

**Graduate Seminar in Race and Ethnicity<sup>1</sup>**  
**Fall 2007**  
**SYD 5705, Section 1**  
Tuesday 2-5:00 PM  
Bellamy 519

---

**Instructor:** Verna M. Keith  
**Office:** Bellamy 614  
**Office Hours:** MT 12:30-1:30  
Appointments Available

**Email:** vkeith@fsu.edu  
**Phone:** 850-644-7103

**Course Description**

This course examines the sociology of race and ethnic groups in the United States. It is designed to introduce students to central theoretical, methodological, and substantive issues that have driven research and debate regarding race/ethnic based inequality with a view to understanding why some groups are privileged while others are oppressed. The course begins with an examination of both classical and more contemporary sociological perspectives on race-ethnic stratification including assimilation, pluralism, class theory, and racial formation theory. Attention is given to the shifting boundaries of race and ethnicity, the construction of ethnic and racial identities, research on prejudice and racial attitudes, race and gender intersectionality, and the urban poverty-segregation debate. Inequality in education, work, and wealth are also covered, and the course ends with an overview of immigrants and the changing racial/ethnic landscape in the United States. As these topics are explored, special focus is placed on the historical, social, and ideological processes that have shaped and been shaped by intergroup relationships in U.S. society.

**Course Objectives:**

Students are expected to:

1. Demonstrate, through class discussion and written assignments, an understanding of the historical and contemporary social, economic, and ideological processes that have shaped and been shaped by racial/ethnic intergroup relations in the U.S.
2. To critically evaluate, through class discussion and written assignments, an understanding of the strengths and weaknesses of theoretical, methodological, and substantive issues in the study of race/ethnic relations.
3. To conduct independent sociological research on a topic related to racial/ethnic processes.

**Important Dates**

March 3 or March 17: Project Overview Due  
April 24: Final Project Due

---

<sup>1</sup> Instructor reserves the option of amending the syllabus with due notification to students.

## REQUIRED TEXTS AND READINGS

Articles and book chapters are available on the Blackboard course website. Many of the articles are also available electronically through the library e-journals service.

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

Wilson, William J. 1978. *The Declining Significance of Race: Blacks and Changing American Institutions*. Chicago: University of Chicago Press.

Ignatiev, Noel. 1995. *How the Irish Became White*. New York: Routledge.

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

Wilson, William Julius. 1987. *The Truly Disadvantaged: The Inner City, the Underclass and Public Policy*. Chicago: University of Chicago Press.

Pattillo-McCoy, Mary. 1999. *Black Picket Fences. Privilege and Peril among the Black Middle Class*. Chicago: University of Chicago Press.

Royster, Deirdre, A. 2002. *Race and the Invisible Hand: How White Networks Exclude Black Men from Blue-Collar Jobs*. Berkeley: University of California Press.

## Course Format:

The class will be conducted in seminar format. Students are expected to read and be conversant with the assigned readings, participate in discussions, and act as discussion leaders for assigned class sessions. **Students are expected to attend each class unless prevented from doing so by compelling extenuating circumstances. Students will be asked to withdraw after 4 missed classes.**

## Course Requirements:

Students are required to:

1. Read all assigned articles each week prior to class.
2. Write a reaction to weekly readings when assigned as a discussion leader and submit copy to me prior to class.
3. Develop a thoughtful, critical question designed to generate debate when **not** leading the discussion, be prepared to present question in class, and submit a copy to me at the end of class.
4. Submit an instructor approved 3 page overview of research project.
5. Submit an **instructor approved** 10-20 page paper on a sociological issue relevant to the course. This topic should be the same selected in #4.

A detailed description of each requirement is presented below.

## Grading is based on the following:

- |  |     |
|--|-----|
| 1 & 3. Seminar participation (discussion and questions): | 20% |
| 2. Reaction papers:                                      | 25% |
| 4. Project overview:                                     | 20% |
| 5. Research Project:                                     | 35% |

### Final Letter Grades

The final letter grade is determined by counting total points over seminar participation (20%), reaction papers (25%), article review and project outline (20%), and the semester project (35%).

