

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

<p>Instructor: Samuel L. Myers, Jr. Office Hours: Wed 4:00 – 5:30, HHH 274 Email: myers006@umn.edu Telephone: (612) 625-9821</p>	<p>TA: Natela Jordan Office Hours: by appointment Office: 270 Humphrey Center Email: jorda274@umn.edu</p>
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(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](tel: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:

12 Assignments turned-in	100
11 Assignments turned-in	98
10 Assignments turned-in	96
9 Assignments turned-in	90

8 Assignments turned-in	85
7 Assignments turned-in	80
6 Assignments turned-in	70
5 or fewer Assignments turned-in	60

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.

Affirmative Action	Reparations	Reconciliation
Team 1 (Pro)	Team 3 (Pro)	Team 5(Pro)
Team 2 (Con)	Team 4 (Con)	Team 6 (Con)

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

A+ 100	B+ 85.0	C+ 70.0	D+ 55.0
A/A+ 97.5	B/B+ 82.5	C/C+ 67.5	D/D+ 52.5
A 95.0	B 80.0	C 65.0	D 50.0
A-/A 92.5	B-/B 77.5	C-/C 62.5	D-/D 47.5
A- 90.0	B- 75.0	C- 60.0	D- 45.0
B+/A- 87.5	C+/B- 72.5	D+/C- 57.5	F+/D- 42.5

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		
Team 1 (Pro)	Presentation of Arguments “for”- Main points of Position Paper	15 minutes
Team 2 (Con)	Presentation of Arguments “against”- Main points of Position Paper	15 minutes
Clarifying questions from the audience		10 minutes
Round Two		
Team discussion	Teams prepare for rebuttal/Break	15 minutes
Team 1	Rebuttal	10 minutes
Team 2	Rebuttal	10 minutes
Peer review of debates	Online	5 minutes

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:

5 - Outstanding	100
4 - Excellent	95
3 – Very Good	90
2 - Satisfactory	85
1 - Marginally Satisfactory	80
0- Unsatisfactory	70

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%	Team assignments:	40%
Reflective essays	30%	Annotated Bibliography on Assigned Remedies	10%
		Position paper	10%
		Peer Evaluation of Team-led Discussion	10%
Midterm exam	30%	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:

Myers, Samuel L. (2002). "Analysis of Race as Policy Analysis," *Journal of Policy Analysis and Management* 21(2): 169–190.

Week 2: January 24

What is Race? What is Racism?

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

Required Readings:

Jones, N. A. (2017). Update on the US Census Bureau's race and ethnic research for the 2020 Census. https://www.census.gov/content/dam/Census/newsroom/press-kits/2014/article_race_ethnic_research_2020census_jones.pdf

Office of Management and Budget. OMB Bulletin No. 00-02. March 9, 2000. <http://www.whitehouse.gov/omb/bulletins/print/b00-02.html>

OMB Directive No. 15, "Race and Ethnic Standards for Federal Statistics and Administrative Reporting." http://www.multiracial.com/government/Directive_15.html

Strmic-Pawl, H. V., Jackson, B. A., & Garner, S. (2017). Race Counts: Racial and Ethnic Data on the US Census and the Implications for Tracking Inequality. *Sociology of Race and Ethnicity*, 2332649217742869.

U.S. Census Bureau. (2016). Race. Retrieved from <http://www.census.gov/topics/population/race/about.html>

Recommended (Select at least one):

American Association of Physical Anthropologists Statement on Biological Aspects of Race, 1996.
[http://www.virginia.edu/woodson/courses/aas102%20\(spring%2001\)/articles/AAPA_race.pdf](http://www.virginia.edu/woodson/courses/aas102%20(spring%2001)/articles/AAPA_race.pdf)

American Sociological Association. "The Importance of Collecting Data and Doing Social Scientific Research on Race." 2003.
<tp://www.asanet.org/footnotes/septoct02/indextwo.html>

Alba, Richard. (1990). "The Transformation of Ethnicity among Americans of European Ancestries," in *Ethnic Identity: The Transformation of White American*, pp. 1–36.

Darity, William. (2001). "End of Race?" *Transforming Anthropology* 10(1): 39–43.

David Hind, et al (2005). *Whole-Genome Patterns of Common DNA Variation in Three Human Populations*. *Science* 307, 1072
<http://www.sciencemag.org/cgi/reprint/307/5712/1072.pdf>

Duster, Troy. "Buried Alive: The Concept of Race in Science," in Alan H. Goodman, Deborah Heath, and M. Susan Lindee, eds., *Genetic Nature / Culture: Anthropology and Science Beyond the Two-Culture Divide*, Berkeley and London: University of California Press, 2003, 258-277. <http://sociology.fas.nyu.edu/docs/IO/229/BuriedXAliveXpaper.pdf>

Genes for Skin Color Rebut Dated Notions of Race, Researchers Say.
<https://www.nytimes.com/2017/10/12/science/skin-color-race.html>

Goodman, Alan (2006). *Two Questions about Race*. Is Race Real?
<http://raceandgenomics.ssrc.org/Goodman/>

Greenwald, Anthony G. et al. (2003). Holders." *Journal of Social Psychology* 39: 399–405.

Kaplan, Erin A. "Black like I Thought I Was" *LA Weekly*. October 7, 2003.

Karen R. Humes, Nicholas A. Jones, and Roberto R. Ramirez. Overview of Race and Hispanic Origin: 2010. 2010 Census Briefs Issued March.

Leroi, Armand Marie (March 14, 2005). *A Family Tree in Every Gene*. New York Times.
http://www.nytimes.com/2005/03/14/opinion/14leroi.html?_r=1&scp=1&sq=A%20Family%20Tree%20in%20Every%20Gene&st=cse

Max Hocutt. (2002). Is the Concept of Race Illegitimate? *The Independent Review* 7(1): 115-128. http://www.independent.org/pdf/tir/tir_07_1_hocutt.pdf

Nagata, Judith (1974). *What Is a Malay? Situational Selection of Ethnic Identity in a Plural Society* *American Ethnologist*, Vol. 1, No. 2, pp. 331-350

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

<https://www.npr.org/2017/12/13/568317026/negro-not-allowed-on-federal-forms-white-house-to-decide>

Nicholas D. Kristof. July 11, 2003. Is Race Real? *The New York Times*.
<http://www.cnn.com/2003/US/07/11/nyt.kristof/>

Omi, Michael. 2001. "The Changing Meaning of Race," Neil J. Smelser, William Julius Wilson, and Faith Mitchell, Eds. *America Becoming: Racial Trends and Their Consequences, Volume 1*. [Online Book] National Research Council.
<http://www.nap.edu/books/030906838X/html/>

Palmer, Brian (2010). When Did The Word Negro Become Taboo? *Slate*.
<http://www.slate.com/id/2241120/>

Roberts, Sam. (2014, September). Influx of African Immigrants Shifting National and New York Demographics. *The New York Times*.
<http://www.nytimes.com/2014/09/02/nyregion/influx-of-african-immigrants-shifting-national-and-new-york-demographics.html>

Saulny, Susan. March, 2011. Census Data Presents Rise in Multiracial Population of Youths, *New York Times*.

Shamsul A. B. (2001). *A History of an Identity, an Identity of a History: The Idea and Practice of 'Malayness' in Malaysia Reconsidered*. *Journal of Southeast Asian Studies*, 32 (3), pp 355-366. <http://www.sabrizain.org/malaya/library/malayness.pdf>

Wayetu Moore ((Dec 13, 2012). How the Africans Became Black. *Atlantic Monthly*
<http://www.theatlantic.com/international/archive/2012/12/how-the-africans-became-black/266222/>

Wu, Frank. (2002) "Where Are You Really From? Asian Americans and the Perpetual Foreigner Syndrome." *Civil Rights Journal* 6: 14–25.

