

**RACIAL AND ETHNIC INEQUALITY AND INTERGROUP RELATIONS**  
**SOCIOLOGY 248/ WOMEN AND GENDER STUDIES 248**  
**SPRING SEMESTER 2014**  
**MONDAY AND WEDNESDAY- 3:45PM TO 5:05PM**  
**HALL OF LANGUAGES 211**

**INSTRUCTOR**

Professor Dawn M. Dow  
Department of Sociology  
[dmdow@maxwell.syr.edu](mailto:dmdow@maxwell.syr.edu)

**Office Hours:**

Mondays and Wednesdays  
2:30-3:30pm, and by appt.  
Office Location: 319 Maxwell Hall

**TEACHING ASSISTANT**

Adrienne Atterberry  
Department of Sociology  
[aatterbe@syr.edu](mailto:aatterbe@syr.edu)

**Office Hours:**

Mondays: 2:00-3:00pm  
Wednesdays: 10:00-11:00am, and by appt.  
Office Locations: 046 Eggers Hall

**COURSE DESCRIPTION**

*Were Italians and Jews always considered White? Are Emily and Greg more Employable than Lakisha and Jamal? Why are some African American and Latino males more likely to go to prison than college? How do racial and ethnic identity impact where we live, our education, our interactions with law enforcement, and whom we have as friends or choose to marry? Now that we have our first African American president, are we now a post-racial society or does the “color line” remain a key problem within our society? Given the inequality that exists how do we remedy it?*

This introductory course explores these questions to gain a greater understanding of racial and ethnic inequality and intergroup relations. In the United States - the society on which this course principally focuses - racial and ethnic inequality and intergroup relations have varied over time and sometimes within the same time frame. Thus, examining these questions from a sociological perspective requires we understand how and why racial identity and ethnicity, rather than being fixed concepts, manifest themselves differently in different societies.

Students will be introduced to major sociological theories that are used to understand racial and ethnic differences and inequality including cultural, structural, social psychological and class-based theories. We will also examine how racial and ethnic inequality are complicated by other “master identities” including gender and class. These theories will enable us to better understand the influence of racial and ethnic identity in various areas of our “lived experience” including interpersonal relationships and societal institutions such as housing, education, employment, health, and the justice system.

**COURSE OBJECTIVES**

By the end of the course students will:

- 1) Understand how and why racial and ethnic categories have changed over time.
- 2) Be able to identify, assess and apply different theoretical approaches to issues related to racial and ethnic inequality and intergroup relations.
- 3) Understand how racial identity and ethnicity impact interpersonal relationships and an individual’s opportunities and constraints within major societal institutions.
- 4) Gain additional comfort talking about issues related to racial and ethnic inequality.
- 5) Understand the factors that create, maintain, and diminish racial and ethnic inequality and divisions within American society.

**REQUIRED BOOKS AND TEXTS**

All course materials will be posted to blackboard. Students are **REQUIRED** to bring these materials to class.

**CLASS FORMAT**

The class meets twice a week for one hour and twenty minute sessions. Most classes will be comprised of a brief (10 to 15 minutes) recap of what was covered in the prior class and about 20 to 30 minutes of lecture to frame the readings for the day and situate them within a theoretical paradigm or scholarly debate. The remainder of class will consist of discussing weekly readings, applying class concepts to current events, popular culture, and other forms of social organization such as class, sex/gender and/or sexuality.

**DISCUSSION GROUND RULES**

This class deals with a subject that is considered to be a “hot topic.” Talking about racial and ethnic inequality, particularly across racial groups, can be downright scary! It is something that most people avoid because it can produce strong feelings and opinions. We are afraid that we will offend someone or be offended. We are afraid we will use the wrong terminology. We are afraid that people will not understand our true meaning. Differences in outlook will inevitably rise to the surface. There is no candy coating it - these sorts of discussions can be tough. That confirms that it is crucial that we learn about these issues and apply our keen analytical mind to them and it is also why a variety of majors require that you take this course.

