Hubert H. Humphrey School of Public Affairs

University of Minnesota

PA 5421: Racial Inequality and Public Policy

Spring, 2018

Wednesdays: 6:00PM-8:45PM

Carlson School of Management, Room 2-228

Instructor: Samuel L. Myers, Jr.
Office Hours: Wed 4:00 – 5:30, HHH 274
Email: myers006@umn.edu
Telephone: (612) 625-9821

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Office Hours: by appointment
Office: 270 Humphrey Center
Email: jorda274@umn.edu

(All course materials are available via Moodle 2.8 (AY 2017-2018)

Disability Accommodations

The University of Minnesota views disability as an important aspect of diversity, and is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

- If you have, or think you have, a disability in any area such as, mental health, attention, learning, chronic health, sensory, or physical, please contact the DRC office on your campus (UM Twin Cities - 612.626.1333) to arrange a confidential discussion regarding equitable access and reasonable accommodations.
- Students with short-term disabilities, such as a broken arm, can often work with instructors to minimize classroom barriers. In situations where additional assistance is needed, students should contact the DRC as noted above.
- If you are registered with the DRC and have a disability accommodation letter dated for this semester or this year, please contact your instructor early in the semester to review how the accommodations will be applied in the course.
- If you are registered with the DRC and have questions or concerns about your accommodations please contact your (access consultant/disability specialist).

Additional information is available on the DRC website: https://diversity.umn.edu/disability/ or email drc@umn.edu.
Introduction

This seminar explores the historical roots of racial inequality in American society and the economic consequences for contemporary times. The focus will be placed on public policy developments and intellectual debates in the "Post-Civil Rights Era," i.e., recent years when race-based strategies for reduction of economic disparities no longer are politically feasible and the "Post-Racialism Era" when race itself is no longer considered an explanation for inequality. The seminar also explores the implications for public policy on racial inequality in the wake of events leading to the "Post-Obama Era."

The course has three parts. **Part One** provides an historical backdrop to the current policy problem of race and racial inequality. **Part Two** explores the various causes of and the empirical evidence on racial and ethnic economic inequality. **Part Three** examines the wide range of alternative strategies for remedying racial and ethnic economic inequality. Some consideration is given to the problem of race and racial inequality in a comparative perspective, even though the main focus of much of the course is on the United States. Special attention is paid to changing notions of race and federal and state responses to rapid demographic changes. In preparation for the 5th World Conference on Remedies to Racial and Ethnic Economic Inequality to be held in Brazil, September 26-29, 2018, opportunities will exist throughout the course to consider comparisons with racial inequality in Brazil.

Because 2018 is the 50th Anniversary of the Kerner Commission Report, the class also explores retrospectively and proactively the implications of the Report's recommendations concerning civil disorders and racial protests.

The seminar will provoke open debate and discourse about public policy responses to racial inequality. The emphasis is on stimulating seminar participants to think about and to analyze critically the range of strategies offered for reducing racism and racial and ethnic economic inequality. Two broad classes of strategies will be examined: race-conscious and race-neutral remedies. At the end of the course, students will be equipped with the tools to be able to appreciate and evaluate the advantages and disadvantages of alternative remedies or interventions designed to reduce racial or ethnic economic inequality.

On one hand, the seminar will examine economic disparities, discrimination, and a wide range of market remedies such as affirmative action and quotas. On the other hand, discussion and debate will center on the role of racism and racial discrimination in affecting the ability to design and implement rational policies that hold promise for reducing racial inequality.

The course is designed to help graduate students in public policy and allied fields develop an understanding of and an appreciation for the complexity of poverty and discrimination in advanced economies. Students are encouraged to explore comparative analyses of the historical and contemporary issues facing diverse racial and ethnic minority groups in the United States or in other nations. There will be multiple opportunities to assess the relative merits of alternative public and private policies designed to reduce racial and ethnic economic inequality.

