

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:

Omi, Michael and Howard Winant. 1994. *Racial Formation in the United States: From the 1960s to the 1990s, 2nd edition*. New York: Routledge.

Bonilla-Silva, Eduardo. 2001. *White Supremacy and Racism in the Post-Civil Rights Era*. Boulder, CO: Lynne Rienner.

Hunter, Marcus Anthony. 2013. *Black Citymakers: How the Philadelphia Negro Changed Urban America*. New York: Oxford University Press.

McDermott, Monica. 2006. *Working-Class White: The Making and Unmaking of Race Relations*. Berkeley, CA: University of California Press.

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>. 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

Omi, Michael and Howard Winant. 1994. Introduction, Paradigms of Race, & Chapter 1, pp. 1-23 from *Racial Formation in the United States: From the 1960s to the 1980s, 2nd edition*. New York: Routledge and Kegan.

Gordon, Milton. 1964. Chapter 3, pp. 60-83, of *Assimilation in American Life*. New York: Oxford University Press.

Gans, Herbert J. 1979. “Symbolic Ethnicity: The Future of Ethnic Groups and Cultures in America.” *Ethnic and Racial Studies* 2:1-20.

Alba, Richard. 2005. “Bright vs. Blurred Boundaries: Second-Generation Assimilation and Exclusion in France, Germany, and the United States.” *Ethnic and Racial Studies* 28:20-49.

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

Omi, Michael and Howard Winant. 1994. Chapters 2 & 3, pp. 24-50 from *Racial Formation in the United States: From the 1960s to the 1980s, 2nd edition*. New York: Routledge and Kegan.

Wilson, William J. 1980. Chapters 1 & 7, pp.1-23 and 144-154 from *The Declining Significance of Race*. Chicago: University of Chicago Press.

Bonacich, Edna. 1972. “A Theory of Ethnic Antagonism: The Split Labor Market.” *American Sociological Review* 37:547-559.

Blauner, Robert. 1982. “Colonized and Immigrant Minorities.” Pp. 501-519 in *Classes, Power and Conflict* edited by Anthony Giddens and David Held. Berkeley: University of California Press. (Excerpted from Robert Blauner. 1972. *Racial Oppression in America*.)

WEEK 4: February 12 - Racial Formation

Omi, Michael and Howard Winant. 1994. Chapters 4-7, Conclusion, & Epilogue, pp.53-159 from *Racial Formation in the United States: From the 1960s to the 1980s, 2nd edition*. New York: Routledge and Kegan.

Saperstein, Aliya, Andrew M. Penner and Ryan Light. 2013. “Racial Formation in Perspective: Connecting Individuals, Institutions, and Power Relations.” *Annual Review of Sociology* 39:359–378.

WEEK 5: February 19 – Racialized Social Systems

Bonilla-Silva, Eduardo. 2001. *White Supremacy and Racism in the Post-Civil Rights Era*. Boulder, CO: Lynne Rienner.

WEEK 6: February 26 – Social Construction of Race

Roberts, Dorothy. 2011. Chapter 1, pp. 3-25 from *Fatal Invention: How Science, Politics, and Big Business Re-create Race in the Twenty-first Century*. New York: The New Press.

Nagel, Joane. 1995. "American Indian Ethnic Renewal: Politics and the Resurgence of Identity." *American Sociological Review* 60:947-965.

Bonilla-Silva, Eduardo and Karen S. Glover. 2004. "'We Are All Americans': The Latin Americanization of Race Relations in the United States." Pp. 149-183 in *The Changing Terrain of Race and Ethnicity*, edited by Maria Krysan and Amanda E. Lewis. New York: Russell Sage.

Harris, David R. and Jeremiah Joseph Sim. 2002. "Who is Multiracial? Assessing the Complexity of Lived Race." *American Sociological Review* 67:614-627.

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

Saperstein, Aliya and Andrew M. Penner. 2012. "Racial Fluidity and Inequality in the United States." *American Journal of Sociology* 118:676-727.

Jiménez, Tomás. 2008. "Mexican Immigrant Replenishment and the Continuing Significance of Ethnicity and Race." *American Journal of Sociology* 113:1527-1567.

Saperstein, Aliya. 2012. "Capturing Complexity in the United States: Which Aspects of Race Matter and When?" *Ethnic and Racial Studies* 35:1484-1502.

Phalen, Jo C., Bruce G. Link, and Naomi M. Feldman. 2013. "The Genomic Revolution and Beliefs about Essential Racial Differences: A Backdoor to Eugenics?" *American Sociological Review* 78:167-191.

WEEK 8: March 12 – Racial Attitudes

Bobo, Lawrence D., Camille Z. Charles, Maria Krysan, and Alicia D. Simmons. 2012. "The Real Record on Racial Attitudes." Pp. 38-83 in *Social Trends in the United States: Evidence from the General Social Survey Since 1972*, edited by Peter V. Marsden. Princeton, NJ: Princeton University Press.

Quillian, Lincoln and Devah Pager. 2010. "Estimating Risk: Stereotype Amplification and the Perceived Risk of Criminal Victimization." *Social Psychology Quarterly* 73:79-104.

Xu, Jun and Jennifer C. Lee. 2013. "The Marginalized 'Model' Minority: An Empirical Examination of the Racial Triangulation of Asian Americans." *Social Forces* 91:1363-1397.

Fischer, Mary J. 2011. "Interracial Contact and Changes in Racial Attitudes of White College Students." *Social Psychology of Education* 14:547-574.

SPRING BREAK: March 19 (no class)

WEEK 9: March 26 – Identity and Prejudice in Context

McDermott, Monica. 2006. *Working-Class White: The Making and Unmaking of Race Relations*. Berkeley, CA: University of California Press.

WEEK 10: April 2 - Discrimination

Reskin, Barbara. 2012. "The Race Discrimination System." *Annual Review of Sociology* 38:17-35.

Pager, Devah and Bruce Western. 2012. "Identifying Discrimination at Work: The Use of Field Experiments." *Journal of Social Issues* 68:221-237.

Pager, Devah, Bruce Western, and Naomi Sugie. 2009. "Sequencing Disadvantage: Barriers to Employment Facing Young Black and White Men with Criminal Records." *The Annals of the American Academy of Political and Social Science* 623:195-213.

Desmond, Matthew. 2012. "Eviction and the Reproduction of Urban Poverty." *American Journal of Sociology* 118:88-133.

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

Hunter, Marcus Anthony. 2013. Chapters 1-3, pp. 3-113 from *Black Citymakers: How the Philadelphia Negro Changed Urban America*. New York: Oxford University Press.

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

Hunter, Marcus Anthony. 2013. Chapters 4-6, pp. 116-220 from *Black Citymakers: How the Philadelphia Negro Changed Urban America*. New York: Oxford University Press.

WEEK 13: April 23 – Looking Back-Looking Forward

Lichter, Daniel T. 2013. "Integration or Fragmentation? Racial Diversity and the American Future." *Demography* 50:359-391.

Bobo, Lawrence D. 2011. "Somewhere between Jim Crow and Post-Racialism: Reflections on the Racial Divide in America Today." *Daedalus* 140:11-36.

Hochschild, Jennifer L., Vesla M. Weaver, and Traci Burch. 2011. "Destabilizing the American Racial Order." *Daedalus* 140:151-165.

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)