



The University of Western Ontario

SOCIOLOGY 9177A

The Social Context of Racial Inequality

Fall 2019

Tuesday, 9:30am–12:30pm, SSC 5235

Instructor: Patrick Denice, Assistant Professor
Office Hours: Tuesdays, 2:00–4:00pm
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Course Description

Overview: This course provides an in-depth overview of sociological understandings of race and ethnicity, with a particular focus on the institutional underpinnings of racial and ethnic inequality in the United States and Canada. The core question we seek to address is: What are the sociological origins of racial inequality? To answer this, we begin by investigating how sociologists understand racial and ethnic distinctions. What comprises a racial or ethnic group? We then shift our attention to patterns of racial and ethnic inequality, focusing on the major institutions through which racial inequality is generated: the housing market, the labor market, schools, and the criminal justice system.

(This course is also cross-listed with the undergraduate Honours program in Sociology, under course number SOC 4488F-001. Graduate students who took this class while in the undergraduate program at Western may not take this course.)

Learning Outcomes

1. Synthesize and critically evaluate theoretical arguments and current empirical research relating to the sociological study of race/ethnicity.
2. Critically assess the role of social institutions and processes in generating, maintaining, or attenuating racial/ethnic inequality.
3. Demonstrate an ability to present and discuss ideas clearly through effective oral and written communication.
4. Demonstrate an awareness and appreciation of the complexity of knowledge, the potential of other interpretations, methods, and disciplines, and the limitations of one's own work and of the discipline more generally.

Course Materials

All required readings, assignment prompts, and other course materials will be made available through our OWL course site.

Course Evaluation

Class Participation (20%): Your active participation in class discussions is crucial to your success in this class. Active participation means that you consistently ask and answer questions, reflect thoughtfully on the readings, and engage respectfully with your colleagues. Additionally, throughout the term, we may complete short, low-stakes writing exercises—some of which will be collected. These will be completed either individually or in small groups, and they are intended to help you complete the final paper assignment as well as engage more deeply with the material.

Facilitating Discussions (35%): All students will lead at least two (2) discussions over the course of the quarter. More information will be given on the first day of class, but in general discussion leaders have the following 3 responsibilities:

1. Provide a clear and concise summary and critical analysis of the assigned reading(s). Identify the authors' argument and the evidence used to support that argument, evaluate the effectiveness of the argument, and discuss what you learned from the reading(s).
2. Highlight the ways in which the day's reading material fits (or doesn't fit) with material we've already covered.
3. Guide discussion among your colleagues through questions. I will provide an initial bank of discussion questions that will be relevant to almost all readings we cover throughout the term. You are welcome to draw on these as a starting point, and you should also develop additional questions specific to the day's readings.

Graduate students in the class must also submit a **two-page critical summary** of their reading (12-point, Times New Roman font, double-spaced).

Final Paper (45%): Graduate students will write a final paper due no later than **December 16th at 10:00am**. There are three options for this assignment:

1. *Empirical study:* Carry out an original analysis of a research question on racial/ethnic inequality. Due to the time constraints of the term, students are encouraged to carry out a secondary quantitative analysis of publicly-available data. Papers should be formatted like an academic journal article, with an introduction, literature review, data/methods section, findings section, and a discussion/conclusion.
2. *Front-end of an academic journal article or a research grant proposal:* Papers should include an introduction, literature review, and a proposed data and methods section. Unlike the empirical paper, you will not need to actually carry out the proposed analysis. You will, however, need to spend more time here developing the literature review and conceptual framework.
3. *Book review:* Students may choose to write a book review on a recently published book having to do with institutionalized forms of racial/ethnic inequality. As a condition of this option, students must submit (while they do not need to do so by the assignment deadline, they do need to indicate their target journal and a timeline for submitting it). Thus,

students must identify a journal that selects unsolicited book reviews and follow their length and formatting guidelines.

Students writing options 1 or 2 should aim for roughly 20-25 pages (12-point, Times New Roman font, double-spaced). Students writing a book review should consult (typically, they are about 5-6 pages). While shorter, book reviews can be a challenge! Not only do they require that you read an entire book, you'll also need to be very conversant in the related literature. I encourage you to think carefully about where you are in your graduate career when deciding which final paper to pursue. For any of the three options, you may draw upon your own existing research agenda (effectively altered based on what we have covered in class), a topic you presented on, or something entirely new.

A Note About Attendance: Because you cannot participate and actively engage with the materials and your colleagues if you are not here, in order to receive a passing grade students are expected to attend at least 80% of the class meetings for this course. This requirement will only be waived in exceptional circumstances with documentation. While attendance is not an explicit part of the evaluation breakdown, you will see your final grade lowered if you miss an excessive number of class sessions. Please inform me as soon as possible if you are unable to attend a class for medical or personal reasons.