**Note:** This class views the ability to look introspectively at questions of identity and self-perceptions as the cornerstone of intellectual inquiry. Some of the topics discussed may cause
discomfort or distress. Students are encouraged to consult with the TA or the instructor to discover mechanisms or approaches to facing this possible discomfort or distress.

Methods and Procedures

Lectures will be devoted to highlighting some of the central issues that confound theoretical and empirical assessments of racism and racial and ethnic inequality. These central issues are developed extensively in the required readings, which cover a broad range of scholarly and popular perspectives and approaches. The sessions will include lectures, group activities, discussions, and films.

Readings: The readings are divided into three parts. Each week there will be a relatively short set of required readings. All students should digest these required readings before class. There are also extensive suggested or recommended readings. Students should select one or more of the suggested readings to provide a comparison or counterpoint to the required readings. In addition, video lectures, class presentations and other resources will be posted on the Moodle site. Students should visit the course Moodle page regularly to review upcoming assignments and announcements, and access reading materials.

Reflective Essays: Each week, students will prepare a one to two-page reflective essay that summarizes the required readings, illustrates the theme(s), and provides a personal reflection or assessment of the relative merits of the arguments offered. The reflective essay should have three parts:

• Summary and synthesis of the readings
• An illustration from a recent current event or historical example that highlights the main theme of the readings
• A personal reflection about the meaning or utility of the readings for understanding diversity and/or an assessment of the relative merits of the arguments offered in the readings.

These three sections of the reflective essay should be labeled: Summary, Illustration, and Personal Reflection.

Students should post their Reflective Essays on Moodle “Reflective Essay Assignment” on Tuesday (10:00 PM) before each Wednesday class, starting from Week 2. Essays should be single spaced, 12 point, 1-inch margins, and 500 to 1,000 words. Submit as a pdf file with the submittal number and your name. E.g. Essay1_MegSmith.pdf.

Essays will be graded as S/N (Satisfactory/Not Satisfactory). A satisfactory grade is provided when a student includes the three parts outlined above. Late assignments will not be accepted. It is understood that unforeseen circumstances may arise. Therefore, the following scale will be used to determine the final grade for the 12 reflective essays:

<table>
<thead>
<tr>
<th>Assignments turned-in</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>100</td>
</tr>
<tr>
<td>11</td>
<td>98</td>
</tr>
<tr>
<td>10</td>
<td>96</td>
</tr>
<tr>
<td>9</td>
<td>90</td>
</tr>
</tbody>
</table>
Team Assignments: Prior to the first day of class, tentative team assignments of four to five students each will be distributed. Teams will be responsible for:

a) Leading a 1-hour class discussion on an assigned weekly question.
b) Producing an annotated bibliography on an assigned topic/question.
c) Producing a position paper.
d) Debating the assigned remedy with another team.

Team-Led Discussions: Teams will prepare a short, provocative and stimulating introduction to the assigned week’s discussion question, incorporating readings, audio and visual, or interactive materials. The presentations and the following discussion will be one-hour long. Please refer to the course schedule on page 43 for schedule of presentations.

Annotated Bibliographies: Teams will prepare 3-5-page, single space annotated bibliographies of resources on the assigned remedies that will later be included in the teams’ position papers. Annotations should summarize main conclusions or key points raised. The annotated bibliographies include citations to peer reviewed articles, books, and media sources on the subject that will provide an overview of main points and arguments used in these materials and inform the reader of their relevance and quality. The focus should be on the specific question posed in the assignment. Bibliographies will be graded as S/N (Satisfactory (100%)/Not Satisfactory (70%)).

Position Papers: A position paper is a document that states an opinion about a controversial issue. Position papers are often used in public policy, academia, politics, law and other fields. The goal of the position paper is to produce a well-researched, well-constructed, and concise argument in favor of your position. Careful consideration needs to be given to approaching and introducing the topic, developing your argument, and structuring the paper.