Optional:

Delgado, R. & Stefancic, J. (2012). *Critical Race Theory: An Introduction*. (Second Edition) NYU Press. pp.1-42.

Gerstle, G. (2017). *American crucible: Race and nation in the twentieth century*. Princeton University Press. (Chapter 10: The Age of Obama).

Hutchings, Vincent (2009) Change or More of the Same? Evaluating Racial Attitudes in the Obama Era.

Hutton, T. R. C. (2017). The Qualities and Quantities of Whiteness: Nancy Isenberg's *White Trash: The 400-Year Untold History of Class in America* in *Comparative Review*. *Ohio Valley History*, 17(4), 76-80.

Isenberg, N. (2016). *White trash: The 400-year untold history of class in America*. Penguin. pp.1-17.

Sandefur, et al. 2001. "An Overview of Racial and Ethnic Demographic Trends," in Neil J. Smelser, William Julius Wilson, and Faith Mitchell, Eds. *America Becoming: Racial Trends and Their Consequences, Volume 1*. [Online Book] National Research Council. <http://www.nap.edu/books/030906838X/html/>

Stone, D. (2002). *Policy paradox: The art of political decision making*, revised edition. *London and New York, NY: WW Norton and Company*. (Chapters: 2, 3, and 4).

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

Wilson, E. (2016). The Great American Dilemma: Law and the Intransigence of Racism. *CUNY L. Rev.*, 20, 513.

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

Divide and Rule: The Roots of Race Relations in Malaysia. By Collin R.E. Abraham. Kuala Lumpur: INSAN, 1997. Pp. xiv, 272. Bibliography.
<http://www.jstor.org.ezp2.lib.umn.edu/stable/pdf/20072130.pdf>

Koh, S. Y. (2017). *Race, Education, and Citizenship: Mobile Malaysians, British Colonial Legacies, and a Culture of Migration*. Springer. (pp. 1-27)

Naguib and Smucker. 2009. "When Economic Growth Rhymes with Social Development: The Malaysia Experience. Pg. 99-113.

The 13th of May 1969 Racial Riots: The True and Fair View
<http://jebatmustdie.files.wordpress.com/2009/06/13-may-1969-analysis-by-jmd.pdf>

Singapore

Greenhouse, Steven. (2012, December). E.E.O.C. Finds Race Bias in Firing at Wet Seal Store. *The New York Times*. <http://www.nytimes.com/2012/12/04/business/eeoc-finds-race-bias-in-firing-at-wet-seal-store.html?emc=tnt&tntemail1=y&r=1>

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

Dixon and Durrheim (2004). Attitudes in the Fiber of Everyday Life. “The Discourse of Racial Evaluation and the Lived Experience of Desegregation”. Pg. 626-636.

Louw and Foster. 1992. Intergroup Relations and South African Social Psychology: Historical Ties. Pg. 651-656

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.

<http://www.guardian.co.uk/news/datablog/2012/dec/11/census-2011-religion-race-education>

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

<http://nymag.com/selectall/2017/11/donald-trump-retweets-racist-videos-from-british-far-right.html>

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

France

Bleich, Erik. (2001). “Race Policy in 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>

Zerwick, Amy. (2006). "Racism, Assimilation, and Immigration: A New Culture in France.

Australia

Dunn et al. “Indigenous Australians’ Attitudes towards Multiculturalism, Cultural Diversity, ‘Race’ and Racism.

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

Myers Jr, S. L. (2000). If not reconciliation, then what? *Review of Social Economy*, 58(3), 361-380.

Race relations still struggle in lucky country

<http://www.abc.net.au/news/2008-10-01/race-relations-still-struggle-in-lucky-country/527278>

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

What is Asian?

Census Data & API Identities. (2015). *Asian Pacific Institute on Gender-Based Violence*. <http://www.api-gbv.org/resources/census-data-api-identities.php>

Chang, Sharon. (2013, June 5). What does "Asian" mean? *Racism Review*. <http://www.racismreview.com/blog/2013/06/05/what-does-asian-mean/>

Hoang, Lien. (2014, September). Identity a complex issue for Asian Americans. The Sacramento Bee. <http://www.sacbee.com/opinion/california-forum/article2612270.html>

Laughlin, Alex. (2014, December). 'Half Asian'? 'Half White'? No- 'Hapa.' NPR. <http://www.npr.org/sections/codeswitch/2014/12/15/370416571/half-asian-half-white-no-hapa>

Le, C.N. (2016). "Multiracial/Hapa Asian Americans," *Asian-Nation: The Landscape of Asian America*. <http://www.asian-nation.org/multiracial.shtml>

Mahajan, Karan, (2015, October). The Two Asian Americas. The New Yorker. <http://www.newyorker.com/books/page-turner/the-two-asian-americas>

The Slants on the Power of Repurposing a Slur

https://www.nytimes.com/2017/06/23/opinion/the-power-of-repurposing-a-slur.html?emc=edit_tnt_20170623&nid=25169048&tntemail0=y&r=0

U.S. Census Bureau. (2012, March). The Asian Population: 2010. <https://www.census.gov/prod/cen2010/briefs/c2010br-11.pdf>

U.S. He Took On the Voting Rights Act and Won. Now He's Taking On Harvard.

<https://www.nytimes.com/2017/11/19/us/affirmative-action-lawsuits.html?action=click&contentCollection=U.S.&module=RelatedCoverage®ion=EndOfArticle&pgtype=article>

What is American Indian/Native American?

A Conversation with Native Americans on Race

https://www.nytimes.com/2017/08/15/opinion/a-conversation-with-native-americans-on-race.html?emc=edit_tnt_20170815&nliid=25169048&ntemail0=y&r=0

Blackhorse, Amanda. (2015, May). Blackhorse: Do You Prefer 'Native American' or 'American Indian'? 6 Prominent Voices Respond. *Indian Country Today Media Network*. <http://indiancountrytodaymedianetwork.com/2015/05/21/blackhorse-do-you-prefer-native-american-or-american-indian-6-prominent-voices-respond>

Cultural Identity. Indians of the Midwest. *The Newberry*. 2011. <http://publications.newberry.org/indiansofthemidwest/identities/cultural-identity/>

Gaffney, Dennis. (2006, April). "American Indian" or "Native American"? *PBS*. http://www.pbs.org/wgbh/roadshow/fts/bismarck_200504A16.html

Haozous, E., Carol Strickland et al. (2014). Blood Politics, Ethnic Identity, and Racial Misclassification among American Indians and Alaska Natives. *Journal of Environmental and Public Health*. <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3941118/>

Perez, A. and Charles Hirschman. (2009). The Changing Racial and Ethnic Composition of the US Population: Emerging American Identities. *Population and Development Review*. 35(1): -51. <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2882688/>

U.S. Census Bureau. (2012, January). The American Indian and Alaska Native Population: 2010. <http://www.census.gov/prod/cen2010/briefs/c2010br-10.pdf>

Is Hispanic a Race?