**EMBRACE RESISTANCE**

At times, you may learn something that shakes you to your very core and challenges beliefs you have had throughout your life. Resistance is normal. This class requires that you keep an open mind and I will also keep an open door. If you find that there is new fact, idea or concept that is really challenging for you for whatever reason, make an appointment to come and see me- the sooner, the better. But as a warning, you should think very carefully about whether to enroll in this course if you are uncomfortable taking on the challenge of thinking about and, at times, talking about difficult topics.

**OFFICE HOURS**

I love meeting with students in office hours and I encourage you all to come at least once. Office hours are a great opportunity to ask additional questions about the course, for us to get to know each other better and to discuss your educational career more generally. If you cannot make my scheduled office hours, please email me to set up an alternative time. Also, feel free to come to office hours in pairs or groups.

**CONTACTING US**

We will be available over email if you need to contact us for any reason. You should expect to wait at least 24 hours to hear back from either of us. If you email us on Friday afternoon or on the weekend, please do not expect a response until Monday. We will adhere to professional standards of written correspondence in our email communications with you. Please extend the same courtesy to us by using professional language, tone, and style. For example, don't use texting language. Do use standard greetings- Dear/Hi Prof. Dow/Professor Dow and complete sentences.

**COURSE WEBSITE**

There is a Blackboard site for this course and we expect you to follow it regularly. If you are enrolled in the class, you should automatically have access to the site. Please notify us if, at any point, you cannot access the site. We will use Blackboard as a means for updating the syllabus, making announcements, collecting some assignments and posting additional readings and resources.

**GRADING AND COURSE REQUIREMENTS**

The course assignments are varied and aimed towards helping you achieve the learning objectives listed above. Your final grade will be calculated according to the following charts.

**A 93-100 | A- 90-92 | B+ 88-89 | B 83-87 | B- 80-82 |  
C+ 78-79 | C 73-77 | C- 70-72 | D 60-69 | F below 60**

\*Please note that if you seek to contest a grade, you must wait 48 hours and do so in writing, explaining in specific and substantive terms why you believe your grade should be reconsidered. \*

For **Pop Quizzes** you must submit grade contestations by the class after the quiz is returned.  
For **Exams and Papers** you must submit grade contestations within one week of the test or paper being returned. Upon further review, your grade may be adjusted up, down or remain the same.

<b>Class Attendance and Participation</b>	<b>10%</b>
<b>Class Presentation (sent to me via email dmdow@syr.edu)</b>	<b>10%</b>
<b>Interview Paper Project (submit hard copy in class AND via Turnitin)</b>	<b>20%</b>
<b>Pop Quizzes</b>	<b>20%</b>
<b>Midterm Exam</b>	<b>20%</b>
<b>Final Exam</b>	<b>20%</b>

### Attendance and Participation 10%

**Attendance:** Attendance is Mandatory. Unexcused absences will significantly impact your final grade. **Students with more than six unexcused absences may fail the class entirely. If you arrive more than 15 minutes late to class, you will be marked absent for that class.** I will excuse an absence if it has been negotiated with me in advance and is verified by legitimate sources. This does not mean emailing me right before class to inform me you will not be coming to class. Please note that whenever you miss a class, and for whatever reason, it is always your responsibility to catch up on the material that we covered. I encourage you to consider exchanging email addresses with at least two other classmates that you can turn to in the case of an absence.