95-100%=A+ 90-94%=A- 85-89%=B+ 80-84%=B- 75-79%=C+  
70-74%=C- 60-69%=D 0-59%=Failed

**1. Weekly Readings:** Readings will generally consist of a book and 1-3 articles or 6-7 journal articles and/or book chapters. The books are under 200 pages and fairly readable. On average, articles and chapters are about 30-40 pages but can be longer. Please get an early start so that you are prepared.

### How to read assigned articles---general guidelines (Courtesy of Dr. Brewster):

A good understanding of an article and its place in the literature takes two to three readings by the typical reader. Take notes; you will need them for reference during class. Here's the reading method I recommend: In the first reading, identify the author's main argument(s). For theoretical/conceptual readings, what point is s/he making? For empirical based readings what hypothesis is s/he proposing and/or testing and what are her/his main findings and conclusions? During the next reading of the article, attend to the structure of the author's arguments, including the evidence s/he brings to bear on her/his argument and the counter-arguments s/he considers. Finally, attempt to understand what the reading contributes to the literature and, in particular, how the reading relates to the others assigned for that week: How is the argument made in the reading consistent or inconsistent with those made in the other readings? Does the reading bring new evidence or insight to bear on the topic that is not addressed by the other authors? Does the reading critique positions taken in one or more of the others?

**2. Reaction Papers—Discussion Leader:** Each week selected students, usually two, will be assigned responsibility to lead a discussion with each student writing a reaction paper for the readings. The paper should be about 3-5 pages and cover (a) an overview of the primary argument(s), including definitions of important concepts and, if relevant, a description of the data source and key research findings; and (b) reaction to the argument(s), including a discussion of the strengths and limitations of the readings (e.g., what the reading adds to our understanding of the topic, what it neglects, the appropriateness of the data when applicable). The number of papers you'll write during the semester depends on the number of students enrolled in the seminar.

**Papers should be double spaced, typed in 12 point font, and e-mailed to me by 11:00 on the day that you will present.** Grading is based on a 5 point scale. Before submitting your paper, check spelling, grammar, and organization as these factors are part of the grade. Feel free to share these.

### *Questions to Think About When Preparing Your Reaction Papers (Dr. Brewster):*

- (a) What issue is the author addressing? Is the article/chapter/book a presentation of new research, an essay/review of the literature, a new theoretical perspective that attempts to summarize and integrate existing evidence? Does the reading try to support an existing perspective in the literature or does it assert a new perspective on an on-going debate within the field? What are the main concepts?
- (b) If the reading is a research article, what hypotheses are tested? What are the data and methods? Do you think these data and methods are appropriate? What are their strengths and limitations with respect to the researcher's hypotheses? What are the main findings of

the research? How do these findings contribute to our understanding of race and ethnicity? Do you think the data and methods used influenced the findings of this research? What other data and methods might be better?

- (c) If the reading is an essay or review of the literature, what evidence does the author bring to bear on her/his argument? Does s/he consider counter-arguments or conflicting perspectives? Do you think the presented evidence is sufficient to the argument being made, or are important data/issues left unaddressed?
- (d) Finally, what are the implications of this article for future theory and research? In other words, what existing questions remain unanswered and what new questions does this article raise?

**3. Other Participants:** Each week, students who are not assigned responsibility for a reaction paper should prepare a question that can be presented in class. Keep in mind the criteria provided for writing a reaction paper as you formulate your question. It should not be a question that elicits some statement of fact as an answer, but should instead illicit a response that stimulates discussion. **Submit a hard copy of the question to me at the end of class.** I will grade these on a 5 point scale. Feel free to discuss your questions or post them in the digital drop box.

**4. Project Overview:** In consultation with me, each student will submit an overview of their semester project. The overview should be 3 pages typed double spaced and provide me with enough detail so that I can judge the viability of the project. **Please turn in both a hard copy and submit a copy to turnitin on the Blackboard web site. (Due March 3 or March 17 if you are assigned a reaction paper on the 3rd).**

**5. Research Project:** Students will write a 10-20 page, double-spaced, paper on a topic relevant to the sociology of race/ethnicity. The paper can cover any substantive area such as demography, family, aging, health, gender, mental health, social movements, social psychology, political sociology, policy, etc. as long as it is sociologically relevant. The paper is due on **April 24**. You may chose from any one of the following formats:

(a) *A critical literature review* that expands on a topic covered in class or addresses a substantive topic that is relevant to the sociology of race-ethnicity. This paper should include a review of the literature on the topic and a discussion of the theoretical perspective(s) that tends to be used in this body of research. You should also discuss what you consider are both the strengths and limitations of the existing work. Importantly, make sure that you incorporate your thoughts about unanswered issues on the topic that warrant future work. This paper option is particularly appropriate for students in their first year of graduate school, more advanced students who want to explore a new topic, or students just beginning the thesis or dissertation.

