

## Racial and Ethnic Relations

SOC 247/AAS 247

Spring 2021

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Instructor:	Dr. Alyasah Ali Sewell
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Days & Time:	M/W 2:40-3:55 PM 939 7447 7881
Location:	Structural Racism Lab <a href="https://bit.ly/structural-racism-lab">https://bit.ly/structural-racism-lab</a>
Office Hours:	W 4:00-6:00 PM EST
TA:	Ekene Nwankwo
TA Email:	<a href="mailto:enwank3@emory.edu">enwank3@emory.edu</a>
TA Office Hours:	R 11AM-1 PM EST
TA Office:	TA's Virtual Office <a href="https://zoom.us/j/99830278798?pwd=SGtVYjdYSlh5NUpsOHRZZEIpTnRwUT09">https://zoom.us/j/99830278798?pwd=SGtVYjdYSlh5NUpsOHRZZEIpTnRwUT09</a>  <a href="https://canvas.emory.edu/courses/85536">https://canvas.emory.edu/courses/85536</a>
Class Webpage:	
Class Meeting ID:	

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### COURSE DESCRIPTION

For years we have understood that race is, biologically speaking, an exceedingly complex matter. Preconceived biases, much more than biology, govern the way people think about race. In this course, we will discuss both the biological myth and social reality of race. In particular, we will focus on the social significance of race by examining the reality of racial stratification, the reality of the experience of race, and the rationality of those who study racial dynamics and processes. During this course you will learn the origins of the concept race, explore the historical science and statistics used to justify racial thinking, and review several empirical works on race in Sociology. This is an evidence-focused seminar, which is part of Emory's "The Nature of Evidence: How Do You Know?" initiative. For more information, see <http://evidence.emory.edu/in-the-news/evidence-focusedcourses.html>

The first portion of the course – "The Social Science of Race and Racial Inequality in America," is aimed at disentangling biological and social constructions of race in scientific study. The readings and lectures for this part of the course are largely based on historical and theoretical readings that discuss the social origins of the racial construct and social scientific explanations of race and ethnic relations. We will critically discuss the reality of race prior to the 16<sup>th</sup> century and the early science that validated the racial construct, the associated social hierarchy, and the eugenics movement. We

will review a number of theoretical readings on the social science of race and ethnicity. After assessing social scientific interpretations of biological constructions of race, we will survey early and contemporary sociological theories of race and ethnic relations and attend to the conceptual distinctions among prejudice, discrimination, and racism.

The second portion of the course – “Empirical Research on Race and Racial Inequality” – will survey select empirical readings in Sociology on social sources of race, racial inequality, and racial policy in Sociology. After critically reviewing the current biological perspective on the relationship between race and intelligence, we examine sociological research that applies a sociopolitical constructionist perspective to the study of crime, wealth, residential segregation, and labor markets. We conclude the course by assessing post-Civil Rights changes in America’s racial attitudes, racial classification system, and racial policies.

The end product of the course is an in-depth appreciation of the origins of race and the structure of racial hierarchy in the United States and a fundamental understanding of many sociological theories and empirical analyses of race and racial stratification in America.

## LEARNING OBJECTIVES

### *Overall Course*

This course aims to fulfill three functions:

- 1) To introduce you to the study of sociology
- 2) To introduce you to college-level instruction and the culture of the university
- 3) To engage you in a discussion of evidence and its role in analysis, argumentation, and interpretation.

By the end of the course, you will have developed some critical thinking skills and a basic background in social and political reasoning as it applies to the issues that we face regarding race, ethnicity, and racism.

### *Weekly Lessons*

As an evidence-focused seminar designed to meet the initiatives of Emory’s “The Nature of Evidence: How Do You Know?” Quality Enhancement Plan (QEP) curriculum, all students will be able to:

- 1) Distinguish uses of evidence in and/or between disciplines
- 2) Identify, select, and/or gather evidence
- 3) Evaluate and analyze evidence
- 4) Build arguments based on evidence and assess the arguments of others

## **COURSE FORMAT**

Seminar format includes informal lecture, participant presentations on assigned texts coupled with contemporary issues of race, ethnicity, and racism, and as much discussion as allowed by class size.

As an upper-level seminar, this course is also designed to teach you how to be the best, most engaged college student that you can be. It will offer a foundation for future sociology and social science classes, as well as some basic guidance on how to discuss, debate, and write critically and analytically about anything.