Name \_\_\_\_\_

Name \_\_\_\_\_

**Participation:** Your participation is absolutely essential in this class! All students are expected to meet with Adrienne, your teaching assistant, in the first three weeks of class (worth 10% of your attendance and participation grade). You are also encouraged to come to my office hours. In the classroom, all students are expected to be active, attentive and respectful participants in discussions and activities. You are expected to come to class:

- Having completed all the reading.
- **With readings in hand!!!!**
- With at least one question, comment or application of the reading to share.
- Ready and willing to engage with your classmates, share your insights and engage in a respectful exchange when we discuss the materials.
- Observing digital etiquette

**Class Presentations****10%**

Once during the semester, you will work in a group to connect course materials to current events, news, popular culture, etc. The purpose of this assignment is to get you to think about how the materials from class connect to current events. This assignment will be comprised of two parts: 1) a group component, and 2) an individual component (each worth 50% of the grade you receive):

***Group Component- With your group, you will:***

- Select 2-3 of the following: news articles, blog posts, editorials, videos, etc. that relate to the course materials for your assigned day. These should be short and engaging.
- Send the supplemental materials to me via email at dmdow@maxwell.syr.edu by
  - **Thursday at midnight** for a Monday class or
  - **Sunday at midnight** for a Wednesday class.
- Make a short presentation to the class on the examples you found and how they relate to the readings. You will also bring 2-3 discussion questions and/or an activity to class that connects to the course reading (s) for that day. Your presentation should be approximately 15 minutes long.

***Individual Component- Individually, you will:***

- Submit a memo to me via email at dmdow@maxwell.syr.edu by **Thursday at midnight** for a Monday class or **Sunday at midnight** for a Wednesday class that includes a
  - Analytical description of the readings for the class;
  - Description of your own individual contribution to your group presentation; and
  - Description of the participation of other group members. (This description can impact other group members' group grade.)

**What is an Analytical Memo?**

An analytical memo is *different* from a summary. While you should provide a description of main points from the reading(s), an analytical memo ask that you talk about those main points in relationship to each other. An analytical memo should contain the following parts:

- A concise summary of the main point of each reading and a discussion of their similarities and differences (when applicable). (One-two paragraphs)
- A brief response to the article. (One paragraph) Here you might comment on something you found interesting and why, something you learned from the reading or how the reading(s) relate(s) to other materials we have covered in class.
- A description of how the supplemental materials connect to the readings. (One paragraph)
- A brief description of your own participation and your group members' participation in creating your presentation. The memo and the presentation will receive separate grades.

**Your individual memo should be brief (no more than 1 single spaced page in Times New Roman 12 pt. font, 1 inch margins).**

You will be graded on the appropriateness of the supplementary materials you share, the quality of your memo, and how well you connect the readings from the day to your presentation or activity. I strongly encourage groups to come to my or Adrienne's office hours to discuss their presentation.

**Late memos will not be accepted after your presentation and will be penalized one letter grade per day. Late receipt of presentation materials will similarly impact the group presentation grade.**

**Interview Project Paper****20%**

You will interview two adults who are from **different** racial backgrounds but who are **the same** in other ways (e.g. gender, age, social class, education). These individuals must be over 18 years old and **cannot** be your college peers. You will ask them to describe their racial and/or ethnic identity, why they identify with certain groups but not others, and how important their racial and/or ethnic identity is to them. You will also ask these individuals about their social networks—their family, friends, coworkers and community- with the goal of finding out how racially and ethnically diverse those networks are. Finally, you will choose one institution (from the list below) and you will ask your participants about their experiences in that chosen institution. You can choose one of the following five institutions:

- **Employment**
- **Education**
- **Law Enforcement**
- **Health**
- **Housing**

These interviews must be conducted in person, over the telephone or via video like Skype. These interviews **cannot** be conducted over email. This paper should not be descriptive but should instead be analytical. You must use at least one reading from each of the first three units of the class – **Unit One, Two and Three-** to analyze the differences and similarities in these two individuals' life experiences. Discussing race and ethnicity can be uncomfortable. Leading up to this assignment, we will discuss some strategies for overcoming that potential discomfort.

**PAPER FORMATTING-** Your final paper should be a maximum of 5-6 pages long. It should be double-spaced and written in 12pt Times New Roman font with 1-inch margins.

**LATE PAPERS-** will be penalized one full letter grade each day late. After three days, late papers will not be accepted. The late penalty begins 15 minutes after the class has begun.