(b) *A research proposal* that addresses a question or issue relevant to the sociology of race ethnicity. This paper should include: a statement of the substantive problem to be examined and the specific aims of your research; a literature review that identifies relevant theoretical perspectives and describes prior studies bearing on the issue you will address; a methodology section that states the hypotheses to be tested and the proposed study design, including data source, measures, and analytic strategies. This paper option is most appropriate for advanced students who have some experience with formulating research questions and have taken the research methods and statistics course sequence.

- (c) An *empirical study* of a substantive problem relevant to the sociology of race/ethnicity. You may use either original or secondary data for this paper option. This option is most appropriate for advanced graduate students who want to work on a project for eventual publication and students who wish to work on a project in which they are already involved (e.g., their masters' paper or dissertation).

**Policy on Late Assignments:** Late assignments are accepted only when there are compelling circumstances. Such circumstances should be discussed and elaborated upon as soon as they arise.

**Academic Honor:** Students are expected to abide by the Academic Honor Policy of the Florida State University, including the statement on Values and Moral Standards published in The Florida State University General Bulletin. The Academic Honor Policy outlines the University's expectations for students' academic work, the procedures for resolving alleged violations of these expectations, and the rights and responsibilities of students and faculty throughout the process.

Students must abide by the highest standards of academic integrity. Any form of academic dishonesty will result in a "zero" for that particular assignment or an "F" for the course, at the instructor's discretion. Any student who **plagiarizes**, cheats on exams, or otherwise behaves in a dishonest way may be reported to the university administration for further disciplinary action as specified in the Academic Honor Policy.

**Plagiarism** is the use of copyrighted materials without proper acknowledgement. It is unlawful and may lead to criminal prosecution and/or your expulsion from the university. ALWAYS acknowledge the sources and materials that you use. If you use a string of three or more exact words from another source, place the words in quotes and cite the author, year and page number in the text. If you paraphrase (use the ideas but not the exact words) or appropriate a concept or phrase, cite the author and year in the text.

Please see the following website for a complete explanation of the Academic Honor Policy: (<http://www.fsu.edu/~dof/forms/honorpolicy.pdf>).

#### **Americans with Disabilities Act**

Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class. For more information about services available to FSU students with disabilities, contact:

Student Disability Resource Center, 108 Student Services Bldg., Florida State University  
Tallahassee, FL 32306-4167, (850)644-9566 (voice), (850)644-8504 (TDD)

E-mail: [SDRC@admin.fsu.edu](mailto:SDRC@admin.fsu.edu)

Website: <http://www.fsu.edu/~staffair/dean/StudentDisability/>

## **Classroom Courtesy**

Classroom courtesy is necessary to ensure that all students have the opportunity to learn without distractions. This means no cell phones, talking during class discussion (unless recognized by the professor or discussion leader), reading newspapers, etc. during class. If you must have a cell phone to receive emergency calls about children or other family members, keep it on vibrate or let me know at the beginning of class. Discussions of race often bring strong emotions to the surface. Let's try and remember to act in a professional manner.

READING SCHEDULE BEGINS ON FOLLOWING PAGE

## READING ASSIGNMENTS AND SCHEDULE

### January 6: Introduction to Course

#### January 6: Assimilation, Pluralism, and Internal Colonialism

Gordon, Milton. 1961. "Assimilation in America: Theory and Reality." *Daedalus* 90:2:263-85.