Cabrera, Claudio. (2013, September). Dominican Colorism. *Huffington Post: Latino Voices*. http://www.huffingtonpost.com/claudio-e-cabrera/dominican-colorism_b_3900808.html

Garcia, Sandra. (2015, December). At a Santo Domingo Hair Salon, Rethinking an Ideal Look. *The New York Times*. <http://www.nytimes.com/2016/01/03/travel/santo-domingo-dominican-hair-salon.html>

Gonzalez-Barrera, A. & Mark Hugo Lopez. (2015, June). Is being Hispanic a matter of race, ethnicity or both? *Pew Research Center*. <http://www.pewresearch.org/fact-tank/2015/06/15/is-being-hispanic-a-matter-of-race-ethnicity-or-both/>

Lombard, H. & Shonel Sen. (2014, November). What race are Hispanics? *StatChat*. University of Virginia Research Demographic Group. <http://statchatva.org/2014/11/04/what-race-are-hispanics/>

Planas, Roque. (2014, May). The Census Can't Fit Latinos into a Race Box and It's Causing More Confusion. *Huffington Post: Latino Voices*.

http://www.huffingtonpost.com/2014/05/22/census-latinos-some-other_n_5375832.html

Thomas, Alexis. (2011, November). Wrestling with Mixed Ancestry in the Dominican Republic. Berkley Center for Religion, Peace, & World Affairs. Retrieved from <http://berkeleycenter.georgetown.edu/letters/wrestling-with-mixed-ancestry-in-the-dominican-republic>

U.S. Census Bureau. (2011, March). The Hispanic Population: 2010. <http://www.census.gov/prod/cen2010/briefs/c2010br-04.pdf>

Are Arabs/Middle Easterners/Northern Africans White?

Casselmann, Ben. (2014, November). The U.S. Census Is Trying To Get A More Accurate Count of Arab Americans. *FiveThirtyEight*. <http://fivethirtyeight.com/features/the-u-s-census-is-trying-to-get-a-more-accurate-count-of-arab-americans/>

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Vega, Tanzina. (2014, July). Census Considers How to Measure a More Diverse America. *The New York Times*. <http://www.nytimes.com/2014/07/02/us/census-bureau-arabs-hispanics-diversity.html>

Zong, J. & Jeanne Batalova. (2015, June). Middle Eastern and North African Immigrants in the United States. *Migration Policy Institute*. <http://www.migrationpolicy.org/article/middle-eastern-and-north-african-immigrants-united-states>

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/>

Test Yourself for Hidden Bias. <http://www.tolerance.org/activity/test-yourself-hidden-bias> (Explanation of the IAT).

Required Readings:

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Burke, Meghan A, Hartmann, Douglas, Croll, Paul R, Larson, Ryan, Gerteis, Joseph, & Manning, Alex. (2017). Colorblindness as Identity: Key Determinants, Relations to Ideology, and Implications for Attitudes about Race and Policy. *Sociological Perspectives*, 60(5), 866-888

Bertrand, Marianne, Dolly Chugh, and Sendhil Mullainathan (2005). "Implicit Discrimination." *American Economic Review*, Vol. 95, Issue 2, pps. 94-98.
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Recommended Part 1 (Select at least one):

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Barndt, Joseph. (1991). "Individual Racism," "Institutional Racism," and "Cultural Racism," in *Dismantling Racism* (Skim these sections.).

- Barndt, Joseph. (1991). "What is White Racism?" in *Dismantling Racism*, pp. 27–49.
- Conrad, C., Dixon, A., Smooth, W., & Revilla, A. T. (2014). A discussion on gender equity and women of color. *Frontiers: A Journal of Women Studies*, 35(3), 3-14.
- D'Souza, Dinesh. (1995). "Is Racism A Western Idea?" *American Scholar* 64(4): 517–540.
- Essed, Philomena. (1991). "A New Approach in the Study of Racism," in *Understanding Everyday Racism*, pp. 1–21, 22–37, 38–53.
- Foner, Philip and Daniel Rosenberg, Eds. (1993). *Racism, Dissent and Asian Americans*, pp. 1–15, 17–73, 247–301.
- Fryer, Jr., Roland G. and Steven D. Levitt. 2004. "The Causes and Consequences of Distinctively Black Names," *Quarterly Journal of Economics* 119(3): 767–805.
- Goldsmith, Arthur H., Darrick Hamilton, William Darity Jr., "Shades of Discrimination: Skin Tone and Wages." *The American Economic Review*, Vol. 96, No. 2 (May, 2006), pp. 242-245.
- Gomez, Christina (2000). "The Continual Significance of Skin Color: An Exploratory Study of Latinos in the Northeast." *Hispanic Journal of Behavioral Sciences*, (22)94. <http://journals.sagepub.com/doi/pdf/10.1177/0739986300221005>
- Hersch, Joni (2006). "Skin-Tone Effects among African Americans: Perceptions and Reality." *The American Economic Review*, Vol. 96, No. 2, pp. 251-255.
- How a Machine Learns Prejudice
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- Ian Ayres, Frederick E. Vars, Nasser Zakariya. (2005) "To Insure Prejudice: Racial Disparities in Taxicab Tipping" *Yale Law Journal* Vol 114.
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- Marta I. Cruz-Janzen "Latinegras" *Frontiers*, 22:3, 2001. pp.168-183

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When Algorithms Discriminate

<https://www.nytimes.com/2015/07/10/upshot/when-algorithms-discriminate.html>

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Optional readings, Select at least one:

Newkirk, Pamela. (2015 December 13). Academe Must Confront Its Racist Past. *The Chronicle of Higher Education*.

http://chronicle.com/article/Academe-Must-Confront-Its/234534?cid=cr&utm_source=cr&utm_medium=en&elq=63cb313b131646eda3453c2c5b5f09cb&elqCampaignId=2059&elqaid=7215&elqat=1&elqTrackId=85875c985c854a73aaab57c9aec3428a

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Muslims and Racism

Blow, Charles. (2015, November). Anti-Muslim Is Anti-American. *The New York Times*. http://www.nytimes.com/2015/11/23/opinion/anti-muslim-is-anti-american.html?_r=0

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Irshad, Ghazala. (2015, July). How anti-Muslim sentiment plays out in classrooms across the U.S. *The Guardian*. <http://www.theguardian.com/us-news/2015/dec/21/anti-muslim-harassment-american-classrooms-student-bullying>

Jenkins, Jack. (2016, January). Anti-Muslim Profiling At Airports Goes Beyond The TSA. *Think Progressive*. <http://thinkprogress.org/justice/2016/01/20/3741077/airport-profiling-islamophobia/>

Khan, Mussarat. (2012) Attitudes Toward Muslim Americans Post-9/11. *Journal of Muslim Mental Health*. 7(1). Retrieved from <http://quod.lib.umich.edu/j/jmmh/10381607.0007.101/--attitudes-toward-muslim-americans-post-911?rgn=main;view=fulltext>

Khan, Zeba. (2015, June). American Muslims have a race problem. *Aljazeera America*. <http://america.aljazeera.com/opinions/2015/6/american-muslims-have-a-race-problem.html>

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<http://www.npr.org/2015/10/25/451717690/birth-of-a-race-the-obscure-demise-of-a-would-be-rebuttal-to-racism>

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

McCabe, Janice. (2009). Racial and Gender Microaggressions on a Predominantly White Campus: Experiences of Black, Latina/o and White Undergraduates. *Race, Gender & Class*. 16(1/2). 133-151.