**Pop Quizzes (4-5)****20%**

Over the course of the semester, there will be four to five quizzes. Taken together, these quizzes will account for 20% of your grade. The quizzes are designed primarily to serve as an incentive for doing the reading before class and remaining engaged in the course materials. As such, quizzes will cover the readings and lectures leading up to and including the day of the quiz. They will test your basic comprehension of the material covered in the reading. In other words, you are not required to memorize every minor detail but you should recognize core concepts. Pop quizzes will be given at the beginning of class. **Students will not be able to make up pop-quizzes that are missed.**

**Midterm Exam****20%**

The midterm will consist of short, medium and long essay questions pertaining to the main topics from lectures, course readings, and class discussions from the first half of the term. The exam will be in class and will be taken in exam booklets.

**Final Exam****20%**

The final exam will be *cumulative* and, like the midterm, will consist of short, medium and long essay questions pertaining to main topics from lectures, course readings, and class discussions during the entire term.

## **MISSED EXAMS**

**Except in the case of a real and verifiable emergency accompanied by appropriate and official documentation students WILL NOT be allowed to make up missed exams. In the case of a real emergency, you must notify me within 24 hours of the missed exam and you must provide documentation to verify the emergency (doctor, dean of students, the judge, the police, etc....). If I am not informed within 24 hours, you forfeit your right to make up an exam. Except for extenuating circumstances, all make-ups must be done within one week.**

## -----OTHER COURSE POLICIES-----

### **ACCOMMODATIONS**

Our community values diversity and seeks to promote meaningful access to educational opportunities for all students. Syracuse University is committed to your success and to supporting Section 504 of the Rehabilitation Act of 1973 as amended and the Americans with Disabilities Act of 1990. This means that no individual who is otherwise qualified shall be excluded from participation in, be denied benefits of, or be subjected to discrimination under any program or activities solely by reason of having a disability. If you believe that you need accommodations for a disability, please contact the Office of Disability Services (ODS), located at 804 University Avenue, Room 309, or call 315-443-4498. The ODS is responsible for coordinating disability-related accommodations and will issue students with documented disabilities "Accommodation Authorization Letters," as appropriate, which you should then give to me. Accommodations are not provided retroactively; therefore, you must plan for accommodations as early as possible. For more information, see: <http://disabilityservices.syr.edu>.

### **ACADEMIC INTEGRITY**

The Syracuse University Academic Integrity Policy holds students accountable for the integrity of the work they submit. Students should be familiar with the Policy and know that it is their responsibility to learn about instructor and general academic expectations with regard to proper citation of sources in written work. The policy also governs the integrity of work submitted in exams and assignments as well as the veracity of signatures on attendance sheets and other verifications of participation in class activities. Serious sanctions will result from academic dishonesty of any sort; students found to have plagiarized will receive an F for the course and be reported to the Dean. For more information and the complete policy, see: <http://academicintegrity.syr.edu>

### **RELIGIOUS OBSERVANCE**

Syracuse University recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty and staff to observe religious holy days according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study or work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes. For spring semester, an online notification process is available through MySlice/Student Services/Enrollment/My Religious Observances from the first day of class until the end of the second week of class. For more information, see: [http://supolicies.syr.edu/emp\\_ben/religious\\_observance.htm](http://supolicies.syr.edu/emp_ben/religious_observance.htm).

### **DIGITAL ETIQUETTE**

To prevent undue distraction and to encourage a participatory and respectful classroom environment, the use of cell phones, laptop computers or PDAs is not permitted in class, unless required as an accommodation. If you use any type of electronic device in class, your participation grade will be lowered 1/3 a letter grade for each occurrence. Students who use such devices may also be asked to leave class and be marked absent.

## COURSE OUTLINE AND READING SCHEDULE

I have outlined the course reading in this syllabus prior to the beginning of the term. That said, I reserve the right to modify the syllabus if the need arises. I encourage your feedback, so please let me know if you have any questions, concerns or suggestions. Please note, all readings should be completed by the date listed on the syllabus.