Teams will be assigned to three major topics or remedies for racial inequality addressing specific debate questions:

a) Affirmative Action: Does affirmative action produce stigma among its intended beneficiaries?
b) Reparations: Should descendants of free blacks and freed mulatto children of slave owners be excluded from reparation payments?
c) Reconciliation: Should the USA institute a federal holiday (Sorry Day) expressing sorrow for historic wrongs against Indigenous Tribes, descendants of African slaves, Asians denied citizenship through the Chinese Exclusion Acts, and Hispanics subjected to Peonage?

Two teams will focus on each of the questions and develop pro and con position papers.

In a position paper, teams will take a side (pro or con) on the assigned question and use evidence (facts, statistics, opinions) to convince the reader that their position is the best.
The position papers will be the foundation for the subsequent debate with teams representing the opposing side of the issue.

Suggested format:

I. Introduction
   • Introduce the topic.
   • Provide background on the topic to explain its importance and relevance.
   • State your thesis (your central argument or position on the issue).

II. Arguments
   • State 3-5 points or claims.
   • Support each point with evidence using more than one source.
   • Consider/anticipate counterarguments and provide support in favor of your position that refutes or weakens those counter arguments.

III. Conclusion
   • Restate your argument/thesis.
   • Summarize points in favor of your argument.

The papers should be 3-5 page (single-spaced, 12 points, normal margins) excluding the Works Cited/References pages.

Evaluation Scale for Position Papers

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
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</thead>
<tbody>
<tr>
<td>A+</td>
<td>100</td>
</tr>
<tr>
<td>A/A+</td>
<td>97.5</td>
</tr>
<tr>
<td>A</td>
<td>95.0</td>
</tr>
<tr>
<td>A-/A</td>
<td>92.5</td>
</tr>
<tr>
<td>A-</td>
<td>90.0</td>
</tr>
<tr>
<td>B+/A-</td>
<td>87.5</td>
</tr>
<tr>
<td>B</td>
<td>85.0</td>
</tr>
<tr>
<td>B-/B</td>
<td>82.5</td>
</tr>
<tr>
<td>B-</td>
<td>80.0</td>
</tr>
<tr>
<td>B-</td>
<td>77.5</td>
</tr>
<tr>
<td>B-</td>
<td>75.0</td>
</tr>
<tr>
<td>B-</td>
<td>72.5</td>
</tr>
</tbody>
</table>

Debates: Pro and con debate is an opportunity to articulate the arguments in your position papers in a concise and persuasive manner to convince your audience. Two teams of students will debate the pros and cons of assigned remedies based on their position papers on Week 13, 14 and 15 and in response (yes or no) to the corresponding weekly discussion question. Students can nominate a team member for the presentation and rebuttal.

Format of the Debates:
**Round One**

<table>
<thead>
<tr>
<th>Team 1 (Pro)</th>
<th>Presentation of Arguments “for” - Main points of Position Paper</th>
<th>15 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team 2 (Con)</td>
<td>Presentation of Arguments “against” - Main points of Position Paper</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Clarifying questions from the audience</td>
<td></td>
<td>10 minutes</td>
</tr>
</tbody>
</table>

**Round Two**

<table>
<thead>
<tr>
<th>Team discussion</th>
<th>Teams prepare for rebuttal/Break</th>
<th>15 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team 1</td>
<td>Rebuttal</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Team 2</td>
<td>Rebuttal</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Peer review of debates</td>
<td>Online</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>

Both team-led discussions and debates will be peer evaluated. The criteria for evaluation will include: sufficiency of background information provided; organization; adequacy of visual aids if used (discussion) and persuasiveness of arguments (debates); ability to keep within time limits; and overall success in maintaining students’ interest. Scores will range from unsatisfactory to outstanding with the following conversions:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Outstanding</td>
</tr>
<tr>
<td>4</td>
<td>Excellent</td>
</tr>
<tr>
<td>3</td>
<td>Very Good</td>
</tr>
<tr>
<td>2</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>1</td>
<td>Marginally Satisfactory</td>
</tr>
<tr>
<td>0</td>
<td>Unsatisfactory</td>
</tr>
</tbody>
</table>

Midterm exam: The mid-term exam will consist of two parts: 1) Timed multiple-choice section based on assigned readings and presentations (60% of the grade), and 2) One essay question (40% of the grade).