The course format is a seminar that meets twice a week – from 2:40 to 3:55pm EST via Zoom on both Monday and Wednesday. You are expected to attend both seminars.

The Monday seminar format is set up to be completed asynchronously, if needed. Both seminars will be recorded and made available via Canvas

I will rely on Canvas to distribute information about the course, including course materials (such as the syllabus, announcements, handouts, readings not in the assigned book, and grades). You can access the Canvas website at <http://canvas.emory.edu> with your university account. It is your responsibility to check the class Canvas website regularly (i.e., daily).

All due times are in the Eastern Standard Time (E.S.T.) zone. All materials must be submitted via Canvas.

## *Technology Requirements*

All seminars will be hosted virtually via Zoom, which you must access from a device of your choice via your Emory credentials. To access the virtual seminar room, use the following information. ‘

Seminar Room Link: [https://bit.ly/soc-aas247\\_spring2021](https://bit.ly/soc-aas247_spring2021)

Meeting ID: 939 7447 7881 \* Registration Required  
Passcode: SP21RERS

Access:

1. Click Seminar Room Link and then enter Passcode.
2. Login to Zoom. Press Join Room. Enter Meeting ID. Then, when prompted, enter Passcode.
3. Join Seminar Room with One-Click Access. See below for links.

Shortened Link:

[https://bit.ly/soc-aas247\\_spring2021](https://bit.ly/soc-aas247_spring2021)

Full Link:

<https://emory.zoom.us/j/93974477881?pwd=UEsvaUh4M2JTbmsvZTMrSGp2RDVFUT09>

## ***Office Hours***

Professor Alyasah Ali Sewell's Office Hours are held in the **Structural Racism Lab**.

### **Structural Racism Lab**

Meeting ID: 979 0948 3883

Passcode: srl2021

<https://bit.ly/structural-racism-lab>

Meeting ID: 979 0948 3883

Passcode: srl2021

To schedule office hour, please email at: [alyasah.ali.sewell@emory.edu](mailto:alyasah.ali.sewell@emory.edu)

Ekene Nwankwo's Office Hours are held virtually at:

Office Hours: R 11AM-1 PM EST

Virtual Office

Meeting ID: 99830278798

**Password:**

<https://zoom.us/j/99830278798?pwd=SGtVYjdYSlh5NUpsOHRZZZE1pTnRwUT09>

*To schedule office hours, please email at: [enwank3@emory.edu](mailto:enwank3@emory.edu)*

## COURSE REQUIREMENTS

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### **Grading**

You will be graded on a 1,000 points scale, broken down as follows:

Type	Description	Points	Percent
Structured Discussion	10 Structured Discussion Responses @ 10 pts/each	100	10%
Editorial Project	1 Evidence-Based Letter to the Editor	100	15%
Systemic Roots of Ethnoracial Inequity	Infographics	100	10%
	Policy Critique	200	20%
	1 Evidence-Based Conversation	300	25%
Final Exam	1 Exam	200	20%
Attendance*	Penalized Absence @ 10 pts. each	-10/absence	-1%
	Perfect Attendance @ 30 pts	30	3%

\*See Class Policies below for more information on penalized absences.

### **By Percentages and Points**

A	92.5-100.0%	925-1000 points	C	72.5-76.4%	725-764.949
A-	89.5-92.4%	895-924.949	C-	69.5-72.4%	695-724.949
B+	86.5-89.4%	865-894.949	D+	66.5-69.4%	665-694.949
B	82.5-86.4%	825-864.949	D	62.5-66.4%	595-664.949
B-	79.5-82.4%	795-824.949	F	0-59.4%	0-594.949
C+	76.5-79.4%	765-794.949			

### **Assignment Schedule**

Structured Discussions    Weekly on Monday at 2:40p

Editorial Project    Friday, February 26, 2021 at 11:59p

Infographic    Friday, March 26, 2021 at 11:59p

Policy Critique    Friday, April 26, 2021 at 11:59p

Evidence-Based Conversation    Wednesday, May 12, 2021 at 11:59p

Final Exam    Wednesday, May 12, 2021 from 11:00a -2:30p

## STRUCTURED DISCUSSION (10%)

You will be responsible for weekly structured discussion responses, which comprise 10% of your grade. You must complete 10 before the end of the semester. Only one is allowed per week. Each discussion response is worth 10 points. Your weekly reading responses are due ***each Monday at 2:40pm EST.***

By the due date and time, you are required to formulate (three) specific and detailed questions on the assigned reading and answer 1 (one) of them in 200-300 words. One question must be a *HOW* question (1 sentence), and a second question must be a *WHY* question (1 sentence). The third question can take any format (1 sentence).