Kasinitz, Philip. 2000 "Beyond the Melting Pot: The Contemporary Relevance of a Classic?" *International Migration Review* 34: 1:248-255. (Commentary)  
<http://www.jstor.org/stable/2676021>

Omi, Michael and Howard Winant. 1994. *Racial Formation in the United States: From the 1960s to the 1990s*. New York: Routledge. **Chapter 1**

Blauner, Robert. 1969. "Internal Colonialism and Ghetto Revolt." *Social Problems* 16:4:393-408. <http://www.jstor.org/stable/799949>

Omi, Michael and Howard Winant. 1994. *Racial Formation in the United States: From the 1960s to the 1990s*. New York: Routledge. **Chapter 3**

#### **Recommended Readings**

Gordon, Milton. 1964. *Assimilation in American Life: The Role of Race, Religion, and National Origins*. New York: Oxford University Press.

Glazer, Nathan. 1970. *Beyond the Melting Pot*, 2<sup>nd</sup> edition. Cambridge: MIT Press.

Blauner, Robert. 1972. *Racial Oppression in America*. New York: Harper and Row.

Barrera, M. C. Munoz, and G. Ornelas. 1979. "The Barrio as Internal Colony." Pp. 465-498 in *People and Politics in Urban Society*, edited by H. Hahn. Beverly Hills: Sage.

### January 13: Class Theories—Wilson's Theory as Example

**Discussion Leaders:** \_\_\_\_\_

Wilson, William J. 1978. *The Declining Significance of Race: Blacks and Changing American Institutions*. Chicago: University of Chicago Press. **(Entire Book)**

Collins, Sharon. 1983. "The Making of the Black Middle Class." *Social Problems* 30:4:269-82. <http://www.jstor.org/stable/800108>

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

#### **Recommended Readings**

Bonacich, Edna. 1972. "A Theory of Ethnic Antagonism: The Split Labor Market Theory." *American Sociological Review* 37:547-59.

Bonacich, Edna. 1973. "The Theory of Middleman Minorities." *American Sociological Review* 38:583-94.

Collins, Sharon. 1997. *Black Corporate Executives: The Making and Breaking of a Black Middle Class*. Philadelphia: Temple University Press.

Cox, Oliver. 1940. *Caste, Class, and Race*. New York: Doubleday and Company.

## **January 20: Racial Formation Theory**

### **Discussion Leaders**

---

Omi, Michael and Howard Winant. 1994. *Racial Formation in the United States: From the 1960s to the 1990s*. New York: Routledge. **Chapters 4, 5, 6, and 7**

Kim, Claire Jean. 1999. "The Racial Triangulation of Asian Americans." *Politics and Society* 27:1:105-138.

### **Recommended Readings**

Davis, F. James. 1991. *Who is Black? One Nation's Definition*. University Park: The Pennsylvania State University Press.

Hirschman, Charles, Richard Alba, and Reynolds Farley. 2000. "The Meaning and Measurement of Race in the U.S. Census: Glimpses into the Future." *Demography* 37:3:381-93.

Waters, Mary C. 2002. "The Social Construction of Race and Ethnicity: Some Examples from Demography." Pp. 25-49 in *American Diversity: A Demographic Challenge for the Twenty-First Century*, edited by Nancy A. Denton and Stewart E. Tolnay. Albany: State University of New York Press.

Zuberi, Tukufu. 2001. *Thicker Than Blood: How Racial Statistics Lie*. Minneapolis: University of Minnesota Press. **(Especially Chapter 7)**

## **January 27: Whites and Racialization: Whiteness Studies**

### **Discussion Leaders**

---

Ignatiev, Noel. 1995. *How the Irish Became White*. New York: Routledge.

McDermott, Monica McDermott and Frank L. Sampson. 2005. "White Racial and Ethnic Identity in the United States." *Annual Review of Sociology* 31:245-61.

Hartigan, John Jr. 1997. "Locating White Detroit." Pp. 180-213 in *Displacing Whiteness: Essays in Social and Cultural Criticism*, edited by Ruth Frankenberg. Durham: Duke University Press.

### **Recommended Readings**

Doan, Ashley and Eduardo Bonilla-Silva. 2003. *White Out: The Continuing Significance of Racism*. New York: Routledge. (see especially)

Andersen, Margaret, "Whitewashing Race: A Critical Perspective on Whiteness" # 2  
Hartigan, John Jr. "Who Are These White People?..." #7

Frankenberg, Ruth. 1993. *White Women, Race Matters: The Social Construction of Whiteness*. Minneapolis: university of Minnesota Press.

