Sociology 492/614: Race, Ethnicity, and Inequality  
Spring 2014  
Monday 4:10-6:50pm

Professor: Lauren Krivo  
Office: 101B Davison (Douglass Campus)  
Office Hours: Monday 1:00 - 3:00pm or by appointment

Course Description:

The course is intended to provide students with a broad overview of perspectives used in sociological studies of race/ethnicity. In doing so, we will cover historical and contemporary perspectives in order to obtain an understanding of how key theories originated and how they have evolved. We will also explore how well the various perspectives help to explain contemporary patterns of racial and ethnic relations in the United States. These goals will be achieved by reading and analyzing a range of theoretical and empirical works. Active student participation will play a central role in the presentation, discussion, and hence learning of the material.

Learning Goals:

- Acquire broad understanding of the theoretical and empirical approaches taken to account for the connections of race and ethnicity with social inequality
- Learn about major current issues in the patterns, sources, and consequences of the ethnoracial inequality in the United States
- Critically analyze the conceptual and empirical underpinnings of research on race, ethnicity, and inequality
- Identify significant new research questions and approaches to the study of racial and ethnic inequality

Several methods will be used in to measure achievement of these objectives:

- Participating in in-depth weekly discussions of assigned readings
- Leading the discussion for a seminar
- Writing synthetic critical reports on assigned readings
- Writing a final research paper or research proposal

Diversity Statement:

The Rutgers Sociology Department strives to create an environment that supports and affirms diversity in all manifestations, including race, ethnicity, gender, sexual orientation, religion, age, social class, disability status, region/country of origin, and political orientation. We also celebrate diversity of theoretical and methodological perspectives among our faculty and students and seek to create an atmosphere of respect and mutual dialogue. We have zero tolerance for violations of these principles and have instituted clear and respectful procedures for responding to such grievances.
Readings:

The following four books are required:


All other readings are available on the class sakai webpage.

Requirements:

The requirements for the class and the weights attached to them are as follows:

- 5 written critical essays (7% each) 35%
- leading one class discussion 10%
- class participation 15%
- final paper (including class presentation) 40%

1. Students must write critical essays that are 3–4 pages double-spaced on five of the assigned reading topics. These are intended to help you consider all of the material in a useful critical manner, and also provide a well thought out basis for class discussion. The essays should highlight aspects of the reading that you find most important, promising, and/or troublesome and explain your reactions to the work. Each essay is worth 7% of your grade, for a total of 35% across all five essays.

2. Each student is required to lead class discussion one week. To promote productive discussion, the week’s facilitator is required to write a brief analytic overview of the reading (2 – 3 double-spaced pages) that is posted on sakai by midnight on the Monday prior to our session. *You should upload your memo into the “Discussion Leader Essays” folder at the bottom of the list in Resources on sakai and have e-mail notification sent to the class. Please be sure to put the Week and topic in the title of the document.* These essays should highlight the core themes and arguments, salient questions, and points of confusion and contradictions in the materials. This will help focus discussion on: key points of argument and/or findings, assumptions of the work, logical strengths (weaknesses) of the arguments, strength of evidence (including research design and measurement if it is empirical work), and implications for future research. Bear in mind that these are relevant types of issues for us to pursue, but they do not exhaust all possibilities since the nature of the readings are highly varied. Leading a class discussion is worth 10% of your course grade.
3. The success of the class depends upon the active participation of all students. You should come prepared to be involved in class discussion every week. Be sure to read the memo distributed by the discussion leader sufficiently before class so that you are prepared to talk about the issues and questions posed in the memo. You should also have read and considered all of the assigned works so that you can raise your own questions and points for discussion. Class participation is worth 15% of your course grade.

4. A final written paper is required of all students and is worth 40% of your course grade. Each student will choose a topic that must be approved by me by the 3rd week of the semester. You may choose from the following three types of papers:

- a critical review and evaluation of the literature;
- a research proposal; or
- a paper that includes empirical analysis.

Each student will make a 15 minute presentation of his or her paper to the class. This presentation will follow the format of a professional presentation at a sociology conference. We will discuss specifics aspects of a good presentation in class.

**Academic Misconduct:**

Academic honesty is a subject that I take very seriously. I encourage all students to familiarize themselves with the Rutgers University policies and procedures on academic honesty, available at [http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers](http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers). All violations of academic integrity, for example, copying or plagiarizing others' work for your written assignments, will be referred to the appropriate authorities and sanctioned accordingly.

**Students With Disabilities:**

In accordance with University policy, if you have a documented disability and require accommodations to obtain equal access in this course, please contact me at the beginning of the semester. Students with disabilities must be registered with the Week Office of Student Disability Services and must provide verification of their eligibility for such accommodations.
COURSE OUTLINE

WEEK 1: January 22 – Race, Ethnicity, and Inequality: Introduction and Course Overview

WEEK 2: January 29 – Paradigms of Race: Ethnicity-Assimilation


WEEK 3: February 5 - Paradigms of Race: Class and Nation


WEEK 4: February 12 - Racial Formation


WEEK 5:  February 19 – Racialized Social Systems


WEEK 6:  February 26 – Social Construction of Race


WEEK 7:  March 5 – Social Construction of Race: Contexts and Consequences


WEEK 8: March 12 – Racial Attitudes


SPRING BREAK: March 19 (no class)

WEEK 9: March 26 – Identity and Prejudice in Context


WEEK 10: April 2 - Discrimination


WEEK 11: April 9 – Race and Agency in the City


WEEK 12: April 16 – Race and Agency in the City (continued)

WEEK 13: April 23 – Looking Back-Looking Forward


WEEK 14: April 30 - Presentation Day 1

Presentation Day 2: DATE & TIME TO BE ARRANGED (between May 1 and May 7)

FINAL PAPER DUE - TUESDAY MAY 13 (UPLOADED TO SAKAI BY 5:00 PM)