These questions can aim at clarification, contextualization, and/or agreement/disagreement with and further discussion of the arguments of the reading. I am looking to see that you have carefully read the text and can extract evidence for your interpretation of or questions about it. They will be used to facilitate discussion for the week and must be submitted by the beginning of class every Monday (2:40 p.m.) on Canvas.

You can miss four (4) of these assignments – missing more than that will result in an F (0%) for this portion of your grade. You are required to submit at least ten (10) structured discussion responses. No extensions or make-ups will be given on these assignments.

## EDITORIAL PROJECT (15%)

You will be responsible for writing an editorial a current news event (within past 6 months of class starting). This assignment comprises 15% of your final grade. The due date for the letter to the editor is ***FRIDAY, FEBRUARY 26, 2021 at 11:59 pm EST.***

A letter to the editor is a letter sent to a publication about issues of concern from its readers. A letter to the editor is a written way of talking to a newspaper, magazine, or other regularly printed publication. Letters to the editor are generally found in the first section of the newspaper, or towards the beginning of a magazine, or in the editorial page. They can take a position for or against an issue, or simply inform, or both. They can convince readers by using emotions, or facts, or emotions and facts combined. Letters to the editor are usually short and tight, rarely longer than 300 words.

Credit for this assignment will be assessed by addressing each of the following issues.

- 1) Clearly state the news event that is of concern to you. 20 points max.
- 2) Clearly take an opinion on an issue. 30 points max.
- 3) Draw on facts discussed in class to buttress your opinion. 30 points max.
- 4) Identify how many words your Letter to the Editor is. 10 points max.
- 5) Include full citation to the news article. 10 points max.

## A PROJECT IN THE SYSTEMIC ROOTS OF ETHNORACIALINEQUITY (55%)

### STAGE 1: INFOGRAPHICS (10%)

The infographics stage of the assignment will count for 100 points, or 10% of your total grade. The due date for the infographics is ***FRIDAY, MARCH 19, 2021 at 11:59 p.m.***

Students will be required to select one topic that we have covered already from the course that captures your interest and use it to illustrate major conceptual themes of the course and integrate them with one another. In a single infographic visually summarize the argument of the essay and concluding with a statement about the most surprising/interesting/important aspect of the argument. Identify and list three sources of empirical, peer-reviewed evidence (“selected sources”) that are used to create the ideas that were particularly crucial in developing the infographic.

See Canvas for a rubric outlining how your assignment will be graded.

Upload files to Canvas. Only PDF or JPG file formats will be graded.

### STAGE 2: POLICY CRITIQUE (20%)

The policy critique will count for 200 points, or 20% of your total grade. The due date for the policy critique is ***FRIDAY, APRIL 16, 2021 at 11:59 p.m.***

A policy is a course or principle of action adopted or proposed by a government, party, business, or individual. Select two (2) policies to analyze in detail. Within this assessment identify the interdependency of ethnoracial inequities in both policies. provide a detailed analysis of ethnoracial inequities in a topical domain, critique the institutions and policies that buttress ethnoracial inequities in a social outcome related to this domain, and evaluate the viability of the 2 policies in eliminating ethnoracial inequities in this domain. Provide a 1.5-2 pages of assessment of the rules, procedures, and organizations of said institutions.

See Canvas for a rubric outlining how your assignment will be graded.

Upload files to Canvas. Only PDF, DOC, and DOCX file formats will be graded. Papers must be single-spaced with 1-inch margins all around. Only use 12-point font. The style of the font must be Times New Roman, Arial, Georgia, or Verdana.



### STAGE 3: EVIDENCE-BASED CONVERSATION (25%)

Finally, you will be asked to join the conversation between the authors of the course readings and the authors of the “selected sources”. This part of the assignment will count for 300 points, or 25% of your total grade. The due date for the evidence-based conversation is **FRIDAY, MAY 7, 2021 at 11:59 p.m.**

Locate 3-5 peer-reviewed empirical studies sources, either in the library or an online database, and read them, making notes about how the scholar of your chosen article made use of evidence. Summarize each of the sources and explain what the author drew from them, as well as what major ideas or information the author chose to exclude. If appropriate, try to choose a mixture of primary source material and secondary sources, and explain how each is handled differently.