### UNIT ONE

#### Week One- Extended Teaching Assistant Hours Introduction

Our goals for this session of the class are to have several brief introductions. First, we will be introduced to each other. Second, we will be introduced to how contemporary sociologists think of racial and ethnic identity. Third, we will do some thinking, writing and talking about issues related to racial and ethnic inequality and intergroup relations. Fourth, I will provide you with an introduction to the course by providing an overview of the course goals and the course assignments. Fifth, we will examine racial attitudes and racism from a historical and contemporary perspective.

#### **Class One: January 13**

##### **Introduction**

Course Overview and Ice Breaker. Exercise: How is racial identity and/or ethnicity relevant in your life? Mini-lecture on racial progress and racial inequality in the United States context.

##### **No Readings**

#### **Class Two: January 15**

##### **Constructing Racial and Ethnic Identity**

Omi, Michael and Winant, Howard. "Racial Formation in the United States From the 1960s to the 1990s." *The Inequality Reader: Contemporary and Foundational Readings in Race, Class, and Gender*. 197-203 (6 pgs)

Davis, F. James 2001 [1991]. Chapter 1 "The Nation's Rule." *Who is Black?: One Nation's Definition*. 1-16 (16 pgs)

Barrett, James and David Roediger. 2002. "How White People Became White," in *White Privilege: Essential Readings on the Other Side of Racism*. Ed. Paul S. Rothenberg. 29-34 (5 pgs)

#### Week Two: Extended Teaching Assistant Hours Introduction continued

#### **Class Three: January 20**

NO CLASS- MARTIN LUTHER KING, JR. DAY

#### **Class Four: January 22**

##### **Constructing Racial and Ethnic Identity**

Garrouette, Eva Marie. 2001. "The Racial Formation of American Indians Negotiating Legitimate Identities within Tribal and Federal Law." *The American Indian Quarterly*. 25: 224-39. (15 pgs)

Foley, Neil. 2002. "Becoming Hispanic: Mexican Americans and Whiteness." in *White Privilege: Essential Readings on the Other Side of Racism*. 49-59. (10 pgs)

Ojito, Mirta. 2000. "Best of Friends: Worlds Apart." New York Times  
<http://www.nytimes.com/library/national/race/060500ojito-cuba.html> 1-8 (8 pgs)

### **Week Three: Racial Attitudes**

Social scientists examine how expressed racial attitudes have changed in order to evaluate societal levels of prejudice and racism and the quality of relationships between different racial and ethnic groups. The answer to questions such as: would you 1) live next to an African American family, 2) date someone from a different racial or ethnic background or 3) work for someone of a different racial or ethnic group provide some indication of how much those groups have been integrated into the fabric of American society as full citizens. Using data from these surveys social scientists can measure how people's expressed attitudes compare to their behavior.

#### **Class Five: January 27**

**DUE:** Description of Interview Participants (Racial/Ethnic Identity, Age, Class, Education, Employment) and the Institution you will be comparing.

#### **Racial Attitudes**

Cohen, J. Cathy, 2011. "Millennials & the Myth of the Post Racial Society: Black Youth Intergenerational Divisions & the Continuing Racial Divide in American Politics," *Daedalus*. 140(2): 195-205. (10 pgs)

Bobo, Lawrence. Camille Z. Charles: Race in the American Mind: From the Moynihan Report to the Obama Candidacy. 243-259 (17pgs)

## **UNIT TWO Theoretical Perspectives on Race and Ethnicity**

During unit two, lasting five and a half weeks, we will explore major theoretical models that social scientists have used to understand racial and ethnic inequalities and differences. These include 1) Cultural, 2) Structural/Institutional, 3) Social Psychological and 4) Class-Based explanations for racial inequality in society. We will then examine how racial identity and ethnicity shape and are shaped by gender and class. By the end of this section of the course, you should understand how each of these theoretical perspectives conceive of racial and ethnic differences and inequality and be able to apply them to issues related to racial/ethnic inequality and intergroup relations.