Jacobson, Matthew, F. Jacobson. 1998. *Whiteness of a Different Color: European Immigrants and the Alchemy of Race*. Cambridge: Harvard University Press.

Lipsitz, George. 2006. *The Possessive Investment in Whiteness: How White People Profit from Identity Politics*. Philadelphia: Temple University Press.

Roediger, David. 1991. *The Wages of Whiteness; Race and the Making of the American Working Class*. London and New York: Verso.

### **February 3: Constructing Ethnic Identity and Self Meanings**

#### **Discussion Leaders**

---

Nagel Joane, 1994. "Constructing Ethnicity: Creating and Recreating Ethnic Identity and Culture." *Social Problems*, 41:1: 152-76. <http://www.jstor.org/stable/3096847>

Feagin, Joe and José Cobas. 2008 "Latinos/as and White Racial Frame: The Procrustean Bed of Assimilation." *Sociological Inquiry* 78:1:39-53.

Hitlin, Steven, J. Scott Brown and Glen H. Elder, Jr. 2007. "Measuring Latinos: Racial vs. Ethnic Classification and Self-Understandings." *Social Forces* 86:2:587-611.

Croll, Paul R. 2007. "Modeling Determinants of White Racial Identity: Results from a New National Survey." *Social Forces* 86:2:614-42.

Sellers, Robert, Mia Smith, J. Nicole Shelton, Stephanie Rowley, and Tabbye Chavous. 1998. "Multidimensional Model of Racial Identity: A Reconceptualization of African American Racial Identity." *Personality and Social Psychology Review* 2:1:18-39. (See other articles by Sellers for empirical evaluation).

Hochschild, Jennifer. 2006. "When Do People Not Protest Unfairness? The Case of Skin color Discrimination." *Social Research* 73:2:473-98.

#### **Recommended Readings**

Choi, Kate, Arthur Sakamoto, and Daniel Powers. 2008. "Who is Hispanic? Hispanic Identity among African Americans, Asian Americans, Others, and Whites." *Sociological Inquiry* 78:3:335-71.

Cross, William. E. 1995. "The Psychology of Nigresence: Revising the Cross Model." Pp. 93-122 in *Handbook of Multicultural Counseling* edited by Joseph G. Ponterotto, J. Manuel Casas, Lisa A. Suzuki, and Charlene M. Alexander. Thousand Oaks: Sage.

Harris, David R. and Jeremiah J. Sim. 2002. "Who Is Multiracial? Assessing the Complexity of Lived Race." *American Sociological Review* 67:614-27.

Kibria, Nazli. "Race, Ethnic Options, and Ethnic Binds: Identity Negotiations of Second-Generation Chinese and Korean Americans." *Sociological Perspectives* 43:1:77-95.

Sellers, Robert M., Stephanie A. J. Rowley, Tabbye M. Chavous, J. Nicole Shelton, and Mia A. Smith. 1997. "Multidimensional Inventory of Black Identity: A Preliminary Investigation of Reliability and Construct Validity." *Journal of Personality and Social Psychology* 73:4:805-15.

Twine, France Winddance. 1997. "Brown-skinned White Girls: class Culture and the Construction of White Identity in Suburban communities." Pp. 214-43 in *Displacing Whiteness: Essays in Social and Cultural Criticism*, edited by Ruth Frankenberg. Durham: Duke University Press.

## **February 10: Prejudice and Racial Attitudes Research**

### **Discussion Leaders**

---

Feagin, Joe. 2001. *Racist America: Roots, Current Realities, and Future Reproductions*. New York: Routledge. **(Chapter 3-- Racist Ideology as a Social Force)**

Bobo, Lawrence and Vincent L. Hutchins. 1996. "Perceptions of Racial Group Competition: Extending Blumer's Theory of Group Position to a Multiracial Social Context." *American Sociological Review* 61:6:951-72.

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

Gallagher, Charles. 2003. "Playing the White Ethnic Card: Using Ethnic Identity to Deny Contemporary Racism." Pp. 145-158 in *White Out: The Continuing Significance of Racism*, edited by Ashley Doane and Eduardo Bonilla-Silva. New York: Routledge.