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https://www.washingtonpost.com/news/morning-mix/wp/2015/11/04/racism-by-whom-this-video-of-tex-cops-stopping-a-black-professor-is-a-racial-rorschach-test/?tid=pm_national_pop_b

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Recommended Part 2 (Select at least one):

Austin, A. (2015). America is not Post-racial: Xenophobia, Islamophobia, Racism, and the 44th President: Xenophobia, Islamophobia, Racism, and the 44th President. ABC-CLIO. Chapter 2: The Not-Post Racial Election, pp.17- 26
Chapter 9: The Future of Hate, pp. 73-85

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Optional Readings:

Buckley, Cara. (2016, January 15). Another Oscar Year, Another All-White Ballot. *The New York Times*. http://www.nytimes.com/2016/01/16/movies/oscar-ballot-is-all-white-for-another-year.html?emc=edit_tnt_20160115&nid=25169048&tnemail0=y

Cox, John. (2014, November). In Minnesota, thousands of Native Americans protest Redskins' name. *The Washington Post*. https://www.washingtonpost.com/local/in-minnesota-native-americans-march-rally-to-protest-redskins-name/2014/11/02/fc38b8d0-6299-11e4-836c-83bc4f26eb67_story.html

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Fuchs, Chris. (2015, November). #NotTheSame Campaign Aims to Challenge Asian-American Stereotype. *NBC News*. <http://www.nbcnews.com/news/asian-america/notthesame-campaign-aims-challenge-asian-american-stereotypes-n467561>

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Kiem, John. (2013, October). Dan Snyder defends 'Redskins,' *ESPN*. http://espn.go.com/nfl/story/_/id/9797628/dan-snyder-defends-washington-redskins-name

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Mangla, Ismat. (2015, June). Native Americans Look At Confederate Flag Controversy and Ask: What About 'Redskins' and Other Racist Symbols? *IBT*.

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Speri, Alice. (2014, December). Half of America Thinks We Live in a Post-Racial Society- The Other Half, Not So Much. *Vice News*. <https://news.vice.com/article/half-of-america-thinks-we-live-in-a-post-racial-society-the-other-half-not-so-much>

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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:

Arrow, Kenneth. (1988). “What Has Economics to Say about Racial Discrimination?” *The Journal of Economic Perspectives* 12(2) (Spring): 91-100.

Darity, William A. (1995). “Introduction,” pp. xiii-li in *Economics and Discrimination*, Vol 1 (The International Library of Critical Writing in Economics; 57). Aldershot, UK: Edward Elgar Publishing.

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Arrow, Kenneth. 1973. "The Theory of Discrimination," pp. 3–33 in O. A. Ashenfelter and A. Rees, eds., *Discrimination in Labor Markets*. Princeton, N.J.: Princeton University Press.

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Optional:

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(2014, April). The Racial Wealth Gap: Asian Americans and Pacific Islanders. *Center for Global Policy Solutions*. http://globalpolicysolutions.org/wp-content/uploads/2014/04/AAPI_RacialWealthGap.pdf

Tichenor, Daniel. (2014, February). Reviving a History of Inequality in Immigration. *The New York Times*. <http://www.nytimes.com/roomfordebate/2014/02/04/from-shadows-to-citizenship/reviving-a-history-of-inequality-in-immigration>

Wessler, Seth. (2015, March). For Asian Americans, Wealth Stereotypes Don't Fit Reality. *NBC News*. <http://www.nbcnews.com/feature/in-plain-sight/asian-american-social-class-more-complicated-data-n316616>

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:

DeBell, M. (2017). Polarized Opinions on Racial Progress and Inequality: Measurement and Application to Affirmative Action Preferences. *Political Psychology*, 38(3), 481-498.

Pew Research Center, *The Many Ways to Measure Inequality*, 2013. <http://www.pewresearch.org/fact-tank/2013/12/18/the-many-ways-to-measure-economic-inequality/>

Piketty, Thomas. Chapter 3: The Measurement of Inequality and Its Evolution. *The economics of inequality*. Cambridge, MA: The Belknap Press of Harvard University Press. pp. 5-25.

Shapiro, T. M. (2017). *Toxic Inequality: How America's Wealth Gap Destroys Mobility, Deepens the Racial Divide, and Threatens Our Future*. Basic Books. (Introduction, Chapter 1, Wealth Matters).

World Bank, *Measuring Inequality*; and Technical Note, 1999. <http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTPOVERTY/EXTPA/0,,contentMDK:20238991~menuPK:492138~pagePK:148956~piPK:216618~theSitePK:430367,00.html>

Methods of Measuring and Detecting Discrimination:

James J. Heckman. 1998. "Detecting Discrimination," *The Journal of Economic Perspectives* 12(2) (Spring): 101–116.

Transportation Research Board of the National Academies. (2009). *Chapter 3: Model Disparity Study*. Guidelines for Conducting a Disparity and Availability Study for the Federal DBE Program. NCHRP Report 644. pp. 29-53.

Recommended: Part 1 (Select at least one)

Cecilia A. Conrad, A Different approach to the measurement of income inequality
The Review of Black Political Economy Summer 1993, Volume 22, Issue 1, pp 19-31.

Chetty, R., Hendren, N., Kine, P., & Turner, N. (2014, January). Is the United States Still a Land of Opportunity? Recent Trends in Intergenerational Mobility. *American Economic Review Papers and Proceedings* 104(5): pp. 141-147. <http://www.equality-of-opportunity.org/images/Trends%20Executive%20Summary%20January%202014.pdf>

Chetty, R., Hendren, N., Kine, P., & Saez, E. (2014, January). Where is the Land of Opportunity? The Geography of Intergenerational Mobility in the United States. *Quarterly Journal of Economics*. 129(4): pp.1553-1623. <http://www.equality-of-opportunity.org/images/Geography%20Executive%20Summary%20and%20Memo%20January%202014.pdf>

Cobb, R., Samuel L. Perry and Kevin D. Dougherty. (2015, January 28). *The Study: United by Faith? Racial/Ethnicity, Congregational Diversity, and Racial Inequality*. *Oxford Journals*. 76(2). 177-198.
<http://socrel.oxfordjournals.org.ezp3.lib.umn.edu/content/76/2/177>

Goodrich, Terry. (2013, August 12). *Previous study: Huge Congregations View Racial Inequality Differently Than Others Do, Study Shows*. *Baylor University Media Communications*.

Goodrich, Terry. (2015, August 17). Racial Attitudes of Blacks in Multiracial Congregations Resemble Those of Whites, Study Finds. *Baylor University Media Communications*.
<http://www.baylor.edu/mediacommunications/news.php?action=story&story=159118>

Hoxby, C. M. (2003). Our Favorite Method of Redistribution: School Spending Equality, Income Inequality, and Growth. Unpublished. Department of Economics, Harvard University.

Loury, L. D. (2009). Am I still too Black for you?: Schooling and secular change in skin tone effects. *Economics of Education Review*, 28(4), 428-433.

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)

Berke, Jessie. (2016, January 16). Cities re-examine services to eliminate bias. *Startribune*. <http://www.startribune.com/cities-re-examine-services-to-eliminate-bias/365547021/>

Cohen, Patricia. (2015, August 16). Racial Wealth Gap Persists Despite Degree, Says Study. *The New York Times*. <http://www.nytimes.com/2015/08/17/business/racial-wealth-gap-persists-despite-degree-study-says.html?ribbon-ad-idx=3&rref=business>

Emmons, W. and Noeth, B. (2015). Why Didn't Higher Education Protect Hispanic and Black Wealth? *Federal Reserve Bank of St. Louis*. <https://www.stlouisfed.org/publications/in-the-balance/issue12-2015/why-didnt-higher-education-protect-hispanic-and-black-wealth>

Samuel Myers, "Measuring and Detecting Discrimination in the Post-Civil Rights Era," in *Race and Ethnicity in Research Methods*, John H. Stanfield II and Rutledge M. Dennis, Editors. A Sage Focus Edition, Volume 157. Newbury Park, CA: Sage Publications, pp. 172–197, 1993.

Samuel Myers, "Statistical Tests of Discrimination in Punishment," *Journal of Quantitative Criminology* 1(2)(June 1985): 191–218.

Coleman, M. G., Darity Jr, W. A., & Sharpe, R. V. (2008). Are reports of discrimination valid? Considering the moral hazard effect. *American Journal of Economics and Sociology*, 67(2), 149-175.