### **Responses to Biological Paradigms:**

We will begin examining theories of racial inequality by discussing responses to biological paradigms that have been used to explain racial differences in achievement. These paradigms focus on identifying differences in phenotype (what we look like) or our genetic backgrounds as the cause for racial inequality. While biological paradigms for understanding racial inequality have been discredited, we occasionally see versions of them resurface both in academic and mainstream circles. We will learn the logics that support these models and how these models have been refuted.



**Class Six: January 29**

**Responses to Biological Determinism**

Adelman, Larry. 2003. Race and Gene Studies: What Differences Make a Difference? 1-3 (3 pgs)

Fischer et al. 1996. Chapter 8. Race, Ethnicity, and Intelligence. in *Inequality by Design: Cracking the Bell Curve*. 171- 203 (32 pgs)

**Film- Race the Power of An Illusion (selected portions of volume 1)**

**Week Four:**

**Theoretical Perspectives on Race and Ethnicity**

**Social Psychological Paradigms:**

Social psychological perspectives examine the impact of stereotypes, racism and oppression on a variety of individual outcomes including educational attainment, test scores and health outcomes. Stereotype threat is one example of a social psychological explanation for racial inequality.

**Class Seven: February 3**

**Social Psychological:**

Steel, Claude. Joshua Aronson. 1995. "Stereotype Threat and the Test Performance of Academically Successful African American." in *The Black White Test Score Gap*, eds. Christopher Jencks and Meredith Phillips. 401-427 (26 pgs)

**Class Eight: February 5**

**Film- Eye of the Storm and Discussion**

**Week Five:**

**Theoretical Perspectives on Race and Ethnicity**

**Cultural Paradigms:**

Cultural explanations of inequality focus on the shared experiences, values and beliefs of different racial and ethnic groups. These theories locate the root cause of inequality as emanating from a shared culture of poverty that instills "lower class values" in individuals and thus produces inequality. These theories have received an enormous amount of scholarly criticism because they are often viewed as "blaming the victim" or labeling something that is produced by societal inequality (a particular worldview or set of cultural values) as the cause of it.

**Class Nine: February 10**

**Cultural Paradigm:**

Fordham, Signithia and John Ogbu, "Black Students" School Success: Coping with the Burden of Acting White." *Journal of Urban Review* 18: 176-206 (30 pgs)

**Class Ten: February 12**

**Catch-up. Workshop on Developing Interview Questions:**

Practice Talking about Racial and Ethnic Identity: In class interview exercise.

**Week Six:  
Theoretical Perspectives on Race and Ethnicity**

**Structural Paradigms:**

Structural explanations of racism move away from the idea that racial inequality is produced by the actions of individuals who are explicitly motivated by bias towards a particular group. Structural theories instead focus on how racial inequality is produced by policies, institutions and forms of inherited power. Structural theories underscore that, conscious or unconscious, our existing social structure plays a key role in reproducing inequality and we therefore must critically analyze it.

**Class Eleven: February 17**

**Structural Paradigms:**

Bonilla-Silva, Eduardo. 1997. "Rethinking Racism: Toward a Structural Interpretation." *American Sociological Review* 62: 465-480. (15pgs)

Steinberg, Stephen. 1989. Chapter 3. "The Myth of Ethnic Success: The Jewish Horatio Alger Story," in *The Ethnic Myth: Race, Ethnicity, and Class in America*. 82-105 (23 pgs)

**Class Paradigms:**

Class theorists believe that while race and racism may have once been powerful factors that influenced an individual's life experiences and trajectory that is no longer the case. In the contemporary era, class-based theorists believe that socioeconomic status/economic resources are more important in the lives of the individual and play a larger role in determining his or her experiences or life trajectory.