### **Recommended Readings**

Allport, Gordon W. 1954. *The Nature of Prejudice*. New York: Addison-Wesley.

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

Bobo, Lawrence, James R. Kluegel, and Ryan A. Smith. 1997. "Laissez-Faire Racism: The Crystallization of a Kinder, Gentler, Antiblack Ideology." Pp. 15-41 in *Racial Attitudes in the 1990s: Continuity and Change*, edited by Steven A. Tuch and Jack K. Martin. Westport, CT: Praeger.

Bobo, Lawrence and Mia Tuan. 2006. *Prejudice in Politics: Group Position, Public Opinion, and the Wisconsin Treaty Rights Dispute*. Cambridge: Harvard University Press.

Chou, Rosalind S. 2008. *The Myth of the Model Minority: Asian Americans Facing Racism*. Boulder, CO: Paradigm.

Feagin, Joe. 2001. *Racist America: Roots, Current Realities, and Future Reproductions*. New York: Routledge.

Krysan, Maria. 2000. "Prejudice, Politics, and Public Opinion: Understanding the Sources of Racial Policy Attitudes." *Annual Review of Sociology* 26:135-68. **(Good Review)**

Santa Ana, Otto. 2002. *Brown Tide Rising: Metaphors of Latinos in Contemporary American Public Discourse*. Austin: University of Texas Press.

Wu, Frank H. 2002. *Yellow: Race in America Beyond Black and White*. New York: Basic Books.

## **February 17:            Intersectionality: Race and Gender**

### **Discussion Leaders**

---

West, Candace and Sarah Fenstermaker. 1995. "Doing Difference." *Gender & Society* 9: 8-37.

Collins, Patricia Hill. 1990 (reissued in 2000). *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*. New York: Routledge. (Chs 1, 2, 8, and 10)

Steinbugler, Amy, Julie E. Press, and Janice Johnson Dias. 2006. "Gender, Race, and Affirmative Action: Operationalizing Interseccionality in Survey Research." *Gender & Society* 20:6:805-25.

Welsh, Sandy, Jacquie Carr, Barbara MacQuarrie, and Audrey Huntley. 2006. "'I'm Not Thinking of It as Sexual Harassment:' Understanding Harassment across Race and Citizenship." *Gender & Society* 20:1:87-107.

### **Recommended Readings**

Collins, Patricia Hill. 2004. *Black Sexual Politics: African Americans, Gender and the New Racism*. New York: Routledge.

King, Deborah. K. 1988. Multiple Jeopardy, Multiple Consciousness: The Context of a Black Feminist Ideology. *Signs: Journal of Women in Culture and Society* 14 (1): 42-72.

## **February 24:            Race and Urban Poverty: The Wilson Thesis**

### **Discussion Leaders**

---

Wilson, William Julius. 1987. *The Truly Disadvantaged: The Inner City, the Underclass and Public Policy*. Chicago: University of Chicago Press. (Entire Book)

Wilson, William Julius. 1997. *When Work Disappears: The World of the New Urban Poor*. New York: Alfred A. Knopf. **(Chapters 5 –"The Meaning and Significance of Race..." and 6—"The American Belief System ...")**

### **Recommended Readings**

Anderson, Elijah. 1999. *Code of the Streets: Decency, Violence, and the Moral Life of the Inner City*. New York: W. W. Norton.

Newman, Katherine S. 1992. "Culture and Structure in The Truly Disadvantaged." *City and Society* 6:1:3-25. (Available from Instructor).

Stack, Carol. 1974. *All Our Kin*. New York: Harper and Row.

Small, Mario and Katherine Newman. 2001. "Urban Poverty after The Truly Disadvantaged: The Rediscovery of the Family, the Neighborhood, and Culture." *Annual Review of Sociology* 27:23-45.

Valentine, Charles. 1968. *Culture and Poverty: Critique and Counterproposal*. Chicago, IL: University of Chicago Press.

**March 3: Project Overview Due**  
**March 17: Project Overview Due for March 3 Presenters**

**March 3: Residential Segregation**

**Discussion Leaders**\_\_\_\_\_

Massey, Douglas S. and Nancy A. Denton. 1993. *American Apartheid: Segregation and the Making of the Underclass*. Cambridge: Harvard University Press (Chapters 1, 2, and 6).