The Editorial Board. (2015, September 15). How Segregation Destroys Black Wealth. *The New York Times*. http://www.nytimes.com/2015/09/15/opinion/how-segregation-destroys-black-wealth.html?_r=1

U.S. Commission on Civil Rights. (2006) "Disparity Studies as Evidence of Discrimination." <http://www.usccr.gov/pubs/DisparityStudies5-2006.pdf>

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/>

Francis, A. M., & Tannuri-Pianto, M. (2013). Endogenous race in Brazil: affirmative action and the construction of racial identity among young adults. *Economic Development and Cultural Change*, 61(4), 731-753.

In Brazil I glimpsed a possible future in which there is only one race

<https://www.theguardian.com/commentisfree/2007/jul/12/comment.brazil>

Mitchell-Walthour, G., & Darity Jr, W. (2014). Choosing blackness in Brazil's racialized democracy: the endogeneity of race in Salvador and São Paulo. *Latin American and Caribbean Ethnic Studies*, 9(3), 318-348.

Telles, E. E. (2014). *Race in another America: The significance of skin color in Brazil*. Princeton University Press. (Chapter 4, Racial Classification).

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.

Beato, Lucila. (2004). "Inequality and Human Rights of African Descendants in Brazil". Pg. 766-786.

How Racism Invented Race in America

<https://www.theatlantic.com/politics/archive/2014/06/the-case-for-reparations-a-narrative-bibliography/372000/>

Layton, M. L., & Smith, A. E. (2017). Is It Race, Class, or Gender? The Sources of Perceived Discrimination in Brazil. *Latin American Politics and Society*, 59(1), 52-73.

Mitchell-Walthour, G. (2017). Economic Pessimism and Racial Discrimination in Brazil. *Journal of Black Studies*, 0021934717714769.

Tavolaro, Lilia (2008). "Affirmative Action in Contemporary Brazil: Two Institutional Discourses on Race". Pg. 145-160.

Week 9: March 7

Evidence on Market and Non-Market Discrimination

Required Readings:

Darity, William, Alan A. Aja, and Darrick Hamilton. (2014, July 28). Why We're Wrong About Affirmative Action: Stereotypes, Testing and the 'Soft Bigotry of Low Expectations'. *Huffington Post*.

Ikeda, S. (2017). The Nature and Limits of Gary Becker's Theory of Racial Discrimination. <https://pdfs.semanticscholar.org/3091/e2b6f76cecbe23261e19e8caed7b1a1dcebc.pdf>

Quillian, L., Pager, D., Hexel, O., & Midtbøen, A. H. (2017). Meta-analysis of field experiments shows no change in racial discrimination in hiring over time. *Proceedings of the National Academy of Sciences*, 114(41), 10870-10875. <http://www.pnas.org/content/114/41/10870.full>

William A. Darity, Jr. and Patrick L. Mason. 1998. "Evidence on Discrimination in Employment: Codes of Color, Codes of Gender." *The Journal of Economic Perspectives* 12(2)(Spring): 63–90.

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

Labor:

Dickinson, D. L., Masclet, D., & Peterle, E. (2017). Discrimination as favoritism: The private benefits and social costs of in-group favoritism in an experimental labor market. <https://www.econstor.eu/bitstream/10419/161222/1/dp10599.pdf>

Francine Blau and Lawrence Kahn. 2000. Gender Difference in Pay. *The Journal of Economic Perspectives* 14(4). 75–100.

June O'Neill. 1990. The Role of Human Capital in Earnings Differences between Black and White Men. *The Journal of Economic Perspectives* 4(4) (Autumn): 25-45.

Neal, Derek A. and William R. Johnson (1996). "The Role of Premarket Factors in Black-White Wage Differences," *Journal of Political Economy* 104 (5), pp. 869-895.

Nichols, A., & Simms, M. (2012). Racial and Ethnic Differences in receipt of unemployment insurance benefits during the Great recession. *Unemployment and Recovery Project Brief*, 4.

Tesla Hit with Racial Discrimination Class Action Lawsuit
https://www.lawyersandsettlements.com/articles/california_labor_law/california-labor-law-lawsuit-225-22748.html

William A. Darity, Jr., Ed. 1995. *Economics and Discrimination, Vol 1* (The International Library of Critical Writing in Economics; 57). Aldershot, UK: Edward Elgar Publishing. Introduction, xiii-li.

William A. Darity, Jr., Ed. 1995. Gary Becker, Chapter 13: The Economics of Discrimination, 183-206 in *Economics and Discrimination*, Vol 1 (The International Library of Critical Writing in Economics; 57). Aldershot, UK: Edward Elgar Publishing.

William M. Rodgers, III and William Spriggs, "What Does the AFQT Really Measure?: Race, Wages, Schooling and the AFQT Score," *Review of Black Political Economy*, Vol. 24 (Spring 1996): 13-46.

Credit:

Alice H. Munnell, Geoffrey M.B. Tootell, Lynn E. Brown, and James McEneaney. 1996. *Mortgage Lending in Boston: Interpreting the HMDA Data*. *American Economic Review* 86(1)(March): 25–53.

Anthony M. Yezer, Ed. 1995. *Fair Lending Analysis: A Compendium of Essays on the Use of Statistics*. Washington, D.C.: American Bankers Association. *The History and Value of HMDA Data for Studies of Invidious Discrimination*. George J. Benston, pp. 5–12; *Biases in Tests for Redlining by Lenders*. Anthony M.

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

Discrimination in Metropolitan Housing Markets: Phase 2, HUD 2003:
https://www.huduser.gov/publications/pdf/phase2_final.pdf

Glenn W. Harrison. 1998. *Mortgage Lending in Boston: A Reconsideration of the Evidence*. *Economic Inquiry* 36(1) (January): 29–39.

Helen F. Ladd. "Evidence on Discrimination in Mortgage Lending." *The Journal of Economic Perspectives* 12(2) (Spring): 41- 62.

John Goering and Ron Wienk, Eds. 1996. *Mortgage Lending, Racial Discrimination and Federal Policy*. Washington, D.C.: The Urban Institute Press. Part One. Chapter 4. *Turning a Critical Eye on the Critics*.

John Yinger. 1995. *Measuring Racial Discrimination with Fair Housing Audits*. in William A. Darity, Jr., Ed., *Introduction, Economics and Discrimination Vol. II*, (The International Library of Critical Writing in Economics; 57). Aldershot, UK: Edward Elgar Publishing, pp. 325–337.

John Yinger. 1995. *Chapters 2: The Housing Discrimination Study; Chapter 3: Discrimination in Housing*, pp. 31–49. *Closed Doors, Opportunities Lost: The Continuing Costs of Housing Discrimination*. New York: Russell Sage Foundation.

John Yinger: 1995. *Closed Doors, Opportunities Lost: The Continuing Costs of Housing Discrimination*. New York: Russell Sage Foundation. Part 3. Chapter 6. *The Direct Cost of Current Discrimination*, pp. 89–103; Part 4. Chapter 9. *The Causes of Discrimination in Housing*, pp. 161–186.

Joseph Rosenstein and Michael A. Hitt, 1986. Experimental Research on Race and Sex Discrimination: The Record and the Prospects. *Journal of Occupational Behaviour* 7(3)(July): 215-226.

Racial Discrimination in Loans

<http://thealternativehypothesis.org/index.php/2017/01/14/racial-discrimination-in-loans/>

Robb, A., & Robinson, D. T. (2017). Testing for racial bias in business credit scores. *Small Business Economics*, 1-15.

Ronald B. Mincy. 1995. Chapter 20: The Urban Institute Audit Studies: Their Research and Policy Context in William A. Darity, Jr., Ed., *Economics and Discrimination Vol II*, (The International Library of Critical Writing in Economics; 57). Aldershot, UK: Edward Elgar Publishing, pp. 346–435.