Students may use readings or any other materials from class to complete both parts of the exam. The exam will be posted on Moodle and open to students from Wednesday, March 7 after class until 9:00PM on Saturday, March 10.

Grading:

**Individual assignments:** 60%  
Reflective essays 30%  
Midterm exam 30%

**Team assignments:** 40%  
Annotated Bibliography on Assigned Remedies 10%  
Position paper 10%  
Peer Evaluation of Team-led Discussion 10%  
Peer Evaluation: Debates 5%  
Within-group peer evaluation 5%
Final grades submitted to the registrar will be based on the following conversion scale:
A = 92.5 or higher
A- = 87.5 – 92.49
B+ = 82.5 – 87.49
B = 77.5 – 82.49
B- = 72.5 – 77.49
C+ = 67.5 – 72.49
C = 62.5 – 67.49
C- = 57.5 – 62.49
Detailed Outline

**PART I: HISTORICAL BACKDROP FOR UNDERSTANDING RACIAL AND ETHNIC ECONOMIC INEQUALITY**

**Week 1: January 17**

A. Overview of Course, Introductions, and Orientation

B. The Conceptual Context of Race and Policy Analysis

   Optional Reading:


**Week 2: January 24**

What is Race? What is Racism?

*Weekly Discussion Question: What is "White" in Australia vs the USA?*

*Required Readings:*


*Recommended (Select at least one):*
American Association of Physical Anthropologists Statement on Biological Aspects of Race, 1996.  

tp://www.asanet.org/footnotes/septoct02/indextwo.html


http://sociology.fas.nyu.edu/docs/IO/229/BuriedXAliveXpaper.pdf

Genes for Skin Color Rebut Dated Notions of Race, Researchers Say.  

http://raceandgenomics.ssrc.org/Goodman/


http://www.nytimes.com/2005/03/14/opinion/14leroi.html?_r=1&scp=1&sq=A%20Family%20Tree%20in%20Every%20Gene&st=cse

http://www.independent.org/pdf/tir/tir_07_1_hocutt.pdf


'Negro' Not Allowed On Federal Forms? White House To Decide

http://www.nap.edu/books/030906838X/html/

http://www.slate.com/id/2241120/


Optional:


Video: Race is a fiction. Racism is not: Francys Johnson at TEDxUGA https://www.youtube.com/watch?v=FKYLpmHe2D0


**Week 3: January 31**

**Race and Racism in an International Context**

Weekly Discussion Question: How is Race Defined in Singapore, Malaysia and India?

**Part 1: Select one country and scan readings**

**Malaysia**


**Singapore**

Singaporeans of mixed race allowed to “double barrel” race in IC.  
http://sc2218.wikifoundry.com/page/Singaporeans+of+mixed+race+allowed+to+%22double+barrel%22+race+in+IC

South Africa


Mann, Cecil. 1941. Review of Race Attitudes in South Africa: Historical, Experimental and Psychological Studies. Pg. 297-298

Great Britain

All together now? A portrait of race in Britain.  
http://www.guardian.co.uk/world/2009/jan/18/race-relations-uk

Census 2011: Religion, race and qualifications – see how England and Wales have changed.  

Donald Trump’s Racist Retweets Alienate Even Twitter’s Worst  

10 key moments in UK race relations. http://news.bbc.co.uk/2/hi/uk_news/1517672.stm

France

http://www.brookings.edu/research/articles/2001/05/france-bleich

Racial Discrimination: The Record of France.  
http://academic.udayton.edu/race/06hrights/georegions/Europe/France01.htm


Australia

Dunn “Racism in Australia: findings of a survey on racist attitudes and experiences of racism.


Race relations still struggle in lucky country

**Part 2: Select articles and readings from the list of most interest to you.**

**What is Asian?**


**What is American Indian/Native American?**
A Conversation with Native Americans on Race


Is Hispanic a Race?


Are Arabs/Middle Easterners/Northern Africans White?