**Class Twelve: February 19**

**Class Paradigms:**

Wilson, William Julius. 2007. "The Declining Significance of Race: Blacks and Changing American Institutions." in *The Inequality Reader: Contemporary and Foundational Readings in Race, Class, and Gender*. 225-238 (13 pgs)

Feagin, Joe R. 1991. "The Continuing Significance of Race: Anti-black Discrimination in Public Places." *American Sociological Review*. 56(1): 101-116. (15pgs)

**Week Seven:  
Theoretical Perspectives on Race and Ethnicity**

**Race, Class and Gender/Intersectionality:**

Intersectional scholars contribute a more holistic approach to analyzing inequality that takes into account other sources of oppression including gender, class and sexuality. These scholars argue that traditional theories related to both racial and ethnic inequality and gender have downplayed or ignored the diversity in women and men's experiences.

**Class Thirteen: February 24**

**Race, Class, Gender**

Williams, Christine L. 1992 "The Glass Escalator: The Hidden Advantages for Men in the "Female" Professions." *Social Problems*, 39:3 253-267 (14 pgs)

Wingfield, Adia H. 2009. "Racializing the Glass Escalator: Reconsidering Men's Experience with Women's Work." *Gender and Society*. 23 5-26 (21pgs)

**Class Fourteen: February 26**

**Race the Power of an Illusion (Selected Portions) and Interview Prep.**

**Week Eight:  
Review and Midterm**

**Class Fifteen: March 3**

**Catch-up, Midterm Review**

**Class Sixteen: March 5**

**In Class Midterm Exam**

**SPRING BREAK- NO CLASSES  
WEEK NINE  
MARCH 9-16**

**UNIT THREE  
Week Ten:  
Institutional and Interpersonal Experiences**

This week we start unit three and we also begin student presentations. We will explore how racial and ethnic inequality influences our interpersonal relationships and our experiences in major societal institutions like the family and workplace, the United States justice system as well as other arenas. From now until the end of the next section of the course, each day that we meet a group of students will play an active role in connecting course materials to current events, popular media, historical events, etcetera. Please come to class having read or viewed the supplemental materials posted to blackboard and ready to engage in a thoughtful discussion or exercise with your peers. We begin this unit focusing on residential segregation because, in many ways, the people who live nearby and the things that we live around can influence the other forms of inequality we face or do not face in our daily lives.

**Residential Segregation and Education**

**Class Seventeen: March 17**

**Residential Segregation- In Class Presentations Start!**

Emerson, Michael, George Yang and Karen Chai. 2001. "Does Race Matter in Residential Segregation? Exploring the Preferences of White Americans." *American Sociological Review*. 66: 922-935. (13 pgs)

Massey, Douglas S. and Nancy A. Denton. 2007. "American Apartheid: Segregation and the Making of the Underclass." Pp. 153-164 in *The Inequality Reader*. eds. Grusky and Szelenyi. Boulder, CO: Westview Press. (11 pgs)

**Class Eighteen: March 19**

**Relationships**

Feliciano, Cynthia, Rennie Lee, and Belinda Robnett. "Racial Boundaries among Latinos" Evidence from Internet Daters' Racial Preferences." *Social Problems*. 58: 189-212. (24 pgs)

Quian, Zhenchao. 2005. "Breaking the Last Taboo: Interracial Marriage in America" *Contexts* 4: 33-37. (4 pgs)

**Week Eleven:  
Relationships/Privilege**

**Class Nineteen: March 24**

**Education**

Walters, Pamela Barnhouse. 2001. "Educational Access and the State: Historical Continuities and Discontinuities in Racial Inequality in American Education." *Sociology of Education*. Vol. 74: 35-49. (14 pgs)

Harris, Alexes and Walter Allen. 2003. "Lest We Forget Thee... The Under and Over Representation of Black and Latino Youth in California Higher Education and Juvenile Justice Institutions." *Race & Society*. 6:2: 99-123. (24 pgs)

**Class Twenty: March 26**

**Privilege**

McIntosh, Peggy. 1988. "White Privilege and Male Privilege: A Personal Account of Coming To See Correspondences through Work in Women's Studies." *Working Paper No. 189* (20 pgs)