Write a 5-6 page paper (including revisions of Stage 1 and Stage 2 based on peer feedback) addressing how the author of the original article made use of the selected sources, what the author “found” in them, how effective the use of evidence was, and what other interpretations of the evidence might have been possible. How did those sources take on new meaning in the author’s work? Were the sources used fairly? Are other interpretations of the sources possible? Do the sources raise questions that were not addressed in the main article you are examining? Did examining these sources change your view of the original article in any way?

See Canvas for a rubric outlining how your assignment will be graded.

Upload files to Canvas. Only PDF, DOC, and DOCX file formats will be graded. Papers must be single-spaced with 1-inch margins all around. Only use 12-point font. The style of the font must be Times New Roman, Arial, Georgia, or Verdana.

*This assignment is not eligible for bonus points.*

## FINAL EXAM (20%)

I will give a final exam (200 points) that will cover material from the readings, lectures, class discussions, presentations, and films. The final exam is worth 20% of your grade. The exam will be a combination of multiple choice, true/false, and short answer/essay questions.

The final exam will be taken online promptly at the scheduled time. Extra time cannot be given to complete the exam. The schedule for the exams is as follows:

**Final Exam:                    Wednesday, May 12, 2021    11:30 a.m. – 2:00 p.m.**

The final exam is cumulative. The final exam will not be given early. *Arrange your travel plans accordingly.*

## PARTICIPATION AND ATTENDANCE

*Please arrive on-time for class.*

**Attend as many classes as possible.** There are a total of 28 class days in this course. You are responsible for the information for all 28 classes, despite enrollment or attendance.

**Monday's class is asynchronous.**

**There are NO LATE PENALTIES for assignments.**

Class lectures contain information that is not in your text. You will be held accountable for the information discussed in class regardless of whether you are there.

In-class assignments given on Wednesdays occasionally.  
**The full slides will be posted on Canvas AFTER class.**

**I do not have lecture notes.**

If you do miss class, *you should contact a classmate to find out what was covered.*

Recordings of Monday and Wednesday will be available through links on the Canvas homepage to Zoom materials.

If you are not in class, please get the lecture information from a classmate. See the final page of the Syllabus for space to get your classmate's information

All assignments will be graded up until Reading Days. Any work submitted after the commencement of Reading Days (Monday, November 30, 2020) will be considered on a case-by-case basis.

## READING MATERIALS

### REQUIRED TEXT

1. Selected readings available under the “Files” tab of the Canvas site. These are short articles from a variety of peer-reviewed and book resources.
2. This Syllabus.

### SUPPLEMENTAL TEXT

Golash-Boza, Tanya Maria *Race and Racisms: A Critical Approach*. New York: Oxford University Press.

## CLASS POLICIES AND REQUIREMENTS

If you require accommodation for a university-sanctioned absence, please submit notification to me by **January 27<sup>th</sup>**.

### *Contacting Me:*

**Email.** Email me at: [alyasah.ali.sewell@emory.edu](mailto:alyasah.ali.sewell@emory.edu). Please put “SOC247” in the subject line, so it is known that the e-mail pertains to this course. If you do not put “SOC247” in the title, it is likely that I will not read the email in a timely fashion. ***Do NOT use Canvas as a means to email the TA or me.***

As a rule, unless there are emergency circumstances, email will be checked at least once a day. Just to play it safe, please try to email *before* 5p.m. if possible.

**Office Hours.** My office hours are 4:00 p.m. – 6:00 p.m. on Wednesdays. If you cannot make my office hours, please contact me to arrange a time in which we can meet.

**Class Etiquette.** All viewpoints are welcome in class. Each of us will be respectful of each other.

### *Technology:*

**Cell phones:** As a sign of respect, please silence or turn off your phone before class begins. Note: Cell phones are not allowed during an exam. *The presence of a cell phone during the exam will be counted as cheating.*

**Recording Lectures:** You are **not** permitted to record **any** portion of the class (audio and/or visual) without the expressed consent from the instructor.