How to Contact Me

I can be reached via email at pdenice@uwo.ca. Students are also encouraged to come to office hours, to set up an appointment, or to approach me before or after class.

How to Get Important Information

You will find course content and announcements posted to our OWL course website. I will also announce any upcoming deadlines or changes to the course schedule in class. If you miss a class, check first with a classmate for any notes or other materials.

Important Policies

Assignment Deadlines: Students must submit their assignments by the date and time stated in the course outline and on the OWL website. Late assignments will be penalized 10% for each day they are late. Any assignment not received within 5 days of the due date will not be accepted, except in the event of a documented medical or family emergency. If a student anticipates an issue with an assignment, they are encouraged to speak to the professor as early as possible to make alternative arrangements.

Plagiarism: Students must write their assignments in their own words. Whenever students take an idea from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major scholastic offence (the Scholastic Offence Policy can be viewed in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (www.turnitin.com).

Standards of Professional Behaviour: It is the responsibility of all members of the Department of Sociology to adhere to and promote standards of professional behaviour that support an effective learning environment. These include:

- Respect for others both in and out of the classroom through words and actions (be professional, fair, and respectful in interactions with people on-line and in-person; understand and respect differences among classmates and colleagues; avoid disrupting the learning environment; respect others' expectations of confidentiality and privacy).
- Active engagement in learning and commitment to quality (being prepared for classes; participating and listening actively to other; using technology and social media appropriately, striving to do your best). Take responsibility for your own learning by: relating course content and projects to your own professional interests; monitoring your own understanding; seeking clarification and assistance when necessary.
- Personal integrity (following through on commitments; doing one's own work).

Students should also be aware of the UWO Student Code of Conduct found at: <https://www.uwo.ca/univsec/pdf/board/code.pdf>.

Laptops and other Electronics/Phones in Class: I encourage you to take notes without a computer if you are able. If you need a laptop to take notes during class, please refrain from browsing the internet, texting, or going on social networking sites such as Facebook or Twitter. Students who disrupt their colleagues' learning through the use of their laptop or tablet will be told to put away their device, and they will not be permitted to use it for the remainder of the class. Be sure that all cell phones are silenced and put away at the beginning of class.

Recording Devices: Recording devices may not be used in this class. Some of the topics we discuss may be of a sensitive nature. In order to cultivate an atmosphere in the classroom where we all feel comfortable sharing our ideas, questions, and personal stories or experiences, we need to be free from worry about being recorded. If you require a recording device for medical, accessibility, or other reasons, please see me.

Lectures and Other Course Materials: Any materials created by the instructor (e.g., notes, handouts, summaries, slide decks, assignments, exams, etc.) are protected by copyright law and may not be copied or distributed in any form without the explicit permission of the instructor. Any non-authorized use of these materials constitutes an academic offence.

Scholastic Offences: Scholastic offences are taken seriously and students are directed to read the appropriate policy—specifically, the definition of what constitutes a Scholastic Offence (www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf).

Accommodation: Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program.

Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are encouraged to register with Student Accessibility Services, a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both SAS and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction. For more information, see <http://www.sdc.uwo.ca/ssd/>.

Completion of Course Requirements: Course requirements must be completed by the end of the term in which the course is offered (Fall–December 31; Winter–April 30, Summer–August 31). Only in exceptional circumstances may a student take additional time to complete the course requirements. In such a case, the student must first meet with the Graduate Chair to request permission to carry the incomplete. Medical documentation, where required, will be kept on file in the Sociology graduate program office. More details regarding incompletes are outlined in the Graduate Handbook:

http://www.sociology.uwo.ca/graduate_handbook/course_information.html.

Accessibility Options: Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 519-661-2111, x82147, for any specific question regarding an accommodation. Information regarding accommodation of exams is available on the Registrar’s website:

www.registrar.uwo.ca/examinations/accommodated_exams.html.

Mental Health: Students who are in emotional/mental distress should refer to Mental Health@Western (http://uwo.ca/health/mental_wellbeing/index.html) for a complete list of options for getting help.

Health and Wellness: As part of a successful graduate student experience at Western, we encourage students to make their health and wellness a priority. Students seeking help regarding mental health concerns are advised to speak to someone they feel comfortable confiding in, such as their faculty supervisor, their program director (graduate chair), or other relevant administrators in their unit. The Wellness Education Centre (lower level UCC) assists students in finding mental health and other related resources best suited to their needs (<http://se.uwo.ca/wec.html>). Western’s School of Graduate and Postdoctoral Studies’ Living Well website provides tips for thriving at grad school and other helpful information (http://grad.uwo.ca/current_students/living_well/index.html).