Samuel Myers and Tsze Chan, "Racial Discrimination in Housing Markets: Accounting for Credit Risk," *Social Science Quarterly* 76(3) (September 1995): 543–561. 9

Stephen Ross and John Yinger. 2002. The Mortgage Market and the Definition of Mortgage Lending Discrimination. Chapter 2 In *The Color of Credit: Mortgage Discrimination, Research Methodology, and Fair-Lending Enforcement*. MIT Press.

Stephen Ross and John Yinger. 2002. *The Color of Credit: Mortgage Discrimination, Research Methodology, and Fair-Lending Enforcement*, MIT Press.

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

<http://atlantablackstar.com/2016/01/31/study-racial-discrimination-in-mortgage-lending-continues-to-impact-african-americans-with-a-black-name-lowering-ones-credit-score-by-71-points/>

Yezer, pp.13–22; Uses and Limitations of HMDA Data in Identifying Discrimination and Redlining. Michael Shill and Susan Wachter, pp. 23–28.

Health care:

Ana Balsa and Thomas McGuire. 2003. Prejudice, Clinical Uncertainty and Stereotyping as Sources of Health Disparities. *Journal of Health Economics*, Vol. 22. 89.

David Rosner and Gerald Markowitz. 1997. Race, Foster Care, and the Politics of Abandonment in New York City. *The American Journal of Public Health* 87(11)(November): 1844–49.

James, S. A. (2017). The strangest of all encounters: racial and ethnic discrimination in US health care. *Cadernos de Saúde Pública*, 33.

https://scielosp.org/scielo.php?pid=S0102-311X2017000402001&script=sci_arttext&lng=pt

Krieger, Nancy. "Discrimination and Health" *Social Epidemiology* 2000.

Stepanikova, I., & Oates, G. R. (2017). Perceived Discrimination and Privilege in Health Care: The Role of Socioeconomic Status and Race. *American journal of preventive medicine*, 52(1), S86-S94.

Criminal Justice:

Antonovics, Kate L. and Brian G. Knight (2004). "A New Look at Racial Profiling: Evidence from the Boston Police Department," National Bureau of Economic Research, Working Paper No. 10634. July. <http://www.nber.org/papers/w10634>

Borooah, Vani K. 2001. "Racial Bias in Police Stops and Searches: An Economic Analysis." *European Journal of Political Economy* 17: 17–37.

Chakravarty, Shanti P. 2002. "Economic Analysis of Police Stops and Searches: A Critique." *European Journal of Political Economy* 18: 597–605.

Close, Billy R. and Patrick L. Mason. (2006). "After the Traffic Stops: Officer Characteristics and Enforcement Actions" *The B.E. Journals in Economic Analysis & Policy* 6(1).

Close, Billy R. and Patrick L. Mason. (2007). "Searching for efficient enforcement: officer characteristics and racially biased policing," *Review of Law and Economics* 3(2).

David Harris. 2003. The Reality of Racial Disparity in Criminal Justice: The Significance of Data Collection. *Law and Contemporary Problems* 66(1): 71.

Economic Research, Working Paper No. 10947. December. <http://www.nber.org/papers/w10947>.

Edelson, Meredyth Goldberg, Audrey Hokoda and Luciana Ramos-Lira (2007). "Differences in Effects of Domestic Violence between Latina and Non-Latina Women." *Journal of Family Violence*, 22:1–10

Knowles, John, Nicola Persico and Petra Todd. 2001. "Racial Bias in Motor Vehicle Searches: Theory and Evidence." *Journal of Political Economy* 109(1): 203–229.

Loury, Glen, "The Impossible Dilemma." *The New Republic*, Jan. 1, 1996, pp. 21-26. (Essay on race and crime; reprinted in *The New Republic Guide to the Issues: The '96 Campaign*, Basic Books, 1996). [https://www.brown.edu/Departments/Economics/Faculty/Glenn_Loury/louryhomepage/The%20New%20Republic%20Articles/The%20Impossible%20Dilemma%20\(1996\).pdf](https://www.brown.edu/Departments/Economics/Faculty/Glenn_Loury/louryhomepage/The%20New%20Republic%20Articles/The%20Impossible%20Dilemma%20(1996).pdf)

Mason, Patrick L. (2007). "Driving while black: Do police pass the test?," *Swedish Economic Policy Review*, Vol. 14.

Meares, Tracey L., "Place and Crime." *Chicago-Kent Law Review* 73 *Chi.-Kent L. Rev.* (1997-1998).

McDaniel, M., Simms, M. C., Monson, W., & Fortuny, K. (2013). Imprisonment and disenfranchisement of disconnected low-income men. Urban Institute.

O’Flaherty, Brendan and Rajiv Sethi, “Racial Stereotypes and Robbery” (unpublished ms. Columbia University, 2004)
<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.919.7107&rep=rep1&type=pdf>

Pearlman, Deborah N, Sally Zierler, Annie Gjelsvik, and Wendy Verhoek-Oftedahl (2003). “Neighborhood environment, racial position, and risk of police-reported domestic violence: a contextual analysis.” *Public Health Rep.* 2003 Jan–Feb; 118(1): 44–58.

Persico, Nicola and Petra Todd. (2004). “Using Hit Rate Tests to Test for Racial Bias in Law Enforcement: Vehicle Searches in Wichita,” National Bureau of Economic Research.

Rosenberg, A., Groves, A. K., & Blankenship, K. M. (2017). Comparing Black and White Drug Offenders: Implications for Racial Disparities in Criminal Justice and Reentry Policy and Programming. *Journal of Drug Issues*, 47(1), 132-142.

The Color of Justice: Racial and Ethnic Disparity in State Prisons |
<http://www.sentencingproject.org/publications/color-of-justice-racial-and-ethnic-disparity-in-state-prisons/>

Child Welfare:

Dubner, Stephen J. (2005). “Toward a Unified Theory of Black America.” *New York Times*.
<http://www.nytimes.com/2005/03/20/magazine/20HARVARD.html?scp=1&sq=Toward%20a%20Unified%20Theory%20of%20Black%20America&st=cse>

Lovato-Hermann, K., Dellor, E., Tam, C. C., Curry, S., & Freisthler, B. (2017). Racial Disparities in Service Referrals for Families in the Child Welfare System. *Journal of Public Child Welfare*, 11(2), 133-149.

Mark E. Courtney, Richard P. Barth, and Jill Duerr Berrick. 1996. Race and Child Welfare Services: Past Research and Future Directions. *Child Welfare* 75(Mar./Apr).

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

Racial Disproportionality and Disparity in Child Welfare (Issue Brief)
https://www.childwelfare.gov/pubPDFs/racial_disproportionality.pdf

Sheila D. Ards, Samuel L. Myers, Jr., Allan Malkis. Racial Disproportionality in Reported and Substantiated Child Abuse and Neglect: An Examination of Systematic Bias. *Children and Youth Service review* 25(5–6): 375–92.

Optional:

Alon, Sigal. (2015, December 16). What Israel Tells Us About Affirmative Action and Race. *The New York Times*.