Iceland, John and Rima Wilkes. 2006. "Does Socioeconomic Status Matter? Race, Class, and Residential Segregation." *Social Problems* 53:248-73.

Pattillo-McCoy, Mary. 1999. *Black Picket Fences. Privilege and Peril among the Black Middle Class*. Chicago: University of Chicago Press. **(Entire Book)**

**Recommended Readings**

Charles, Camille Zubrinsky. 2003. "The Dynamics of Racial Residential Segregation." *Annual Review of Sociology* 29:167-207.

Krysan, Maria and Michael Bader. 2007. "Perceiving the Metropolis: Seeing the City through the Prism of Race." *Social Forces* 86:2:699-733.

Quillian, Lincoln. 1999. "Migration Patterns and the Growth of High-Poverty Neighborhoods, 1970-1990. *American Journal of Sociology* 105:1:1-37.

South, Scott J., Kyle Crowder, and Jeremy Pais. 2008. "Inter-Neighborhood Migration and Spatial Assimilation in a Multi-Ethnic World. Comparing Latinos, Blacks, and Anglos." *Social Forces* 87:1:415-43.

Polednak, Anthony. 1997. *Segregation, Poverty, and Mortality in Urban African Americans*. New York: Oxford Press.

**March 10: SPRING BREAK—NO CLASS**

**March 17: Educational Achievement**

**Discussion Leaders**\_\_\_\_\_

Kao, Grace and Jennifer S. Thompson. 2003. "Racial and Ethnic Stratification in Educational Achievement and Attainment." *Annual Review of Sociology* 29:417-42.

Farkas, George. 2004. "The Black-White Test Score Gap." *Context* 2:3:12-19.

"Closing the Black- White Opportunity Gap." Response to Farkas and Reply by Farkas.

Ainsworth-Darnell, James and Douglas Downey. 1998. "Assessing the Oppositional Cultural Explanation in School Performance." *American Sociological Review* 63:4:536-53.  
<http://www.jstor.org/stable/2657266>

Tyson, Karolyn, William Darity Jr., and Domini Castellino. 2005. "It's not a 'Black Thing' Understanding the Burden of Acting White and Other Dilemmas of High Achievement." *American Sociological Review* 70: 4:582-605.

Ainsworth, James. 2002. "Why Does It Take a Village? The Mediation of Neighborhood Effects on Educational Achievement." *Social Forces* 81: 1:117-152.

Fernández, Lilia. 2002. "Telling Stories about School: Using Critical Race and Latino Critical Theories to Document Latina/Latino Education and Resistance." *Qualitative Inquiry* 8: 45-65.

### **Recommended Readings**

Downey, Douglas. 2008. "Black/White Differences in School Performance: The Oppositional Culture Explanation." *Annual Review of Sociology* 34:107-126.

Lewis, Amanda. 2003. *Race in the Schoolyard: Negotiating the Color Line in Classrooms and Communities*. New Brunswick, NJ: Rutgers University Press.

Carter P. 2005. *Keepin' It Real: School Success Beyond Black and White*. New York: Oxford University Press.

Harris AL, Robinson K. 2007. Schooling Behaviors or Prior Skills? A Cautionary Tale of Omitted Variable Bias within Oppositional Culture Theory." *Sociology of Education* 80:139-57.

Special Issue: 2008. "Exceptional Outcomes: Achievement in Education and Employment among Children of Immigrants." *The Annals of the American Academy of Political and Social Science*.620:1.

### **March 24: Race and Gender at Work**

#### **Discussion Leaders**

---

Royster, Deirdre, A. 2002. *Race and the Invisible Hand: How White Networks Exclude Black Men from Blue-Collar Jobs*. Berkeley: University of California Press.

Pager, Devah and Lincoln Quillian. 2005. "Walking the Talk? What Employers Say Versus What They Do." *American Sociological Review* 70:355-80.

Browne, Irene and Joya Misra. 2003. "The Intersection of Gender and Race in the Labor Market." *Annual Review of Sociology* 29:487-513.

Kennelly, Ivy. 1999. "That Single-Mother Element: How White Employers Typify Black Women." *Gender & Society* 13:168-192.