Western provides several on-campus health-related services to help you achieve optimum health and engage in healthy living while pursuing your graduate degree. For example, to support physical activity, all students, as part of their registration, receive membership in Western's Campus Recreation Centre. Numerous cultural events are offered throughout the year. Also, we encourage you to check out the Faculty of Music web page (<http://www.music.uwo.ca/>), and our own McIntosh Gallery (<http://www.mcintoshgallery.ca/>).

Disputing a Grade: Students who wish to dispute an assignment, exam, or course grade must write a one-page explanation justifying why their work should be re-evaluated. Work will not be re-evaluated on the basis that students were sick or feelings stressed when completing the assignment. Please be advised that a student's mark may go up or down upon re-evaluation.

Extraordinary Circumstances: The content and/or evaluation of this course is subject to change in the event of extraordinary circumstances beyond the University's or instructor's control.

Course Schedule

Please note: Readings should be completed prior to class on the date listed. This outline is subject to change over the course of the term in order to meet the needs of the class. Any changes will be announced in class and/or through our OWL course website.

Part I: Sociological Understandings of Race and Ethnicity

Sept. 10 – Getting started

- No readings due

Sept. 17 – What is race? What is ethnicity?

- Yetman, *Majority and Minority*, ch. 1 (pp. 1-20)
- Brubaker, “Ethnicity, Race, and Nationalism”
- Sano, Kaido, and Tankorang, “Racial Variations in Ethnic Identity Among the Children of Immigrants in Canada”

Sept. 24 – Prejudice, racism, and racial attitudes

- Golash-Boza, “A Critical and Comprehensive Sociological Theory of Race and Racism”
- Fox and Guglielmo, “Defining America’s Racial Boundaries”
- Underhill, “Parenting During Ferguson: Making Sense of White Parents’ Silence”

Oct. 1 – Introducing institutions of racial and ethnic inequality

- Wooten and Couloute, “The Production of Racial Inequality Within and Among Institutions”
- Andersen, “From Nation to Population: The Racialization of ‘Métis’ in the Canadian Census”
- Katznelson, *When Affirmative Action Was White*, chs. 1-2 (pp. 1-52)

Part II: Institutions of Racial and Ethnic Inequality

Oct. 8 – Housing, part 1

- Rothstein, *The Color of Law*, chs. 1, 3-4 (pp. 3-14, 39-75)

Oct. 15 – Housing, part 2

- Fong and Wilkes, “Racial and Ethnic Residential Patterns in Canada”
- Khazan, “Being Black in America Can Be Hazardous to Your Health”

⇒ ***First short reaction memo must be submitted no later than this date via OWL***

Oct. 22 – Labor market, part 1

- Katznelson, *When Affirmative Action Was White*, ch. 3 (pp. 53-79)
- Kay, “Social Capital, Relational Inequality Theory, and Earnings of Racial Minority Lawyers”

Oct. 29 – Labor market, part 2

- Bertrand and Mullainathan, “Are Emily and Greg More Employable than Lakisha and Jamal?”
- Qullian et al., “Do Some Countries Discriminate More than Others?”
- Banerjee, “An Examination of Factors Affecting Perception of Workplace Discrimination”

Nov. 5 – *Reading Week – Enjoy the break!*

Nov. 12 – Schools, part 1

- Listen: *This American Life*, “The Problem We All Live With”
- Merolla and Jackson, “Structural Racism as the Fundamental Cause of the Achievement Gap”
- Galabuzzi, “Race and the Streaming of Ontario’s Children and Youth”

Nov. 19 – Schools, part 2

- Chen and Stulberg, “Racial Inequality and Race-Conscious Affirmative Action in College Admissions”
- Bailey, “Indigenous Students: Resilient and Empowered in the Midst of Racism and Lateral Violence”

⇒ ***Second short reaction memo must be submitted no later than this date via OWL***

Nov. 26 – Criminal justice, part 1

- Pettit and Western, “Mass Imprisonment and the Life Course: Race and Class Inequality in U.S. Incarceration”
- Alexander, *The New Jim Crow*, ch. 3 (pp. 97-139)
- Pager, *Marked*, ch. 5 (pp. 86-99)

Dec. 3 – Criminal justice, part 2, and Wrapping up

- Desmond, Papachristos, and Kirk, “Police Violence and Citizen Crime Reporting in the Black Community”
- Williams, “A Call to Focus on Racial Domination and Oppression”
- Coates, “The Case for Reparations”

⇒ ***Final paper due via OWL by Monday, December 16, at 10:00am***

Recommended Reading

This is a collection of books, articles, and films that (at least for now) just missed inclusion in our class. If you are interested in delving further into a given topic, these are good places to start. I am happy to suggest others!