### ***Academic Integrity:***

The Emory University Honor Code applies fully to this course. When you sign an exam or submit your assignments, you are pledging to the honor code. Any involvement with cheating, the fabrication or invention of information used in an academic exercise, plagiarism, or facilitating academic dishonesty. Breaches of academic integrity can result in serious consequences ranging from reprimand to expulsion. The University's policy on academic integrity can be found at: [http://www.college.emory.edu/current/standards/honor\\_code.html](http://www.college.emory.edu/current/standards/honor_code.html).

*Cheating during exams will not be tolerated.* During exams, all desks will be cleared (including cell phones), and no notes should be visible on the floor near your desks. You are not permitted to have on/in earphones during an exam. You are not permitted to wear hats nor have your cellphone in view. You may not use the restroom during an exam, unless there is an emergency situation *of which I am aware*. Violations of these terms will result in similar consequences as that of plagiarism.

### ***Canvas***

We will use the Canvas site for this course regularly. Please check the site several times a week in order to ensure that you are aware of class announcements and so forth. We may also use the site to arrange discussions with your colleagues in the course.

### ***Make ups and Late Assignments***

**Exams.** *There will be no make-up exams, except under extreme circumstances!* I fully expect you to notify me of your situation as soon as possible. In order for me to consider excusing an exam absence, you *must* provide me with documentation of some sort, including, but not limited to: copies of police reports, death notices/obituaries, etc. I reserve the right to ascertain the validity of your documentation. If there is an emergency and you have adequate documentation *and* have taken the necessary steps to contact me, I will allow you to arrange a make-up exam with me, **but** this exam may differ in nature from the rest of the class and will be graded to reflect the additional time that you have had to prepare for it.

**Incompletes.** In accordance with departmental and university policies, I will not grant an incomplete unless extremely unusual and documented circumstances exist.

### ***Students with Special Needs***

Students with disabilities must contact the Office of Disability Services (<http://www.ods.emory.edu/>; 404-727-6016) to obtain proper documentation if accommodations are needed. Please do this early in the semester in order to make sure that everything is in order.

### ***Electronic Equipment***

Electronics are only permitted in the classroom to the extent that they *facilitate* learning for you and do not distract others. Please turn off your cell phone, pagers, multimedia players, etc. during class time.

## COURSE SCHEDULE

\*\*This is the tentative course schedule, which might need slight adjustments as we progress through the semester. As such, I reserve the right to make changes as needed. Any changes will be announced in class prior to the effective date. It is your responsibility to be aware of those changes.

^ Indicates that this reading is posted under “Files”, “02\_Readings” tab of class Canvas page

+ Indicates that this reading is located in Tanya Golash-Boza’s *Race and Racisms*

**SYLLABUS** = Syllabus for SOC/AAS 247: Racial and Ethnic Relations (...you are reading it)

The reading listed under each date should be done **BEFORE** class, so that you will be prepared for lecture and discussion.

## READING SCHEDULE

### PART 1: RACIAL IDEOLOGIES AND THE SOCIAL SCIENCE OF RACE

#### Week 1

Jan 25

**Introduction to Ethnoraciality and Ethnoracisms (FIRST DAY OF CLASS)**

*Reading:* SYLLABUS (This Document)

Jan 27

**The Origins of the Race Construct**

*Reading:* ^Hirschman, Charles. 2004. "The Origins and Demise of the Concept of Race." *Population and Development Review* 30(3): 385-415.

*Supplement:* +Chapter 1, "The Origins of the Idea of Race"

*Discussion:* Global Census Survey

#### Week 2

Feb 1

**Race and Immigration**

*Reading:* ^Bloemraad, Irene. 2006. "Citizenship Lessons from the Past: The Contours of Immigrant Naturalization in the Early 20<sup>th</sup> Century." *Social Science Quarterly* 87(5): 927-953.

*Supplement:* +Chapter 2, "Race, Immigration, and Citizenship from the 1840s to the 1920s"

Feb 3

**Race and Assimilation**

*Reading:* ^Lyman, Stanford M. 1968. "The Race Relations Cycle of Robert E. Park." *Pacific Sociological Review* 11(1): 16-22.