### **Recommended Readings**

Tomaskovic-Devey, Donald. 1993. *Gender and Racial Inequality at Work*. Ithaca: ILR Press.

Prager, Devah and Hana Shepherd. 2008. "The Sociology of Discrimination: Racial Discrimination in Employment, Housing, Credit, and Consumer, Markets." *Annual Review Sociology* 34: 181-209.

Roscigno, Vincent J. 2007. *The Face of Discrimination: How Race and Gender Impact Work and Home Lives*. New York: Rowman & Littlefield.

## **April 7: Race, Wealth, and Inequality**

### **Discussion Leaders**

---

Shapiro, Thomas M. 2004. *The Hidden Cost of Being African American: How Wealth Perpetuates Inequality*. New York: Oxford University Press. **(Chapters 2, 3, 4, and 5)**.

Conley, Dalton. 1999. *Being Black and Living in the Red. Race, Wealth, and Social Policy in America*. Berkeley: University of California Press. **(Chapters 2, 5, 6)**.

### **Recommended Readings:**

Keister, Lisa A. and Stephanie Moller. 2000. "Wealth Inequality in the United States." *Annual Review of Sociology*, 61-83.

Oliver, Melvin and Thomas Shapiro. 1995. *Black Wealth/White Wealth*. Routledge.

Neckerman, Kathryn M. and Florencia Torche. 2007. "Inequality: Causes and Consequences." *Annual Review of Sociology* 33: 335-357.

## **April 14: The New Immigrants and the Changing Face of America**

### **Discussion Leaders**

---

Portes, Alejandro and Rubén Rumbaut. 2006. *Immigrant America: A Portrait*. 3<sup>rd</sup>. ed. Berkeley: University of California Press. **(Chapter 2)**.

Rumbaut, Rubén. 2008. "The Coming of the Second Generation: Immigration and Ethnic Mobility in Southern California." *The Annals of the American Academy of Political and Social Science*. 620: 1: 196-236.

Menjívar, Cecilia. 2008. "Educational Hopes, Documented Dreams: Guatemalan and Salvadoran Immigrants' Legality and Educational Prospects." *The Annals of the American Academy of Political and Social Science*. 620: 1: 177-93.

Waters, Mary. 1994. "Ethnic and Racial Identities of Second-Generation Black Immigrants in New York City." *International Migration Review* 28: 4: (Special Issue): 795-820.  
<http://www.jstor.org/stable/2547158>

Qin, Desirée Boalian. 2008. "The Other Side of the Model Minority Story: The Familial and Peer Challenges Faced by Chinese American Adolescents" *Youth and Society* 39: 4: 480-506.

Lee, Jennifer and Frank D. Bean. 2007. "Immigration and America's New Racial/Ethnic Divide." *Social Forces* 86:2: 561-86.

### **Recommended Readings**

Special Issue: 2008. "Exceptional Outcomes: Achievement in Education and Employment among Children of Immigrants." *The Annals of the American Academy of Political and Social Science*.620:1.

Massey, Douglas, Jorge Durand, and Nolan J. Malone. 2002. *Beyond Smoke and Mirrors: Mexican Immigration in an Era of Economic Integration*. New York: Russell Sage Foundation.

Portes, Alejandro, and Min Zhou. 1993. The New Second Generation: Segmented Assimilation and its Variants. *The Annals of the American Academy of Political and Social Science* 530:74-96.

Rodríguez, Nestor P., and Jacqueline M. Hagan. 2004. Fractured Families and Communities: Effects of Immigration reform in Texas, Mexico, and El Salvador. *Latino Studies* 2 (3): 328-51.

Waldinger, Roger and Michael I. Lichter. 2003. *How the Other Half Works: Immigration and the Social Organization of Labor*. Berkeley: University of California Press.

Waters, Mary. 1999. *Black Identities: West Immigrant Dreams and American Realities*. New York: Russell Sage Foundation. Cambridge: Harvard University Press.

\_\_\_\_\_ and Tomás R. Jiménez. 2005. "Assessing Immigrant Assimilation: New Empirical and Theoretical Challenges." *Annual Review of Sociology* 31:105-25.

**April 21: No Class: Wrap Up Projects**

**PROJECTS DUE ON OR BEFORE APRIL 24 AT 5:00 P.M.**