Part I: Sociological Understandings of Race and Ethnicity

- Denis, J. S. 2015. "Contact theory in a small-town settler-colonial context: The reproduction of laissez-faire racism in Indigenous-white Canadian relations." *American Sociological Review* 80(1): 218-242.
- Frederickson, George M. 2002. *Racism: A Short History*. Princeton, NJ: Princeton University Press.
- Goodman, Philip. 2014. "Race in California's Prison Fire Camps for Men." *American Journal of Sociology* 120: 352–394.
- Gould, Stephen Jay. 1996. *The Mismeasure of Man*. New York, NY: W.W. Norton and Company, Inc.
- Mueller, Jennifer C. 2017. "Producing colorblindness: Everyday mechanisms of white ignorance." *Social Problems* 64(2): 219-238.
- *Ray, V. 2019. "A theory of racialized organizations." *American Sociological Review* 84(1): 26-53.
- *Saperstein, Aliya, and Andrew Penner. 2012. "Racial Fluidity and Inequality in the United States." *American Journal of Sociology* 118: 676–727.
- Telles, Edward E. 2004. *Race in Another America: The Significance of Skin Color in Brazil*. Princeton, NJ: Princeton University Press.

Part II: Institutions of Racial and Ethnic Inequality

- Billingham, Chase M., and Matthew O. Hung. 2016. "School Racial Composition and Parental Choice: New Evidence on the Preferences of White Parents in the United States." *Sociology of Education* 89: 99–117.
- Coates, Ta-Nehisi. 2015. *Between the World and Me*. Spiegel and Grau.
- Coates, Ta-Nehisi. 2017. "My President Was Black." *The Atlantic*, January/February issue.
- Cottom, Tressie McMillan. 2017. *Lower Ed: The Troubling Rise of For-Profit Colleges in the New Economy*. The New Press.
- Desmond, Matthew. 2016. *Evicted*. Crown.
- Massey, Douglas S. 2007. *Categorically Unequal: The American Stratification System*. Russell Sage.
- *Massey, Douglas S., and Nancy Denton. 1998. *American Apartheid*. Harvard University Press.
- Posselt, J. R., Jaquette, O., Bielby, R., & Bastedo, M. N. (2012). Access Without Equity: Longitudinal Analyses of Institutional Stratification by Race and Ethnicity, 1972–2004. *American Educational Research Journal*, 49(6), 1074–1111.

- Rosenfeld, Jake, and Meredith Kleykamp. 2012. “Organized Labor and Racial Wage Inequality in the United States.” *American Journal of Sociology* 117: 1460–1512.
- *Sharkey, Patrick. 2013. *Stuck in Place: Urban Neighborhoods and the End of Progress toward Racial Equality*. University of Chicago Press.
- Stainback, K., Jason, K., and Walter, C. 2018. “Organizational context and the well-being of black workers: Does racial composition affect psychological distress?” Pp. 137-164 in *Race, Identity, and Work (Research in the Sociology of Work, vol. 32)*, eds. E. L. Mickey and A. H. Wingfield. Emerald Publishing Limited.
- *Sugrue, Thomas J. 2014. *The Origins of the Urban Crisis: Race and Inequality in Postwar Detroit*. Princeton University Press.
- Wilson, William Julius. 1997. *When Work Disappears*. Vintage Books.
- *13th* (documentary). 2016. Directed by Ava DuVernay. Starring Melina Abdullah, Michelle Alexander, and Cory Booker.
- *Fruitvale Station* (film). 2013. Directed by Ryan Coogler. Starring Michael B. Jordan, Melonie Diaz, and Octavia Spencer.
- *When They See Us* (mini-series). 2019. Directed by Ava DuVernay. Starring Blair Underwood, John Lequizamo, and Michael K. Williams.

*Graduate students are especially encouraged to read the titles marked with an asterisk.

Race in London, ON

Listen to stories from Hear Here (<https://www.hearherelondon.org/stories/>), especially those from the following individuals:

- Henderson, Francis
- Henderson, Margaret
- Hodder, Genet
- Holmes, John
- Jones, Aby B.
- Jones, Alfred T.
- Miller, Benjamin
- Moore, John D.
- Morehead, Henry
- Sam, Joan