Hunter, Margaret. 2007. "The Persistent Problem of Colorism" *Sociology Compass* 1:1 237-254. (17 pgs)

**Week Twelve:  
Employment/Wealth**

**Class Twenty-One: March 31**

**Employment**

Bertrand, Marianne and Sendhil Mullainathan. 2003. "Are Emily and Greg More Employable than Lakisha and Jamal? A Field Experiment on Labor Market Discrimination." *NBER Working Paper No. 9873* (40 pgs)

**Class Twenty-Two: April 2**

**Wealth**

Oliver, Melvin and Thomas Shapiro. 1995. Chapter 2. *Black Wealth/White Wealth: A New Perspective on Racial Inequality*. New York: Taylor and Francis. Inc. (20 pgs)

Kochhar, Rakesh, Richard Fry, and Paul Taylor. 2011. "Executive Summary: Twenty-to-One: Wealth Gaps Rise to Record Highs between Whites, Blacks, and Hispanics" *Pew Social and Demographic Trends*. (4 pgs)

**Week Thirteen:  
Health/Law Enforcement**

**Class Twenty-Three: April 7**

**DUE: Four (4) copies of Interview Notes for In-Class Workshop.**

**Law Enforcement**

Wacquant, Loic. 2002. "From Slavery to Mass Incarceration: Rethinking the 'Race Question' in the US." *The New Left Review*. 13:41-60. (19 pgs)

**Class Twenty-Four: April 9**

**Health**

Kreiger, Nancy. 2003. "Does Racism Harm Health?" *American Journal of Public Health*. 93: 194-199. (5 pgs)

Zenk, Shannon. 2005. "Why Are There No Supermarkets in My Neighborhood?" *American Journal of Public Health*, 95:4. 660-667. (8 pgs)

**UNIT FOUR**

**Week Fourteen:**

**New Directions in Racial and Ethnic Inequality**

In the final weeks of class, we will explore emerging themes in racial and ethnic inequality. We will examine the increasing importance of mixed or multiracial identity and immigrant populations. We will also examine how the changing demographics of the United States are shifting existing categories of racial or ethnic identity. Finally, we will close the class by examining ways of remediating racial and ethnic inequality.

**Class Twenty-Five: April 14**

**DUE: Interview Project Paper (Hard copy submitted in class AND via Turnitin)**

**Immigration**

Gonzalez, Roberto. 2011. "Learning to Be Illegal. Undocumented Youth and the Shifting Legal Contexts in the Transition to Adulthood." *American Sociological Review*. 76: 602-619. (17 pgs)

Alba, Richard. 1999. "Immigration and the American Realities of Assimilation and Multiculturalism." *Sociological Forum*. 5: 3-25. (22 pgs)

**Class Twenty-Six: April 16**

**Changing Demographics and New Racial Hierarchies**

Bonilla-Silva, Eduardo. 2004. "From Bi-racial to Tri-Racial: Towards a New System of Racial Stratification in the USA." *Ethnic and Racial Studies*. 27(6): 931-950. (19 pgs)

Tavernise, Sabrina. 2012 "Whites Account for Under Half of Births in U.S." New York Times. May 17, 2012. (3 pgs)

**Week Fifteen:  
Remediating Racial and Ethnic Inequality**

**Class Twenty-Seven: April 21**

**Remediating Racial and Ethnic Inequality**

Alba, Richard. 2010. "Achieving a More Integrated America." *Dissent*. 57-60. (4 pgs)

Moule, Jean. 2009. "Understanding Unconscious Bias and Unintentional Racism" *The Phi Delta Kappan*, 90: 5 320-326 (6 pgs)

**Class Twenty-Eight: April 23**

**Catch-up/Course Review**

**Week Sixteen:  
Course Review/Wrap Up**

**Class Twenty-Nine: April 28**

**Course Review/Wrap Up**

**Final Exam**

May 6, 2014

5:15-7:15

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