Week 4: February 7

Racism, Stereotypes, and Post Racialism

Weekly Discussion Question: Has Overt Racism Increased in the Trump Era?

Assignment: Complete the IAT

Implicit Association Test. https://implicit.harvard.edu/implicit/

(Explanation of the IAT).
Required Readings:

What is Racism?


Stereotypes and Post Racialism


Recommended Part 1 (Select at least one):

AI programs exhibit racial and gender biases, research reveals [https://www.theguardian.com/technology/2017/apr/13/ai-programs-exhibit-racist-and-sexist-biases-research-reveals]


How a Machine Learns Prejudice


When Algorithms Discriminate


**Optional readings, Select at least one:**


http://chronicle.com/article/Academe-Must-Confront-Its/234534?cid=cr&utm_source=cr&utm_medium=en&elg=63cb313b131646eda3453c2c5b5f09cb&elgCampaignId=2059&elqaid=7215&elqat=1&elqTrackId=85875c985c854a73aabay57c9aee3428a

**Asians and Racism**


American Indians and Racism


**Muslims and Racism**


**Blacks and Racism**
American Academy of Political and Social Science. 661(1).  
http://ann.sagepub.com/content/661/1.toc

https://www.nber.org/papers/w21079

Bhopal, Kalwant. (2015, December 8). The covert racism that is holding back black academics. The Conversation.  
http://theconversation.com/the-covert-racism-that-is-holding-back-black-academics-51178


Byrd, Carson and Matthew Hughey. (2015, September). Race, Racial Inequality, and Biological Determinism in the Genetic and Genomic Era. The ANNALS of the


http://ann.sagepub.com/content/661/1/182.short


Recommended Part 2 (Select at least one):

Chapter 9: The Future of Hate, pp. 73-85


http://www.cato.org/pub_display.php?pub_id=10453&utm_source=feedburner&utm_medium=feed&utm_campaign=Feed%3A+CatoRecentOpeds%28Cato+Recent+Op-eds%29


Optional Readings:


http://www.businessinsider.com/the-10-most-racist-ads-of-the-modern-era-2012-6?op=1

Huffington Post.  

Everyday Feminism.  
http://everydayfeminism.com/2013/06/common-native-american-stereotypes-debunked/

Brand Channel.  
http://brandchannel.com/2013/05/02/gms-racist-ad-just-the-latest-in-long-line-of-asian-mockery/

Vice News.  

The Newberry.  
http://publications.newberry.org/indiansofthemidwest/indian-imagery/stereotypes/

**PART II: RACIAL INEQUALITY – THEORY AND EVIDENCE**

**Week 5: February 14**

**Economic Theories of Racial and Ethnic Inequality**

Weekly Discussion Question: Is Racial Discrimination Rational?

**Required Readings:**

The Journal of Economic Perspectives 12(2) (Spring): 91-100.


**Recommended (Select at least one):**


Optional:


**Week 6: February 21**

**Measuring Inequality and Methods of Measuring and Detecting Discrimination**

*Weekly Discussion Question: Can there be discrimination without any discriminators?*

**Required Readings:**

**Measuring Inequality:**


Methods of Measuring and Detecting Discrimination:


Recommended: Part 1 (Select at least one)


Malveaux, J. (2016). 4 Comparable Worth and its Impact on Black. Equal Value/Comparable Worth in the UK and the USA, 82. (pp. 82-95)
Recommended: Part 2 (Select at least one)


Week 7: February 28

Case Study: Brazil

Weekly Discussion Question: How is it possible for Twin Brothers to be of different races in Brazil?

Guest Speaker: Dr. Patricia Gomes Rufino Andrade, Federal University of Espírito Santo (UFES), Brazil.

Required Readings:
BRAZIL: Brazil’s ‘Quilombo’ Movement
http://kalamu.com/neogriot/2014/07/12/brazil-brazils-quilombo-movement/


In Brazil I glimpsed a possible future in which there is only one race
https://www.theguardian.com/commentisfree/2007/jul/12/comment.brazil


**Recommended (Select at least one):**

Baron, Michael. (2008). “‘Girl, You are no Morena. We are Negras!’ Questioning the Concept of “Race” in Southern Bahia, Brazil”. Pg. 383-410.