Isler, Jedidah. (2015, December 17). The 'Benefits' of Black Physics Students. *The New York Times*. http://www.nytimes.com/2015/12/17/opinion/the-benefits-of-black-physics-students.html?_r=0

Responses to Justice Scalia's statement: Letter to SCOTUS from physicists: <https://www.aps.org/publications/apsnews/updates/letter-scotus.cfm>

Rosenberg, Andrew. (2015, December 10). The Depressing Comments of Justice Scalia on African-American Students. Union of Concerned Scientists. <http://blog.ucsusa.org/andrew-rosenberg/the-depressing-comments-of-justice-scalia-on-african-american-students>

Mismatch Theory, Higher Education

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

Brief of Empirical Scholars as Amici Curiae in Support of Respondents, Fisher vs. Texas. November 2, 2015. <http://www.scotusblog.com/wp-content/uploads/2015/11/LCCR-and-Mintz-Fisher-Amicus-Empirical-Scholars.pdf>

Cestau, D., Epple, D., & Sieg, H. (2017). Admitting students to selective education programs: Merit, profiling, and affirmative action. *Journal of Political Economy*, 125(3), 761-797.

Harris, C. & William C. Kidder. (2005). The Black Student Mismatch Myth in Legal Education: The Systemic Flaw in Richard Sander's Affirmative Action Study. *The Journal of Blacks in Higher Education*. http://www.jbhe.com/features/46_black_student_mismatch.html

Rouse, C. E. (2005, October). The labor market consequences of an inadequate education. In symposium on the Social Costs of Inadequate Education, Teachers College Columbia University.

Sander, R. H. (2004). A Systemic Analysis of Affirmative Action in American Law Schools. *Stanford Law Review*, 57(2), 367-483. <http://www.jstor.org.ezp1.lib.umn.edu/stable/40040209>

Sander, R. H. (2011). Class in American Legal Education. *Denver University Law Review*, 631-682. <http://heinonline.org.ezp1.lib.umn.edu/HOL/Page?public=false&handle=hein.journals/denlr88&id=653>

Sander, R. and Bambauer, J. (2012). The Secret of My Success: How Status, Eliteness, and School Performance Shape Legal Careers. *Journal of Empirical Legal Studies*, 9: 893–930.

Sander, R. and Bolus, R. (2009). Do Credential Gaps in College Reduce the Number of Minority Science Graduates? *UCLA*. <http://www.seaphe.org/pdf/sciencemismatch.pdf>

Sander, Richard and Stuart Taylor, Jr. (2012, October 2). The Painful Truth about Affirmative Action. *The Atlantic*. <http://www.theatlantic.com/national/archive/2012/10/the-painful-truth-about-affirmative-action/263122/>

Scholars' Research Challenges College 'Mismatch' Theory
<http://diverseeducation.com/article/99349/>

Slater, Dan. (2013, March). Does Affirmative Action Do What It Should? *The New York Times*. <http://www.nytimes.com/2013/03/17/opinion/sunday/does-affirmative-action-do-what-it-should.html>

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/>

The Systemic Racism of Higher Education
<http://www.nupoliticalreview.com/2017/04/02/the-systemic-racism-of-higher-education/>

Wright, D. K., & Garces, L. M. (2018). Understanding the Controversy around Race-Based Affirmative Action in American Higher Education. *Controversies on Campus: Debating the Issues Confronting American Universities in the 21st Century*, 3.

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

U.S. Equal Employment Opportunity Commission. Civil Rights Act of 1991,
<http://www.eeoc.gov/laws/statutes/cra-1991.cfm>

U.S. Department of Justice, Title VI of the Civil Rights Act of 1964,
<http://www.justice.gov/crt/about/cor/coord/titlevi.php>

U.S. Equal Employment Opportunity Commission, Title VII of the Civil Rights Act of 1964,
<http://www.eeoc.gov/laws/statutes/titlevii.cfm>

Federal Trade Commission, Facts for Consumers, Equal Credit Opportunity Act (ECOA),
<http://www.ftc.gov/bcp/edu/pubs/consumer/credit/cre15.shtm>

Recommended (Select at least one):

Ayres, Ian and Richard Brooks. (2005) "Does Affirmative Action Reduce the Number of Black Lawyers?" *Stanford Law Review*, Vol. 57, pp. 1807-1853.

Clegg, Roger. (February 1, 2010) "Ending Racial Preferences" on the Center for Equal Opportunity's website: <http://www.scotusblog.com/2010/02/ending-racial-preferences/>

Loury, Glenn. (1981). "Is Equal Opportunity Enough?" in *American Economic Review Papers and Proceedings*, pp. 122–125.

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:

Ellison, G., & Pathak, P. A. (2016). The Efficiency of Race-Neutral Alternatives to Race-Based Affirmative Action: Evidence from Chicago's Exam Schools (No. w22589). National Bureau of Economic Research.

Myers, Samuel L., Ha, Inhyuck S. (2017). *Race-Neutrality and Rationalizing Remedies*, Lexington Books. Chapter 2.

Zisk, N. L. (2016). Embracing Race-Conscious College Admissions Programs: How Fisher v. University of Texas at Austin Redefines Affirmative Action as a Holistic Approach to Admissions That Ensures Equal, Not Preferential, Treatment. *Marq. L. Rev.*, 100, 835.

Recommended:

Ayres, I. (1996). Narrow Tailoring, *43 UCLA Law Review*. 1781-838.

Ayres, I., & Foster, S. (2006). Don't Tell, Don't Ask: Narrow Tailoring After Grutter and Gratz *Texas Law Review*, 85(3), 519-84.

Schmidt, Peter. (2015, December 117). New Study Fuels Debate over 'Mismatch' Theory in Race-Conscious Admissions. *The Chronicle of Higher Education*

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:

Cohen, Patricia.(2010)“Culture of Poverty’ Makes a Comeback,” *New York Times*.http://www.nytimes.com/2010/10/18/us/18poverty.html?_r=1&scp=1&sq=Patricia%20Cohen%20culture%20of%20poverty&st=cse

Excerpts from the Kerner Report: “Our Nation Is Moving Toward Two Societies, One Black, One White—Separate and Unequal”
<http://historymatters.gmu.edu/d/6545/>

Farley, Reynolds and Walter Allen. (1987). "The Color Line and the Quality of Life in America," in *Race in America: The Dilemma Continues*, pp. 1–31.

Jaynes, Gerald David and Robin M. Williams, Jr., Eds. (1989). "Summary and Conclusions," in *A Common Destiny: Blacks and American Society*, pp. 3–32.

Murray, Charles. "The War on Poverty, 1965–1980," in *Wilson Quarterly*, Autumn 1984, pp. 94–139.

Myrdal, Gunnar. (1944). *An American Dilemma: The Negro Problem and Modern Democracy*, pp. 3-49.

Rainwater, Lee and William Yancey. (1967). *The Moynihan Report and the Politics of Controversy*, pp. 1–37

Week 13: April 11

Affirmative Action/Equal Opportunity/Anti-Discrimination

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

Required Readings:

Anderson, Bernard. (1997). "Affirmative Action Policy under Executive Order 11246: A Retrospective View." In *Civil Rights and Race Relations in the Post Reagan-Bush Era*, Samuel L Myers, Jr, Editor, Praeger: Westport, CT.

Bergman, Barbara. (1996). *In Defense of Affirmative Action*, pp. 20–31, 132–139

Myers, Samuel L. (2011) "The Economics of Diversity" in *Justice for All: Promoting Social Equity in Public Administration*, Norman J. Johnson; James H. Svara (eds), M.E. Sharpe.

Saenz, L. P. (2017). Response: Affirmative Action and Diversity: Complex and More Necessary Than Ever. *Philosophy of Education Archive*, 243-246.

Recommended (Select at least one):

Brief for Amici Curiae 65 Leading American Businesses in Support of Respondents, Gratz v. Bollinger; Grutter v. Bollinger. February 18, 2003.

http://www.vpcomm.umich.edu/admissions/legal/gru_amicus-ussc/um/Fortune500-both.pdf

Cahn, David & Jack Cahn. (2015, June). What's Behind Asian Discrimination in College Admissions? *Huffpost College*.