*Supplement:* + Chapter 13, "Racism, Nativism, and Immigration Policy"

### **Week 3**

Feb 8

#### **Race and Colonialism**

*Reading:* ^Glenn, Evelyn Nakano. 2015. "Settler Colonialism as Structure: A Framework for Comparative Studies of U.S. Race and Gender Formation." *Sociology of Race and Ethnicity* 1(1): 52-72.

Feb 10

#### **Race and Empire**

*Reading:* ^Morning, Ann. 2015. "Ethnic Classification in Global Perspective: A Cross-National Survey of the 2000 Census Round." Pp 17-37 in *Social Statistics and Ethnic Diversity: Cross-National Perspectives in Classifications and Identity Politics*. Simon Patrick, Piché, Victor, and Gagnon, Amélie A. (eds). Heidelberg: Springer, Cham.

### **Week 4**

Feb 15

#### **Race and Biology**

*Reading:* ^Nelson, Alondra. 2008. "Bio Science: Genetic Genealogy Testing and the Pursuit of African Ancestry." *Social Studies of Science* 38(5): 759-783.

Feb 17

***REST DAY – NO MEETING/ASYNCHRONOUS***

## **Week 5**

Feb 22

### **Race, Status, and Identity**

*Reading:* ^Lee, Jennifer and Frank D. Bean. 2007. "Reinventing the Color Line Immigration and America's New Racial/Ethnic Divide." *Social Forces*, 86(2): 561–586.

*Supplement:* +Chapter 13, "Racism, Nativism, and Immigration Policy"

Feb 24

### **Race and Sexism**

*Reading:* ^Collins, Patricia Hill. 1986. "Learning from the Outsider Within: The Sociological Significance of Black Feminist Thought." *Social Problems* 33(6): s14-s32.

Feb 26

***Editorial Project Due at 11:59 p.m.***

## **Week 6**

Mar 1

### **Race Prejudice**

*Reading:* ^Blumer, Herbert. 1958 "Race Prejudice as a Sense of Group Position." *Pacific Sociological Review* 1(1): 3-7.

*Supplement:* +Chapter 4, "Sociological Theories of Racism"

Mar 3

### **Racial Formation Theory**

*Reading:* ^Omi and Winant (1996) "Racial Formation." Chapter 2. Pp. 9-17 in *Racial Formation in the United States*. Second Edition. New York: Routledge.



## Week 7

Mar 8

### **Prejudice vs. Discrimination**

*Reading:* ^Wellman (1993 [1977]) “Prejudiced People Are Not the Only Racists in America.” Pp. 27-62 of *Portraits of White Racism*, Second Edition. New York: Cambridge University Press.

Mar 10

### **Race and Scientific Racism**

*Reading:* ^Roberts, Dorothy. 2015. “Can Research on the Genetics of Intelligence Be “Socially Neutral?”” *Hastings Center Report* 45(S1): S50-S53.

Mar 12

### **Infographics Due at 11:59 p.m.**

(Stage 1 of Reading Reflection Paper)

## Week 8

## ***REST DAYS - NO ASSIGNMENTS DUE THIS WEEK***

Mar 15

### **White Privilege and White Supremacy**

*Reading:* ^McIntosh, Peggy. 1989. “White Privilege: Unpacking the Invisible Knapsack.” *Peace and Freedom* 49: 10-12.

*Film Clip:* “Tim Wise on White Privilege”

*Supplement:* +Chapter 7, “White Privilege and the Changing U.S. Racial Hierarchy”

Mar 17

### **Colorblind Racism**

*Reading:* ^Bonilla-Silva, Eduardo. 2015. “The Structure of Racism in Color-Blind, ‘Post-Racial’ America.” *American Behavioral Scientist* 59(11): 1358–76.

**Week 9**

Mar 22

**Race as Structure/Systemic**

*Reading:* ^Feagin, Joe, and Zinobia Bennefield. 2014. "Systemic Racism and U.S. Health Care." *Social Science & Medicine* 103: 7-14.

Mar 24

**Race and Colorism**

*Reading:* ^Foy, Steven L., Victor Ray, and Ashley Hummel. 2017. "The Shade of a Criminal Record: Colorism, Incarceration, and External Racial Classification." *Socius* 3: <https://doi.org/10.1177/2378023116689567>

*Supplement:* +Chapter 6, "Colorism and Skin Color Stratification"

## **PART 2: EMPIRICAL RESEARCH ON RACE AND RACIAL INEQUALITY**

### **Week 10**

Mar 29

#### **Race, Media, and Culture**

*Reading:* ^Carney, Nikita. 2016. "All Lives Matter, But So Does Race: Black Lives Matter and The Evolving Role of Social Media." *Humanity & Society* 40(2): 180-199.