How Racism Invented Race in America
https://www.theatlantic.com/politics/archive/2014/06/the-case-for-reparations-a-narrative-bibliography/372000/


**Week 9: March 7**

**Evidence on Market and Non-Market Discrimination**

**Required Readings:**


**Recommended (Select at least one from two or more sections):**

**Labor:**


Credit:


Discrimination in Metropolitan Housing Markets: Phase 1, HUD 2002: https://www.huduser.gov/portal/Publications/pdf/phase1_supplement_final.pdf


Racial Discrimination in Loans
http://thealternativehypothesis.org/index.php/2017/01/14/racial-discrimination-in-loans/


Study: Racial Discrimination In Mortgage Lending Continues To Impact African Americans, With A ‘Black’ Name Lowering One’s Credit Score By 71 Points


Health care:


**Criminal Justice:**


Child Welfare:


Racial and Ethnic Disproportionality in Foster Care, Samuel L. Myers, Jr., William Sabol, Man Xu, and Diana Vega Vega (Forthcoming Chapter, 2018)


**Mismatch Theory, Higher Education**

Boshara, R. (2017). Does College Level the Playing Field?.


Scholars' Research Challenges College 'Mismatch' Theory http://diverseeeducation.com/article/99349/


The Cost of Balancing Academia and Racism Researchers say that discrimination at colleges and universities may have negative impacts on black students‘ mental health. https://www.theatlantic.com/education/archive/2016/01/balancing-academia-racism/424887/


Week 9: March 14 (SPRING BREAK – NO CLASS)

PART III: REMEDIES

Week 10: March 21

Theory of Remedies

Weekly Discussion Question: Is there an inherent trade-off between equity and efficiency in evaluating remedies to racial inequality?

Required Readings:
Myers, Samuel L. 2012. The Economics of Diversity: The Efficiency vs. Equity Trade-Off


**Recommended (Select at least one):**


**Week 11: March 28**

**Race-Neutral vs Race-Conscious Remedies: Evidence**

Weekly Discussion Question: Do race neutral programs help whites more than they help minorities?

**Required Readings:**


**Recommended:**


**Week 12: April 4**

**Revisiting the Kerner Commission Report's Recommendations**

*Weekly Discussion Question*: What aspects of the Kerner Commission Recommendations are deemed offensive to whites?

**Required Readings:**


**Week 13: April 11**

**Affirmative Action/Equal Opportunity/Anti-Discrimination**

*Weekly Discussion Question*: Does Affirmative Action Produce Stigma Among its intended beneficiaries?

**Required Readings:**


Recommended (Select at least one):


Loury, Glenn. Chapter 6, "Economic Discrimination: Getting to the Core of the Problem." One by One from The Inside Out, pp. 93–132.


**Week 14: April18**

**Reparations/Apologies/Compensation for Prior Wrongs**

*Weekly Discussion Question: Should descendants of free blacks and freed mulatto children of slave owners be excluded from Reparation payments?*

**Reparations**

**Required Readings:**


**Recommended (Select at least one):**


The Case for Reparations
https://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/

The Case against Reparations

Apologies for Slavery:


In emotional service, Jesuits and Georgetown repent for slave trading http://www.cnn.com/2017/04/18/living/georgetown-slavery-service/index.html


**Week 15: April 25**

Racial Reconciliation/Racial Healing

*Weekly Discussion Question: Should the USA Institute a federal holiday (Sorry Day) expressing sorrow for historic wrongs against Indigenous Tribes, descendants of African slaves, Asians denied citizenship through the Chinese Exclusion Acts, and Hispanics subjected to Peonage?*
**Required Readings:**


Maggie Potapchuk. 2002. Holding up the Mirror, Joint Center for Political and Economic Research. (Introduction, Chapters 3, 4, and 5).
http://www.mpassociates.us/uploads/3/7/1/0/37103967/holding_up_the_mirror.pdf