Cecilia Conrad "The Economic Costs of Affirmative Action" in Margaret Simms (ed.) *The Economic Costs of Affirmative Action DC: Joint Center for Political and Economic Studies*. 1995.

Dover, T., Brenda Major, and Cheryl Kaiser. (2016, January 4). Diversity Policies Rarely Make Companies Fairer, and They Feel Threatening to White Men. *Harvard Business Review*.

Fryer, Roland G., Glenn C. Loury, and Tolga Yuret (2003). "Color-Blind Affirmative Action." <http://www.nber.org/papers/w10103.pdf>

Goldstein Hode, M., & Meisenbach, R. J. (2017). Reproducing whiteness through diversity: A critical discourse analysis of the pro-affirmative action amicus briefs in the Fisher case. *Journal of Diversity in Higher Education*, 10(2), 162.

Harry Holzer and David Neumark "What Does Affirmative Action Do?" *Industrial and Labor Relations Review* 53:2 January 2000, pp.240-271

Hong, L., Page, S. E., & Baumol, W. J. (2004). Groups of diverse problem solvers can outperform groups of high-ability problem solvers. *Proceedings of the National Academy of Sciences of the United States of America*, 101(46), pp. 16385-16389.

Kalev, A., Frank Dobbin, and Erin Kelly. (2006, August). Best Practices or Best Guesses? Assessing the Efficacy of Corporate Affirmative Action and Diversity Policies. *American Sociological Review*. 71-4. pp. 589-617.

Leonard, Jonathan. (1990). "The Impact of Affirmative Action Regulation and Equal Employment Law on Black Employment," in *Journal of Economic Perspectives*, pp. 47–63.

Loury, Glen. *Anatomy of Racial Inequality*. (2002) Harvard University Press. (Introduction).

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

Miller, C. (2017). The persistent effect of temporary affirmative action. *American Economic Journal: Applied Economics*, 9(3), 152-190.

Supiano, Beckie. (2015, December 9). A Closer Look at a Comment from Justice Scalia That Sparked Outrage. *The Chronicle of Higher Education*.

Wheelan, Charles. (2015, June 9). A Case for Preferential Treatment. *U.S. News*.

Week 14: April 18

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:

Darity, William, Jr. (22 December, 2016). How Barack Obama Failed Black Americans. *Atlantic Monthly* <https://www.theatlantic.com/politics/archive/2016/12/how-barack-obama-failed-black-americans/511358/>

Darity, William, Jr. in *Race Relations and Civil Rights in the Post-Reagan Bush Era* ed. by Samuel L Myers, Jr. "Reparations" pp. 365–389.

King, D. S., & Page, J. M. (2017). Towards transitional justice? Black reparations and the end of mass incarceration. *Ethnic and Racial Studies*, 1-20.

Recommended (Select at least one):

Darity Jr., William A., Bidisha Lahiri, and Dania V. Frank. (2010) "Reparations for African-Americans as a Transfer Problem: A Cautionary Tale." *Review of Development Economics*, Vol.14, Issue 2, pp. 248-261.

Harvey, J. (2014). Dear White Christians: For Those Still Longing for Racial Reconciliation. Wm. B. Eerdmans Publishing. (Part 2: Reparations! Going Backward before Going Forward)

Myers, Samuel L, Lajune Thomas Lange, and Bruce Corrie. (2003) "The Political Economy of Antiracism Initiatives in the Post-Durban Round" *American Economic Review*, Vol. 93, Issue 2, pp 330-333.

Richard America (1999) "Reparations and Public Policy." *The Review of Black Political Economy*, Winter, pp 78-83.

The Case for Reparations

<https://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/>

The Case against Reparations

<http://websites.rcc.edu/andres/files/2015/01/Eng-1A-Essay-2-The-Case-Against-Reparations.pdf>

Apologies for Slavery:

Carroll, Rory. (2000, March). Pope says sorry for the sins of the church. *The guardian*.

Dionne, E.J. (1985, August). Pope Apologizes to Africans for Slavery. *The New York Times*.<http://www.nytimes.com/1985/08/14/world/pope-apologizes-to-africans-for-slavery.html>

Hurd, Cheryl. (2015, September). Bay Area Group Wants Pope Francis to Apologize for Catholic Church's Role in Slavery. *NBC Bay Area*.

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

Kreitner, Richard. (2015, September). Why Is the 'Radical Pope' About to Canonize a Priest Who Helped Enslave and Murder Native Americans? *The Nation*.

San Martin, Inés. (2015, July). Pope Francis apologizes for exploitation of native peoples, calls for economic justice. *Crux*.

Soloway, Benjamin. (2015, July). Pope Francis Apologizes for Church's Colonial Sins. *Passport*.

Young, Angelo. (2015, July). Pope Francis To Native People: Sorry How The Church Treated You During Conquest Of The Americas.

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:

Korgen, K. O. (Ed.). (2016). Race policy and multiracial Americans. Policy Press. (Conclusion).

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

Myers Jr, S. L. (2000). If not reconciliation, then what?. *Review of Social Economy*, 58(3), 361-380.

Ogletree Jr, C. J., & Sarat, A. (Eds.). (2017). Racial Reconciliation and the Healing of a Nation: Beyond Law and Rights. NYU Press.

Peggy McIntosh. "White Privilege: Unpacking the Invisible Knapsack,"

<http://code.ucsd.edu/pcosman/Backpack.pdf>

Recommended (Select at least one):

Harvey, J. (2014). *Dear White Christians: For Those Still Longing for Racial Reconciliation*. Wm. B. Eerdmans Publishing. (Part 1: Reconciliation? Where we are and Why)

Should We Abandon the Language of 'Racial Reconciliation'?

<https://www.thegospelcoalition.org/article/should-we-abandon-the-language-of-racial-reconciliation/>

Walters, R. (2009). The price of racial reconciliation. University of Michigan Press. (Introduction).

Why I Stopped Talking About Racial Reconciliation And Started Talking About White Supremacy <http://feistythoughts.com/2017/08/23/why-i-stopped-talking-about-racial-reconciliation-and-started-talking-about-white-supremacy/>

Wolff, M. (2016). *Dear White Christians: For Those Still Longing for Racial Reconciliation* by Jennifer Harvey. *Journal of the Society of Christian Ethics*, 36(1), 202-204.

WEEK	DATE	WEEKLY READING THEMES	SUBMIT	DUE DATE	IN-CLASS DISCUSSION QUESTIONS
PART 1: Historical Backdrop for Understanding Racial and Ethnic Economic Inequality					
1	1/17	A. Overview of Course, Introductions, and Orientation B. The Conceptual Context of Race and Policy Analysis			
2	1/24	What is Race? What is Racism?	RE#1	01/23 10 pm	Team 1 leads discussion: What is "White" in Australia vs the USA?
3	1/31	Race and Racism in an International Context	RE#2	01/30 10 pm	Team 2 leads discussion: How is Race Defined in Singapore, Malaysia and India?
4	2/7	Racism, Stereotypes, and Post Racialism	RE#3	02/06 10 pm	Team 3 leads discussion: Has Overt Racism Increased in the Trump Era?
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 (9.pm) 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?
			AB Team 1 & 2	03/24 10 pm	
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?
			AB Team 3 & 4	04/01 10 pm	
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?
			AB Team 5&6	04/07 10 pm	
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?
			PP Team 1 & 2	4/11 6pm	
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?
			PP Team 3 & 4	4/18 6pm	
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?
			PP Team 5 & 6	4/25 6pm	

RE- Reflective Essay AB- Annotated Bibliography PP- Position Papers Individual (Orange), Team (Green) Assignments