a critique of five of the papers. The critiques must be e-mailed to the faculty by 5:00 p.m. on the Tuesday following the presentation. Each critique should be between 800 and 1000 words. The critique should assume that the reader is familiar with the paper, and should not summarize its contents. Instead, the critique should analyze such questions as:

Is the question the study seeks to answer, or the argument the analysis advances, clear, precise, and important?
What assumptions underlie the methodology or argument, and are they justified?
How, if at all, would relaxing assumptions underlying the argument change the result?
Are there any flaws in the study's methodology?
Are there any flaws in the argument’s logic?
Does the methodology actually test the hypothesis?
What questions did the author ignore that should have been considered?
Are there alternative explanations for the study's findings?
Are there features of the data that might limit the findings?

These questions are suggestions only, and are not meant to be exhaustive. A critique should tackle just one or a few of the questions, not all of them. Again, please email the critiques to Urban@exchange.law.nyu.edu. Attach the critique as a word file to the email, and name the word file as follows: Student Last Name_Critique #[(1-5)] of [Last Name of First Listed Author of paper being critiqued]. For example: Ellen_Critique #1 of Been.
Course requirements:

1. Class Participation: Students will be expected to attend and participate in each class and to submit questions in advance of each session with an outside speaker. Class participation will count for 25% of a student's grade.

2. Papers: The five critiques will collectively count for 75% of a student's grade.

Professors’ Contact Information:

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