**Recommended (Select at least one):**


Should We Abandon the Language of ‘Racial Reconciliation’?
https://www.thegospelcoalition.org/article/should-we-abandon-the-language-of-racial-reconciliation/


<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>WEEKLY READING THEMES</th>
<th>SUBMIT</th>
<th>DUE DATE</th>
<th>IN-CLASS DISCUSSION QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/17</td>
<td>A. Overview of Course, Introductions, and Orientation B. The Conceptual Context of Race and Policy Analysis</td>
<td></td>
<td>01/23 10 pm</td>
<td>Team 1 leads discussion: What is &quot;White&quot; in Australia vs the USA?</td>
</tr>
<tr>
<td>2</td>
<td>1/24</td>
<td>What is Race? What is Racism?</td>
<td>RE#1</td>
<td>01/30 10 pm</td>
<td>Team 2 leads discussion: How is Race Defined in Singapore, Malaysia and India?</td>
</tr>
<tr>
<td>3</td>
<td>1/31</td>
<td>Race and Racism in an International Context</td>
<td>RE#2</td>
<td>02/06 10 pm</td>
<td>Team 3 leads discussion: Has Overt Racism Increased in the Trump Era?</td>
</tr>
<tr>
<td>4</td>
<td>2/7</td>
<td>Racism, Stereotypes, and Post Racialism</td>
<td>RE#3</td>
<td></td>
<td></td>
</tr>
</tbody>
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**Part 2: Racial Inequality: Theory and Evidence**

| 5    | 2/14 | Economic Theories of Racial and Economic Inequality | RE#4   | 02/13 10 pm | Team 4 leads discussion: Is Racial Discrimination Rational? |
| 6    | 2/21 | Measuring Inequality and Methods of Measuring and Detecting Discrimination | RE#5   | 02/20 10 pm | Team 5 leads discussion: Can there be discrimination without any discriminators? |
| 7    | 2/28 | Case Study: Brazil | RE#6   | 02/27 10 pm | Team 6 leads discussion: How is it possible for Twin Brothers to be of different races in Brazil? |
| 8    | 3/7  | Evidence of Market and non-Market Discrimination | Study Guide |            |                               |

**MIDTERM EXAM:** Open online: From Wed, 03/7 (9pm) to Sat, 03/10, 9pm

| 9    | 3/14 | Spring Break (No class) |        |          |                               |

**Part 3: Remedies**

| 10   | 3/21 | Theory of Remedies | RE #7  | 03/20 10 pm | Is there an inherent trade-off between equity and efficiency in evaluating remedies to racial inequality? |
| 11   | 3/28 | Race-Neutral vs Race-Conscious Remedies: Evidence | RE #8  | 03/27 10 pm | Do race neutral programs help whites more than they help minorities? |
| 12   | 4/4  | Revisiting the Kerner Commission Report's Recommendations | RE #9  | 04/03 10 pm | What aspects of the Kerner Commission Recommendations are deemed offensive to whites? |
| 13   | 4/11 | Debate 1: Affirmative Action/Equal Opportunity/Anti-Discrimination | RE#10  | 04/10 10 pm | Teams 1 & 2 Debate: Does Affirmative Action Produce Stigma Among its intended beneficiaries? |
| 14   | 4/18 | Debate 2: Reparations/Apologies/Compensation for Prior Wrongs | RE#11  | 04/17 10 pm | Teams 3 & 4 Debate: Should descendants of free blacks and freed mulatto children of slave owners be excluded from Reparation payments? |
| 15   | 4/25 | Debate 3: Racial Reconciliation/Racial Healing | RE#12  | 04/24 10 pm | Teams 5 & 6 Debate: Should the USA institute a federal holiday (Sorry Day) expressing sorrow for historic wrongs against Indigenous Tribes, descendants of African slaves, Asians denied citizenship through the Chinese Exclusion Acts, and Hispanics subjected to Peonage? |