*Supplement:* +Chapter 5, "Racism in the Media: The Spread of Ideology"

Mar 31

#### **Race and Sexuality**

*Reading:* ^Moore, Mignon R. 2006. "Lipstick or Timberlands? Meanings of Gender Presentation in Black Lesbian Communities." *Signs: Journal of Women in Culture and Society* 32(1): 113-139.

### **Week 11**

Apr 5

#### **Race and Education**

*Reading:* ^Katznelson, Ira. 2006. "When Is Affirmative Action Fair? On Grievous Harms and Public Remedies." *Social Research* 73(2): 541-68.

*Supplement:* +Chapter 8, "Educational Inequality"

Apr 7

#### **Race and the Labor Market**

*Reading:* ^Bertrand, Marianne, and Sendhil Mullainathan. 2004. "Are Emily and Greg More Employable than Lakisha and Jamal? A Field Experiment on Labor Market Discrimination." *American Economic Review* 94(4): 991-1013.

*Supplement:* +Chapter 9, "Income and Labor Market Inequality"

Apr 9

#### ***Policy Critique Due @ 11:59 p.m.***

(Stage 2 - Project in the Systemic Roots of Ethnoracial Inequity)

## Week 12

Apr 12

### **Racial Wealth Disparities**

*Reading:* ^Oliver, Melvin L., and Thomas M. Shapiro. 1989. "Race and Wealth." *The Review of Black Political Economy* 17(4): 5-25.

Apr 14

### ***REST DAY – NO CLASS***

## Week 13

Apr 19

### **Race, Housing, and Segregation**

*Reading:* ^Williams, David R. and Chiquita Collins. 2001. "Racial Residential Segregation: A Fundamental Cause of Racial Disparities in Health." *Public Health Reports* 116(5): 404-416.

*Supplement:* +Chapter 10, "Inequality in Housing and Wealth"

Apr 21

### **Race, Policing, and Urban Violence**

*Reading:* ^Sewell, Abigail A., and Kevin A. Jefferson. 2016. "Collateral Damage: The Health Effects of Invasive Police Encounters in New York City." *Journal of Urban Health* 93(1): 42-67.

## Week 14

Apr 26

### **Race and the Criminal Justice System**

*Reading:* ^Pager, Devah. 2003. "The Mark of a Criminal Record." *American Journal of Sociology* 108(5): 937-975.

*Supplement:* +Chapter 11, "Racism and the Criminal Justice System"

Apr 28

### **Race and Social Movements**

*Reading:* ^Taylor, Keeanga-Yamahtta. 2018. "The White Power Presidency: Race and Class in the Trump Era: NPS Plenary Lecture, APSA 2017, San Francisco, CA." *New Political Science* 40(1): 103-112.

*Supplement:* +Chapter 14, "Racial Justice in the United States Today"

**Week 15**

May 3

**Towards Racial Justice (LAST DAY OF CLASS)**

*Reading:* ^Du Bois, W. E. Burghardt. 1898. "The Study of the Negro Problems." *The Annals of the American Academy of Political and Social Science* 11: 1-23.

*Supplement:* Associated Press. 2021. "Biden signs executive order to disband Trump's 1776 Commission." *KTLA 5* . January 21.  
<https://ktla.com/news/nationworld/biden-disbands-trumps-1776-commission-revokes-report-aimed-at-promoting-patriotic-education/>

May 3

***Evidence-Based Conversation Due at 11:59 p.m.***

(Stage 3 - Project in the Systemic Roots of Ethnoracial Inequity)

May 12

**FINAL EXAM**

**Wednesday, May 12, 2021\*\***

**11:00 a.m. – 2:00 p.m.\*\***

\*\* This date and/or time cannot be changed for any general circumstance. If you, however, have more than three exams scheduled for the same day, please contact the Office for Undergraduate Education (OUE), 300 White Hall, to discuss the matter with a dean. The dean will resolve the scheduling conflict.

**CLASSMATE CONTACT INFORMATION**

I have provided space for you to record the names and e-mail address of a few students in this class. This will help if you have questions about assignments or miss a day of class and need to get notes.

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